

KINGDOM OF ESWATINI



Multi-Year Action Plan

2022/23–2024/25

Implementation of the Education Sector
Strategic Plan (ESSP) 2022–2034 for Eswatini



*Multi-Year Action Plan 2022/23–2024/25 for the implementation of the
Education Sector Strategic Plan (ESSP) 2022–2034 for Eswatini*

Reference No. LRPS-2021–9165592

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Acronyms and abbreviations

AELL	adult education and lifelong learning
AIDS	acquired immunodeficiency syndrome
AS	Advanced Subsidiary
CBE	competency-based education
CLP	compressed learning plan
CPD	continuous professional development
CSTL	care and support for teaching and learning (previously known as SCCS)
DPM	Deputy Prime Minister
E	Eswatini emalangeni
ECCDE	early childhood care, development and education
ECESWA	Exams Council of Eswatini
ECOT	Eswatini College of Technology (previously known as SCOT)
EDC	Emlalatini Development Centre
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	education management information system
ESHEC	Eswatini Higher Education Council
ESSP	Education Sector Strategic Plan
ETGPS	Education Testing Guidance and Psycho-Social Support
FPE	free primary education
HIV	human immunodeficiency virus
ICT	information and communications technology
IDE	Institute of Distance Education
INSET	in-service education and training

KPIs	key performance indicators
LEG	Local Education Group
M&E	monitoring and evaluation
MIS	management information system
MoET	Ministry of Education and Training
MoLSS	Ministry of Labour and Social Security
MoUs	memoranda of understanding
NCC	National Curriculum Centre
NFE	non-formal education
NQF	National Qualifications Framework
ODL	open distance learning
OP	operational plan
OVC	orphaned and vulnerable children
PSET	post-school education and training
PREVOC	pre-vocational
REOs	regional education officers
SEN	special education needs
SGCSE	Swaziland General Certificate of Secondary Education
STW	studies, training and workshops
TA	technical assistance
TBD	to be determined
TSC	Teaching Service Commission
TTCs	teacher training colleges
TVET	technical and vocational education and training
UNESWA	University of Eswatini



1

The Multi-Year Action Plan will **inform and guide** the **implementation** of the **ESSP** during its **initial period**, and will also open up possibilities for **attracting** additional **donor funding** where required.

CHAPTER 1

Introduction

The Government of the Kingdom of Eswatini (GoE) is presenting the **Multi-Year Action Plan 2022/23–2024/25** for the implementation of the Education Sector Strategic Plan (ESSP) for 2022–2034, serving as the key education policy document in the Kingdom of Eswatini. It thus presents the **costed operational plan of the ESSP for the initial implementation period**, including identified **priorities, goals and major outcomes** derived from the ESSP. It further shows the inputs and expected outputs from the different subsectors in the Eswatini education and training sector, together with **implementation arrangements** and a **results framework** for monitoring and evaluation, and reporting.

1.1 Development process of the Multi-Year Action Plan

On the basis of the ESSP 2022–2034, a series of 27 virtual workshops was conducted with key stakeholders of the Ministry of Education and Training (MoET), including the identified team

leaders/focal points for each of the seven goals of the ESSP. During the workshops, concrete sub-activities and timelines were identified for the implementation period 2022/23–2024/25, together with their concrete cost requirements. All workshops were designed to be highly participatory and to be about three hours long.

Sub-activities were developed according to the overall policy objectives outlined in the ESSP. The detailed costing for the first three years of implementation reconfirmed the projections made in the ESSP and thus supported the harmonization between financial long-term projections (up to 2030) and short-term operationalization (2022/23–2024/25).

The Multi-Year Action Plan will inform and guide the implementation of the ESSP during its initial period, and will also open up possibilities for attracting additional donor funding where required. It has been discussed and validated at a meeting with the Local Education Group (LEG) and MoET management.

1.2 Acknowledgements

While the development of the Multi-Year Action Plan has been based on the ESSP, it is acknowledged again that the ESSP development has drawn on the findings of previous and ongoing relevant studies, in particular the situation analysis carried out in preparation for the ESSP (World Bank, 2021). As such, both this Multi-Year Action Plan and the ESSP were built on the preceding education sector analysis (World Bank, 2021) should be seen as a joint effort of: the World Bank (for the education sector analysis), and international and national consultants from PROMAN S.A. (or the design and costing of the ESSP and this Multi-Year Action Plan), MoET, and a number of stakeholders in the education sector.

Likewise, all strategic conclusions drawn for the ESSP and this related Multi-Year Action Plan are based on the factual Education Sector Analysis by the World Bank, including resulting findings and recommendations.



2

For the Multi-Year Action Plan 2022/23–2024/25, as a **first step**, all **ESSP activities** relevant to the first **three years** of **implementation** were identified.

CHAPTER 2

Design of the Multi-Year Action Plan

This section covers the formulation of sub-activities for ESSP activities, the harmonization with ESSP budget categories, the identification of additional ESSP categories, the costing of the Multi-Year Action Plan programmes and activities according to ESSP budget categories, and provides a brief description of the Multi-Year Action Plan.

2.1 Formulation of sub-activities for ESSP activities

The Multi-Year Action Plan goes further than the ESSP in formulating concrete sub-activities to previously identified activities under the ESSP (see Figure 1).

The concrete design of the ESSP was done in accordance with the Global Partnership for Education (GPE) guidelines: firstly, identifying overall policy priorities, strategic goals, outcomes and indicators; and, then through specific programmes related to key strategies. Those strategies were further operationalized through specific activities.

For the Multi-Year Action Plan 2022/23–2024/25, as a first step, all ESSP activities relevant to the first three years of implementation were identified. Then for those activities, specific sub-activities

were formulated, together with responsibilities, and timelines and targets (as reflected in the Results Framework for Monitoring and Evaluation in Chapter 3).

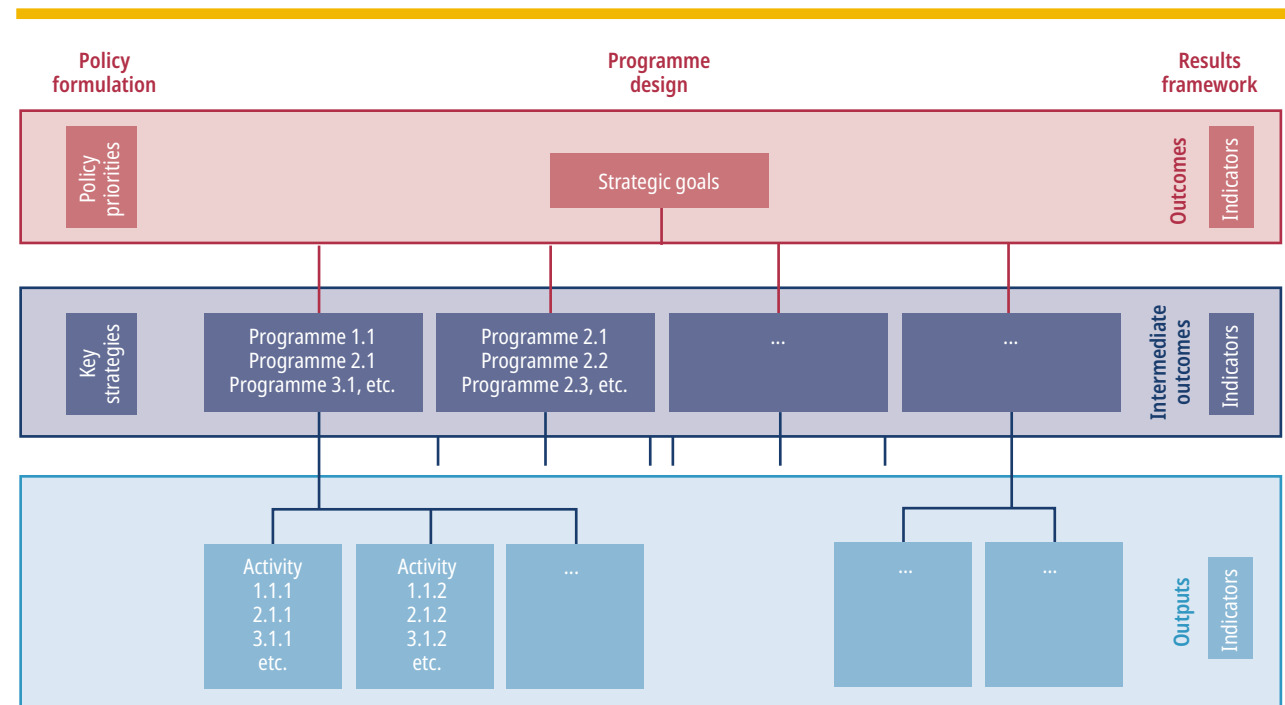


Figure 1: ESSP design in accordance with GPE guidelines

Table 1: ESSP incremental spending

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	% of additional spending (option of 60,000 devices)
Proposed ESSP incremental resource requirements 2023–2030 (annualized cost)									
Expanding provision of government support for early childhood care, development and education (ECCDE)	16,692	41,633	83,722	97,570	125,315	155,645	189,020	225,085	67.5%
Develop and implement a national learning assessment system	2,140	2,140	2,140	2,140	2,140	2,140	2,140	2,140	0.6%
Develop and populate a teacher management information system (MIS)	446	446	446	446	446	446	446	446	0.1%
Digital learning support platform									
Without support for devices	1,322	1,322	1,322	1,322	1,322	1,322	1,322	1,322	
With support for 40,000 devices	21,082	21,082	21,082	21,082	21,082	21,082	21,082	21,082	
With support for 60,000 devices	30,962	30,962	30,962	30,962	30,962	30,962	30,962	30,962	9.3%
English language programme for foundation phase teachers	500	3,216	6,432	9,648	9,648	9,648	9,648	9,648	2.9%
Basic digital connectivity for government supported primary schools	19,890	19,890	19,890	19,890	19,890	19,890	19,890	19,890	6.0%
Transformation of Eswatini College of Technology (ECOT) into a university	1,200	2,700	5,400	8,100	10,800	13,500	16,200	16,200	4.9%
Support for special education needs (SEN) learners (all levels)	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	2.2%
Teacher incentives	21,796	21,796	21,796	21,796	21,796	21,796	21,796	21,796	6.5%
Total proposed ESSP incremental resource requirements 2023–2030									
Without devices	71,286	100,442	148,448	168,212	198,656	231,687	267,762	303,827	
With 40,000 devices	91,046	120,202	168,208	187,972	218,416	251,447	287,522	323,587	
With 60,000 devices	100,926	130,082	178,088	197,852	228,296	261,327	297,402	333,467	

Note: ESSP medium-term annualized costs were estimated for different levels of investments in devices (feature phones and connectivity costs) to subsidize student access to the digital learning support system. The medium-term annualized financial requirement was estimated with the assumption that no devices were provided, devices were provided to 40,000 students and devices were provided to 60,000 students.

2.2 Harmonization with ESSP budget categories

The foundation for the detailed costing of the first three years of implementation was the consolidated estimates of annual spending, as shown in the ESSP, spread across nine budget category lines.

Thus, the summarized and slightly reformulated budget categories are as follows:

- Budget category 1: Expand ECCDE
- Budget category 2: National learning assessment
- Budget category 3: Teacher MIS
- Budget category 4: Digital learning support platform
- Budget category 5: English language programme
- Budget category 6: Digital connectivity for primary education
- Budget category 7: Transformation of ECOT into a university
- Budget category 8: Support for SEN learners
- Budget category 9: Teacher incentives

In the ESSP, most of the incremental spending requirements for ESSP priorities were expressed as annualized costs over the plan period. The exceptions are priorities that are linked to changes in the population-determined services. These include the expansion of ECCDE, where the estimate of the spending requirements incorporates a gradual expansion of services to more children over the plan period, and the English programme for foundation phase teachers, where the original cohort of 80 teachers gradually scales up to 240 teachers per year across all three years of the programme.

As is also reflected in this Multi-Year Action Plan, the ESSP priority with the greatest impact on annual sector financial requirements is the new support for ECCDE. By the end of costing, as shown in Table 2 (2030), the annualized spending for ECCDE will represent about 70 per cent of the incremental annual financial need for ESSP linked initiatives. According to the ESSP projections, the spending required to deliver the priorities in the ESSP reaches a cumulative total of E409,096 million by the end of 2024/25 – that is, by the third year of implementation of the ESSP. It is important to draw attention once again to the interpretation of the estimated annualized cost. It is important to note that this E409,096 million is not the

cost of implementing ESSP activities between 2022/23 and 2024/25, but rather the **financial need for continuing to provide the new (or enhanced) support in the ESSP.**

2.3 Identification of additional ESSP budget categories

Not surprisingly, while preparing the Multi-Year Action Plan – and by starting to operationalize the long-term planning for the initial period of three years – it became apparent that some of the activities did not fit within the existing budget categories. This is not unusual when breaking down a longer-term projection into concrete needs at lower planning levels. In response to the need for accommodating underlying costs into the ESSP budget categories, three additional categories were identified:

- Budget category 10: Technical assistance (TA) support for implementing the ESSP
- Budget category 11: Additional studies, training and workshops (STW) and related materials not covered elsewhere
- Budget category 12: Additional construction

2.4 Costing Multi-Year Action Plan programmes and activities according to ESSP budget categories

In line with the ESSP budget categories identified and listed on page 9 (numbers 1–9 from the ESSP, plus the newly defined categories 10–12 as described in section 2.3), programmes and activities were costed and allocated to the ESSP budget categories, as shown in Table 2. Since the objective of the costing was to identify the

financial need for continuing to provide the new (or enhanced) support in the ESSP, costing was provided only for activities that require such additional costing. This means that cost-neutral activities (those that have already been included in the mainstream budget) were costed with zero cost.

Table 2: Costing Multi-Year Action Plan programmes and activities according to ESSP budget categories

ESSP budget categories, programmes and activities	Construction	Additional staff	TA total	Grants	Travel	STW	Materials	Other	Total
1. Expand ECCDE	66,885,455	6,912,000	0	25,967,200	75,500	0	44,794,000	0	144,634,155
OP¹ 1.1 Expand ECCDE provision and expand the network of ECCDE institutions	66,635,455	6,912,000	0	0	75,500	0	44,794,000	0	118,416,955
1.1.1 Construct and/or upgrade infrastructure within the context of Grade 0	66,635,455	0	0	0	0	0	0	0	66,635,455
1.1.2 Increase access to quality ECCDE programmes	0	0	0	0	75,500	0	44,794,000	0	44,869,500
1.1.8 Expand inspectorate services for ECCDE centres and Grade 0	0	6,912,000	0	0	0	0	0	0	6,912,000
OP 2.1 Reduce both financial and non-financial barriers to staying in school	250,000	0	0	25,967,200	0	0	0	0	26,217,200
2.1.1 Expand school feeding schemes to all Grade 0 learners in all public schools	0	0	0	20,927,200	0	0	0	0	20,927,200
2.1.2 Amend free primary education (FPE) fee schedule to ensure schools with low enrolment receive adequate funding; and make disbursements to all public primary schools accordingly	250,000	0	0	5,040,000	0	0	0	0	5,290,000
2. National learning assessment	0	0	0	0	0	0	0	5,182,000	5,182,000
OP 2.2 Establish systematic national learning assessments to regularly monitor progress	0	0	0	0	0	0	0	5,182,000	5,182,000
2.2.0 Overall cost for programme 2.2, Year 1	0	0	0	0	0	0	0	1,803,000	1,803,000
2.2.0 Overall cost for programme 2.2, Year 2	0	0	0	0	0	0	0	2,083,000	2,083,000
2.2.0 Overall cost for programme 2.2, Year 3	0	0	0	0	0	0	0	1,296,000	1,296,000
2.2.3 Conduct annual national learning assessments (Grades 3/4, 7 and 12)	0	0	0	0	0	0	0	0	0

1 OP = Operational Plan

ESSP budget categories, programmes and activities	Construction	Additional staff	TA total	Grants	Travel	STW	Materials	Other	Total
3. Teacher MIS	0	0	0	0	0	1,350,000	0	0	1,350,000
OP 1.4 Strengthen existing monitoring procedures to ensure a comprehensive understanding of the education sector	0	0	0	0	0	1,350,000	0	0	1,350,000
1.4.1 Operationalize ESSP monitoring framework	0	0	0	0	0	0	0	0	0
1.4.2 Integrate ESSP key performance indicators (KPIs) into education management information system (EMIS)	0	0	0	0	0	1,350,000	0	0	1,350,000
OP 4.1 Establish and continuously update a comprehensive teacher management system, harmonized between Teacher Service Commission (TSC) and EMIS	0	0	0	0	0	0	0	0	0
4.1.1 Liaise with the Ministry of Public Service to establish a performance management system for teachers under MoET, specifically focusing on teacher performance in the teaching and learning process	0	0	0	0	0	0	0	0	0
4.1.3 Utilize teacher management database to deploy teachers in a timely and equitable manner to regions and schools, and to provide inputs into policy development	0	0	0	0	0	0	0	0	0
4. Digital learning support platform	0	0	0	0	0	227,500	0	29,640,000	29,867,500
OP 4.3 Raise the level of capacities and qualifications of teachers and instructors to raise the quality of education at all levels	0	0	0	0	0	227,500	0	0	227,500
4.3.5 Capacitate teachers for remote teaching and learning (short-term in-service training)	0	0	0	0	0	227,500	0	0	227,500
OP 7.3 Develop a resilience strategy and make investments in technology and materials for implementing it	0	0	0	0	0	0	0	29,640,000	29,640,000
7.3.5 Establish the necessary infrastructure (including additional information and communications technology (ICT) and connectivity) to implement the resilience strategy and benefit from it	0	0	0	0	0	0	0	29,640,000	29,640,000
5. English language programme	0	0	0	0	0	0	0	10,148,000	10,148,000
OP 3.2 Improve English language instruction in the early grades	0	0	0	0	0	0	0	10,148,000	10,148,000
3.2.0 Overall costing from ESSP	0	0	0	0	0	0	0	10,148,000	10,148,000
3.2.1 Conduct nationwide assessment of teacher competencies in English language (Grades 1–4)	0	0	0	0	0	0	0	0	0
3.2.2 Upgrade English language instruction competencies for teachers in service (Grades 1–4)	0	0	0	0	0	0	0	0	0

