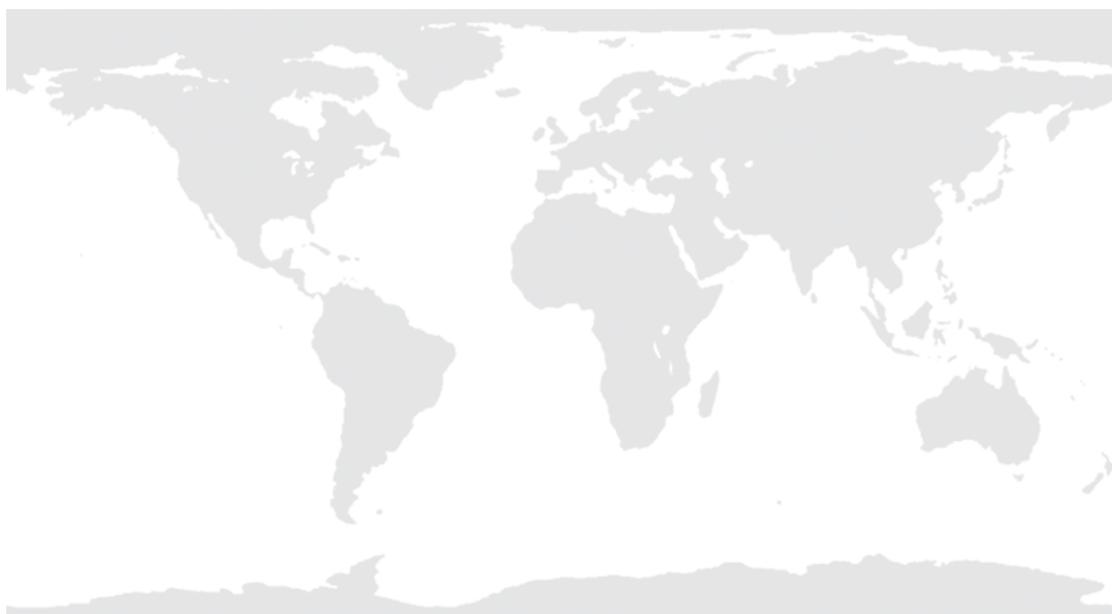




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Principles and general objectives of education

Most of the educational goals emerged from a report of the National Education Commission in 1975, which stated that “A nation’s greatest asset is its human resources, human development is therefore the great aim of education” (NEC, 1975). In 1985, the National Education Review Commission confirmed that the educational process is meant to develop the individual person. The individual in turn will be able to contribute effectively to the development of his/her community for the benefit of the entire society and the country. It asserted that the development of the individual contributes toward improved living standards, the health of the Nation and better understanding among the people both at national and international levels.

The document *Our Children First* describes Swaziland’s education development strategy (EDS). It takes the following national development goals as its starting point: economic growth, sustainable development, self-reliance, equity and participation, and social justice and stability. The EDS calls for a common vision for educational reform. According to the EDS, the goals of education are to:

- develop the intellectual, moral, aesthetic, emotional and practical capacities of children;
- equip citizens with the capacities needed to shape and adapt to a fast changing, complex, and uncertain socio-economic environment;
- engender a civic sense and to foster the skills necessary to participate effectively in a democratic society that reflects the socio-cultural context of Swaziland;
- create a population of lifelong learners with creative minds.

The new Constitution of 2005 stipulates that the State shall cultivate among all the people of Swaziland through various measures including civic education respect for fundamental human rights and freedoms and the dignity of the human person. (Art. 58).

Laws and other basic regulations concerning education

The basic law governing education in Swaziland is the **Education Act No. 9** of 1981. This repealed the Education Act of 1964, the Medical Inspection of Schools Act of 1928, and the Inspection of Schools Act of 1934.

The **Teaching Service Act** was promulgated in 1982. It repealed the Unified Teaching Service Act of 1962 and established a Teaching Service Commission. The powers of the Minister and the Director of Education are established, as are the composition of the Teaching Service Commission and its powers and functions—including proceedings of the commission, offences and penalties, pensions and other terminal benefits. Under the Teaching Service Act, the **Teaching Service**



Regulations were promulgated in 1983. These regulations provide for: registration of teachers; point of entry into service; confidential reports; general leave; liability for misconduct and inefficiency; retirement; subsistence allowance; etc.

The **University of Swaziland Act No. 2** of 1983 provides for the establishment and functions of the University, the main higher education institution in the country. A schedule of the statutes is provided in the **Statutes of the University of Swaziland** of 1983.

