

5.4 EDUCATION AND TRAINING

Main Sectoral Development Activities

5.4.1 Introduction

Education and Training is a cornerstone for sustainable economic and social development of any country. It is known to be the panacea to most economic and social ills, the world over. The diversity of benefits of education has seen many nations scaling up their efforts towards extending educational opportunities to all their people. Swaziland is not an exception. Since independence in 1968, the country committed itself to extending educational opportunities to all its citizens, irrespective of their economic or social classification, with the view to enhance productivity, foster economic growth, and improve the standard of living of the people. The country is aware that empowering people with relevant and quality education specifically the poor is the most effective avenue to reduce poverty. It recognizes that with appropriately educated people, the economy will be transformed - total national output will be increased, peoples incomes raised and their standards of living enhanced.

The aspirations of the Swazi nation regarding education were first formally articulated in the first National Development Plan (1969-1973). They were later reiterated in, among other policy documents, the National Development Strategy (in the late 1980s) and the National Education Policy Framework of 1999. The fundamental purpose of education at independence, as encapsulated in the first National Development Plan, was production of an *enlightened and participant citizenry* through the provision of affordable, quality and relevant education. The philosophy has not changed, as the National Education

Policy Framework of 1999 identifies the main objectives of the education sector as: provision of opportunities for all pupils of school going age and adults to develop themselves in order to improve the quality of their own lives and the standard of living of their communities; offering a wide range of practical subjects so that more pupils would be made aware of their value; and engendering a sense of civic mindedness and foster skills that are necessary for transformation and ensuring that individuals participate in the development of the country. The Framework indicates that the Ministry of Education shall develop an integrated system of education that provides equal opportunities to all irrespective of sex, religion, geographical location or special needs political or other factors. The Ministry has thus continued to craft and execute programmes with the hope to provide *“relevant and affordable education and training opportunities for the entire populace of the Kingdom of Swaziland in order to develop all positive aspects of life for self-reliance, social and economic development and global competitiveness”*.

5.4.2 Overview of the Ministry’s Activities and Plans

In line with the aspirations of the Swazi Nation, as articulated in the National Development Strategy, the National Education Policy of 1999, National Development Plans, the Prime Minister’s Transformation Statement, and the Country’s Constitution, the Ministry of Education is currently intensifying efforts in the implementation of equity and competitiveness driven reforms. At primary /basic school level, the main objective is expansion of participation, ensuring that all pupils, irrespective of their social or economic classification have access to education. At the present, many children still do not participate in education. Participation is low amongst children in rural settings, the peri-urban poor, those with disabilities and those affected by HIV/AIDS. At secondary/

high school level, the aim is provision of diversified curricula that will enable pupils to exploit all opportunities available to them on graduation. At tertiary education level, the aim is to produce high quality human resource that is relevant to the socio economic needs of the country.

5.4.2.1 Access for All

To realize its vision under equity driven reforms, the country has aligned itself with global initiatives in education i.e. Education for All agenda (EFA) and the Millennium Development Goals (MDGs). EFA is a global initiative aimed at ensuring efficient and equitable distribution of educational resources; guaranteeing that all citizens irrespective of economic status, gender, religion, social class and race have access to basic education of high quality. It aims to achieve six goals namely: Expansion of Early Childhood Care and Development; Provision of free and compulsory primary education; Promotion of acquiring of life skills for adolescent and youth; Expansion of adult literacy; Elimination of gender disparities and enhancement of educational quality. Millennium Development Goals (MDGs) place emphasis on attainment of Universal Primary Education and promotion of gender equality & empowerment of women.

In an endeavor to make some of the EFA and Millennium Development Goals a reality, the Ministry is implementing interventions aimed at removing cost barriers at primary / basic level. It is hoped that removing such barriers will enable all children, even those from lower socio-economic background to participate in education. To this end, the ministry is providing 'free' textbooks to all pupils at primary school level. This programme started in 2002. In 2006, the Ministry continued to subsidize primary education by

providing 'free' stationery to pupils in grades 1-4. In the current school year (i.e. 2007), the programme is being rolled out to all grades i.e. from G1 to G7.

