



GOVERNMENT OF THE KINGDOM OF ESWATINI

MINISTRY OF EDUCATION AND TRAINING

**STRENGTHENING EDUCATION AND SKILLS TRAINING
SYSTEMS TO SUPPORT HUMAN CAPITAL DEVELOPMENT
IN ESWATINI**

Project Number – P173151



STAKEHOLDER ENGAGEMENT PLAN (SEP)

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Strengthening Education and Skills Training Systems to Support Human Capital Development
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Abbreviations and Acronyms

Acronym	Full Meaning
AIDS	Acquired <i>Immuno</i> -deficiency Syndrome
DPMO	Deputy Prime Minister Office
ECDE	Early Childhood Development and Education
EEA	Eswatini Environment Authority
ESF	Environmental and Social Framework
ESIA	Environmental and Social Impact Assessment
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standards
GDP	Gross Domestic Product
HCI	Human Capital Index
HIV	Human Immuno Virus
MICT	Information, Communication and technology
MEPD	Ministry of Economic Planning and Development
MoET	Ministry of Education and Training
MoF	Ministry of Finance
MOH	Ministry of Health
MSCYA	Ministry of Sports, Culture and Youth Affairs
MTAD	Ministry of Tinkhundla Administration and Development
NGOs	Non-governmental Organizations
PAP	Project Affected Parties
SNAT	Swaziland National Association of Teachers
STEM	Science, Technology, Engineering and Mathematics
TVET	Technical and Vocational Education Training
UNICEF	United Nations Children's Fund
UNESCO	United Nations Education, Scientific and Culture organisation
UNFPA	United Nations Population Fund
WFP	World Food Programme



1. INTRODUCTION

1.1 Background

The Government of Eswatini, through the Ministry of Education and Training (MoET) is preparing to undertake a project aimed at Strengthening Education and Skills Training Systems to Support Human Capital Development in Eswatini. The primary mandate of the Ministry of Education and Training is to provide access to relevant quality education, at all levels, to all Eswatini citizens; taking into account all issues of efficacy, equity and special needs. The Ministry's vision is 'attainment of equality in educational opportunity for all pupils of school going age and adults irrespective of their socio-economic background, with the ultimate goal of enhancing their productive capacity, thus improving the quality of their lives'.

The revised Education Sector Policy reflects regional and global agendas in SADC, AU and notably the United Nations Sustainable Development goals:

'The revised Policy also contextualises and enables the many associated policy instruments required to operationalise the delivery of high-quality teaching and learning, especially the United Nations 2030 Agenda for sustainable development'¹

The Human Development index considers three dimensions, namely, long and healthy life; knowledge and decent standard of living. The indicator for knowledge are the expected years of schooling and the mean years of schooling. According to the Human Development index expected years of schooling in for Swati children in 11.8 years. The table below outlines the expected years of schooling of Eswatini compared to other countries in the SADC region.

Table 1: Expected years of schooling and means years of schooling in the SADC region

SADC country	Expected years of schooling	SADC country	Mean years of schooling
Mauritius	15.1	South Africa	10.2
Seychelles	14.1	Seychelles	10.0
South Africa	13.8	Botswana	9.6
Botswana	12.8	Mauritius	9.5

¹ Introduction to *National Education and Training Sector Policy*



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Namibia	12.6	Zimbabwe	8.0
Eswatini	11.8	Zambia	7.2
Angola	11.8	Namibia	7.0
DRC	11.7	Eswatini	6.9
Zambia	11.5	Lesotho	6.5
Lesotho	11.3	DRC	6.5
Comoros	11.2	Tanzania	6.1
Malawi	11.2	Madagascar	6.1
Zimbabwe	11.0	Angola	5.2
Madagascar	10.2	Comoros	5.1
Mozambique	10.0	Malawi	4.7
Tanzania	8.1	Mozambique	3.5

Moreover, while access to the first year of primary school is almost universal in Eswatini, children start to drop out of school in junior secondary, particularly in Form 2 (Grade 9). 'Only 67% of children who started school completed 9 years of basic education, and 44% completed upper secondary education in 2014'. This is due to a number of things such as teenage pregnancies, poor performance, and lack of interest or lack of resources. The high rates of students dropping out of school before completing basic education, i.e. at latest 10 years of schooling, means significant resources are 'wasted' and the education system is inefficient in ESwatini.

1.2 Project Description

The project is still at proposal stage is yet to be approved by the World Bank. After approval, the project will be implemented over a period of five years. The main objective of the project is to improve access, completion and the quality of basic education (including early childhood Development and Education), skills training and support services for girls, boys and the youth in the country. The project comprises three (3) components described below:

Component 1: Strengthen coordination and regulation of ECDE and improving access to quality in ECDE services

This component has the following subcomponents:

- System strengthening to improve ECDE service delivery
- Strengthening the quality of ECDE services in targeted centers



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Component 2: Improving internal efficiency and quality in basic education The following are subcomponents:

- Improve literacy and numeracy in the early grades
- Improve retention in secondary education
- Improve the quality of Mathematics and Science instruction in secondary education

Component 3: Project Management

- Capacity building and technical assistance

1.3 Need for the Project

According to the World Bank, the Human Capital Index (HCI) for Eswatini is 0.41, ranking 124 out of 157 countries on the HCI, lower than the average for its income group.² This means that a child born in Eswatini will only be 41 percent as productive when (s) he grows up as (s) he could have been if (s) he was to attain good health and complete education by the age of 18. This affects the competitiveness of our population in the national and the global stage when it comes to opportunities (jobs and innovative skills). While science, technology, engineering and mathematics (STEM) are a critical component in the development of 21st Century skills for the knowledge-based economy and the achievement of Vision 2022 developmental goals for the socio-economic aspirations of Swatis, girls and women are acutely under-represented in these areas, which undermines the country's ability to fully develop all its human resource potential, and there are inadequate resources available for teaching and learning of STEM.

The country is experiencing challenges when it comes to efficient and equitable delivery of education and health services. This results to poor education and health outcomes, which has a significant bearing on low levels of human capital in the country as demonstrated by the Human Capital Index for Eswatini which is currently 0.41.

While access to the first year of primary school is almost universal in Eswatini, children start to drop out of school in junior secondary, particularly in Form 2 (Grade 9). *'Only 67% of children who started school completed 9 years of basic education, and 44% completed upper secondary education in 2014'*³ Retention of students is at its lowest in junior secondary education and there are gender, region, location, and income differences in access that need to be addressed. In 2014, only 67% of children who started school completed 9 years of basic education, and 44% completed upper secondary education.

¹ World Bank Publications, The Human Capital Index

³ Education Sector Mission – Aide Memoire February 2020



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Few students are qualifying to enter Science, Technology, Engineering and Mathematics (STEM)-related courses after completing senior secondary school. In 2019, only 1 out of 5 secondary school graduates opted for either Mathematics, Physical Science or Information and Communications Technology (ICT) as an examination subject in senior secondary. Out of these, 29 percent scored a mark above a C, which is usually the minimum score required to enter higher education, meaning that less than 10 percent of the 2019 senior secondary education cohort would qualify for higher education in STEM-related fields.

The net enrollment rate for secondary school in Eswatini between 2009 and 2019 compared to other SADC countries is outlined in the table 2. The figures show that there has been some progressive improvement in enrolment rates although this remains relatively low compared to other countries like South Africa.

Table 2: Net enrolment in secondary school (%) between 2009 – 2019⁴

SADC Member States	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Angola	18.9	18.9	28.0	28.0	28.0	23.7	23.7	n.a.	n.a.	n.a.	n.a.
Botswana	n.a.	n.a.	65.8	64.1	62.8	69.9	71.4	75.1	77.4	n.a.	n.a.
Comoros	n.a.	n.a.	n.a.	n.a.	44.4	44.8	n.a.	n.a.	43.0	n.a.	n.a.
DRC	46.4	46.4	46.3	47.9	47.9	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Eswatini	29.5	47.2	41.0	41.0	39.5	41.2	41.9	41.9	51.3	n.a.	n.a.
Lesotho	31.5	34.2	35.8	36.5	37.3	37.7	38.7	43.1	43.3	46.8	n.a.
Madagascar	n.a.	n.a.	29.8	30.9	n.a.	31.1	30.3	30.1	29.1	29.8	n.a.
Malawi	13.1	12.7	13.0	12.8	14.1	15.4	15.0	33.0	n.a.	34.2	n.a.
Mauritius	68.6	68.6	69.1	70.3	70.4	70.6	72.2	69.9	68.8	68.2	66.1
Mozambique	15.0	16.5	17.7	21.2	20.9	21.4	21.9	20.5	21.3	22.0	23.5
Namibia	54.8	55.7	57.1	n.a.	53.9	n.a.	n.a.	61.1	n.a.	n.a.	n.a.
Seychelles	98.5	99.0	98.4	98.3	99.4	97.0	99.0	80.6	79.6	80.1	n.a.
South Africa	89.0	88.7	90.1	90.5	90.3	90.7	90.2	89.6	71.9	n.a.	n.a.
Tanzania	27.8	29.9	32.1	34.3	31.7	35.8	31.9	33.4	33.3	34.6	n.a.
Zambia	21.1	29.5	24.8	28.7	28.0	27.9	28.1	25.4	27.9	n.a.	n.a.
Zimbabwe	44.5	n.a.	n.a.	50.0	51.5	49.6	50.7	52.5	52.8	53.1	48.7



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The youth of Eswatini continue to face a variety of challenges, such as limited access to post-secondary education and high youth unemployment. In addition, the Gross Enrollment Ratio for tertiary education in Eswatini is very low at about 7 percent in 2013 and is mainly accessed by individuals who are from wealthier households. TVET, and post-primary skills training more broadly, is a largely unregulated sector that lacks sufficient coordination in Eswatini. According to the Human Development Report⁴, 36% of Swati youth are not in school or in employment. The table below indicates the youth unemployment rate in Eswatini between 2008 and 2017 compared to other countries in the SADC region.

Table 3: Youth unemployment rate (% ages 15-24) (%) in SADC between 2008 -2017

SADC Member States	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Angola	33.7	28.1	22.8	16.9	17	17	17	16.9	18	19.1
Botswana	32.5	32.6	35.3	35.3	35.4	35.6	35.4	35.3	35.7	35.7
Comoros	9.9	9.9	9.9	9.9	9.9	9.9	9.9	9.9	9.9	10
DRC	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.3
Eswatini	53	53.1	53.1	53.1	53.3	53.4	53.5	53.5	54.1	54.8
Lesotho	47.7	46.2	36.3	38.9	32.9	34.5	34.9	38	39	38.5
Madagascar	5.5	5.9	6.4	3.8	1.0	1.5	2.0	3.0	3.0	3.0
Malawi	9.6	9.2	8.9	8.6	8.2	7.8	7.9	7.8	7.9	8
Mauritius	18.9	21.8	23.2	22.1	24.4	23.4	24.6	26	23.6	23.3
Mozambique	38.5	38.5	38.5	38.5	38.6	39.8	43.2	43.2	43	42.7
Namibia	46.1	46.6	45.3	42.6	34.3	40.8	38.7	40.1	45.2	45.5
Seychelles	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
South Africa	45.6	48.4	51.2	50.3	51.7	51.4	51.3	50.1	53.4	57.4
Tanzania	6.9	4.9	5.9	7.1	6.5	5.8	3.7	3.7	3.8	3.9
Zambia	15.5	20.9	26.8	20.1	15.3	15.3	15.3	15.2	15.3	15.4
Zimbabwe	7.9	8.2	8.4	8.5	11.5	11.5	11.4	11.4	11.4	11.4

⁴ <http://hdr.undp.org>



1.4 Context within the Country's Development Priorities

The following laws, policies and regulations are applicable to the project:

- **Inclusive Education and Training Policy:** MoET promotes inclusive education and training (IE) throughout the education and training sector. IE sets out a road map for ensuring that all Swazi children, youth and adults have access to a high-quality education system. The overall goal is the development of an inclusive education and training system that will uncover and address barriers to learning and recognise and accommodate the diverse range of learning needs.
- **Care and Support for Teaching and Learning (CSTL) Policy:** CSTL promotes the holistic well-being of learners. This is particularly important in the context of high prevalence rates of HIV and AIDS, tuberculosis and poverty. CSTL includes protection and safety for everybody in schools, as well as individual, school and community property. The goal of Care and Support for Teaching and Learning Policy is to ensure that all education and training establishments create and sustain healthy, protective and secure learning environments, with the active involvement of parents, communities and other stakeholders, including alternatives to violence approaches to conflict resolution.
- **Guidance and Counselling Policy:** MoET is mandated to assist in the holistic development of children to help ensure that they survive to adulthood and develop into responsible adults with the capacity to contribute positively to the socioeconomic growth of Eswatini. The policy recognises that the dangers of alcohol, drugs and other substance abuse need to be countered in education and training establishments. The goal of the Guidance and Counselling Policy is to ensure the holistic development, survival and safe transition to adulthood for learners at all levels of the formal and non-formal education and training system.
- **The Teaching Service Act, 1982:** This act established the Teaching Service Commission and outlines its power in managing the teaching profession in the country. It outlines the qualification and terms of service for the commission until pension. This act is relevant to this project as it is the TSC that will have to be involved in issues to do with human resource capacity needs in the project, especially in Component 2.
- **Free Primary Education Act, 2010:** This act introduced free Primary education for all pupils in Eswatini. It indicates that free education is a right for all children in primary school. It spells out procedures for non-Swazi students to qualify for free primary



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- Education Act, 1981: This act establishes the National Education Board whose functions is to make recommendations to the Minister and advise him regarding the establishment and planning of schools and classes, the qualifications of teachers to be employed in such schools and classes, the subjects to be taught in them and the general conduct and discipline of such schools or classes. The Act considers both formal and non-formal education.