A schedule outlining a **Minimum Standard of Professional Conduct for Teachers in Swaziland** has also been prepared and signed by all teachers. It provides for recognition of responsibilities for the child under the teacher's care, the community in which the teacher lives, the teacher's profession and the employer. Various circulars are prepared from time to time and distributed to schools and administrative units. These are collected in a booklet form and published as *Selected Circulars* for the benefit of teachers and administrators. A *Guide to school regulations and procedures* is updated regularly, with the oldest dating back to 1978.

There is no compulsory schooling in Swaziland. According to article 29 of the new **Constitution** of 2005, every Swazi child shall (within three years of commencement of the Constitution) have the right to free education in public schools at least up to the end of primary school, beginning with the first grade. Article 60 further affirms that, without compromising quality, the State shall promote free and compulsory basic education for all.

Administration and management of the education system

The **Ministry of Education** is responsible for most educational activities, including some technical and vocational institutions. The **National Curriculum Centre (NCC)** is charged with the responsibility of designing and developing curriculum materials for primary and secondary education.

The NCC was established in 1983, resulting from the merging of the primary curriculum unit (1974) and the secondary unit (1978). It has the responsibility of designing and developing curriculum materials for the primary and secondary levels. The specific tasks of the Centre include the following: a) developing teaching syllabi and outcomes with members of subject panels; b) researching, developing, trial testing, and evaluating instructional materials; c) carrying out continued formative evaluation and revision of the existing school textbooks and other educational materials so as to make them more instructionally effective and relevant to the country's needs; d) arranging for commercial publication of the instructional materials; e) conducting workshops for the teachers and some stakeholders for trial testing and implementation of new programmes; f) liaising with other education institutions, departments, ministries, non-governmental organizations, and the private sector in curriculum matters; g) participating in the development of examinations and assessment programmes of the Ministry of Education to ensure that the requirements of the revised curricula are appropriately reflected in the examination/ assessment procedures; h) providing on-going professional advice to the Ministry of Education on matters pertaining to curriculum revision and development policies; i) monitoring and



reviewing the implementation of on-going curriculum programmes in the schools. The NCC comprises four departments: design and preparation; evaluation; production; and teacher training.

The **Teaching Service Commission (TSC)** is a department responsible for the recruitment, deployment, promotion, discipline and the welfare of teachers. The **Swaziland Examinations Council** administers the school examination system and assessment of students' performance.

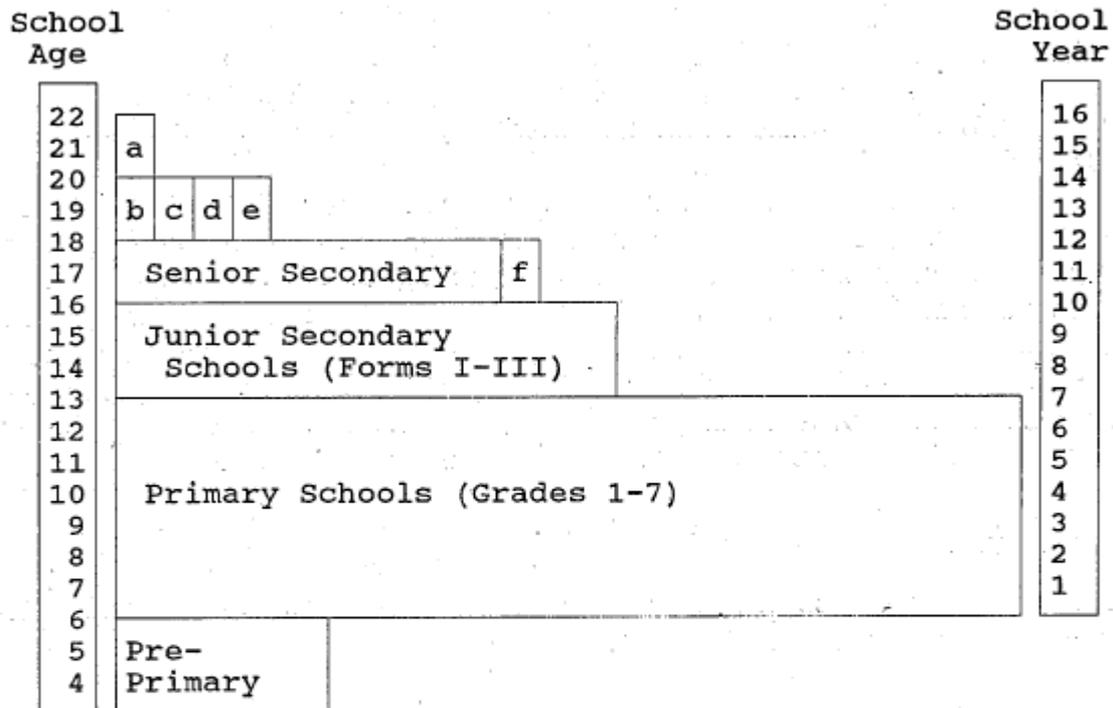
The **Ministry of Labour and Public Service** is responsible for the Swaziland Institute of Public Administration and the Directorate of Industrial and Vocational Training.