The Ministry has also continued with the provision of bursaries to Orphans and Vulnerable Children (OVC) both at primary and secondary levels. The government allocated a budget of 16m in 2003, E38m in 2004 and E47m in 2005 and 2006 for this activity. Though the allocation depicts an upward trend, it continues to fall far short in terms of meeting the demand. The demand for educational grants (at both primary and secondary levels) has increased tremendously following the high prevalence of HIV/AIDS, rising unemployment rate and increased levels of poverty. Following the implementation of these initiatives, participation at the primary school level has increased over the last three years. Total enrolment rose by 8.8 %, from 208 652 in 2003 to approximately 226 914 in 2006. During the Plan Period, the Ministry will continue to execute the programmes and engage on other equity driven interventions with the view to ensure that all pupils irrespective of any classification participate in education.

5.4.2.2 Quality

The quest for improvement of education quality is one of the critical issues facing the country. The primary determinants of education quality are teacher qualifications, teaching strategy, availability of learning materials and schools facilities. To address the issue of quality the Ministry continues to provide schools with qualified teachers and to mount in-service courses to keep serving teachers up to date with the latest teaching strategies. To keep up with the demand for teachers, particularly primary school teachers and Science & mathematics secondary teachers, the Ministry has embarked on a programme to expand teacher education. During the Plan Period, College infrastructure will be expanded and enrolments increased. To ensure provision of high

quality education, the Ministry will also continue with the provision of learning materials (textbooks and stationery- primary schools), furniture and equipment to schools during the Plan Period.

Swaziland is in the process of transforming the current curriculum from O' Level to the International General Certificate of Secondary Education (IGCSE). The fundamental principle of this curriculum assessment and examination system is that students are rewarded for positive achievement: on what they know, understand and what they can do rather than being penalized for an accumulation of errors. Other than testing whether learners can recall information and present it in an orderly manner, the curriculum encourages the development of oral and practical skills, an investigation approach, the use of initiative to solve problems; the application of skills, knowledge and understanding, the ability to undertake individual projects and to work in collaboration with other partners or as a team. For the first time, all high schools in the country will write IGCSE examination in October 2007. During the Plan period, efforts will be made to localize the examination - to become Swaziland General Certificate in Secondary Education (SGCSE). This, it is expected, will greatly reduce the cost of the new curricula to parents.

5.4.2.3 Relevance

The Government of Swaziland recognizes the importance of skills oriented education in addressing the problem of unemployment. The National Development Strategy and National Education Policy Framework of 1999 express the need for strengthening and expansion of practical subjects in schools. The new examination system (IGCSE) also place emphasis on broadened curricula. As part of the broadened IGSCSE curricula, the Ministry in collaboration with communities will continue to expand the teaching of

practical subjects in schools during the Plan Period. It will continue to construct practical subjects' workshops and provide equipment. The Ministry will also continue to offer the prevocational education curricula in the sixteen schools. The primary aim of the prevocational programme is to empower pupils with entrepreneurial skills; so that they can exploit opportunities available to them on graduation. During the Plan period, efforts will be made to strengthen the programme in the sixteen schools.

The Ministry through assistance from the Republic of China and the Computer Education Trust has also made remarkable endeavors in the field of computer education by supplying computers to some secondary schools throughout the country. More than 110 secondary /high schools (over 50%) have benefited from the programmes so far. In Teacher Training Colleges, computer laboratories have been constructed and equipped. From January 2007, all the Colleges started offering computer classes. During the Plan period, the Ministry will strengthen the ICT programme in schools, establish an ICT inspectorate and finalize the ICT Policy.

5.4.3 European Union (EU) Support

To help realize some of the goals in this sector, the European Union (EU) is providing support under the 9th cycle of The European Development Fund (EDF 9). The Intervention Framework indicates three main areas of the EDF 9 support in education: Pre and Primary Education, Technical and Vocational Education and Management support. At Pre- school level the support entails construction of Early Childhood Care Centres and development of a standard pre-school curriculum. At primary school level the project aims at increasing access through provision capitation grants to schools; Improving Learning/Teaching outcomes (quality) by ensuring that all students have adequate literacy and numeracy skills by grade 3; Improving inclusivity by assisting

Government to mainstream special education needs in primary schools; creation of 6000 new school places at primary level through the construction of primary schools. Under technical and vocational training (TVET) the project will give technical support in the development of a National Qualifications Framework that leads to Competency Based Curricula; Strengthen delivery mechanisms including formal and non-formal training to respond to demands of the labour market and to build capacity within SCOT, VOCTIM and non formal education centres. At management level, the project will assist improve equity, cost effectiveness and efficiency of teacher deployment & management. The project also aims at improving capacity of the Education Management Information System (EMIS) Unit in the collection and dissemination of data.