ESSP budget categories, programmes and activities	Construction	Additional staff	TA total	Grants	Travel	STW	Materials	Other	Total
6. Digital connectivity for primary education	0	0	200,000	0	0	0	0	92,886,000	93,086,000
OP 6.1 Ensure equity and equality of opportunities for inclusive quality education in primary schools	0	0	0	0	0	0	0	92,886,000	92,886,000
6.1.9 Realize digital connection of all schools	0	0	0	0	0	0	0	92,886,000	92,886,000
OP 7.3 Develop a resilience strategy and make investments in technology and materials for implementing it	0	0	200,000	0	0	0	0	0	200,000
7.3.5 Establish the necessary infrastructure (including additional ICT technology and connectivity) to implement the resilience strategy and benefit from it	0	0	200,000	0	0	0	0	0	200,000
7. Transformation of ECOT into a university	0	6,000,000	0	0	0	0	3,300,000	0	9,300,000
OP 3.3 Increase access to post-school education and training (PSET), in particular technical and vocational education and training (TVET) and adult education and lifelong learning (AELL)	0	6,000,000	0	0	0	0	3,300,000	0	9,300,000
3.3.3 Transform ECOT into a university of applied science and technology, delivering relevant courses tailored to the demands of the labour market	0	6,000,000	0	0	0	0	3,300,000	0	9,300,000
8. Support for SEN learners	0	2,880,000	200,000	0	0	22,283,500	6,000,000	0	31,363,500
OP 1.1 Expand ECCDE provision and expand the network of ECCDE institutions	0	0	0	0	0	21,900,000	0	0	21,900,000
1.1.7 Strengthen early identification and intervention strategy for children with SEN	0	0	0	0	0	21,900,000	0	0	21,900,000
OP 6.1 Ensure equity and equality of opportunities for inclusive quality education in primary schools	0	2,880,000	200,000	0	0	383,500	3,000,000	0	6,463,500
6.1.2 Restructure the SEN unit, establish a diagnostic wing in the SEN unit and create posts	0	2,880,000	0	0	0	0	0	0	2,880,000
6.1.3 Implement norms and standards (index) for SEN and inclusive education, and roll them out	0	0	0	0	0	6,500	0	0	6,500
6.1.4 In collaboration with the Ministry of Health, the Central Statistical Office (CSO) and MoET EMIS, review and implement the existing strategy for early identification, intervention and documentation of children with SEN	0	0	0	0	0	260,000	0	0	260,000
6.1.5 Procure specialized teaching and learning materials and assistive technology for learners with SEN	0	0	0	0	0	0	3,000,000	0	3,000,000
6.1.6 Sensitize and orient all educational staff to focus on embracing diversity and different abilities	0	0	200,000	0	0	117,000	0	0	317,000
OP 6.2 Ensure equity and equality of opportunities for inclusive quality education in secondary schools	0	0	0	0	0	0	3,000,000	0	3,000,000
6.2.4 Procure specialized teaching and learning materials and assistive technology for learners with SEN	0	0	0	0	0	0	3,000,000	0	3,000,000

ESSP budget categories, programmes and activities	Construction	Additional staff	TA total	Grants	Travel	STW	Materials	Other	Total
9. Teacher incentives	0	65,387,922	0	0	0	0	0	0	65,387,922
OP 4.4 Develop and implement an incentives' system for teachers (addressing, inter alia, the need to undergo continuous professional development (CPD) and to accept hardship postings)	0	65,387,922	0	0	0	0	0	0	65,387,922
4.4.0 Overall cost from ESSP	0	65,387,922	0	0	0	0	0	0	65,387,922
4.4.1 Identify and roll out sustainable incentives to entitled recipients	0	0	0	0	0	0	0	0	0
10. Technical support for Action Plan	0	0	20,260,000	0	0	611,000	0	0	20,871,000
OP 1.2 Roll out the new competency-based curriculum	0	0	7,000,000	0	0	0	0	0	7,000,000
1.2.2 Capacitate in-service education and training (INSET) staff on school leadership and management, pedagogy, curriculum and other professional issues, within the context of competency-based education	0	0	900,000	0	0	0	0	0	900,000
1.2.6 Capacitate irrelevantly qualified teachers with appropriate skills to teach in primary schools	0	0	1,600,000	0	0	0	0	0	1,600,000
1.2.8 Gradually introduce TVET competency-based curricula based on occupational unit standards for training programmes in key economic growth sectors	0	0	4,500,000	0	0	0	0	0	4,500,000
OP 1.3 Improve the system of continuous education	0	0	1,060,000	0	0	19,500	0	0	1,079,500
1.3.2 Design and implement an advocacy and communication strategy for improving the image and relevance of basic literacy and non-formal education for social and economic development	0	0	900,000	0	0	19,500	0	0	919,500
1.3.3 Introduce/expand basic literacy and non-formal education through primary and secondary education learning centres for the blended approach to teaching and learning	0	0	160,000	0	0	0	0	0	160,000
OP 1.4 Strengthen existing monitoring procedures to ensure a comprehensive understanding of the education sector	0	0	300,000	0	0	65,000	0	0	365,000
1.4.5 Provide necessary training to inspectors and head office staff (EMIS, monitoring and evaluation (M&E) department)	0	0	300,000	0	0	65,000	0	0	365,000
OP 2.1 Reduce both financial and non-financial barriers to staying in school	0	0	400,000	0	0	0	0	0	400,000
2.1.1 Expand school feeding schemes to all Grade 0 learners in all public schools	0	0	400,000	0	0	0	0	0	400,000
OP 3.3 Increase access to PSET, in particular TVET and AELL	0	0	4,900,000	0	0	409,500	0	0	5,309,500
3.3.2 Design and implement advocacy and communication strategy for improving the image, relevance, comparability, portability and parity of TVET, including pre-vocational (PREVOC) subjects	0	0	1,500,000	0	0	409,500	0	0	1,909,500

ESSP budget categories, programmes and activities	Construction	Additional staff	TA total	Grants	Travel	STW	Materials	Other	Total
3.3.5 Introduce part-time programmes in order to maximize utilization of TVET institutions and to increase AELL opportunities, either through the formal or the non-formal route	0	0	1,200,000	0	0	0	0	0	1,200,000
3.3.9 Conduct impact assessments of the non-formal education route, including basic literacy provision, as an alternative to formal education at all the levels of general education	0	0	2,200,000	0	0	0	0	0	2,200,000
OP 3.4 Establish and continuously update regulatory and coordination framework for PSET to ensure reflection of labour market needs	0	0	1,200,000	0	0	0	0	0	1,200,000
3.4.3 Align Eswatini Higher Education Council (ESHEC) registration data of TVET institutions with the EMIS	0	0	300,000	0	0	0	0	0	300,000
3.4.7 Establish a qualification assessment unit under the TVET directorate	0	0	900,000	0	0	0	0	0	900,000
OP 4.3 Raise the level of capacities and qualifications of teachers and instructors to raise the quality of education at all levels	0	0	100,000	0	0	117,000	0	0	217,000
4.3.4 Increase training opportunities for volunteer teachers/facilitators for improved quality of basic literacy and non-formal education provision	0	0	100,000	0	0	117,000	0	0	217,000
OP 6.2 Ensure equity and equality of opportunities for inclusive quality education in secondary schools	0	0	900,000	0	0	0	0	0	900,000
6.2.1 Regulate and moderate school fees at secondary school level	0	0	900,000	0	0	0	0	0	900,000
OP 7.2 Develop and implement a plan for recovery of lost learning due to the impact of school closures and other COVID-19 effects	0	0	2,600,000	0	0	0	0	0	2,600,000
7.2.1 Develop compressed learning plan (CLP), including technology-enabled learning, in light of the current effects of COVID-19	0	0	1,800,000	0	0	0	0	0	1,800,000
7.2.3 Develop course materials with remote option in line with existing materials of the CLP	0	0	800,000	0	0	0	0	0	800,000
OP 7.3 Develop a resilience strategy and make investments in technology and materials for implementing it	0	0	1,800,000	0	0	0	0	0	1,800,000
7.3.1 Assess capacity and needs of the education sector for supporting learners in humanitarian emergencies	0	0	1,200,000	0	0	0	0	0	1,200,000
7.3.3 Develop strategy for remote teaching and learning, including advocacy for open distance learning (ODL) as an alternative method for increasing accessibility and retention	0	0	600,000	0	0	0	0	0	600,000

ESSP budget categories, programmes and activities	Construction	Additional staff	TA total	Grants	Travel	STW	Materials	Other	Total
11. Additional STW and related materials not covered elsewhere	0	0	0	0	0	3,272,250	50,000	27,000,000	30,322,250
OP 1.3 Improve the system of continuous education	0	0	0	0	0	267,250	0	0	267,250
1.3.4 Develop qualifications beyond Swaziland General Certificate of Secondary Education (SGCSE) (A Level, AS [Advanced Subsidiary] Level)	0	0	0	0	0	107,250	0	0	107,250
1.3.11 Develop partnerships with industry in order to run study courses that are demand driven rather than supply driven and which combine theoretical training at a higher education institution with practical training conducted at the industrial partner company (referred to as learnerships, internships, workplace-based learning)	0	0	0	0	0	160,000	0	0	160,000
OP 1.4 Strengthen existing monitoring procedures to ensure a comprehensive understanding of the education sector	0	0	0	0	0	1,000,000	0	0	1,000,000
1.4.4 Conduct qualitative impact assessments every two years (based on a representative sample)	0	0	0	0	0	1,000,000	0	0	1,000,000
OP 2.3 Provide assistance to learners at risk of dropping out	0	0	0	0	0	1,105,000	0	27,000,000	28,105,000
2.3.3 Mainstream life skills (i.e., human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS), health promotion and career guidance) in the primary and secondary curriculum with each learner receiving age-appropriate gender-sensitive information and skills	0	0	0	0	0	1,105,000	0	0	1,105,000
2.3.4 Strengthen local services and safety nets for schools that address HIV/AIDS, sexual reproductive health and the rights of orphaned and vulnerable children (OVC) in particular	0	0	0	0	0	0	0	27,000,000	27,000,000
OP 4.3 Raise the level of capacities and qualifications of teachers and instructors to raise the quality of education at all levels	0	0	0	0	0	0	50,000	0	50,000
4.3.3 Provide CPD for pre-service teacher educators	0	0	0	0	0	0	50,000	0	50,000
OP 7.1 Assess impact of COVID-19 on learning across all educational subsectors	0	0	0	0	0	900,000	0	0	900,000
7.1.1 Develop and test assessment tool	0	0	0	0	0	900,000	0	0	900,000
12. Additional construction	30,400,000	0	0	0	0	0	0	0	30,400,000
OP 1.3 Improve the system of continuous education	400,000	0	0	0	0	0	0	0	400,000
1.3.3 Introduce/expand basic literacy and non-formal education through primary and secondary education learning centres for the blended approach to teaching and learning	400,000	0	0	0	0	0	0	0	400,000
OP 4.3 Raise the level of capacities and qualifications of teachers and instructors to raise the quality of education at all levels	30,000,000	0	0	0	0	0	0	0	30,000,000
4.3.6 Construct an in-service training centre, in order to increase access to teacher training	30,000,000	0	0	0	0	0	0	0	30,000,000
Grand total	97,285,455	81,179,922	20,660,000	25,967,200	75,500	27,744,250	54,144,000	164,856,000	471,912,327

Table 3: Multi-Year Action Plan costs – Distribution by goal and year

Goal	2022/23	%	2023/24	%	2024/25	%	Total
Goal 1: Quality	28,102,667	18.5%	63,925,519	42.1%	59,750,519	39.4%	151,778,705
Goal 2: Completion	34,965,200	58.4%	12,963,000	21.6%	11,976,000	20.0%	59,904,200
Goal 3: Entry-exit	4,096,500	15.8%	9,822,500	37.8%	12,038,500	46.4%	25,957,500
Goal 4: Teacher development and management	22,012,974	23.0%	41,845,974	43.6%	32,023,474	33.4%	95,882,422
Goal 6: Access	33,657,500	32.6%	35,021,000	33.9%	34,571,000	33.5%	103,249,500
Goal 7: Post-COVID-19 resilience	15,28,000	43.5%	9,980,000	28.4%	9,880,000	28.1%	35,140,000
Grand total	138,114,841	29.3%	173,557,993	36.8%	160,239,493	34.0%	471,912,327

Table 4: Multi-Year Action Plan costs – Distribution by goal and type of expense

Goal	Construction	Additional staff	TA total	Grants	Travel	STW	Materials	Other	Total
Goal 1: Quality	67,035,455	6,912,000	8,360,000	0	75,500	24,601,750	44,794,000	0	151,778,705
Goal 2: Completion	250,000	0	400,000	25,967,200	0	1,105,000	0	32,182,000	59,904,200
Goal 3: Entry-exit	0	6,000,000	6,100,000	0	0	409,500	3,300,000	10,148,000	25,957,500
Goal 4: Teacher development and management	30,000,000	65,387,922	100,000	0	0	344,500	50,000	0	95,882,422
Goal 6: Access	0	2,880,000	1,100,000	0	0	383,500	6,000,000	92,886,000	103,249,500
Goal 7: Post-COVID-19 resilience	0	0	4,600,000	0	0	900,000	0	29,640,000	35,140,000
Grand total	97,285,455	81,179,922	20,660,000	25,967,200	75,500	27,744,250	54,144,000	164,856,000	471,912,327

While the estimates of the summary of financial requirements in the ESSP were presented as annualized requirements of the flow of funds necessary to implement the ESSP priorities over the plan period (until 2030), the Multi-Year Action Plan estimates the plan for developing and implementing each ESSP priority over the period 2022/23–2024/25. Costs are not presented as capital or recurrent, but characterized by budget categories as described in sections 2.2 and 2.3. Additional MoET staff can be seen as recurring budget items, while additional technical assistance and grants can be seen as recurrent expenditures over the plan period (even though most of those do not have recurrent implications for the national budget after the plan period).²

Figure 2 (page 17) shows the distribution of costs according to the ESSP budget categories. The significant share for ECCDE expansion is a direct result of MoET's desire to give priority attention to the expansion of this sector, notably increased Grade 0 coverage. Likewise, the ESSP projections foresee a proportion of 67.5 per cent of additional spending by 2030, once the expansion has grown gradually to reach the final target of a participation rate of children of 5 years of age (Grade 0) of nearly 70 per cent.

² This is the only way to assess the affordability of the proposed priorities. The tables describing the estimates in Chapter 7 of the ESSP present the costs for each priority as an annualized capital cost and the annual recurrent implications for each priority.

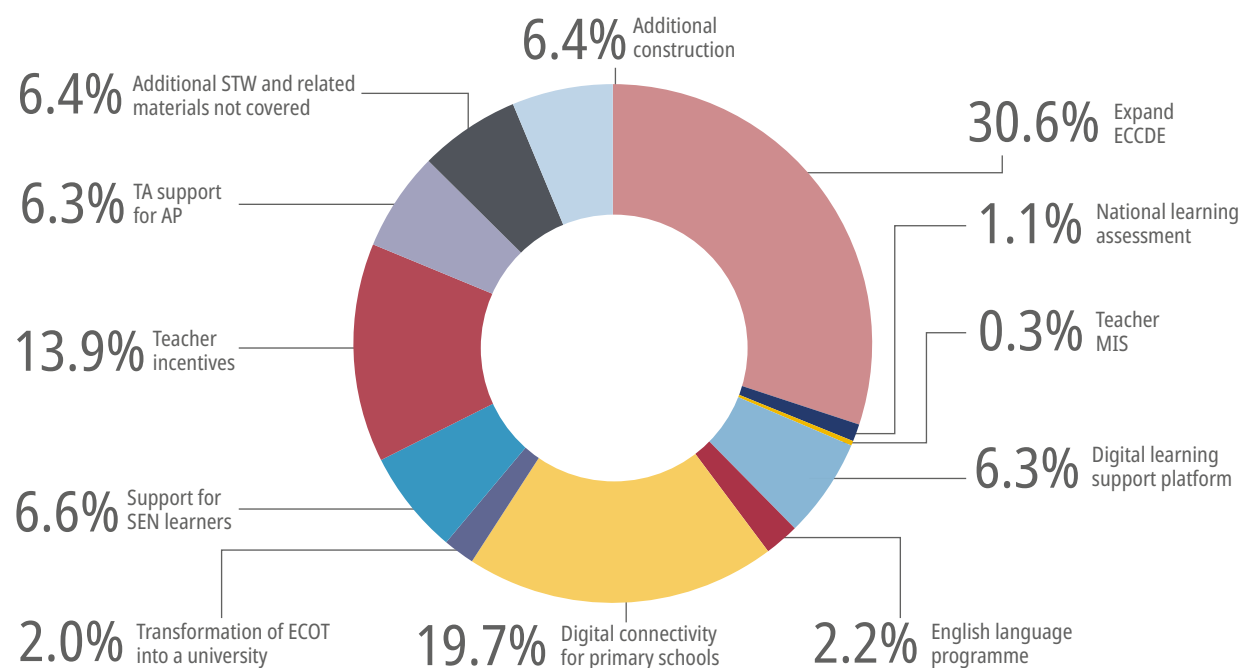


Figure 2: Multi-Year Action Plan costs 2022/23–2024/25

Likewise, digitalization (comprising the creation of the digital learning platform and digital connectivity for primary education) amounts to a combined proportion of 26.0 per cent, with a primary focus on the initial year because of the need to address the impact of the loss of learning due to the COVID-19 pandemic. (The ESSP cost projection shows a total combined per cent of additional spending of 15.3 per cent.)

