



THE GOVERNMENT OF THE KINGDOM OF ESWATINI

Ministry of Education and Training



NATIONAL EDUCATION AND TRAINING SECTOR POLICY

2018

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National Education and Training Sector Policy

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Participants of the consultative meetings included MoET officials, teachers, learners, Parliament Education Portfolio Committee, Regional Administrators, Chiefs, parents, Examinations Council, University of Eswatini, development partners and civil society. Furthermore, the MoET would also like to convey appreciation to World Vision for the financial support towards hosting one of the consultative meetings. Last, but not least, we wish to register our sincere gratitude to Cabinet for expediting the approval of this policy.

FOREWORD

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

The 2018 National Education and Training Sector Policy is the second document in the country to holistically address education and training issues. The review of the first Education Sector Policy has provided an opportunity to incorporate pertinent issues and new developments related to education and training in Eswatini. Through this policy document, stakeholders within this sector will be informed about the education and training sector components and the portfolio responsibilities of the Ministry of Education and Training.

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

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

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ACRONYMS

AIDS	Acquired immune deficiency syndrome
ASRH	Adolescent sexual and reproductive health
CBET	Competency-based education and training
CBO	Community-based organisation
CSTL	Care and support for teaching and learning
ECCDE	Early childhood care, development and education
ECCE	Early childhood care and education
ESD	Education for sustainable development
EMIS	Education management information system
ESSP	Education sector strategic plan
FBO	Faith-based organisation
FPE	Free primary education
HE	Higher education
HIV	Human immunodeficiency virus
HoD	Head of department
HTC	HIV testing and counselling
ICT	Information and communications technology
IE	Inclusive education and training
INSET	In-service education and training
LLL	Lifelong learning
LSE	Life skills education

M&E	Monitoring and evaluation
MoET	Ministry of Education and Training
NETIP	National Education and Training Sector Improvement Plan
NGO	Non-governmental organisation
NPE	Non-formal primary education
NSE	Non-formal secondary education
OVC	Orphans and vulnerable children
PRESET	Pre-service education and training
REO	Regional education office
SADC	Southern African Development Community
SDG	Sustainable development goal
SEN	Special education needs
STEM	Science, technology, engineering and mathematics
STI	Sexually transmitted infection
SWATA	Swaziland Training Authority
TSC	Teaching Service Commission
TVET	Technical and vocational education and training
TVETSD	Technical and vocational education and training and skills development
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNESWA	University of Eswatini

DEFINITIONS OF POLICY CONCEPTS

Access	Access in the context of education implies not only the right to affordable education, but that every aspect of physical access to learning is addressed. It can be taken to mean the ability to enter any educational facility, for example a school and its classrooms, but also implies that this infrastructure is geographically close enough to the learner to facilitate his or her regular entry. It also implies that learning in this infrastructure is facilitated; that classrooms exist and are suitable for the process of teaching and learning; that the curriculum is appropriate to learner needs by level, age and gender; and that physical access is adequate to ensure the involvement of physically disabled learners.
Assessment	Assessment can be formative, which provides an understanding of how learners should be taught and what they should learn, or summative, in which the learning of learners is tracked and measured. Assessment should however be seen in the context of the education system and its characteristics in general, and in the context of the curriculum, teacher training and capacity, and other related service ratios and conditions in particular.
Basic Education	For purposes of this document, basic education refers to the first 10 grades or stages of schooling which comprises primary education (first stage of basic education) and lower secondary education (second stage).
Capacity Development	Capacity development is the process through which people can acquire new or additional knowledge and skills in order to enhance their ability to identify problems, develop solutions and manage the implementation of these. Capacity development in education may take many forms. In education and training establishments it is often facilitated by pre-service or in-service education and training, often leading to individual and institutional development.
Care and Support for Teaching and Learning	In terms of the care and support for teaching and learning (CSTL) concept, schools are envisaged as sites of integrated and comprehensive care and support, such that each school is a portal through which children can access services that are necessary for a sound education. It provides an overarching framework for the initiation, coordination and expansion of prevention, care and support activities that aim, ultimately, to improve education outcomes. It proposes an essential package of care and support elements that can be applied across a variety of settings which can accommodate a range of approaches to enable schools to respond to the needs of their learners within the parameters of the skills and resources available to their school community.

Curriculum	Curriculum is all the learning experiences provided for learners in and out of schools. This may include the course of study, time tables, syllabus, curriculum guidelines, learning materials, textbooks and assessment guidelines. The curriculum should be flexible to cater for the wide diversity of learners, but it remains the cornerstone of any education and training system.
Disability	Disability is an evolving concept which results from the interaction between persons with impairments, and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others (Convention on the Rights of Persons with Disabilities, 2006). Disability is seen as a socially created problem. It is not an attribute of an individual, but rather a complex collection of conditions, many of which are created by the social environment.
Disadvantaged	This generally means those who are socially, geographically or economically sidelined or excluded from, for example, access to education. This group may include rural dwellers, girls and women, persons with disabilities and the poor. The disadvantaged require special attention in respect of equity, access, equality and protection – particularly from stigma and discrimination. Disadvantaged groups are those who have little or no influence over their own education or welfare. As a result, they are often excluded from access and decision-making and may also be defined as marginalised.
Early Childhood Care, Development and Education	Early childhood care, development and education (ECCDE) refers to a comprehensive approach to policies and programmes for children from birth to eight years, their parents and guardians. Its purpose is to protect the child's rights to develop his/her full cognitive, emotional, social and physical potential which are promoted by proper care, early stimulation, proper socialisation and education. It is the stage where most of the brain is developed.
Education for Sustainable Development	Sustainable development means seeking to meet the needs of the present without compromising those of future generations. Education for sustainable development (ESD) requires that nations and their peoples <i>learn</i> their way out of current social and environmental problems and <i>learn</i> to live sustainably. ESD aims to help people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions. The primary goal of ESD is to develop norms and values and change practices and lifestyles to ensure sustainable living. Thus, ESD is an essential link in the poverty reduction, health and environment protection chain.
Equity	Equity in education means that all learners are treated fairly, although not always equally, and are entitled to the same level of provision and quality. It also implies that learners have a 'say' in their treatment, involving a consultative process between the parties involved. In an equitable education system, learners are treated individually on their merits.
Gender	Refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). Gender equality means that women and men have equal conditions for realising their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. It is based on women and men being full partners in their home, their community and their society. Gender equity is the process of being fair to men and women, which often requires that measures must be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field.

Inclusive Education and Training	Inclusive education and training (IE) acknowledges that all children and youth can learn and need support to do so. It involves uncovering and minimising barriers to learning whilst enabling education structures, systems and learning methodologies to meet the needs of all learners. Furthermore, it involves changing attitudes, behaviour, teaching methods, curricula and the environment to meet the needs of all learners. It acknowledges and respects differences in learners, whether due to age, gender, language, level of development, disability, HIV or other circumstances. It is about maximising the participation of all learners at all levels in the culture and the curriculum of educational institutions.
Life Skills Education	Life skills education (LSE) promotes the development of psychosocial competencies and capabilities that help to deal with life events that affect us directly, help better decide amongst life's opportunities, and help take action and generate change in order to increase the likelihood of positive behaviours leading to enhanced health, higher level of participation and personal fulfilment. The wide spectrum of life skills can be broadly categorised under: cognitive life skills (for problem solving and decision making); personal life skills (for agency freedom and commitment); inter-personal life skills (for building social capital).
Lifelong Learning	Lifelong learning (LLL) implies a seamless learning system with real pathways into other education and training options and equal opportunities for all. It is linked to adult education and training and is anchored in the National Development Strategy.
Mainstreaming	Mainstreaming in the context of the revised Education and Training Sector Policy refers to the integration of related issues in the main body of the Policy. This represents the consolidation of policy direction in a single instrument rather than the proliferation of multiple, sub-sector policies, which may lead to duplication and even confusion. Mainstreaming should facilitate effective policy implementation by limiting the introduction of separate, free-standing (sub-sector) policies and decreasing the potential for misinterpretation and conflict.
Sustainable Development Goals	The SDGs are officially known as Transforming our World: the 2030 Agenda for Sustainable Development. It is a set of 17 global goals, comprising 169 targets. Spearheaded by the United Nations, involving its 193 member states, as well as global civil society, the goals are contained in paragraph 54 of United Nations Resolution A/RES/70/1 of 25 September 2015. The resolution is a broader intergovernmental agreement that acts as the Post-2015 Development Agenda and successor to the Millennium Development Goals. The SDGs build on the principles agreed upon under Resolution A/RES/66/288, otherwise known as The Future We Want.
Quality	Quality (in education) may mean different things to different people, depending on their relative position as a provider or recipient of teaching and learning. There is international consensus that the best route to quality is the IE approach. This assures learners of equitable treatment and aims to provide support, assessment, effective teaching, a relevant and appropriate curriculum and an accessible medium of instruction.
Special Education Needs	Children, young people and adults are defined as having special education needs if they need services which are over and above what is generally provided as standard in the education system. A broad range of learning needs exists among learners at any point in time. In this regard, different learning needs arise from a range of factors including physical, mental, sensory, neurological and developmental impairments, psychosocial issues, and differences in intellectual ability, life experiences or socio-economic deprivation.

PREAMBLE

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

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

At secondary/high school level, MoET continues to provide diversified curricula and increase the availability of space to enable pupils to exploit all opportunities available and transcend to higher levels of education upon graduation. Efforts towards construction of additional secondary/high schools through external grant funding are at an advanced stage and the Ministry continues to execute programmes aimed at providing infrastructure, teaching and learning materials, student support grants (i.e. orphaned and vulnerable children) and other educational amenities at secondary/high school levels.

At post-secondary level, including tertiary level, the objective is to provide training programmes that are in line with the socio-economic needs of the country. The tertiary education sector remains the most challenging level to the education and training sector's capacity to implement programmes that will reduce access gaps at general education levels due to their heavy reliance on government funding.

In its endeavour to extend educational opportunities to all, particularly at basic education level, MoET is making remarkable efforts to align with global, regional and national policy initiatives. At international level, Sustainable Development Goals are goals that most of the world had agreed to achieve by the year 2030 and include goals on education. The goals include free secondary education, more teachers, more student scholarships and better facilities in schools. The Ministry will try to make sure that these will be achieved long before the year 2030.

In addressing the issue of quality education and training, MoET continues to provide schools with qualified teachers and organise in-service courses to keep serving teachers abreast with the latest approaches in teaching. MoET also continues to provide learning materials (textbooks and stationery at primary school level). In collaboration with the Ministry of Natural Resources and Energy, and the Ministry of Public Works and Transport, MoET continues to provide electricity to schools in rural areas with the view to improve students' learning outcomes and education and training relevance through the introduction of, among others, computer studies, and technical and vocational subjects.

Further, the box libraries provided by the Support to Education and Training Programme, which is funded by the European Union, to all primary schools in the country continue to improve children's reading and writing skills and further improve the quality of teaching and learning at this level and at the higher level of education. School Development Plans and School Performance Reports are implemented in all schools to enhance management and performance levels in the schools.

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

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

To ensure that the education offered at secondary school level is relevant and of high quality, MoET continues to make improvements on the newly introduced assessment and examination system – the International General Certificate of Secondary Education and the Swaziland General Certificate in Secondary Education. The National Curriculum Centre continues to make tremendous progress towards fully reviewing and localising this curriculum reform, including the introduction of competency-based education and training through the Swaziland National Curriculum Framework for General Education due in 2019.

1. INTRODUCTION

1.1. The Education and Training Sector Legal and Policy Context

The revised Education and Training Sector Policy exists in a national, regional and international context, but is driven in the first instance by the legal framework of the Education Act of 1981, and the national development goals presented in Eswatini's 1997 National Development Strategy and its Vision 2022. The revised Policy continues to provide a strategic – and visionary – framework for the education and training sector.

The revised Policy also contextualises and enables the many associated policy instruments required to operationalise the delivery of high quality teaching and learning, especially the United Nations 2030 Agenda for Sustainable Development. This sets out a number of Sustainable Development Goals (SDGs) to be achieved by the international community by the year 2030. These include goals on education (Goal 4), gender equality (Goal 5) and protection from violence (Goal 16). All the SDGs and their targets and indicators are listed in Appendix 1. The revised Policy context also includes instruments of regional cooperation and integration such as the African Union's Agenda 2063 for Africa's socio-economic transformation, the SADC Revised Regional Indicative Strategic Development Plan 2015-2020 and the SADC Industrialisation Strategy and Roadmap 2015-2063. Appendix 2 lists examples of international and regional commitments and agreements observed by Eswatini.

The inter-relationships of all the guiding documents constitute the policy architecture of Eswatini and confirm the central importance of a comprehensive and proactive revised Policy. The revised Policy continues to provide an institutional and strategic context for policy implementation and enforcement. It calls for regular updating of linked acts and other legal instruments to ensure their synergy and alignment.

The continuing guiding philosophy of the education and training sector is to produce an enlightened and participant citizenry that has skills and knowledge to contribute positively to economic and social development. Each learner is a unique individual who needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, spiritually, physically and socially. Every learner has the potential to bring something unique and special to the world.

The education and training sector goals are to empower people in Eswatini to:

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

The revised Education and Training Sector Policy is regarded as a practical, guiding instrument designed to empower every individual and interest group in the sector. It provides an articulate vision for teaching and learning and identifies an over-arching goal and set of linked objectives – all combining to give direction to the education and training sector and its sub-sectors. While every sub-sector must be addressed by the revised Policy, a case may be made for the development of subsidiary policies for certain sub-sectors, where the need exists for greater articulation and detail. Early childhood care, development and education (ECCDE), technical and vocational education and training and skills development (TVETSD) and higher education (HE) are examples of sub-sectors which either have, or may require, the reinforcement of supplementary policy development in due course.

1.2. Problem Statement

MoET's Education and Training Sector Policy of 2011 was the first document in the country to set the stage for developments in the education and training sector by providing strategic direction in a single document. This was a huge milestone for Eswatini. On endorsement by Cabinet, it was stated that it shall be reviewed every five years to integrate and implement commitments made by government, recommendations from sector studies and inputs from stakeholders. The sector has been implementing the above-mentioned policy since 2011 and it was due for revision in 2016. Currently, the sector cannot fully carry out commitments related to a number of international, regional and national obligations on education endorsed by the country after the adoption of the 2011 education sector policy. The commitments include

the SDGs, the SADC Ministers of Education and ICT Summit Decisions, the SADC Framework and Action Plan and the Child Protection and Welfare Act of 2012. The sector is also not in a position to effectively implement recommendations from various studies carried out on education and training geared towards improving the delivery of the sector. These studies include the SACMEQ study, the grade repetition study and the out-of-school children study. As much as the 2011 policy is still relevant, it seems not to be up to date with current laws and regulations, it does not adequately address emerging issues (i.e. the Sustainable Development Agenda 2030) and requires changes to improve its effectiveness or to provide clarity with regards to some key issues. The Ministry has therefore found it necessary to review the 2011 Policy and to come up with a policy that will address the challenges currently facing the education sector and provide strategic direction or guidance towards the achievement of the sector and national goals.

1.3. Scope and Structure of the Revised Education and Training Sector Policy

The revised Education and Training Sector Policy is a dynamic living document, subject to change as national, regional and international priorities, resources and circumstances alter. For this reason, brevity in the revised Policy is of great essence. It aims to be comprehensible and accessible to every stakeholder and makes clear what is expected of everyone involved in the sector, in respect of their rights, roles and responsibilities.

The revised Policy addresses every level and sub-sector of the education and training continuum, from ECCDE to HE and non-formal education and training. Not only does this reflect Eswatini's commitment to inclusive LLL, but it draws attention to issues of access, quality, equity, relevance, efficiency and effectiveness of service delivery. The revised Policy continues to proceed from a principled position to ensure the sustained implementation of a transformative strategy to make Eswatini a key regional provider of skilled human resources and, as a consequence, internationally competitive. The revised Policy is clear and direct: it articulates *what* is required in order for its goals and objectives to be achieved – not *how* this should be done.

The proliferation of parallel sub-sector policies is avoided wherever possible. Most sub-sector issues are effectively addressed within the concise revised Policy, with the detail contained in strategic and operational planning. In particular cases of cross-cutting issues such as HIV and AIDS, and orphans and vulnerable children (OVC), it is increasingly clear that effective response management is better facilitated by mainstreaming action across the routine functions of the sector. This is underpinned by growing evidence that separate, stand-alone policies and strategies have been counter-productive. Therefore, a number of important cross-cutting issues continue to be effectively integrated, or mainstreamed, into the body of this revised Policy to ensure they are comprehensively addressed, monitored and reported. This represents the consolidation of policy direction in a single instrument rather than the proliferation of multiple, sub-sector policies, which could lead to duplication and even confusion. This mainstreaming approach therefore generally eliminates the need for separate, free-standing policies. In principle, this means that attention to these issues, and the management of responses to them, will be a routine function of MoET at every level. Therefore, all departments at MoET and all education and training establishments shall uphold this revised Policy and have responsibility for the management of these issues.

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

This revised Policy provides an easy-to-read style in order to make it understandable to a comprehensive range of readers, including learners, and some sections have been re-structured to streamline the document. Following the Introduction, the Policy is structured into three main sections. Section A outlines systemic cross-cutting policy rationales, goals and objectives that affect all aspects of the education and training system. This is divided into three thematic sub-sections, i.e. institutional development, curriculum development and teacher development. Section A concludes with a note on the medium of instruction. Section B outlines specific sub-sector education and training policy rationales, goals and objectives. Section C provides details of policy implementation and monitoring and evaluation (M&E) of implementation.