The project is also in line with Sustainable Development Goals SDG 2, 4 and 9. These goals are aimed at ensuring healthy lives and promoting well-being for all at all ages, promoting quality education and enhancing industry, innovation and infrastructure. Although these are global in nature, the country is committed to being part of the global community in ensuring that Sustainable Development Goals are attained by 2030.⁵

The UN Sustainable Development Goal 4 on education that informs the project aims to:

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant Goal 4 effective learning.
- By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education including university.
- By 2030, substantially increase the number of youth and adults who have relevant skills including technical and vocational skills for employment, decent jobs and entrepreneurship.
- By 2030 eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

⁵ The Validation workshop for the *Master Plan for the implementation of the Economic Recovery and Development Agenda of the Government of Eswatini* in November 2019, organised by the Ministry of Economic planning and Development as well as UNDP confirmed the commitment of at least 18 government ministries.



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- By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

The strategic roadmap, which was developed in 2018, also identifies 5 priority areas for the country's economic growth: Amongst these priority areas is Education and Information, Communication, Technology. This project will contribute significantly to Human Resource Development as one of the key macro strategic areas identified in the National Development Strategy (NDS) of the country. The NDS recognizes that human resources as one of the primary resources Eswatini has. The important elements identified for a successful human resource development are:

- Appropriate education and training (including a reorientation away from the presently academic orientation to technical and vocational orientation);
- Adequate incentives extended to businesses and households to encourage the full development of human capital;
- Appropriate youth programmes; special attention to members of society with disabilities; and all other areas affecting the quality of human capital (health, water, sanitation, shelter, etc.).



2. STAKEHOLDER ENGAGEMENT

2.1 SEP Objectives

The SEP seeks to define a technically and culturally appropriate approach to consultation, disclosure and grievance redress. The overall objective of this SEP is to define a program for stakeholder engagement, including public information disclosure and consultation, throughout the entire project cycle. The SEP outlines the ways in which the project team will communicate with stakeholders and includes a mechanism by which people can raise concerns, provide feedback, or make complaints about project and any activities related to the project. The involvement of the local population is essential to the success of the project in order to ensure smooth collaboration between project staff and local communities and to minimize and mitigate environmental and social risks related to the proposed project activities. In the context of infectious diseases, broad, culturally appropriate and adapted awareness raising activities are particularly important to properly sensitize the communities to the risks related to project implementation. The SEP seeks to improve and facilitate decision making and create an atmosphere of understanding that actively involves project-affected people and other stakeholders in a timely manner, and ensure that these groups of people are provided with sufficient opportunities to voice their opinions and concerns that may influence Project implementation and decision making.

In addition, the SEP is a useful tool for managing communications between the project and its stakeholders. Stakeholder engagement will involve interactions between identified groups of people to provide them with an opportunity to raise their concerns and opinion. An effective stakeholder engagement aims at developing a “social licence” to operate and will depend on mutual trust, respect and transparent communication between MoET and its stakeholders.

The Project is being prepared under the World Bank’s Environment and Social Framework (ESF). As per the Environmental and Social Standard ESS 10 Stakeholders Engagement and Information Disclosure, the implementing agencies should provide stakeholders with timely, relevant, understandable and accessible information, and consult with them in a culturally appropriate manner, which is free of manipulation, interference, coercion, discrimination and intimidation. Therefore, this requires extensive stakeholder engagement to achieve the following SEP objectives:



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- Understand the stakeholder engagement requirements of the Kingdom of Eswatini legislation;
- Provide guidance for stakeholder engagement to match the standards of International Best Practice;
- Identify key stakeholders that are affected, and/or able to influence the Project and its activities;
- Identify the most effective methods, timing and structures through which to share project information, and to ensure regular, accessible, transparent and appropriate consultation;
- Develops a stakeholder engagement process that provides stakeholders with an opportunity to engage in project planning and design and its implementation;
- Establish formal grievance/resolution mechanisms;
- Define roles and responsibilities for the implementation of the SEP;
- Define reporting and monitoring measures to ensure the effectiveness of the SEP and periodical reviews of the SEP based on findings;
- Contextualise existing institutional and regulatory framework of the Kingdom of Eswatini legal instruments.

2.2 SEP Principles for Effective Engagement

Stakeholder engagements are informed by a set of principles defining core values underpinning interactions with stakeholders. Common principles based on International Best Practice include the following:

- **Openness and life-cycle approach:** public consultations for the project(s) will be arranged during the whole life-cycle, carried out in an open manner, free of external manipulation, interference, coercion or intimidation;
- **Informed participation and feedback:** information will be provided to and widely distributed among all stakeholders in an appropriate format; opportunities are provided for communicating stakeholders' feedback, for analysing and addressing comments and concerns;
- **Commitment** is demonstrated when the need to understand, engage and identify stakeholders is recognised and acted upon early in the process;
- **Integrity** occurs when engagement is conducted in a manner that fosters mutual respect and trust;



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- **Respect** is created when the rights, cultural beliefs, values and interests of stakeholders are recognised;
- **Transparency** is demonstrated when stakeholder concerns are responded to in a timely, open and effective manner;
- **Inclusiveness and Sensitivity:** stakeholder identification is undertaken to support better communications and build effective relationships. The participation process for the projects is broad and inclusive. All stakeholders at all times are encouraged to be involved in the consultation process. Equal access to information is provided to all stakeholders. Sensitivity to stakeholders' needs is the key principle underlying the selection of engagement methods. Special attention is given to vulnerable groups, in particular women, youth, elderly, persons with disabilities, displaced persons, those with underlying health issues, and the cultural sensitivities of diverse ethnic groups.
- **Trust** is achieved through open and meaningful dialogue that respects and upholds stakeholder's beliefs, values and opinions.

An effective Stakeholder Engagement results in:

- **Managing costs:** Effective engagement can help project proponents avoid costs, in terms of money and reputation;
- **Managing risk:** Engagement helps project proponents and stakeholders to identify, prevent, and mitigate environmental and social impacts that can threaten project viability;
- **Enhancing reputation:** By publicly recognising human rights and committing to environmental protection, project proponents involved in financing the project can boost their credibility and minimise risks;
- **Avoiding conflict:** Understanding current and potential issues such as wider objectives of proposed project activities;
- **Improving national policy:** Obtaining perceptions about a project, which can act as a catalyst for changes and improvements in practices and policies;
- **Identifying, monitoring and reporting on impacts:** Understanding a project's impact on stakeholders, evaluating and reporting back on mechanisms to address these impacts; and
- **Managing stakeholder expectations:** Consultation also provides the opportunity for GoE to become aware of and manage stakeholder attitudes and expectations.



3. STAKEHOLDER IDENTIFICATION AND ANALYSIS

For the purposes of effective and tailored engagement, stakeholders of the project will be divided into the following three (3) core categories:

- **Key Stakeholders**– persons, groups and other entities within the Project Area of Influence (PAI) that are directly influenced (actually or potentially) by the project and/or have been identified as most susceptible to change associated with the project, and who need to be closely engaged in identifying impacts and their significance, as well as in decision-making on mitigation and management measures;
- **Vulnerable Groups** – persons who may be disproportionately impacted or further disadvantaged by the project(s) as compared with any other groups due to their vulnerable status⁶, and that may require special engagement efforts to ensure their equal representation in the consultation and decision-making process associated with the project.
- **Other Interested Parties** – individuals/groups/entities that may not experience direct impacts from the Project but who consider or perceive their interests as being affected by the project and/or who could affect the project and the process of its implementation in some way.

3.1 Key stakeholders

Key stakeholders include local communities, community members and other parties that may be subject to direct impacts from the Project. The MoET has identified the stakeholder in Table 4 below as PAPs. These include mainly government ministries, educational institutions and education practitioners.

⁶ Vulnerable status may stem from an individual's or group's race, national, ethnic or social origin, colour, gender, language, religion, political or other opinion, property, age, culture, literacy, sickness, physical or mental disability, poverty or economic disadvantage, and dependence on unique natural resources.



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 Table 4: Key stakeholders

Stakeholder	Involvement	Interest	Influence	Communication method	frequency
National Government					
Ministry of Education and Training	Project identification, design and supervision /implementation	High	High	Project meetings, team email/ WhatsApp, progress reports	Weekly
Deputy Prime Minister's Office	Project implementation	High	High	Project meetings, team email/ WhatsApp, progress reports	Fortnightly
Ministry of Health	Project implementation	High	High	Project meetings, team email/ WhatsApp, progress reports	Fortnightly
Ministry of Sports, Culture and Youth Affairs	Project implementation	High	High	Project meetings, team email/ WhatsApp, progress reports	Fortnightly
Ministry of Tinkhundla Administration and Development	Project Implementation	Medium	Medium	Project meetings, team email, progress reports	Fortnightly
Ministry of ICT	Project implementation	High	High	Project meetings, team email, progress reports	As per need
Ministry of Labour and Social Security	Project implementation	High	High	Project meetings, team email, progress reports	As per need
Ministry of Natural Resources and Energy	Project implementation	Medium	High	Project meetings, team email, progress reports	As per need



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Stakeholder	Involvement	Interest	Influence	Communication method	frequency
Ministry of Home Affairs	Project implementation	Medium	High	Project team meetings, email, progress reports	As per need
Ministry of Justice and Constitutional Affairs		Low	High	Project team meetings, email, progress reports	As per need
Educational institutions					
Teacher Training Institutions	Curriculum development; needs assessment	High	High	KII/FGD; leaflet	Project milestones
Teaching Service Commission	Needs assessment	High	High	KII/FGD	Project milestones
Regional Education Officers	Needs assessment	High	High	KII/FGD	Project milestones
Swaziland Principles Association	Needs assessment	High	High	KII/FGD	Project milestones
Swaziland National Association of Teachers	Needs assessment	High	High	KII/FGDs	Project milestones
Vocational Training Institutions	Curriculum development; needs assessment	High	Medium	KII/ FGD	Project milestones
Tertiary institutions	Curriculum development; needs assessment	Medium	Medium	KII/FGD;	Project milestones
Schools	Curriculum development; needs assessment	Medium	Medium	KII/FGD;	Project milestones



3.2 Disadvantaged or Vulnerable groups

It is particularly important to understand whether project impacts may disproportionately fall on disadvantaged or vulnerable individuals or groups, who often do not have a voice to express their concerns or understand the impacts of a project and to ensure that awareness raising and stakeholder engagement with disadvantaged or vulnerable individuals or groups on infectious diseases and medical treatments in particular, be adapted to take into account such groups or individuals particular sensitivities, concerns and cultural sensitivities and to ensure a full understanding of project activities and benefits. The vulnerability may stem from person’s origin, gender, age, health condition, economic deficiency and financial insecurity, disadvantaged status in the community (e.g. minorities or fringe groups), dependence on other individuals or natural resources, etc. Engagement with the vulnerable groups and individuals often requires the application of specific measures and assistance aimed at the facilitation of their participation in the project-related decision making so that their awareness of and input to the overall process are commensurate to those of the other stakeholders. Table 5 below shows the stakeholders that are categorised as disadvantaged or vulnerable groups.

Table 5: Stakeholders for disadvantaged/vulnerable groups

Stakeholder	Involvement	Interest	Influence	Communication method	Frequency
UNICEF	<ul style="list-style-type: none"> Financial and technical support. Capacity building for teachers Policy development Standards development 	High	High	KII/FGD; Project leaflet	Project milestones
Eswatini Network on Education for All	<ul style="list-style-type: none"> Financial support Material development Research Strategy planning 	Medium	Medium	KII/FGD; Project leaflet	Project milestones
Federation of Persons with Disabilities (FODSWA)	Umbrella body for: <ul style="list-style-type: none"> Eswatini association for the visually impaired 	High	High	KII/FGD; Project leaflet	Project milestones



Stakeholder	Involvement	Interest	Influence	Communication method	Frequency
	<ul style="list-style-type: none"> Eswatini association for the deaf Association for the physically disabled 				
Autism Eswatini	<ul style="list-style-type: none"> Raising awareness Holistic approaches for parents and communities. Proposed resource centre 	Medium	Medium	KII/FGD; Project leaflet	Project milestones

Other disadvantaged or vulnerable groups include those outlined in the table below:

Table 6: Other Disadvantaged or vulnerable groups

Stakeholder Group	Influence	Interest
Elderly	Low	High
Individuals with chronic diseases and pre-existing medical conditions; Diabetes, Hypertension, HIV, etc.	Low	High
People with disabilities	Low	High
Pregnant women	Low	High
Women, girls and female headed households	Low	High
Children	Low	High
Those living below poverty line	Low	High
Communities in remote and inaccessible areas	Low	High
Teenage mothers		

3.3 Other Stakeholders

Other individuals or groups, in addition to project affected parties and disadvantaged or vulnerable groups that may have an interest in the project will be identified as other interested parties. Table 7 below shows other interested parties.