The **Sebenta National Institute** is a parastatal institution that is responsible for the offering of functional literacy to the adult population.

The **Swaziland College of Technology** is the principal tertiary-level institution in the country offering higher learning in technical and vocational education and training. The College offers a wide range of diploma/technician and craft programmes. The **University of Swaziland** is the main higher education institution in the country. The University gets a large portion of its funds from the government, but it is an autonomous institution with its own Governing Council.

Structure and organization of the education system

Swaziland: structure of the education system



Legend:

a	Degree (UNISWA)	b	Diploma (UNISWA)
c	Technical (SCOT)	d	Teacher Training
e	Nursing	f	Vocational (SCOT)

UNISWA = University of Swaziland
 SCOT = Swaziland College of Technology

Pre-school education

Early childhood care and development (ECCD) in Swaziland refers to a holistic approach that encompasses both care and education in principle for children from birth to age 8 (in practice, children in the age group 0-6 years). Pre-school education caters to children between 4 and 5 years of age. It is not compulsory.

Primary education

Primary education lasts seven years and the official entry age is 6 years. At the end of grade 7, pupils sit the Swaziland Primary Certificate examination. Primary education



is considered as the first cycle of basic education and in principle is provided free in government schools.

Secondary education

Secondary education lasts five years, divided into: junior secondary (or the second cycle of basic education), a three-year programme leading to the Junior Certificate (JC) examination; and senior secondary, a two-year programme preparing students for the localized Swaziland General Certificate of Secondary Education (SGCSE) and the International General Certificate of Secondary Education (IGCSE) which is accredited by the Cambridge International Examination (CIE). These have replaced the General Certificate of Education, Ordinary level (GCE O-level) examination. The first IGCSE examinations took place in 2007. The first examinations using the SGCSE syllabus will be organized in 2011.

Higher education

Craft courses and technical and vocational programmes offered at the post-secondary and tertiary levels vary in length from a few months to two to three years. In the case of the University of Swaziland, at the undergraduate level programmes leading to a diploma usually last three years; the duration of bachelor's degree programmes is normally four years on a full-time basis (five years in the case of the Bachelor of Laws degree). In the field of education, the University also offers a two-year programme (part-time basis) leading to a diploma in adult education and a postgraduate programme leading to a certificate which takes one year to complete. The Institute of Postgraduate Studies of the University offers programmes leading to a master's degree normally of two years' duration on a full-time basis (three years on a part-time basis).

In 1996, primary and secondary schools operated for 196 days, divided into three terms. At the higher education level, the academic year normally extends from August to May, with the first semester ending in December. The second semester begins in January. Short breaks are taken in September-October and in February-March.

The educational process

As mentioned, the main body for curriculum development in Swaziland is the National Curriculum Centre (NCC). Its principal function is to interpret the Ministry's educational policy to formulate objectives, and to produce educational programmes for use in the school system.

The process of curriculum development involves the following sequence of steps. From the national educational goals formulated by policy-makers, curriculum developers articulate national educational aims, which state the knowledge, skills and attitudes that learners are expected to have acquired by the end of a given level or programme. They then develop more specific objectives and related educational content. In formulating goals and objectives, policy-makers and curriculum



developers consider the aspirations of society, the needs of the learner, and the specific requisites of the subject area according to the discipline.

In the curriculum document, goals and objectives appear in the order that respects the real sequence of curriculum development: a) national educational goals; b) educational aims/curriculum objectives (broadly stated for the various educational levels, i.e. primary, secondary, etc.); c) instructional objectives (becoming more specific, for a unit, module or course); d) behavioural objectives (very specific, for each lesson, in a unit or module). At each educational level, the objectives reflect the scope of what will be covered. Government-approval structures are in place to evaluate the suitability of instructional/learning materials bound for the school system. Hence, four fundamental elements form the framework for systematic instructional planning: objectives, content, teaching and learning methods, and assessment and evaluation.