Although another formal policy review will be undertaken within the next five years, you are cordially invited to provide feedback to MoET on this Policy at any time. Contact details of MoET are stated above at the end of the Foreword.

1.4. Rationale of the Policy

The education sector has been implementing the Education and Training Sector Policy since 2011. A number of commitments have been made at international and regional level including recommendations from various studies on education programmes that have been conducted. The commitments include the SDGs, the SADC Ministers of Education and ICT Summit Decisions and the SADC Framework and Action Plan. Recent education sector studies include the National Education and Training Improvement Programme Review, the SACMEQ study, the ongoing repetition study and the out-of-school children study amongst others. These have raised a number of issues that can be addressed through the review of the 2011 Policy. Given these developments, the Ministry has found it necessary to review the 2011 Policy.

1.5. The Process of the Policy Review

The development of the revised Swaziland Education and Training Policy builds on a lengthy and consultative review process inside and outside MoET from June to August 2017. 600 participants took part, including over 100 learners. Female representation was over 50%, excluding parliamentarians and community representatives. Stakeholders' consultative workshops involved representatives of every MoET sub-sector, including learners, parents, teachers, school committees, MoET officials, parliamentarians, chiefs and donors. The commitment to a consultative process of policy development confirms MoET's determination to ensure the introduction of a revised comprehensive guiding policy that meets the needs and aspirations of every Swazi citizen. In August 2017, a draft revised Policy was validated by stakeholders and then presented to Cabinet for its input and approval.

The stakeholder consultations became a transformative process in raising expectations of further meaningful participation in the education and training sector, and raised expectations regarding significant improvements in high quality, accessible and inclusive education and training and training service delivery. The consultation process resulted in extensive community awareness-raising and mobilisation and provided an extremely useful exercise in direct dialogue between MoET and other stakeholders.

The overwhelming response of stakeholders was that much of the 2011 Policy remains relevant to the education and training sector in Eswatini. During one consultation, it was described as the best education and training policy in the Southern African Development Community (SADC). Consequently, much of the original content remains unaltered. Compliments were made regarding the education and training sector and learners gave an average approval rating of their schools of over five out of 10. However, a number of recommendations for improvements were made, as outlined below.

1.6. Stakeholders' Recommendations

Stakeholders recommended that additional emphasis should be given to the following areas:

1.6.1 Behavioural and Physical Environment of Schools

- Bullying
- Corporal punishment
- Alcohol, drug and other substance abuse
- Infrastructure improvements, including the need for better equipped and maintained classrooms and toilets

1.6.2 Curriculum Framework

- Science, technology, engineering and mathematics (STEM), including greater participation of girls and women in these subjects
- Information and communications technology (ICT) as a subject in all schools and to facilitate blended learning, as well as for the management and administration in schools and the education and training system as a whole
- Life skills education (LSE)
- Guidance and counselling, including vocational and career guidance as well as psychosocial support

STEM, LSE and ICT would greatly enhance students' 21st Century skills. ICT has become pervasive in everyday life and crucial in nearly all working environments. Therefore, the revised Policy includes the development of an ICT Agenda for Education and Training. Up-scaling guidance and counselling services are necessary to help students' preparation for the world of work and life's challenges, and to address emerging risks to their health and welfare.

1.6.3 Role of the Teaching Service Commission

Stakeholders raised issues concerning recruitment of teachers and appointments, retentions, deployments, transfers, appraisals, promotions and disciplinary procedures. The role of the Teaching Service Commission (TSC) was raised in this context. Given the undoubted value of teachers in the entire education and training system, the Policy includes a review of these issues and teachers' salary structures, in conjunction with the TSC Secretariat, the introduction of a performance management system in conjunction with the Ministry of Public Service and annual school self-evaluations.

1.6.4 Governance and Institutional Relationships

Stakeholders reported unclear mandates and accountabilities of respective governance entities and their institutional relationships, including reporting functions. Complaints procedures in cases of perceived under-performance were often deemed to be unknown. This included the functioning of TSC and the functioning of school committees. Therefore, an education and training sector organogram needs to be revised to facilitate the smooth implementation of this policy. Terms of reference for all major education and training entities including TSC, the National Curriculum Centre, the Examinations Council of Swaziland and school committees can be obtained either from MoET Headquarters in Mbabane or the regional educational offices (REOs).

1.6.5 Policy Dissemination, Advocacy and Implementation

Many stakeholders reported a lack of stakeholder engagement in both the preparation of the 2011 Policy and its implementation. Whilst most teachers and MoET staff had heard of the Policy and had seen a copy, most other stakeholders, including all but one of the learners, had not. For many participants in the consultative process, it was the first time the Policy had been introduced and discussed. Consequently, it is evident that a programme of dissemination and advocacy for the revised Policy should accompany its launch.

A large number of stakeholders observed that many aspects of the Policy have not yet been implemented. Therefore, the official adoption of the revised Policy will be followed by the development of a Policy Action Plan, including a detailed approach for the monitoring and evaluation of its implementation and a mid-term policy review to monitor progress and implementation.

The Policy Action Plan will be synonymous with the new National Education and Training Improvement Programme and will be cognisant of the Education Sector Strategic Plan 2010-2022.

2. POLICY MISSION AND GOAL

Every nation must have a guiding vision to inspire its education and training sector. Thus, the mission outlined below reflects the duty or purpose of the education and training sector to fulfil such a vision and address the practical mechanisms required to achieve this. The mission for the revised Policy remains unchanged and is:

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

The overarching policy goal is a broader statement of intent and contextualises the sub-sector objectives detailed in this revised Policy. The policy goal for the revised education and training sector is unchanged and is:

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 life-long education and training, so enhancing their personal development and contributing to Eswatini's cultural development, socio-economic growth and global competitiveness.

3. GUIDING PRINCIPLES FOR DEVELOPMENT OF THE REVISED POLICY

The principles that guide this revised Policy are unchanged. They are in accordance with international and regional conventions, national laws, policies, guidelines and regulations. In particular, the principles take into consideration Eswatini's Constitution, Vision 2022, gender issues, learners with special education needs (SEN), and recognise the universality of human rights. These cross-cutting principles include:

- **Access to and Equity of Education and Training:** Every Swazi citizen has the right to education and training appropriate to their age and needs, including the provision of free and compulsory basic education.
- **Equality and Protection:** Every Swazi citizen has equal rights, opportunities and responsibilities and shall be protected from all forms of stigma and discrimination, including those based on faith, culture, gender, disability, orphan-hood, economic vulnerability or HIV status.
- **Relevance and Quality of Education and Training:** All education and training shall be of appropriate quality and relevant to the socio-economic and cultural needs of Eswatini and its citizens.
- **Affordability and Participation:** No Swazi citizen shall be excluded from age-appropriate formal and non-formal quality education and training because of its cost.
- **Partnerships:** MoET shall be responsible and accountable for the implementation of this Policy but shall at all times seek to develop effective national, regional and international partnerships to enhance and ensure the success of the revised Policy.

The guiding principles are reflected and enhanced throughout the revised Policy. They cut across all the sector-wide policy rationales, goals and objectives, as well as those in the sub-sector. For example, relevance is enhanced by the focus on education for sustainable development. Relevance and quality

of education and training opportunities is enhanced by opportunities for developing 21st Century skills in STEM, LSE and ICT, as well as using ICT for blended learning activities. Enhanced access and equity throughout the entire education and training system is reflected in the policy goal and objectives of IE and the SDGs. Improved quality of education and training learning outcomes is reflected in the care and support for teaching and learning (CSTL) and the increased emphasis on guidance and counselling. Appendix 3 lists the eight pillars of the framework.

Improved quality of learning outcomes are also reflected in the policy rationale, goals and objectives of teacher-training and the role of TSC. Efficiency will be enhanced through the emphasis on teacher-training and appropriate deployment and utilisation of teachers, as well as the location of schools and training institutions. Partnerships with national, regional and international organisations, including the private sector, for affordability and cost-effective implementation will improve the efficiency and effectiveness of the education and training system as a whole.

SECTION A

SECTOR-WIDE POLICY GOALS AND OBJECTIVES

This section focuses on the cross-cutting issues related to the systemic development of the education and training system. The policy rationales, goals and objectives and strategies under systemic development are categorised under three main sector-wide headings: institutional development, curriculum development and teacher development. Each of the three categories includes a number of interrelated matters:

Institutional Development

- Education for sustainable development
- Inclusive education and training
- Care and support for teaching and learning
- HIV and AIDS
- Guidance and counselling
- Positive discipline

Curriculum Development

- Curriculum framework
- Science, technology, engineering and mathematics
- Information and communications technology
- Life skills education
- Assessment

Teacher Development and Management

- Pre-service education and training
- In-service education and training
- Teaching Service Commission

1. INSTITUTIONAL DEVELOPMENT

Institutional development includes crucial factors in the operation of education and training establishments. This includes safe, secure, friendly institutions for all concerned, which embrace diversity and are also positively and proactively supportive of learners and their welfare in the pursuance of their aspirations in an inter-connected world.

1.1. EDUCATION FOR SUSTAINABLE DEVELOPMENT

1.1.1 Education for Sustainable Development Policy Rationale

Sustainable development means seeking to meet the needs of the present generations without compromising those of future generations. It requires that nations and their people learn their way out of current social and environmental problems and learn to live sustainably. Sustainable development is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources, etc. It integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health and human security. Education for sustainable development (ESD) aims to help people to develop attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions. For sustainable development to be achieved in Eswatini, the education and training system needs to reflect the SDGs and also a view of the world as a holistic socio-cultural, economic and ecological integrated system characterised by constant change.

1.1.2 Education for Sustainable Development Policy Goal

To implement the Agenda 2030 policy goal on education and related policy goals, in support of sustainable development in Eswatini.

1.1.3 Education for Sustainable Development Policy Objectives

- To ensure the introduction of free secondary education by the year 2030.
- To ensure more teachers, more students' scholarships are provided by 2030.
- To ensure improved facilities in schools by 2030.
- To ensure learners' enrolments and staffing in schools reflect gender equality.
- To ensure that education and training establishments promote women and girls' empowerment and are peaceful, effective and accountable.
- To ensure that the design, construction, operation and maintenance of education and training establishments are environmentally friendly, including measures for water harvesting, energy conservation, and power generation.
- To ensure that education and training establishments and their compounds are litter-free and that facilities are available for re-cycling and disposal, including by the local community.

1.1.4 Education for Sustainable Development Strategic Framework

SHORT TERM

- Improve policy harmonisation and commitment to the implementation of education for sustainable development at the regional and national level.
- Strengthen existing international, regional and national enabling mechanisms and cooperation for ESD that respect cultural diversity.
- Sustain gender parity on learner enrolments and staffing in schools.

MEDIUM TO LONG TERM

- Establish regional and country-level ESD committees and networks that strengthen local-national and national-global links and practice and enhance North-South and South-South cooperation.
- Broaden public awareness of the principles and practice of sustainable development, both at individual and group levels.
- Promote an education system which enhances African culture and contributes to sustainable socio-economic development.
- Strengthen the quality of education within the framework of sustainable development.
- Mobilise resources and funding for ESD through its integration into national development policy and budgetary frameworks.
- Consolidate and diversify partnerships with a focus on education for sustainable development.
- Re-orient the education and training system to address sustainability concerns through coherent policies at national and local levels.
- Ensure capacity at all levels for disaster risk reduction and emergency preparedness and response.
- Sustain the free primary education programme and introduce state-funded education at lower secondary level in all public secondary schools.
- Increase the number of scholarships for teachers and students.
- Provide improved inclusive facilities that are environmentally friendly in schools.
- Put in place programmes targeting girls and women empowerment.
- Provide and monitor programmes aimed at strengthening the peace, effectiveness and accountability of education and training institutions.

1.2. INCLUSIVE EDUCATION AND TRAINING

1.2.1 Inclusive Education and Training Policy Rationale

MoET promotes inclusive education and training (IE) throughout the education and training sector. IE sets out a road map for ensuring that all Swazi children, youth and adults have access to a high-quality education system. As a cross-cutting approach, IE should inform and guide the sub-sector policy rationales, goals and objectives at all levels of the education sector. Inclusive education requires the development of a flexible system that includes a range of different learning environments and different kinds of support so that all individuals can learn effectively according to their intellectual capacity, skills, talents and interests. Inclusive education has a clear focus on the needs of disadvantaged and vulnerable groups but also benefits

all learners. The whole education sector is made more effective through the use of inclusive teaching methods and through a more flexible approach to learning. MoET will not tolerate stigma or discrimination against any learner trying to achieve their legitimate academic, professional and vocational ambitions in education and training establishments. The revised Education and Training Sector Policy continues to strictly prohibit any distinction, exclusion or restriction which has the purpose of impairing or nullifying the recognition, enjoyment or exercise by any person of the educational rights and fundamental freedoms of a person or persons, including premature leavers wishing to re-enter education and training. It encourages gender equality which is the equal enjoyment of rights and access to opportunities and outcomes including resources by women, men, girls and boys. This Policy promotes gender mainstreaming in all aspects of the education and training sector.

1.2.2 Inclusive Education and Training Policy Goal

The overall goal is the development of an inclusive education and training system that will uncover and address barriers to learning and recognise and accommodate the diverse range of learning needs. All Swazi children, youth and adults are eligible to enrol into primary, secondary, vocational, tertiary and higher education.

1.2.3 Inclusive Education and Training Policy Objectives

- To ensure that all learners (including OVCs) access and complete basic education and progress to senior secondary education and post-secondary education levels irrespective of gender, race, culture, life circumstances, health status, disability, impairment, capacity to learn, level of achievement, financial status or any other circumstance.
- To ensure that everyone involved in the education and training sector, including learners, positively embrace diversity and do not engage in discriminatory behaviour of any kind at any time.
- To provide opportunities for alternative modes of learning including second chance secondary education throughout the country.
- To ensure that learners' uniforms continue to remain appropriate in an era of erratic weather/climate change and that learners are not unfairly denied schooling because of a lack of a designated uniform.
- To ensure the participation of children in conflict with the law in education.
- To ensure learners are able to re-enter their former education and training establishment at an appropriate time and in a conducive and supportive environment if they leave prematurely, due for example to pregnancy or conflict with the law, or are assigned another suitable education or training establishment.
- To support schools to embrace inclusivity.
- To ensure appropriate relevant quality teaching and learning materials are available and utilised in teaching and learning.
- To ensure the cost of teaching and learning materials is not prohibitive to teaching and learning.
- To review and ensure adherence to copyright laws with regards to the reproduction of copyrighted teaching and learning resources.
- To ensure all learners have access to well-resourced school libraries.
- To ensure assessment strategies are varied and appropriate for all learners.

1.2.4 Inclusive Education and Training Strategic Framework

SHORT TO MEDIUM TERM

- Provide physical access to education and training institutions for all and ease of access within buildings and their grounds.
- Ensure that no interviews or any kind of examination is required or applied to determine any admission criteria in public schools.
- Undertake early identification and interventions of learners with SEN, including disabilities.
- Establish open and distance learning opportunities where appropriate and second chance secondary education opportunities throughout the country.
- Facilitate identification of one basic affordable uniform for learners in public schools.
- Review existing copyright laws with regards to the reproduction of copyrighted teaching and learning resources.
- Develop an appropriate assessment framework for all learners based on their needs.
- Establish and strengthen anti-crime clubs in schools, with visits by law enforcers and assist relevant authorities in dealing speedily with learners in conflict with the law and explore appropriate non-custodial options such as community service and other restorative justice measures.

LONG TERM

- Strengthen advocacy and support schools to embrace inclusivity in all schools.
- Provide libraries and resources in all public schools.

1.3. CARE AND SUPPORT FOR TEACHING AND LEARNING

1.3.1 Care and Support for Teaching and Learning Policy Rationale

CSTL promotes the holistic well-being of learners. This is particularly important in the context of high prevalence rates of HIV and AIDS, tuberculosis and poverty. MoET subscribes to the SADC Policy Framework on CSTL (2015) through the Inqaba initiative. In furtherance of Inqaba, MoET will continue to promote child-friendly schools which are supportive to children, staff, parents and anyone else who works in schools and training establishments or visits them. MoET will continue to encourage schools to implement the Schools as Centres of Care and Support programme, which include protection and safety, psychosocial support, health, food security, water sanitation and hygiene, HIV and AIDS, gender and life skills and quality teaching and learning.

CSTL includes protection and safety for everybody in schools, as well as individual, school and community property. A school that is friendly is not a school where violence occurs. MoET will not tolerate violence against children, or school-related gender-based violence. Violence in schools in any form, including threats, harassment and bullying, which is perpetrated by or against, learners, teachers, other staff or visitors is totally unacceptable. This includes threats, harassment and bullying on social media. This policy position is informed by relevant clauses in international education and human rights conventions as well as national laws. Everyone in the education and training sector has a responsibility to protect each other, particularly

children including those with SEN and the vulnerable. Any person in the education and training sector who exploits their position or authority over children or other adults shall be subject to disciplinary procedures determined by law, regulations and sector policies. In particular, child abuse will be subject to disciplinary measures under current legislation.

A child is any person under the age of 18 years. The Children's Protection and Welfare Act of 2012 (page 5) defines child abuse as any form of harm or ill-treatment inflicted on a child. This includes: assault, sexual abuse, exploitative labour, social, emotional, physical or psychological harm, physical or mental neglect, or leaving a child without means of support.

Reports of abductions or attempted abductions of learners and trafficking are extremely disturbing. The safe passage of learners to and from educational and training institutions, and the safety and security of learners, all staff and visitors within those institutions and environments, is of paramount importance. Protection and safety in schools includes protection from the sale, exchange and use of illicit drugs and alcohol consumption. These substances are not allowed on school premises.

