MINISTRY OF EDUCATION

SWAZILAND NATIONAL CURRICULUM FRAMEWORK FOR GENERAL EDUCATION

SUPPORT TO EDUCATION AND TRAINING

A BETTER LIFE FOR ALL SWAZIS
THROUGH QUALITY EDUCATION

EUROPEAN UNION

MINISTRY OF EDUCATION AND TRAINING

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FOREWORD

MINISTRY OF EDUCATION AND TRAINING

The underlying aim of education enshrined in the *Education Sector Policy* (2011) is to produce an enlightened and participant citizenry that has skills and knowledge to contribute positively to economic and social development. Our country continues to be faced with crucial emerging issues, technological expansion and health challenges. There is therefore a need to re-evaluate the guidelines governing the purpose and content of education to produce learners that have higher levels of technological literacy and global competitiveness for the realisation of the development goals of the country. The reform of the Swaziland education system to a competency-based approach was identified by national policy documents as the vehicle to the attainment of this ideal.

The curriculum framework establishes a major step forward in the reform of the school curriculum in Swaziland. Research in the country identified a gap between the national policies and the syllabus documents in the school system. The Ministry of Education and Training (MOET) then commissioned the development of the curriculum framework to bridge this gap as well as provide a coherent and concise outline to guide the development of syllabuses for a competency-based curriculum. The curriculum framework is meant for general education.

Informing the curriculum reform process and thereby the development of the curriculum framework are various national and sectoral policy documents such as the *National Development Strategy* (1999) which articulates *Vision 2022, The Swaziland Poverty Reduction Strategy and Action Plan* as well as *The Constitution of the Kingdom of Swaziland*. At sectoral level there are policy documents such as the *Education Sector Strategic Plan* 2010-2022, *the Education Sector Policy* (2011), the *World Bank Education Sector Analysis* (2010) and the *National Education and Training Improvement Programme* (NETIP, 2014).

The *Swaziland National Curriculum Framework for General Education* outlines learning areas that are spread throughout the five phases of the education system to accommodate an integrated approach to learning and emphasise the holistic nature of learning. Learner-centred methods of teaching and learning are emphasised in the curriculum framework to ensure students achieve intended competences. A comprehensive implementation plan will be developed in cooperation with relevant stakeholders to ensure successful introduction and implementation of the curriculum framework.

It is worth noting that curriculum development is an ongoing and dynamic process. This document therefore does not indicate the end of the process. The onus is now on all of us to build on this curriculum framework so as to offer learning experiences which will contribute to the holistic development of lifelong learners who will achieve the highest standards and become active, globally competitive and responsible citizens in the 21st century. My appreciation therefore goes to all those who contributed to the development of the *Swaziland National Curriculum Framework*.

Lastly, the Ministry would like to acknowledge the technical and financial support provided by the European Union to the development and printing of this document.

Dr S.M. Mtshali-Dlamini
Acting Principal Secretary
Ministry of Education and Training

ACRONYMS

ABET	-	Adult Basic Education and Training
CBET	-	Competency-based Education and Training
CF	-	Curriculum Framework
ECCDE	-	Early Childhood Care, Development and Education
EDC	-	Emlalatini Development Centre
EDSEC	-	Education Sector
ERS	-	Economic Recovery Strategy
ESSP	-	Education Sector Strategic Plan
GE	-	General Education
ICT	-	Information and Communication Technology
INSET	-	In-service Education and Training
JCE	-	Junior Certificate of Education
M&E	-	Monitoring and Evaluation
MOET	-	Ministry of Education and Training
NCC	-	National Curriculum Centre
NCP	-	Neighbourhood Care Points
NDS	-	National Development Strategy
NETIP	-	National Education and Training Improvement Programme
NPE	-	Non-formal Primary Education
NUPE	-	Non-formal Upper Primary Education
OVC	-	Orphans and Vulnerable Children
PD	-	Positive Discipline
PRSAP	-	Poverty Reduction Strategy and Action Programme
RFW	-	Results Framework
SCCS	-	Schools as Centres of Care and Support
SEN	-	Special Educational Needs
SGCSE	-	Swaziland General Certificate of Secondary Education
SPC	-	Swaziland Primary Certificate
SQF	-	Swaziland Qualifications Framework
TVET	-	Technical and Vocational Education and Training
TVETSD	-	Technical and Vocational Education and Training and Skills Development

Competency	Competencies specify what skills, knowledge or attitudes learners must demonstrate in order to achieve success. To demonstrate the competency an individual has to perform a particular task in a given situation.
Core Skills	These are sets of skills which reflect a general capability. Core skills are what every learner needs to attain during general education in order to develop the kind of society and kind of learner envisaged. Core skills are cross-curricular; that is, they are developed in several or all parts of the curriculum.
Curriculum	The curriculum is all the learning experiences provided for learners within schools and other learning institutions, both within the timetabled periods and outside that time.
Curriculum Framework	This is a document setting out in broad terms what is to be learned, how it is to be learned, when it is to be learned, how we will know that it has been learned and why a particular selection of learning has been made and is thought to be relevant.
General Education	This is the period of education before specialisation, either in tertiary level or in preparation for a particular vocation. General education comprises at least primary and secondary education and may include a preparatory period to primary.
Learning Area	A learning area is usually a broader set of content (knowledge, skills and attitudes) than a subject combining discrete but related intellectual disciplines.
Non-formal Education	Non-formal education takes place outside the usual institutions of schooling, providing additional chances of education to those who find it difficult to access schooling or have dropped out or who are too old to attend the level of education required.
Phase	A phase is a defined number of years of schooling, having some characteristics in common and at the end of which certain competencies should have been achieved.
Subject	A subject is a specific, intellectual discipline within a curriculum structure. It is what is taught in schools within specific periods in the timetable.

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T he *Swaziland National Curriculum Framework for General Education* is an official document that specifies what is to be learned during general education. It also indicates how learning and teaching should be organised to achieve the specified learning, as well as how learning can be assessed from Grade 0 to the end of secondary education. It captures the aim and goals of education relating them to the vision of Swaziland society and its learners, and defines the requirements for successful implementation of the curriculum. Furthermore, it indicates the structure of the education system in terms of a number of phases, makes provision for all learners to follow key learning areas, and outlines the attitudes and values to be promoted throughout the curriculum. It outlines the curriculum structure of each phase with the electives and subject combinations available and the overall teaching time allocation for the various learning areas or subjects.

1.1   The Purpose of the Curriculum Framework

The curriculum framework bridges the gap that currently exists between national and sectoral policy documents and practice. Currently what is obtaining is that the curriculum is in various documents that have not been linked. This curriculum framework therefore provides in a single document a harmonisation of the various documents that contain curriculum statements. It also captures in written form some shared practices which had not been documented. Above all, it defines a curriculum which meets the articulated needs of the country in the 21st Century which are well expressed in policy documents. The curriculum framework constitutes the foundation stone on which the reforms needed to implement a 21st Century curriculum can be built.

The curriculum framework, therefore, provides a coherent and concise outline to guide the development of the subject syllabuses. These in turn inform teaching and learning materials including textbooks. Ultimately, this will lead to consistency in the delivery of the curriculum in schools throughout the country.

1.2   The Coverage of the Curriculum Framework

This curriculum framework is meant for general education in Swaziland which covers the fourteen years from Grade 0 to Form 6. General education includes primary and secondary education. In addition, it also refers to the bridging years before the start of primary and after the end of secondary education. These are Grade 0 which constitutes a link to Early Childhood Care, Development and Education (ECCDE) and Form 6 which provides equivalence to regional qualifications. Formal general education is complemented by non-formal education and training in centres that provide Adult Basic Education and Training (ABET) programmes as well as second chance opportunities for primary and secondary education.

1.3   Government Policies guiding the Curriculum Framework

The curriculum framework builds on a number of key policy documents both within the education sector and broader national development strategies.

1 BACKGROUND *- continued*

1.3.1 *National Development Strategy Vision 2022*

The *National Development Strategy Vision 2022* (1999) specifies the national socio-economic development priorities in order to considerably improve Swaziland's world standing in terms of measurable indices of human development in 25 years from 1997.

> **VISION 2022**
>
> *By the year 2022, the Kingdom of Swaziland will be in the top 10% of the medium human development group of countries founded on sustainable economic development, social justice and political stability.*

One of the key strategic documents emerging from the National Development Strategy was the *Swaziland Poverty Reduction Strategy and Action Programme* (PRSAP, 2006). It led to the focus on poverty alleviation later reflected in the *Education Strategic Plan and Sector Policy* (see section 1.3.3 below).

The curriculum framework has been developed to give direction to general education towards the realisation of *Vision 2022*. The aim, goals, competencies and skills within the framework have been identified in relation to *Vision 2022*, hence defining a curriculum for the 21st Century.

1.3.2 Education Act and Constitution

The Education Act (1981) stipulates that education comprises primary education where instruction is given up to and including grade 7; secondary school education is post primary education in which instruction is given up to and including O or A level as applicable.

The Constitution of the Kingdom of Swaziland (2005) articulates the country's commitment towards quality education for all and stipulates that the state shall promote free and compulsory basic education for all.

1.3.3 Education Sector Plans and Policies

The Education Sector Strategic Plan 2010-2022 and *The Swaziland Education and Training Sector Policy* (2011) appreciate education as the foundation and the main pillar of economic and social development, in line with *Vision 2022* and the *PRSAP* (see section 1.3.1 above). This has been further operationalised by the *National Education and Training Improvement Programme* (NETIP, 2014), also placing the education sector within a broader context of poverty alleviation and eradication.

The primary mandate of the Ministry of Education and Training (MOET) is thus to provide access to relevant quality education at all levels of the education system to all learners in Swaziland, aiming at successfully entering the "World of Work", and taking into account all issues of efficacy, equity and special needs. The MOET commits itself to providing accessible, affordable and relevant education of high quality for all learners.

According to *The Swaziland Education and Training Sector Policy* (2011:7), the 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. The sector believes that 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 and that every learner has the potential to bring something unique and special into the world.*

1.4 Inclusive Education

The curriculum framework, in line with *The Swaziland Education and Training Sector Policy* (2011), incorporates inclusive education principles which seek to ensure that every learner, regardless of age, gender, capacity to learn or level of achievement, benefits from curriculum delivery. These inclusive education principles emphasise the right of every learner to quality and equitable education that meet her or his basic learning needs, and regard the diversity of backgrounds and abilities as learning opportunities. The purpose of the framework is to make the curriculum flexible and more responsive to the needs of all learners requiring special needs education in Swaziland's special and mainstream schools and resource centres. More specifically, the framework aims to expand accessibility and provision of appropriate and relevant education to every learner.

1.5 Competency- based Education

The curriculum framework adheres to a competency-based approach as stipulated in *The Swaziland Education Sector Policy* (2011:19). This approach is adopted in order to reflect the aspirations, developmental priorities and needs of society as well as the national development goals of Swaziland in the curriculum.

Competencies specify what skills, knowledge and attitudes learners must demonstrate in order to achieve success. To demonstrate the competency an individual has to perform a particular task in a given situation.