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 Table 7: Other stakeholders

Stakeholder	Involvement	Interest	Influence	Communication method	frequency
Regional					
Regional Administrators	Authority of Swazi Nation land	Medium	Medium	KII, leaflet	Project milestones
Tinkhundla	Umphakatsi representatives (<i>Bucopho</i>)	Medium	Medium	KII, leaflet	Project milestones
Municipalities	Regulation and licensing of land use; environmental health	Medium	Medium	KII, leaflet	Project milestones
<i>Imiphakatsi</i>	Authorisation of land use; community dispute resolution	Medium	Medium	FGD; leaflet	Project milestones
Interest groups					
	Needs assessment	High	High	FGDs, leaflet	Project milestones
School committees	Needs assessment	High	Medium	FGDs, leaflet	Project milestones
Parents	Needs assessment	High	Medium	FGDs, leaflet	Project milestones
Student groups	Needs assessment	High	High	FGDs, leaflet	Project milestones
School auxiliary workers	Needs assessment	Medium	medium	FGDs, leaflet	Project milestones
Eswatini Communication Commission	Funding for procurement of appropriate access devices for learning	Medium	low	KIIs, leaflets	Project milestones
Donor agencies	Needs assessment, financing	High	High	KII, leaflet	Project milestones
Companies / businesses	Needs assessment, partnerships	High	Low	KII, leaflet	Project milestones
NGO	Needs assessment, partnerships	High	Low	KII, leaflet	Project milestones



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Stakeholder	Involvement	Interest	Influence	Communication method	frequency
Eswatini Revenue Authority	Funding for professional development of teachers Financial support for learners with disabilities	low	low	KIIs, Project leaflets	Project milestones
MTN Eswatini	Supply of specialised devices to enhance learning Entrepreneur skills support (development of marketing strategies) '21 days of yello care'	low	low	KIIs, Project leaflets	Project milestones
Swaziland Council of Churches	Development of manuals for ECCE to early identification and intervention	Medium	low	KIIs, Project leaflets	Project milestones
General Public	Public support	Low	Low	Project website, Media briefings, road signs	Project milestones
Association of Transport Owners	Transporting students to and from school	Low	Low	Project website, Media briefings, road signs	Project milestones
Association of non-teaching school workers	Needs assessment	Medium	Low	KIIs, Project leaflets	Project milestones



4. SUMMARY OF STAKEHOLDER ENGAGEMENT OUTCOMES

Aside from MoET officers, key stakeholders engaged to date are shown in the table below:

Table 8: List of stakeholders engaged

Other ministries	Curriculum / Teacher training	TVET institutions	Schools	Civil society organisations
<ul style="list-style-type: none"> • DPMO • MTAD • MoH • MoSYAC 	<ul style="list-style-type: none"> • National Curriculum Centre • William Pitcher Teacher College 	<ul style="list-style-type: none"> • Eswatini College of Technology • Emlaladini Development Centre • Gwamile Voctim • Hosea Youth Centre 	<ul style="list-style-type: none"> • Mahlabatsini BA Primary School • Shining Stars Preschool • Shewula Primary School • Gija High School • Tikhuba High School • Mandulo High school 	<ul style="list-style-type: none"> • Swaziland National Teachers Association • Swaziland Principals' Association • UNESCO

Other stakeholders will be engaged within two months of project effectiveness as reflected in the ESCP.

4.1 SEP Consultancy Introductions

The Ministry of Education, through Microprojects Unit, under the Ministry of Economic Planning and Development, appointed local consultants *MTK Sustainable Technologies* to develop an Environmental and social Management Framework (ESMF) to ensure environmental sustainability of this project and a Stakeholder Engagement Plan (SEP) to assess and manage the environmental and social risks of the project.

Two (2) Inception meetings were held between the consultant, the project administrators (Microprojects), and the project management team under the Ministry of Education and Training. Initial outcomes of these meetings were the alignment of expectations between



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MoET and the consultants, with regards to the assignment. A subsequent meeting was held with the Project Management Committee at the Ministry on 7th December 2020.

It was established that the MoET Project Management Team would play a key role in identifying external stakeholders and determining their level of interest and level; of influence in the project. It was agreed that the MoET Project Management Team would facilitate a schedule of initial engagements and site visits with:⁷

The table below provides a summary of comments and issues raised.

Table 9: Summary of comments and issues

Issue/comment	Response
Clarification requested on the involvement of external stakeholders that the Ministry work with like UNICEF.	The information will be sourced from the project team on the role that those stakeholders play in this project. The consultants will then assist in determining their level of interest and influence in the project.
The project team indicated that priority stakeholders to be engaged, as they are partners in the project, are Ministry of Health, Deputy Prime Minister's Office, Ministry of Sports, Youth, Arts and Culture, Ministry of Tinkhundla Administration and Development.	Comment was noted
A request was made for a template with the typical questions that will be asked during the engagements to be sent beforehand to make it easier and faster to go through discussions.	Template would be prepared and circulated before the workshop. This template is presented in annex IV.

Minutes of the meeting are attached as Appendix 1.

⁷ See Annex IV



4.2 Initial Stakeholder consultations⁸

The planning officers at MoET introduced the consultants to their inter-ministerial partners availing them the opportunity to refocus on planned project activities and reflect on their potential roles and responsibilities. These stakeholders include:

- Deputy Prime Minister's Office
- Ministry of Tinkhundla Administration and Development
- Ministry of Health
- Ministry of Sports and Youth Affairs

The consultations provided a platform for stakeholders to raise any concerns or existing issues within the education sector. The following table summarizes initial inputs from these stakeholders. The concerns and issues raised by stakeholders in their responses should be taken into consideration as the project design is finalised.

Table 10: Summary of initial inputs from key stakeholders

Stakeholder	Participants	Summary of issues/concerns raised
Deputy Prime Minister's Office	Ndlangamandla - DPMO	There is a need to 'reimagine children's services as the environment for children in the country is currently hostile. There is a need for environmentally safe and healthy friendly Neighbourhood Care Point (NCP) facilities.
	Nkhululeko Gwebu - MoET	
Ministry of Tinkhundla Administration and Development	Sindi Nxumalo - MTK	The department is currently preparing to submit a multi-sectorial framework for ECCE to cabinet.
	Dumisani Sithole - MoT	Although this was the ministry's remit in the past, recently all aspects of children's welfare are with the DPMO. The ministry can provide background to the current situation.
	Nkhululeko Gwebu - MoET	Linkages between policy and implementation should take into account 'Inkhundla Development Plans' that look at all aspects of the population across sectors.
	Nonhlanhla Shongwe - MoET	These take into account environmental issues and make plans for protection and sustainability.
	Sindi Nxumalo - MTK	

⁸ These initial engagements were limited by the timing of the exercise to date. Activities coincided with Incwala; Christmas and New Year's festivities. It should be noted that engagements for the project preparation phase are still on-going.



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Stakeholder	Participants	Summary of issues/concerns raised
Ministry of Sports and Youth Affairs	Mfanfikile Mabuza - MoYSAC Nkhululeko Gwebu - MoET Sindi Nxumalo – MTK	The ministry relies on partners in youth development as they do not have the internal capacity to implement many projects. To that end they develop proposals for implementing partners. The ministry undertakes to provide the team with contact details of their key partners.
Ministry of Health	Dumisani Shongwe- MoH Nkhululeko Gwebu - MoET Nonhlanhla Shongwe -MoET Sindi Nxumalo - MTK	MoET and MoH are always closely associated as both health and education affect children and youth. There a number of specific departments within the MoH where program officers deal with such issues as early childhood health; Immunisation; nutrition; adolescent health; Teen pregnancy etc. It will be important for the team to engage with these officers directly. MoH has recently undergone the process of developing an ESMF and SEP and would be willing to advise MoET on any aspects.
Ministry of Sports, Culture and Youth Affairs	Ms Thobile Khumalo, Mr. Dlamini, Mr. Hlatshwayo	The ministry established 16 youth centres, each under an <i>Inkhundla</i> . Upon lack of funding to sustain, these structures are now dilapidated and all equipment and building materials was stolen. There is a need to rehabilitate these and make sure the projects are linked to the respective <i>Tinkhundla</i> for sustainability of the youth centre initiatives. The plan is to rehabilitate, bring in equipment, train youth in the youth centres on skills, entrepreneurship, and provide start-up funds for businesses There are issues of chieftaincy disputes in some areas, which affect smooth operation of these centres. Youth centres close to the border experience issues with continuity as there is seasonal migration of youth across the border
Ministry of Information, Communication and Technology (MICT)	Mr. Sakhile Dlamini (Senior Communication Engineer)	MoET and MICT coordination is very weak, leading to the Ministry missing out on key ICT projects and opportunities. The ministry considers ICT as a subject and not a tool that needs to be integrated in learning.



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Stakeholder	Participants	Summary of issues/concerns raised
		The EPTC experiences issues of copper wire theft

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4.3 Stakeholder workshop⁹

A half-day stakeholders' workshop was held on 16th December 2020. The workshop was aimed at:

- ✓ Explaining the process of formulating the ESMF and the SEP
- ✓ Introducing the consultants
- ✓ Agreeing activities necessary to achieve the stated objectives under each component
- ✓ Ascertaining the roles and responsibilities of stakeholders
- ✓ Identifying other stakeholders
- ✓ Ascertaining the level of Interest and / influence of stakeholders
- ✓ Determining the preferred / appropriate method and frequency of engagements with stakeholders.

The workshop was attended by 31 participants of which male representing 55% and female representing 45%¹⁰. Workshop participants represented:

- Ministry of Education
- Ministry of Sports, Culture and Youth Affairs
- Ministry of Information, Communication and Technology
- National Curriculum Centre
- Eswatini College of Technology
- Mlalatini Development Centre
- William Pitcher Teacher College
- UNESCO

Participants met in person in a large conference room to maintain social distancing as well as via video link.

⁹ It should be noted that stakeholders emphasis that a holistic approach that would improve employment prospects for youth should take into account the provision of TVET and support services. For such a program to be effective there needs to be greater emphasis of and support for vocational education in Early Education and Development which is gradually strengthened during basic education as a foundation.

¹⁰ 7 participated on the Zoom platform. 4 of the women participates were from the consultant team.



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 The tables below outline the summary of workshop discussions. The input from stakeholders should be taken into consideration in further developing the project design and implementation.

Table 11: Component 1 Discussions

Project Component 1: ECDE <ul style="list-style-type: none"> • Coordination of ECDE services (Education/Nutrition/Health/WASH/Social protection) • Development of policies and guidelines • Mapping of ECD services • Teaching / learning materials and professional development Targeted ECD centres to be supported	
Key stakeholders - Key roles and responsibilities under the project	Ministry of Health Deputy Prime Minister's Office – Coordination of child services National Curriculum Centre – standardised curriculum INSET – In service training Exams Council
Current status	<ul style="list-style-type: none"> • Grade 1 curriculum to be piloted in 80 centres in 2021. • There is need for a standard assessment tool for school readiness and for mental health assessment to assist special education. • Identified 'Care Centres' will need renovations as they are not up to standard as learning establishments.
Other key partners identified (to be consulted within two months of project effectiveness)	The Early Childhood Development Network - coordination UNICEF – child welfare and policy assistance UNESCO – policy framework WFP – nutritional support



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	Parents and guardians are crucial partners at ECDE level as all activities need their consent. This is especially true with increased dependence on home learning and because they bear the costs of ECDE.
Best method of communication	Email and WhatsApp (indicated by stakeholders as preferred communication methods)

Table 12 shows inputs from stakeholders, who also assisted in the identification of more stakeholders relevant in the project. Further consultation will be undertaken with these stakeholders identified. The input from stakeholders should be taken into consideration in further developing the project design and implementation.

Table 12: Component 2 Discussions

Project Component 2: Basic Education	
<ul style="list-style-type: none"> Improving Literacy and Numeracy in Early Grades Retention (Psycho-social support/ teen pregnancy/substance abuse) OVC Education program Girls and Boys Clubs 	
ICT enabled teaching and learning in Math and Science	
Key stakeholders - Key roles and responsibilities under the project	The stakeholders for this component are similar to those in component 1. Mlalatini Development centre - study centres (in schools) Ministry of ICT
Current status	A key challenge is that ICT is seen as a subject within the Ministry of Education rather than as a tool through which to teach all subjects. It is generally felt that MoET (Subject panels) do not have the capacity to leverage technologies for teaching and learning. There is need for a curriculum that integrates and utilises IT as a teaching tool. Hardware and software costs are seen as prohibitive as well as rural connectivity is also a key challenge.
Other key partners identified	Head teachers- Implementing curriculum changes School committee chairpersons - facilitating 'Boys and Girls Clubs'. SWAGGAA – Psychosocial support



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(to be consulted within two months of project approval)	World Vision – Girls education Kwakha Indvoza – holistic education targeting boys and young men MacMillan Publishers – print based materials / stationary The Commonwealth of Learning- project funding
Best method of communication	Email and WhatsApp

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4.4 Summary of inputs from consulted stakeholders

The following table outlined inputs from engagements with some stakeholders.