1.3.2 Care and Support for Teaching and Learning Policy Goal

To ensure that all education and training establishments create and sustain healthy, protective and secure learning environments, with the active involvement of parents, communities and other stakeholders, including alternatives to violence approaches to conflict resolution.

1.3.3 Care and Support for Teaching and Learning Policy Objectives

- To ensure safe travel by learners and staff to and from schools and other education and training establishments.
- To ensure learners with disabilities are provided appropriate transport to and from school, if required.
- To ensure that education and training establishments are adequately fenced and gated to prevent entry by unauthorised persons.
- To ensure illicit drugs are not taken into school premises, and alcohol is not consumed in public areas of schools' premises by school staff or anywhere by learners.
- To ensure teachers' accommodation is safe and sufficiently protected including contributions from community leaders for security if required, and installation of fencing and lighting where appropriate.
- To ensure that public and private spaces in education and training establishments do not foster opportunities for threats, harassment or bullying.
- To activate a toll-free and confidential telephone line for reporting child abuse
- To provide nutritional support to all public schools.
- To encourage the development of school gardens or farms, where these are not already in place.
- To provide a minimum package of integrated welfare support in all public primary schools, including basic medical advice, guidance and counselling services and information on healthy lifestyles and reducing risk of non-communicable diseases, from relevant qualified personnel.
- To ensure all health and other personal issues are treated with appropriate ethical protocols, including confidentiality.

- To ensure that minimum standards of design, construction, operation and maintenance of infrastructure at all education and training establishments are in place, including classrooms and buildings in good repair, and availability of gender-sensitive functioning water, sanitation and hygiene facilities.
- To ensure all schools have adequate safe and secure storage facilities for tools, materials and other resources.

1.3.4 Strategic Framework

SHORT TERM

- Strengthen CSTL at primary education level.
- Introduce the programme at secondary education level.
- Customise model for secondary education level.
- Develop training material for secondary education level.
- Build capacity of key MoET officials, teachers, parents and learners to provide support to implementation at secondary education level.
- Pilot the programme in secondary schools.
- Facilitate development of school policies in line with CSTL concept.
- Facilitate development/review of school development plans in coherence with CSTL concept.
- Ensure provision of services in line with CSTL minimum standards as outlined in the model.
- Introduce universal school feeding schemes, including provision of breakfast or at least one other meal in schools where this is not already in place, taking into consideration children with special dietary needs.
- Develop and implement healthy food guidelines in schools, including regulation of foodstuffs sold in education and training establishments.
- Establish health clubs in all schools.
- Ensure every school is visited by a health inspector at least annually.
- Provide opportunities for sports and physical education, as part of co-curricular activities.
- Pilot tertiary curriculum.
- Conduct formative research on the implementation of CSTL.

MEDIUM TERM

- Advocate for CSTL at school and community level.
- Ensure provision of services in line with CSTL standards as articulated in the model.
- Build capacity for school-level structures in all schools.
- Ensure continuous monitoring and evaluation of the programme.
- Ensure development of school annual development plans in all schools.

LONG TERM

- Conduct evaluative study on CSTL.
- Conduct CSTL advocacy at national level.
- Ensure continuous monitoring and evaluation.
- Ensure provision of quality education as per CSTL standards.

1.4. HIV AND AIDS

1.4.1 HIV and AIDS Policy Rationale

Eswatini lies at the epicentre of the southern African HIV and AIDS pandemic, with a very high HIV-prevalence rate. Estimated figures for 2015 of those aged between 15 and 49 years were almost 30% (UNAIDS). This implies that almost everyone in the country is affected to some extent, which directly and indirectly impacts teaching, learning and the wider education community. Given this impact on the supply of education and demand for it, HIV and AIDS represent a major problem for education and training and needs a sustained and systemic response including partnerships between MoET and other ministries such as the Ministry of Health.

The revised Policy therefore requires that these issues be mainstreamed in the routine business of MoET and every aspect of the education and training sector. Responsibility for this response will apply to *all* learners, teachers, employees, managers and other providers of education and training in all public and private, formal and non-formal learning institutions, at all levels of the education system in the Kingdom of Eswatini.

1.4.2 HIV and AIDS Policy Goal

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

1.4.3 HIV and AIDS Policy Objectives

- To facilitate a safe and enabling environment in which a comprehensive response to HIV and AIDS is facilitated by consistent endorsement and leadership support at every level.
- To ensure provision of age-appropriate, evidence-based and comprehensive knowledge and information on HIV and AIDS and LSE to help prevent further HIV infection.
- To ensure access to treatment, care and support for all infected and affected individuals in the education and training sector.
- To strengthen guidance and counselling, such as psychosocial support for learners, teachers and other employees, including those infected and affected by HIV and AIDS.
- To ensure an environment characterised by non-discriminatory practices, sensitivity and responsiveness to HIV and AIDS, free of risk, stigma and discrimination for all education and training sector employees and learners.
- To review and amend all human resource management policies and practices at all levels of the education and training system to address and accommodate relevant HIV and AIDS issues.

1.4.4 HIV and AIDS Strategic Framework

SHORT TERM

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

MEDIUM TO LONG TERM

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

1.5. GUIDANCE AND COUNSELLING

1.5.1 Guidance and Counselling Policy Rationale

MoET is mandated to assist in the holistic development of children to help ensure that they survive to adulthood and develop into responsible adults with the capacity to contribute positively to the socio-economic growth of Eswatini. Most importantly, in the AIDS-era, guidance and counselling issues are no longer external to the business of teaching and learning, but are central pillars of teaching and learning activity and support. Also, the dangers of alcohol, drugs and other substance abuse need to be countered in education and training establishments. For these reasons, all new teachers in training should be required to study guidance and counselling as a compulsory and examinable pre-service teacher-training subject, with continuing study for all teachers through in-service teacher-training programmes throughout their careers. The establishment of full-time guidance and counselling posts in schools will avoid students having to seek guidance and counselling from their teachers.

1.5.2 Guidance and Counselling Policy Goal

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

1.5.3 Guidance and Counselling Policy Objectives

- To ensure that all teachers are fully and recurrently capacitated on the use of basic counselling skills in teaching and learning.
- To ensure that all teachers are fully and recurrently capacitated on LSE related to reproductive health, HIV and AIDS, awareness and prevention, and alcohol, drug and substance abuse.
- To facilitate the establishment of dedicated counselling rooms in every school.
- To activate a toll-free and confidential guidance and counselling helpline for learners.
- To strengthen linkages with other sub-sectors and referral agencies mandated with the welfare of children.
- To establish full-time guidance and counselling posts in education and training establishments to provide education and career guidance as well as psychosocial support.

1.5.4 Guidance and Counselling Strategic Framework

SHORT TERM

- Provide guidance and counselling programmes compulsory as a stand-alone and examinable subject at all levels of the teacher education system.
- Build the skills and capacity of existing teachers through compulsory in-service education and training (INSET).
- Develop and provide appropriate resource, (teaching and learning materials) which are evidence-based, sex- and age-appropriate and address learners' special needs.

MEDIUM TERM

- Facilitate the establishment of dedicated counselling rooms in every school.
- Coordinate all school-based adolescent sexual and reproductive health (ASRH), HIV and AIDS and sexually transmitted infections (STIs) prevention programmes implemented by non-governmental organisations (NGOs), community-based organisations (CBOs) or faith-based organisations (FBOs).
- Strengthen linkages with other sub-sectors mandated with the welfare of children.
- Advocate for the reduction of guidance teachers' subject teaching loads to accommodate guidance teaching periods.
- Ensure every teacher in service has received a minimum of one compulsory tutorial on guidance and counselling.

LONG TERM

- Establish full-time guidance teacher posts.
- Establish guidance resource centres at Headquarters and Regional centres.
- Provide guidance to the MoET and Ministry of Labour and Social Security on priority areas of study for scholarship awards.
- Provide continuous training for guidance teachers and counsellors to improve their professionalism and skills.

1.6. POSITIVE DISCIPLINE

1.6.1 Positive Discipline Rationale

Violence against children includes severe corporal punishment. MoET does not support corporal punishment and it contravenes the ethos of child protection. Administering corporal punishment is not part of teachers' professional standards. Teachers are not trained in the use of corporal punishment and the Ministry does not expect them to use it. MoET aims to promote a culture of positive discipline that helps children take responsibility for making good decisions and understand why these decisions are in their best interests. Positive discipline aims to help children learn self-discipline and respect for others, without fear. Positive discipline does not reward children for poor behaviour but provides an opportunity for them to grow as individuals, understand their mistakes and appreciate how appropriate behaviour can provide positive experiences and opportunities. However, it is acknowledged that the transition from corporal punishment to positive discipline remains incomplete. MoET will undertake more awareness-raising and advocacy in schools and communities and implement positive discipline guidelines for teachers and other stakeholders including monitoring of compliance.

1.6.2 Positive Discipline Policy Goal

To replace all forms of corporal punishment with non-violent positive discipline in all education and training establishments.

1.6.3 Positive Discipline Policy Objectives

- To undertake an advocacy programme to promote a culture of positive discipline amongst all teachers, parents, learners and school committees, including alternatives to violence approaches to conflict resolution.
- To ensure that school development plans include strategies to replace corporal punishment with positive discipline.
- To ensure that all teachers during their pre-service and in-service training receive guidance on the use of positive discipline and its benefits.

1.6.4 Positive Discipline Strategic Framework

SHORT TERM

- Finalise harmonisation of school rules and regulations with the sector policy.
- Develop school discipline guidelines on alternative discipline measures to replace corporal punishment.
- Strengthen capacity of INSET officers, inspectors, REOs, guidance and counselling officers, curriculum designers and other relevant MoET officials on positive discipline.
- Advocate for positive discipline through champion schools.
- Integrate positive discipline in teacher training curriculum.
- Monitor and evaluate the implementation of positive discipline in schools.

MEDIUM TERM

- Build capacity of head teachers, deputy head teachers, guidance and counselling teachers and parents on positive discipline.
- Advocate for positive discipline through champion schools.
- Monitor and evaluate the implementation of positive discipline in schools.

LONG TERM

- Advocate for positive discipline.
- Monitor and evaluate the implementation of positive discipline in schools.

2. CURRICULUM DEVELOPMENT

Curriculum development is an important part of the education process, ensuring that classes at all level, from early childhood to post- secondary, are best designed to help students be successful in learning and gaining the skills .The section below covers the curriculum framework policy rationale, goals and objectives, and cross cutting issues such as ICT, LSE, assessment and STEM.

2.1. CURRICULUM FRAMEWORK

2.1.1 Curriculum Framework Policy Rationale

Curriculum provides the guiding framework within which coherent, quality teaching and learning is delivered. It provides practical guidelines for content, materials, teaching and assessment methods designed to achieve desired learning outcomes. Curriculum development is the cornerstone of an effective education system for a knowledge-based society and must be in balance with teacher education and the expertise of professionals as well as supply of resources. It must be responsive to changing goals and needs and so must be reviewed from time-to-time by an inclusive group of educationists and stakeholders to ensure its relevance, affordability, effectiveness and contribution to the quality of learning outcomes and learners' learning experiences.

The curriculum has been revised to reflect agreed skills and competencies, which in turn require assessments and systemic evaluations to be put in place. Consequently, the curriculum framework pays attention to issues of standardisation of assessment in order to obviate arbitrary decision-making at various levels and in different institutions. These issues should be elaborated in a National Assessment Framework. Adequate teaching and learning resources should be available, including provision of textbooks for learners and a system for loan or hire should be stipulated in the textbook policy to be developed, as well as use of ICT, e-learning, blended learning, language usage and teaching of languages. In addition to this, curriculum development should be streamlined. The National Curriculum Centre should centrally coordinate and develop all school curricular through consultative processes.

2.1.2 Curriculum Framework Policy Goal

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To provide a coherent, balanced and concise framework, and the development of curricula and instructional materials to be used in education and training establishments. This should include an agreed minimum ratio of textbooks in each subject for each learner in respective grade levels, as stated in the Swaziland National Curriculum Framework for General Education (2017), and textbook and language policies need to be developed.

2.1.3 Curriculum Framework Policy Objectives

- To centrally and systematically coordinate curriculum development activities for the education and training system.
- To ensure the provision and periodic review of emerging developmental issues including but not limited to STEM, ICT, entrepreneurship, HIV and AIDS, guidance and counselling, LSE, the environment and nature, corruption, school-related gender-based violence, violence against children and other human rights issues.
- To complete the development of a competency-based curriculum for all education and training school levels and orient stakeholders, including parents, on new curricula.
- To adopt a competency-based approach in the curriculum to reflect the aspirations, developmental priorities and needs of society as well as the national development goals of Eswatini.
- To align career pathways in the national curriculum framework with the national qualifications framework.
- To meet the diverse needs of learners, including those experiencing barriers to learning and participation, and the provision of vocational alternatives such as, but not limited to, visual arts, performing arts, culture and entrepreneurship.
- To continually conduct research to ensure appropriateness and relevance of the curriculum, including use of ICT, e-learning and blended learning.
- To develop a learner-centred inclusive curriculum for the entire education and training system, including competency-based education and training (CBET).

2.1.4 Curriculum Strategic Framework

SHORT TERM

- Coordinate all curriculum activities.
- Sensitise all stakeholders, including parents, on the curriculum framework.
- Ensure the curriculum framework is aligned to the qualifications framework.
- Advocate and mobilise resources for the textbook policy development.
- Advocate for the development of a language policy.
- Advocate for the sensitisation of all key stakeholders on the CBET curriculum.
- Build capacity on the CBET curriculum at pre-service, in-service and with other key stakeholders.
- Incorporate the use of blended learning and use of ICT.
- Integrate life skills, ASRH, HIV and AIDS and STIs and any other emerging issues into the school curriculum as a compulsory component of the curriculum.
- Introduce entrepreneurship in the curriculum.
- Develop general education and training curriculum development guidelines (e.g. the textbook policy) to direct design, provision, management and utilisation of instructional materials.
- Review the pre-vocational studies curriculum to be in line with the TVETSD policy requirements.
- Develop and introduce an articulated ECCE curriculum to ensure the harmonised provision of standardised, quality ECCE services and introduction to age-appropriate life skills.
- Develop and adopt a school readiness programme, including the development of early learning development standards.
- Procure sufficient textbooks, teaching and learning materials to meet the needs of all learners in public secondary schools at a target ratio of one textbook per subject per learner.
- Develop and revise instructional materials to conform to the curriculum framework and appropriate medium of instruction requirements as well as the changing needs of society.

MEDIUM TERM

- Develop guidelines and promotional materials for all emerging issues.
- Incorporate emerging issues including entrepreneurship into existing programmes.
- Strengthen continuous assessment to reflect set skills and competencies.
- Redesign learner report cards to reflect set skills and competencies.
- Develop and offer ICT as a primary and secondary school programme.
- Carry out research to enhance curriculum development.
- Plan for and provide adequate and appropriate teaching and learning materials to accommodate all children in all public schools with a Grade 0.
- Review the secondary system of education to ascertain its relevance to the needs of a knowledge and skills-driven society and ensure the availability of opportunities for learners to participate in diversified curricular activities which promote all aspects of human development.

LONG TERM

- Review standards, curriculum and instructional materials at least every five years.
- Develop health, physical education and sport curriculum materials as a secondary school subject.
- Develop Portuguese language curriculum materials as a secondary school subject.
- Develop and present for adoption to relevant stakeholders a school readiness programme.

2.2. SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

2.2.1 Science, Technology, Engineering and Mathematics Policy Rationale

Science, technology, engineering and mathematics (STEM) are a critical component in the development of 21st Century skills for the knowledge-based economy and the achievement of Vision 2022 developmental goals for the socio-economic aspirations of Swazis. Girls and women are acutely under-represented in these areas, which undermines the country's ability to fully develop all its human resource potential.

2.2.2 Science, Technology, Engineering and Mathematics Policy Goal

To ensure that inclusive opportunities are available for the studying of STEM and future vocational and academic specialisation in one or more of these subjects, and support for career options in these fields.

2.2.3 Science, Technology, Engineering and Mathematics Policy Objectives

- To ensure adequate resources are available for teaching and learning of STEM.
 - To ensure teachers are adequately trained for teaching STEM.
- To actively promote the learning of STEM, including a review of English language entry requirements for studying STEM in HE.
- To ensure girls and women are appropriately represented amongst STEM learners.

2.2.4 Science, Technology, Engineering and Mathematics Strategic Framework

SHORT TERM

- Provide adequate resources for teaching and learning of STEM.
- Encourage girls to choose STEM careers.
- Build the capacity of STEM teachers.
- Ensure entry requirements at HE for STEM are waived.

MEDIUM TERM

- Build the capacity of STEM teachers.
- Strengthen monitoring and evaluation of STEM.

LONG TERM

- Build the capacity of STEM teachers.
- Strengthen monitoring and evaluation of STEM.
- Mobilise resources to support roll out of STEM programme.

2.3. INFORMATION AND COMMUNICATIONS TECHNOLOGY

2.3.1 Information and Communications Technology Policy Rationale

ICT plays an important role in the development of 21st Century skills. It is a key aspect in Eswatini's fulfilment of its national development goals. In addition to being an important subject in its own right, ICT is a vital teaching and learning tool throughout the education and training sector, as well as for management and administration of education and training establishments. MoET supports the implementation of the 2011 Moscow Declaration on Digital Information Preservation and the 2012 UNESCO-Commonwealth of Learning Paris Declaration on Open Educational Resources. Consequently, MoET shall facilitate enabling environments for use of ICT in all education and training establishments by digitisation of information relating to curricula, mobile learning, e-learning, e-assessment and e-governance. These aspects of the ICT policy rationale, as well as the ICT policy goal and policy objectives are elaborated in MoET's agenda for ICT in education and training.