1.6 Mainstreamed Cross-cutting Policy Issues

Cross-cutting issues need to inform the design, implementation, and monitoring of the curricula, in order to directly contribute to the following outcome:

> *All stakeholders in the educational system supported in an inclusive manner and in accordance with their specific requirements and/or talents, for them to adequately participate in education, also benefitting from the latest available technologies.*

1 BACKGROUND *- continued*

The national curriculum responds to recent changes in Swazi society and to emerging challenges such as globalisation and HIV and AIDS. This curriculum also recognizes the sector's responsibility to integrate gender and children's rights issues into the curriculum; to promote education of HIV and AIDS treatment, care and support including prevention services as stated in *The Swaziland National Children's Policy*, 2009. This curriculum will also guide the involvement of the MOET in facilitating access to education by orphans and vulnerable children (OVC). This curriculum strives to embrace the moral, aesthatic, emotional, physical and practical capacities deemed necessary in adapting to the needs presented in the current socio-economic environment. Cross-cutting issues are mainstreamed in the curriculum. These include (i) children's rights (ii) participation of children with special educational needs (SEN); (iii) the integration of the concept of Schools as Centres of Care and Support (SCCS) at all levels of the education system; and (iv) the introduction of ICT in the school curriculum. Further, as a response to the emerging issues Guidance and Counselling school programmes address them at cross sectoral level.

This chapter outlines the goals and aims of Education as enshrined in the policy documents described in Chapter One. It also explains the vision of society which underpins those goals as well as the vision of the learner that can build the envisaged society.

2.1   Goals of General Education

Drawing from the policy documents mentioned in Chapter 1, the overall goal of general education in Swaziland is:

> *To develop individuals for the realisation of a knowledge-based society which contributes to the eradication of poverty through promoting self-reliance, gender equity and improved health so as to foster global competitiveness and accelerated socio-economic growth with environmental sustainability while instilling responsible citizenship and maintaining moral and cultural values.*

The primary mandate of the MOET is to provide access to relevant quality education at all levels to all Swazi citizens; taking into account all issues of efficacy, effectiveness and equity. Realising that education is the foundation and the main pillar of economic and social development and being cognisant of its core mandate, the MOET is committed to providing accessible, affordable and relevant education of the highest quality.

Swaziland recognises the enormous importance of education in accelerating economic growth and improving the standards of living of the entire Swazi nation. Since independence, the country displayed a commitment to education with the view to ensure that every Swazi citizen has access to quality education irrespective of social background. The first *National Development Plan* (NDP) in 1973 outlined the critical importance of education and had an overall goal of preparing enlightened and productive citizens. The positive regard of the Swazi Nation for education has not changed since then; education, loosely defined in terms of human capital development, is regarded as one of the key pillars of growth and an avenue through which Swazis can be freed from poverty *(Education Sector Strategic Plan,* 2010*).*

The Education and Training Sector goals are to empower people in Swaziland to:

- Think critically and analytically integrate and synthesize 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 shared cultural heritage, and knowledge of past successes, failures, and consequences of individual roles and societal choices;
- Understand and appreciate the cultural diversity and live responsibly in an interdependent world;

2 GOALS AND VISION *- continued*

- 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 of calculation, analysis and problem solving;
- Understand the principles essential for continual mental and physical well-being;
- Engender a sense of civic mindedness and to foster the skills necessary to participate effectively in a democratic society that reflects the socio-cultural context of Swaziland;
- Take advantage of opportunities for lifelong learning with creative minds;
- Develop the intellectual, moral, aesthetic, emotional, physical and practical capacities; and
- Be equipped with capacities needed to shape and adapt to a fast changing, complex and uncertain socio-economic environment.

2.2 Vision of Society and the Aims of General Education

The future Swazi society is envisaged through *Vision 2022*, and the main features of that society and their implications for general education are summarised below. This vision informs the aims of general education where an aim is a general statement of what is to be achieved through the learning process as a whole.

The vision is first captured in visual form. This is followed by descriptions of each aspect of the vision of society and the corresponding aim.

Vision of Society
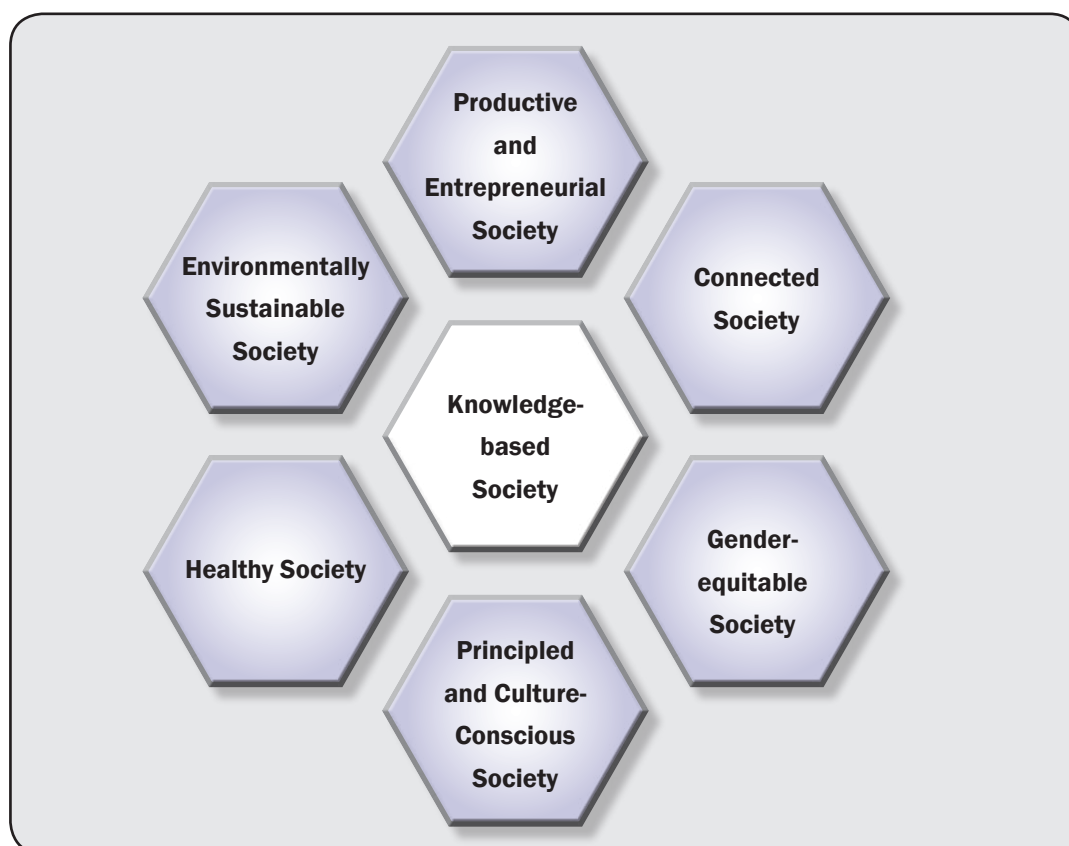
2.2.1 Knowledge-Based Society

Many economies have shifted from a basis of material goods and services to one of information and knowledge. Education systems have always valued knowledge but in a knowledge-based society this does not refer to the possession of detailed facts and figures; much more important is what people do with the knowledge they access. Swaziland has to develop its human resource such that there will be good use of existing knowledge including indigenous knowledge as well as the generation of new knowledge through the use of technology and research. Innovation has to be fostered.

This vision leads to the aim of stimulating the nation towards lifelong learning through the use of ICT skills and application of human ingenuity.

2.2.2 Productive and Entrepreneurial Society

Swaziland is a country with limited natural resources. It is essential therefore that people develop the capacity to diversify the economy and create jobs. Not only must people be personally productive, they must also learn how to create work for others. This requires entrepreneurial and innovation skills.

In a productive society much value is placed on competence and high standards in the work place. Perseverance, self-discipline, being self-directed, reliability and accountability are all key characteristics required.

2   GOALS AND VISION - *continued*

The aim of general education in respect of a productive and entrepreneurial society is to prepare learners to be both competent at work and able to think critically to create work.

2.2.3   Connected Society

Swaziland is a socially integrated society. Everyone is treated with respect, tolerance and dignity whatever their capabilities, educational background, social background, religion, economic status or special needs.

This connectedness between people is not, however, inward looking; it is an open society which accepts diversity and therefore has opportunities to connect regionally and globally. In a globally connected society there is a need to encourage individuals who can see connections between disparate ideas as well as connect to others with different perspectives.

This leads to the aim of general education to foster connectedness, cooperation and respect between different groups of people, both within and outside Swaziland as well as the appreciation of diversity which facilitates creativity in connecting ideas.

2.2.4   Gender-equitable Society

The Swaziland government embraces gender equity and as such it strictly prohibits any discrimination, 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 of any gender.

The aim is to provide equal opportunities and access to general education by women, men, girls and boys.

2.2.5   Principled and Culture-Conscious Society

Swaziland is a monarchically-democratic country rich in cultural heritage. It is important that the curriculum is designed to raise the degree of cultural awareness, inculcating love for the country as well as respect for the law and other people. It is the rootedness and confidence in the country's culture that mediates the connectedness referred to in 2.2.3.

The curriculum must also promote the building of personal character and humanity *(buntfu)* such that people remain principled, adhering to the values that society holds.

The aim of general education is to promote learner involvement in activities that inculcate pride in the national culture and embrace family, cultural and religious ethics to develop moral values.

2.2.6   Healthy Society

The *National Development Strategy* (1999) identifies health as an important aspect of economic development. A healthy nation is likely to contribute positively towards the uplifting of the country's economy.

Education contributes to the development of a healthy nation by providing information for health-related choices as well as promoting healthy life styles and preventative measures. HIV and AIDS is one of the major health issues but there are others related to physical and emotional well-being.

The aim of general education related to a healthy society is to ensure the provision of age-appropriate, evidence-based knowledge on HIV and AIDS as well as life skills to help prevent further infection and to promote personal habits for well-being including mental and emotional health, recognising the importance of diet and physical activity.

2.2.7   Environmentally Sustainable Society

Sustainable development means seeking to meet the needs of the present generations without compromising those of future generations. In Swaziland sustainable development is a vision of development that encompasses populations, animal and plant species, ecosystems and natural resources. Economic growth must take account of environmental sustainability in order to protect future generations.

The related aim of general education is to help people develop attitudes, skills and knowledge to make informed decisions about sustainable living for the benefit of themselves and others, now and in the future, and to act upon these decisions.

2 GOALS AND VISION - *continued*

2.3   Vision of the Learner

Confident Individual	Concerned Citizen
VISION OF THE LEARNER	
Successful Learner	Effective Contributor
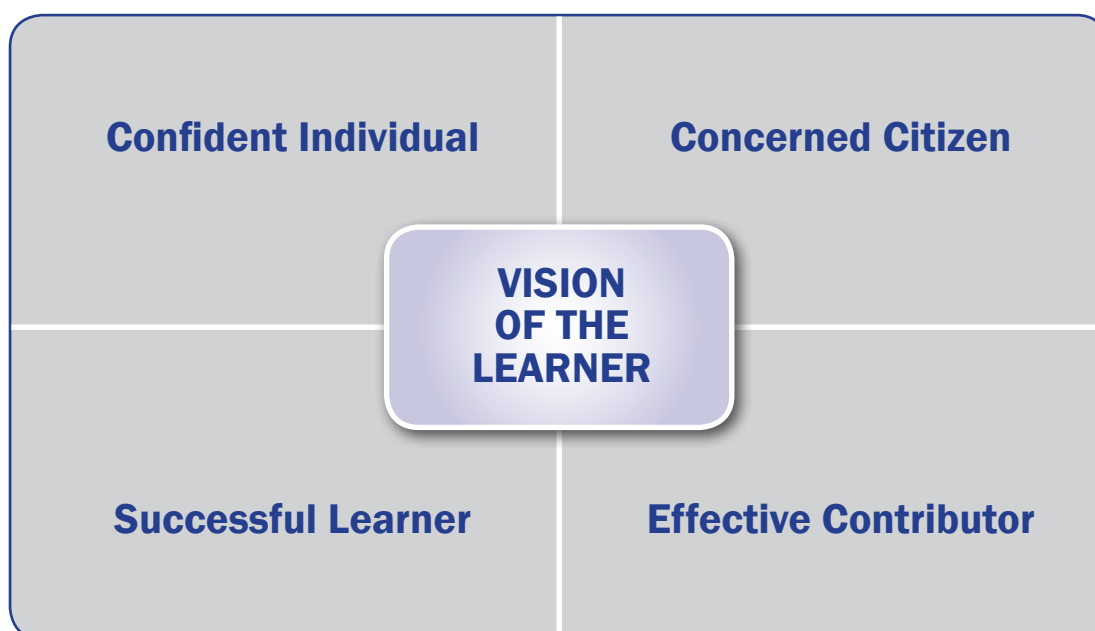
The intention of education in Swaziland is to develop a learner holistically to foster the development of the following learners' attributes:

2.3.1 Confident Individual

A confident individual is one who can think independently and communicate effectively and who, through being rooted in Swazi culture, is open-minded and able to connect more widely, being assertive, inquisitive and a decision maker.