5.4.4 Challenges

Amid the Government and Community efforts to extend educational opportunities to all Swazi people, the country is beset with challenges. Like most developing countries, the country is faced with challenges of inadequate national resources for education, rising poverty levels, unemployment and high HIV/AIDS infection rate. Since the early 1990s, the economy has been on a downward spiral, with the fiscal deficit worsening every year. The slow down of the economy has had implications for national resources allocated for education. The allocation continues to be insufficient to meet the educational needs of the country. To date, 69% of the population live below the poverty line of US\$1 per day. Pupils from lower socio-economic groups (low or no parent's income) are at high risk of not participating in education. Further worsening the situation is the high prevalence of the HIV/AIDS. The scourge continues to have serious adverse effects on both the demand and the supply side of education. On the demand side,

parents continue to die of AIDs, leaving their children without anyone to support them financially in their educational endeavours. On the supply side, many teachers are being lost through the scourge and some are continually sick due to HIV/AIDS related sicknesses. This leads to increased cost of training teachers. Also, the teacher wage bill is on the rise, as the ministry continues to pay teachers on sick leave alongside relief teachers.

5.4.5 Ministry's Portfolio Responsibilities

To achieve the objectives and the mission outlined earlier, the Ministry of Education is charged with following portfolio responsibilities:

?Early Childhood Care and Development

?Primary Education

?Junior and Senior Secondary Education

?Vocational Education

?Tertiary Education

?Bursary and Scholarship Administration

?Special Education

?Adult and Non-formal Education

?Distance Education

?In-service Education and Training

?Inspectorate and Advisory Services

?Science Technology and Research

?Library Services

The Ministry is also responsible for the following cross cutting issues:

- ?Educational Testing Guidance
- ?Psychological Services
- ?Curriculum Development
- ?Examinations
- ?Management Information Systems
- ?International Relations

546 Early-Childhood Care and Development

The term ECCD is used globally to refer to a comprehensive approach to policies and programmes for children from birth to eight years of age. The purpose of the ECCD programme is provision of custodial care for the children (i.e. promotion of children's health, nutrition and psychosocial and mental development). In recognition of the need for ECCD, the Ministry of Education established a Pre-School department to take care of this important aspect of education. The broad objectives of this sub sector are:

- ?bridging the children's gap between home life to school life,
- ?preparing children for formal education and
- ?developing children holistically i.e. physical, emotional, social and intellectually.

The ECCD department has four Regional Teacher Leaders, one in each region. Their duties involve the following:

- ?Assisting communities in the establishment of Pre-Schools and Day Care centers.
- ?Training Pre-School teachers and child minders on how to handle and give children quality education in the foundation phase.
- ?Inspecting Pre-schools and Day Cares to ensure their smooth operation
- ?Raising awareness to the community at large on how to nurture children holistically.

During the Plan Period, the Ministry will:

- ?Review the ECCD curriculum
- ?Finalize ECCD policy
- ?Create awareness and demand for ECCD. Build public understanding and support for activities and services that promote healthy development and learning of all young children.
- ?Provide free early childhood education for all, especially vulnerable children
- ?Coordinate activities of all organizations that support ECCD, to avoid duplication of efforts

547Primary Education

Primary education provides the foundation for a life long education. It is at this level that the essential skills of literacy and numeracy are acquired and where children discover their innate abilities.

Statistics indicate that the primary school sub sector has expanded in the last four years.

Enrolment rose from 208 650 in 2003 to approximately 226 914 in 2006. This represents

an increase of about 8.8 % of the enrolment. The number of teachers rose from 6680 in 2003 to 6840 in 2006.