2.3.2 Information and Communications Technology Policy Goal

Teaching and learning content shall be progressively digitised and ICT as a subject area shall be introduced into all schools in Eswatini as qualified teaching personnel and resources become available. ICT will also be used as a tool for teaching and learning of knowledge and skills throughout the education and training sector for blended learning, as well as for management and administration. Safeguards will be introduced to prevent misuse of ICT.

2.3.3 Information and Communications Technology Policy Objectives

- To enable teachers to use ICT in teaching and learning of their respective subjects.
- To enable learners to develop knowledge and skills required to use a range of ICT effectively.
- To utilise ICT for management and administration of education and training establishments, including the inspectorate.
- To ensure ICT equipment and procedures are used solely for intended purposes.
- To ensure ICT equipment is safely stored, maintained and timeously repaired.
- To ensure free internet connection is available in all education and training establishments.
- To establish public-private partnerships and NGO contributions to facilitate national roll-out of the agenda for ICT in education and training, as well as appropriate support from the national broadcaster.

2.3.4 Information and Communications Technology Strategic Framework

SHORT TERM

- Introduce blended learning in all learning areas.
- Support capacity strengthening for teachers on ICT.
- Develop guidelines to safeguard ICT equipment in schools.
- Introduce e-governance in the education sector to improve efficiency and information accessibility.
- Mobilise resources for supporting internet connection in schools.
- Establish public-private partnerships to leverage resources for roll-out of the ICT agenda.

MEDIUM TERM

- Mobilise resources for supporting internet connection in schools.
- Establish public-private partnerships to leverage resources for roll-out of the ICT agenda.
- Support capacity strengthening for teachers on ICT.
- Conduct ongoing monitoring and evaluation on the roll-out of ICT.

LONG TERM

- Respond to emerging ICT needs throughout the sector.
- Conduct ongoing monitoring and evaluation on the roll-out of ICT.

2.4. LIFE SKILLS EDUCATION

2.4.1 Life Skills Education Policy Rationale

LSE helps to deal with life events that affect us directly, to help better decide amongst life's opportunities, and to take action and generate change in order to increase the likelihood of positive behaviours leading to enhanced health, higher level of participation and personal fulfilment. This includes HIV and AIDS awareness, resolving conflict using alternatives to violence and decision-making. LSE may be developed through active teaching and learning strategies including activity-based learning, peer-group learning and experiential learning to develop appropriate life skills.

2.4.2 Life Skills Education Policy Goal

To develop learners' capabilities and competencies to constructively deal with challenges to become and remain well-equipped citizens in an inter-connected and changing world.

2.4.3 Life Skills Education Policy Objectives

- To provide a comprehensive life skills curriculum throughout the education levels.
- To develop cognitive skills, including problem-solving, prioritisation and decision-making.
- To develop interpersonal skills, including self-organisation, time management and effective communication.
- To develop inter-personal skills, including relationship-building and teamwork.

2.4.4 Life Skills Education Strategic Framework

SHORT TERM

- Strengthen LSE at all the education levels.
- Build capacity of teachers in LSE.
- Develop and utilise appropriate tools to curb violence in schools.
- Enhance behaviour change communication through LSE.
- Mobilise resources for capacity building of LSE teachers and curriculum developers.
- Develop an LSE M&E framework to inform programming.

MEDIUM TO LONG TERM

- Mobilise resources for capacity building of LSE teachers and curriculum developers.
- Develop an LSE M&E framework to inform programming.

2.5. ASSESSMENT

2.5.1 Assessment Policy Rationale

The Swaziland National Curriculum Framework for General Education (2018) elaborates in detail the assessment policy rationale, policy goal and policy objectives, including assessment approaches for primary and secondary education that are contained in this Policy. Assessment provides a link between curriculum development and pedagogy and andragogy, all of which are pillars of educational assessment. Assessment also impacts and contributes to any educational reform. Assessment can be summative or formative. The development of a national assessment framework from ECCDE to HE, including school-based and national assessments, should be consistent with the Swaziland National Curriculum Framework for General Education and CBET curricula. The national assessment framework should include the principles, purposes, methods and appropriate instruments for assessments, as well as the roles and responsibilities of the Examinations Council of Swaziland and other stakeholders.

2.5.2 Assessment Policy Goal

To develop a national assessment framework to improve quality, equity, relevance, accessibility and effectiveness of education and training.

2.5.3 Assessment Policy Objectives

- To design and administer an assessment system which addresses the needs of the education and training system.
- To design an assessment system that addresses market needs and to ensure international acceptance.
- To develop assessment methods and instruments in the areas where they are not available.
- To review assessment methods and instruments and align them with new innovations, including CBET.
- To develop, provide and administer guidelines for appropriate standardised assessments for formative and summative assessments, and awarding of grades and qualifications.
- To ensure a greater balance between formative and summative procedures.
- To enhance the learning programme through regular national reviews.
- To enhance assessment for learning (formative) as an ongoing form of assessment that provides feedback to both the learner and teacher.
- To promote the adherence of assessment of learning (summative) weightings stipulated in the national curriculum framework.

2.5.4 Assessment Strategic Framework

SHORT TERM

- Develop a national assessment framework.
- Advocate for implementation of the national assessment framework.
- Build capacity of key education stakeholders on the assessment framework.
- Monitor and evaluate assessment practices in schools.

MEDIUM TO LONG TERM

- Conduct national education reviews on assessment.
- To evaluate learners' competence acquisition at the completion of a defined instructional period (summative) such as the end of the unit or topic, term, year, programme or phase.

2.6. QUALIFICATIONS

2.6.1 Qualifications Policy Rationale

Eswatini lags behind other countries in terms of having a Qualifications Authority for the classification, registration and publication of articulated and quality-assured national qualifications and part-qualifications. The establishment of the qualifications Authority will facilitate the development and advancement of the objectives of the National Qualifications Framework and will position Eswatini as a competitive, skill-base economy within the region and internationally.

2.6.1 Qualifications Policy Goal

To establish the National Qualifications Authority which will be responsible for the regulation of qualifications in the country. The Authority will develop the National Qualifications Framework (NQF) and formulate policies to facilitate the registration and accreditation of all training institutions, recognise and validate competencies for purpose of certification, evaluation of qualification for all levels of education and training.

2.6.2 Objectives

- To ensure appropriate mechanisms are in place to facilitate the establishment of the NQA and the timely development, implementation and monitoring of the National Qualifications Framework.
- To create an integrated national framework for learning achievements.
- To strengthen quality control measures, to ensure acceptability of qualifications and systematize the recognition and accreditation of prior learning.
- To ensure compliance with provisions for registration and accreditation.
- To ensure that standards and registered qualifications are regionally and internationally comparable.
- To facilitate access to, and mobility or progression within education, training and career paths.
- To accelerate the redress of past unfair marginalization in education, training and employment opportunities.

2.6.3 Strategic Framework

SHORT – MEDIUM TERM

- Establishment of the National Qualifications Authority.
- Development of the National Qualifications Framework which is aligned to the SADC Qualifications Framework.
- Put in place mechanisms to implement and monitor the National Qualifications framework.
- Establishment and registration national standards for any occupation.

MEDIUM TO LONG TERM

- Registration of bodies responsible for establishing national education and training standards or qualification.
- Accreditation of bodies responsible for monitoring and auditing achievements in terms of standards and qualifications.
- Registration and accreditation of all training institutions.
- Establishment and registration of national standards for any occupation.
- Registration of qualifications obtained from all levels of education.
- Recognition and validation of competencies for purposes of certification obtained outside the formal education and training system.
- Evaluation and classification of qualifications.
- Publish an annual list of registered unit standards, qualifications and training institutions.

3. TEACHER DEVELOPMENT

The Swaziland National Curriculum Framework for General Education (2018) states that the outcome of teacher education is to prepare teachers for the transmission of knowledge, independent thinking, organisational skills and development of learners' personalities in preparation for their contribution to society. It also states the expected qualifications required for teaching in ECCDE, primary and secondary schools. Teacher development includes crucial factors in improving the quality of life experiences of learners and teachers in the teaching and learning process, including the professional development of teachers so as to facilitate high quality and relevant learning outcomes. Entrance requirements for teacher-training programmes will be uniform and consistent in order to uphold quality. Professional development also includes appropriate behaviour, and all teachers will be required to register with the Council of Teachers. The current school guide and regulation procedures stipulates 20 days paid leave for teachers to be taken during school holidays.

3.1. TEACHER PRE-SERVICE EDUCATION AND TRAINING

3.1.1 Teacher Pre-Service Education and Training Policy Rationale

Eswatini has reduced the proportion of unqualified teachers. However, there are acute shortages of qualified teachers for ECCDE, STEM, ICT and pre-vocational subjects, including entrepreneurship studies, which impacts on the relevance, quality and effectiveness of education and training. Supplemental in-service education and training (INSET) to improve teachers' knowledge and competency might assist in addressing these shortages but will require a continuing professional development programme to make this viable. Revised teacher education and instructor curricula, as well as accessible loan schemes, are urgently required to boost intake into these and other priority courses if pre-service education and training (PRESET) is to be taken to scale.

3.1.2 Teacher Pre-Service Education and Training Policy Goal

To increase the flow of student teachers into the profession to meet requirements and revise teacher education and instructor curricula to prepare teachers for CBET; train teacher instructors; prioritise the output of sufficient numbers of qualified teachers for ECCDE, STEM, ICT, pre-vocational studies and entrepreneurship to meet national requirements; provide training to meet policy goals and objectives of IE including SEN as well as guidance and counselling, including alternatives to violence, whilst maintaining uniform and appropriate admissions criteria.

3.1.3 Teacher Pre-Service Education and Training Policy Objectives

- To provide technical and professional support to enable newly-qualified teachers to effectively deliver a dynamic school curriculum, including ECCDE, guidance and counselling, LSE, STEM and ICT.
- To develop and implement a revised CBET teacher-training curriculum and upgrade/professionalise students' teaching practice, including attachments to schools.
- To ensure a recurrent flow of Swazi teachers qualified to teach ECCDE, STEM, ICT, design and technology and entrepreneurship to the secondary school system.
- To provide the physical and human resource capacity to facilitate a 20% progression rate from secondary school to teacher training.
- To reform the demand-based financing model for teacher-training and increase the number of scholarships available for PRESET and teacher upgrading to a Bachelor of Education degree or Post-Graduate Diploma in Education level.
- To design and introduce a certificate programme in leadership and instructional, financial and institutional management for new head teachers, prior to their later appointment as head teachers.
- To research and evaluate regional models for teacher incentive schemes, career development, promotion and retention.
- Develop and operationalise a teacher demand and supply model to project training requirements by subject area and grade.
- To audit existing primary education teacher numbers and qualifications as well as projected output from teacher-training colleges and identify short, medium and long-term shortfalls and training requirements.
- To subscribe and establish a revolving loan fund to ensure equitable access to teacher training for increased numbers of suitably qualified secondary school graduates.
- To develop and maintain an accurate database of teacher appointments and assignments to ensure improved management of teachers' resources and transfers.
- To monitor the teacher demand and supply model to regularly assess training requirements by subject area and grade for education and training establishments.

3.1.4 Teacher Pre-Service Education and Training Policy Strategies

SHORT TERM

- Establish a teacher education and training curriculum review panel to prepare recommendations for the introduction of curricula to prioritise the teaching of mathematics, science, ICT, design, technology and business studies.
- Design PRESET standards, curriculum and assessment modalities to take account of relevant competency-based curricula being introduced for primary and secondary school education.
- Provision of technical and professional support for newly-qualified teachers to effectively deliver a dynamic school curriculum.
- Ensure a recurrent flow of teachers qualified to teach ECCDE, STEM, ICT, design and technology and entrepreneurship to the secondary school.
- Identify and develop the resource mechanism to facilitate the progression rate from secondary school to teacher training.
- Develop and operationalise a teacher demand and supply model to project training requirements by subject area and grade.
- Design and introduce a certificate programme in leadership and institutional management for potential head teachers.
- Establish a revolving loan fund to ensure equitable access to teacher training for increased numbers of suitably qualified secondary teachers.
- Establish an audit mechanism for teacher-training colleges to ascertain required teacher numbers and qualification shortfalls.
- Mainstream life skills, ASRH, STIs and HIV and AIDS education and other emerging issues into the PRESET and INSET curriculum as a compulsory and examinable subject.
- Make recommendations for a reinvigorated teacher-training curriculum by a PRESET and INSET curriculum review panel, including mainstreaming of ASRH, STIs and HIV and AIDS and other emerging issues related to awareness and prevention as a compulsory and examinable component of life skills, and ensure phased implementation.
- Provide INSET to lecturers who will deliver the teacher training curriculum.

MEDIUM TO LONG TERM

- Benchmark regional models for teacher incentive schemes.
- Develop a demand-based financing and training model for teacher-training.
- Develop and maintain an accurate database of teacher appointments and assignments to ensure improved management of teachers' resources and transfers.
- Create incentives for experienced teachers with teaching diplomas to upgrade their qualifications by (a) offering part-time studies that are partially funded; and/or (b) by shortening the duration for Bachelor of Education studies.
- Set targets for class size to optimise the use of infrastructure and facilities.
- Calculate required intake per PRESET course to provide the necessary output, allowing for dropout rates, HIV and AIDS attrition, migration and other factors.
- Develop and provide relevant PRESET and INSET teaching and learning materials.
- Review the job descriptions and terms of reference of all lecturers, heads of department (HoDs) and managers at every level to incorporate HIV and AIDS response as a routine function of their activities, where relevant and appropriate.

- Introduce counselling as an elective PRESET course for teachers and develop equivalent modules for INSET delivery.
- Revise teacher education and instructor curricula to prepare teachers for CBET.
- Improve gender representation among staff and students.
- Develop mechanisms to monitor and review operations to ascertain achievements of objectives through recurrent analysis of teacher skills.
- Monitor the teacher demand and supply model to regularly assess training means by subject area and grade for education and training establishments.

3.2. TEACHER IN-SERVICE EDUCATION AND TRAINING

3.2.1 Teacher In-Service Education and Training Policy Rationale

In order to maintain high levels of service quality, teachers as the mainstay of any education system need to be provided with knowledge and skills related to the teaching and learning process on a continuous basis. A highly productive teaching force that operates at state-of-the-art levels is therefore the result of an effective INSET system that also contributes to the capacity development of education and training establishments. PRESET needs to be supported by an equally efficient and professional INSET system, since teachers' professional knowledge, like all other professions, weakens over time and requires re-modelling, upgrading and re-shaping. As a result, the development and in-servicing of the human resources base of any education system should be of vital concern. This should be awarded high priority to help deliver high quality and relevant education and training including IE, SEN, guidance and counselling, LSE, STEM, as well as support for coping with changing and aspirational demands in roles, including school management and leadership.

3.2.2 Teacher In-Service Education and Training Policy Rationale Goal

To promote and support systematic and sustainable high-quality teaching and learning in education and training establishments through effective school management and leadership, and encouragement of continuous professional development.

3.2.3 Teacher In-Service Education and Training Policy Objectives

- To provide ongoing technical, professional and managerial support to practicing teachers to be enabled to effectively deliver a dynamic school curriculum, including IE, SEN, guidance and counselling, LSE, STEM and entrepreneurship.
- To provide deputy head teachers and HoDs with ongoing support and managerial skills in order to improve the quality of curriculum delivery.
- To provide ongoing support and managerial skills to head teachers, personnel managers, accounting officers and school committees, including financial management.
- To promote and facilitate cooperation and collaboration among all stakeholders entrusted with assuring that learners receive education and training of the highest quality.

- To promote and provide opportunities for continuous professional development by offering school-based, cluster-based, zonal and regional professional development activities that are based on identified needs.
- To extend teachers' knowledge of classroom management and organisational strategies to ensure that effective teaching and learning takes place.
- To promote whole-school development planning that allows effective professional growth.
- To equip teachers with skills that will enable them to carry out diagnostic and reflective classroom research.
- To develop a temporary programme to assist untrained teachers who are still in the education and training system.
- To facilitate school-based support and enable teachers to use a variety of teaching and learning strategies to achieve high quality education.
- To provide facilities for teaching and learning materials production for teachers to be able to produce their own teaching/learning resources.
- To offer and promote ICT as a tool for teaching and learning.
- To provide capacity building to INSET providers in order for them to be competent in any new innovations.
- To strengthen the INSET department and reduce high staff turnover to enhance efficiency and effectiveness.
- To liaise with other professional bodies and NGOs locally, regionally and internationally.
- To mobilise resources and funding from NGOs and other cooperating partners.

3.2.4 Teacher In-Service Education and Training Strategic Framework

SHORT TERM

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

MEDIUM TERM

- Develop fixed training programmes for teachers which can be done during school holidays.
- Develop and maintain an effective database to ensure that there is a permanent and traceable record for all teachers and head teachers who have trained in any fixed programme.
- Develop and maintain an effective data base to ensure that there is a permanent and traceable record of head teachers who have trained in school management.
- Develop a temporary programme to assist untrained teachers who are still in the system.
- Improve professional quality and effectiveness of in-service teacher education to ensure that all teachers can use child-centred teaching methods, including teaching large groups.
- Develop an efficient cluster schools mechanism for conducting workshops.
- Develop an efficient school-based system for conducting workshops.