2.3.2 Concerned Citizen

A concerned citizen is an individual who is environmentally aware, informed about the world and local affairs, and is caring, empathising with and respecting the rights of others.

2.3.3 Successful Learner

A successful learner is literate and numerate, self-directed and hard-working, taking responsibility for learning and is a problem-solver who adapts and uses technology.

2.3.4 Effective Contributor

An effective contributor is a learner who is a risk taker, participating actively, taking initiative and is adaptable and innovative.

ore skills are sets of skills which everybody needs in a knowledge-based society. They all contribute to the achievement of the educational outcomes of the education sector (see Section 4.1) and thus capture the vision of 21st Century society and learners presented in Chapter 2. Each set of core skills can be developed through all subjects in a curriculum although those related to numeracy, communication and ICT may be more strongly developed in particular subjects. Core skills apply to all grades and forms in the Swaziland education system. In each of the core skills that follow, there is a brief description followed by a list of the main components in the skill set. Subject syllabuses define how each subject addresses the following core skills:

Learning Skills

Personal Skills

ICT Skills

Core Skills

Social Skills

Literacy and Communication Skills

Numeracy Skills

Thinking Skills

Creativity and Innovation Skills

3 CORE SKILLS *- continued*
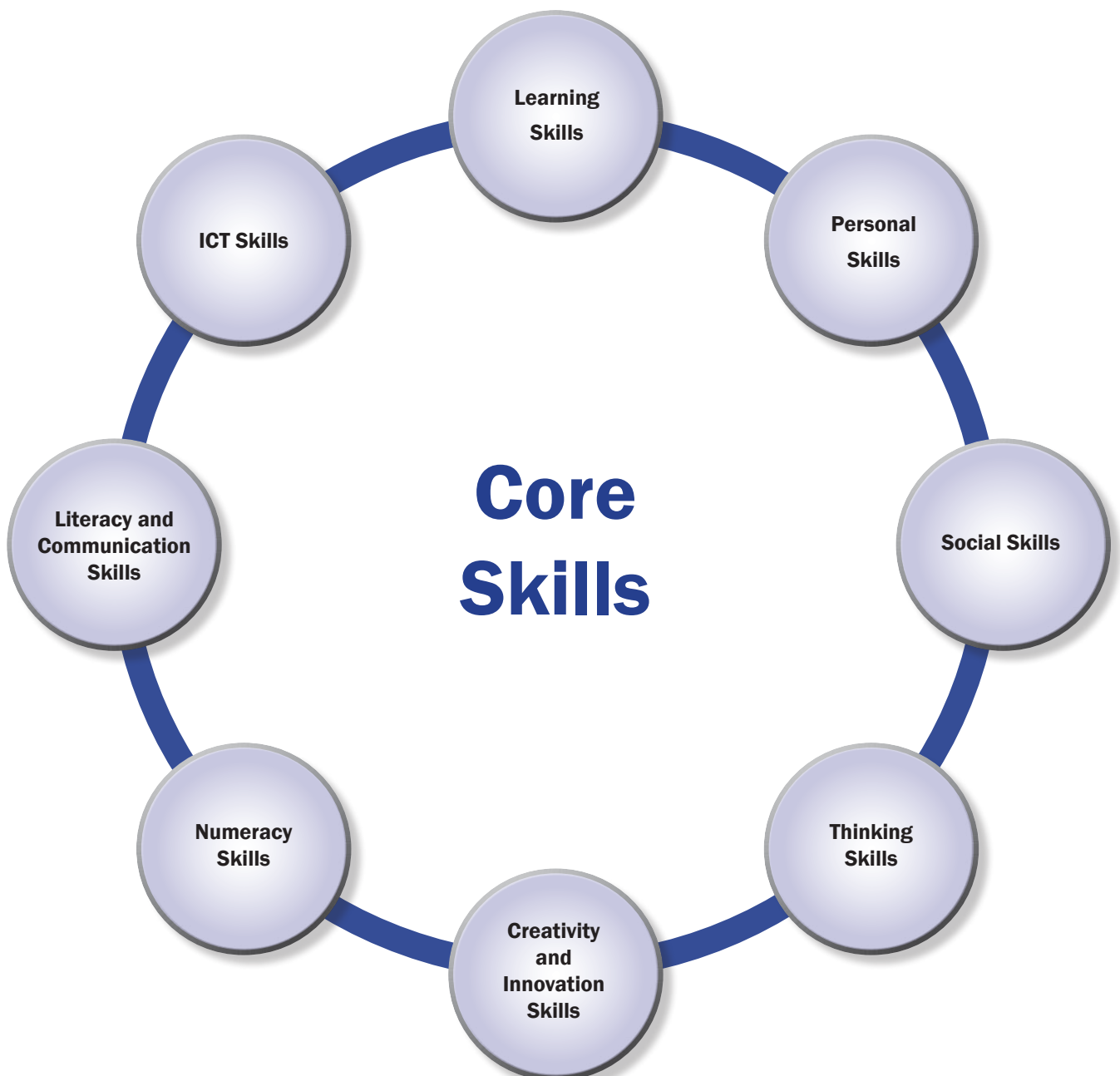
3.1 Learning Skills

People have to learn how to learn. Learning to learn is the ability and willingness to adapt to new tasks. It is the ability to pursue learning and persist in it. Learners are able to organise, regulate and evaluate their own learning. This enables them to acquire and apply new knowledge and skills. They also apply existing knowledge and skills in new situations or innovative ways.

Components of this set of skills include:
- Being inquisitive and having the desire and skills to continue learning throughout life
- Building knowledge from own learning experiences, cultural background and preferred learning styles
- Applying existing knowledge and skill in new situations.
- Setting, evaluating and achieving learning goals
- Planning and managing time effectively
- Working effectively individually and in groups
- Adapting appropriately to success and failure
- Recognising and responding to personal strengths and limitations
- Adapting to change, new ideas, technologies and situation

3.2 Personal Skills

Personal skills are skills belonging to individuals developed through increased self- awareness through structured learning experiences and personal reflection. Importantly, this includes the organisational skills which are needed for success at work. Personal skills are thus ultimately work-related. At the same time, they reflect the attributes needed by an individual to maintain physical and emotional health. Personal skills stem from recognising human dignity and putting our own humanity at the centre of all that is done.

Components of this set of skills include:
- Developing self-knowledge
- Being independent and self-directed and showing initiative
- Living purposefully
- Being accountable and responsible
- Demonstrating self-discipline, self-control, reliability and punctuality
- Being flexible and adaptable
- Being confident and assertive
- Showing leadership
- Showing integrity
- Living a healthy lifestyle
- Identifying career choices
- Developing ways of relaxing
- Using tools and materials safely

3.3   Social Skills

Social skills are skills demonstrated in relation to other people. These are interpersonal skills which are essential to function well in a knowledge-based and technologically-driven society. They include the ability to respect and cooperate with others in multicultural settings. They involve the application of emotional intelligence.

Components of this set of skills include:
•   Participating appropriately in a range of social and cultural settings
•   Connecting and collaborating with others
•   Acknowledging individual differences and demonstrating respect for the rights of other people
•   Having a sense of responsibility for the well-being of others and for the environment
•   Showing mutual respect
•   Having unity of purpose
•   Promoting harmony, being united in diversity
•   Being tolerant
•   Managing conflict effectively through dialogue and mediation
•   Participating effectively as a responsible citizen in society

3.4   Thinking Skills

Thinking skills allow an individual to inwardly organize and manipulate experience and learning for rational understanding and behaviour. They are developed through learners experiencing real life problem solving.

Components of this set of skills include:
•   Analysing problems from a variety of perspectives
•   Using inferential skills
•   Synthesising information from a variety of sources
•   Applying critical thinking
•   Applying reasoning skills
•   Solving problems
•   Making decisions
•   Being reflective
•   Evaluating processes and solutions

3.5   Creativity and Innovation Skills

Creativity and innovation are key facets of the 21st Century society which emphasises entrepreneurship and connectedness. Creative skills can be shown at intellectual as well as productive and performance levels. They apply in the linking and creating of ideas as well as the formation of products and development of performances.

3 **CORE SKILLS** *- continued*

Components of this set of skills include:

- Asking questions and exploring ideas
- Having ideas to explain things
- Connecting disparate ideas from different contexts
- Being innovative
- Using imagination for creative thinking
- Demonstrating entrepreneurial skills
- Designing and making products
- Making connections through the performance arts

3.6 Numeracy Skills

This is the application of mathematical literacy in real life situations. Numeracy skills are needed in everyday life. In addition, they are important in the fields of science, technology and commerce that can drive economic growth.

Components of this set of skills include:

- Performing accurate computations
- Estimating proficiently and with confidence
- Using a range of measuring instruments confidently and competently
- Appreciating three dimensional space
- Organising and using numerical patterns and relationships
- Collecting, analysing and responding to information which is presented in mathematical ways such as graphs, tables, charts or percentages

3.7 Literacy and Communication Skills

Literacy and communication skills enable learners to access, use and convey information competently and confidently. A high level of literacy and communication skills is essential in a knowledge-based society. Literacy and communication skills also need to reflect an inclusive education perspective.

Components of this set of skills include:

- Attaining functional literacy
- Being good listeners and listening with humility
- Being critical readers
- Using oral and written language to communicate effectively in a range of cultural, linguistic and social contexts
- Investigating, interpreting and critically analysing information
- Understanding other perspectives
- Arguing a case logically, persuasively and convincingly
- Applying discrimination and critical analysis in relation to the media and to aural and visual messages from other sources

- Applying augmentative and alternative communication
- Using sign language in appropriate contexts
- Being aware of Braille writing and Braille transmission
- Semiotic literacy (understanding signs and symbols)

3.8   Information and Communication Technology Skills

The rapid spread and use of ICT in all areas of life makes this one of the core skills needed for a knowledge-based society. Learners must become competent in using new information and communication technologies.

Components of this set of skills include:
- Using new information and communication technologies
- Organising analysing, synthesising, evaluating and using information available through new technologies
- Using a range of information-retrieval and information-processing technologies confidently
- Being versatile in hardware and software usage
- Using and evaluating ICT as a tool for life
- Communicating effectively using ICTs
- Demonstrating understanding of ICT ethics and regulatory provisions and applying them in the usage of ICTs
- Applying safe ICT practices

3 STRUCTURE OF THE EDUCATION SYSTEM

The core skills outlined in Chapter 3 are the foundation of the curriculum content described in Chapter 5. The curriculum must be defined, however, in terms of the structure of the entire education system. Defining that structure is the function of this chapter which describes and explains the educational sub-sectors in Swaziland and, indicates why particular boundaries have been selected for the phases in primary and secondary education. It outlines the school calendar and hours of instruction for the different phases. It also indicates considerations for timetabling, including the expected weekly allocation to each term of the school year.