Tables 3 and 4 show a distribution summary by goal and year; and goal and type of expense, respectively.

As stated in section 2.3, additional ESSP budget categories (numbers 10–12) were added to the costing of the Multi-Year Action Plan. When comparing the grand total of E471,912 million for the first three years of implementation with the grand total of E409,096 million projected in the ESSP for the first three years (see also Table 2 in

section 2.4), it shows an **additional financial need for providing enhanced support to the ESSP of E62,816 million**. As such, the Multi-Year Action Plan provides all the necessary information that is to be utilized as a fundraising tool. The improvement activities can be pitched to potential funders and to the Public Budget Committee for consideration as new policies/programmes for obtaining the required funds.

2.5 Detailed Multi-Year Action Plan

The detailed Multi-Year Action Plan, arranged by goal, is presented as the Annex of this report. A comprehensive electronic database, which will be used to continuously update the planning and to adjust costs and targets according to changing circumstances, is also available.

With regards to the source of funding for the various activities and sub-activities, it should be noted that funding is generally based on regular MoET budgets, if not stated otherwise (for example, Activity 2.1.4: World Bank; Activity 6.1.3: UNICEF). As only enhancing activities are costed, the government is deemed to be the source of funding and it was thus unnecessary to indicate the source of funding in the Multi-Year Action Plan. Partners will be free to pick and fund activities when donor conferences are held.



3

The system of **indicators** has **two levels: output indicators, and outcome (or impact) indicators.**

CHAPTER 3

Results framework for monitoring and evaluation³

The system of indicators has two levels: output indicators, and outcome (or impact) indicators. Output indicators signal how well activities (strategies) are going. They measure what has been done. Outcome indicators signal how well the programme has achieved intended changes as a result of the intervention. They are about measuring change and ultimately relate to the overall goal.

Programmes (outputs) related to every goal are achieved by a set of key activities, and accompanied by programme (output) indicators. These are provided in Tables 5 to 25.

All indicators refer to **programmes**, in which **the effect of all activities combined towards achieving the specific programme** is monitored. Some indicators presented in this section also represent key performance indicators (KPIs) for the monitoring of the entire ESSP. **Where applicable, the monitoring of all indicators will be disaggregated by gender and special needs.**

There are some cases where indicators do not contain baselines and/or targets. This is because, in order to adequately assess those indicators, sound baselines are necessary. Specific baseline surveys therefore need to be carried out as

one of the first activities under the ESSP. When baselines are missing, this is generally because the programmes have recently been added to the ESSP, and the valid reference data are not yet available. In a few instances, baselines are available, but targets still need to be discussed among MoET departments. Again, this will be scheduled as a priority activity once ESSP implementation has begun. Occasionally, process indicators have been included if certain achievements are considered to be key milestones in a development process, and where the achievement of such a milestone has been regarded as a main event that needs to be monitored.

³ This section is directly related to Chapter 5 of the ESSP.

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

Table 5: Programme 1.1 – Expand ECCDE provision and expand the network of ECCDE institutions

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
1.1.1	Construct and/or upgrade infrastructure within the context of Grade 0	Participation rate among children aged 3–4 years	22%	29%	MoET data ECCDE department data Procurement reports Staffing reports
1.1.2	Increase access to quality ECCDE programmes	Percentage of public-supported ECCDE institutions	0%	15%	
1.1.3	Construct and/or upgrade facilities and infrastructure for ECCDE				
1.1.4	Identify ECCDE specialists to become ECCDE lecturers	Participation rate among children aged 5 years	40%	52%	
1.1.5	Request and recruit staff for Grade 0	Percentage of public-supported Grade 0 classes	20%	41%	
1.1.6	Create posts for ECCDE lecturers in all teacher training colleges (TTCs)				
1.1.7	Strengthen early identification and intervention strategy for children with SEN				
1.1.8	Expand inspectorate services for ECCDE centres and Grade 0				

Table 6: Programme 1.2 – Roll out the new competency-based curriculum

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
1.2.1	Procure relevant PRESET and INSET training and learning materials (including Grade 0 and SEN) for teacher resource centres and teacher training colleges	Number of subjects where relevant PRESET and INSET training and learning materials were procured	PRESET: 3 INSET: 3	PRESET: To be determined (TBD) INSET: TBD	MoET data PRESET and INSET data
1.2.2	Capacitate INSET staff on school leadership/management, pedagogy, curriculum and other professional issues, within the context of competency-based education (CBE)	Percentage of teachers and head teachers trained in line with the needs of a competency-based curriculum	0%	2026: 50%	PRESET and INSET training and learning materials
1.2.3	Develop and implement a pre-service curriculum that will embrace CBE				
1.2.4	Mainstream disability issues in the different subjects	Score expressing improved competencies of learners (qualitative survey) ⁴	TBD based on results of qualitative survey (2022)	TBD following baseline	INSET training reports
1.2.5	Retrain and continuously support head teachers and teachers in line with the needs of a competency-based curriculum and based on the National Qualifications Framework (NQF) and national standards				Pre-service curriculum embracing CBE
1.2.6	Capacitate irrelevantly qualified teachers with appropriate skills to teach in primary schools				CBE training reports
1.2.7	Procure and continuously review/update textbooks matching the requirements of the competency-based curriculum				National Curriculum Centre (NCC) data
1.2.8	Gradually introduce TVET competency-based curricula based on occupational unit standards for training programmes in key economic growth sectors	Percentage of TVET competency-based curricula introduced	0%	2026: 30%	Curricula Textbooks

⁴ Qualitative survey to be carried out in 2022.

Table 7: Programme 1.3 – Improve the system of continuous education

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
1.3.1	Reinforce linkages with relevant partners, role-players and stakeholders, particularly politicians	Percentage of programmes with partners who have signed MoUs with MoET ⁵	0%	25%	MoUs with MoET
1.3.2	Design and implement an advocacy and communication strategy for improving the image and relevance of basic literacy and non-formal education for social and economic development	Number of schools offering qualifications beyond Swaziland General Certificate of Secondary Education (SGCSE) ⁶	3	8	Advocacy and communication strategy
1.3.3	Introduce/expand basic literacy and non-formal education through primary and secondary education learning centres for the blended approach to teaching and learning				
1.3.4	Develop qualifications beyond SGCSE (A Level, AS Level)	Percentage of PREVOC students accepted by universities	TBD	5%	Tracer studies Capacity assessment reports
1.3.5	Consolidate and market pre-vocational education (PREVOC), also improving the scope and the management structure (including an adequate budget to sustain the programme rollout)	Number of institutions conducting tracer studies ⁷	2	10	Minutes of meetings
1.3.6	Encourage higher education institutions to accept students with PREVOC subjects	Percentage of learners participating in established learnerships ⁸	97%	100%	Higher education institution reports
1.3.7	Equip training institutions with adequate and sufficient modern training materials and tools to enhance training capacity and improve quality in identified economic growth areas	Percentage of employment of graduates of higher education institutions in the fields of science, culture and production ⁹	TBD, once more institutions conduct tracer studies (see indicator 1.3.4)	TBD, following baseline	MoET reports
1.3.8	Improve the capacity of TVET instructors and management for relevance, quality and smooth offering of TVET				
1.3.9	Develop and implement a plan for conducting stakeholder meetings in order to continuously engage with employers, especially the private sector, for the benefit of TVET graduates	Human development index as an indicator for the level of development of the economy, science and culture in the country	Rank 138	Rank 133	
1.3.10	Develop and implement a plan for higher education institutions to conduct relevant tracer studies (according to agreed-upon priorities) for improvement of programmes and employability opportunities				
1.3.11	Develop partnerships with industry in order to run study courses that are demand driven rather than supply driven, and which combine theoretical training at a higher education institution with practical training conducted at the industrial partner company (referred to as learnerships, internships and workplace-based learning)				

5 At the moment, there are no memoranda of understanding (MoUs), only institutional arrangements.

6 AS Level and A Level currently offered by 3 out of 300 schools.

7 Currently conducted by ECOT and the Gwamile Vocational and Commercial Training Institute Matsapha (VOCTIM).

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

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

Table 8: Programme 1.4 – Strengthen existing monitoring procedures to ensure a comprehensive understanding of the education sector

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

3.2 Goal 2: Students retained in school until completion

Table 9: Programme 2.1 – Reduce both financial and non-financial barriers to staying in school

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
2.1.1	Expand school feeding schemes to all Grade 0 learners in all public schools	Percentage of Grade 0 learners benefiting from school feeding schemes	100%	100%	ECCDE reports
2.1.2	Amend FPE fee schedule to ensure schools with low enrolment receive adequate funding; and make disbursements to all public primary schools accordingly	Percentage of learners benefiting from free primary education (FPE) grants ¹⁰	100%	100%	School feeding reports Amended FPE fee schedule
2.1.3	Establish benchmarks for secondary education fees	Retention rate (primary) to last grade	92%	94%	Schedule for agreed-upon secondary education fees
2.1.4	Strengthen the provision of educational support for orphans and vulnerable children (including care and support for teaching and learning [CSTL])	Retention rate (secondary) Form 1–3	78%	82%	CSTL reports
		Retention rate (secondary) Form 4–5	83%	87%	
2.1.5	Advocate for the expansion of scholarships to PSET learners	Percentage of secondary school and PSET learners benefiting from scholarships to retain learners in school	Secondary: TBD PSET: 7,559	Secondary: TBD PSET: TBD	Reports on scholarships (including guidelines for awarding)
2.1.6	Facilitate additional support for secondary and PSET learners				Reports from Chief Inspector Tertiary

¹⁰ Currently, FPE grants have been rolled out to all Grade 1–7 learners in public schools. It will be crucial to continuously monitor that this 100 per cent coverage is maintained throughout the ESSP implementation period.

Table 10: Programme 2.2 – Establish systematic national learning assessments to regularly monitor progress

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
2.2.1	Strengthen the existing assessment and examination system in line with the requirements of a competency-based curriculum and the NQF	Number of annual learning assessments conducted in Grades 4, 7 and 12	0	5 x 3 grades	Reports from assessment and examination department
2.2.2	Develop an assessment policy to align assessment and examinations with identified competencies, also considering remote assessment and examination modes				
2.2.3	Conduct annual national learning assessments (Grades 3/4, 7 and 12)				
2.2.4	Conduct PSET tracer studies	Number of PSET tracer studies conducted	0	2	Assessment policy Reports on national learning assessments PSET tracer studies and related reports

Table 11: Programme 2.3 – Provide assistance to learners at risk of dropping out

No.	Key activities	Programme indicators	Baseline 2020/21	Targets 2025	Means of verification
2.3.1	In line with the 7 Dimensions of Exclusion, advocate and implement policies and programmes that promote and protect the rights of OVCs (i.e., orphans, children living with HIV/AIDS and disabilities, and those who are socioeconomically and otherwise marginalized)	Percentage out-of-school children (15–19 years)	17%	13.5%	Policy papers
2.3.2	Promote gender equity and leadership skills among girls and boys through career fairs/days and job shadowing (internships)	Number of career fairs/days conducted	0	5	Reports on career fairs/days and job shadowing
		Dropout rate (primary, secondary, PSET)	2.6% (2018)	TBD	Curricula showing mainstreaming of life skills
2.3.3	Mainstream life skills (i.e., HIV/AIDS, health promotion and career guidance) in the primary and secondary curriculum with each learner receiving age-appropriate gender-sensitive information and skills	Number of recorded cases of violence against children in and around school ¹¹	TBD	TBD	School reports
2.3.4	Strengthen local services and safety nets for schools that address HIV/AIDS, sexual reproductive health and the rights of OVCs in particular	Percentage of head teachers trained on key CSTL issues	Primary: 90% Secondary: 10%	Primary 95% Secondary 40%	MoET reports
2.3.5	Train all relevant educational staff on key CSTL issues (e.g., social behaviour change communication, life skills education, gender issues) and career guidance				Training reports
2.3.6	Strengthen case management protocol to address issues of violence against children in and around school				Workshop documentation Protocol case management reports

¹¹ Baseline sourced from regional reports and toll-free line report.

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

Table 12: Programme 3.1 – Improve teaching in foundational grades (Grade 1–4)

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
3.1.1	Develop matching syllabuses for primary education	Transition rate from primary to junior secondary	91%	93%	Syllabuses
3.1.2	Incorporate learner-centred (and learning-centred) approaches, with the emphasis on the curriculum becoming fully competency based, with agreed and clearly specified skills and competencies	Quality performance score for learner-centredness of teaching (representative quality survey) ¹²	TBD based on first survey carried out (2022)	TBD following baseline	Qualitative surveys
3.1.3	Continuously evaluate competency-based education materials	Primary school repetition rate	10%	7.9%	Evaluation reports on competency-based curricula
3.1.4	Implement the existing policy on repetition, based on clear procedures and guidelines to be developed	Percentage of schools adhering to minimum standards	TBD	TBD	MoET reports on repetition
3.1.5	Improve on the timely posting of qualified teachers, especially to rural schools	Percentage of schools reaching optimum standards	TBD	TBD	Staffing reports
3.1.6	Expand minimum and optimal standards for education in foundational grades				Public service reports
					Standards document for education in foundational grades

Table 13: Programme 3.2 – Improve English language instruction in the early grades

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
3.2.1	Conduct nationwide assessment of teacher competencies in English language (Grades 1–4)	Score of teacher competencies in English ¹³	TBD	TBD	Report on nationwide assessment of teacher competencies
3.2.2	Upgrade English language instruction competencies for teachers in service (Grades 1–4)	Number of teachers upgraded in English language instruction ¹⁴	0	240	Training reports
3.2.3	Conduct impact assessments every two years, assessing the degree to which quality in the early grades has improved	Percentage to which the degree of quality in the early grades has improved (based on impact assessments)	TBD based on impact assessments (key activity 3.3.9)	TBD following baseline	Workshop documentation

¹² To be undertaken as one of the first activities under the ESSP.

¹³ Following result of nationwide assessment to be undertaken in 2022.

¹⁴ Twenty-day residential programme for 20 teachers each on developing English competency over 3 years (3 x 20 days) in each of the four regions.

Table 14: Programme 3.3 – Increase access to PSET, in particular TVET and AELL

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

Table 15: Programme 3.4 – Establish and continuously update regulatory and coordination framework for PSET to ensure reflection of labour market needs

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

3.4 Goal 4: Teacher development and management enhanced

Table 16: Programme 4.1 – Establish and continuously update a comprehensive teacher management database, harmonized between the TSC and EMIS

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
4.1.1	Liaise with the Ministry of Public Service to establish a performance management system for teachers under MoET, specifically focusing on teacher performance in the teaching and learning process	Availability of a performance management system for teachers under MoET	No	Yes	Teacher performance management system
4.1.2	Improve the provision of timely school-based teacher and student data to facilitate the policy and planning process, to keep track of all the changes at school level and to correct and enter data at regional level	Score of teacher performance (based on performance management system) ¹⁵	TBD after establishment of performance management system	TBD following baseline	MoET reports EMIS reports
4.1.3	Utilize the teacher management database to deploy teachers in a timely and equitable manner to regions and schools, and to provide inputs into policy development	Percentage improvement of equitable teacher allocation to regions and schools	Baseline required	TBD following baseline	Survey reports

Table 17: Programme 4.2 – Strengthen evidence-based planning and programme design, based on key data on teachers and head teachers

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

¹⁵ Based on performance management system (after achievement of key activity 4.1.1) and inspectors' reports.

Table 18: Programme 4.3 – Raise the level of capacities and qualifications of teachers and instructors to raise the quality of education at all levels

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

Table 19: Programme 4.4 – Develop and implement an incentive system for teachers (addressing, inter alia, the need to undergo CPD and to accept hardship postings)

No.	Key activities	Programme indicators	Baseline 2018	Target 2025	Means of verification
4.4.1	Develop a sustainable management strategy for improving non-financial conditions of service for teachers who teach in remote schools, and lobby for its implementation	Availability of management strategy for improving non-financial conditions of service for teachers in remote schools	No	Yes	Management strategy for improving non-financial conditions of service for teachers in remote schools
4.4.2	Identify and roll out sustainable incentives to entitled recipients	Percentage of teachers benefiting from incentives	TBD	TBD	Incentives' document
4.4.3	Every two years, conduct impact assessment on the effects of the incentives' system	Number of impact assessments on the effects of the incentives' system carried out	0	2	Impact assessment reports

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

Goal 5 primarily focused on ensuring adequate resource allocations, and on putting in place the funding prerequisites for ESSP implementation. Since that does not require specific sub-activities and also does not incur additional cost, Goal 5 has been omitted from the Multi-Year Action Plan.