LONG TERM

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

3.3. TEACHING SERVICE COMMISSION

3.3.1 Teaching Service Commission Policy Rationale

The Teaching Service Commission was established by the Teaching Service Act No. 1 of 1982 and the Teaching Service Regulations of 1983, to provide uniform conditions of service and improved service of all. In order to improve efficiency, effectiveness and support for teachers, MoET, in collaboration, conjunction and coordination with TSC and other stakeholders, will undertake a review of terms and conditions of service including salary structures, procedures for teachers' appointments, deployments, transfers, promotions, disciplinary actions, preparation for retirement and reporting arrangements to stakeholders in furtherance of the TSC policy rationale, policy goals and policy objectives. The MoET will also introduce a teachers' performance management system, in conjunction with the Ministry of Public Service.

3.3.2 Teaching Service Commission Policy Goals

To provide equitable conditions of service and improved service to all teachers in Eswatini in partnership with stakeholders.

3.3.3 Teaching Service Commission Policy Objectives

- To treat teachers with respect, courtesy and sensitivity, and ensure confidentiality.
- To provide a free and timely service, in collaboration with relevant ministries.
- To undertake accurate and timely forecasting of Eswatini's teacher requirements for different sub-sectors of the education and training sector.
- To fill vacancies, deploy, transfer, promote and utilise teachers and administrators appropriately and promptly.
- To liaise with teacher-training colleges to fast-track placements of teachers.
- To ensure teachers only teach subjects that they are trained to teach at respective grades.
- To ensure that promotion of teachers is based on fair and regular appraisals, involving other stakeholders as appropriate.
- To fast-track implementation of the performance management system, in conjunction with the Ministry of Public Service.
- To maintain and uplift the standard of discipline for teachers and ensure that any disciplinary procedures are timeously and appropriately conducted.
- To improve gender equity in teaching and administrative positions in schools.
- To empower teachers through frequent workshops on regulations, policy and procedures governing the teaching profession.
- To computerise teaching service records, including an accurate up-to-date register of all teachers in the service and a teacher file management system.
- To revise the Teaching Service Act of 1982 and its Regulations of 1983, including harmonisation of legislation with the Constitution and existing labour laws of Eswatini.
- To facilitate operationalisation of the autonomy of the TSC, as provided for by the Constitution of the Kingdom of Eswatini.
- To develop a new TSC operational structure.
- To conduct training needs assessments and develop an induction and training programme for the Commission and its secretariat.
- To develop performance indicators and conduct quarterly reviews of TSC performance.

3.3.4 Teaching Service Commission Strategic Framework

SHORT TERM

- Proper placement of teachers in schools as and when vacancies arise.
- Timely filling of vacancies in all schools.
- Timely remuneration of teachers based on decisions of the Commission.
- Timely release of budget exchequer funds for the financial year.
- Aim to improve gender balance in administrative positions in schools.
- Empower teachers through frequent workshops on regulations, policy and procedures governing the teaching professions.
- Conduct training needs assessment and develop a training program for the Commission and its secretariat.

MEDIUM TERM

- Facilitate the harmonisation of the Teaching Service Act with the Constitution and existing labour laws of Eswatini.
- Grant operational autonomy to the TSC as provided for by the Constitution of the Kingdom of Eswatini.
- Develop a new TSC operational structure.
- Revise the Teaching Service Act of 1982 and its Regulations of 1983.
- Computerise teaching service records and develop a teacher file management system.
- Advocate for the implementation of the performance management system for head teachers.

LONG TERM

- Develop and maintain an accurate database of teachers in the service and those who exit the service in a variety of ways.
- Establish a customer care unit where a customer satisfaction database is collected through customer satisfaction survey questionnaires.
- Develop performance indicators and conduct quarterly reviews of performance against indicators.
- Facilitate the operationalisation of the autonomy of the TSC as provided for by the Constitution of the Kingdom of Eswatini.
- Advocate for the implementation of the performance management system for head teachers.

3.4. MEDIUM OF INSTRUCTION

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

- This does not mean that teaching and learning materials that are in English shall be translated into siSwati; however, what it means is that teachers up to the first four grades of primary school have the liberty and freedom to use siSwati as a medium of instruction where learners have difficulties in understanding what is taught.
- Where most of the pupils have not attended English medium pre-schools, teachers up to the first four grades of primary school should not feel guilty that they are explaining concepts to their pupils in siSwati; and head teachers should not reprimand those teachers for explaining concepts in siSwati.
- Up to the first four grades in primary schools, where most of the pupils have attended English medium pre-schools and learners have no difficulties in understanding concepts in English, teachers will continue to use English as a medium of instruction.
- While this liberty and freedom is granted to teachers up to the first four grades in primary schools to explain and/or teach in siSwati where there is a need, English as a subject shall continue to be taught in English at all grade levels.

- All children going through the school system in Eswatini are expected to learn siSwati. Therefore, siSwati will continue to be taught as a subject at all grade levels in the school system. SiSwati as a subject remains a core subject in all schools and at all grade levels.
- To promote the learning of siSwati in all schools, children shall not be punished for speaking siSwati within and outside school premises.
- Swazi sign language is an officially recognised language in all schools and will be taught and used where appropriate.

The above points will be elaborated in a language policy for teaching and learning in Eswatini's education and training establishments.

SECTION B

SUB-SECTOR

POLICY GOALS AND OBJECTIVES

1. EARLY CHILDHOOD CARE, DEVELOPMENT AND EDUCATION

1.1. Early Childhood Care, Development and Education Policy Rationale

ECCDE is the foundation of effective human resource development and helps ensure that every child aged 0 to 8 years is enabled to achieve his/her full potential. Failure to invest in the early cognitive development of children requires disproportionate investment in remedial action in later years but cannot recover the position. Early investment in the child's formative years has shown to give the best returns on human capital development and should be prioritised. A supplementary ECCDE policy will be developed to address the complexity of this sub-sector's needs, not least the historical imbalance and inequity in provision and failure to balance ECCDE resourcing and structure in relation to the rest of the basic education system. However, the specific ECCDE policy should be internally consistent with the policy goal and objectives outlined below and provide guidance for the strategies required to attain these. It may build on these goals and objectives, add structural and implementation detail, but shall not deviate from the spirit and letter of this Policy and be consistent with the 2010 Moscow Framework for Action and Cooperation.

1.2. Early Childhood Care, Development and Education Policy Goal

To prioritise the expansion of equitable access to early learning to accommodate all children in Eswatini aged 0 to 8 years to quality ECCDE and ensure the full integration of the nation's most vulnerable children.

1.3. Early Childhood Care, Development and Education Policy Objectives

- To ensure all children in Eswatini aged 0 to 8 years have equal opportunity to access quality ECCDE services.
- To ensure the harmonisation of standards for high quality ECCDE, including submission of the child's immunisation record/proof prior to admission, provision of feeding, records of known allergy conditions (food, medical or environmental) and age-appropriate LSE.
- To register all ECCDE centres and providers of ECCDE services to ensure compliance with basic minimum standards and packages.
- To sensitise communities and especially parents in particular and the public in general to the issue of holistic child development.

- To develop and adopt a school readiness programme and ensure the establishment of sufficient additional ECCDE posts to meet agreed provisioning norms.
- To ensure adequate and appropriate resources including infrastructure to accommodate all children in all schools with Grade 0.

1.4. ECCDE Strategic Framework

SHORT TERM

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

MEDIUM TERM

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

LONG TERM

- Research, develop and adopt a per capita financing model for ECCDE to ensure balance in the basic education budget and provide equitable access for all Swazi children aged 3 to 6 years.
- Develop and adopt a school readiness programme and ensure the establishment of sufficient additional ECCDE posts to meet agreed provisioning norms.
- Ensure that every classroom in every ECCDE centre has at least one trained teacher or caregiver.
- Plan for and provide adequate and appropriate infrastructure to accommodate all children in all public schools with a Grade 0.

2. PRIMARY EDUCATION

2.1. Primary Education Policy Rationale

The Swaziland National Curriculum Framework for General Education (2018) states that the overall outcome of primary education is learners' general knowledge, independent thinking skills and organisational skills developed in preparation for successful progression in the education system. The acquisition of primary education is dependent on equitable access, the comprehensive equipping of schools and enhancement of quality through the improvement of teaching, learning and school management. All these issues require the most urgent attention and resourcing. These aspects of access, equity and quality must be regularly monitored and reported to ensure policy compliance, relevance and inform future planning and resource provision. The successful acquisition of primary education and life skills competencies is a prerequisite for secondary and higher education and for many categories of vocational training and should build on the cognitive skills development of ECCDE. Transition rates from primary to secondary school are unacceptably low, particularly in rural areas, although the number of primary school graduates is growing.

2.2. Primary Education Policy Goal

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

2.3. Primary Education Policy Objectives

- To provide free and compulsory access to primary education for all learners of primary school-going age to eliminate financial barriers.
- To ensure that all teachers are qualified or appropriately trained to teach at this level.
- To ensure a primary school is within five kilometres of every learner of primary school-going age.
- To ensure all public primary schools have an ECCDE centre.
- To undertake annual school self-evaluations which will involve participation of a wide range of stakeholders including parents, students, school committees and community leaders.
- To introduce a new competency-based curriculum, integrating LSE including HIV and AIDS awareness and prevention.
- To register, audit and map schools and infrastructure to guide prioritised upgrading and renovation and ensure equitable geographic distribution of new buildings.
- To ensure all schools conform to agreed minimum standards in the objectives in this Policy.
- To ensure that teachers' performance is satisfactory or up to the expected standards.
- To ensure retention of learners and normal progression whilst reducing repetition rates to less than 5%.
- To achieve a sustained, average teacher/pupil ratio of 1:40 in *all* schools.
- To introduce a system of monitoring and reporting of pupil progression as a means of reducing wastage, repetition and dropout rates.
- To provide nutritional support to all public primary school learners through the universal introduction of school feeding schemes by the MoET in collaboration with cooperating partners.

2.4. Primary Education Strategic Framework

SHORT TERM

- Sustain free and compulsory primary education.
- Ensure teachers are relevantly posted, in line with their qualifications.
- Locate, map and audit primary school infrastructure and distribution to create a register and undertake prioritised, phased planning for upgrading, renovation and building of these facilities to ensure compliance with agreed minimum standards including appropriate and gender sensitive water and sanitation facilities in all primary schools.
- Mobilise communities to register all pupils of primary school-going age in public primary schools in order to achieve the MoET's target national education ratio.
- Improve the management of primary schools by upgrading and enhancing the competence of elected school committees.
- Review the job descriptions and terms of reference of all teachers, head teachers and system managers at every level to incorporate HIV and AIDS and other emerging issues as a routine function of their activities, where relevant and appropriate.
- Procure sufficient teaching and learning materials to meet the needs of all pupils in public primary schools pending curriculum review and revision.
- Ensure introduction of CBE in all primary schools, integrating LSE, HIV and AIDS awareness and prevention.
- Strengthen quality assurance.
- Introduce Grade 0 in all public primary schools.
- Ensure all public primary schools are child-friendly and aligned to the standards of CSTL to meet the needs of all learners.
- Introduce performance appraisal to ensure teachers adhere and perform according to expected standards.
- Ensure retention of learners through implementation of repetition policy provision on less than 5% repetition.
- Establish school committees (where they do not exist) and train them to support the creation and implementation of schools as centres for care and support as well as the development and management plans.

MEDIUM TERM

- Strengthen universal school feeding programme in collaboration with development partners. Resource and implement the first phase of upgrading and renovating nationally prioritised primary school facilities to agreed minimum standards including appropriate and gender sensitive water and sanitation facilities, with emphasis on rural and other disadvantaged areas.
- Prioritise school building and renovation to ensure that no learner has to walk more than five kilometres to school.
- Develop fiscal-realistic and appropriate incentives to ensure the continuous staffing of rural and other isolated primary schools.
- Place all primary school head teachers and teachers on a performance management system.
- Ensure the recurrent annual supply of appropriately qualified teachers by grade and subject through increased access to PRESET and the new curriculum.
- Provide a sustainable M&E system to monitor, evaluate and report on the quality of teaching and learning in all primary schools and their adherence to the revised curriculum and standards.
- Introduce and resource school libraries in all public primary schools in Eswatini.
- Plan for and provide adequate and appropriate infrastructure and equipment to accommodate all pupils in public primary schools to meet FPE requirements.
- Provide a cadre of trained and competent school inspectors to monitor and ensure a child-friendly school environment, compliance with curriculum requirements and the teaching of life skills.

LONG TERM

- Resource and implement the second phase of prioritised upgrading and renovation of all primary school facilities to agreed minimum standards.
- Introduce and resource appropriate computer skills training, ICT, expressive arts, health and physical education in all public primary schools in Eswatini.
- Resource school libraries in all public primary schools in Eswatini.
- Undertake an annual primary school sub-sector policy review and make recommendations for improvement and reinvigorated implementation.
- Monitor implementation of policy that regulates private primary schools.

3. SECONDARY EDUCATION

3.1. Secondary Education Policy Rationale

The Swaziland National Curriculum Framework for General Education (2018) states that the overall outcome of secondary education is that learners are prepared for successful transitions to the labour market and/or HE. Secondary education must build on the competencies achieved in primary education. Generic skills are more important at this level of education than comparatively cost-inefficient specialisation and learners should enjoy high levels of focus and support, so that they may enjoy a productive socio-economic life in which they can meaningfully enhance the country's skills base.

3.2. Secondary Education Policy Goal

To provide equitable access for all learners to inclusive quality secondary education that will adequately prepare them for further TVETSD and/or academic education, and their role in the socio-economic life of Eswatini and world of work.

3.3. Secondary Education Policy Objectives

- To ensure all learners have equal access to affordable quality secondary education.
- To ensure that all teachers are qualified or appropriately trained to teach at secondary education level.
- To ensure a secondary school is within seven-kilometres of every learner of secondary school-going age.
- To achieve a sustained, average teacher/pupil ratio of 1:35 in *all* schools.
- To ensure retention of learners and normal progression whilst reducing repetition rates to less than 5%.
- To introduce a system of monitoring and reporting of pupil progression as a means of reducing wastage, repetition and dropout rates.
- To provide nutritional support to all public secondary school learners through the universal introduction of school feeding schemes by the MoET in collaboration with cooperating partners.
- To undertake annual school self-evaluations which will involve participation of a wide range of stakeholders including parents, students, school committees and community leaders.

- To evaluate and map all secondary school infrastructure to facilitate prioritised upgrading, renovation and equitable geographic distribution of new buildings.
- To ensure that all schools conform to agreed minimum standards in the objectives.
- To ensure that teacher performance is satisfactory and to the expected level.
- To develop a competency-based curriculum, including the mainstreaming of LSE and HIV and AIDS and other emerging issues related to awareness and prevention.
- To introduce and adequately resource school libraries in all public secondary schools in Eswatini.

3.4. Secondary Education Strategic Framework

SHORT TERM

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

MEDIUM TERM

- Ensure that all learners of appropriate ages who have passed primary education have access to secondary school education within a seven-kilometre radius of their homes.
- Ensure that every secondary school has at least one qualified mathematics, science and ICT teacher in service by 2022 to improve the teaching of these subjects.
- Place all secondary school head teachers and teachers on a performance management system.
- Ensure the recurrent annual supply of appropriately qualified teachers by grade and subject through increased access to PRESET and the new curriculum.
- Provide a sustainable M&E system to monitor, evaluate and report on the quality of teaching and learning in secondary schools and their adherence to the revised curriculum.

MEDIUM TERM

- Provide a cadre of trained and competent school inspectors to monitor and ensure a learner-friendly school environment, quality of educational delivery, compliance with curriculum requirements and the teaching of life skills.
- Establish an interactive dialogue and planning process between secondary school systems and the TVETSD and tertiary education systems to quantify and project transition rates and facilitate effective bridging and entry programmes.

LONG TERM

- Ensure that all learners of appropriate ages who have passed junior secondary education have access to senior secondary education.
- Reduce the national repetition rate for secondary schools to 5%.
- Implement an average learner/teacher ratio of 35:1 in secondary education.
- Integrate ICT in the secondary school curriculum.
- Introduce ICT as a learning area in all secondary schools.
- Eliminate all barriers to learner achievement, including but not limited to those related to gender, disability, special needs, stigma or discrimination.
- Undertake an annual secondary school sub-sector policy review and make recommendations for improvement and reinvigorated implementation.
- Monitor implementation of policy that regulates private secondary schools.

4. TECHNICAL AND VOCATIONAL EDUCATION & TRAINING

4.1. Technical and Vocational Education and Training Policy Rationale

If Eswatini is to become regionally and globally competitive, and a major regional exporter of skilled human resources, there is an urgent need to re-position and market TVET for a sustained flow of skilled graduates in the technical and vocational fields. This requires broader and deeper public-private partnerships between MoET and other education and training establishments, and private sector engagement for development of employability skills and entrepreneurship including the introduction of learnerships. Uncertainty about demand for TVET is compounded by under-enrolment in pre-vocational courses and negative perceptions about vocational courses. To facilitate sub-regional coordination, the SADC Framework for Technical and Vocational Education and Training (2012- 2016) will continue to be applied, where appropriate. MoET will also adopt the SADC Qualifications Framework (2011) and recommendations regarding the recognition and accreditation of prior learning. The current TVET policy shall be updated to address the structure, regulation, coordinated training and competency-based standards, the development of employability skills including entrepreneurship, a national qualifications framework and projected demand and supply of TVET graduates, as well as the capacity of TVET staff.