Table 13: Summary inputs from consulted stakeholders

Stakeholder	Participants	Response to be considered in project design and implementation
Mahlabatsini BA Primary (Grade 0)	Ms. Thobile Khumalo (MTK), Ms Bongekile Hlophe non-academic staff), Ms. Nomcebo Dlamini (teacher)	<ul style="list-style-type: none"> • No have physical classes for grade 0, lessons conducted in church. • Learning equipment is also lacking. • Since primary education is free parents are often reluctant to pay for grade 0.
Shining stars Preschool (Private)	Ms. Thobile Khumalo (MTK), Mr. Cinisela Dlamini (Principal)	<ul style="list-style-type: none"> • No problem with parents' payments of school fees. • Many classes for preschool education (2 classes for each of the 3 preschool years. • Adequate equipment and learning aids
Shewula Primary	Ms. Lindokuhle Methule (MTK) Ms. Simphiwe Dlamini (MTK),	<ul style="list-style-type: none"> • Reading material provided in rural school libraries was reported to be inadequate and not up-to-date. • Staff room not adequate for the staff compliment. • Staff accommodation is also inadequate, leading to sharing amongst teachers and the potential for conflicts.
Mandulo High	Ms. Thobile Khumalo (MTK), Mr. Dludlu (principal)	<ul style="list-style-type: none"> • Low retention for both boys and girls (high activity of dagga trade) • No positive role models, unemployment of graduates makes this issue worse. • Parents do not want to pay; they expect everything to be free.



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Stakeholder	Participants	Response to be considered in project design and implementation
		<ul style="list-style-type: none"> • There is a concern for reopening during the COVID pandemic since there will not be enough classes to allow social distancing • The bridge gets flooded during heavy rains, affecting attendance of students.
Tikhuba High School	Ms. Lindokuhle Methule (MTK) Ms. Simphiwe Dlamini (MTK), Mr. Bongani Magongo (Senior teacher)	<ul style="list-style-type: none"> • Attempts to establish an internet connection via WI-FI was made in the past. This was unsuccessful; the company responsible for setting up the connection reported that the signal was too weak. Alternative means are still being considered. Internet connection is available for the IT lab, although it is not reliable. This connection is provided by EPTC. • Water pumped from a spring into four 10 000 litre tanks. Takes three days to fill up a single tank because water levels have dropped drastically since 2015. In early 2020, an application was lodged with the Ministry of Natural Resources to request assist with digging a borehole. • EPTC connection available. However, the service is not reliable. Outages are experienced often. EPTC sometimes reports that these issues are caused by people stealing copper wires. Cell phones are used for communication when EPTC service is not available. However, departments from the Ministries do not have these contact details and may not be able to get in contact with the school. • Water supply to science labs is no longer available; the lab equipment is insufficient; lab chemicals are unavailable; desktops outdated; sporting equipment (tennis table, chess board) damaged. • High drop-out rate due to teenage pregnancies, especially for lower grades and completing classes. • Lack of public transport means that most students have to walk about 10km or more per day • Students are normally tired during class due to walking distance between home and school • Students arrive to school late due to lack of public transport and walking distance



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Stakeholder	Participants	Response to be considered in project design and implementation
		<ul style="list-style-type: none"> • Road conditions influence school's inability to retain teachers. Teachers normally work for a few months or few years then leave because the road damages their cars. • The water pump is old and does not perform well. The school sometimes goes days with water when the pump is not functioning. The Ministry of Education provides water in tankers when this problem occurs, however the response is usually delayed. • Limited number of students being enrolled into subjects due to the size of the classes. For example, most students are interested in studying Home Economics, but aren't able to do that because the class can only take a certain number of students per class.
Gija High School	Ms. Sindi Nxumalo (MTK), Mr. Nxumalo (Principal)	<ul style="list-style-type: none"> • Key challenges are the teacher to student ratios in practical subjects. It should be noted that many learners are not academic and quickly lose interest if they are not 'hands-on'. Even the practical subjects end up being theoretical in nature. • The technical subjects need more space and more devices so that learners can have maximum contact time. There is need for more computer and design technology labs. • Currently the computer lab is dominated by the learners who are preparing for exams as they are the priority. It means that other learners only get to work with computers when they get to form 4 which is too late. • Although the school has access to electricity, many homes do not so learning ends at school. • With regards to retention and related social challenges, the student numbers in classrooms make it difficult for learners and teachers to focus. Teachers are not well trained to handle the challenges they meet once in a real classroom setting and do not know how to engage with learners with different learning abilities. Learners routinely skip out on classes when they feel left behind. This leads to disciplinary issues. The current approach is not adapted to the needs of learners and of the market because all government money goes towards salaries but there is no discernable



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Stakeholder	Participants	Response to be considered in project design and implementation
		<p>product. If this situation continues it will not only lead to more ‘drop-outs’ but ultimately to civil strife as we are failing our children.</p> <ul style="list-style-type: none"> • There have been some instances of theft of equipment so any new labs have to be secure.
Gwamile VOCTIM	Ms. Sindi Nxumalo (MTK), Ms. Tenele Dlamini (VOCTIM), Mr. Musa Nyawo (VOCTIM)	<ul style="list-style-type: none"> • Basic education is divorced from practical skills training. There is a lack of skills training before learners reach tertiary level. As a result, most students enroll in vocational institutions as a stepping stone to university rather than an end in itself. This is further demonstrated by the majority of applicants opting for business and accounting courses because they aspire to white collar jobs. • Those seeking internship opportunities after university discover that some companies are often reluctant to offer internships to local students. • Lack of a National Qualification Framework. This means that it is not clear what the entry level for courses should be or the skills level acquired. • There is also the challenge of scholarship unavailability. • In response to COVID19 and other current developments, VOCTIM have acquired internet data for staff and students to enable online learning.
Emlalatini development Centre	Mr. Maseko (Principal Ms. Sindi Nxumalo (MTK), Ms. Thobile Khumalo (MTK), Ms. Lindo Methule, Ms. Simphiwe Dlamini	<ul style="list-style-type: none"> • No support for ICT learning and teaching • The curriculum is print based, teachers need training to use ICT



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Stakeholder	Participants	Response to be considered in project design and implementation
Principal's Association	Ms. Sindi Nxumalo (MTK), Mr. Welcome Mhlanga (Chairman)	<p>TVET is the most neglected area. Those young people who chose to go into vocational training are not properly supported.</p> <p>Universities and other institutions admit a very small percentage of high school graduates because of steep entry requirements.</p> <p>Competency based education needs to be introduced in form 1 as much as its needed in grade 1.</p> <p>Maintenance of school structures and equipment is behind as parents are not able to pay because of COVID.</p> <p>High number of OVCs in many schools</p> <p>Most schools have limited laboratories, especially ICT.</p> <p>ICT is available as a subject, but it is not used as learning tool</p> <p>PreVOC has been piloted for a long time, and has not been rolled out.</p>
Swaziland National Association of Teachers	Ms. Sindi Nxumalo (MTK), Mr. Sikelela Dlamini (Secretary General)	<p>Appreciates that competency-based education is in its third year and as SNAT they were consulted from the beginning of the project.</p> <p>Request a report on results of grade 0 pilot for the 80 schools because they would like to see more grade 0 in public schools</p> <p>There are only 16 pre-VOC pilot schools. The preVOC needs to be better supported and rolled out.</p> <p>Secondary schools have seen an increase in core subjects (4 core and 3 elective). This means more students are failing high school because of the increase of the number of core subjects that they have to pass.</p> <p>Tertiary will benefit from the competency-based education because skills will be identified early</p> <p>There is a need for benchmarking with other regional bodies.</p>

All the above comments were noted as they give significant information and more understanding of the issues targeted by the project.

5. STAKEHOLDER ENGAGEMENT PROGRAM

5.1 Phases or stages of stakeholder Engagement

The specific sites for the project have not been confirmed and this requires a flexible SEP. As the project is currently broad as reflected in this SEP. However, it anticipated that the timing and frequency of stakeholder engagement will be during project design, inception phase, implementation phase and launch phase.

5.2 Proposed strategy for Information Disclosure

Stakeholders engaged to date indicate that email and WhatsApp are effective methods of contacting them or keeping them informed. This suggests that the creation of groups under each component would be effective. Other stakeholder groups may prefer alternative methods. The current COVID-19 pandemic highlights the need to avoid in person contact such as public meetings. The table below describes how information will be disclosed to the different stakeholder groups.

Table 14: Strategy for information disclosure

Method	Objective
Email / WhatsApp	The majority of stakeholders engaged to date indicated that these are the most effective means to contact them.
Correspondences (Phone, Emails)	Distribute information to Government officials, NGOs, Local; Invite stakeholders to virtual meetings and follow-up
Project website	Present project information and progress updates that stakeholders can access on a need basis.
Media Briefings	Disclose ESMF and other relevant project information to media houses.
Project brochure	Documentation and dissemination of accurate project information to stakeholders who may not have access to internet.
Road signs	Share information on project activities (esp. construction / renovation)



5.3 Proposed Strategy for Engagements

Table 16 outlines the proposed strategy for engagements which is mainly focused on the methods and objectives.

Table 15: Proposed strategy for engagements

Method	Target groups	Objective
Key Informant Interviews (KII)	e.g. Government officers; community officials; School principals; representatives of partner agencies; labour and civil society organisations	Enable stakeholder to speak freely about sensitive issues; Seeking views and opinions; Inputs into design and implementation as well as Build personal relationships; Record meetings
Focus Group Discussions (FGD)	e.g. School committees/ parents groups (FGD participants are usually 'peer' groupings such as women only or children only)	Present Project information to a group of stakeholders, allow stakeholders to provide their views on targeted baseline information; Build relationships with communities; Record responses

On the whole, it is possible to engage with Key informants in virtual meetings to avoid in person contact during the COVID-19 pandemic. However, at community level and /or where Focus Groups are the preferred method of engagements, social distancing; mandatory mask wearing and sanitising should be observed. The practise of outdoor 'under the tree' meetings shall be encouraged.

5.4 Proposed Strategy to incorporate the view of vulnerable groups

The project will carry out targeted stakeholder engagement with vulnerable groups to understand concerns/needs in terms of accessing information, education/schooling facilities and services as well as other challenges they face at homes, schools. Work places and in their communities. Vulnerable groups will be identified by learning institutions, relevant government departments, community leadership and civil society organisations. The method of engagement will be determined by the nature of the vulnerability. To ensure that the



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Cultural norms and values can prevent stakeholders from freely participating in meetings. Often there are conflicting demands and it can be challenging for a project to identify stakeholders who are representative of common interests. This shall be avoided by employing local consultants who are sensitive to local power dynamics, which will require project proponents to develop an awareness of the local context and implementing structures to support and foster effective stakeholder engagement, with particular attention being given to disadvantaged and vulnerable groups, including women and children.

5.5 Responsibilities and Resources for Implementing Stakeholder Engagement Activities

The **Project Management Team** is comprised of the lead coordinating entities of the ECDE; Basic Education and TVET components will be responsible for hosting regular meetings with the respective implementing entities to: (i) agree on workplans/budgets/deliverables; (ii) monitor progress on achievement of deliverables; (iii) raise any concerns with implementation progress with the Project Steering Committee (PSC-described below); (iv) collate and submit progress reports to the PSC and the World Bank; (v) collate financial expenditure information for submission to the Project Implementation Unit.

The Project Management Team includes:

- Director
- Planning Officers
- Chief inspector Primary
- Chief inspector Secondary
- Chief inspector Tertiary
- Senior inspector ECDE
- Under-secretary administration
- Under-secretary schools management
- EMS (monitoring and evaluation)



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The **Project Implementation Unit** within the Ministry of Education and Training will lead the implementation of the project and will be responsible for its overall coordination. This means that it will be responsible for (i) liaison and reporting to the MEDP and the World Bank; (ii) coordinating implementation, (iii) monitoring progress and reporting (with inputs from other implementing entities) under the project. There will be several Ministries involved in the implementation of the project under different components and sub- components.

The Project implementation unit will comprise:

- a) PIU manager
- b) PIU office assistant
- c) Financial Management specialist
- d) Accountant
- e) Procurement specialist
- f) Procurement assistant (depending on the amount and frequency of procurement related activities for goods, services and civil works)
- g) Environmental specialist
- h) Social specialist
- i) Monitoring and evaluation specialist
- j) Education specialist as this project is about skills development

The PIU will consolidate reports for sharing during the Project Steering Committee meetings held quarterly.

The figure below illustrates the structure of the PIU.