It is important to add that content is selected based on the goals, aims, and objectives of the particular level, according to: scope (breadth and depth); balance; validity; integration and continuity. In order to enable the pupil to organize his/her knowledge in ways that are meaningful to him/her, it is necessary to integrate knowledge in the curriculum, particularly at the primary level. Sometimes integration can be achieved by unifying different subjects, or by including objectives, content, teaching/learning aids and methods and evaluation into an integrated teaching package. Subjects like social sciences, religious education, social studies and development studies are an integration of geography, history, economics, anthropology, sociology, civics, and moral education. Similarly, the subject practical arts integrates home economics, agriculture, art and crafts, music and physical education. Curriculum planning must be connected to the society and culture in which it takes place. The curriculum developer must also be aware of the potential challenges that might arise, such as the tendency of teachers to cling to the teaching practices in which they were trained, and their refusal to innovate.

At the level of the NCC, four components (Design and Preparation, Evaluation, Production, and Teacher Education) work in a cooperative and coordinated manner to design, produce, trial-test, and evaluate curriculum materials. The four components have specialized functions, and make decisions about curriculum development. The Design and Preparation component writes materials based upon objectives that appear in policy documents. These materials, for each grade level, include teachers' guides, children workbooks, posters and other teaching aids. All designed materials are reviewed and improved by national subject panels and other educational bodies before they are printed and piloted in specific schools. After the first trials the materials are revised and piloted again. They are revised a last time, and are introduced nation-wide once they have been commercially published.

The evaluation function serves a two-pronged purpose. It assesses the efficacy of the instructional materials by eliciting feedback from the teachers and pupils. It also includes continually assessing the pupils' achievement of the curricular objectives and making the assessment data available for the teachers to use in diagnosing and correcting learning deficiencies in a timely manner. The production component is responsible for producing the trial materials for teachers and pupils of pilot schools and includes all the technical processes of illustration, photography, printing, collating



and binding. In addition, this component is commissioned by the MOE and other organizations to print special bulletins, reports, and other publications. The main work of the teacher education component is to distribute the materials to the pilot schools, assist the teachers in using and understanding the materials, and getting feedback from both teachers and pupils about the effectiveness of the materials. The ideas of the teachers are reported back to the designers so that they may revise them. This component is also responsible for planning and coordinating workshops for pilot schools.

Workshops are an integral part of NCC activities. Orientation workshops are conducted to introduce school-teachers to the philosophy and approach of new NCC materials. Feedback workshops help the curriculum developers, pilot school teachers, teacher educators and evaluators to share ideas on the curriculum materials being trial-tested in pilot schools. Infusion workshops bring together the NCC teacher educators, curriculum developers, inspectors, in-service teachers (INSET) and classroom teachers to familiarize them with the materials to be implemented nationwide, and to plan implementation strategies. Revision workshops bring together all the above-mentioned groups, including classroom teachers, to give feedback on the impact of specific NCC materials used nationwide, and to initiate the revision process on such materials.

The curriculum includes a wide range of possible teaching and learning strategies from which to make a selection. The teacher or curriculum developer must have a good knowledge of the relative advantages of each strategy and of the various supporting materials that might be used. Teaching/learning strategies for facilitating the learner's active participation include: educational visits/ field trips, memorization, demonstrations, singing, question and answer sessions, debates, group discussions, drama, role-playing, silent reading, reading aloud, lectures, individual work, projects, experiments, games for learning, problem solving, writing, simulations, note-taking, guest presentations, and research using reference material. Furthermore, the curriculum also suggests possible methods for assessing students. The teacher decides on the method of assessment and whether to assess pupils' behaviour, cognitive abilities, or affective and psychomotor competencies, depending on the nature of the learning objectives.

In 1999, a Draft National Assessment Framework was developed to spell out student evaluation and assessment policy. The main purpose of this document is to establish a direction for continuous assessment of students by providing answers to a number of questions pertaining to its implementation. From 2000 onwards, the Framework for National Assessment has formed a basis for the assessment of pupils from grade 1 to 10. Assessment of pupils has been in the form of school-based continuous assessment with national tests in grades 4, 7, and 10, administered by the Examinations Council of Swaziland.

Assessment occurs at four levels. Classroom tests are developed, administered and scored by the teacher for instructional and remedial purposes. Term tests and annual tests correspond to the second and third levels of assessment, respectively. Annual tests are developed, administered and scored by the teachers and are used to monitor the effectiveness of the system and to validate term test scores. National tests developed by the Examinations Council are administered by teachers under the



supervision of head teachers, scored by the teachers and submitted to the Council for moderation at the end of the year.