Table 1: Number of Primary schools, pupils and teachers 2000 - 2006

Year	Number of Primary Schools	Number of Pupils	Number of Teachers
2000	540	213 986	6307
2001	541	212 064	6594
2002	543	208 998	6727
2003	544	208 652	6680
2004			
2005			
2006		226 914	6840

Source: Education Statistics

Although many children enroll in Grade I, only half complete the primary education cycle in the seven years (normal length of the cycle), many of these take as long as 12 years to do so. This situation is principally brought about by the system of year-end examinations, which fail large numbers of children and compel them to repeat the same grade and the same work. Many children are made to fail failed On several occasions, after this has happened both children and parents may become disillusioned, and the children drop out of school. During the Plan Period the Ministry will abolish the Swaziland Primary Certificate Examination to facilitate easy flow of pupils in the system. Activities during the Plan period include: -

5.4.7.1 Reducing the Costs of Education

The cost of education in Swaziland has continued to be a major cause for concern to Government and to parents. Due to the escalating cost of education, pupils from lower socio economic backgrounds continue to face difficulties in participating in education. In an endeavor to reduce the cost of primary education to parents and thus increase participation, the Ministry has embarked on serious equity driven initiatives.

The Ministry is providing 'free' textbooks to all pupils at primary school level. This intervention started in 2002 and so far there are no major challenges in its execution. In 2005, the Ministry continued to subsidize primary education by providing 'free' workbooks to pupils. In 2006, the Ministry intensified its efforts in reducing the cost of education at this level by providing 'free' exercise books and stationery to pupils in grades 1 to grade 4. The beginning of 2007 saw the Ministry rolling out the programme to all grades i.e. grade 1 to grade 7. The Ministry has also provided Braille textbooks and other learning materials for the visually impaired in the current school year. During the Plan Period, the ministry will continue to execute these initiatives. The Ministry will also carry out a study to investigate the cost of educating each child at primary level with the view to ascertain the cost of introducing universal or 'free' primary education by 2010.

The EU Support Programme, which among other areas, focuses on primary education is intended to assist the Government of Swaziland achieve both the Millennium Development Goals (MDGs) and the Education for All (EFA) targets by 2015. One of the components under the EU Primary school programme is Capitation Grant. This programme reflects yet another initiative of trying to reduce the burden of the cost of

education to the parents at primary level, whilst at the same time improving educational quality and enhancing retention. The Capitation Grant Programme entails payment of grants to schools on the condition, among other conditions, that they will retain OVC in school and prepare a school development plan. The phased implementation of the programme necessitated pre-pilot testing in 10 primary schools in 2006. The programme is being rolled out to thirty additional schools this year- pilot phase, taking the total to forty. Schools that are participating in the Capitation Grant programme do not take part in the OVC Programme funded by government. It is expected that the programme will be rolled out to more schools in the medium term and gradually replace the Bursary Programme.

2.2.2. Bursary Fund in Primary Schools

In the last four years, His Majesty The King, has repeatedly indicated that no Swazi child should be denied access to education due to poverty, disability or any other circumstance. This has seen the budget allocation towards educational grants for orphans and Vulnerable Children (OVC) rising over the years. The budget allocation rose considerable from E0.4m in 2002/2003 to E16 m in 2003/2004. Since then, the allocation has increased and a huge number of orphans and vulnerable children at primary and secondary levels, who would otherwise not be in school, have participated in education. Below is a graph that depicts the increase in budget allocation towards bursaries since 2002. In 2004/2005, the budget stood at E38m; and E47m in 2005/2006 and 2006/2007.

Figure 1: Bursary Scheme Budget allocation 2002/03 – 2006/07

In 2002/2003 only 3500 pupils at primary level and 2015 pupils at secondary level benefited from the budget allocation whilst in 2006/2007, about 73 000 pupils at primary school level (33% of the total primary school enrolment) and 20 000 pupils at secondary school level (25% of the total secondary school enrolment) benefited from the Fund. During the Plan Period, the Ministry will continue to provide educational grants to all needy pupils with the view to increase their participation in education. It is expected, however, that this programme will automatically fall out when universal/ free primary education is fully executed.