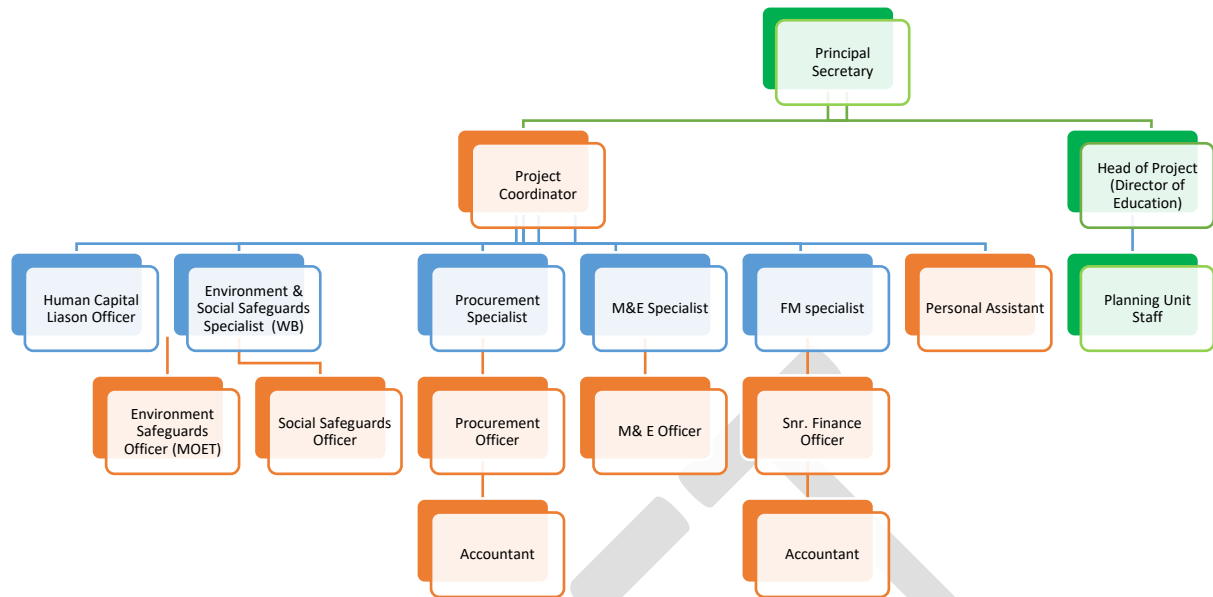


Figure 1: PIU Structure

The **Project Steering Committee (PSC)** will meet quarterly to review progress under each component, provide technical guidance and support to all committee. The Project Steering Committee consists of Principal Secretaries of the following ministries: MoET, DPMO, Ministry of Tinkhundla Administration and Development, MICT, MoH, MSYC, MoF and MEPD.



6. GRIEVANCE REDRESS MECHANISM

A Grievance Mechanism (GM) assists in the resolution of complaints and grievances in a timely, effective and efficient manner that satisfies all parties involved. Specifically, it provides a transparent and credible process for fair, effective and sustainable outcomes. It also builds trust and cooperation as an integral component of broader community consultation that facilitates corrective actions. Specifically, the GM:

- Provides affected people with avenues for making a complaint or resolving any dispute that may arise during the course of the implementation of projects;
- Ensures that appropriate and mutually acceptable redress actions are identified and implemented to the satisfaction of complainants; and
- Avoids the need to resort to judicial proceedings.

Grievances are understood to be issues, concerns, problems or claims (perceived or actual) that an individual or group wants MoET, through the project, to address or resolve.

6.1 Objective of the GRM

Grievances raised by stakeholders need to be managed through a transparent process, readily accessible and acceptable to all segments of affected stakeholders, at no cost and without retribution. The grievance mechanism should be appropriate to the scale of impacts and risks presented by a project, and beneficial for both the proponent/operator and external stakeholders. The mechanism must not impede access to other judicial or administrative remedies. The key objectives of the grievance mechanism are to:

- Record, categorize and prioritize the grievances;
- Settle the grievances via consultation with all stakeholders (and inform those stakeholders of the solutions)
- Forward any unresolved cases to the relevant authority.



6.2 GRM Principles

The GRM will be based on the following principles:

- **Fairness.** Grievances are treated confidentially, assessed impartially and handled transparently.
- **Objectiveness and independence.** The GM operates independently of all interested parties in order to guarantee fair, objective, and impartial treatment to each case. GM officials have adequate means and powers to investigate grievances (e.g., interview witnesses, access records).
- **Simplicity and accessibility.** Procedures to file grievances and seek action are simple enough that project beneficiaries can easily understand them. Project beneficiaries have a range of contact options including, at a minimum, a telephone number (preferably toll-free), an e-mail address, and a postal address. The GM is accessible to all stakeholders, irrespective of the remoteness of the area they live in, the language they speak, and their level of education or income. The GM does not use complex processes that create confusion or anxiety (such as only accepting grievances on official-looking standard forms or through grievance boxes in government offices).
- **Responsiveness and efficiency.** The GRM is designed to be responsive to the needs of all complainants. Accordingly, officials handling grievances are trained to take effective action upon, and respond quickly to, grievances and suggestions.
- **Speed and proportionality.** All grievances, simple or complex, are addressed and resolved as quickly as possible. The action taken on the grievance or suggestion is swift, decisive, and constructive.
- **Participatory and social inclusion.** A wide range of project-affected people, community members, members of vulnerable groups, project implementers, civil society, and the media are encouraged to bring grievances and comments to the attention of project authorities. Special attention is given to ensure that poor people and marginalized groups, including those with special needs, are able to access the GM.

6.3 Scope of GRM

The GRM will cover grievances raised in relation to the following;

- All concerns raised in relation to the implementation of any projects and programs coordinated by the PIU;



- All concerns raised in relation to occupational, community health and safety risks in project areas
- Adverse environmental and social impacts in relation to Project funded activities and programs.

6.4 Structure of the GRM

Grievances, feedback and questions regarding project activities can be made by stakeholders through the GRM Hotline. The Toll-Free number of MoET which already exists will be used as the GRM hotline number. Grievances may also be received in writing at the relevant school by the Head teacher; the school committee or by the Regional Education Officer.

Grievances may be handled at 3 stages as depending on the nature and magnitude:

1. Subproject and regional level
2. MoET PIU level
3. National level (Judiciary)

6.4.1 Subproject and Regional

Grievances may be lodged directly to the school or project site with the principal's office or through a comments and suggestion box to be installed in each site. This will then be passed to the ESSO (or appointed officer, e.g. M&E officer). When a grievance is logged, the ESSO should acknowledge the complaint, unless the issue is logged anonymously. If the issue is registered anonymously, it will be automatically referred to the Project coordinator. Upon registration, the appointed Officer will refer the issue for resolution or mediation to relevant officials. The aim is to resolve all grievances within a few weeks. Any grievance which is not resolved within that timeframe will be reported in detail in monthly Project management reports. All other grievances will be aggregated to track trends for managerial response.

A Complaints Register will be maintained by the ESSO, who will log the: i) details and nature of the complaint; ii) the complainant's name and their contact details; iii) date; iv) corrective actions taken in response to the complaint. This information will be included in project progress reports. The subproject level process can only act within its appropriate level of authority and where appropriate, complaints will be referred on to the relevant authority.

At subproject level, the project will establish a GR team with the following membership:

- School Principal



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- School Committee Chairperson (PTA)
- ESSO
- Regional Education Officer (REO)- chairperson

The subproject level GRM committee shall resolve or reach a decision five (5) days from the date the complaint is received. The chairperson of the GRM committee shall communicate the committee’s decision to the aggrieved PAP in writing and keep record of all the decisions related to each case. The following process will be followed by the Environmental and Social Standards Officer, who will be the driver of the GRM at project level.

6.4.2 GRM at Project/National level

A Grievance Committee (GC) by the Principal Secretary of the MoET to follow up on and address complaints will be set up at the PIU level and will include the following persons.

This will follow the process outlined in the following table.

6.4.3 Stage 1: Grievance raised through toll-free line

Table 16: PIU Grievance mechanism

Step	Process
1	<p>The Aggrieved Party (AP) will take his/her grievance through the MoET toll free line 9664, or email to PS at ps_education@gov.sz. or in person at the MoET office</p> <p>The complaint will then be passed to the Social Officer (of the PIU) within 24 hours.</p>
2	<p>The Social officer logs the grievance and acknowledges receipt to the complainant within two working days including communicating the timeline within which resolution is expected, i.e. 14 days and not more than one month in case additional investigation/research is needed. As a minimum the following information shall be recorded:</p> <ul style="list-style-type: none"> • Case number • Complainant’s name and contact details • Date and time of complaint • Description/statement of the grievance including where it happened, date and the Contractor staff complained against if applicable



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	<ul style="list-style-type: none"> Date complaint is referred to the PIU by toll free line, email or in person. <p>The following information shall be shared widely with stakeholders, during the next round of consultations and will include more detailed information on the process of making a grievance and what to expect in terms of procedures and timelines</p> <p>Toll Free No (9664), Email address (ps_education@gov.sz), Office address: Ministry of Education and Training Building Hospital Hill Road, Postal Address: P. O. Box 39 Mbabane, Swaziland, Telephone: (+268) 24042491/ 24045750/ 24043307, Mbabane Kingdom of Eswatini.</p>
3	The Social officer then refers the complaint to the Grievance committee (GC) within 24 hours for resolution within 14 days from the date the grievance was made to the toll-free line, or via email or in person and no more than 30 days. The timeframe can extend beyond 14 days depending on the nature of the dispute and type of follow up required. The expectant timeframe will be communicated by the PIU to the complainant and the reasons for the extra days beyond the standard 14 days will be recorded in a grievance log .
4	If the GC determines that additional research / investigation is needed beyond 30 days, it will inform the complainant that additional time is required, not more than 6 weeks from when the complaint was first made.
5	In exceptional circumstances, if more than 6 weeks is required, this will be recorded in detail and shared for prior approval of both the project Coordinator and the World bank team before the extension of time can be granted. Further, it will also and will be reflected in the PIU's bi-annual reports and M&E reporting.
6	The complainant will be informed of the outcome immediately and at the latest within 5 days of the decision.
7	If the complainant is not satisfied, or the matter is not resolved, the complainant will be notified of his/her right to appeal the decision of the PIU through the appeal process.

The PIU GM and the GC are required to follow the steps for resolution of grievances:

- The GC shall convene as per necessity (but at least once a month) and shall include at a minimum 4 members. These are the Environmental officer, Social officer, Project coordinator, Head of project and Human Capital Liaison Officer, Civic /NGO representative.
- Special provisions will be made for any complaints of a confidential nature and in the case of complaints related to sexual exploitation and abuse (SEA) and sexual



Strengthening Education and Skills Training Systems to Support Human Capital Development harassment (SH), procedures as laid out in the SEA/SH action plan to be prepared will be followed.

6.5 Grievance Resolution Approach

The following steps shall be performed in a timely manner to avoid delaying resolution of a grievance:

- Obtain and document as much information as possible from the complainant to gain a first-hand understanding of the grievance (For handling grievances relating to SEA and SH, please refer to SEA/SH action plan to be prepared).
- Undertake a site visit, if required, to clarify the parties and issues involved. Gather the views of other stakeholders.
- Determine whether the grievance is legitimate/sound. Inform the complainant of the expected time frame for resolution of the grievance.
- Enter the findings of the investigation in the grievance database.

The results of the investigation of non-sensitive complaints should be publicized.

6.6 Closure of Grievance

A grievance will be considered “resolved” or “closed” when a resolution satisfactory to both parties has been reached, and after corrective measures have been successfully implemented. When a proposed solution is agreed between the Project and the complainant, the time needed to implement it will depend on the nature of the solution. However, the actions to implement this solution will be undertaken within one month of the grievance being logged and will be tracked until completion. Once the solution is under implementation or has been implemented to the satisfaction of the complainant, a complaint close out form will be signed by both parties (PIU Coordinator or its representative and the complainant), stating that the complainant considers that his/her grievance is closed. The grievance then, will be archived in the Project Grievance database. In certain situations, however, the Project may “close” a grievance even if the complainant is not satisfied with the outcome. This could be the case, for example, if the complainant is unable to substantiate a grievance, or it is obviously speculative or fraudulent. In such situations, the Project’s efforts to investigate the grievance and to arrive at a conclusion will be well documented and the complainant advised of the situation. MoH will not dismiss grievances based on a cursory review and close them unless the complainant has been notified and had the opportunity to provide supplementary information or evidence.



6.7 World Bank Grievance Handling Mechanism

If the project GM failed to resolve disputes in amicable fashion, PAPs and individuals who believe that they are adversely affected by a project supported by the World Bank may also send complaints directly to the Bank through the Bank's Grievance Redress Service (GRS). A complaint can be submitted to the Bank GRS through the following channels:

- Email: grievances@worldbank.org
- Fax: +1.202.614.7313
- Mail: The World Bank, Grievance Redress Service, MSN MC10-1018, 1818 H Street, Northwest, Washington, DC 20433, USA.

6.8 Sexual exploitation and abuse and Sexual Harassment

Other measures to handle sensitive and confidential complaints, including those related to Sexual Exploitation and Abuse/Harassment (SEA/SH), will be identified in the SEA/SH Action Plan which will be project specific and will be developed by the contractor during project implementation. With respect to SEA/SH related complaints, special procedures will be adopted in order to ensure anonymity and referral procedures to associated NGOs who are experienced in handling GBV cases will be set up. If the matter remains unresolved, or complainant is not satisfied with the outcome at the project level, the head of the GM, will then refer the matter to the MoET for a resolution. Project Affected Parties (PAPs) have the option to take their respective case/s directly to the established legal system as provided by Eswatini law.

6.9 Awareness raising and disclosure of the GRM

Awareness raising and disclosure of the GRM will be provided in an accessible format. Communities and potentially affected persons will be advised of the GM in the early stages of engagement on the project, and be made aware of:

- The potential impacts of the project and how these impacts are to be minimized;
- How they can access the GRM (i.e. key people and complaint forms);
- Who to speak to and how to make a complaint;
- The timeframes for each stage of the process;
- The GM being confidential, responsive and transparent; and
- Alternative avenues of dispute resolution where conflicts of interest exist.