3.6 Goal 6: Access further improved

Table 20: Programme 6.1 – Ensure equity and equality of opportunities for inclusive quality education in primary schools

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
6.1.1	Review the regulations of the FPE Act to incorporate needs of students with SEN	Process indicators:			FPE Act
6.1.2	Restructure the SEN unit, establish a diagnostic wing in the SEN unit and create posts	Availability of: (i) reviewed regulations of the FPE Act	No	Yes	Reports on process of restructuring SEN unit
6.1.3	Implement norms and standards (index) for SEN and inclusive education, and roll them out	(ii) diagnostic wing in the SEN unit	No	Yes	OVC/SEN unit reports
6.1.4	In collaboration with the Ministry of Health, the Central Statistical Office (CSO) and MoET EMIS, review and implement the existing strategy for early identification, intervention and documentation of children with SEN	Percentage of posts created and filled at SEN unit ¹⁶	0	50%	Reviewed strategy for early identification, intervention and documentation of children with SEN
6.1.5	Procure specialized teaching and learning materials and assistive technology for learners with SEN	Total funds invested in specialized teaching and learning materials and equipment for schools ¹⁷	0	E10m	Workshop reports
6.1.6	Sensitize and orient all educational staff to focus on embracing diversity and different abilities	Percentage of teachers, inspectors and support staff trained in embracing diversity and different abilities	0%	30%	Reports on awareness campaigns on the rights of students with special needs
6.1.7	In collaboration with relevant stakeholders, conduct awareness campaigns on the rights of students with special needs	Percentage of primary schools equipped with laboratories/workshops and equipment for practical subjects	60% ¹⁹	TBD	Inspectorate reports
6.1.8	Ensure that continuous inspections adequately address diversity, different abilities and the specific issues of learners with SEN	Percentage of primary schools equipped with walkways for physically challenged learners	11% ²⁰	TBD	Procurement reports (on digital connection of schools)
6.1.9	Realize digital connection of all schools	Percentage of primary schools adhering to CSTL standards ¹⁸	100%	100%	CSTL implementation reports
6.1.10	Improve public primary schools' facilities and services in terms of implementing CSTL and inclusive education standards				

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

17 Currently, government allocates about E2,000,000 per year for procurement of assistive devices for learners with disabilities. This has been carried forward in the calculation of the targets.

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

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

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

Table 21: Programme 6.2 – Ensure equity and equality of opportunities for inclusive quality education in secondary schools

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
6.2.1	Regulate and moderate school fees at secondary school level	Average school fees at secondary school level ²¹	TBD	TBD	Agreed-upon document on school fees at secondary school level
6.2.2	Advocate for reviewing OVC grant adequacy for meeting education costs and the needs of learners with SEN, and request the formulation of relevant regulations	Percentage of secondary schools equipped with laboratories/workshops and equipment for practical subjects	74% ²³	TBD	OVC/SEN unit reports
6.2.3	Implement norms and standards (index) for SEN and inclusive education and roll them out	Degree of effective utilization of technical-educational resources (e.g., computer labs, science labs, laboratories) ²²	TBD after impact assessment carried out (2022)	TBD following baseline	Procurement reports
6.2.4	Procure specialized teaching and learning materials and assistive technology for learners with SEN	Percentage of secondary schools equipped with walkways for physically challenged learners	26% ²⁴	TBD	Sensitization and orientation workshop reports (on staff embracing diversity and different abilities)
6.2.5	Sensitize and orient all educational staff to focus on embracing diversity and different abilities	Percentage of secondary schools adhering to 'schools as centres of care and support' (now CSTL) standards	<1%	100% ²⁵	Inspectorate reports
6.2.6	Ensure that continuous inspections adequately address diversity, different abilities and the specific issues of learners with SEN				Status reports on digital connection process
6.2.7	Realize digital connection of all schools				CSTL reports
6.2.8	Improve public secondary schools' facilities and services in terms of implementing CSTL and inclusive education standards				

Table 22: Programme 6.3 – Ensure equity and equality of opportunities for inclusive quality education in PSET

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

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

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

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

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

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

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

Table 23: Programme 7.1 – Assess impact of COVID-19 on learning across all educational subsectors

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
7.1.1	Develop and test assessment tool	Assessment survey carried out	No	Yes	Assessment survey report
7.1.2	Carry out a survey in all schools and establish the current status	Household access to remote learning opportunities (poor households) ²⁶	Internet: 18% TV: 30% Radio: 44%	TBD ²⁸	Assessment report on prevailing enabling conditions for the recovery of lost learning
7.1.3	Assess the prevailing enabling conditions for the recovery of lost learning (e.g., current accessibility and active utilization for education purposes of TV, radio, network, newspaper, tablets, smart phones)	Household access to remote learning opportunities (all households) ²⁷	Internet: 27% TV: 57% Radio: 56%	TBD ²⁹	

Table 24: Programme 7.2 – Develop and implement a plan for recovery of lost learning due to the impact of school closures and other COVID-19 effects

No.	Key activities	Programme indicators	Baseline 2020/21	Target 2025	Means of verification
7.2.1	Develop compressed learning plan (CLP), including technology-enabled learning, in light of the current effects of COVID-19	CLP developed	No	Yes	CLP document
7.2.2	Implement reviewed CLP	Number of course materials developed	0	TBD	CLP implementation reports
7.2.3	Develop course materials with remote option in line with existing materials of the CLP	Number of in-service training sessions conducted for implementing the reviewed CLP	0	TBD	Course materials with remote option
7.2.4	Build capacities and provide ongoing support of all teachers for implementing the reviewed CLP	Number of courses developed with remote option	0	TBD	Capacity-building and workshop reports

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

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

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

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

Table 25: Programme 7.3 – Develop a resilience strategy and make investments in technology and materials for implementing it

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

ANNEX

Detailed Multi-Year Action Plan 2022/23–2024/25

- Specific sub-activities for the first three years of implementation are shown against the related programme and its specific activities, as outlined in the ESSP.
- This is followed by specific implementation timelines (active quarters indicated with an 'x') and the related costs (further explained in the remarks columns where required).
- Specific responsibilities for MoET (departments or officers) are stated, including out-stationed departments and/or officers.
- Targets have been linked to the activities and are shown in Chapter 3 (Results Framework for Monitoring and Evaluation).

Note: For optimal readability, the presentation for every goal has been **broken up across three sections** as follows:

Section 1: Prime focus on activities, comprising the following columns

Activities → Sub-activities → Person/institution responsible → Assumptions/remarks → Timelines → Total cost per activity

Section 2A: Prime focus on costs, comprising the following columns

Activities → Sub-activities → Costs for the different means, i.e., construction, equipment and furniture → Additional MoET staff → Additional technical assistance → Grants → Total cost per activity (for the entire costing, i.e., the total sum of section 2 and section 3 together)

Section 2B: Prime focus on costs, comprising the following columns

Activities → Sub-activities → Costs for the different means (continued), i.e., Travel → Studies, training and workshops → Materials → Other costs → Total cost per activity

Goal 1:

Educational quality and
student learning improved
at all levels

MULTI-YEAR ACTION PLAN FOR 2022/23–2024/25: GOAL 1

Educational quality and student learning improved at all levels

Eswatini ESSP 2022–2034, prepared: January 2022; Action Plan 2022–2025


BUDGETING PLAN: GOAL 1: 2022–2024

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23	2023/24	2024/25	Total emalangeni (E)										
Operational Plan (OP) 1.1 Expand ECCDE provision and expand the network of ECCDE institutions																	
1.1.1 Construct and/or upgrade infrastructure within the context of Grade 0	Construct new classrooms for Grade 0: to be accessible to all children, targeting the pro-poor areas, and including those with special educational needs	Senior Inspector ECCDE	Expected construction: 80 classrooms per year E360,000 per classroom plus water and sanitation: 2 toilets per classroom (SEN and inclusive compliant), E60,000 each Total per classroom: $E360,000 + E60,000 \times 2 = E480,000$				•	•	•	•	•	•	•	•	35,840,000		
	Upgrade existing Grade 0 classrooms: to be suitable for all children, including those with special needs		180 existing Grade 0 classrooms: to equip with 2 toilets per classroom (over 2 years)					•	•	•	•	•	•	•	•	21,600,000	
	Allocate accommodation for Grade 0 teachers		No costing for this activity (would interfere with a wider policy for MoET)					•							•	0	
	Construct outdoor play areas with facilities for Grade 0		E35,000 basis and E5,000 for facilities for Grade 0, 1 per school for each of the 680 primary public schools over the plan period Last 2 years of the plan period = $680 \div 11 \times 2$														4,945,455
	Provide indoor facilities that promote the approaches to teaching and learning for Grade 0		E25,000 per school Number of schools per year: $680 \div 12 \times 3$					•	•	•	•	•	•	•	•	•	4,250,000
1.1.2 Increase access to quality ECCDE programmes	Regularly visit pre-schools to ensure the quality of ECCDE provision (including private pre-schools)	Senior Inspector ECCDE		•	•	•	•	•	•	•	•	•	•	•	•	0	
	Provide appropriate materials for teaching and learning (play-based materials)		3–5 years, community-based centres (community pre-schools) 780 centres = $780 \div 12 \times 3$ @ E25,000 per centre plus learning packages for Grade 0 from ESSP												•	44,794,000	

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeneni (E)
1.1.2 Increase access to quality ECCDE programmes (cont.)	Offer regular workshops to teachers on ECCDE pedagogy and capacitate them to identify early warning signs of delays in development and appropriate interventions		Regular budget, not costed				•				•				•	0
	Sensitize stakeholders and parents on the importance of ECCDE		Will involve the inspectorate to go to the communities to sensitize them (campaign type) (cost of transport, meals etc.)	•	•	•	•	•	•	•	•	•	•	•	•	75,500
1.1.3 Construct and/or upgrade facilities and infrastructure for ECCDE	Construct hand-washing bays in strategic areas	Senior Inspector ECCDE	Will be implemented over the running budget (as an emergency issue), therefore no cost	•	•	•	•									0
1.1.4 Identify ECCDE specialists to become ECCDE lecturers	Develop a profile of an ECCDE specialist	Senior Inspector ECCDE		•	•											0
	Recruit lecturers for ECCDE responding to the profile of an ECCDE specialist	TSC Colleges								•				•		0
1.1.5 Request and recruit staff for Grade 0	Make request for the creation of posts in Grade 0, obtain approval for engaging staff in Grade 0, and create posts	Senior Inspector ECCDE		•	•											0
	Develop the profile of a Grade 0 teacher	TSC		•	•											0
	Recruit teachers from accredited institutions that match the profile of a Grade 0 teacher	Senior Inspector ECCDE	These are qualified Grade 0 teachers recruited during the usual teacher recruitment process, so no additional budget is required. Not costed anymore			•				•				•		0
1.1.6 Create posts for ECCDE lecturers in al TTCs	–		This sub-activity has been moved from key activity 1.1.4 and will only commence in 2025/26. Not costed													0
1.1.7 Strengthen early identification and intervention strategy for children with SEN	Overall costing for key activity 1.17		E7,300,000 per year for the entire activity	•	•	•	•	•	•	•	•	•	•	•	•	21,900,000
	Review and update the 2016–2020 Strategy for Early Identification and Intervention (EII), and disseminate updated strategy widely (link to 6.1.4)	Senior Inspector SEN Senior Inspector ECCDE	3 meetings: 2 consultation and 1 validation 50 people per meeting 1 day per meeting	•	•											0
	Capacitate ECCDE teachers and caregivers on identification of early warning signs for developmental delays and intervention approaches				•	•	•	•	•	•	•	•	•	•	•	0
	Develop a system for documentation of children with special needs and disabilities, for the purposes of tracking them				•	•	•	•								0
	Develop assessment tools and intervention procedures				•	•										0

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23			2023/24			2024/25			Total emalangi (E)		
1.1.7 Strengthen early identification and intervention strategy for children with SEN (cont.)	Introduce the school readiness assessment tool for school beginners (tool to be developed)					•						•		0	
	Strengthen multidisciplinary teams for providing diagnostic and intervention services							•	•	•	•	•	•	•	0
1.1.8 Expand inspectorate services for ECCDE centres and Grade 0	Restructure the department with relevant positions (Chief Inspector ECCDE; 4 × senior inspectors ECCDE; ECCDE inspectors)	Director Education Senior Inspector ECCDE	Under the Action Plan: July 2024, recruit Chief Inspector and Senior Inspector and pay afterwards. July 2025, recruit Senior Inspector and pay afterwards Average monthly salary and benefits: E24,000 monthly The other envisaged inspectors are already in the system or to be recruited after the Action Plan period						•	•				•	6,912,000
	Provide capacity building to empower personnel with relevant skills and inform about current trends	Senior Inspector ECCDE						•	•	•	•	•	•	•	0
	Monitor and inspect Grade 0 and ECCDE programmes			•	•	•	•	•	•	•	•	•	•	•	0
	Provide capacity building to ECCDE and Grade 0 teachers (workshops and short in-service courses)			•	•	•	•	•	•	•	•	•	•	•	0
OP 1.2 Roll out the new competency-based curriculum															
1.2.1 Procure relevant PRESET and INSET training and learning materials (including Grade 0, SEN) for teacher resource centres and teacher training colleges	Conduct audit for teaching and learning materials	Director INSET	Normal operation. Not costed	•	•										0
	Identify sources of supply	Chief Inspector Tertiary	No extra cost		•										0
	Prepare prioritized budget for required teaching and learning materials		Normal operation. Not costed			•									0
	Procure materials in line with identified priorities	NCC unit in charge, together with INSET	Normal operation. Not costed					•				•			0
1.2.2 Capacitate INSET staff on school leadership/management, pedagogy, curriculum and other professional issues, within the context of competency-based education	Conduct a needs assessment	Director INSET		•	•										900,000
	Identify institutions to provide short- and long-term training				•										0
	Develop a schedule for participation of INSET staff in the training courses run by the identified institutions					•									0

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)	
1.2.3 Develop and implement a pre-service curriculum that will embrace competency-based education	Conduct a situational analysis on pre-service and identify gaps	TTCs		•	•											0	
	Design a programme to train the lecturers on competency-based education	Chief Inspector Tertiary				•	•	•	•							0	
	Develop a schedule for participation of pre-service staff in the training courses run by the identified institutions								•							0	
	Implement pre-service programmes that embrace competency-based education		To be implemented in TTCs							•	•	•	•	•		0	
1.2.4 Mainstream disability issues in the different subjects	Plot SEN issues to be covered/mainstreamed in the next grades	Senior Inspector SEN		•												0	
	Prepare and provide course modules for quick interventions, where there are gaps		Additional information needed			•				•				•		0	
1.2.5 Retrain and continuously support head teachers and teachers in line with the needs of a competency-based curriculum and based on the NQF and national standards	Do a situational analysis to identify gaps and needs for teachers	Director INSET		•	•											0	
	Develop roles and responsibilities on CBE for head teachers and teachers					•	•									0	
	Train head teachers on how to supervise the CBE						•	•	•	•	•	•	•	•	•	•	0
	Train teachers on how to teach according to the needs of CBE						•	•	•	•	•	•	•	•	•	•	0
	Align qualifications in CBE and NQF						•	•									0
1.2.6 Capacitate irrelevantly qualified teachers with appropriate skills to teach in primary schools	Conduct needs assessment of irrelevantly qualified teachers, also identifying gaps on their professionalism and instructional roles	Director INSET		•	•											0	
	Develop training manuals to train the teachers					•	•									1,600,000	
	Train trainers of trainers							•	•							0	
	Train irrelevantly qualified teachers								•	•	•	•	•	•		0	
1.2.7 Procure and continuously review/update textbooks matching the requirements of the competency-based curriculum	Align the textbook review policy according to the CBE phases	NCC, together with INSET	Put on hold for the next 3 years, dependent on availability of personnel													0	
	Continue the review of textbooks (1 grade per year): 2022 Grade 4; 2023 Grade 5; 2024 Grade 6; 2025 Grade 7		Already budgeted for	•	•	•	•	•	•	•	•	•	•	•	•	•	0
	Continue to procure revised books (1 grade per year as above)		Already budgeted for		•	•				•	•			•	•		0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangi (E)		
1.2.8 Gradually introduce TVET competency-based curricula based on occupational unit standards for training programmes in key economic growth sectors	Set up a committee from the different levels of TVET institutions	Chief Inspector Tertiary, together with NCC														0		
	Align curriculum to competency-based curriculum		1 international TA for 9 months														2,700,000	
	Align curriculum to competency-based curriculum (cont.)		2 national TA for 9 months														1,800,000	
	Develop and package curriculum for non-formal PSET education that is parallel to the formal education programme (providing pathways to the different institutions)																0	
OP 1.3 Improve the system of continuous education																		
1.3.1 Reinforce linkages with relevant partners, role-players and stakeholders, particularly politicians	Map out partners and role-players	Chief Inspector Tertiary															0	
	Develop strategy for reinforcing the linkages																0	
	Implement the strategy																0	
1.3.2 Design and implement an advocacy and communication strategy for improving the image and relevance of basic literacy and non-formal education for social and economic development	Engage a consultant to lead in the designing and development of the advocacy and communication strategy	Sebenta National Institute	TA, 3 months first and second quarters of 2022/23, regional TA, cost assumed equal to international														919,500	
	Meetings: 20 persons, 1 day, 3 meetings																	
	Carry out situational analysis and compile report																	0
	Design and develop strategy																	0
	Print and disseminate to stakeholders																	0
Implement developed strategy using multimedia communication including social media, community meetings, print media																	0	
1.3.3 Introduce/expand basic literacy and non-formal education through primary and secondary education learning centres for the blended approach to teaching and learning	Prepare at least 1 of the 12 Sebenta National Institute schools/year for blended teaching and learning	Sebenta National Institute	1 school in 2023/24, plus 1 school in 2024/25. Includes equipment and connection														400,000	
	Engage stakeholders on discussions around approaches to blended teaching and learning, including the establishment of new learning spaces		Including: primary schools, secondary schools, community leadership and development partners															0
	Design capacity building for blended learning		TA: required, E160,000 lump sum															160,000
	Conduct capacity-building sessions in basic literacy and non-formal education, for implementers such as programme staff, field officers and facilitators																	0
	Procure equipment and learning materials																	0
	Conduct monitoring and evaluation activities, including feedback meetings with stakeholders		EMIS															0
																	0	