5.4.1.2.3 Continuous Assessment

Continuous Assessment is a teaching methodology that recognises that individual pupils have different abilities and learning speeds. To cater for these differences, the Continuous Assessment programme emphasizes on remediation and provision of enrichment materials to weak students. In order for this to happen there must be a complete change of attitude among teachers towards weak students in the classroom. Weak students must continuously be supported and re-tested. The Continuous Assessment mark has for fourth time been included in the Primary School Certificate (SPC) result in year 2002. The programme of training teachers on *test item development* has continued to grade 6. During the year 2003-2004 the Ministry has planned to train all grade 7 teachers on the *test item construction*. This will effectively mean that Continuous Assessment tests are no longer developed centrally as has been the norm, but the teachers at school level would develop them.

5.4.1.2..4 Primary School Infrastructure

Although the Ministry will continue to rely heavily on community participation in the provision and maintenance of the primary school infrastructure, it will continue with its programme for the provision of additional classrooms, administration blocks and toilets, as well as assist in providing water to schools during the Plan Period. There is also a dire need for the provision of accommodation (construction of teacher's houses) especially in the rural schools. This component shall also be given priority attention during the Plan Period. School enrolment will be one of the important factors guiding the provision of infrastructure and services. Due to the increasing urban population, the Ministry sets out to continue constructing schools in urban areas.

5.4.1.3 Secondary Education

After seven years of primary education the secondary level offers a further five years. This is divided into three years of junior secondary and the other two years being senior secondary or high school.

Secondary school education has traditionally been seen as the entrance to tertiary education, training and formal employment. The ministry is considering ways to improve secondary education to ensure that it is geared towards producing graduates capable of entering the work force or take up self employment upon completing 'O'level certification. Efforts have been made to diversify the curriculum to introduce prevocational education. This is in addition to the traditional practical subject programmes, which have been on the curriculum since the early 1970s. These include modern agriculture, home economics, technical subjects and business studies. It is envisaged that this will address the problem of unemployment caused by the dwindling opportunities in the formal employment sector in the country.

There has been a general increase in the pupils' enrolment and the number of schools being established over the years. Table 2 below shows the trend from 1997 to 2001.

Table 2: Number of Secondary/High schools, pupils and teachers 1997-2003

<i>Year</i>	<i>Number of Sec./High Schools</i>	<i>Number of Pupils</i>	<i>Number of Teachers</i>
1997	175	58197	3067
1998	177	60830	3173

1999	177	60277	3416
2000	180	60253	3487
2001	181	61335	3647
2002	184	61765	3845
2003	185	62275	4796

Source: Education Statistics

This has a direct bearing on the number of teachers that have to be employed. The increased enrolment is the result of the country's high population growth rate. It is the intention of the ministry to maintain a fair distribution of schools and facilities in the regions to ensure that all children have access to education.

Major activities to be undertaken at the secondary level during the Plan period will include: -

5.4.1.3.1 Curriculum Diversification

i)Pre-Vocational Education

Prevocational education was a major component of the Swaziland Education 1 Project financed by the African Development Bank (ADB) Group and executed by the Ministry through its Project implementation Unit. Funding from the ADB came to a stop in December 2002. Essentially, this meant all recurrent costs associated with the project had to be the responsibility of Government.

The purpose of introducing the new prevocational curriculum is to provide young Swazis with an education that better matches the opportunities that are available to high school graduates in the country. Given the country's high unemployment rates, the pre-vocational education is seen as an important avenue, through which students can: find a job in either the private sector or the public sector of the economy; continue with education to post secondary education and most importantly, start an enterprise for profit and become productive members of society upon graduation in Form 5.