6.10 Grievance Records and Documentation

A PIU grievance log will be maintained. The PIU Grievance log at a minimum will record the following information:

- Individual case number
- Complainant's name and contact details (unless the complaint has been submitted anonymously)
- Date and time of complaint
- Date complaint was sent by Hotline to PIU (standard is within 24 hours complaint being received by Hotline)
- Date complaint was logged by PIU
- Date acknowledgement was sent to complainant by PIU
- Time estimated to address (based on timelines set out in stage 1 and stage 2)
- Description/statement of the grievance including where it happened, date and the Contractor staff complained against if applicable
- Details of proposed resolution, including person(s) who will be responsible for authorizing and implementing any corrective actions that are part of the proposed resolution OR Details of it being sent to Stage 2
- Date when proposed resolution was communicated to the complainant (unless anonymous) Or Date of when it was referred to Stage 2
- Details of whether the complainant was satisfied with the resolution, whether the complaint can be closed out
- Date of when the complaint is closed
- Date when the resolution is implemented (if any).



7. MONITORING AND REPORTING

7.1 Monitoring and Evaluation

Monitoring and evaluation of the stakeholder engagement process is considered vital to ensure MoET is able to respond to identified issues and alter the schedule and nature of engagement activities to make them more effective. Adherence to the following characteristics/commitments/activities will assist in achieving:

- Successful engagement;
- Sufficient resources to undertake the engagement;
- Inclusivity (inclusion of key groups) of interactions with stakeholders;
- Promotion of stakeholder involvement;
- Sense of trust in MoET shown by all stakeholders;
- Clearly defined approaches; and
- Transparency in all activities.

Monitoring of the stakeholder engagement process allows the efficacy of the process to be evaluated. Specifically, by identifying key performance indicators that reflect the objectives of the SEP and the specific actions and timings, it is possible to both monitor and evaluate the process undertaken. Two distinct but related monitoring activities, in terms of timing, will be implemented:

- During the engagement activities: short-term monitoring to allow for adjustments/improvements to be made during engagement; and
- Following completion of all engagement activities: review of outputs at the end of engagement to evaluate the effectiveness of the SEP as implemented.

During engagement with stakeholders the engagement team will assess meetings using a feedback evaluation form or asking questions to participants, depending on the stakeholder group, to ensure that messages are being conveyed clearly. The engagement team will also conduct debriefing sessions while in the field. This assesses whether the required outcomes of the stakeholder engagement process are being achieved and provide the opportunity to amend the process where necessary.

These findings will be recorded in both monthly and quarterly updates; the quarterly updates are to be shared with the World Bank team,



Strengthening Education and Skills Training Systems to Support Human Capital Development
The Stakeholder engagement tools for M&E will include :

- Stakeholder database;
- Issues Log or Issues and Response table; and
- Meeting records of all consultations held.

Moreover, the tool can be used to manage on-going Project issues, and for stakeholder identification and analysis processes.

The identification of project related impacts and concerns is a key element of stakeholder engagement that will occur over the complete project life-cycle. As such, the identification of new concerns and impacts as the ESMF/ESMP and project progresses will serve as an overall indicator for the MoET of the stakeholder engagement process.

Performance of stakeholder engagement will be assessed based on the extent to which the engagement activities and outputs meet those outlined in the SEP. In assessing performance, the following should be considered:

- a. Materials disseminated: types, frequency, and location;
- b. Place and time of formal engagement events and level of participation including specific stakeholder groups (e.g., educationalists; women, youth, community leaders);
- c. Number of people attending public or formal meetings;
- d. Number of comments received on specific issues, type of stakeholder and details of feedback provided;
- e. Numbers and type of stakeholders who meet the Project team by mail, telephone and any other means of communication;
- f. Meeting minutes, attendance registers and photographic evidence;
- g. Comments received by government authorities, community leaders and other parties and passed to the Project;
- h. Numbers and type of feedback and/or grievances and the nature and timing of their resolution; and the extent to which feedback and comments have been addressed and have led to corrective actions being implemented.

7.2 Reporting Back to Stakeholders

The SEP will be periodically revised and updated as necessary in the course of project implementation in order to ensure that the information presented herein is consistent and is



Strengthening Education and Skills Training Systems to Support Human Capital Development the most recent, and that the identified methods of engagement remain appropriate and effective in relation to the project context and specific phases of the development. Any major changes to the project related activities and to its schedule will be duly reflected in the SEP. Specific dates/requirements for SEP updates will be agreed upon by the PIU and World Bank team.

Regular, preferably monthly summaries and internal reports on public grievances, enquiries and related incidents, together with the status of implementation of associated corrective/preventative actions will be collated by responsible staff and referred to the senior management of the project. The monthly summaries will provide a mechanism for assessing both the number and the nature of complaints and requests for information, along with the Project's ability to address those in an effective manner. Mandatory quarterly updates from PIU to the world bank will also include an update on all activities conducted, issues raised, challenges etc under the SEP as well as under the Grievance mechanism.

Finally, information on public engagement activities undertaken by the Project during the year may be conveyed to the stakeholders through publication of a standalone annual report on project's interaction with the stakeholders. Further details will be outlined in the updated SEP, to be prepared within the first quarter of project effectiveness, specific date will be agreed upon between PIU and World Bank team at a later stage.

Periodic feedback from stakeholders will be used to update the SEP from time to time, dates will be agreed by PIU and World Bank team.



Annex I Engagement record checklist

Date of engagement	
Location of engagement	
Form of engagement (e.g. KII / FGD /community)	
# of participants:	Profile of stakeholder(s):
List of documents disclosed	
Summary of main points and concerns raised:	
Summary of how stakeholders' concerns were responded to and taken into account:	
Issues and activities that require follow-up actions, including clarifying how stakeholders are informed of decisions:	



Annex II GRM form

GRIEVANCE/INQUIRY RECORD

Instructions: This form is to be completed by staff receiving the inquiry or grievance and sent to the Project Implementation Unit at the Ministry of Education and Training. Attach any supporting documentation/letters as relevant.

Date Grievance Received:

Name of Staff Completing Form:

Place Grievance Received:

Mode of Filing Inquiry or Grievance (check):

In person Telephone E-mail Toll free no Website

Grievance/Suggestion box Community meeting Public consultation Other

Name of Person Raising Grievance: *(information is optional and always treated as confidential)*

Gender: Male Female other

Address or contact information for Person Raising Grievance: *(information is optional and confidential)*

Location where grievance/problem occurred [write in]

National:

Inkhundla:

Chiefdom:

Others:

Others:

Brief Description of Grievance or Inquiry: *(Provide as much detail and facts as possible)*

Who should handle and follow up on the grievance?

Progress in resolving the grievance (e.g., answered, being resolved, settled):

Other Comments:



Annex III Acknowledgement form

GRIEVANCE ACKNOWLEDGEMENT		
<i>Instructions: This form is to be completed by the Project Implementation unit and mailed or delivered to the complainant.</i>		
Date Grievance Received:	Tracking Number:	Grievance Category:
Grievance Received (check <input checked="" type="checkbox"/>):		
<input type="checkbox"/> National <input type="checkbox"/> inkhundla <input type="checkbox"/> Chiefdom		
Mode of Filing Inquiry or Grievance (check <input checked="" type="checkbox"/>):		
<input type="checkbox"/> In person <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input type="checkbox"/> Phone Text Message <input type="checkbox"/> Website		
<input type="checkbox"/> Grievance/Suggestion box <input type="checkbox"/> Community meeting <input type="checkbox"/> Public consultation <input type="checkbox"/> Other		

Name of Person Raising Grievance: <i>(information is optional and always treated as confidential)</i>		
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> other		
Contact information for the Person Raising Grievance: <i>(information is optional and confidential)</i>		
Email:		
Phone:		
Address:		



Annex IV: Minutes of Stakeholder meetings

Introduction Meeting Minutes

Date: Monday, 07 December 2020

FULL NAMES	DESIGNATION	EMAIL/CONTACT
Mgcibelo L. Tsela	SI-ICT	lmktsela@gmail.com
Vusi Simelane	ACT-CIP	vusisim@gmail.com
Sindisiwe Nxumalo	Sociologist MTK Sustainable Technologies	sindinx69@gmail.com
Thobile Khumalo	Environmentalist MTK Sustainable Technologies	thobie_khumalo@yahoo.ca/tkhumalo@mtkinvest.com
Nonhlanhla Shongwe	Snr Planning Officer	shongwen81@gmail.com
Martha S. Shongwe	CIS	ortizmartha88@yahoo.com
Lindiwe Dlamini	ETGPS Director	directoretgps@gmail.com
Dr N.L Dlamini	Director	lenhledlamini2003@yahoo.co.uk
Gwen Simelane	S.I. ECCDE	gwensimelane@yahoo.com
Fikile Mdluli	MSET-CJ-T	fcmdluli@gmail.com

Venue: Ministry of Education and Training Conference Room, Ground Floor

Time: 2.00 pm

Attendees

The attendance Register is attached.

Agenda:

- Introduction of Consultants to Project Management team
- Remarks by chairperson
- Discussions on expectations
- Way forward and closing

1. Introductions

➤ Mr Gwebu introduced MTK Sustainable Technologies (Pty) Ltd team to the Ministry of Education and Training project management team. He also appreciated the attendance by Ministry officials at such short notice. He indicated that the work of the consultants in developing an ESMF is part of the preparatory stage of the project on strengthening Education and skills training systems to support human Capital development in Eswatini. He indicated



Strengthening Education and Skills Training Systems to Support Human Capital Development that the requirements that need to be fulfilled for the project to be submitted for review by the World Bank are:

- The Environmental and Social Management Framework (ESMF)
- Stakeholder Engagement Plan (SEP)
- Resettlement Action Plan (RAP)
- Environmental and Social Commitment Plan (ESCP)

Since resettlement is not anticipated for the project, the RAP was not seen to be necessary at this point. However, general guidelines will need to be presented in case there is a need for relocate structures during the specific projects. The ESCP will be done in-house by the MOET. He also indicated that the project timelines are very tight. He appealed with the team to cooperate with the consultants.

Remarks by Project team chairperson

The chairperson welcomed the consultants and expressed appreciation on the work that Mr. Gwebu and Ms. Shongwe had done in moving speedily with the project to the point of appointing consultants. She pledged support from her office and the team She is working with. She then introduced the project management team, which consists of leaders from the different clusters under the 4 components of the project.

Discussions on Expectations

Mrs T Khumalo from MTK Sustainable Technologies expressed appreciation for the opportunity that has been given the company in carrying out the assignment. She indicated that reports and documents that they had requested from the Ministry have been received and are very helpful. She requested that the project team gives an indication on the types areas that may be potential project sites. She stated that for the ESMF to be relevant, there should be an idea of the general areas that will be considered for the project.

Ms. Sindi Nxumalo, who is also part of the consultant team outlined the importance of stakeholder engagement to inclusive, culturally relevant and indicated that the SEP is a living documents that keeps being updated as more stakeholders are discovered. She indicated that the main approach to be used in this assignment will be Key informant interviews and focus group discussions. There will not be a detailed survey.



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Ms. Dlamini from MOET team wanted clarification on the involvement of external stakeholders that they work with like UNICEF.

Ms Nxumalo indicated that the information will be sourced from the project team on the role that those stakeholders play in this project. The consultants will then assist in determining their level of interest and influence in the project.

The project team also indicated that the priority stakeholders to be engaged as they are partners in the project are:

- Ministry of Health
- Deputy Prime Minister's Office
- Ministry of Sports, Culture and Youth Affairs
- Ministry of Tinkhundla Administration and Development

The consultants will have to be introduced to these stakeholders as soon as possible.

Mr. Simelane requested a template for the typical questions that will be asked during the engagements to be sent beforehand to make it easier and faster to go through discussions.

Closing and way forward

It was agreed that the MOET will help set up appointments with the key stakeholders of the project and put in place a schedule for the engagements. Shortly after the initial engagements, there will be visits to areas that may be potential sites.



Strengthening Education and Skills Training Systems to Support Human Capital Development
Ministry of Education Stakeholders Workshop



Sustainable Technologies (Pty) Ltd

Date: Wednesday, 16th of December 2020

Venue: Thokoza Conference Room

Time: 8:30 am

Attendees

Full Names	Organization	Designation	Contact	Email Address
Shongwe Ayanda	MoET	Inspector -IG	7628 1731	Ayandash1@gmail.com
Vusi Simelane	MoET	Acting Chief	7604 8161	vusisim@gmail.com
Simon Maseko	EDC	Vice Principal	7826 1966	Simon323maseko@gmail.com
Sanelisiwe Nkonyane	NCC	Teacher Education/Designer	7674 9640	sanelisiwe@yahoo.co.uk
Nonhlanhla Shongwe	MoET	Senior Planning Officer	7673 8150	Shongwen81@gmail.com
Thembi Glory Mdluli	MoET	Principal Accountant	7626 8466	glorymdluli@gmail.com
Zethu Ntuli	NCC	Designer	7635 7574	zethu@yahoo.com
Turu Dube	MoET	SI - Science	7614 6392	Dubeturu0000@gmail.com
Pinky Masuku (Virtual)	MoET	Guidance and Counselling		
Zanele Nxumalo	MoH	Planning Officer		



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(Virtual)				
Nelisiwe Dlamini (Virtual)	MoET	EMIS Unit		
Dudu Hlophe	MoET	ECCDE	7643 9094	Dudu08hlophe@gmail.com
Mangaliso Simelane	MSCYA	RSO	7611 7735	seefes@gmail.com
Sifiso Fakudze	MoET	EMIS	7657 4552	Mo209721@gmail
Constance Masina	ECOT	Vice Principal	7614 4068	masinaconstance@gmail.com
Simphiwe Dlamini	MTK	Environmentalist	7653 4002	simphiwemtk@gmail.com
Sakhile Dlamini	MICT	Senior Communications Engineer	7604 4813	sakhilebongani@gmail.com
Lindokuhle Methule	MTK	Environmentalist	7628 3696	Lindom@mtkinvest.com
Phumzile Hlophe	UNESCO	Secretary General	7604 2973	Phumzile_hlophe@yahoo.com
Futhi Mhlongo (Virtual)	MoET (William Pitcher)	Vice Principal		
Sipho Hurube	MoET/NCC Department	Driver	7612 1733	
Lonyaka Dlamini (Virtual)	MoET (Special Education)	Inspector Special Education Needs		
Nelisiwe Ndwandwe	MoET	Programs Officer		



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(Virtual)				
Sifiso Mamba (Virtual)	MoH	Planning Officer		
Thobile Khumalo	MTK	Consultant	7602 4256	Sustainable@mtkinvest.com
Sindisiwe Nxumalo	MTK	Sociologist	7611 0320	Sindinx69@gmail.com

MTK Sustainable Technologies facilitated registration and all members/representatives present registered their personal details. Some registered representatives joined the meeting virtually.