4.1 The Educational Sub-sectors

All educational sub-sectors in Swaziland aim at realising a successful progression through the education system in order to enable each individual to find employment and to make a contribution to society as a whole, thereby generating shared growth and competitiveness in a knowledge-based society.

The following chart visualises the interrelation of educational outcomes for each sub-sector: one outcome directly feeds into the other or is directly supported by the outcomes of other sub-sectors.

**Overall Goal according to National Development Strategy (Vision 2022):
Quality of Life for all Swazis improved**

Cross-Cutting Issues

All stakeholders in the educational system supported in an inclusive manner and in accordance with their specific requirements and/or talents, for them to adequately participate in education, also benefitting from the latest available technologies.

ECCE	Primary Ed.	Secondary Ed.	TVET
Children's health and personalities developed in preparation for learning in school	Learners' general knowledge, independent thinking skills and organisational skills developed in preparation for successful progression in the education system	Learners prepared for successful transition to the labour market or the higher education system	TVET graduates prepared to enter the labour market and to contribute to socio-economic development

LABOUR MARKET ("World of Work")

Higher Education

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

Teacher Education

Teachers prepared for the development of knowledge, independent thinking and organisational skills in learners, and for the development of learners' personalities in preparation for their contribution to society

Non-Formal, Adult Education (NAE) and Lifelong Learning (LLL)

Out-of school children and youth, as well as adults, empowered to expand their knowledge and skills according to their needs and interests through non-formal adult education.

4 STRUCTURE OF THE EDUCATION SYSTEM *- continued*

4.1.1 Early Childhood Care, Development and Education

The overall outcome of Early Childhood Care, Development and Education is:

Children's health and personalities developed in preparation for learning in school.

Early Childhood Care, Development and Education (ECCDE) is underpinned by the government's stand in *The Swaziland Education Sector and Training Policy* (2011:27) to ensure that all children in Swaziland aged 3 to 6 years have equal opportunity to access quality ECCDE services. The introduction of ECCDE is a significant move forward in the collective journey of continuous quality improvement in the education sector. In particular, it marks a key step towards equality of opportunity for all young children in Swaziland at the most important developmental stage of life. Good early childhood education programmes provide a stimulating environment for the all-round development of the child which lays a foundation for formal schooling, and has given the best returns on human development.

4.1.1.1 Orientation for Special Needs Learners

Orientation to schooling is mandatory for 3-5 year old learners with sensory (hearing and visual) or physical impairments, emotional and behavioural difficulties, autism and intellectual disabilities. Early identification and intervention is necessary for purposes of development of the whole child which lays the foundation for formal schooling. The children have to orient themselves in the social environment and acquire some integrated motor, social, emotional and cognitive skills. There is also need for psychosocial development. The orientation programme is play-based and emphasises development of self-care skills such as independent eating and personal hygiene. The programme consists of the following subject areas: Orientation and Mobility, Life Skills, Physical Development, Language and Communication (e.g. Swazi Sign Language).

4.1.2 Primary and Secondary Education

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.

Once learners have completed primary education, they will transit to secondary education which has the following outcome:

Learners prepared for successful transition to the labour market or the higher education system.

Primary and secondary education comprises five phases. These are:

- Foundation Phase (Grades 0 and Grades 1-2)
- Middle Primary Phase (Grades 3-4)
- Upper Primary Phase (Grades 5-7)
- Junior Secondary Phase (Forms 1-3)
- Senior Secondary Phase (Forms 4-5 and Form 6)

The upper boundaries of the Upper Primary and Senior Secondary Phases denote the end of primary and secondary schooling respectively while the boundary between the Junior and Senior Secondary Phases marks a distinct transition as learners now prepare for examinations which mark the end of general education. Grade 4 is the upper boundary of the Middle Primary Phase as this mark a stage where learners might be expected to have attained irreversible literacy (at least in one language) and numeracy. Grade 2 is the upper boundary of the Foundation Phase as it marks a transition in methodology. Both the end of grade 2 and the end of grade 4 are convenient points at which to determine by appropriate benchmark surveys whether learners are making sufficient progress, particularly in literacy and numeracy.

4.1.2.1   Foundation Phase: Grades 0 – 2

The Foundation Phase comprises Grades 0 to 2. Grade 0 has been included in the Foundation Phase to link ECCDE provision with primary schooling so that there can be a smooth transition from Grade 0 into Grade 1. Grade 0 is also an opportunity to bring all children to a comparable starting point. While Grade 0 has a distinctive methodology described in more detail in Chapter 7, there is continuity in learning approaches into Grades 1 and 2.

This phase lays the foundation for future learning throughout the education system. It is the start of the development of essential literacy, numeracy and life skills. The learner begins to establish self-confidence through personal and social development. Children in this phase engage in learning activities including play and group work in order to learn to accept each other and cooperate. They also develop listening and communication skills, basic mathematical concepts, a sense of themselves and their environment, health and hygiene routines, creativity, motor skills, as well as social and emotional skills. It is important to pay particular attention to each individual child and their needs in these early years of learning. The medium of instruction in this phase can be siSwati or English.

4.1.2.2   Middle Primary Phase: Grades 3 – 4

The Middle Primary Phase continues to lay a strong foundation for learners. During this phase, learners should attain irreversible literacy in at least one language as well as a basic competency in mathematical operations. They continue to develop as morally sound and productive citizens equipped with skills, values and attitudes to live a healthy life. Social and personal skills are strengthened in order to promote the growth as an individual and as a member of the society.

Learners begin to explore beyond their immediate environment. The medium of instruction can be siSwati or English.

4.1.2.3   Upper Primary Phase: Grades 5 – 7

The Upper Primary Phase consolidates the foundation laid at the Middle Primary Phase, and develops it further. Learners have an opportunity to learn more subjects. They are well prepared for the transition to puberty and the changes and pressures it will bring. By the end of this phase, learners have irreversible literacy in both national languages. They also have functional numeracy skills. They have developed learning skills which they can apply to different subjects. From Grade 5 onwards, the medium of instruction is English.

4.1.2.4   Junior Secondary Phase: Forms 1 – 3

The Junior Secondary Phase provides learners with the opportunity to explore a wider range of subjects to enable them to make informed subject choices for future work opportunities. The curriculum becomes more diversified as separate subject are studied in more depth; a degree of choice is introduced.

The end of Form 3 is the intended first exit level from general education. Some learners will start independent young adult life and enter non-formal education or training, low entry level employment or create their own employment. It is therefore during this phase that learning to learn skills must be consolidated so that learners can continue with life-long learning. The medium of instruction is English. Learners who have the aptitude and inclination can continue into the Senior Secondary Phase.

4.1.2.5   Senior Secondary Phase: Forms 4 – 5/6

Entry to the Senior Secondary Phase in the formal system is decided on the marks achieved, on basis of the final grades from the Junior Secondary Phase. The Senior Secondary Phase prepares learners for adult life and for tertiary studies or direct entry to employment. Much greater demands are made on the learners in terms of the level of cognitive, personal and social development. Learners take greater responsibility for their own learning and consolidate good work ethics and practices. The medium of instruction continues to be English.

4.1.3   Non-Formal, Adult Education and Lifelong Learning

The overall outcome of Non-Formal, Adult Education and Lifelong Learning is:

Out-of-school children and youth, as well as adults, empowered to expand their knowledge and skills according to their needs and interests through non-formal adult education.

Curricula for the non-formal and adult education sector need to be closely aligned with the ultimate objective of accessing the ''World of Work''. This can fulfil a dual purpose, i.e. (i) opening up ways to complete educational steps which might have been completely missed at the rightful age or had been interrupted in the formal system; and (ii) creating opportunities for the acquisition of alternative skills based on specific needs, interests and talents.

Free Non-Formal Primary Education for children, youth and adults who have either never enrolled in, or have dropped out of, the formal education system is delivered, at the MOET's request, through the Sebenta National Institute. Volunteer primary teachers deliver the Non-Formal Primary Education (NPE) modular programme for two hours a day, three days a week, to small groups of learners in various locations including churches, Neighbourhood Care Points (NCPs) and schools.

The Non-Formal Primary Education (NPE) curriculum is offered to children, youth and adults who have either never enrolled in, or have dropped out of, the formal education system. The programme is delivered through five levels, enabling learners to complete the primary curriculum in five years. The NPE curriculum is aligned to the formal primary curriculum, with siSwati and Basic English taught as subjects and other subjects taught through integrated themes in Levels 1, 2 and 3. In Levels 4 and 5 the primary schools subjects are taught with emphasis on communication skills. Learners in Level 5 can sit the Swaziland Primary Certificate (SPC) through the Sebenta National Institute or by (re)joining the formal education system.

After passing the SPC learners (children, youth and adults) continue with a non–formal Junior Secondary and Senior Secondary education programme offered by the Sebenta National Institute. The MOET's Emlalatini Development Centre (EDC) assists learners who dropped out of Junior Secondary and Senior Secondary school to sit for the Junior Certificate (JC) Examination and Swaziland General Certificate of Secondary Education (SGCSE). EDC uses the distance learning approach. The equivalence pathways provided by the Sebenta National Institute and EDC enable learners to (re)join the formal education system whenever they feel able to do so.

Non-formal basic vocational training is provided by MOET's Rural Education Centres and Skills Centres, the Sebenta National Institute as well as private institutions. The minimum entry requirement for youth and adults into non-formal basic vocational training is basic literacy or Level Three of the non-formal education programme. Learners enrol into the programmes to fulfil basic needs, interests and talents. As such non-formal basic vocational training, like all forms of non-formal or adult education programmes, responds to learners' diversity in terms of age, educational background and employment status.

4 | STRUCTURE OF THE EDUCATION SYSTEM *- continued*

Pathways between Non-Formal and Formal Education
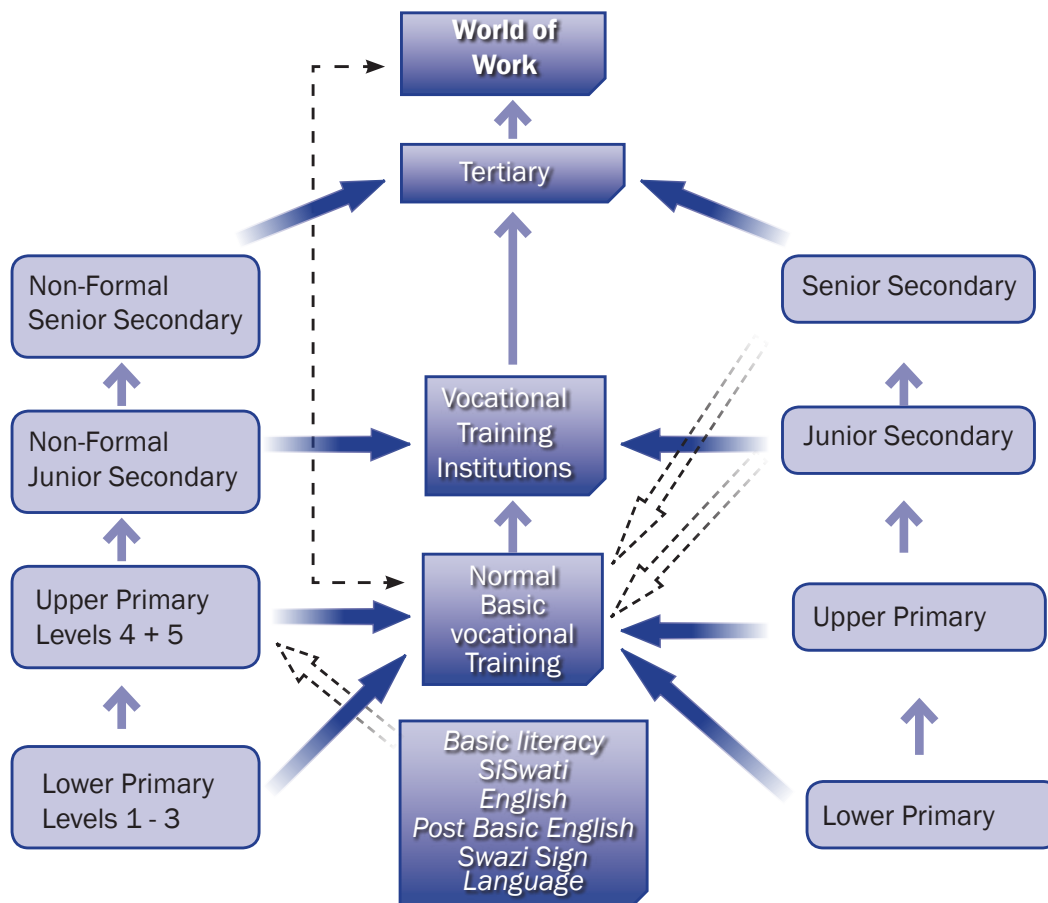
4.1.4   Technical and Vocational Education and Training

The overall outcome of Technical and Vocational Education and Training (TVET) is:

> *TVET graduates prepared to enter the labour market and to contribute to socio-economic development.*

TVET curricula need to follow the *National Technical and Vocational Education and Training and Skills Development Policy and Strategy* (May 2010) and will need to be aligned with parameters of an overall Swaziland Qualifications Framework (SQF).