4.2. Technical and Vocational Education and Training Policy Goal

To initiate and sustain an inclusive demand-led TVET system and sub-sector responsive to market needs, which will contribute to the realisation of Eswatini's socio-economic development goals.

4.3. Technical and Vocational Education and Training Policy Objectives

- To ensure access to flexible quality TVET programmes that meet the needs of learners and those of the industry.
- To ensure accreditation of TVET programmes offered in TVET institutions.
- To ensure that there is working collaboration with the relevant Ministries/sectors providing labour market information to inform programming.
- To meet the diverse socio-economic development needs of the country through the training and sustained expansion of a competent and employable work force with relevant, marketable skills.
- To research and analyse labour market demand and supply trends to inform TVET's planning and response to Eswatini's social and economic requirements.
- To establish effective TVET governance, management and training systems with clearly allocated roles and responsibilities.
- To establish mechanisms for the portability of formal, non-formal and informal qualifications, with provision for flexible exit and entry to both academic and skills-related pathways.
- To strengthen and expand the pre-vocational educational programme and align this with national occupational standards within the context of the SADC Qualifications Framework (2011).
- To establish mechanisms to recognise formal, non-formal and informal training.
- To establish a financing mechanism to finance TVET, e.g. a payroll levy.
- To integrate and mainstream TVET programmes with cross-cutting and contemporary skills that include employability skills and entrepreneurship training.
- To provide business and financial support for TVET graduates to become entrepreneurial job-creators instead of job-seekers.
- To ensure validation and accreditation of knowledge skills and competencies acquired through non-formal and informal TVET education.
- To ensure provision of flexible learning pathways, entry points and re-entry at all education levels.

4.4. TVET Strategic Framework

SHORT TERM

- Review the TVETSD policy and align to national Education and Training Sector Policy.
- Establish a body responsible for the regulation of TVET.
- Locate, map and audit all TVETSD infrastructure and distribution to create a register of institutions and undertake prioritised, phased planning for up-grading, renovation and building of these facilities.
- Complete the review and rationalization of TVETSD institutional and sectoral structures and promote continuing education and skills development.
- Develop a strategic plan to transform and reposition the Swaziland College of Technology (SCOT) into a vocational Education and Training facility.
- Adopt a competency-based curriculum and standards framework for TVETSD to ensure the provision of relevant skills for sustainable employability.

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

MEDIUM TERM

- Research and analyse labour market demand and supply trends to inform TVETSD's planning and response to Eswatini's social and economic requirements.
- Establish mechanisms to recognise formal, non-formal and informal training, institutional and non-institutional in-service training and prior learning.
- Develop a sustainable model for sub-sector resourcing and scholarships on an equitable per capita basis.
- Ensure compliance of all TVETSD facilities with agreed minimum standards of provision and ensure access for marginalised populations and learners with special needs.
- Strengthen and expand the pre-vocational educational programme and align this with national occupational standards.
- Expand sub-sector training capacity by 15% to accommodate increased learner flows from the secondary and high school levels.
- Achieve an institutional student/teacher ratio of 15:1.
- Undertake an annual TVETSD policy review and make recommendations for improvement and reinvigorated implementation.
- Align technical and vocational education with the national qualifications framework.

LONG TERM

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

5. HIGHER EDUCATION

5.1. Higher Education Policy Rationale

Global experience confirms that social and economic development can be powerfully stimulated by investment in knowledge, especially in science and technology. HE is vital to the provision of the skills and essential to the growth of a research-based and knowledge-driven economy.

5.2. Higher Education Policy Goal

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

5.3. Higher Education Policy Objectives

- To ensure access to quality HE programmes that meet the needs of learners and those of industry.
- To introduce an inclusive, principled and comprehensive HE policy, aligned to, and consistent with, the revised Education and Training Sector Policy and HE Act, 2013.
- To ensure that HE programmes responds to labour market needs.
- To ensure that there is working collaboration with the relevant Ministries/sectors providing labour market information to inform programming.
- To establish a revolving loan fund to ensure equitable access to HE for all suitably qualified high school graduates and other learners.
- To ensure learners' enrolments into prioritised course options are realigned and increased to meet socio-economic development needs.
- To lower unit costs and improve cost-efficiency by an average one-year reduction in course duration.
- To audit and review all HE infrastructure and human resource capacity and undertake prioritised planning to expand existing institutions and establish new ones to increase access to HE.
- To ensure all relevant programmes are accredited and all relevant institutions are accredited.
- To accommodate learners' diversity through flexible entry-level assessment which recognises different ways of demonstrating understanding, knowledge and language differences.
- To encourage and facilitate private sector establishment of additional HE institutions within policy guidelines and monitor these to ensure standards compliance and avoid programme duplication.
- To optimise access to HE through expansion/strengthening of open and distance learning.
- To develop and impart research skills linked to the world of work and entrepreneurial development, including the use of ICT.
- To develop, fund and initiate a relevant research agenda for the country.
- To strengthen quality control measures to ensure acceptability of HE qualifications in the region within the SADC Qualifications Framework (2011) and systematise the recognition and accreditation of prior learning.
- To ensure all HE institutions are fully registered under the Swaziland HE Council and adhere to the set standards.
- To establish a system of tracer studies to monitor the progression of HE premature leavers and graduates.

5.4. Higher Education Strategic Framework

SHORT TERM

- To review HE programmes to meet the needs of industry.
- Review and approve an inclusive, principled and comprehensive draft HE policy, aligned to, and consistent with, the national Education and Training Sector Policy and the Swaziland HE Act, 2013.
- Align the human resources audit to Eswatini's HE needs.
- Project the optimum output of graduates per course for national needs and for 'export' into the region and integrate these data into sector planning.
- Audit and review all HE infrastructure to create a register of institutions and undertake prioritised planning to expand existing institutions and establish new ones to increase access to these.
- Encourage and facilitate private sector establishment of additional tertiary institutions within policy guidelines and monitor these to ensure standards compliance and avoid programme duplication.
- Accredite all relevant programmes offered by recognised institutions.
- Provide flexible entry levels to accommodate learners' diversity.
- Encourage private sector HE establishments and ensure they comply to set standards and strengthen open distance learning to increase access to HE.
- Establish a HE system of tracer studies.
- Review the job descriptions and terms of reference of all lecturers, HoDs and managers at every level to incorporate HIV and AIDS and other emerging issues as a routine function of their activities, where relevant and appropriate.

MEDIUM TERM

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

LONG TERM

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

6. NON-FORMAL EDUCATION AND LIFELONG LEARNING

6.1. Non-Formal Education, Adult Education and Training, and Lifelong Learning Policy Rationale

Non-formal education, adult education and LLL provides options for all Swazi citizens to acquire competencies and skills that will enable them to adapt to the changing environment. The Swaziland National Curriculum Framework for General Education (2018) states that the overall outcome of non-formal education, adult education and training, and LLL is that out-of-school children and youth, as well as adults, are empowered to expand their knowledge and skills according to their needs and interests through non-formal and adult education. This sub-sector provides LLL opportunities through basic literacy, skills development and open and distance learning (sometimes referred to as continuing education, further education or aspects of tertiary education). The non-formal primary education (NPE) programme does not replace the basic literacy programme. It provides an alternative route that is parallel to formal education and facilitates learner re-entry into the formal school system, at all levels including after Grade 7 primary school external examination. Learners include out-of-school children, youth and adults, who have the opportunity to complete basic literacy and primary education through non-formal channels and proceed with secondary education and skills training via a number of institutions providing non-formal education, adult education and LLL. However, there is insufficient capacity to cater for all these learners and the quality of education is not regulated and, in some cases, not accredited. There is therefore a pressing need to develop a parallel, regulated system of non-formal education that follows an agreed curriculum to open flexible entry-points and progression into the formal system. The SADC Qualifications Framework will be adopted for non-formal education and LLL, where appropriate.

6.2. Non-Formal Education, adult education and Lifelong Learning Policy Goal

To strengthen and regulate non-formal education and LLL in order to facilitate flexible access to relevant education and training opportunities for all Swazis to enhance their employment prospects and capacity to play a meaningful role in the socio-economic life of Eswatini.

6.3. Non-Formal Education, adult education and Lifelong Learning Policy Objectives

- To establish an effective non-formal education governance, management and training system with clearly allocated roles and responsibilities.
- To extend non-formal education, skills training, and LLL programmes to all schools (primary and secondary) and provide NPE programmes to all out-of-school children, youths and adult learners.
- To align the non-formal secondary education (NSE) curriculum to the formal secondary curriculum to facilitate secondary school re-entry at grade levels and tertiary institutions.
- To provide all non-formal and continuing education teachers/facilitators with regulated PRESET and INSET training.
- To incorporate and upgrade Emlaladini Development Centre to become a fully-fledged open and distance learning institution.
- To improve education access and quality by using different modes of learning, including open and distance learning.
- To integrate and regulate new and additional providers of non-formal LLL to improve distribution, access and programme diversity.
- To mobilise communities to register out-of-school children in non-formal education schools.
- To differentiate delivery modes for different learner groups such as children, adolescents and adults.
- To register and monitor all private providers of non-formal education and training and LLL.
- To align all non-formal education and training levels and standards in Eswatini with other countries in the region.
- To ensure validation and accreditation of knowledge skills and competencies acquired through non-formal and informal education.
- To ensure provision of flexible learning pathways, entry points and re-entry at all education levels.

6.4. Non-Formal Education and Life Long Learning Strategic Framework

SHORT TERM

- Establish and staff a non-formal and continuing education Directorate and develop an expansion plan in line with sectoral principles and the Policy.
- Extend non-formal and continuing education programmes to select primary schools and secondary schools and provide NPE and NSE programmes to all out-of-school children, youth and adult learners.
- Review and align NSE curriculum to formal secondary education to facilitate secondary school re-entry at grade/age appropriate levels and tertiary institutions.
- Improve education access and quality by using different modes of learning, including distance learning.
- Integrate and regulate new and additional providers of non-formal and continuing education to improve distribution, access and programme diversity.
- Regulate minimum qualification standard requirements for all sub-sector teachers/facilitators.
- Establish an INSET curriculum review panel to prepare teachers/facilitators for inclusive education.
- Mobilise communities to register out-of-school children in non-formal education schools in order to achieve education for all.
- Provide nutritional support through the universal introduction of feeding schemes in collaboration with cooperating partners.
- Review vocational skills curriculum for innovation.
- Register and monitor all private providers of non-formal and continuing education.

MEDIUM TERM

- Strengthen Emlalatini Development Centre to widen the range of curricula options and diversify services by using re-capacitated regional education centres and selected primary/secondary schools as delivery centres.
- Ensure the use of ICT and open distance learning where feasible in course development and delivery.
- Develop and implement quality assurance measures for course development and delivery.
- Differentiate delivery modes for different learner groups such as children, adolescents and adults.

LONG TERM

- Develop a regulated subsidy system for orphaned, vulnerable and other disadvantaged children.
- Eliminate all barriers to learner achievement, including but not limited to those related to gender, disability, special needs, stigma or discrimination.

SECTION C

POLICY

IMPLEMENTATION

1. RESOURCE ALLOCATION AND BUDGETING

1.1. Resource Allocation and Budgeting Rationale

The prospects of budgetary constraints underline the importance of focusing on policy choices that promote efficiency gains and on budget trade-offs between education and training and other sectors. Education and training funding has been distorted by a disproportionate focus on post-secondary education and training to the gross disadvantage of ECCDE. This scenario limits prospects for the broadening of access to quality ECCDE. Reliance on private education fees and alternative external sources must be considered unsustainable in real terms and points to the need for a comprehensive re-evaluation of budgeting and expenditure. This in turn implies the need for a reassessment of the importance of education and training, as well as the cost implications of implementing the revised Education and Training Sector Policy.

1.2. Resource Allocation and Budgeting Policy Goal

To develop a resource allocation and budgeting framework consistent with the goals and objectives of this revised Policy. This can be advanced and sustained through a mix of recurrent internal funding by the Government of Eswatini, support from private sector organisations and targeted external funding by its partners.

1.3. Resource Allocation and Budgeting Policy Objective

To quantify the capital and recurrent costs of implementing and sustaining the revised Education and Training Sector Policy.

1.4. Resource Allocation and Budgeting Strategic Framework

SHORT TO MEDIUM TERM

- Commission and establish a MoET task team charged with estimating the cost of implementation of the Education and Training Sector Policy in the short-, medium- and long-term. These costs should be driven by the content and direction of the ESSP and the second National Education and Training Sector Improvement Plan (NETIP II) to arrive at a realistic assessment of resource requirements.
- Table the outcome report to an international donor conference, led by the MoET, indicating the percentage of capital and recurrent costs to be covered by the Government of Eswatini and showing how the process will be monitored.

2. PLANNING, POLICY AND BUDGET IMPLEMENTATION

2.1. Planning and Budget Implementation Rationale

Strategic planning, policy and budget implementation is very critical in seeing that the mission, goals and objectives of the revised Education and Training Sector Policy are attained. The MoET Planning Unit is the main driver of its implementation, through the formulation of a strategic roadmap and implementation plan. The completion and approval of a strategic roadmap for the sector, i.e. the policy action plan, presents a conducive environment for the creation of short- to medium-term implementation plans, which outline implementable activities and programmes to be executed through the medium-term expenditure framework.

The preparation and coordination of annual and medium-term development plans and budgets is thus crucial for policy implementation and ultimate attainment of the revised Education and Training Sector Policy's goals. The positioning of and collaboration with the Planning Unit on matters of planning, policy and budget implementation is of paramount importance and needs to be given the highest priority. Adequate staffing, training and resourcing are required to ensure that all planning and implementation processes and modalities are carried out smoothly and timeously.

2.2. Planning and Budget Implementation Policy Goal

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

2.3. Planning and Budget Implementation Policy Objectives

- To coordinate the preparation and implementation of annual and medium-term development plans and budgets.
- To reposition the Planning Unit to allow it to be the central and main driver of policy planning and implementation, budgeting and decision-making, monitoring and evaluation and of the overall performance of the education and training sector.
- To coordinate all donor and Government funding and support, inter-sectoral activities by public enterprises and NGOs affecting service provision and the overall development of education and training in the country and manage all technical cooperation for the education and training sector.
- To coordinate and organise activities and studies undertaken by local and international academic institutions, regional and international organisations to which the country is affiliated, as well as consultants on issues related to human resource planning and development for the benefit of the sector and the country.
- To coordinate the preparation and the implementation of recurrent and capital budgets for the sector.
- To monitor and evaluate the impact of the sector's programmes and projects in collaboration with the education management information system (EMIS).
- To organise short- and long-term training funding and opportunities for the Planning Unit to enable it to timeously and effectively carry out its mandate.

- To incorporate the short- and medium-term plans in the education and training sector's annual and medium-term budget and expenditure framework.
- To identify and prepare proposals for the engagement of donors and development partners for the implementation of short- and medium-term plans.
- To engage all key stakeholders, NGOs and development partners through the sector-wide approach for collective bargaining, prioritisation and funding of the sectors programmes or activities.
- To liaise with the Aid Coordination Unit under the Ministry of Economic Planning and Development to identify potential donors and technical cooperation on education and training programmes.
- To collaborate with EMIS in establishing a reliable database for planning, budgeting and prioritisation of schools to benefit in the short-, medium- to long-term capital programme.
- To secure donor funding for the implementation of Eswatini's ESSP and assemble a consortium of reliable and committed education and training sector donors and cooperation partners.
- To decentralise the educational planning activities to the regions to strengthen the grassroots approach to planning and budgeting for schools.
- To evaluate the performance of the education and training sector and the impact and effectiveness of its programmes and/or projects through appropriate performance indicators.
- To coordinate the implementation of long-term education and training sector policy goals, objectives and plans.

2.4. Planning and Budget Implementation Strategic Framework

SHORT TO MEDIUM TERM

- To organise short- and long-term training funding and opportunities for the Education Planning Unit to enable it to timeously and effectively carry out its mandate.
- To review and revise the ESSP and align it with the revised National Development Strategy now referred to as the Strategy for Sustainable Development and Inclusive Growth.
- To work with relevant stakeholders in the development of NETIP II for the implementation of short to medium-term sector plans and ensure its alignment with international, regional and national commitments and priorities.
- To incorporate the short- and medium-term plans as articulated in NETIP in the sector's annual and medium-term budget and expenditure framework.
- To identify and prepare proposals for the engagement of donors and development partners for the implementation of short- and medium-term plans.
- To engage all key stakeholders, NGOs and development partners through the sector-wide approach for collective bargaining, prioritisation and funding of the sector's programmes or activities.
- To liaise with the Aid Coordination Unit under the Ministry of Economic Planning and Development to identify potential donors and technical cooperation on education and training programmes.
- To collaborate with EMIS in establishing a reliable database for planning, budgeting and prioritisation of schools to benefit in the short to medium-term capital programme.
- To monitor periodically the implementation of the capital and recurrent budget to ensure efficiency in the utilisation of resources.

LONG TERM

- To secure donor funding for the implementation of the ESSP so as to assemble a consortium of reliable and committed sectoral donors and cooperation partners.
- To decentralise the educational planning activities to the regions to strengthen the grassroots approach to planning and budgeting for schools.
- To evaluate the performance of the sector and the impact and effectiveness of its programmes and/or projects through the appropriate performance indicators.
- Coordinate the implementation of long-term education and training sector policy goals, objectives and plans.
- To collaborate with EMIS in establishing a reliable database for planning, budgeting and prioritisation of schools to benefit in the long-term capital programme.