Attendance Register is attached.

Agenda:

- Opening prayer
- Welcome remarks
- Overview of project
- Methodologies of ESMF and SEP
- Introduction of stakeholders
- SEP under each component
- ESMF under each component
- Report back from each component
- Closing remarks

1. Opening Prayer

Mrs Zethu Ntuli opened meeting with prayer.

2. Welcome Remarks

Mrs Nonhlanhla Shongwe welcomed all stakeholders present into the meeting. She then explained the importance of housekeeping and also the importance of adhering to the Covid-19 regulations. With regards to housekeeping, Mrs Shongwe urged representatives to; participate actively during the meeting, make sure that gadgets do



not distract other stakeholders in the room during the meeting, respect, and treat each other well. She also requested that stakeholders be prompt during tea break.

In relation to the Covid-19 protocols, Mrs Shongwe urged stakeholders to maintain the stipulated social distance, ensure that they always have their masks on during the meeting, avoid hugging each other, and also avoid sharing stuff during the meeting.

3. Overview of Project

Mrs Shongwe clarified that the Ministry of Education with the support of the World Bank is preparing for a human capital project. She then mentioned that the objective of the project is to try to improve access completion and quality of basic education including early childhood development and education, skills training, and support services for girls and boys and youth in Eswatini. She mentioned that the project will try and improve issues of access and ensure that students complete the education cycle and make sure that what they get from the education system is of quality. She then stated that the project will cover 5 years beginning from 2021 – 2026 and it will take a life cycle approach to developing human capital, so it will contribute to the human capital of the country. It will focus on the different stages of growth of an individual, starting as early as early childhood development and taking care of the learning means of the child on primary and secondary level, and then also supporting the youth for them to have a chance in life especially those who have not have the opportunity to complete the education. The project is taking that approach to try and bring a complete message package. The beneficiaries are the children so that they reach their full potential and be proactive when they join the work force.

In terms of the project components, Ms Shongwe explained that the project has four components;

- 1st Component is on strengthening coordination and regulation of ECDE (Early Childhood Development Education) and improving access to quality ECDE services and education. This component has three sub-components; the 1st sub-component has to do with coordination and understanding of ECDE services. Under this sub-component, Ms Shongwe mentioned that the ministry will be working with the Deputy Prime Minister's Office. Sub-component 2 involves developing and implementing system level guidelines, policies and regulations. Lastly, sub-component 3 will include strengthening the quality of



ECDE services in targeted areas. Sub-component 1:2 and 1:3 is led by the Ministry of Education and training still working close with the Ministry of Health, Tinkhundla and so on.

- 2nd Component is on improving internal efficiency and quality in basic education. Under this component there are three sub-components; sub-component 2:1 will be on early grades reading numeracy and assessments which basically focuses on strengthening reading numeracy in mathematics and also strengthening assessments. The project will ensure that the foundation laid for curriculums is very strong when it comes to numeracy and literacy. Sub-component 2.2 is on improving retention at junior secondary level. Ms Nonhlanhla Shongwe stated that at secondary level there are no participants, a lot of students drop out and do not complete junior secondary, so through this project, the ministry will ensure that all learners enter junior secondary and complete. She further mentioned that the number of interventions that the ministry has deliberated and are bringing on under improving retention include introducing or strengthening in school and out of school class and also includes strengthening the current OVC branch to be more effective. It also includes strengthening mathematics and science at junior secondary level where the ministry is looking at integrating ICT in the teaching of math and science. Sub-component 2:2 will also include prompting assessments, strengthening assessments, and strengthening classrooms observation. Sub-component 2:3 involves supporting ICT at tertiary level.
- 3rd Component¹¹ will be on improving employment prospects for the youth through the provision of TVET and support services. Mrs Shongwe stated that this component has two sub-components; the first sub-component being implemented will involve the Ministry of Youth Sports and Culture. Here the ministry of education will be improving services to support youth so that they gain skills and the ministry is hoping to reach the youth through the different centers. The second sub-component will be mainly on tackling technical and vocational education and training for youth in targeted economic sectors.

¹¹ This component has since been identified as a separate project to be addressed at a later date.



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- 4th Component is on Capacity Building and technical support for the project.

This component will be on how the project will be implemented, and how it is going to be managed.

After explaining the four components of the project, Ms Shongwe explained the six stages of the project's lifecycle;

- Identification stage
- Preparation stage
- Appraisal stage
- Negotiation and board approval stage
- Implementation of the project
- Completion stage

Ms Shongwe mentioned that the project has completed the identification stage and is currently in the preparation stage. She further explained that under the preparation stage there are a number of assessments that the World Bank carries out to try and see that the support the Ministry of Education is requesting is really addressing the needs which are; the Ministry's capacity in terms of the financials, the kind of assistance needed by the ministry, and the financial and procurement aspect. The other aspect looked into is the Environmental and Social aspect of the project which focus on how environmental and social aspects of the project will be addressed and also the environmental impacts of the project.

In relation to the preparation stage, Ms Nonhlanhla Shongwe stated that it is the Ministry's duty to prepare safeguards instruments. With regards to environmental and social assessments, an environmental management plan will be developed if there will be major environmental and social issues.

Ms Shongwe also elaborated on the appraisal stage of the project. She explained that in this stage the World Bank will assess whether the project should continue and if they will go ahead in funding the project. She also explained that there are legal agreements that will have to be made. She then explained the negotiation and board approval stage which involve a sit down between government and the World Bank to see what role will be played by government and what role to be played by the World Bank and negotiate some of the terms under the project.

Stage 5 involve implementing the project and stage 6 is the completion and evaluation stage.

Upon explaining all the stages of project, Ms Shongwe stated that explaining the stages gives an idea of how far the team is in terms of the project. She later highlighted that the project requires commitment from all the stakeholders.



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She then mentioned instruments that need to be developed for the project which are; the Environmental and Social Management Framework (ESMF), Stakeholder Engagement Plan (SEP), Environmental and Social Commitment Plan (ESCP), and the Resettlement Policy Framework (RPF).

Ms Shongwe also stated that the project will not involve construction from scratch but the project will only cover minor renovations, for example, community pre-schools, and Gogo centers.

As explained by Ms Shongwe, the project was given a moderate risk rating under the social and environmental safeguards. The Ministry has engaged a consultant that will be working with the ministry to undertake the assessments, basically developing two main instruments; the ESMF and SEP.

Ms Nonhlanhla Shongwe introduced the consultant and handed over the next presentation to the consultant.

4. Methodologies of ESMF and SEP

Mrs T Khumalo from MTK Sustainable Technologies introduced ESMF and SEP team members to the stakeholders and thereafter presented the methodology for the ESMF. Mrs Khumalo stated that the ESMF and SEP will look at issues that will ensure that the project is environmentally and socially sustainable through its life cycle. She then mentioned that there are two deliverables expected from the assignment which are the environmental and social management framework and the stakeholder engagement plan. She revealed that Ms S Nxumalo will take over the stakeholder engagement plan. For the consultant to adequately address the terms of reference that the consultant have been presented with, a desktop service will have to be done. The consultant will also have to look at documents relevant to the project, for example; legislations. Mrs Khumalo also stated that another activity will include visiting potential sites or sample potential sites so that the document produced is relevant to the project. She mentioned that when the consultant visits the sites, the baseline conditions that will be looked at will be on; how is the environment, how are the facilities, how is the water supply and sanitation, waste management, also look at social issues since those can present significant issues.

After the baseline conditions have been looked at, the consultant will then decide on the mitigation measures to be implemented. All the mentioned issues will help the consultant in knowing the environmental and social risk of the project. From the risks that have been identified, the consultant will look at the mitigation plan taking into consideration the hierarchy



Strengthening Education and Skills Training Systems to Support Human Capital Development of mitigation which first look at the measures to prevent like can the risk be prevented, secondly; can the risk be reduced to avoid its severity. If the risk can't be reduced, can the risk be dealt with?

Mrs T Khumalo elaborated that another activity to be conducted during the exercise include institutions that are involved in the project. The key institutions involved in the project will be assessed to see if there is enough capacity to address the issues of environmental and social management risks of the project. She further explained that another key component of the project would be monitoring plan where the focus will be on each mitigation measure and what needs to be done by who and what resources are needed to be able to do that. She also stated that the assessment will look at previous conflict resolution mechanism. She also explained that there are issues that may arise and be faced by communities as a result of disagreements on how certain things should be done during the project. To try and resolve that, the consultant will propose procedures and mechanisms to ensure that those identified issues do not pose a significant threat to the implementation of the project. Mrs Khumalo stated that all the activities outlined will then form the document. The key thing she mentioned was that the baseline conditions will be assessed so that the consultant will be able to assess risks present and then use the hierarchy outlined. After compiling the report, it will be submitted with the input from stakeholders to the Ministry of Education and the World Bank to be revised until it is approved for implementation.

Mrs Khumalo indicated that the key milestones of the project included; signing of the contract which was done on 2nd of December, compiling the inception report which was done on the 9th of December. She then mentioned that currently the consultant is working on developing the ESMF and SEP, so now the consultant is trying to get as much information as it can from stakeholders. One of the big items of the exercise is to have a clear understanding of the details of the project and also help in getting input from stakeholders around here. She further explained that the final report for the ESMF will be completed on 15th of January 2021 and the SEP will be completed on the 20th of January 2021. Mrs Khumalo then handed over the rest of the presentation to Ms Sindisiwe Nxumalo who will be developing the stakeholder engagement plan.

Ms Sindisiwe Nxumalo explained that stakeholder engagement plan is important since it controls the principle that when doing a project anyone who is interested or affected in anyway by the project has been engaged to show commitment. This exercise shows integrity that the affected and interested have been engaged in the process. Another principle is that of respect since a project that follows this principle is more likely to be successful. Ms Nxumalo stated that the consultant will ensure transparency during the process so that everybody knows what



Strengthening Education and Skills Training Systems to Support Human Capital Development is happening. Nxumalo supported that transparency will bring a sense of trust in the entire project. Ms Sindisiwe mentioned that if the principle of engaging the stakeholders is followed it will help in managing costs because the risk involved is understood. She further explained that this process will enhance reputation as a project implementer for the fact that you consulted from a wide pool of people. This activity also help in avoiding conflict and will also help in managing expectations. Ms Nxumalo stated that what has to follow is the identification of relevant stakeholders under each component like the ECDE, basic education component, youth component, and vocational planning, and then identify the players and experts under each component. Ms Nxumalo emphasized that without stakeholders the project team would not be able to achieve goals. She stated that the stakeholder engagement will include discussions with people to analyze the needs in different sectors. She also stated that there would be a broad environmental and social management framework and a broad stakeholder engagement plan. There will also be a site-specific stakeholder management plan.

In closing, Ms S Nxumalo asked stakeholders from the Ministry of Education what they perceive to be their roles and responsibilities under the project. She also requested the Ministry to help the consultant in identifying other stakeholders who have not approached the consultant, the partners that the ministry work with, and the people who make work for the ministry possible and who would give the ministry the desired outcome possible under each component. She also mentioned that the consultant would like to find out the stakeholders' level of importance and also find out how they can be reached since some people prefer WhatsApp or emails and sometimes, for certain stakeholders, they might need documents or leaflets to get information. Also, the frequency is important because people are not the same, some people need the project management team to conduct weekly meetings. In conclusion she asked the present stakeholders to indicate their role, mandate, objective and responsibility in the template circulated during the meeting for the project. She also requested that they indicate the partners they work with.