Recently, the major thrust in the curriculum has been a shift from a “white collar” curriculum to one that promotes a sense of entrepreneurship attitude in the children. This is also motivated by the demand placed upon the country by the levels of poverty and unemployment that are made worse by the HIV and AIDS situation. The Ministry has decided to formally establish “practical subjects” in the primary education cycle. Practical arts will be introduced from grade 3 of basic education. Schools already offering agriculture and home economics shall continue to offer these as an extended curriculum. The business strand will be spread across all five components to ensure that children see each strand in the light of a business opportunity.

Another major reform has been the introduction of the General Certificate of Secondary Education (GSE) form of curriculum, which is of higher and relevant standard than the former O-level examination syllabus. This form of curriculum paradigm shift advocates for a normal progression throughout the system, this in turn will mean the country will have to introduce a system that will continuously monitor the achievement of students throughout their school life.

The greatest challenge with regard to curricular expansion and reforms is funding. The expansion of practical subjects to cover all secondary schools is much slower than the public expectations due to financial constraints. Such expansion in schools requires construction of appropriate laboratories/workshops and trained personnel. For this reason, a significant proportion of schools still offer a traditional and academic curriculum, which does not provide life skills for the majority of pupils. In schools where the curriculum is broad, practical subjects are well received with a motive for further education and training as opposed to self-employment.

Pre-primary education

The concept of early childhood care and development (ECCD) in the country has been rapidly gaining popularity. ECCD is an umbrella term that embraces the holistic development of the child and ensures an environment characterized by safety, protection, anti-bias and cultural fairness. Young children, from birth to 8 years of age, need to be supported in the development of the abilities that will enable them to thrive in later years. That support comes from the family and community and it is in fact embedded in cultural values. When the family and community are unable to provide appropriate and nourishing environments, children are at risk of delayed or disturbed development. It is in this context that ECD programmes operate and strive to bring about lasting benefits. In recognition of the need for ECCD the Ministry of Education has established a pre-school department to take care of this important aspect of education with the aim to: improve accessibility to ECCD programmes; support community and NGOs initiatives; improve the quality of ECD programmes through monitoring services; bring about standard training and curricula; and develop quality curricula materials.

A national curriculum for pre-schools has been developed and is designed to achieve high standards. It provides for a well-rounded educational programme



focused in five major areas: language competence (in English and/or *siSwati*, the national language); academic and social skills; emotional development; intellectual development; and healthy physical development. The curriculum is used as a basis for the scheme of work and daily lesson planning. Teachers utilize many different story books, pre-reading and pre-numeracy activities to complement the curriculum. The Montessori method is used in several pre-schools.

The South Africa Development Community (SADC) is looking into introducing a concept of a reception year that is called “grade zero” as a pre-requisite for entry into grade 1. Swaziland has not gone into that development as yet, but is exploring ways of reorganizing education at this level by involving organizations and communities.

ECCD centres include pre-schools and care centers (day-care as well as home-based). A survey funded by UNICEF and carried out by officials from the Ministry of Education in 2001, was intended to produce a comprehensive description of the status of ECD provision in Swaziland. The survey collected returns for 813 centres, catering for 17,281 children, or an estimated 15% of the 3 to 6 years old population. Approximately 34% of the centres were run privately, while 66% were community-based, although the categorization of ‘community’ or ‘private’ is rather fuzzy. A typical community based centre catered for between 15 and 25 children and charged E150-300 per term. In Shiselweni, the poorest of the four Swazi regions, some fees were as low as E20-30 per term. These fees were paid irregularly and were not sufficient to cover the teachers’ salary, let alone materials, equipment or maintenance. At the other extreme, in large private urban ECD centres, fees could be as high as E2,000 per term, and the most senior qualified teachers could earn as much as E3,000 per term.

Approximately 60% of centres had electricity, 75% had access to water from a tank or pipe, and 35% had a fenced and equipped outside play space. In Shiselweni, less than 10% of centres had electricity or an outside play space. Generally, the higher the income of the preschool, the better the services it offered. Very few community based preschools in rural areas had books, play or writing materials, furniture or outside play equipment. The premises were most frequently bare huts in bare grounds, with a pit latrine or no facilities. Thus, for poorer communities, ECD centres were makeshift arrangements, surviving on very few resources. However, for more affluent communities, ECD offered a good preparation for school: children were taught the alphabet, and had access to visual aids, books and writing materials. The data about staff qualifications are not very clear. There is no prerequisite qualification for working in a preschool. Many of the staff had not gone beyond grade 5 of primary school.