3. EMIS, ANALYSIS & RESEARCH

3.1. EMIS, Analysis and Research Rationale

The entire education and training sector from ECCDE to HE, including private providers, various government agencies, institutions and structures of relevant departments, ministries and civil society relies on EMIS for data, management information and analysis regarding demand, supply, performance and outcomes of education and training. It follows that EMIS is central to MoET's capacity to monitor, review, evaluate and report. In the event that EMIS fails to operate effectively, most day-to-day management functions will be severely compromised, with knock-on implications for systems reporting, planning and budgeting. Without this kind of management information, the system will be reduced to guesswork and repetitive budgeting – with serious implications for the achievement of policy goals and objectives. EMIS operates in accordance with the Statistics Act, 1967 and the National Strategy for the Development of Statistics, and embraces the SADC EMIS Norms and Standards Assessment Framework, 2011. It is of the utmost strategic importance that EMIS be fully, appropriately and professionally staffed and resourced. To do otherwise is to limit the capacity of MoET to manage the system effectively and limit its ability to implement any policy change.

3.2. EMIS, Analysis and Research Policy Goal

To coordinate all sector data collection and research, i.e. to provide regular, accurate and timely data collection disaggregated by gender, location and disability wherever appropriate, processing, prioritised management information, analysis, monitoring and reporting of research, in order to inform and guide education and training sector management at all levels.

3.3. EMIS, Analysis and Research Policy Objectives

- To undertake an analysis of prioritised demand for management information by type and level, to inform any appropriate redesign and reconstruction of EMIS in order for it to play a strategic role in guiding education and training sector management and policy implementation.
- To provide an analysis of sub-sector data needs.

- To be the main provider of data and information nationally and internationally and for reporting to such bodies as SADC and the UNESCO Institute for Statistics.
- To ensure that EMIS staff are in line with emerging processes and technology through participation in regional and international networks and conferences of EMIS experts to learn and share best practices.
- To strengthen EMIS with an explicit mandate and requisite capacity to capture all annual education census data for different sub-sectors.
- To create capacity to report on progress towards achievement of SDGs, through coordination with partners such as the Southern and Eastern Africa Consortium for Monitoring Educational Quality.
- To facilitate and coordinate all education and training surveys in the country.
- To facilitate and manage the national register of all education and training institutions in the country and update it on an annual basis.
- To initiate decentralisation of appropriate data collection and analytical functions to regions and districts and support REOs on EMIS-related issues when required, including management of school committees' databases.

3.4. EMIS Strategic Framework

SHORT TO MEDIUM TERM

- Develop the EMIS policy in line with the recommended SADC standards.
- Redesign and restructure the EMIS department to facilitate improved delivery which includes timely reporting and promotion of information use through the implementation of recommendations from technical assistance.
- Staff and resource the EMIS unit to carry out its agreed mandate and deliver on its obligations timeously and accurately.
- Collect and process data for an agreed minimum set of annual reports and analyses to include, at least, a 16-day survey, annual school census, CSTL survey and smart school system survey at every level, as well as Eswatini's regional and international education and training sector reporting obligations.
- Initiate decentralisation data collection and analytical function to the district level, to empower and support local management on a monthly basis.
- Register and monitor *all* research within the sector by external agencies to ensure MoET access and open links with UNESWA and its own research development/capacity.
- Recurrently train/capacitate technical personnel in pursuit of operational excellence.
- To conduct a school mapping exercise in collaboration with the Education Planning Unit to inform planning.
- To provide training to all relevant stakeholders in the country on education indicators, including REOs and school committees.
- To disseminate statistics and information timeously and through appropriate methods at regular intervals to all stakeholders, including MoET and other government ministries, REOs, teachers and civil society respecting ethical protocols including confidentiality as required.
- To collect all learners' data by age and gender, in consultation with the Ministry of Home Affairs, to ensure that all births are registered and that all learners are able to present their birth certificates upon enrolment.
- To facilitate the transition from paper-based systems to a web-based paperless system linking all schools, REOs and national entities to provide data timeously, preferably in real time when appropriate.

4. MONITORING, EVALUATION AND REPORTING

4.1. Monitoring, Evaluation and Reporting Rationale

Effective M&E and reporting requires close coordination between all policy implementing entities, especially the Prime Minister's Office, the Deputy Prime Minister's Office, MoET including REOs, the semi-autonomous bodies of the National Curriculum Centre, Examinations Council of Swaziland and TSC, and also regional administrators, community leaders and other stakeholders. Within the Ministry of Education and Training, the Office of the Director of Education in collaboration with the Education Planning Unit shall be responsible for monitoring progress achieved in the implementation of this policy. There is consensus within the sub-sectors of the education and training sector that simple manageable systems, capable of monitoring a limited number of easily-accessible indicators at school-level, constitute one of the most vital management tools at MoET's disposal. There is also consensus that M&E should regularly and routinely inform decisions taken by the education and training sub-sectors and serve their day-to-day management needs. The 2010 SADC Open and Distance Learning M&E Framework, and the 2012 SADC Policy for Strategy Development, Planning and M&E will be adopted, where appropriate.

4.2. Monitoring, Evaluation and Reporting Policy Goal

To develop, introduce and sustain an education and training sector M&E system capable of regularly and routinely reporting against an agreed set of indicators to assist MoET and its strategic partners to measure and evaluate policy process, progress and outcomes.

4.3. Monitoring, Evaluation and Reporting Policy Objectives

- To routinely track the performance of the education and training system at every level against an agreed set of quantitative and qualitative indicators to measure the impact of policy implementation.
- To regularly report against the agreed set of quantitative and qualitative indicators to reflect the impact of policy change on the performance, quality and outcomes of the education and training system.
- To evaluate the short-, medium-, and long-term impact of implementation of the revised Policy on education and training system's performance, quality and outcomes.
- To adopt regional guidelines for reporting, and review and prioritise where necessary.
- To ensure transparency and inclusiveness by making reports available to all stakeholders and interested parties on a regular basis.
- To implement annual school self-evaluations in all schools.
- To ensure a fully-functioning schools inspectorate.

4.4. M&E and Reporting Strategic Framework

SHORT TO MEDIUM TERM

- Adopt the SADC M&E framework and regional guidelines for reporting.
- Review SADC core education and training M&E indicators for relevance in the context of Eswatini's sectoral environment and prioritise where necessary.
- Identify the unit/personnel responsible for M&E and reporting and review the location of this function on the MoET organogram to ensure relevance, seniority and access.
- Reinforce and capacitate M&E personnel where necessary to ensure an effective and sustainable operational entity within the education and training sector.
- Identify and prioritise internal, regional and international demand for M&E reports and develop a non-negotiable schedule of publication linked to EMIS and other data providers.
- Market M&E and reporting to key decision-makers within and outside the sector and ensure regular circulation of succinct management reports prioritising issues of strategic concern.

5. POLICY REVIEW AND FREQUENCY

The context of dynamic educational, social, economic and political change confirms the importance of regular policy review. The Education and Training Sector Policy is a guiding framework for strategic planning. It cannot remain current for very long and should be reviewed on a regular basis.

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

There is also a case for interim reports to inform the sector. Assuming the routine functioning of EMIS and the M&E systems, a short, key-point annual report on the implementation of the Education and Training Sector Policy should be considered in order to monitor the education and training system's performance and progress, as well as mobilise international development interest and support.

APPENDIX 1

2030 Agenda Sustainable Development Goals, Targets and Indicators

(From the Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (E/CN.3/2016/2/Rev.1)

Sustainable Development Goal indicators should be disaggregated, where relevant, by income, sex, age, race, ethnicity, migratory status, disability and geographic location, or other characteristics, in accordance with the Fundamental Principles of Official Statistics (General Assembly resolution 68/261).



End poverty in all its forms everywhere

- 1.1. By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day
 - 1.1.1 Proportion of population below the international poverty line, by sex, age, employment status and geographical location (urban/rural)
- 1.2. By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions
 - 1.2.1 Proportion of population living below the national poverty line, by sex and age
 - 1.2.2 Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions
- 1.3. Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
 - 1.3.1 Proportion of population covered by social protection floors/systems, by sex, distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, new-borns, work injury victims and the poor and the vulnerable
- 1.4. By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance
 - 1.4.1 Proportion of population living in households with access to basic services
 - 1.4.2 Proportion of total adult population with secure tenure rights to land, with legally recognized documentation and who perceive their rights to land as secure, by sex and by type of tenure
- 1.5. By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters
 - 1.5.1 Number of deaths, missing persons and persons affected by disaster per 100,000 people
 - 1.5.2 Direct disaster economic loss in relation to global gross domestic product (GDP)a
 - 1.5.3 Number of countries with national and local disaster risk reduction strategies
- 1.a Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions
 - 1.a.1 Proportion of resources allocated by the government directly to poverty reduction programmes

- 1.a.2 Proportion of total government spending on essential services (education, health and social protection)
- 1.b Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender sensitive development strategies, to support accelerated investment in poverty eradication actions
 - 1.b.1 Proportion of government recurrent and capital spending to sectors that disproportionately benefit women, the poor and vulnerable groups



End hunger, achieve food security and improved nutrition and promote sustainable agriculture

- 2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round
 - 2.1.1 Prevalence of undernourishment
 - 2.1.2 Prevalence of moderate or severe food insecurity in the population, based on the Food Insecurity Experience Scale (FIES)
- 2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons
 - 2.2.1 Prevalence of stunting (height for age <-2 standard deviation from the median of the World Health Organization (WHO) Child Growth Standards) among children under 5 years of age
 - 2.2.2 Prevalence of malnutrition (weight for height $>+2$ or <-2 standard deviation from the median of the WHO Child Growth Standards) among children under 5 years of age, by type (wasting and overweight)
- 2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment
 - 2.3.1 Volume of production per labour unit by classes of farming/pastoral/forestry enterprise size
 - 2.3.2 Average income of small-scale food producers, by sex and indigenous status
- 2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality
 - 2.4.1 Proportion of agricultural area under productive and sustainable agriculture
- 2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed
 - 2.5.1 Number of plant and animal genetic resources for food and agriculture secured in either medium or long-term conservation facilities
 - 2.5.2 Proportion of local breeds classified as being at risk, not-at-risk or at unknown level of risk of extinction
- 2.a Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries
 - 2.a.1 The agriculture orientation index for government expenditures
 - 2.a.2 Total official flows (official development assistance plus other official flows) to the agriculture sector
- 2.b Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round
 - 2.b.1 Producer Support Estimate
 - 2.b.2 Agricultural export subsidies
- 2.c Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility
 - 2.c.1 Indicator of food price anomalies



Ensure healthy lives and promote well-being for all at all ages

- 3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births
 - 3.1.1 Maternal mortality ratio
 - 3.1.2 Proportion of births attended by skilled health personnel
- 3.2 By 2030, end preventable deaths of new-borns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births
 - 3.2.1 Under-five mortality rate
 - 3.2.2 Neonatal mortality rate
- 3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases
 - 3.3.1 Number of new HIV infections per 1,000 uninfected population, by sex, age and key populations
 - 3.3.2 Tuberculosis incidence per 1,000 population
 - 3.3.3 Malaria incidence per 1,000 population
 - 3.3.4 Hepatitis B incidence per 100,000 population
 - 3.3.5 Number of people requiring interventions against neglected tropical diseases
- 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being
 - 3.4.1 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease
 - 3.4.2 Suicide mortality rate
- 3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
 - 3.5.1 Coverage of treatment interventions (pharmacological, psychosocial and rehabilitation and aftercare services) for substance use disorders
 - 3.5.2 Harmful use of alcohol defined according to the national context as alcohol per capita consumption (aged 15 years and older) within a calendar year in litres of pure alcohol
- 3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents
 - 3.6.1 Death rate due to road traffic injuries
- 3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
 - 3.7.1 Proportion of women of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods
 - 3.7.2 Adolescent birth rate (aged 10-14 years; aged 15-19 years) per 1,000 women in that age group
- 3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all
 - 3.8.1 Coverage of essential health services (defined as the average coverage of essential services based on tracer interventions that include reproductive, maternal, new-born and child health, infectious diseases, non-communicable diseases and service capacity and access, among the general and the most disadvantaged population)
 - 3.8.2 Number of people covered by health insurance or a public health system per 1,000 population
- 3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination
 - 3.9.1 Mortality rate attributed to household and ambient air pollution
 - 3.9.2 Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene
 - 3.9.3 Mortality rate attributed to unintentional poisoning
- 3.a Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate
 - 3.a.1 Age-standardized prevalence of current tobacco use among persons aged 15 years and older

- 3.b Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all
 - 3.b.1 Proportion of the population with access to affordable medicines and vaccines on a sustainable basis
 - 3.b.2 Total net official development assistance to medical research and basic health sectors
- 3.c Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States
 - 3.c.1 Health worker density and distribution
- 3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks
 - 3.d.1 International Health Regulations (IHR) capacity and health emergency preparedness



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
 - 4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
- 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
 - 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
 - 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex
- 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
 - 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
 - 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
 - 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict affected, as data become available) for all education indicators on this list that can be disaggregated
- 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
 - 4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
- 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
 - 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

- 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
 - 4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)
- 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
 - 4.b.1 Volume of official development assistance flows for scholarships by sector and type of study
- 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
 - 4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country



Achieve gender equality and empower all women and girls

- 5.1 End all forms of discrimination against all women and girls everywhere
 - 5.1.1 Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex
- 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
 - 5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age
 - 5.2.2 Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence
- 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
 - 5.3.1 Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18
 - 5.3.2 Proportion of girls and women aged 15-49 years who have undergone female genital mutilation/cutting, by age
- 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
 - 5.4.1 Proportion of time spent on unpaid domestic and care work, by sex, age and location
- 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
 - 5.5.1 Proportion of seats held by women in national parliaments and local governments
 - 5.5.2 Proportion of women in managerial positions
- 5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
 - 5.6.1 Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care
 - 5.6.2 Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education
- 5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws

- 5.a.1 (a) Proportion of total agricultural population with ownership or secure rights over agricultural land, by sex; and (b) share of women among owners or rights-bearers of agricultural land, by type of tenure
- 5.a.2 Proportion of countries where the legal framework (including customary law) guarantees women's equal rights to land ownership and/or control
- 5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
 - 5.b.1 Proportion of individuals who own a mobile telephone, by sex
- 5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels
 - 5.c.1 Proportion of countries with systems to track and make public allocations for gender equality and women's empowerment



Ensure availability and sustainable management of water and sanitation for all

- 6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all
 - 6.1.1 Proportion of population using safely managed drinking water services
- 6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
 - 6.2.1 Proportion of population using safely managed sanitation services, including a hand-washing facility with soap and water
- 6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally
 - 6.3.1 Proportion of wastewater safely treated
 - 6.3.2 Proportion of bodies of water with good ambient water quality
- 6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity
 - 6.4.1 Change in water-use efficiency over time
 - 6.4.2 Level of water stress: freshwater withdrawal as a proportion of available freshwater resources
- 6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
 - 6.5.1 Degree of integrated water resources management implementation (0-100)
 - 6.5.2 Proportion of transboundary basin area with an operational arrangement for water cooperation
- 6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes
 - 6.6.1 Change in the extent of water-related ecosystems over time
- 6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies
 - 6.a.1 Amount of water- and sanitation-related official development assistance that is part of a government-coordinated spending plan
- 6.b Support and strengthen the participation of local communities in improving water and sanitation management
 - 6.b.1 Proportion of local administrative units with established and operational policies and procedures for participation of local communities in water and sanitation management



Ensure access to affordable, reliable, sustainable and modern energy for all

- 7.1 By 2030, ensure universal access to affordable, reliable and modern energy services
 - 7.1.1 Proportion of population with access to electricity
 - 7.1.2 Proportion of population with primary reliance on clean fuels and technology
- 7.2 By 2030, increase substantially the share of renewable energy in the global energy mix
 - 7.2.1 Renewable energy share in the total final energy consumption
- 7.3 By 2030, double the global rate of improvement in energy efficiency
 - 7.3.1 Energy intensity measured in terms of primary energy and GDP
- 7.a By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology
 - 7.a.1 Mobilized amount of United States dollars per year starting in 2020 accountable towards the \$100 billion commitment
- 7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States and landlocked developing countries, in accordance with their respective programmes of support
 - 7.b.1 Investments in energy efficiency as a percentage of GDP and the amount of foreign direct investment in financial transfer for infrastructure and technology to sustainable development services



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

- 8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries
 - 8.1.1 Annual growth rate of real GDP per capita
- 8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors
 - 8.2.1 Annual growth rate of real GDP per employed person
- 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
 - 8.3.1 Proportion of informal employment in non-agriculture employment, by sex
- 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead
 - 8.4.1 Material footprint, material footprint per capita, and material footprint per GDP
 - 8.4.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP
- 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
 - 8.5.1 Average hourly earnings of female and male employees, by occupation, age and persons with disabilities
 - 8.5.2 Unemployment rate, by sex, age and persons with disabilities
- 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training
 - 8.6.1 Proportion of youth (aged 15-24 years) not in education, employment or training

- 8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms
 - 8.7.1 Proportion and number of children aged 5-17 years engaged in child labour, by sex and age
- 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
 - 8.8.1 Frequency rates of fatal and non-fatal occupational injuries, by sex and migrant status
 - 8.8.2 Increase in national compliance of labour rights (freedom of association and collective bargaining) based on International Labour Organization (ILO) textual sources and national legislation, by sex and migrant status
- 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products
 - 8.9.1 Tourism direct GDP as a proportion of total GDP and in growth rate
 - 8.9.2 Number of jobs in tourism industries as a proportion of total jobs and growth rate of jobs, by sex
- 8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all
 - 8.10.1 Number of commercial bank branches and automated teller machines (ATMs) per 100,000 adults
 - 8.10.2 Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service provider
- 8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-related Technical Assistance to Least Developed Countries
 - 8.a.1 Aid for Trade commitments and disbursements
- 8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization
 - 8.b.1 Total government spending in social protection and employment programmes as a proportion of the national budgets and GDP



Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

- 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and trans-border infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all
 - 9.1.1 Proportion of the rural population who live within 2 km of an all-season road
 - 9.1.2 Passenger and freight volumes, by mode of transport
- 9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries
 - 9.2.1 Manufacturing value added as a proportion of GDP and per capita
 - 9.2.2 Manufacturing employment as a proportion of total employment
- 9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets
 - 9.3.1 Proportion of small-scale industries in total industry value added
 - 9.3.2 Proportion of small-scale industries with a loan or line of credit
- 9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities
 - 9.4.1 CO₂ emission per unit of value added
- 9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending
 - 9.5.1 Research and development expenditure as a proportion of GDP

- 9.5.2 Researchers (in full-time equivalent) per million inhabitants
- 9.a Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States
 - 9.a.1 Total official international support (official development assistance plus other official flows) to infrastructure
- 9.b Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities
 - 9.b.1 Proportion of medium and high-tech industry value added in total value added
- 9.c Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020
 - 9.c.1 Proportion of population covered by a mobile network, by technology



Reduce inequality within and among countries

- 10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average
 - 10.1.1 Growth rates of household expenditure or income per capita among the bottom 40 per cent of the population and the total population
- 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
 - 10.2.1 Proportion of people living below 50 per cent of median income, by age, sex and persons with disabilities
- 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
 - 10.3.1 Proportion of the population reporting having personally felt discriminated against or harassed within the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law
- 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality
 - 10.4.1 Labour share of GDP, comprising wages and social protection transfers
- 10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations
 - 10.5.1 Financial Soundness Indicators
- 10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions
 - 10.6.1 Proportion of members and voting rights of developing countries in international organizations
- 10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies
 - 10.7.1 Recruitment cost borne by employee as a proportion of yearly income earned in country of destination
 - 10.7.2 Number of countries that have implemented well-managed migration policies
- 10.a Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements
 - 10.a.1 Proportion of tariff lines applied to imports from least developed countries and developing countries with zero-tariff
- 10.b Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes
 - 10.b.1 Total resource flows for development, by recipient and donor countries and type of flow (e.g. official development assistance, foreign direct investment and other flows)
- 10.c By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent
 - 10.c.1 Remittance costs as a proportion of the amount remitted



Make cities and human settlements inclusive, safe, resilient and sustainable

- 11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums
 - 11.1.1 Proportion of urban population living in slums, informal settlements or inadequate housing
- 11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
 - 11.2.1 Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities
- 11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
 - 11.3.1 Ratio of land consumption rate to population growth rate
 - 11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically
- 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage
 - 11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage (cultural, natural, mixed and World Heritage Centre designation), level of government (national, regional and local/municipal), type of expenditure (operating expenditure/investment) and type of private funding (donations in kind, private non-profit sector and sponsorship)
- 11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations
 - 11.5.1 Number of deaths, missing persons and persons affected by disaster per 100,000 people
 - 11.5.2 Direct disaster economic loss in relation to global GDP, including disaster damage to critical infrastructure and disruption of basic services
- 11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management
 - 11.6.1 Proportion of urban solid waste regularly collected and with adequate final discharge out of total urban solid waste generated, by cities
 - 11.6.2 Annual mean levels of fine particulate matter (e.g. PM2.5 and PM10) in cities (population weighted)
- 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities
 - 11.7.1 Average share of the built-up area of cities that is open space for public use for all, by sex, age and persons with disabilities
 - 11.7.2 Proportion of persons victim of physical or sexual harassment, by sex, age, disability status and place of occurrence, in the previous 12 months
- 11.a Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning
 - 11.a.1 Proportion of population living in cities that implement urban and regional development plans integrating population projections and resource needs, by size of city
- 11.b By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels
 - 11.b.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a
 - 11.b.2 Number of countries with national and local disaster risk reduction strategies
- 11.c Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials
 - 11.c.1 Proportion of financial support to the least developed countries that is allocated to the construction and retrofitting of sustainable, resilient and resource-efficient buildings utilizing local materials



Ensure sustainable consumption and production patterns

- 12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries
 - 12.1.1 Number of countries with sustainable consumption and production (SCP) national action plans or SCP mainstreamed as a priority or a target into national policies
- 12.2 By 2030, achieve the sustainable management and efficient use of natural resources
 - 12.2.1 Material footprint, material footprint per capita, and material footprint per GDP 12.2.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP
- 12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses
 - 12.3.1 Global food loss index
- 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment
 - 12.4.1 Number of parties to international multilateral environmental agreements on hazardous waste, and other chemicals that meet their commitments and obligations in transmitting information as required by each relevant agreement
 - 12.4.2 Hazardous waste generated per capita and proportion of hazardous waste treated, by type of treatment
- 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
 - 12.5.1 National recycling rate, tons of material recycled
- 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle
 - 12.6.1 Number of companies publishing sustainability reports
- 12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities
 - 12.7.1 Number of countries implementing sustainable public procurement policies and action plans
- 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
 - 12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment
- 12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production
 - 12.a.1 Amount of support to developing countries on research and development for sustainable consumption and production and environmentally sound technologies
- 12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products
 - 12.b.1 Number of sustainable tourism strategies or policies and implemented action plans with agreed monitoring and evaluation tools
- 12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities
 - 12.c.1 Amount of fossil-fuel subsidies per unit of GDP (production and consumption) and as a proportion of total national expenditure on fossil fuels



Take urgent action to combat climate change and its impacts

- 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
 - 13.1.1 Number of countries with national and local disaster risk reduction strategies
 - 13.1.2 Number of deaths, missing persons and persons affected by disaster per 100,000 people
- 13.2 Integrate climate change measures into national policies, strategies and planning
 - 13.2.1 Number of countries that have communicated the establishment or operationalization of an integrated policy/strategy/plan which increases their ability to adapt to the adverse impacts of climate change, and foster climate resilience and low greenhouse gas emissions development in a manner that does not threaten food production (including a national adaptation plan, nationally determined contribution, national communication, biennial update report or other)
- 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
 - 13.3.1 Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula
 - 13.3.2 Number of countries that have communicated the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions
- 13.a Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly \$100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
 - 13.a.1 Mobilized amount of United States dollars per year starting in 2020 accountable towards the \$100 billion commitment
- 13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities
 - 13.b.1 Number of least developed countries and small island developing States that are receiving specialized support, and amount of support, including finance, technology and capacity-building, for mechanisms for raising capacities for effective climate change-related planning and management, including focusing on women, youth and local and marginalized communities



Conserve and sustainably use the oceans, seas and marine resources for sustainable development

- 14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution
 - 14.1.1 Index of coastal eutrophication and floating plastic debris density
- 14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans
 - 14.2.1 Proportion of national exclusive economic zones managed using ecosystem-based approaches
- 14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels
 - 14.3.1 Average marine acidity (pH) measured at agreed suite of representative sampling stations

- 14.4 By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics
 - 14.4.1 Proportion of fish stocks within biologically sustainable levels
- 14.5 By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information
 - 14.5.1 Coverage of protected areas in relation to marine areas
- 14.6 By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation
 - 14.6.1 Progress by countries in the degree of implementation of international instruments aiming to combat illegal, unreported and unregulated fishing
- 14.7 By 2030, increase the economic benefits to small island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism
 - 14.7.1 Sustainable fisheries as a percentage of GDP in small island developing States, least developed countries and all countries
- 14.a Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries
 - 14.a.1 Proportion of total research budget allocated to research in the field of marine technology
- 14.b Provide access for small-scale artisanal fishers to marine resources and markets
 - 14.b.1 Progress by countries in the degree of application of a legal/regulatory/policy/institutional framework which recognizes and protects access rights for small-scale fisheries
- 14.c Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in the United Nations Convention on the Law of the Sea, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of "The future we want"
 - 14.c.1 Number of countries making progress in ratifying, accepting and implementing through legal, policy and institutional frameworks, ocean-related instruments that implement international law, as reflected in the United Nations Convention on the Law of the Sea, for the conservation and sustainable use of the oceans and their resources



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

- 15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements
 - 15.1.1 Forest area as a proportion of total land area
 - 15.1.2 Proportion of important sites for terrestrial and freshwater biodiversity that are covered by protected areas, by ecosystem type
- 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally
 - 15.2.1 Progress towards sustainable forest management
- 15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world
 - 15.3.1 Proportion of land that is degraded over total land area
- 15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development

- 15.4.1 Coverage by protected areas of important sites for mountain biodiversity
- 15.4.2 Mountain Green Cover Index
- 15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species
- 15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed
 - 15.6.1 Number of countries that have adopted legislative, administrative and policy frameworks to ensure fair and equitable sharing of benefits
- 15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products
 - 15.7.1 Proportion of traded wildlife that was poached or illicitly trafficked
- 15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species
 - 15.8.1 Proportion of countries adopting relevant national legislation and adequately resourcing the prevention or control of invasive alien species
- 15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts
 - 15.9.1 Progress towards national targets established in accordance with Aichi Biodiversity Target 2 of the Strategic Plan for Biodiversity 2011-2020
- 15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems
 - 15.a.1 Official development assistance and public expenditure on conservation and sustainable use of biodiversity and ecosystems
- 15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation
 - 15.b.1 Official development assistance and public expenditure on conservation and sustainable use of biodiversity and ecosystems
- 15.c Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities
 - 15.c.1 Proportion of traded wildlife that was poached or illicitly trafficked



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

- 16.1 Significantly reduce all forms of violence and related death rates everywhere
 - 16.1.1 Number of victims of intentional homicide per 100,000 population, by sex and age
 - 16.1.2 Conflict-related deaths per 100,000 population, by sex, age and cause
 - 16.1.3 Proportion of population subjected to physical, psychological or sexual violence in the previous 12 months
 - 16.1.4 Proportion of population that feel safe walking alone around the area they live
- 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children
 - 16.2.1 Proportion of children aged 1-17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month
 - 16.2.2 Number of victims of human trafficking per 100,000 population, by sex, age and form of exploitation
 - 16.2.3 Proportion of young women and men aged 18-29 years who experienced sexual violence by age 18
- 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all
 - 16.3.1 Proportion of victims of violence in the previous 12 months who reported their victimization to competent authorities or other officially recognized conflict resolution mechanisms
 - 16.3.2 Unsentenced detainees as a proportion of overall prison population
- 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime

- 16.4.1 Total value of inward and outward illicit financial flows (in current United States dollars)
- 16.4.2 Proportion of seized small arms and light weapons that are recorded and traced, in accordance with international standards and legal instruments
- 16.5 Substantially reduce corruption and bribery in all their forms
 - 16.5.1 Proportion of persons who had at least one contact with a public official and who paid a bribe to a public official, or were asked for a bribe by those public officials, during the previous 12 months
 - 16.5.2 Proportion of businesses that had at least one contact with a public official and that paid a bribe to a public official, or were asked for a bribe by those public officials during the previous 12 months
- 16.6 Develop effective, accountable and transparent institutions at all levels
 - 16.6.1 Primary government expenditures as a proportion of original approved budget, by sector (or by budget codes or similar)
 - 16.6.2 Proportion of the population satisfied with their last experience of public services
- 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels
 - 16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions
 - 16.7.2 Proportion of population who believe decision making is inclusive and responsive, by sex, age, disability and population group
- 16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance
 - 16.8.1 Proportion of members and voting rights of developing countries in international organizations
- 16.9 By 2030, provide legal identity for all, including birth registration
 - 16.9.1 Proportion of children under 5 years of age whose births have been registered with a civil authority, by age
- 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
 - 16.10.1 Number of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists, associated media personnel, trade unionists and human rights advocates in the previous 12 months
 - 16.10.2 Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information
- 16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime
 - 16.a.1 Existence of independent national human rights institutions in compliance with the Paris Principles
- 16.b Promote and enforce non-discriminatory laws and policies for sustainable development
 - 16.b.1 Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law



Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

- 17.1 Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection
 - 17.1.1 Total government revenue as a proportion of GDP, by source
 - 17.1.2 Proportion of domestic budget funded by domestic taxes
- 17.2 Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of gross national income for official development assistance (ODA/GNI) to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries
 - 17.2.1 Net official development assistance, total and to least developed countries, as a proportion of the Organization for Economic Cooperation and Development (OECD) Development Assistance Committee donors' gross national income (GNI)
- 17.3 Mobilize additional financial resources for developing countries from multiple sources

- 17.3.1 Foreign direct investments (FDI), official development assistance and South-South Cooperation as a proportion of total domestic budget
- 17.3.2 Volume of remittances (in United States dollars) as a proportion of total GDP
- 17.4 Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress
 - 17.4.1 Debt service as a proportion of exports of goods and services
- 17.5 Adopt and implement investment promotion regimes for least developed countries
 - 17.5.1 Number of countries that adopt and implement investment promotion regimes for least developed countries
- 17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge-sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism
 - 17.6.1 Number of science and/or technology cooperation agreements and programmes between countries, by type of cooperation
 - 17.6.2 Fixed Internet broadband subscriptions per 100 inhabitants, by speed
- 17.7 Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed
 - 17.7.1 Total amount of approved funding for developing countries to promote the development, transfer, dissemination and diffusion of environmentally sound technologies
- 17.8 Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology
 - 17.8.1 Proportion of individuals using the Internet
- 17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation
 - 17.9.1 Dollar value of financial and technical assistance (including through North-South, South-South and triangular cooperation) committed to developing countries
- 17.10 Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda
 - 17.10.1 Worldwide weighted tariff-average
- 17.11 Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020
 - 17.11.1 Developing countries' and least developed countries' share of global exports
- 17.12 Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access
 - 17.12.1 Average tariffs faced by developing countries, least developed countries and small island developing States
- 17.13 Enhance global macroeconomic stability, including through policy coordination and policy coherence
 - 17.13.1 Macroeconomic Dashboard
- 17.14 Enhance policy coherence for sustainable development
 - 17.14.1 Number of countries with mechanisms in place to enhance policy coherence of sustainable development
- 17.15 Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development
 - 17.15.1 Extent of use of country-owned results frameworks and planning tools by providers of development cooperation
- 17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries

- 17.16.1 Number of countries reporting progress in multi-stakeholder development effectiveness monitoring frameworks that support the achievement of the sustainable development goals
- 17.17 Encourage and promote effective public, public private and civil society partnerships, building on the experience and resourcing strategies of partnerships
 - 17.17.1 Amount of United States dollars committed to public-private and civil society partnerships
- 17.18 By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts
 - 17.18.1 Proportion of sustainable development indicators produced at the national level with full disaggregation when relevant to the target, in accordance with the Fundamental Principles of Official Statistics
 - 17.18.2 Number of countries that have national statistical legislation that complies with the Fundamental Principles of Official Statistics
 - 17.18.3 Number of countries with a national statistical plan that is fully funded and under implementation, by source of funding
- 17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries
 - 17.19.1 Dollar value of all resources made available to strengthen statistical capacity in developing countries
 - 17.19.2 Proportion of countries that (a) have conducted at least one population and housing census in the last 10 years; and (b) have achieved 100 per cent birth registration and 80 per cent death registration

APPENDIX 2

INTERNATIONAL AND REGIONAL COMMITMENTS AND AGREEMENTS

Eswatini subscribes to, or is a signatory to, the following international instruments which underpin or inform the revised Education and Training Sector Policy:

- Declaration of the World Education Forum: the Dakar Framework 2000
- Final Report of the World Conference on Education for All; Meeting Basic Learning Needs, Jomtien, Thailand, 1990
- Hague Convention on Protection of Children and Cooperation in respect of Inter-Country Adoption, 1980
- Moscow Framework for Action and Cooperation, 2010
- Moscow Declaration on Digital Information Preservation, 2011
- UN Universal Declaration of Human Rights, 1948
- UN International Covenant on Economic Social and Cultural Rights, 1966
- UN Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), 1979
- UN Convention on the Rights of the Child, 1989
- UN Convention on the Rights of Persons with Disabilities (CRPD), 2006
- UNESCO-Commonwealth of Learning Paris Declaration on Open Educational Resources, 2012
- UN Agenda 2030 for Sustainable Development, (2015)

Eswatini subscribes to, or is a signatory to, the following regional instruments which underpin or inform the revised Education and Training Sector Policy:

- African Charter on the Rights and Welfare of the Child, 1990
- African Union's Social Policy Framework for Africa, 2008
- African Union Windhoek Declaration on Social Development, 2008
- African Union Agenda 2063
- SADC Protocol on Education and Training, 1997
- SADC Charter of Fundamental Social Rights, 2003
- SADC EMIS Norms and Standards Assessment Framework, 2011
- SADC Qualifications Framework, 2011
- SADC Framework for Technical and Vocational Education and Training (2012 – 2016)
- SADC Policy Framework on Care and Support for Teaching and Learning, 2015
- SADC Revised Regional Indicative Strategic Plan 2015 – 2020
- SADC Industrialisation Strategy and Roadmap 2015 – 2063
- SADC Revised Protocol on Gender and Development, 2016

APPENDIX 3

THE SEVEN PILLARS OF THE ESWATINI INQABA CARE AND SUPPORT FOR TEACHING AND LEARNING FRAMEWORK

- Psychosocial support
- Health
- Food and nutrition
- Protection and safety
- Water, sanitation and hygiene
- HIV, life skills and gender
- Quality education

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