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangi (E)	
1.3.4 Develop qualifications beyond SGCSE (A Level and AS Level)	Review consultation document and conduct consultative meetings with stakeholders	Chief Inspector Tertiary	Includes curriculum packaging, assessment, accreditation and policy guide for schools	•	•	•										0	
	Prepare and submit a formal costed concept note to Cabinet for approval		Including cost implications such as human resource cost				•	•									0
	Determine skills and resource gaps in the 12 schools identified for the pilot, and develop a costed plan to address the identified gaps (infrastructure, equipment, material, human resources)		Schools distributed across the 4 regions	•	•	•											0
	Recruit relevantly qualified teachers for the 11 schools of the programme (AS Level and A Level)		Recruitment to be informed by set criteria							•							0
	Conduct workshops for teachers involved in AS Level and A Level		Workshops solely for the teachers of the schools piloting the programme 11 schools. Assuming 11 workshops, 10 participants, 3 days each							•	•	•	•	•	•		107,250
1.3.5 Consolidate and market pre-vocational education, also improving the scope and the management structure (including an adequate budget to sustain the programme rollout)	Assess the status of PREVOC programme in the 16 schools including programme relevancy of the programme to industry needs	Chief Inspector Tertiary	Link to 1.2.8		•	•	•	•								0	
	Develop a responsive marketing strategy		Link to 1.2.8			•	•	•								0	
	Develop a costed and prioritized training plan for the programme, including the responsive marketing strategy					•	•	•								0	
	Implement the training in line with the costed and prioritized training plan									•	•	•	•	•	•	•	0
	Implement the responsive marketing strategy									•	•	•	•	•	•	•	0
1.3.6 Encourage higher education institutions to accept students with pre-vocational (PREVOC) subjects	Engage institutions of higher learning on PREVOC and its implications on admission	Chief Inspector Tertiary	Including sensitization on the PREVOC programme	•	•	•	•									0	
	Develop an agreed action plan for admission of PREVOC learners							•	•	•	•	•	•			0	
	Monitor and evaluate the plan														•	0	
1.3.7 Equip training institutions with adequate and sufficient modern training materials and tools to enhance training capacity and improve quality in identified economic growth areas	Assess the adequacy and needs requirements of education and training inputs in higher education institutions	Chief Inspector Tertiary		•	•	•	•									0	
	Prepare and request a prioritized budget for procurement of materials and tools								•	•	•	•				0	
	Procure equipment and learning materials according to prioritized budget												•	•		0	

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangi (E)
1.3.8 Improve the capacity of TVET instructors and management for relevance, quality and smooth offering of TVET	Assess the ability of all management and staff in terms of qualification and experience	Chief Inspector Tertiary		•	•	•	•									0
	Prepare a costed and prioritized training schedule for improving the quality of the instructors		TA required					•	•	•	•					0
	Implement the training schedule for improving the quality of the instructors according to the costed and prioritized plan											•	•	•	•	0
1.3.9 Develop and implement a plan for conducting stakeholder meetings in order to continuously engage with employers, especially the private sector, for the benefit of TVET graduates	Hold advocacy workshops with industry to explain importance and relevance of industry support in these components	Chief Inspector Tertiary	Link to 3.3.6	•	•	•	•	•	•	•	•	•	•	•	•	0
	Prepare and sign MoUs with industry to form partnerships for internship, etc.				•	•	•	•	•	•	•	•	•	•	•	0
	Implement the TVET policy action plan on partnerships with industry					•	•	•	•							0
	Forge relationships with industry by setting up programme advisory committees with representation from industry					•	•	•	•	•	•	•	•	•	•	0
	Prepare industry-based training programme and implement training					•	•	•	•	•	•	•	•	•	•	0
1.3.10 Develop and implement a plan for higher education institutions to conduct relevant tracer studies (according to agreed-upon priorities) for improvement of programmes and employability opportunities	Develop data-gathering instrument for the tracer study	Chief Inspector Tertiary	Implementation of the tracer studies only after 2024/25									•	•	•	•	0
	Identify places where the data will be collected											•	•	•	•	0
	Liaise with the MoLSS for the labour market information system											•	•	•	•	0
	Liaise with employment services such as Business Eswatini and Federation of Eswatini Business Community for information on engaged graduates											•	•	•	•	0
	Conduct stakeholder discussions to contribute to the framework for the tracer studies and to validate them											•	•	•	•	0
	Engage institutions on graduate information from entrance to exit											•	•	•	•	0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)		
1.3.11 Develop partnerships with industry in order to run study courses that are demand driven rather than supply driven and which combine theoretical training at a higher education institution with practical training conducted at the industrial partner company (referred to as learnerships, internships, workplace-based learning)	Identify courses which need to be upgraded and adapt curriculum accordingly	Chief Inspector Tertiary						•	•	•	•					0		
	Capacitate institutions on the design of industry-driven programmes												•	•	•	•	0	
	Implement upgraded courses in line with revised curriculum		After 2024/25														0	
	In cooperation with the MoLSS, conduct career fairs			•			•	•			•	•				•	0	
	Conduct road shows and promotions, sharing with prospective students training programmes and job perspectives		Lump sum			•	•	•	•	•	•	•	•	•	•	•	•	160,000
OP 1.4 Strengthen existing monitoring procedures to ensure a comprehensive understanding of the education sector																		
1.4.1 Operationalize ESSP monitoring framework	Upgrade and regularly maintain/update the existing EMIS to keep up with growing demands on the system	EMIS	Under the maintenance/update of EMIS	•	•	•	•	•	•	•	•	•	•	•	•	•	0	
	Create and institutionalize the M&E technical team on the coordination of the ESSP indicators for M&E with participation from all heads of department		(Also a Cabinet requirement now) heads of department working as focal points	•													0	
	Set up a national EMIS task team under the LEG (with M&E) from partners		Agree each indicator from department should be accompanied by budget	•													0	
	Identify and incorporate missing ESSP indicators in the upgraded EMIS system, also assessing their practicability			•													0	
	Create an inventory of all the indicators and periods for collection (annually, quarterly)			•													0	
	Make a request for creation of additional high level posts at professional level to manage regional EMIS		Posts to be created by the public service	•													0	
	Regularly assess ESSP indicators through surveys		No additional cost sub-activity			•					•					•		0
	1.4.2 Integrate ESSP KPIs into the EMIS		Review and harmonize KPIs laid out in the ESSP and KPIs laid out in the World Bank Results Framework	EMIS/M&E		•												0
Develop a costed and prioritized plan for the setting up of baseline studies			•													0		
Conduct baseline studies in line with the costed and prioritized plan for setting baselines and targets for ESSP KPIs where still required					•	•	•	•	•	•							1,350,000	

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangi (E)
1.4.3 Conduct yearly joint education sector reviews together with development partners	Map out partners and role-players, with a view to share education sector information, including data	Director of Education	Updating existing mapping	•												0
	Sensitize stakeholders (MoET and partners) on rationale of forthcoming joint education sector review	EMIS		•	•											0
	Conduct donor conference in preparation for first joint education sector review in order to present the ESSP and to invite donors for funding		Normal funding		•	•			•				•			0
	Conduct quarterly education sector meetings as a follow-up (and preparation of) joint education sector reviews with participation of all partners				•	•	•	•	•	•	•	•	•	•	•	0
1.4.4 Conduct qualitative impact assessments every two years (based on a representative sample)	Develop methodology (including assessment tools) in collaboration with the relevant stakeholders (LEG task team)	EMIS/M&E							•	•						0
	Conduct assessment		To be held every 2 years Lump sum										•			1,000,000
	Analyse and write report on the findings and recommendations, and disseminate to stakeholders for inputs during the validation process												•			0
	Validate findings and recommendations												•			0
	Disseminate validated findings and recommendations widely													•		0
1.4.5 Provide necessary training to inspectors and head office staff (EMIS, M&E department)	Train EMIS staff to act as trainers	EMIS	TA: required to train EMIS staff (international, 1 month) Workshop: 20 EMIS staff for 10 days training Confirmed (planning)		•				•					•		365,000
	Train inspectors and regional EMIS focal points				•				•					•		0
	Train all departments on the meaning and interpretation of the indicators		Training to include report drafting according to evidence-based performance reporting principles			•			•					•		0
Total Goal 1															151,778,705	

Goal 2:

Students retained in school
until completion

MULTI-YEAR ACTION PLAN FOR 2022/23–2024/25: GOAL 2

Students retained in school until completion

Eswatini ESSP 2022–2034, prepared: January 2022; Action Plan 2022–2025



BUDGETING PLAN: GOAL 2: 2022–2024

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23	2023/24	2024/25	Total emalangen (E)			
OP 2.1 Reduce both financial and non-financial barriers to staying in school										
2.1.1 Expand school-feeding schemes to all Grade 0 learners in all public schools	Incorporate Grade 0 costs related to school feeding into the FPE grant	Chief Inspector Primary	Costed following ESSP estimates	•	•		20,927,200			
	Determine enrolment of children each year for the calculation of food quantities as done by the other levels of education				•		•	0		
	Budget and procure additional food (on top of the FPE grant)			•		•		•	0	
	Distribute food to primary schools with Grade 0									
	Review food security framework to incorporate Grade 0		Local TA services over 4 months		•	•			400,000	
2.1.2 Amend FPE fee schedule to ensure schools with low enrolment receive adequate funding; and make disbursements to all public primary schools accordingly	Ascertain and review costs of activities conducted in schools under FPE grant, also for identifying gaps	Chief Inspector Primary		•	•			0		
	Ascertain minimum grant amount for schools with low enrolment			•	•			0		
	Ascertain number of children by level in need of support			•	•			0		
	Finalize regulations for implementing the Act, including the classification of schools			•	•	•			0	
	Make disbursement to schools		Estimate: 9,000 grants; unit cost of E560			•	•		•	5,040,000
	Develop an electronic system for the submission and capturing of claims of FPE funds, also strengthening linkages between EMIS and FPE		Total E2.5 million investment for EMIS We assume 10% (E250,000) from FPE grants	•	•	•				250,000

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)	
2.1.3 Establish benchmarks for secondary education fees	Review the costs and activities related to secondary education for all public and private schools	Chief Inspector Secondary		•	•	•										0	
	Review the fees currently charged in secondary education		•	•	•											0	
	Develop a strategy for harmonizing secondary education fees				•	•	•										0
	Develop an enforcement strategy					•	•										0
	Formulate benchmarks and have them enacted by means of binding regulations						•	•	•								0
2.1.4 Strengthen the provision of educational support for orphans and vulnerable children (including care and support for teaching and learning [CSTL])	Conduct advocacy with the Deputy Prime Minister's (DPM's office) on the increase of the OVC grant to cater for additional needs of OVCs	Director of Education	Link to 6.2.2	•												0	
	Lobby for the DPM's office to support the discussions and requests for catering for additional needs of OVCs under FPE	Director Education Testing Guidance and Psycho-Social Support (ETGPS)			•											0	
	Develop proposal for submission to Cabinet to request for OVC grants to be administered at MoET (instead of the DPM's office)				•											0	
	Strengthen clubs in schools to promote learning of girls and boys, including girls and boys with disabilities		Already covered by the World Bank. No added cost	•	•	•	•	•	•	•							0
2.1.5 Advocate for the expansion of scholarships to PSET learners	Develop an advocacy strategy	Chief Inspector Tertiary					•									0	
	Disseminate strategy and distribute it to stakeholders for validation							•									0
2.1.6 Facilitate additional support for secondary and PSET learners	Develop linkages with private sector (e.g., in terms of internships)	Chief Inspector Tertiary		•	•	•										0	
	Advocate for recognition of prior learning		•	•	•											0	
	Empower institutions to recognize prior learning in the training offered by them, and also for entry into training institutions					•	•	•	•								0
OP 2.2 Establish systematic national learning assessments to regularly monitor progress																	
2.2.0 Overall costing for the programme	Overall costing OP 2.2: Year 1			•	•	•	•									1,803,000	
	Overall costing OP 2.2: Year 2							•	•	•	•					2,083,000	
	Overall costing OP 2.2: Year 3											•	•	•	•	1,296,000	

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23			2023/24			2024/25			Total emalangeneni (E)	
2.2.1 Strengthen the existing assessment and examination system in line with the requirements of a competency-based curriculum and the NQF	Conduct consultative workshops for education sector stakeholders for input on the Assessment Framework	Director of Education		•	•								0	
	Finalize and adopt the Assessment Framework in line with the requirements of a competency-based curriculum and NQF	Exams Council Registrar			•	•							0	
	Conduct capacity-building workshops for educators including quality assurance officers, lecturers, teachers and instructors on teaching and assessment of the CBE curriculum and disseminate the framework		Routine operation				•	•	•	•	•	•	•	0
	Regularly monitor and evaluate the implementation of the Assessment Framework						•	•	•	•	•	•	•	0
2.2.2 Develop an assessment policy to align assessment and examinations with identified competencies, also considering remote assessment and examination modes	Conduct consultative workshops for education sector stakeholders for input on the development and drafting of an inclusive assessment policy	Director of Education		•	•								0	
	Finalize and adopt the assessment policy in line with the requirements of a competency-based curriculum and NQF	Exams Council Registrar			•	•							0	
	Sensitize stakeholders and disseminate the adopted assessment policy						•						0	
	Develop implementation guidelines and procedures for the assessment policy						•						0	
	Implement and regularly monitor the assessment policy, guidelines and procedures						•	•	•	•	•	•	•	0
2.2.3 Conduct annual national learning assessments (Grades 3/4, 7 and 12)	Prepare a concept note for establishing a national assessment unit specifically for conducting the new national learning assessments for approval by Cabinet	Director of Education Chief Inspectors Primary and Secondary Exams Council Registrar			•	•								0
	Request for establishment of the approved posts						•							0
	Recruit – and pay – the relevantly qualified personnel		Will depend on the location of the national assessment unit. If it is at Exam Council of Eswatini (ECESWA), then responsibility rests with the registrar. If it is at NCC, recruitment to be done by TSC. (Info: NCC) Overall budget for these activities in ESSP: E5 million					•	•					0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeneni (E)
2.2.3 Conduct annual national learning assessments (Grades 3/4, 7 and 12) (cont.)	Sensitize stakeholders on the existence and function of the national assessment unit		The stakeholders will include: MoET (Principal Secretary, Director, Chief Secondary and Primary, regional education officers (REOs) and 15 senior inspectors); NCC (45 officers); Exams Council of Eswatini (20 officers); Head teachers (Eswatini Principals Association and Swaziland Schools Administrators Association executives); INSET (14 officers); Swaziland National Association of Teachers Executive; Colleges (4 principals); subject panels (15 members per panel × 15 subjects)								•					0
	Develop national assessment tests		Resources may include human (2 teachers per subject = 30 to develop the assessment tests and paid according to ECESWA standards) and stationery There will be a need to train test developers								•	•				0
	Pilot national assessment tests in selected schools and institutions		Resources may include stationery (develop, print and multiply data collection tools as well as the assessment tests) and transport The number of tests will depend on the number of learners in the selected schools											•	•	0
2.2.4 Conduct PSET tracer studies			Only as from Year 4 of implementation (2025/26)													0
OP 2.3 Provide assistance to learners at risk of dropping out																
2.3.1 In line with the 7 Dimensions of Exclusion, advocate and implement policies and programmes that promote and protect the rights of OVCs (i.e., orphans, children living with HIV/AIDS and disabilities, and those who are socioeconomically and otherwise marginalized)	Develop an advocacy strategy for ensuring the implementation of policies and programmes that promote and protect the rights of OVCs	Director ETGPS		•	•	•	•									0
	Disseminate the strategy to all stakeholders including educators and parents			•	•	•	•									0
	Build capacity of involved stakeholders for implementing the strategy							•								0
	Track implementation and effectiveness of the policies							•	•	•	•	•	•	•	•	0