For preschool education, the gross enrolment ratio was estimated at 17% in 2005.

Primary education

The objectives of primary education are to: provide basic skills in reading writing and numeracy so that graduates can function in their day to day activities; prepare children for secondary education; and expose children to various skills and talents so that they



can identify their areas of strength. The curriculum at the primary level includes the following subjects: English, siSwati, mathematics, science, foreign languages (e.g. French and Afrikaans in some schools), practical arts, religious education, social studies, agriculture and home economics (in approximately 50% of schools for the latter two).

A continuous assessment has been introduced in the first four years of primary education. This has touched, in the first instance, English and mathematics. It is planned that social science, siSwati and science will follow. Essentially, assessment is based on criterion-referenced tests which assist the teachers in determining which children are “masters” or “non-masters”. Non-masters are given remedial work, while masters are provided with enrichment materials.

Pupils sit a norm-referenced external examination at the end of grade 7, the final year of primary education. A certificate is awarded to all pupils who pass this examination according to the following categories: merit, first class and second class. Successful pupils may enter secondary school. The pass rate is approximately 80% of those who sit the examination.

According to national data, in 2005 there were 555 primary schools (of which 11 were private) with a total enrolment of 221,596 pupils; there were 6,741 teachers. The net enrolment rate was estimated at 81.9%, and the gross enrolment rate was 111%. In 2003, the repetition rate was 16% per grade, and the drop-out rate was 6.2% in the first three grades, increasing to 9.8% in the following four grades. The proportion of unqualified teachers was 8.1% in 2005, which translates into a ratio of pupils to a qualified teacher of 36:1.

Available data suggest that of those who enter the system, only about half complete the full seven-year primary programme, and many take as long as 10 years to do so, due to high repetition rates (the policy allows for repetition of a grade twice). Both the repetition and dropout rates are particularly high in the first four grades: by fourth grade, nearly 20% of grade 1 pupils had dropped out. Access to education is still a challenge in view of the impact of HIV and AIDS epidemic. The numbers of orphans and vulnerable children is rapidly increasing as a result (an estimated 120,000 in 2010). Orphans bear higher risk of not being enrolled in school, dropping out, repeating and poor school performance. (Ministry of Economic Planning and Development, 2007). According to available statistics, the average national prevalence rate among pregnant women attending ante-natal clinics was 42.6% in 2004, one of the highest prevalence rates in the world, and resulting in a decrease in life expectancy from 57 to 31 years.

Secondary education

Secondary education lasts five years, divided into: three years of junior secondary, or the second cycle of basic education, leading to the Junior Certificate (JC) examination; and two years of senior secondary education preparing students for the localized Swaziland General Certificate of Secondary Education (SGCSE) and the International General Certificate of Secondary Education (IGCSE) which is accredited by the Cambridge International Examination (CIE). These have replaced the General Certificate of Education, Ordinary level (GCE O-level) examination. The first IGCSE



examinations took place in 2007. Teaching using the SGCSE syllabus started in January 2010 and the first examinations for the subjects under this syllabus will be organized in 2011.

Secondary education aims at enabling learners to:

- Acquire knowledge, develop confidence and ability to assess their personal strengths and weaknesses and be realistic in choosing appropriate career/employment opportunities and or further education and training.
- Develop skills to assist in understanding economic, social, political and spiritual issues as they relate to day to day life and exercise democratic values.
- Develop desirable attitudes and behavioral patterns in interacting with the environment and their fellow men in a respectful and tolerant manner.
- Acquire attitudes and values, develop skills and understanding to allow for the execution of rights and responsibilities as a good citizens of Swaziland and the world at large.
- Develop life skills such as problem solving, critical thinking, communication, enquiry, team work and be adaptable in a changing world.
- Acquire knowledge; develop skills and practices that will encourage good family and healthy practices that prepare them for productive life.

Most secondary schools determine the mix of core and electives subjects from the variety offered in the country for the Junior Certificate and SGCSE/IGCSE examinations. Schools are encouraged to offer a minimum of at least six subjects at both JC and SGCSE levels. Core subjects offered at the junior secondary level include: English language and literature; Zulu/siSwati; mathematics; and science. Students must choose at least three electives, which are organized into four groups: i) geography; history; religious education; English literature; ii) French; Afrikaans; iii) agriculture; technical subjects; commercial subjects; home economics; iv) natural sciences; sports and culture. Schools are required to offer at least a minimum of six subjects at JC and O-Level. At the senior secondary level, a minimum of six subjects are offered in new schools. Established schools offer a wide range of subjects that includes practical subjects.