A Competency Based Education and Training (CBET) curriculum based on occupational/unit standards will be developed and will address issues of access, quality and relevance. This will also create opportunities for vertical and horizontal articulation of learning pathways.

The CBET methodology enhances access through the introduction of modular-based training where learners can do part training at their own pace allowing learners of different educational backgrounds to access training. Qualifications will be based on the collection of the required number and structure of modules taken to complete a qualification at a given level. Learners do not need to complete a qualification to qualify for work, but a module or two would give them competences to complete a task and qualify to do that task in a work environment. Competences are identified by industry experts and used in the development of occupational standards; this enhances the quality and relevance of the CBET approach.

Assessment is primarily formative, thereby allowing learners to be tested on competences every time they complete a task. Building ability through the curriculum is matched with confirming those abilities through the occupational standards.

Prevocational education forms a good foundation for the TVET qualifications and also allows for self-employment. Apprenticeships and learnerships form part of the delivery mechanisms for the CBET approach.

4.1.5 Formal School Structure for Inclusive Education

The diagram below shows how inclusion is embedded in the formal school structure for learners with sensory or physical impairments, learning difficulties or emotional and behavioural difficulties.

Mainstream schools		Special Schools and Resource Units in mainstream schools	
Phase		Equivalent Phase	Age
Senior Secondary	In-class learning support	Transition	
		Senior Advanced, Levels 1-3	18-
Junior Secondary			
		Senior Phase, Levels 1-4	15-17
Upper Primary			
Middle Primary		Junior Phase, Levels 1-4	11-14
Foundation		Beginner Phase, Levels 1-3	7-10
		Orientation	3-6

4 STRUCTURE OF THE EDUCATION SYSTEM *- continued*

4.2 School Calendars and Hours of Instruction

The following table shows the minimum teaching time and number of periods for each phase.

School Phase	Grades/Forms	Teaching time per week (excluding breaks)
Foundation Phase	Grade 0	20.0 hours
	Grades 1-2	25.0 hours
Middle Primary Phase	Grades 3-4	27.5 hours
Upper Primary Phase	Grades 5-7	27.5 hours
Junior Secondary Phase	Forms 1-3	32.0 hours
Senior Secondary Phase	Forms 4-5/6	32.0 hours

- Each period is 30 minutes long for the primary school phases.
- Each period is 40 minutes for the secondary school phases.
- The school day starts at 8.00am for all phases.
- Schools that seek to make adjustments on starting time must first solicit advice and approval from the Regional Education Office. It might, for example, be advisable to start earlier in hotter areas. Whatever the starting time, the full teaching time must be covered.
- Timetabling for Grade 0 should be flexible and should use an integrated approach. The contact time should not exceed 4 hours per day.
- For the Foundation Phase, there are ten periods a day giving 25 hours teaching time per week. It is suggested that there are at least two breaks.
- For Middle and Upper Primary Phases, there are eleven periods a day giving 27.5 hours teaching time a week. It is suggested that there are at least two breaks.
- For Junior and Senior Secondary Phases, there are ten periods a day, except on Friday when there are eight giving 32 hours teaching time per week. There should be at least two breaks with a longer, second one for lunch.
- The timetable for the different learning areas should be developed in such a way that it provides opportunities for longer teaching/learning sequences, cross-curricular teaching and project work. Double lessons should feature prominently in the timetable to allow for sufficient teaching/learning time.
- School management must ensure that the entire curriculum is taught and that the overall time allocated to each subject is adhered to. Classroom teachers have the liberty to organise the times at which they teach particular subjects.

4.3 School Terms

There are three terms in a year. The first term starts from late January to mid-April, second term from mid-May to mid-August and third term from early September to early December. The expected number of weeks in each term is shown below, although there may be some variations depending on the placement of Easter. Notwithstanding any termly variation, the overall number of weeks is 40.

School Terms	Number of weeks
First Term	13
Second Term	14
Third Term	13
Total	**40**

This chapter describes the learning areas, subjects and time allocation for each phase. A learning area is a broad set of content or a combination of related subjects. In curriculum terms, a learning area defines how the vision of society, vision of the learner and the core skills are delivered. It is a device for ensuring that the curriculum covers what is intended. A subject is a specific intellectual discipline. It is what is shown on the timetable, what teachers deliver, and what learners experience.

5.1 Learning Areas and subjects by phase

This section focuses on the learning areas in each of the phases as well as the subjects through which the learning area is taught.

Eight learning areas have been selected and these are shown below. These eight cover all the major areas of knowledge generally recognised in curriculum design. Their titles reflect the orientation given in the foregoing chapters. While other divisions of the curriculum could be made, it is considered that these eight are consistent with the vision of society for which Swaziland is aiming.

Languages	Mathematics	Sciences	Humanities and Social Sciences	ICT	Arts	Technical and Vocational education	Health and Well-being

All eight learning areas are operational for the Upper Primary, Junior Secondary and Senior Secondary phases. For the Foundation and Middle Primary phases, the number of Learning Areas is less to allow learners to focus on attaining the basic literacy and numeracy skills which are the key to future successful learning.

In addition, there are themes which cut across all learning areas. These are:
• Heritage and culture
• ICT
• HIV and AIDS
• Gender issues
• Education for sustainable development

5.1.1 Foundation Phase

The subjects offered per learning area at the Foundation Phase are shown on the following page. Braille, Orientation and Mobility and Daily Living Skills should be offered to learners with SEN in the Foundation Phase, if required.

5 **STRUCTURE OF THE CURRICULUM** *- continued*

Languages	Mathematics	Sciences	Humanities and Social Sciences	Arts	Health and Well-being
siSwati/ Swazi Sign Language English	Mathematics	General Studies Religious Education		Expressive Arts	Health and Physical Education *Braille Orientation and Mobility Daily Living Skills*

5.1.2   Middle Primary Phase

The subjects offered per learning area at the Middle Primary Phase are shown below. The foreign language, ICT and Basic Sign Language should only be offered in schools with appropriately qualified teachers and resources.

Languages	Mathematics	Sciences	Humanities and Social Sciences	ICT	Arts	Health and Well-being
siSwati/ Swazi Sign Language English *Foreign language (e.g. French) Basic Sign Language*	Mathematics	General Studies Religious Education		*ICT*	Expressive Arts	Health and Physical Education

5.1.3   Upper Primary Phase

The subjects offered per learning area at the Upper Primary Phase are shown below. Learners must study the eight core subjects (shown in plain text). In addition, all schools must offer either Agriculture or Consumer Science. The foreign language and ICT should only be offered in schools with appropriately qualified teachers and resources.

Languages	Mathematics	Sciences	Humanities and Social Sciences	ICT	Arts	Health and Well-being
siSwati/ Swazi Sign Language English *Foreign language (e.g. French)*	Mathematics	Science and Technology *Consumer Science/ Agriculture*	Social Studies Religious Education	*ICT*	Expressive Arts	Health and Physical Education

5.1.4   Junior Secondary Phase

The subjects offered per learning area at the Junior Secondary Phase are shown below. Learners must study the seven core subjects (shown in plain text) and a maximum of three electives *(shown in italics)*. Other elective subjects will be developed as required.

Languages	Mathematics	Sciences	Humanities and Social Sciences	ICT	Arts		Health and Well-being
siSwati/ Swazi Sign Language English *French Portuguese*	Mathematics	Integrated Science	Religious Education *History Geography Civic Education Development Studies*	ICT	*Music Drama Fine Art Dance*	*Technology: Design and Technology Consumer Science Technical Studies* *Business Education: Bookkeeping and Accounts Business Studies Agriculture Entrepreneurship*	Health and Well-being, Guidance and Counselling *Physical Education and Sport*

5.1.5   Senior Secondary Phase

In keeping with the recent trend in a number of Southern African countries, the MOET is considering developing Learning Pathways at the Senior Secondary Phase. Learning Pathways would increase access and equity in secondary education for learners. They would also enhance the quality and relevance of what is being learned and the competencies that are being acquired.

5.1.5.1   Academic Pathway

The proposed subjects offered per learning area in the Academic Pathway are shown below. Learners would study the five core subjects (shown in plain text) and four electives emphasising academic career aspects derived from any Learning Area *(shown in italics)*.

Languages	Mathematics	Sciences	Humanities and Social Sciences	ICT	Arts	Technical and Vocational Education	Health and Well-being
siSwati/ Swazi Sign Language English *French Portuguese*	Mathematics *Additional Mathematics*	*Physical Science Biology*	Religious Education *History Geography Literature in English Economics Civic Education Development Studies*	*ICT*	*Music Drama Fine Art Dance*	*Agriculture Consumer Science Technical Studies Entrepreneur-ship* *Design and Technology*	Health and Well-being, Guidance and Counselling *Physical Education and Sport*

5 STRUCTURE OF THE CURRICULUM *- continued*

5.1.5.2 Professional Pathway

The proposed subjects offered per learning area at the Professional Pathway of the Senior Secondary Phase are shown in the table below. Learners would study the five core subjects (shown in plain text) and four electives emphasising a professional career *(shown in italics).* Learners may also select any other subjects from any Learning Area:

Languages	Mathematics	Sciences	Humanities and Social Sciences	ICT	Arts	Technical and Vocational Education	Health and Well-being
siSwati/ Swazi Sign Language English	Mathematics		Religious Education			*Design and Technology Agriculture Hospitality and Tourism Business Studies*	Health and Well-being, Guidance and Counselling

5.1.5.3 Technical Pathway

The proposed subjects offered per learning area at the Technical Pathway of the Senior Secondary Phase are shown in the table below. Learners would study the five core subjects (shown in plain text) and four electives emphasising a technical career *(shown in italics)*. Learners may also select any other subjects from any Learning Area:

Languages	Mathematics	Sciences	Humanities and Social Sciences	ICT	Arts	Technical and Vocational Education	Health and Well-being
siSwati/ Swazi Sign Language English	Mathematics		Religious Education			*Design and Technology Agriculture Fashion and Fabrics Food and Nutrition Hospitality and Tourism Building and Construction Wood Work Automotive*	Health and Well-being, Guidance and Counselling

5.2   Time Allocations

The following tables show the weekly time allocations in hours for the primary and secondary sub-sectors.