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangenani (E)
2.3.2 Promote gender equity and leadership skills among girls and boys through career fairs/days and job shadowing (internships)	Conduct regional career fairs/days to motivate girls and boys to take up relevant subjects	Director ETGPS		•	•	•	•	•	•	•	•	•	•	•	•	0
	Establish linkages between schools, tertiary institutions and employers to facilitate job shadowing and internships														0	
	Develop and strengthen online career programmes and leadership skills for girls and boys				•			•					•		0	
	Deliberately assign girls/boys leadership responsibilities that are normally given to boys/girls				•			•					•		0	
	Develop mentorship programmes and deliberately expose girls and boys to role models				•			•					•		0	
	Strengthen/develop school clubs that promote gender sensitivity and leadership skills				•			•					•		0	
2.3.3 Mainstream life skills (i.e., HIV/AIDS, health promotion and career guidance) in the primary and secondary curriculum with each learner receiving age-appropriate gender-sensitive information and skills	Integrate life skills into all instructional materials, specifically at primary level	Director ETGPS		•	•	•	•									0
	Conduct capacity-building workshops for teachers teaching guidance alongside their own specific subjects		Residential workshops of 5 days. E325 per person per day x 680 teachers (1 guidance teacher per school, 680 schools)	•	•	•	•									1,105,000
	Introduce life skills programmes for teachers at pre-service														0	
	Create specific posts for guidance teachers				•			•					•		0	
	Recruit – and pay – specific guidance teachers		Cannot be costed – pending approval			•	•	•	•			•	•			0

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23			2023/24			2024/25			Total emalangenani (E)	
2.3.4 Strengthen local services and safety nets for schools that address HIV/AIDS, sexual reproductive health and the rights of OVCs in particular	Include take-home rations in school meal programmes in all public schools	Director ETGPS	The unit cost can be assumed as equal to one of the meals at school; only over the weekend School meal programme in 2018: E269 per child per year (193 days a year). 2022 cost (inflation rate applied): E315. Estimate for home rations: per week, 2 days of rations compared to 5 days of school. Yearly cost per student: $E315 \div 5 \times 2 = E126$ Number of pupils/students: 69,843 in 2018, rounded to 72,000 for chronological update (estimate) Category agreed on with the group: Others Assumed to be offered over 3 fiscal years				*	*	*	*	*	*	27,000,000	
	Advocate for the introduction of a coordinated strategy to provide meals for learners during weekends, school holidays and the unprecedented closure of schools for vulnerable children			*	*	*								0
	Strengthen the empowerment of children on sexual reproductive health													0
	Identify existing databases and/or create a new database for vulnerable children													
2.3.5 Train all relevant educational staff on key CSTL issues (e.g., social behaviour change communication, life skills education, gender issues) and career guidance	Train all guidance teachers and newly appointed head teachers and deputy head teachers on the CSTL Framework	Director ETGPS			*	*			*	*		*	*	0
	Train primary school head teachers on the guidance programme			*	*			*	*		*	*	0	
	Train primary school guidance teachers on life skills education and methodologies			*	*			*	*		*	*	0	
2.3.6 Strengthen case management protocol to address issues of violence against children in and around school	Orient school administration and teachers on the Violence Prevention and Response Strategy and the School Positive Discipline Guidelines	Director ETGPS		*	*	*							0	
	Develop linkages with other subsectors and referral agencies mandated with the welfare of children to fast track the management of reported cases				*	*							0	
Total Goal 2												59,904,200		

Goal 3:

Entry and exit points of the
education system strengthened

MULTI-YEAR ACTION PLAN FOR 2022/23–2024/25: GOAL 3

Entry and exit points of the education system strengthened

Eswatini ESSP 2022–2034, prepared: January 2022; Action Plan 2022–2025

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BUDGETING PLAN: GOAL 3: 2022–2024

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23	2023/24	2024/25	Total emalangeni (E)				
OP 3.1 Improve teaching in foundational grades (Grade 1–4): All covered in current budget											
3.1.1 Develop matching syllabuses for primary education	Review current syllabus for early grades to identify gaps in early reading and numeracy	Chief Inspector Primary		•	•	•	0				
	Develop training modules/manuals to be used in pre-service and in in-service training	NCC			•	•	0				
	Introduce national reading hour in the language slot periods, to be visible in the timetable			•			0				
	Identify and procure support materials to support early-grade reading and numeracy		Identification in 2022/23 Procurement to start in 2023/24	•	•	•	•	0			
	Develop matching teaching guides for the supplementary materials				•	•	•	0			
3.1.2 Incorporate learner-centred (and learning-centred) approaches, with emphasis on curriculum becoming fully competency based, with agreed and clearly specified skills and competencies	Develop teacher training guides for pre-service and in-service training on learner-centred methods (including differentiated teaching and learning approaches to cater for different abilities)	Chief Inspector Primary NCC			•	•	•	0			
	Train teachers and Head teachers on the use of the developed guides					•	•	•	•	0	
	Develop formative assessment manuals for assessing learning progress and for identifying gaps				•	•	•	0			
	Monitor teaching					•	•	•	•	0	
3.1.3 Continuously evaluate competency-based education materials	Develop tools to continuously evaluate CBE	NCC		•			0				
	Identify and train evaluation teams			•			0				
	Continuously evaluate CBE materials using the developed tools		In different grades in line with the multi-year rollout		•	•	•	•	•	•	0
	Review materials according to the identified gaps		Only after completion of the cycle (i.e., after Grade 7), probably in 2026 school year							0	

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)
3.1.4 Implement the existing policy on repetition, based on clear procedures and guidelines to be developed	Revise and update the existing draft repetition strategy, including procedures and guidelines for its implementation, enforcement and monitoring	Director of Education		•												0
	Disseminate the updated strategy to schools, including the procedures and guidelines	Chief Inspector Primary		•												0
	Sensitize administrators, head teachers and teachers on implementation of the strategy				•	•										0
	Monitor implementation of the strategy						•	•	•	•	•	•	•	•	•	0
	Provide regular reports to the Principal Secretary on the implementation of the strategy						•	•	•	•	•	•	•	•	•	0
3.1.5 Improve on timely posting of qualified teachers, especially to rural schools	Develop clear guidelines on the submission of declarations by schools, i.e., reporting vacant posts to REOs	Teaching Service Commission (TSC)														0
	Request for the required posts from public service (who will then write a request to Cabinet for waiver of the Establishment Circular No. 3 of 2018 that prohibits the hiring of teachers)															0
3.1.6 Expand minimum and optimum standards for education in foundational grades	Separate competencies from subjects and move towards competencies across the curriculum	Chief Inspector Primary			•	•										0
	Develop standards in every phase (3), e.g., literacy and numeracy	NCC				•	•									0
	Implement the education standards						•	•	•	•	•	•	•	•	•	0
	Develop inspection tools to monitor the standards	Inspectorate				•	•									0
	Continuously monitor the standards	Inspectorate							•	•	•	•	•	•	•	0
OP 3.2 Improve English language instruction in the early grades																
3.2.0 Overall costing for the programme	Overall costing OP 3.2: Year 1															500,000
	Overall costing OP 3.2: Year 2															3,216,000
	Overall costing OP 3.2: Year 3															6,432,000
3.2.1 Conduct nationwide assessment of teacher competencies in English language (Grades 1–4)	Recruit a research team	Chief Inspector Primary		•												0
	Develop sample-based methodology			•	•											0
	Carry out actual research using a nationwide sample	NCC			•	•										0
	Disseminate research findings						•									0
	Conduct national validation workshop							•								0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23			2023/24			2024/25			Total emalangeni (E)
3.2.2 Upgrade English language instruction competencies for teachers in service (Grades 1–4)	Develop training manuals on English language instruction	Chief Inspector Primary					•	•					0
	Continuously train teachers on English language instruction	NCC						•		•	•	•	0
	Monitor English language instruction at classroom level								•	•	•	•	0
3.2.4 Conduct impact assessments every two years, assessing the degree to which quality in the early grades has improved	Prepare for the implementation of Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) in Eswatini	Examination Council	Focus on EGRA and EGMA for the first 3 years, then to be expanded with other qualitative issues	•	•	•							0
	Regularly undertake EGMA and EGRA	NCC	Every 2 years				•	•					0
OP 3.3 Increase access to PSET, in particular TVET and AELL													
3.3.1 Prepare for the establishment of a TVET development fund based on diverse funding sources (both government and the private sector)	Jointly with the MoLSS, develop an advocacy strategy for motivating government and private sector support in the establishment of a TVET development fund (levy)	Chief Inspector Tertiary and established committee					•	•					0
	Jointly with the MoLSS, develop policy and framework for fund administration and monitoring	Chief Inspector Tertiary and established board					•	•	•				0
	Enable institutions to also receive funds (in addition to funds received by the MoLSS) through establishment of a committee comprising TVET institutional personnel	Chief Inspector Tertiary	Target funds for persons with disabilities or have a quota system for persons with disabilities who should benefit							•			
3.3.2 Design and implement advocacy and communication strategy for improving the image, relevance, comparability, portability and parity of TVET, including PREVOOC	Develop an advocacy and communication strategy for improving the image of vocational training	Chief Inspector Tertiary	Upgrade ECOT (3.3.3) projected within ESSP TA required. Engage critical stakeholders during development and finalization of the strategy TA: 3 months Meetings: 4 regions, 50 people per region 2 times a year (meetings)	•	•								1,290,000
	Disseminate strategy through various channels – including meetings, radio, social media, etc.					•							0
	Advocate and request for proper placement of vocational training for persons with disabilities			•	•								0
	Align current TVET programmes		Technical committee to be appointed TA: 1 national. 3 years × 2 months each year 1 national meeting to present results: 60 people		•	•	•	•	•	•	•	•	619,500

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangen (E)
3.3.2 Design and implement advocacy and communication strategy for improving the image, relevance, comparability, portability and parity of TVET, including PREVOC (cont.)	Monitor quality in TVET according to the requirements of newly aligned TVET programmes															0
	Request for the positions of TVET inspectors from the Ministry of Public Service		Not costed: this activity is to be implemented after the plan period													0
	Ensure that ESHEC services reach all the government-owned TVET institutions to enhance the quality of service delivery	Principal Secretary														0
3.3.3 Transform ECOT into a university of applied science and technology, delivering relevant courses tailored to the demands of the labour market	Engage with the National Public Services and Allied Workers Union to have court order removed which currently prohibits the transformation of ECOT	ECOT														0
	Revive the ECOT interim committee tasked with driving the transformation process															
	Diversify institutional revenue base by putting in place policy to manage and monitor the diversification															0
	Increase collaboration and partnerships to facilitate benchmarking, accreditation and image		For example, exchange programmes, guest lecturers, subscriptions to other relevant bodies													0
	Facilitate the transformation of ECOT into a university, Year 1															1,200,000
	Facilitate the transformation of ECOT into a university, Year 2															2,700,000
	Facilitate the transformation of ECOT into a university, Year 3															5,400,000
	Upgrade and add college facilities		Facilities such as the library, departments, human resources and other systems pertinent to the achievement of transformation													0
3.3.4 Devolve the governance and management of public TVET institutions	Liaise with other involved ministries in order to jointly develop a legal framework for devolving the governance and management of TVET institutions	Director of Education														0
	Develop and present a new governance structure, jointly with the other involved ministries															0
	Appoint board of governors for TVET institutions, based on the new governance structure		As from 2025/26													0
	Align employment conditions and remuneration of skills centres staff with those of other TVET staff		As from 2025/26													0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangenani (E)	
3.3.4 Devolve the governance and management of public TVET institutions (cont.)	Identify required new management positions due to the alignment process, request for such positions and recruit staff		As from 2025/26													0	
3.3.5 Introduce part-time programmes in order to maximize the utilization of TVET institutions and to increase AELL opportunities, through either the formal or non-formal routes	Develop a policy for administration and regulation of part-time classes that is industry-focused and personnel sensitive	Senior Inspector Adult and Non-Formal Education	Liaise closely with Ministry of Public Service			•										0	
	Develop guidelines and regulations for offering part-time programmes		TA required: 1 international and 1 national, 3 months Confirmed, costed				•	•									1,200,000
	Market or advertise part-time programmes in TVET										•	•					0
	Develop MoUs with industry on curriculum content, apprenticeships and placements										•	•					0
3.3.6 Engage the private sector/ industry to provide support to TVET students, i.e., internships, attachment of staff, sharing of equipment, identification of relevant training programmes	Hold advocacy workshops with industry to explain importance and relevance of industry support in these components	Chief Inspector Tertiary		•	•	•	•	•	•	•	•	•	•	•	•	0	
	Prepare and sign MoUs with industry to form partnerships for internships, etc.				•	•	•	•	•	•	•	•	•	•	•	0	
	Implement the TVET policy action plan on partnerships with industry		Link to/partner with industry				•	•	•	•							0
	Forge relationships with industry by setting up programmes advisory committees with representation from industry						•	•	•	•	•	•	•	•	•	•	0
	Prepare industry-based training programme and implement training						•	•	•	•	•	•	•	•	•	•	0
3.3.7 Increase the number of training opportunities with flexible entry requirements and/or recognizing prior learning, also widening opportunities for AELL	Develop policy of offering short/modularized courses as a pathway for learners to enter the world of work and/or the formal TVET sector	Chief Inspector Tertiary							•	•	•	•	•	•	•	0	
	Formalize procedures for recognition of prior learning	Senior Inspector Adult and Non-Formal Education							•	•	•	•	•	•	•	0	
	Introduce short/modular courses (even below the level of the skills centres) as a pathway for learners to enter the world of work and/or the formal TVET sector								•	•	•	•	•	•	•	0	
	Increase offer of certificate courses and upskilling opportunities for TVET and AELL			•	•	•	•	•	•	•	•	•	•	•	•	0	
3.3.8 Expand and structure work-based learning	Provide a framework to encourage TVET institutions to form MoUs with the private sector	Chief Inspector Tertiary				•	•									0	
	Coordinate with Ministry of Commerce, Industry and Trade to make provision of work-based learning part of licence renewal requirement or some other activity						•	•									0

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangenani (E)	
3.3.9 Conduct impact assessments of the non-formal education route, including basic literacy provision, as an alternative to formal education at all levels of general education	Conduct tracer study on non-formal education (NFE) graduates	Chief Inspector Tertiary	TA required: International: 2 months							•	•					600,000	
	Conduct tracer study on NFE graduates (cont.)	Senior Inspector Adult and Non-Formal Education	TA required. National: 4 persons × 4 months							•	•					1,600,000	
	Trace movement within the education sector, particularly formal and non-formal education								•	•	•	•	•	•	0		
	Link data of NFE institutions with the EMIS		16 NFE institutions in total							•	•	•	•	•	•		
	Institutions to continuously conduct tracer studies and document information on graduate movements											•	•	•	•	0	
OP 3.4 Establish and continuously update regulatory and coordination framework for PSET to ensure reflection of labour market needs																	
3.4.1 Engage relevant ministries and departments to efficiently coordinate and promote training and skills development, with all activities preferably being under MoET	Conduct advocacy meetings with involved ministries and departments with regard to efficient coordination of PSET/TVET activities	Director of Education		•	•	•	•	•	•	•	•	•	•	•	•	•	0
	Consult with ESHEC on how to realize overall responsibility for all training and skills development activities to be under the responsibility of MoET		Ultimately, this should lead to a proposal on how to proceed (given that general agreement will be reached)	•	•	•	•	•	•	•	•	•	•	•	•	•	
3.4.2 Engage with relevant ministries and departments in creating, maintaining and continuously updating a framework for an observatory to inform the development of skills relevant to the needs of the labour market	Identify critical stakeholders to inform on skills relevant to the needs of the labour market	Chief Inspector Tertiary		•	•												0
	Liaise with the MoLSS to hold advocacy workshops with industry to discuss skills relevant to the needs of the labour market	MoLSS HRPD statistics			•	•	•	•	•	•	•	•	•	•	•	•	0
3.4.3 Align ESHEC registration data of TVET institutions with the EMIS	Assess ESHEC needs and requirements with regard to data capturing	EMIS	TA required: local consultant for 3 months (information from ESHEC)	•	•	•	•										300,000
	Encourage collaboration between EMIS and ESHEC on data sharing																0
	Coordinate the collection and submission of TVET data to EMIS																0
3.4.4 Develop an 'open distance learning' (ODL) approach through distance training courses (including e-learning approaches), for retraining and reskilling those already at work	Develop costed and prioritized capacity-development plan for raising capacities of staff in ODL for retraining and reskilling	NCC Emlaladini Development Centre	Link to 7.3.3			•	•										0
	Implement capacity-development activities according to costed and prioritized plan, including the development of appropriate ODL programmes specifically for TVET	IDE Coordinator at University of Eswatini (UNESWA)															
	Develop media and other resources to facilitate ODL for retraining and reskilling																0