Agricultural development is viewed as one of the important part of the schools curricula given the nature of the geography and economy of the country. Agricultural skills are taught at the primary and the secondary levels. One of the major thrust is to support modern agriculture, which is currently taught in about 45% primary, 78% junior secondary and 45% senior secondary schools. Technical subjects (woodwork, metalwork, and technical drawing) are taught in senior secondary schools preparing pupils for entry into the higher technical institutions such as the Swaziland College of Technology (SCOT) and the Gwamile Vocational and Commercial Training Institute (VOCTIM). Home economics is taught in 60% of primary schools and 75% of secondary and high schools.

The Junior Certificate examination determines which students progress from secondary schools to high schools. The SGCSE/IGCSE is a school-leaving examination that determines which students may have access to various types of tertiary institutions, including the university. In 2006 the IGCSE was adopted starting



in Form 4 and progressed to Form 5 in 2007; in the same year, the first examinations were written. The localization of the school curriculum from IGCSE to SGCSE started in 2006 and is being carried out in three phases. Phase I and II subjects (including mathematics, English, siSwati, biology and physical science among others) have been fully localized; the SGCSE syllabus was implemented in January 2009 and the first examinations will be in 2010. With regards to Phase III subjects (agriculture, design and technology, religious studies), teaching using the SGCSE syllabus started in January 2010 and the first examinations for the subjects under this Phase will be in 2011.

Few students enter upper secondary education; the bulk of students drop out at the preceding levels. In 2003, 83.7% of lower secondary school-leavers enrolled in high schools. According to official data, in 2005 there were 199 junior and senior secondary schools in the country (of which seven were private) with a total enrolment of 71,124 students and a teaching force of 4,241 teachers. In the same year, the net enrolment ratio was estimated at 45.7% for girls and 44.6% for boys.

Assessing learning achievement nationwide

There is need to monitor the relevance and quality of education. This is being explored at the primary level through the Southern Africa Consortium for Monitoring Education Quality (SACMEQ), of which the country is a member, in particular assessing learning achievement in English, mathematics and science at grade 6 level. This will assist the country to review its standards in the region and internationally. In addition, the National Assessment Framework monitors the progress of the students in the system, which in turn will assess the effectiveness of the teaching process. Grades 4, 7 and 10 (basic education) students are tested to provide information on the standards and performance of the system.

In terms of educational attainment, results from the SACMEQ indicate low student performance in many areas. Both reading and mathematics scores of Swazi sixth graders are much lower than those achieved by other sub-Saharan countries with lower GDP per capita. (Ministry of Economic Planning and Development, 2007).

Concerning the Primary Certificate (SPC) examination, in 2003 the overall pass rate was 89%; it has been 87.6% in 2008 and 88.4% in 2009. For the JC examination, the overall pass rate has been 78.7% in 2008 and 78.9% in 2009. For the IGCSE/O-level examination, 32.7% of the candidates were awarded grade C or above in 2008 (58.6% of the candidates obtained grade D-G), a percentage that increased to 33.7% in 2009 (59.4% of the candidates obtained grade D-G).

Teaching staff

There are three colleges in the country offering pre-service teacher training, and these are William Pitcher, Ngwane and Nazarene teacher training colleges. The first one offers three-year programme for junior secondary education teachers, while the other two are responsible for training primary school teachers (three-year programme). Other institutions which also train teachers include the University of Swaziland and the Swaziland College of Technology (for commercial and technical education).



The University offers courses leading to a diploma in adult education—an in-service programme for experienced adult and non-formal educators lasting two years on a part-time basis—; a postgraduate certificate in education—an in-service programme for holders of an appropriate degree, targeting senior secondary teachers—; and a bachelor's degree. There are two degree programmes for full-time students: the secondary B.Ed. four-year programme, in which education is a major field of study combined with another major teaching subject; and the primary B.Ed. four-year programme.

The qualifications required to teach at the primary level are a three-year primary teacher diploma and/or a four-year bachelor's degree. At the secondary level, the requirements are a three-year secondary teacher diploma and/or a bachelor's degree—in various subjects taught at secondary level.