5.2.1   Primary Phases

Learning Area	Foundation Phase Grades 1-2		Middle Primary Phase Grades 3-4		Upper Primary Phase Grades 5-7	
	Subject	Hrs/week	Subject	Hrs/week	Subject	Hrs/week
Languages	*****siSwati/ Swazi Sign Language	5.5	*****siSwati/ Swazi Sign Language	5.5	*****siSwati/ Swazi Sign Language	4.5
	English	5.5	English	5.5	English	4.5
			*Foreign language (French)	2.5	*Foreign language (French)	2.5
			**Basic Sign Language	1		
Mathematics	Mathematics	6	Mathematics	6	Mathematics	5
Sciences, Humanities and Social Studies	General Studies	2.5	General Studies	2.5	Science and Technology	3
	Religious Education	1	Religious Education	1	****Consumer Science	2
					*****Agriculture	
					Social Studies	2
					Religious Education	1
ICT			***ICT	2	***ICT	2
Arts	Expressive Arts	2	Expressive Arts	2	Expressive Arts	2
Health and Well-being	Health and Physical Education	2.5	Health and Physical Education	3	Health and Physical Education	2
	Braille					
	Orientation and Mobility					
	Daily Living Skills					
	Sport	Extra – curricular	Sport	Extra – curricular	Sport	Extra – curricular
Total contact time		**25.0**		**27.5**		**28.0**

5 STRUCTURE OF THE CURRICULUM *- continued*

Notes to interpret time allocations in the Primary Phases

***** Schools should offer Consumer Science or Agriculture in Grades 5-7.

**** Swazi Sign Language should be offered to profoundly deaf learners instead of siSwati throughout primary and secondary education.

*** ICT should be offered as a subject from Grade 3 only in schools that meet the minimum requirement for equipment and appropriately qualified teachers.

** Basic Sign Language can be offered in Grades 3 and 4 as an optional additional language with an allocation of 1 hour per week in schools where it would aid communication with profoundly deaf learners and/or adults in the community.

* One foreign language (e.g. French) can be offered from Grade 3 in schools as an optional subject, but schools will have to extend the total contact time by 2.5 hours in a week, making a total of 30.0 contact hours per week in the Middle Primary Phase and 30.5 hours in the Upper Primary Phase.

Sport is offered as an extracurricular activity.

Braille writing and transmission, Orientation and Mobility and Daily Living Skills should be offered to SEN learners in the Foundation Phase who need to develop these skills.

5.2.2   Junior Secondary Phase

Curriculum Structure	Learning Area	Subjects	Periods per week
CORE	Languages	1. SiSwati/ Swazi Sign Language 2. English	6 6
	Mathematics	3. Mathematics	7
	Sciences	4. Integrated Science	6
	ICT	5. ICT	3
	Health and Well-being	6. Health and Well-being, Guidance and Counselling	3
	Humanities and Social Sciences	7. Religious Education	2
ELECTIVE		Elective 1 Elective 2 (Elective 3) *To be taken from:*	5 5 5
	Languages	• *French* • *Portuguese*	
	Humanities and Social Sciences	• *Geography* • *History* • *Development Studies*	
	ICT	• *ICT*	
	Arts	• *Preforming Arts (Music, Drama, Dance)* • *Fine Art*	
	Technical and Vocational Education	• *Design and Technology* • *Consumer Science* • *Technical Studies* • *Bookkeeping and Accounts* • *Entrepreneurship* • *Agriculture*	
TOTAL		**7 Core Subjects** **2/3 Elective Subjects**	**32 hours (48 periods of 40 minutes)**

5 STRUCTURE OF THE CURRICULUM - *continued*

5.2.3 Senior Secondary Phase

Curriculum Structure for the Senior Secondary Phase

	TECHNICAL PATHWAY		PROFESSIONAL PATHWAY		ACADEMIC PATHWAY	
	Subjects	**Periods per week**	**Subjects**	**Periods per week**	**Subjects**	**Periods per week**
CORE	1. SiSwati / SiSwati Sign Language 2. English 3. Mathematics 4. Health and Well-being, Guidance and Counselling (HWGC) 5. RE	6 6 6 3 3	1. SiSwati / SiSwati Sign Language 2. English 3. Mathematics 4. Health and Well-being, Guidance and Counselling (HWGC) 5. RE	6 6 6 3 3	. SiSwati / SiSwati Sign Language 2. English 3. Mathematics 4. Health and Well-being, Guidance and Counselling (HWGC) 5. RE	6 6 6 3 3
ELECTIVE	*4 Electives emphasising a Technical career: i.e. the following subjects or any other subjects from any Learning Area:* • Design & Technology • Agriculture • Fashion & Fabrics • Food & Nutrition • Hospitality & Tourism • Building & Construction • Wood Work • Automotive New subjects derived from any of the 8 Learning areas	6 periods per Elective	*4 Electives emphasising a Professional career: i.e. the following subjects or any other subjects from any Learning Area:* • Design & Technology • Agriculture • Hospitality & Tourism • Business Studies New subjects derived from any of the 8 Learning areas	6 periods per Elective	*4 Electives emphasising academic career aspects derived from any Learning Area:* • Technical and Vocational Education • Languages • Sciences • Arts • Mathematics • Humanities & Social Sciences • ICT • Health and Wellbeing	6 periods per Elective
TOTAL	**5 Core Subjects** **4 Electives**	**48 Periods of 40 minutes**	**5 Core Subjects** **4 Electives**	**48 Periods of 40 minutes**	**5 Core Subjects** **4 Electives**	**48 Periods of 40 minutes**

Elective combinations would be defined according to meaningful ''career paths'' i.e. learners choosing Building and Construction should also take Physical Science. Learners taking Food and Nutrition should also do Biology. Those taking Hospitality and Tourism should also take a foreign language and/or Business Studies etc.

Chapter 5 dealt with what is to be learned; this chapter focuses on how it should be learned. The outcome for teacher education is firstly elaborated through the vision of the teacher. The next three sections deal with teaching and learning methods that are relevant for a competency-based curriculum. The final section examines how teaching in this way can be delivered through the teacher education and professional development system.

> *Teachers prepared for the transmission of knowledge, independent thinking and organisational skills to learners, and for the development of learners' personalities in preparation for their contribution to society.*

6.1 Vision of the Teacher

Skilled Facilitator	Caring Mentor
VISION OF THE TEACHER	
Life-long Learner	Exemplary Role-model
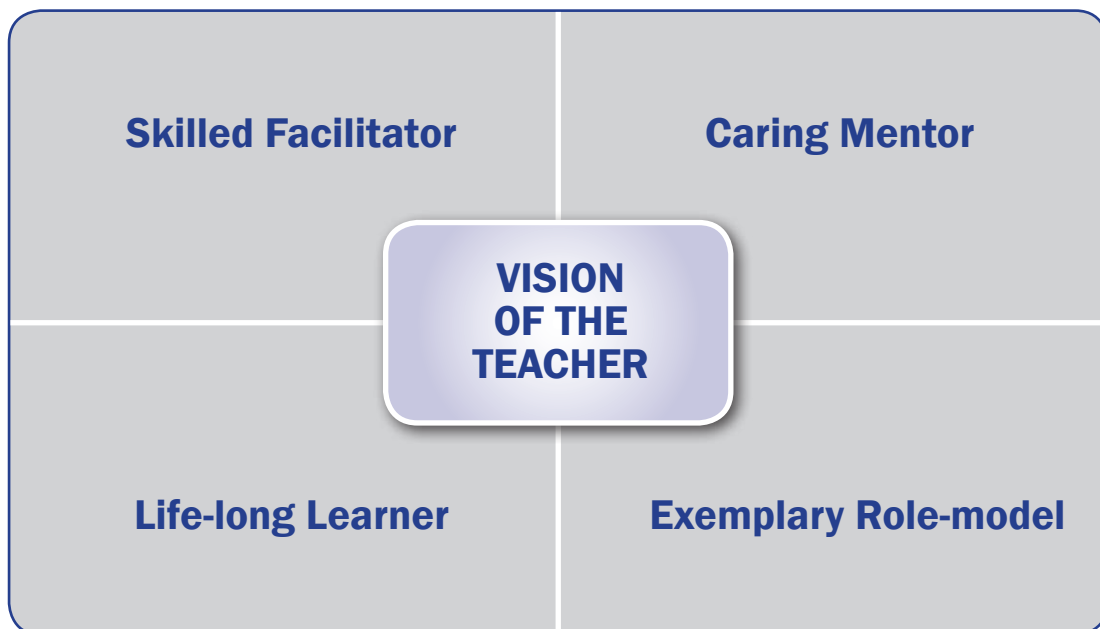
6.1.1 Skilled Facilitator

A teacher who is a skilled facilitator is resourceful and creative in devising and implementing appropriate ways of teaching learners which engage them in successful learning and assist them in developing core skills.

6.1.2 Caring Mentor

A teacher who is a caring individual recognises and is responsive to the needs of all learners who are in her/his care.

6.1.3 Life-long Learner

A teacher who is a life-long learner is committed to her or his own learning about teaching and is constantly trying to improve her/his teaching as well as being knowledgeable and relevant about what they are teaching. The teacher is also committed to adapting to new approaches and emerging issues inherent in their learning area.

6 TEACHING AND TEACHER EDUCATION - *continued*

6.1.4 Exemplary Professional

A teacher has a responsibility to teach and mould the behaviour of a learner. S/he has to exhibit high level of professionalism by being an exemplary role model. In addition s/he shows acceptable attitudes and behaviour that reflect the vision of society that learners would emulate and is dedicated to the teaching profession.

6.2 Teaching and Learning Methods

Competency-based education requires a learner-centred approach to teaching which allows learners to show what they have learned. This does require a shift in teaching methods. To do this, teachers need to do the following:

- build on familiar methods to make them more learner-oriented
- gradually expand the repertoire of teaching methods to include additional learner-centred ways of teaching
- adopt strategies to handle large class groups but not compromise the learner- centred approach.

Teachers can use the tried and tested methods they already know such as

- explaining,
- question-and-answer,
- demonstrating and
- discussion.

However, teachers should try to ensure that they engage learners more actively. This could involve, for example, enriching explanations by variation of voice and movement, using the chalkboard to illustrate a point, and explaining new and difficult words in simpler ways and referring to daily life experiences. Question-and-answer methods can be more involving by the use of more open questions, brainstorming and by finding different ways of responding to learners' answers. Demonstrations can be more engaging by planning logical steps, explanations and questions and by inviting others to give demonstrations. Discussions become more learner-oriented when topics are chosen that learners know a lot about. There are several, interesting techniques for organising different kinds of discussion. The right language structures for giving opinions, agreeing and disagreeing need practice. Teachers also need to learn how to facilitate a discussion without dominating it in the belief that they are the source of all answers.

There is sometimes a belief that learner-centred education avoids all teacher inputs but this is not true. Learners can only use interactive techniques when they already have some knowledge. If they do not, they have to get the knowledge from somewhere and this can sometimes be from a teacher as well as from books and other learning resources. Even listening can be an active process.

More obviously learner-centred methods include:

- collaborative learning through group tasks
- problem-solving
- role-play and drama
- projects and
- field work.

Further detailed guidance on these learner-centred methods as well as on making traditional methods more learner-oriented will be provided. This will guide syllabus development and the shift to competency-based education which requires that learners be given opportunities to show what they know, what they can do and what they believe. Some learning areas lend themselves to particular methods. Learners also have learning styles which give them preferences for particular methods. This is why the whole curriculum is needed to provide scope for diverse methods meeting the needs of all learners.

Methods should be selected to suit the age of the child. Storytelling is engaging for younger children. Even drill and chant may have its role when rote memorisation helps give a foundation such as in learning multiplication tables and memory verses.