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)
3.4.4 Develop an 'open distance learning' (ODL) approach through distance training courses (including e-learning approaches), for retraining and reskilling those already at work (cont.)	Develop and introduce e-assessment for ODL courses focusing on retraining and reskilling							*	*	*	*					0
3.4.5 Develop a mechanism for recognizing prior learning	Consult with ESHEC in the development of institutional guidelines to align with the National Recognition of Prior Learning (RPL) document (based on the SADC document)	Director of Education	Link to 3.3.7	*	*	*	*									0
	Implement the mechanism outlined in the RPL document							*	*	*	*	*	*	*	*	0
3.4.6 Establish a qualification assessment unit under the TVET directorate	Carry out stakeholder consultations	Chief Inspector Tertiary			*	*	*	*	*							0
	Identify mandate of the unit		TA required: International: 3 months National: not needed anymore					*	*	*	*					900,000
	Develop legal framework for establishing the unit											*	*			
	Develop a costed and prioritized plan for staffing and establishing the unit											*	*	*	*	0
3.4.7 Coordinate the assessment of TVET training programmes and ensure the training of assessors for competency-based education and training	Conduct advocacy meetings with involved ministries and departments with regard to the assessment of TVET programmes	Chief Inspector Tertiary		*	*	*	*	*	*	*	*	*	*	*	*	0
	Harmonize assessment procedures for TVET training programmes under the responsibility of MoET						*	*	*	*						
	Jointly with the Directorate of Industrial Vocational Training under the MoLSS, develop assessment framework and certification for the lower level of the TVET (skills centres, AELL)		Directorate of Industrial Vocational Training									*	*	*	*	
	Introduce staff development as an integral part of assessment system		Establish links with higher education institutions for long and short training of staff									*	*	*	*	
Total Goal 3														25,957,500		



Goal 4:

**Teacher development and
management enhanced**

MULTI-YEAR ACTION PLAN FOR 2022/23–2024/25: GOAL 4

Teacher development and management enhanced

Eswatini ESSP 2022–2034, prepared: January 2022; Action Plan 2022–2025

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BUDGETING PLAN: GOAL 4: 2022–2024

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23	2023/24	2024/25	Total emalangen (E)
OP 4.1 Establish and continuously update a comprehensive teacher management system that is harmonized between the TSC and EMIS							
4.1.1 Liaise with the Ministry of Public Service to establish a performance management system for teachers under MoET, specifically focusing on teacher performance in the teaching and learning process	Develop a policy that addresses a performance management system for all personnel in MoET (teachers, school inspectors, curriculum designers, guidance officers, teacher leaders and other officers), jointly with the Ministry of Public Service	Director of Education	Link the system with the upgraded EMIS system OP 4.1 is already costed	•	•	•	0
	Develop a teacher performance management framework/instrument for assessing achievement and progress against a set of defined goals or standards that specify the characteristics of quality teaching and learning		All stakeholders need to be involved		•	•	0
	Pilot the instrument to be used to see how it can be improved		Implementation in cooperation with Ministry of Public Service			•	0
	Incorporate input from pilot study					•	0
	Raise awareness of all relevant stakeholders				•	•	0
	Roll out the performance management instrument and evaluate it timely					•	0
4.1.2 Improve the provision of timely school-based teacher and student data to facilitate the policy and planning process, to keep track of all the changes at school level and to correct and enter data at regional level	Develop a clear tool for gathering higher education teacher and student data	Chief Inspector Tertiary		•			0
	Train higher education teachers and those general education teachers that have not been part of the pilot on how to record staff quota and vacant positions	EMIS			•	•	0
	Analyse the gathered data, publish findings and disseminate to communities and the population at large for further discussion and validation			•	•	•	0
	Utilize the findings to improve school operations				•	•	0
	Identify dedicated staff in schools and regional centres to capture data timely and correctly					•	0
	Create linkages between EMIS in MoET, public service and the TSC				•		0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23			2023/24			2024/25			Total emalangen (E)			
4.1.3 Utilize teacher management database to deploy teachers in a timely and equitable manner to regions and schools, and to provide inputs into policy development	Review and strengthen policy of hiring and deployment of teachers at all levels	Director of Education						•	•	•	•	•	•	0		
	Create permanent positions for teachers									•	•	•	•	0		
	Capacitate new teachers on important policies in the ministry										•	•	•	•	0	
	Decentralize the deployment of teachers to regional offices										•	•	•	•	0	
OP 4.2 Strengthen evidence-based planning and programme design, based on key data on teachers and head teachers																
4.2.1 Develop and adopt a teacher demand and supply model	Design and implement a tracer study to inform the need for teacher demand and supply	Director of Education						•	•						0	
	Utilize study results to set demand and supply quota for teacher training								•	•						
	Liaise with relevant ministries to ensure that an effective model is created to ensure that teachers are trained and absorbed									•	•					0
	Guide teacher training institutions to avoid the over-production of teachers who will end up not being absorbed										•	•	•	•	•	•
4.2.2 Project capacity development processes and requirements for school levels and subject areas up to 2034	Develop and implement an instrument to be used by headmasters in schools to provide MoET with capacity development needs from the schools	Chief Inspector Tertiary		•											0	
	Prepare a schedule for implementing the capacity development process, including the monitoring and evaluation of its progress	INSET			•										0	
	Provide additional facilities necessary for supporting capacity development processes in schools							•			•				0	
4.2.3 Train and continuously support head teachers, deputies and heads of department on their specific roles and responsibilities with regard to leadership and management	Conduct a needs assessment for head teachers, deputies and heads of department to inform teacher training curriculum	Chief Inspector Tertiary	Link to 7.2.4	•												
	Develop training module for leadership and management training, also opening up possibilities for online implementation	INSET			•	•									0	
	Develop regional and cluster schools training schedules and programmes to ensure timely and effective training					•									0	
	Review higher education leadership and management programmes for relevance with current digital trends				•	•									0	

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)
4.2.3 Train and continuously support head teachers, deputies and heads of department on their specific roles and responsibilities with regard to leadership and management (cont.)	Monitor and evaluate the impact of the training with the view to incentivize those who perform well through certification							•	•	•	•	•	•	•	•	0
4.2.4 Establish a system of appraisal for teachers	Harvest from the performance appraisal system instrument/tool (4.1.1) to be used by head teachers for appraising teachers	Chief Inspector Tertiary						•								0
	Train head teachers, deputies, heads of department and teachers on the performance appraisal system	INSET							•	•						0
	Implement the performance appraisal system and monitor its effectiveness										•	•	•	•	•	0
4.2.5 Utilize teacher data for monitoring equitable teacher allocation (link to OP 4.1)	Use the data collected from the tracer studies above to ensure equitable supply of teachers	Director of Education									•					0
	Put in place measures to retain teachers in their allocated schools, such as hiring teachers on a permanent basis and capacitating them to be effective and efficient										•	•	•	•		0
	Ensure the implementation of clear policies on transfers to reduce teacher exodus from some schools (link to 4.1.3)											•	•	•	•	0
OP 4.3 Raise the level of capacities and qualifications of teachers and instructors to raise the quality of education at all levels																
4.3.1 Develop and implement strategies for increasing intake of degree-level teachers for maths, science and ICT in senior secondary education, especially female teachers	Liaise with the MoLSS to introduce scholarships for female teachers	Director of Education	Assumption: all covered in baseline budget					•								0
	Assess colleges and produce a costed and prioritized plan for upgrading	Chief Inspector Tertiary	Cost will depend on result of assessment					•	•							
	Upgrade colleges according to prioritized plan to produce degreed teachers		Assessing facilities and others as a first stage					•	•	•	•	•	•	•		0
	Create ICT/science technician positions in the colleges to support both staff and students													•		0
	Recruit teaching staff and technicians for the created positions		Since at the end of the action plan, no costing												•	0
4.3.2 Upgrade teachers (especially female teachers) with diplomas in maths, science and ICT to become senior secondary teachers with a degree	Identify tertiary institutions that offer the relevant degrees	Director of Education	In cooperation with Public Service => no costing					•								0
	Conduct a survey to ascertain the training needs and the related numbers of teachers that require upgrading	Chief Inspector Tertiary		•	•											0
	Liaise with the Ministry of Public Service to provide funding support to assist the upgrading of the teachers							•								0
	Implement the capacity-development process										•	•	•	•	•	0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangen (E)
4.3.3 Provide continuous professional development (CPD) for pre-service teacher educators	Provide scholarships and bursaries for CPD	Director of Education														0
	Establish a CPD wing/department at colleges to ensure continuous and relevant CPD programmes	Chief Inspector Tertiary														0
	Identify important areas for CPD for teacher educators	Chief Inspector Tertiary														
	Develop courses to promote and support teachers' professionalism (online and offline)	Chief Inspector Tertiary														0
	Design and develop short courses to capacitate pre-service teachers on 21st century skills, e.g., e-learning skills, critical thinking	Chief Inspector Tertiary	To outsource 50,000 lump sum for development of materials													
4.3.4 Increase training opportunities for volunteer teachers/facilitators for improved quality of basic literacy and non-formal education provision	Capacitate facilitators to train volunteer teachers	Chief Inspector Tertiary	National TA 1 month (training) and 1 workshop: 20–30 persons, 10 days													217,000
	Put in place policies on recruitment and supporting of volunteer teachers	Senior Inspector Adult and Non-Formal Education														0
	Provide teacher mentors for volunteer teachers	Senior Inspector Adult and Non-Formal Education														0
	Collaborate with higher education institutions, create an accreditation system whereby teachers would need to accrue a certain amount of credits in order to remain registered (including micro-credentialling)	Senior Inspector Adult and Non-Formal Education														0
4.3.5 Capacitate teachers for remote teaching and learning (short-term in-service training courses)	Collaborate with the in-service department to share information on relevant teacher education needs	INSET NCC														0
	Train content and lesson developers and moderators	INSET NCC														
	Develop online training manuals or materials for the teachers	Emlalalini Development Centre	Link to digital learning support platform													0
	Design and implement e-learning short courses for in-service teachers (by higher education institutions)	Emlalalini Development Centre	Link to digital learning support platform													0
	Introduce programmes on remote teaching at pre-service teacher training institutions	IDE Coordinator at UNESWA														0
	Conduct sub-regional training on remote teaching for teachers	IDE Coordinator at UNESWA	Face-to-face training Estimate of number of groups/20 persons per group, 1 session per centre 4–5 working days													

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)	
4.3.6 Construct an in-service training centre, in order to increase access to teacher training	Prepare the budget for the project	Director of Education														0	
	Review and modify existing plan for phased construction of the education hub																0
	Construct in-service training centre as part of the education hub, Year 2																20,000,000
	Construct in-service training centre as part of the education hub, Year 3																10,000,000
4.3.7 Provide relevant 'infusion' in-service workshops to Grade 4–7 primary teachers (and their head teachers) in order to capacitate them for competency-based education	Review existing materials for Grades 1–3 and make them relevant for Grades 4–7 teachers	Chief Inspector Primary	Focus on transformative education (build the learner wholistically)														0
	Conduct orientation workshops for trainers	INSET															0
	Conduct infusion workshops for teachers and head teachers in regions																0
	Monitor and evaluate progress																0
	Provide follow-up training where necessary																0
																	0
4.3.8 Conduct in-service training workshops for teachers, head teachers and instructors (building on inspection and audit findings and recommendations)	Develop subject-specific courses based on identified capacity gaps	INSET															0
	Develop courses on finance management (specifically for school administrators)																0
	Prepare suitable modules or resources for capacitating the teaching force so that they are always relevant and effective in their duties																0
	Prepare training schedules to ensure equitable distribution of work, even when other staff are on training																0
	Monitor and evaluate the training to check progress in preparedness and skills development																0
	Develop a system for recognizing CPD, including the provision with certificates or credit accumulation from the training for promotions and further training (micro-credentialling)																

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)
4.3.9 Provide training to head teachers and school committees on school governance and audit, including the implementation of CSTL standards	Identify training needs for head teachers and school committees with regard to school governance and audit	Director ETGPS INSET		•	•											0
	Conduct training for head teachers and school committees					•	•	•								0
	Monitor and evaluate progress after the training through inspection								•	•	•	•	•	•	•	0
4.3.10 Provide orientation training for newly appointed school inspectors	Develop a structured orientation programme for newly appointed inspectors	INSET		•	•											0
	Prepare relevant training materials (resources)				•	•										
	Conduct workshops for newly appointed inspectors						•	•	•							0
	Monitor and evaluate the training for relevance and enrichment of the personnel									•	•	•	•	•	•	0
OP 4.4 Develop and implement an incentives' system for teachers (addressing, inter alia, the need to undergo CPD and to accept hardship postings)																
4.4.0 Overall cost for the programme	Overall costing for OP 4.4		From ESSP	•	•	•	•	•	•	•	•	•	•	•	•	65,387,922
4.4.1 Develop a sustainable management strategy for improving non-financial conditions of service for teachers who teach in remote schools, and lobby for its implementation	Consult widely with stakeholders to solicit teachers' needs	Director of Education		•	•											0
	Engage unions on possibilities and opportunities to maintain equitable teacher distribution through non-financial conditions of service for teachers teaching in 'bad' conditions					•	•									
	Identify the non-financial conditions of service					•	•									
	Establish regional/cluster strategies for non-monetary incentives according to the conditions of the specific region/cluster								•	•	•	•				
	Prepare a manual on how to create the basic conditions that would attract/incentivize a teacher to remain in a specific area									•	•	•				0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)	
4.4.2 Identify and roll out sustainable incentives to entitled recipients	Prepare a concept note on introducing a sustainable incentive for approval by Cabinet	Director of Education	OP 4.4 is costed above	•												0	
	Create a strong link between performance management system and CPD			•												0	
	Develop guidelines for providing incentives for teachers				•	•											0
	Develop benchmarks for hardship in the teaching profession					•											0
	Implement the guidelines for providing incentives								•	•	•	•	•	•	•	•	0
4.4.3 Every two years, conduct impact assessment on the effects of the incentives' system	Develop a monitoring and evaluation framework for the incentive system	EMIS and M&E											•			0	
	Design and conduct the impact assessment (overall methodology, data collection, data analysis, report writing)													•		0	
	Based on the impact assessment report and its recommendations, review the system and related policies or guidelines														•		0
Total Goal 4															95,882,422		



Goal 6:

Access further improved

MULTI-YEAR ACTION PLAN FOR 2022/23–2024/25: GOAL 6

Access further improved

Eswatini ESSP 2022–2034, prepared: January 2022; Action Plan 2022–2025

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BUDGETING PLAN: GOAL 6: 2022–2024

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23	2023/24	2024/25	Total emalangenzi (E)			
OP 6.1 Ensure equity and equality of opportunities for inclusive quality education in primary schools										
6.1.1 Review the regulations of the FPE Act to incorporate needs of students with SEN	Carry out an analysis of the regulations to identify gaps related to IE/SEN	Senior Inspector SEN		•	•	•	0			
	Draft and incorporate findings of the analysis to the FPE Act regulations				•	•	0			
	Facilitate the approval of the reviewed regulations					•	•	0		
	Disseminate regulations to stakeholders and capacitate them on the implementation of the reviewed regulations					•	•	•	•	0
6.1.2 Restructure the SEN unit, establish a diagnostic wing in the SEN unit and create posts	Prepare a concept note for restructuring of the SEN unit for approval by Cabinet	Senior Inspector SEN		•			0			
	Request for the establishment of the approved posts for the diagnostic wing			•	•		0			
	Recruit the relevantly qualified specialists for the diagnostic wing		5 specialists paid at the level of inspectors Linked to Goal 7			•	•	2,880,000		
	Sensitize stakeholders on the existence and function of the diagnostic wing					•	•	•	•	0
6.1.3 Implement norms and standards (index) for SEN and inclusive education, and roll them out	Pilot the norms and standards in selected primary schools, and incorporate lessons learnt	Senior Inspector SEN NCC	20 schools (10 primary and 10 secondary) over a year Workshop to have the team familiarized with the materials (1 day, 20 persons: officers and data-collecting team) 8 regional workshops, 25 persons, 3 days each Transport (10 officers at SEN and NCC) Unit cost central staff to regions: 1,500 Already funded by UNICEF	•	•	•	6,500			
	Roll out the implementation of norms and standards to the rest of the schools and institutions (formal, non-formal and distance learning institutions)					•	•	•	•	•

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23			2023/24			2024/25			Total emalangeneni (E)	
6.1.3 Implement norms and standards (index) for SEN and inclusive education, and roll them out (cont.)	Include norms and standards for SEN in EMIS data collection guide			•	•								0	
	Enforce norms and standards by regularly monitoring their implementation							•	•	•	•	•	•	0
6.1.4 In collaboration with the Ministry of Health, the Central Statistical Office (CSO) and MoET EMIS, review and implement the existing strategy for early identification, intervention and documentation of children with SEN	Review and update the 2016–2020 Early Identification and Intervention (EII) strategy, with a view to incorporate assessment tools and intervention procedures (link to 1.1.7)	Senior Inspector SEN EMIS		•	•									
	Conduct workshops for teachers and instructors to capacitate schools and institutions (formal, non-formal and distance learning institutions) on early identification of barriers to learning and possible intervention strategies for children with special needs and disabilities		All 4 regions, 2 days by region, 50 people This for each year					•	•	•	•	•	•	260,000
	In collaboration with the Ministry of Health and the DPM's office, develop a system of documentation of learners with special needs and disabilities at primary level for purposes of tracking their progress		Focus on qualitative issues, linked to EII system			•	•	•						
	Regularly implement the system of documentation of learners with special needs and disabilities at primary level for purposes of tracking their progress							•	•	•	•	•	•	
6.1.5 Procure specialized teaching and learning materials and assistive technology for learners with SEN	Conduct a needs assessment and compile a list of material and equipment required, including beneficiaries	Senior Inspector SEN		•										
	Prioritize needs across the implementation framework of the ESSP			•										
	Review needs and – if necessary – adapt the implementation framework of the ESSP accordingly						•			•			•	
	Procure and distribute teaching and learning material and equipment according to identified priorities		Each year, spend about E3 million (E2 million from government). To increase the share of government To make it E5 million a year (public and private) Includes distribution Shared with secondary			•			•			•		3,000,000