Concerning the pre-service training curriculum, the following units are part of the primary-level course:

- Part 1, Theory: History and philosophy of education, years 1 and 3; child development, years 1-3; learning, year 2; methods of teaching, years 1 and 3; methods of grouping learners, years 2 and 3; measurement and evaluation of learning, year 3; principles of teaching, year 1; teacher's role, year 2; school administration, years 2 and 3; educational technology, years 1-3; curriculum development, year 3.
- Part 2, Teaching practice: observation, year 1; micro-teaching and peer teaching, year 1; block teaching practice, years 2 and 3.

Assessment is based on allocating 40% for coursework, 50% for final examination, and 10% for project work.

At the secondary level, the general aim of the course in education is to contribute to the development of professional skills and attitudes by providing opportunities to develop—through academic study and practice—an understanding of educational theory and practices which will help prospective teachers to function successfully and with self-fulfillment in teaching and school supervision. The following units are provided:

- Part 1, Theory: History and philosophy of education, year 1; developmental psychology, year 1; learning, years 1 and 2; methods of teaching, years 1 and 2; principles of teaching, years 1 and 2; educational technology, years 1 and 2; measurement and evaluation, year 3; curriculum planning, year 3; sociology of education, year 3; comparative education, year 3; school administration, year 2; methods of research, year 3; adult education offered by the Adult Education Division of UNISWA, years 2 and 3.
- Part 2, Practice: Teaching practice theory observation, year 1; micro-teaching and peer teaching, year 1; block teaching practice, twelve weeks, years 2 and 3.

Assessment is based on 40% for coursework, 10% for project work, and 50% for the final examination at the end of the third year.



The recruitment of teachers is done both locally and outside the country. All vacant positions are advertised, and a recruitment process takes place. Teachers who qualify in terms of the advertisement are encouraged to apply. Interviews and appointments are the prerogative of the Teaching Service Commission (TSC).

Although teachers are administered by the TSC, they draw their salaries from the same pool as civil servants. The salary scale is commensurate with qualifications. In the teaching profession for every additional qualification there is a monetary compensation, which does not happen with other professions. The following are the minimum teaching hours in schools, not including intervals or recreation: grades 1 and 2, 5 hours per day; grades 3 to 7, 5½ hours per day; Forms 1 to 5, 6½ hours per day; teacher training and vocational classes, 6½ hours per day.

The Inspectorate based both at the Ministry of Education and at regional level, is charged with the responsibility of providing professional support in the form of meetings, workshops or visits to schools. Notwithstanding, the support is hampered by the poor working conditions which exist in a number of schools. Lack of interest and motivation frequently leads to teachers giving up their profession. Teachers' efforts to supplement their low salaries lead to increased absenteeism in a number of schools in both rural and urban areas.

There is no specific training for the inspectors, except for workshops lasting one or two days. However, when there is a specific teacher training to be done, inspectors and members from other departments participate in the training sessions. This is done with the purpose of equipping inspectors with skills and knowledge needed to support teachers.

Between 1972 and 1985, distance education programmes were offered to train unqualified teachers or to upgrade those teachers with low qualifications. This was the function of the In-service Department. From 1986, this Department has been in charge of in-service training for qualified teachers. Since then, distance education is no longer used for the training of teachers.

In-Service Education and Training (INSET) promotes and supports systematic and sustainable high quality teaching and learning through effective school management and encouragement of the professional growth and development of teachers. Workshops are organized for clusters of schools (10 to 15 schools, depending on their proximity). Each cluster has a school used as a centre, and a lot of in-service activities occur at the centres. There are also cluster management committee as well as subject panels. Specific workshops are conducted to enhance literacy and numeracy skills for grades 1 and 2 teachers; this is a programme consisting of eight modules for each area.

Infusion workshops are conducted annually in February by the INSET team with the assistance of subject panel members (inspectors, curriculum designers, college lecturers and practicing teachers). The main purpose of these workshops is to familiarize the teachers with new or revised materials developed by the National Curriculum Centre (NCC). These workshops are conducted at zonal levels in the regions. Monthly one-day workshops targeted for classroom teachers and school administrators are also organized.



The Headteacher Management Training Programme consists of specially designed training modules aimed at improving the managerial skills of headteachers. These modules are revised to accommodate any innovations, for example the introduction of whole school management. Evaluation is done by school-based projects. All newly appointed headteachers are trained in the following four components of management: personnel management; organizational management; funds administration and budgeting; and instructional leadership.

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Web resources

Examinations Council of Swaziland: <http://www.examsCouncil.org.sz/> [In English. Last checked: August 2010.]

Ministry of Education: <http://www.gov.sz/home.asp?pid=57> [In English. Last checked: August 2010.]



University of Swaziland: <http://www.uniswa.sz/> [In English. Last checked: August 2010.]

For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>