To summarise, the learner learns best when:
- The starting point is always learners' existing knowledge, skills, interest and understanding derived from previous experiences in and out of school.
- Tasks are selected that are suitable for the age, the maturity and that engage the interest of the learners.
- Learning materials are chosen that meet the learners' needs, are stimulating, attract the learners' attention and combine challenge with fun and enjoyment.
- There is a variety in the organisation of learning: that is, individual work, pair work, group work, and whole class work, selected to suit the task in hand.
- Learners are actively involved in the learning process and so teaching methods shall be chosen that encourage the active participation of all learners.
- A variety of techniques are used to help learners find out their own most effective individual learning techniques.
- Teachers make it clear to all learners irrespective of their learning diversities what they are expected to learn.

By their very nature learners are creative, imaginative, knowledgeable, skills oriented, inquisitive, curious and have different learning styles. A teacher should make an effort to reach a greater number of learners. No one can dictate to a teacher what techniques one must use. However, it is essential that whatever techniques the teacher selects should emphasise problem solving methods and active participation.

6.3   Methodology for Grade Zero

Learners in ECCDE centres learn through play. No subjects are taught but the classroom is arranged into six learning spaces namely; art, discovery, fantasy, block, book and manipulative. The seventh learning space is the outdoor area. These learning spaces provide a wide range of learning opportunities for children through the well-resourced areas. The learning centres provide a variety of skills including eye-hand coordination, fine motor, concept development (shape, texture, colour and numeracy), language, gross-motor and physical development.

6 TEACHING AND TEACHER EDUCATION *- continued*

Learners are encouraged to be actively involved and initiate the play using the provided materials/ equipment. Holistic development is enhanced through the stimulation of cognitive, social, physical and emotional domains.

6.4 Positive Discipline

The Swaziland Education and Training Sector Policy of 2011 advocates the use of positive discipline in place of corporal punishment. The basic tenets of positive discipline include: self-respect, respect for others, rules for acceptable behaviour and adherence to guidelines and rules. In positive discipline children are not rewarded for unacceptable behaviour; rather they are afforded an opportunity to reflect on their mistakes and appreciate how appropriate behaviour can provide positive experiences and opportunities. When teaching and learning are well organised and managed, and appropriate learner-centred methods are used, positive discipline will ensue.

Reinforcement and success have to be recognised by teachers as two of the best motivators in learning.

6.5 Teacher Education and Professional Development

6.5.1 Teacher Education
Teacher Training Institutions shall align their curriculum so that it is in line with the realities of the school where the national curriculum is being implemented. It should also be aligned with this curriculum framework. There shall be appropriate training on the competency based approach for primary, junior secondary and senior secondary teachers.

6.5.2 Professional Development
For effective curriculum implementation to occur at each school level, it is essential that all teachers are fully conversant with the curriculum and its implications. This includes the processes of teaching, learning and assessing in a learner-centred approach for competency-based education. Teachers' professional knowledge requires constant re-modelling, upgrading and re-shaping. That is why a solid development and in-servicing of the human resources should be of vital concern and awarded high priority. Teacher educators and inspectors will be trained on any curriculum innovation in the education system and its assessment procedures. There shall be school-based workshops for teachers conducted through INSET for capacity building. Head teachers will also be capacitated in competency-based education as instructional leaders.

Assessment determines the attainment of educational and curriculum aims of educational programmes at all levels. Assessment must inform teaching and learning processes in line with *The Swaziland Education and Training Sector Policy* (2011), *NDS (Vision 2022)* and the *NETIP Results Framework* (2014).

7.1   Assessment for a competency-based Curriculum

In a competency-based curriculum, assessment at all levels of the school system should provide information that will enable professional judgements to be made about learners' progress towards the desired competencies. Assessment must provide visible proof of the knowledge, skills and attitudes that learners have acquired. This requires increased attention to school-based assessment. To give school-based assessment a higher value, it must be standardised with teachers empowered through training to assess core skills and attitudes as well as knowledge and understanding. This does not mean that summative assessment is insignificant as it plays a pivotal role in the assessment of the entire education system.

The purpose of assessment is to:
- provide feedback on the progress of what learners have achieved against the competencies for each learning area.
- help teachers to identify learner's strengths and weaknesses so that they can help learners to improve through enrichment and remediation support.
- provide teachers with feedback about the methods and assessment strategies they use for teaching so that they can improve their teaching.
- enable teachers to report regularly, throughout the year, to parents, officials and other interested people on the learners' performances.
- provide valid indicators on the quality, relevance and effectiveness of the whole curriculum for on-going renewal and improvement.
- determine learners' progress at predefined stages.
- provide certification and for selection purposes.

The principles of assessment are that':
- assessment should be valid. Validity ensures that assessment tasks successfully measure learners' attainment of the competencies at the appropriate level.
- assessment should be reliable and consistent. This requires clear and consistent procedures for the setting, marking, grading and moderation of assessed work.
- assessment methods should be balanced between formative and summative procedures to allow learners to demonstrate their knowledge, understanding and skills.
- assessment should be inclusive. As far as possible, tasks and procedures should not disadvantage any individual.
- assessment should support the learning process by providing learners with feedback to enable them to identify how they can improve their performance.
- assessment results should be accessible to teachers, learners, their parents/guardians and other interested persons.
- assessment should be manageable. It should not overload teachers or learners.
- assessment should lead to improvement in learning through regular school based and national reviews.

7.1.1 Assessment for Learning

Assessment for learning refers to a wide variety of methods that teachers use to conduct in-process evaluations of learners' comprehension, learning needs, and academic progress during a lesson or a unit. It helps to identify concepts that learners are struggling to understand, skills they are having difficulty acquiring or competencies they have not yet achieved so that adjustments can be made to lessons, instructional techniques and academic support. Assessment for learning is an on-going form of assessment that provides feedback to both the learner and teacher. It is sometimes referred to as formative assessment.

Teachers may use assessment for learning to:
- refocus learners on the learning process and its intrinsic value, rather than on grades or extrinsic rewards;
- encourage learners to build on their strengths rather than dwell on their deficits;
- help learners to become more aware of their learning needs, strengths and interests so that they can take greater responsibility over their own educational growth;
- give learners more detailed, precise, clearer and useful information so that learners gain a clearer understanding of what is expected of them and parents have more detailed information they can use to support their children's education; and
- raise or accelerate the educational achievement of all learners while also reducing learning and achievement gaps.

7.1.2 Assessment of Learning

Assessment of learning is used to evaluate learners' competence acquisition at the completion of a defined instructional period such as the end of the unit or topic, term, year, programme or phase. It is also referred to as summative assessment.

Teachers may use assessment of learning to:
- determine whether learners have attained what they were expected to learn;
- evaluate the effectiveness of educational programmes, measure progress towards improvement goals, make course placement decisions.

The results from assessment of learning are often recorded as scores or grades that are then factored into a learner's permanent academic record.

Examples of assessment of learning include:
- end-of-unit tests
- end-of-term tests
- public examinations

In addition to assessment 'for' learning and assessment 'of' learning, a third concept is assessment 'as' learning. In other words, assessment itself can be a valuable learning experience for learners as well as teachers. The outcomes of an assessment give a learner an opportunity to reflect on strengths and weaknesses with a view to improving learning strategies and what concepts, skills and attitudes need further development. This links to the core skills of Chapter 3, particularly the development of learning skills and personal skills.

To summarise:
- Assessment is an integral part of teaching and learning strategies to reduce wastage, repetition and dropout rate.
- Both assessment for learning and assessment of learning shall be used in the assessment of learners.
- It should be recognised that assessment is part of learning.

7.2   Assessment at each Phase

An appropriate assessment system shall be used to enable learners to progress through the various phases of education.

7.2.1 Foundation Phase

Assessment practices in the Foundation Phase should be based on observation of performance during learning activities. Observational checklists, rubrics and other instruments that communicate performance shall be used by the teacher to monitor individual learner's progress. Assessment shall focus on what learners can do and give a sense of the progress they have made. There are no formal end-of-unit or end-of-year oral or written examinations.

Subjects	Grade 1 – 2	
	On-going assessment	End-of-Term assessment
Academic Subjects	100%	0%
Practical Subjects	100%	0%

7.2.2 Middle Primary Phase

Assessment practices in the Middle Primary Phase should continue to focus on what learners can do and give them a sense of the progress they have made. Observational checklists, rubrics and other instruments that communicate performance shall be used by the teacher to monitor individual learner's progress.

Subjects	Grade 3 – 4	
	End-of-Term assessment	End-of-Term assessment
Academic Subjects	50%	50%
Practical Subjects	70%	30%

7.2.3   Upper Primary Phase

Assessment in Grades 5 to 7 will consist of formative and summative assessment. 30% of marks in Grades 5 to 7 should be based on-going assessment as it has the potential to assess more competencies than end-of-year assessment. The use of formal written and oral tests in a subject assesses a limited range of competencies and therefore should not take up a great deal of class time.

7 **ASSESSMENT** *- continued*

Subjects	Grade 5 – 7	
	End-of-Term assessment	End-of-Term assessment
Academic Subjects	30%	70%
Practical Subjects	50%	50%

7.2.4 Junior Secondary Phase

Assessment in Forms 1 to 3 will consist of formative and summative assessment. For academic subjects, assessment will constitute 30% on-going assessment and 70% end-of-term/year assessment. For practical subjects, assessment will constitute 50% on-going assessment and 50% end-of-term assessment.

Subjects	Grade 1 – 3	
	End-of-Term assessment	End-of-Term assessment
Academic Subjects	30%	70%
Practical Subjects	50%	50%

7.2.5 Senior Secondary Phase

Assessment in Forms 4 and 5 will consist of formative and summative assessment. In all subjects, assessment will constitute 30% on-going assessment and 70% end-of-term/year assessment. Pre-Vocational subjects will constitute 40% on-going assessment and 60% end-of-term/year assessment.

Subjects	Grade 4 – 5	
	End-of-Term assessment	End-of-Term assessment
Academic Subjects	30%	70%
Practical Subjects	30%	70%
Pre-Vocational Subjects	40%	60%

7.3   Communicating and Reporting Assessment

Reporting is giving feedback on a learner's progress and achievement in appropriate ways to the different stakeholders (learners, parents, teachers, examination body, etc.). A report card will be provided at the end of each term outlining each learner's on-going attainment of competencies.

7.3.1   Criterion-referenced Grades

Criterion-referenced grading will be used to reflect the learner's achievement of the competencies. In criterion-referenced assessment each grade has a descriptor outlining what the learner must demonstrate in order to be awarded the grade. In criterion-referenced assessment the learner's achievement of performance is not related to how other learners are performing but it indicates the extent to which the learner has mastered the competencies.

7.3.2 Grade Descriptors

It is important that teachers in each year/department work together to have a shared understanding of what the grade descriptors mean in each subject, and how to apply them so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

7.3.2.1 Primary Sub-sector

The relationship between the grades and competencies at each phase in the primary sub-sector is shown in the following tables:

7.3.2.1.1 Foundation Phase

Grade	Grade Descriptors
Excellent	Achieved competencies exceptionally well. The learner is outstanding in all areas of competency.
Very good	Achieved competencies well. The learner is highly proficient in most areas of competency, e.g. demonstrating rapid mastery of some competencies, or being able to apply competencies to unknown situations or contexts, or demonstrating new insight.
Good	Achieved competencies. The learner has mastered the competencies satisfactorily in known situations and contexts.
Sufficient	Achieved the minimum number of competencies to be considered competent. The learner may not have achieved all the competencies or may sometimes need help, but has sufficient competency to go on to the next grade.
Not Sufficient	Not achieved the majority of competencies. The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher, and is in need of learning support.