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)
				•	•	•	•	•	•	•	•	•	•	•	•	
6.1.6 Sensitize and orient all educational staff to focus on embracing diversity and different abilities	Conduct workshops and seminars for professional and support staff on strategies to cater for diversity and different abilities	Senior Inspector SEN	All 4 regions, 1 day by region, 30 people This for each year	•	•	•	•	•	•	•	•	•	•	•	•	117,000
	Prepare and distribute Information/Education/Communication (IEC) material on embracing diversity	Director ETGPS		•	•	•	•	•	•	•	•	•	•	•	•	0
	Develop online courses for teachers and facilitators to create awareness on differentiated teaching and learning		1 national TA × 2 months	•	•	•	•									200,000
	Implement online courses for teachers and facilitators to create awareness on differentiated teaching and learning							•	•	•	•	•	•	•	•	0
	Advocate for availability of a website for special needs services			•	•	•	•									0
	Develop the website mentioned above		1 national TA × 3 months Same website as for secondary education 6.2.5 Included in the cost of the digital learning platform (3 years: E3.8 million)													
	Utilize website for information sharing, networking and generally sensitizing and orienting educators							•	•	•	•	•	•	•	•	0
6.1.7 In collaboration with relevant stakeholders, conduct awareness campaigns on the rights of students with special needs	Review and update existing advocacy strategy for improving awareness on the rights of learners with SEN	Senior Inspector SEN					•	•							0	
	Disseminate and implement revised strategy across all levels								•	•					0	
	Upon availability of a website for special needs services (link to 6.1.6), utilize website for information sharing, networking and generally sensitizing and orienting the general public						•	•	•	•	•	•	•	•	0	
6.1.8 Ensure that continuous inspections adequately address diversity, different abilities and the specific issues of learners with SEN	Review, update and adopt the inspection standards to cater for all learners (formal, non-formal and distance learning), including learners with SEN	Senior Inspector SEN		•	•										0	
	Disseminate and implement updated inspection standards across all levels	Director ETGPS					•	•							0	
	Monitor and evaluate the implementation of the inspection standards, including effective use of teaching and learning material and equipment								•	•	•	•	•	•	0	

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangen (E)
6.1.9 Realize digital connection of all schools	Conduct needs analysis of requirements for digital connection for all schools	Principal Emlalatini Development Centre (EDC)	Link to 7.3.3. See below	•	•	•	•									92,886,000
	Develop costed connectivity strategy taking into account findings of the analysis	Director NCC		•	•											0
	Implement the costed connectivity strategy including resource mobilization		Costed through ESSP (agreed-upon option: yearly provision of 60,000 devices)	•	•	•	•	•	•	•	•	•	•	•	•	0
6.1.10 Improve public primary schools' facilities and services in terms of implementing CSTL and inclusive education standards	Conduct analysis to determine gaps in primary schools' facilities and services in relation to CSTL and inclusive education	Chief Inspector Primary		•	•	•	•									0
	Develop and implement a prioritized and costed plan to address gaps identified in the analysis	Director ETGPS						•	•	•	•					0
	Monitor and evaluate implementation of the costed plan											•	•	•	•	0
OP 6.2 Ensure equity and equality of opportunities for inclusive quality education in secondary schools																
6.2.1 Regulate and moderate school fees at secondary school level	Review the costs and activities related to secondary education for all public and private schools	Director of Education	TA required					•	•	•						900,000
	Review the fees currently charged in secondary education	Chief Inspector Secondary	Linked to the previous sub-activity							•	•					0
	Develop a strategy for harmonizing secondary education fees									•	•					0
	Develop an enforcement strategy										•					0
	Formulate benchmarks and have them enacted by means of binding regulations										•					0
6.2.2 Advocate for reviewing OVC grant adequacy for meeting education cost and the needs of learners with SEN, and request the formulation of relevant regulations	Undertake negotiations with the DPM's office on increasing OVC grant in accordance with inflation	Director of Education	Link to 2.1.4	•												0
	Undertake negotiations with the DPM's office to incorporate education costs and needs for learners with disabilities	Senior Inspector SEN			•											0
	Develop regulations to guide educational costs and needs for learners with special needs and disabilities				•	•										0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangenani (E)
6.2.3 Implement norms and standards (index) for SEN and inclusive education and roll them out	Pilot the norms and standards in selected secondary schools, and incorporate lessons learnt	NCC		•	•	•										0
	Roll out the implementation of norms and standards to the rest of the schools and institutions (formal, non-formal and distance learning institutions)	Senior Inspector SEN					•	•	•	•	•	•	•	•		0
	Include norms and standards for SEN in EMIS data collection guide			•	•											0
	Enforce norms and standards by regularly monitoring their implementation							•	•	•	•	•	•	•		0
6.2.4 Procure specialized teaching and learning materials and assistive technology for learners with SEN	Conduct a needs assessment and compile a list of material and equipment required, including beneficiaries	Senior Inspector SEN		•												0
	Prioritize needs across the implementation framework of the ESSP			•												0
	Review needs and – if necessary – adapt the implementation framework of the ESSP accordingly						•			•				•		0
	Procure and distribute teaching and learning material and equipment according to identified priorities		E5 million in primary and secondary schools		•				•				•			3,000,000
6.2.5 Sensitize and orient all educational staff to focus on embracing diversity and different abilities	Conduct workshops and seminars for professional and support staff on strategies to cater for diversity and different abilities	INSET NCC		•	•		•	•	•		•	•	•		•	0
	Prepare and distribute information/education/communication (IEC) material on embracing diversity	Emlaladini Development Centre		•	•	•	•	•	•	•	•	•	•	•	•	0
	Develop online courses for teachers and facilitators to create awareness on differentiated teaching and learning	IDE Coordinator at UNESWA		•	•	•	•									0
	Implement online courses for teachers and facilitators to create awareness on differentiated teaching and learning							•	•	•	•	•	•	•	•	0
	Establish a website for special needs services		This is the same website as for primary education 6.1.6 Incorporated into learning platform	•	•	•	•									0
	Utilize website for information sharing, networking and generally sensitizing and orienting educators							•	•	•	•	•	•	•	•	0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)
6.2.6 Ensure that continuous inspections adequately address diversity, different abilities and the specific issues of learners with SEN	Review, update and adopt the inspection standards to cater for all learners (formal, non-formal and distance learning), including learners with SEN	Senior Inspector SEN			*	*										0
	Disseminate and implement updated inspection standards across all levels						*	*								0
	Monitor and evaluate the implementation of the inspection standards, including the effective use of teaching and learning material and equipment								*	*	*	*	*	*	*	
6.2.7 Realize digital connection in all schools	Conduct needs analysis of requirements for digital connection for all schools	Director NCC	Link to 7.3.3 Focus on primary schools	*	*	*	*									0
	Develop costed connectivity strategy taking into account findings of the analysis	Principal EDC						*	*	*	*	*	*	*		0
6.2.8 Improve public secondary schools' facilities and services in terms of implementing CSTL and inclusive education standards	Conduct analysis to determine gaps in secondary schools' facilities and services in relation to CSTL and inclusive education	Director ETGPS		*	*	*	*									0
	Develop and implement a prioritized and costed plan to address gaps identified in the analysis						*	*	*	*						0
	Monitor and evaluate implementation of the costed plan										*	*	*	*		0
OP 6.3 Ensure equity and equality of opportunities for inclusive quality education in PSET																
6.3.1 Upgrade PSET infrastructure in order to cater for SEN students	Conduct needs analysis on infrastructure needs for SEN students at PSET	Chief Inspector Tertiary		*	*	*	*	*	*	*	*	*	*			0
	Develop a prioritized and costed implementation plan	Senior Inspector SEN										*	*	*	*	0
	Upgrade PSET infrastructure according to the prioritized costed plan		As from 2025/26													0
6.3.2 Acquire land for improving infrastructure and learning opportunities of TVET institutions	Identify existing TVET institutions experiencing challenges with land	Chief Inspector Tertiary		*	*	*	*	*	*	*	*	*	*			0
	Document the different land issue scenarios identified by TVET institutions			*	*	*	*	*	*	*	*	*	*			0
	Engage stakeholders (including, inter alia, traditional leaders, Ministry of Home Affairs, Ministry of Housing, Ministry of Justice) also for validating findings			*	*	*	*	*	*	*	*	*	*	*		0
	Develop a prioritized and costed implementation plan for land acquisition and subsequent infrastructure improvement												*	*	*	*

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangen (E)	
6.3.3 Increase number of available non-formal education centres providing quality non-formal education in the PSET sector	Identify existing NFE-centred institutions in need of renovation	Senior Inspector Adult and Non-Formal Education		*	*	*	*	*	*	*	*					0	
	Identify locations for possible additional NFE centres			*	*	*	*	*	*	*	*					0	
	Develop a prioritized and costed implementation plan												*	*	*	*	0
	Renovate and/or construct non-formal education centres (ensuring access to people living with disabilities) according to implementation plan		As from 2025/26														0
	Draft MoUs with formal education centres to accommodate non-formal learners			*	*	*											0
	Review remuneration for part-time facilitators (teachers from formal schools) and present recommendations in a proposal							*	*	*	*						0
	Develop a prioritized and costed implementation plan												*	*	*	*	0
	Implement proposal recommendations with regard to remuneration for part-time facilitators		As from 2025/26														0
6.3.4 Liaise with the MoLSS to improve the provision of scholarships to PSET learners (also expanding to Institute of Distance Education (IDE) students, skills centres and colleges)	Establish joint fundraising committee (MoET together with MoLSS and MoF) for PSET programmes, also exploring alternative support options apart from scholarships	Director of Education		*	*	*										0	
	Develop strategy for the provision of support to PSET programmes (as an output of the work of the fundraising committee)	IDE Coordinator at UNESWA		*	*	*										0	
	Conduct advocacy meetings with the MoLSS and the Ministry of Finance on provision of scholarships for PSET learners			*	*	*										0	
6.3.5 Gradually elevate access in underserved geographical areas	Identify locations for additional TVET institutions in underserved geographical areas and their land requirements	Director of Education		*	*	*	*	*	*	*	*					0	
	Engage stakeholders (including, inter alia, traditional leaders, Ministry of Home Affairs, Ministry of Housing, Ministry of Justice) also for validating findings	Chief Inspector Tertiary		*	*	*	*	*	*	*	*					0	
	Develop a prioritized and costed implementation plan for land acquisition and construction of newly identified TVET institutions		No additional cost. Plan development already started									*	*	*	*	0	
Total Goal 6																103,249,500	

Goal 7:

System resilience strengthened
(after COVID-19) and system
prepared for future crisis prevention

MULTI-YEAR ACTION PLAN FOR 2022/23–2024/25: GOAL 7 System resilience strengthened (after COVID-19) and system prepared for future crisis prevention

Eswatini ESSP 2022–2034, prepared: January 2022; Action Plan 2022–2025

**BUDGETING PLAN: GOAL 7: 2022–2024**

Key activities	Sub-activities	Responsible person/institution	Assumptions/remarks	2022/23	2023/24	2024/25	Total emalangenani (E)
OP 7.1 Assess the impact of COVID-19 on learning across all educational subsectors (resources linked to Goal 6)							
7.1.1 Develop and test assessment tool	Develop ToR to engage a consultant for the development and testing of an inclusive assessment tool	EMIS Planning Unit	For the 3 activities: Lump sum US\$60,000, including consultant fees	•			900,000
	Disseminate the tools to stakeholders and have them validated	Subsectors		•			0
	Conduct assessment tool field tests			•			0
	Train stakeholders on the rapid assessment tools			•			0
7.1.2 Carry out a survey in all schools and establish the current status	Develop ToR to engage a consultant for carrying out the survey	EMIS Planning Unit		•			0
	Present preliminary survey results to the school administrators	Subsectors		•			0
	Disseminate full study to stakeholders and present for validation purposes			•			0
7.1.3 Assess the prevailing enabling conditions for the recovery of lost learning (e.g., current accessibility and active utilization for education purposes of TV, radio, network, newspaper, tablets, smart phones)	Develop ToR to engage a consultant for assessing the prevailing enabling conditions for the recovery of lost learning	EMIS Planning Unit		•			0
	Present the assessment report to principals	Subsectors		•			0
	Disseminate assessment report to stakeholders for validation purposes			•			0
OP 7.2 Develop and implement a plan for the recovery of lost learning due to the impact of school closures and other effects of COVID-19							
7.2.1 Develop compressed learning plan (CLP), including technology-enabled learning, in light of the current effects of COVID-19	Develop ToR to engage a consultant to develop the compressed learning plan on the basis of the compressed curriculum	Chief Inspector Primary and Secondary NCC	Team leader and 3 people supporting Over 3 months (team leader E300,000/month, local support E100,000/month/person) Prepare advertisement as soon as possible, as the CLP has to start in the early plan period	•			1,800,000
	Validate the developed compressed learning plan with stakeholders			•			0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangen (E)	
7.2.2 Implement reviewed CLP	Cost the recommendations from the CLP	Chief Inspector Primary and Secondary		•												0	
	Disseminate and implement the CLP				•	•	•	•	•	•							0
7.2.3 Develop course materials with remote option, in line with existing materials of the CLP	Customize course materials with remote option	Director NCC EDC Principal	Course writing team to be recruited technical assistance to support, also capacity building Usually, complete development: 1 year, 2 people Adjusted to 6 months for national, 2 months for international Highly competent team needed (team leader @ E300,000/month, local consultant @ E100,000/month)	•	•											800,000	
	Provide ICT integrated teaching and learning in maths and science			•													0
	Disseminate course materials to stakeholders and have them validated			•	•												
	Capacitate stakeholders on the use of the course materials with remote option				•	•	•	•	•	•							0
7.2.4 Build capacities and provide ongoing support of all teachers for implementing the reviewed CLP	Assess the specific CLP training needs for teachers according to levels	Chief Inspector Primary and Secondary	Link to 4.2.3	•	•											0	
	Validate the needs assessment results				•											0	
	Conduct training based on the identified needs (e-learning)	NCC			•	•	•	•	•	•						0	
	Provide ongoing support through debriefing meetings (peer-to-peer, principals, REOs)				•	•	•	•	•	•						0	
OP 7.3 Develop a resilience strategy and make investments in technology and materials for implementing it																	
7.3.1 Assess capacity and needs of the education sector for supporting learners in humanitarian emergencies	Develop ToR for recruiting a consultant to assess capacity and needs of the education sector	Education in Emergencies focal person	TA: 6 months 2 people (local E100,000/month)	•	•											1,200,000	
	Review existing rapid assessment tools (24, 48 and 72 hours)				•	•											0
	Conduct consultations and needs assessment				•	•											0
	Produce a preliminary assessment report						•										0
	Disseminate assessment report and have it validated by stakeholders						•	•									0

Key activities	Sub-activities	Responsible person/ institution	Assumptions/remarks	2022/23				2023/24				2024/25				Total emalangeni (E)
7.3.2 Develop school-based multi-hazard contingency plan (preparedness, response, building back)	Develop and distribute a template to assist schools to develop their own inclusive school-based multi-hazard contingency plans based on the UNESCO document and the National Multi-Hazard Contingency Plan	Education in Emergencies focal person	Consider issues related to mental health	•	•	•										0
	Conduct consultation meetings and field visits to support schools			•	•	•										0
	Produce an inclusive school-based multi-hazard contingency plan			•	•	•										
7.3.3 Develop strategy for remote teaching and learning, including advocacy for ODL as an alternative method for increasing accessibility and retention	Develop ToR for recruiting a consultant for developing a strategy on remote teaching and learning, including advocacy for ODL	NCC EDC	Link to 3.3.8, 3.4.5 and 6.1.9 TA: 3 months 2 people (local 100,000/month)	•												600,000
	Conduct consultations and needs assessment	IDE Coordinator at UNESWA		•	•	•										0
	Disseminate strategy and have it validated by stakeholders							•	•							0
7.3.4 Integrate the resilience strategy to become part of the new Education Sector Policy	Conduct stakeholder consultations on integration of disaster resilience issues in the education sector	Education in Emergencies focal person				•	•									0
	Integrate disaster resilience issues during the mandatory review of the Education Sector Policy							•	•							0
	Conduct stakeholder sensitization meetings on the implications of the Education Sector Policy during emergencies									•	•					0
7.3.5 Establish the necessary infrastructure (including additional ICT technology and connectivity) to implement the resilience strategy and benefit from it	Overall costing for activity 7.3.5	Education in Emergencies focal person		•	•	•	•	•	•	•	•	•	•	•	•	29,640,000
	Conduct infrastructure needs assessment		Resources linked to Goal 6	•	•	•										0
	Develop a prioritized and costed procurement plan	NCC	TA (local, E100,000 for 2 months)				•	•	•	•	•					200,000
	Develop remote learning platform (compatible with various devices such as desktops, smart phones, etc.) and procure necessary technologies for its use	EDC		•	•	•										0
	Pilot remote learning platform by making it accessible to a sample of schools, households and communities						•	•	•	•						0
	Roll out access to remote learning platform, also according to the prioritized and costed procurement plan										•	•	•	•	•	0
	Develop lessons to be broadcast on new educational TV channels											•	•	•	•	0
	Continuously advocate for subsidized access packages			•	•	•	•	•	•	•	•	•	•	•	•	0
Total Goal 7																35,140,000

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