5. Introduction of Stakeholders

All stakeholders present during the meeting introduced themselves and explained their role in the project. The objective of this activity was to clarify the relevance of the stakeholder to the project in relation to the project components. The table illustrate the stakeholders and their relevance to the project:



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Name and Surname	Name of organization	Stakeholder's Relevance to the project
Masina Constance	ECOT	<ul style="list-style-type: none"> ▪ Assist in the strengthening of links between TVET institutions and government and the industry as well as accreditation board. ▪ Help procure software, infrastructure and hardware for different programmes.
Mangaliso Simelane	MSCYA	<ul style="list-style-type: none"> ▪ Enhance career and entrepreneurship skills.
Vusi Simelane	MoET	<ul style="list-style-type: none"> ▪ Ensure quality education especially in primary level. ▪ Provide funding and primary school materials for all public primary schools.
Sakhile Dlamini	MICT	<ul style="list-style-type: none"> ▪ Provide support to education to enhance learning of ICT as a subject and the use or leveraging on ICT as a tool for teaching and learning. ▪ Will embrace ICT as a tool in learning and teaching for schools.
Dudu Hlophe	MoET	<ul style="list-style-type: none"> ▪ Monitor service provision. ▪ Ensure availability and implementation of policies. ▪ Ensure that teachers are relevantly trained. ▪ Work with NCC for curriculum development.
Sanelisiwe Nkonyane	National Curriculum Controls	<ul style="list-style-type: none"> ▪ Develop teaching and learning materials. ▪ Develop policies and guidelines. ▪ Improve literacy and numeracy in early grades. ▪ Enables teaching and learning in maths and science.
Simon Maseko	Emlaladini Development Centre	<ul style="list-style-type: none"> ▪ Develop print-based and online learning materials. ▪ Integrate technology enabled teaching and learning technologies into blended learning.



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		<ul style="list-style-type: none"> ▪ Establish study centres for face-to-face training sessions. ▪ Procure TEL and online hardware and software. ▪ Recruit study centre coordinators, tutors, quality assures, ICT personnel and Editors including their training. ▪ Recruit and train course writers. ▪ Use technology enabled teaching and learning technologies to teach courses for sustainable development.
Futhi Mhlongo	MoET (William Pitcher)	<ul style="list-style-type: none"> ▪ Prepare teachers for secondary education and primary education. ▪ Also prepare teachers that are relevant to address some of the issues that are being raised in the project.
Nelisiwe Ndwandwe	UNESCO	<ul style="list-style-type: none"> ▪ Support government and other organizations in the implementation of projects under ECDE. ▪ Implement some components of the project like the ECDE.
Phumzile Hlophe	UNESCO	<ul style="list-style-type: none"> ▪ Support the ministry of education when carrying out its work.
Nelisiwe Dlamini	MoET	<ul style="list-style-type: none"> ▪ Will get into the details of monitoring and evaluation under each component and try to address issues of assessments.
Simon Maseko	EDC	<ul style="list-style-type: none"> ▪ Take education closer to where people live. ▪ Pay attention to adults and those who have dropped out of school by giving them a second opportunity to continue with education.
Mangaliso Simelane	MSCYA	<ul style="list-style-type: none"> ▪ Develop youth both in and out of school through sports, arts and culture.
Dudu Hlophe	MoET	<ul style="list-style-type: none"> ▪ Look at the service delivered for the ECDE; the educational aspect of services.



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		<ul style="list-style-type: none"> ▪ Look at improving access and quality and also look into guidelines that have to be in place and see if they are well implemented.
Ayanda Shongwe	MoET	<ul style="list-style-type: none"> ▪ Look at ICT in learning and teaching of maths and science.
Turu Dube	MoET	<ul style="list-style-type: none"> ▪ Assure quality particularly in science in basic education. ▪ Focus is on secondary schools but sometimes assist in primary schools. ▪ Conduct workshops for education development for teachers.

6. SEP Under Each Component

Ms Sindisiwe Nxumalo mentioned that the consultant would like to know about the infrastructure; what is needed. Ms Nonhlanhla Shongwe responded that under ECDE there will be minor renovations which will include; site rehabilitations and upgrading of laboratories. She also revealed that community pre-schools are not in good condition so they need to be attended to in order to meet the required standard. Ms Shongwe stated that NCP structures will also be renovated to meet the standard required. The ministry promised to do a quick assessment for schools that need renovations and Ms Nxumalo thanked the ministry for considering that exercise since not knowing the specific sites may pose as a challenge for the consultant.

7. ESMF Under Each Component

Mrs T Khumalo explained environmental issues that may be a challenge to the project of which could be; pollution, waste production, occupational health and safety for those appointed to do the renovations. She as well mentioned that not knowing the potential sites may be a challenge for the consultant while doing the assessment.

8. Report Back from Each Component Group

The table below illustrate feedback from the different stakeholders under each component.



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Stakeholder Consulted	Mandate	Other Relevant Stakeholders
Constance Masina (ECOT)	<ul style="list-style-type: none"> ▪ Offer technical and vocational education. ▪ Pro-active in technological changes. ▪ Produce employable graduates. 	<ul style="list-style-type: none"> ➤ ESHEC ➤ UNESWA ➤ Industries ➤ Associations - Industry
Simon Maseko (Emlalati Development Centre)	<ul style="list-style-type: none"> ▪ Dream of providing TVET technology – enabled courses. ▪ Provide quality secondary education to the out of school youth and adults through open and distance learning (ODL), blended learning (face-to-face and online learning). 	<ul style="list-style-type: none"> ➤ The Commonwealth of learning ➤ Schools (source of tutors and accommodation) ➤ Parents and guardians
Sanelisiwe Nkonyane (National Curriculum Centre)	<ul style="list-style-type: none"> ▪ Interpret policies and develop teaching and learning materials for schools in the Kingdom of Eswatini. 	<ul style="list-style-type: none"> ➤ Macmillan ➤ UNICEF ➤ UNFPA ➤ Various colleges ➤ UNESCO
Dudu Hlophe (MoET)	<ul style="list-style-type: none"> ▪ Ensure access and quality. ▪ Monitor services delivery. ▪ Ensure availability of guidelines and policies and its implementation. 	<ul style="list-style-type: none"> ➤ Deputy Prime Minister's Office (DPMO) ➤ Ministry of Health ➤ ECCDE Network ➤ UNESCO ➤ UNICEF



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<p>Sakhile Dlamini (MICT)</p>	<ul style="list-style-type: none"> ▪ Provide an enabling environment for the use of ICTs, including in education. 	<ul style="list-style-type: none"> ➤ Academia (Colleges and Universities) ➤ ICT Regulator ➤ ESCCOM ➤ EPTC-the Telecom operator ➤ Mobile Network Operators ➤ Internet Service Providers (ISPs) ➤ E-government Unit
<p>Vusi Simelane (MoET)</p>	<ul style="list-style-type: none"> ▪ Improve literacy and numeracy in early grades. ▪ Provide funding and primary school materials for all public primary schools. 	<ul style="list-style-type: none"> ➤ Macmillan Publishers ➤ Stationery and exercise books suppliers
<p>Mangaliso Simelane (MSCYA)</p>	<ul style="list-style-type: none"> ▪ Increase youth independence. ▪ Enhance career and entrepreneurship skills. ▪ Increase youth awareness, businesses and career opportunities. ▪ Strengthen relations with private sectors to engage with youth. 	<ul style="list-style-type: none"> ➤ National Sports Council ➤ National Council of Arts and Culture ➤ Eswatini National Youth Council ➤ Junior Achievement ➤ Eswatini Olympic Commonwealth Games Associations



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		<ul style="list-style-type: none"> ➤ Enactus ➤ Catalyz ➤ UNFPA ➤ UNDP ➤ UNESCO
Zethu Ntuli National Curriculum Centre	<ul style="list-style-type: none"> • Develop curriculum that is relevant, integrated and age appropriate for children between 3 and 6 holistic development ▪ Finalize grade 0 instructional material pilot and implement ▪ Develop for the levels below age 5 ▪ Develop in collaboration with other ministries for 0-3 	<ul style="list-style-type: none"> ➤ SANU, ➤ Ngwane College ➤ UNESCO
Cebsile P. Nxumalo MoET	<ul style="list-style-type: none"> ▪ Provide leadership and strategic planning for Special and Inclusive Education in the country ▪ Supervise a team of regional inspectors for Special Education Needs. ▪ Provide leadership in setting performance targets for special education needs and writing performance reports on a quarterly and annual basis ▪ Ensure that Special and Inclusive Education as a cross-cutting issue is mainstreamed in all programmes at all levels in the education system 	<p>UNICEF Swaziland Networks on Education for All (SWANCEFA) Save the Children Fund Eswatini Communication Commission (ESCCOM)</p> <ul style="list-style-type: none"> ➤ Federation of Persons with Disabilities (FODSWA) and their affiliates i.e. Eswatini Association for



	<ul style="list-style-type: none"> ▪ Provide leadership in the development of policies, guidelines and frameworks related to Special and Inclusive Education Provide guidance on and quality control on curriculum development for learners with special education needs ▪ Ensure that learners with special needs receive inclusive quality education at all levels ▪ Coordinate workshops on Special Education Needs and Inclusive Education for educators such as inspectors, in-service providers, principals and teachers on Special and Inclusive Education ▪ Link the Ministry of Education and Training with other Stakeholders and Development Partners ▪ Play an advisory role on matters related to Special and Inclusive Education ▪ Conduct research on current trends in special and inclusive education and develop networks for collaboration and benchmarking purpose 	<p>the Visually Impaired; Eswatini National Association for the Deaf; Association for the Physically Disabled</p> <ul style="list-style-type: none"> ➤ Autism Eswatini ➤ Eswatini Revenue Authority ➤ MTN Eswatini ➤ Swaziland Council of Churches
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<p>Turu Dube MoET</p>	<ul style="list-style-type: none"> ▪ Quality assurance for Science teaching in schools. ▪ Capacity development of Science teachers through in-service. ▪ Participation in Science curriculum development. ▪ Collaboration with pre-service teacher training institutions, especially William Pitcher College. 	<ul style="list-style-type: none"> ➤ NCC ➤ UNESWA
<p>Mfanfikile Mabuza MoSCYA</p>	<ul style="list-style-type: none"> ▪ <i>Coordination of youth development stakeholders</i> ▪ <i>Alignment with government priorities and policies</i> ▪ <i>Monitoring and evaluation</i> ▪ <i>Reporting</i> 	<ul style="list-style-type: none"> ➤ <i>Junior Achievement</i> ➤ <i>Enactus</i> ➤ <i>National Youth Council</i> ➤ <i>UNFPA</i> ➤ <i>Catalyze</i> ➤ <i>Namboard</i>
<p>Nelisiwe Nick Ndwandwe UNESCO</p>	<ul style="list-style-type: none"> ▪ Support the development of Strategy for TVET (2016-2021) in alignment with Sustainable Development Goal 4 and the Education 2030 Framework for Action to strengthen TVET systems of the Kingdom of government of Eswatini and advance youth employment, access to decent work, entrepreneurship and lifelong learning opportunities the Eswatini contexts, under three 	<ul style="list-style-type: none"> ➤ <i>Sebenta National Institute</i>



	<p>priority areas: Fostering youth employment and entrepreneurship, Promoting equity and gender equality, and Facilitating the transition to green economies and sustainable societies.</p> <ul style="list-style-type: none">▪ Promoting equity and gender equality.▪ Facilitating the transition to green economies and sustainable societies.▪ Supports Member States in reviewing their TVET policies through analysis and alignment of key policy areas.▪ Supports the development of sustainable TVET financing mechanisms, with the view to mobilize resources for the implementation and of the implementation from the TVET Strategy.▪ Support the country in providing access for young people to quality skills training for the world of work and self-employment to directly address the issue of growing youth unemployment through TVET.	
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	<ul style="list-style-type: none">Support a smooth transition to green economies through appropriate strategies, cross-sector synergies and partnerships.	
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Workshop Pictures



photo plate 1: Stakeholders in attendance at Workshop



9. Closing Remarks

Mrs N Shongwe thanked all present stakeholders and mentioned that the consultant would appreciate feedback from the different stakeholders. She also urged the participants to work well with the ministry. Lastly, she stated the project will change the lives of children and then adjourned the meeting.

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<p>Project Component 1:</p> <p>ECDE</p> <ul style="list-style-type: none"> • Coordination of ECDE services (Education/Nutrition/Health/WASH/Social protection) • Development of policies and guidelines • Mapping of ECD services • Teaching / learning materials and professional development • Targeted ECD centres to be supported 	<p>Project Component 2: Basic Education</p> <ul style="list-style-type: none"> • Improving Literacy and Numeracy in Early Grades • Retention (Psycho-social support/ teen pregnancy/substance abuse) • OVC Education program • Girls and Boys Clubs ICT enabled teaching and learning in Math and Science 	<p>Project Component 3:</p> <p>Employment to improvement of TVET</p> <ul style="list-style-type: none"> • TVET institutions • National Qualifications Framework • Priority economic sectors /labour markets Youth 'job' Centres 	
<p>PLEASE TICK THE COMPONENT MOST RELEVANT TO YOUR MANDATE ABOVE</p>			
<p>Name:</p>	<p>Your Organisation:</p>	<p>Designation in organisation</p>	<p>Cell Number: Email:</p>
<p>Key Objectives / mandate of your organisation (bullet points)</p>			
<p>Your key roles and responsibilities under the project (bullet points)</p>			
<p>Other than government ministries; who are your main partners? (List) and what is their key mandate?</p>			
<p>What is the best method of contacting you?</p>			

Template for establishment of stakeholders



<p>What physical infrastructure activities do you anticipate under this project?</p>	
<p>What environmental challenges do you anticipate arising from these activities?</p>	
<p>What social factors present risks / challenges to the project?</p>	
<p>What are possible mitigation measures?</p>	
<p>What is the current status of WASH in the sector?</p>	
<p>What possible mitigation measure need to be put in place?</p>	