7 **ASSESSMENT** *- continued*

7.3.2.1.2   Middle and Upper Primary Phases

Mark range (%)	Grade	Grade Descriptors
80+	Excellent	Achieved competencies exceptionally well. The learner is outstanding in all areas of competency.
65-79	Very good	Achieved competencies well. The learner is highly proficient in most areas of competency, e.g. demonstrating rapid mastery of some competencies, or being able to apply competencies to unknown situations or contexts, or demonstrating new insight.
45-64	Good	Achieved competencies. The learner has mastered the competencies satisfactorily in known situations and contexts.
30-44	Sufficient	Achieved the minimum number of competencies to be considered competent. The learner may not have achieved all the competencies or may sometimes need help, but has sufficient competency to go on to the next grade.
0-29	Not Sufficient	Not achieved the majority of competencies. The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher, and is in need of learning support.

7.3.2.2   Secondary Sub-sector

The learner's summative achievement in the competencies in each subject in the secondary sub-sector is shown by letter grades A to F and U (ungraded), where A is the highest and U is the lowest.

7.3.2.2.1   Junior and Senior Secondary Phases

Mark range (%)	Grade	Grade Descriptors
80+	A	Achieved competencies exceptionally well. The learner is outstanding in all areas of competency
70 – 79	B	Achieved competencies very well. The learner is highly proficient in most areas of competency, e.g. demonstrating rapid mastery of some competencies, or being able to apply competencies to unknown situations or contexts, or demonstrating new insight.
60 – 69	C	Achieved competencies well. The learner has mastered the competencies satisfactorily in known situations and contexts
50 – 59	D	Achieved the minimum number of competencies satisfactory to be considered competent. The learner may not have achieved all the competencies or may sometimes need help, but has sufficient competency to go on to the next grade.
40 – 49	E	Achieved sufficient number of competencies to exceed the minimum competency level.
30 – 39	F	Achieved the competencies needed to be considered competent. The learner needs learning support.
20 – 29	G	Achieved the minimum number of competencies worth of a grade. The learner needs learning support.
0 – 19	U	Did not achieve the minimum level of competency. The learner needs learning support.

7.4   Promotion

Promotion is the movement of a learner from one grade to the next based on their achievement of competencies. Only children who turn 5 on or before 31st December of the previous year shall be accepted into Grade 0. From then onwards, children will be expected to progress through the education system without hindrance.

Inevitably some learners will have limited achievements and will not reach the level of competencies required at each level. Simply having a learner repeat a grade, however, is unlikely to address the learning problems they are experiencing, or the multiple factors influencing their poor achievement. Equally, promoting a learner who is experiencing academic problems without additional support is unlikely to be an effective solution either. Schools should therefore allow learners who did not achieve the expected level of competencies to progress to the next grade and provide them with additional individualised or small group instruction from assistant teachers.

7 ASSESSMENT *- continued*

Only in cases where the school is absolutely convinced that a learner will not benefit from progressing to the next grade, should a learner repeat a grade. The promotion committee of the school should discuss borderline cases. Parents should be fully informed why it is necessary for a child to repeat a grade, what additional action will be undertaken by the school to ensure that they achieve the necessary competencies, and what the home can do to support the learner. The promotion committee should include the school-based support team, comprising remedial teachers who would monitor progress of such learners on an on-going basis.

Learners are not to repeat more than once in the primary or secondary sub-sectors. Schools must make every effort to reduce the primary school repetition rate to less than 5 percent as per The Education and Training Sector Policy (2011).

7.5   Issues of Equivalence

There are two aspects of equivalence: that within a country and that between countries. With regard to the former, Swaziland has a National Qualifications Framework (NQF) that describes and correlates the relationship across qualifications. It provides a way to compare qualifications, and to ensure that they are quality assured and recognized, both nationally and internationally. A NQF is the set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge. Such a framework is an integrated system for encouraging life-long learning.

The SGCSE is not sufficient for entry into some SADC regional higher education institutions; hence there will be a post Form 5 qualification. The Ministry of Education and Training will at a certain point phase out the Grade 7 external examination with an aim to introduce benchmark surveys in Grades 2, 4 and 7 to monitor progress in achieving the expected competencies in key subjects.

7.6   Special Provisions

Assessment should be inclusive and provide equal opportunities to all learners. It should also be fair by assessing the competencies in appropriate ways related to the characteristics and circumstances of individual learners.

This curriculum is to be adhered to by all schools in the country. Implementing the curriculum in Swaziland requires an effective management and planning system as well as improved provision and use of resources to ensure that teaching and learning are maximised in schools. This chapter highlights particular resource issues in realising curriculum intentions in the classroom.

8.1   Curriculum Development

The first step in curriculum implementation is the continued work of curriculum development that emanates from this document. The curriculum framework is the guiding document in the generation of future syllabuses and teaching and learning materials. It is expected that each subject syllabus will be explicit about how core skills will be delivered through that subject. The framework also informs the formulation of the competency statements that will be embedded in syllabuses. Each subject should no longer be considered in isolation. Curriculum developers will need to see it in relation to other subjects and how overall they are delivering the core skills for the vision of society and the learner.

8.2   Curriculum Management

Curriculum management is about making sure that the school as a whole functions effectively and achieves its vision and purpose through the availability of resources, professional development and continuous monitoring and evaluation. It comprises the organisation of time, space, information, material resources and human resources.

The time aspect has already been considered in Chapter 4. There it is indicated that the minimum teaching hours in schools exclude any intervals and recreation activities or meal times.

A competency-based curriculum geared towards a knowledge-based society is a resource intensive curriculum. This therefore calls for good management of resources especially at school level in order to support the intentions of the curriculum.

8.3   Material Resources

For an effective implementation of a competency-based curriculum, adequate resources are required at all levels of the education system to ensure the required teaching and learning. The material resources include physical infrastructure, teaching and learning materials, stationery, ICT facilities, sports facilities, transport facilities and security facilities.

In particular, learners in Grade 0 require specialised equipment and facilities. The equipment used in Grade 0 is different from that of formal school. Learners require a variety of learning equipment that will stimulate the child to develop holistic skills and concepts. For example, in the art area, materials such as scissors, crayons, paper, glue, paint brushes, play dough or clay, weaving grass and magazines are needed. Grade 0 learners need furniture and sanitation facilities of an appropriate size. They also need classrooms with an area with a carpet. Outdoors there should be play areas with swings and other facilities for large muscle development.

8 CURRICULUM IMPLEMENTATION - *continued*

The space and physical facility standards for schools are as follows:

- Primary schools, 45 pupils per class
- Secondary schools, 40 pupils per class
- All learners should have a desk and a chair in a class.

Most importantly, curriculum materials have to be responsive to the needs and interests of learners.

8.4   Human Resources

All personnel in the education system need professional development on the curriculum. There must be a structured career path and availabilities of opportunities for professional development as motivation for personnel implementing the curriculum. This requires a clearly organised appraisal structure for teachers and managers which provides promotion opportunities.

Managers of the system also need training to ensure that staffing inefficiencies are quickly identified and appropriately rectified. For SEN learners assistant teachers are needed as well as transcribers and interpreters. Regular supervision and advisory services are necessary for school staff at all levels.

The curriculum is based on the understanding that teachers work a 40 hour working week and that their time is specified in percentages between classroom contact hours, preparation and marking, co-curricular and extra-curricular activities, learning support classes, contact with parents, administrative work, continuous professional development and other responsibilities.

The expected qualifications are as follows:

Primary level – Teachers at this level should have a teachers' certificate from an institution recognised by the MOET qualifying them to teach at the primary level, which is at least a Diploma. Teachers at the primary school level must be qualified to teach all subjects offered.

Secondary level – Teachers qualified to teach at the junior secondary level should possess a teaching certificate at least at a Diploma level from an institution recognised by the MOET. For teaching in classes at senior secondary level, the individual should possess a teaching certificate at least at a junior degree level.

Teachers should be assigned to teach in a phase they are relevantly qualified to teach and for which they have the professional capacity.

8.5   Inclusive Education

At the school level inclusive education deals with ensuring that the physical and social environments are conducive and that all the necessary teaching and learning aids are in place. It is essential that

all teachers have some training in inclusive education. This also calls for the inclusion of inclusive education training in pre-service and in-service programmes for teachers. These teachers must be trained in identifying learning needs, referral procedures and support programmes for learners with different special education needs.

Designated regional assessment centres should be established. These will assess SEN children before they enter school.

8.6   Co-curricular Activities

The formal learning that learners undergo through the curriculum is only an aspect of the broader life of the school. Co-curricular activities play a vital role in enriching the life of the school, thus making schools an enjoyable place for learners even after lessons. Co-curricular activities are planned to support and supplement curriculum areas with minimal instructional time such as drama groups, music groups, choirs, dance and sports. Other examples of co-curricular activities are HIV and AIDS Clubs, Environmental Clubs, Science Clubs, Debating Clubs and School Newsletter. Co-curricular activities must be supported by the schools.

8.7   Community Relations

Schools are not isolated islands. They are found within specific communities. The community around the school can be an important support and resource to the school as well as a source of knowledge. The community may have resource persons with expertise in, for example, language and cultural traditions, crafts, sports, health, entrepreneurship and agriculture. These resource persons may be engaged to support teaching or co-curricular activities. Communities and schools can share certain resources such as computer laboratories, libraries, and classrooms as venues for meetings and other community activities. The community should also be viewed as a source of knowledge where learners can do their research and projects. The school must therefore develop good relations with the community in order to realize the benefits accruing from such a co-existence and inculcate in the learners an understanding that knowledge is all around them hence they should learn to find it and utilize it appropriately.

The local communities are expected to support school management in monitoring: attendance of teachers and learners; discipline of learners and teachers in schools; the community's own involvement in the schools activities; the performance of teachers and learners and that the curriculum is producing the type of child that the nation wants now and in the future.
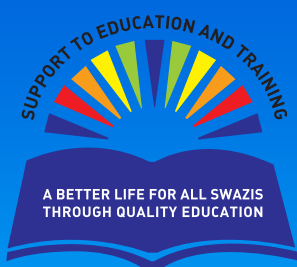
8.8   Monitoring and Evaluation

Monitoring and evaluation of the national curriculum is necessary to ensure its effective implementation and on-going revision. Monitoring and evaluation is necessary not only at the end of a programme or school year but also at various points throughout curriculum development and implementation. Monitoring and evaluation thereby ascertains the worth and merit of the

8 CURRICULUM IMPLEMENTATION *- continued*

curriculum. It indicates whether the curriculum is producing the intended results. It identifies the curriculum's strength and weaknesses before and after implementation. It also allows educators to compare different curriculum programmes and it helps inform the general public about how their students perform in relation to other students at the local, cluster, regional, national and international level.

Monitoring and evaluation is carried out as follows:

• Monitoring and evaluation of the curriculum is in line with the Ministry of Education and Training M&E system as outlined in the *EDSEC Policy* (2011) and Strategic Plans. It also aligns with the *NETIP Results Framework* which covers curriculum issues for each sub-sector.

• Frequent monitoring of the curriculum takes place at classroom, school, cluster, regional and national level.

• The capacity of the inspectorate is strengthened to enable inspectors to play a significant role in the monitoring process.

• Proper monitoring and evaluation guidelines developed and made available to professionals at classroom, school, cluster, regional and national level.

• Continuous teacher training programmes both at pre-service and in-service levels put in place to equip teachers with the necessary skills, content, methodologies and attitudes.

• Head teachers and education advisers play an important part in monitoring classroom performance of teachers.

• Learner assessment procedures and progress records be kept and used for monitoring and evaluating the curriculum within the education system.

• New curriculum programmes for all levels of the education system piloted before nation-wide implementation.

• Through relevant structures such as School Committees and School Open Days, parents and local communities participate in the monitoring and evaluation process in schools.