Information Technology and Entrepreneurship are the core of this curriculum reform. The construction of new structures and the rehabilitation of existing ones have been completed, tools and equipment procured and teachers trained. During the Plan Period training of teachers will continue, as the present teaching force is inadequate. Pre-vocational classes started in January 2002 in Form 4 in all 16 pilot schools with the first cohort graduating at the end of 2003

ii)Schools Agriculture

Agricultural development is viewed as one of the important part of the schools curricula given the nature of the geography and economy of the country. Agricultural skills are taught in both the primary and the secondary level of education. One of the major thrust is to support Modern Agriculture, which is currently taught in about 45% primary, 78% junior secondary and 45% senior secondary schools. The Schools Agriculture Department is supposed to ensure that appropriate curriculum is in place and that adequate support in terms of teachers

and equipment is provided to schools. The objectives of the ministry are to provide education on sound agricultural practices, which are related to the country's environment such as crop production, animal husbandry and agricultural records keeping. The ministry is committed to improving agricultural facilities (e.g. reservoirs and animal houses) in the schools teaching Modern Agriculture during the Plan period.

iii) Technical Subjects and Home Economics

Technical subjects (woodwork, metalwork, and technical drawing) are taught in 70 senior secondary schools preparing pupils for entry into the higher technical institutions such as the Swaziland College of Technology (SCOT) and the Gwamile Vocational and Commercial Training Institute (VOCTIM). Home economics is taught in 60% of primary schools and 75% of secondary and high schools. The Government has always provided the necessary facilities in these areas. The objective of the Ministry in these areas is to equip students with practical skills to enable them to engage in income generating projects in case they are not able to join formal employment upon finishing school.

iv) Services and facilities

The various projects for the provision of services and facilities to improve the infrastructure of existing secondary schools (e.g. science laboratories, administration blocks, furniture, water classrooms and teachers houses) will be ongoing to improve the standard and quality of education.

5.4.1.3.2 Curricula Reforms

Swaziland is in the process of a paradigm shift from O, level to International General Certificate of Secondary Education (IGSE). This involves curricula transformation and training of teachers. The transformation will culminate in changes in assessment and examination system. A majority of the 150 countries that were taking O' Level in the past 30 years have shifted to IGSE. Only Swaziland and Lesotho are still taking O' level in the SADC region.

IGSE is a broad-based programme that accommodates 80% of the student population, opposed to the 20% that is catered for by O' Level. Examinations have a broad-based scale ranging from A* to G, totaling to eight grades, which are all discriminatory. It places more emphasis on pupil's achievements, opposed to pupil's weaknesses. Institution of higher learning/ further education will select students on the basis of their intellectual elasticity as demonstrated by the wide range of grades encapsulated in the grading system. It is expected that IGSE will produce a generation of thinkers opposed to regurgitators of content.

5.4.1.4 Post-Secondary Education

The aim of Post-secondary education is to provide middle and high skilled manpower for both the public and the private sectors. Tertiary education is almost completely funded by the Government. The expansion of the school education system has tremendously increased the demand for places at post secondary level. This has increased the pressure of resource provision by Government such that educational spending is skewed towards tertiary education. The slow down in job creation in the formal employment sector has brought about the need to diversify secondary education to enable students to enter the

informal employment sector upon finishing school. Of concern to the Ministry is also the absence of a Human Resource Development (HRD) Plan. There is urgent need for a speedy development of the HRD plan to help guide and direct resources towards priority.

5.4.1.4.1 University of Swaziland (UNISWA)

The University of Swaziland aims to be a centre of academic and intellectual excellence; to preserve and transmit the nation's cultural heritage while contributing to the generation of new knowledge through research; and to provide programmes and courses that are relevant to the human resource needs of the country. The University has three campuses. The main Campus is at Kwaluseni and offers a variety of programmes in Arts, Education, Social Science, Administration and Science, Business Administration and Science. The Luyengo Campus offers courses in Agriculture and Home Economics whilst the Mbabane Campus provides training in Health Sciences.

In response to the demand for places at the university level, the institution initiated a programme of self-renewal to offer an even more diversified range of disciplines suitable for the perceived national manpower requirements. These programmes include the multi-disciplinary MSc in Environmental Resource Management and an MSc in Textile, Apparel Design and Management in Home Economics. The former is offered collaboratively by the departments of Biological Sciences; Geography, Environmental Science and Planning; Chemistry; Animal productions and Health; Land Use and Mechanisation; and Crop Productions

Development projects earmarked for implementation during the Plan Period include the construction of classrooms at Kwaluseni and Luyengo campus; Construction of New teaching facilities for the Faculty of Health Sciences. The Institution also plans to upgrade and rehabilitate most of its existing infrastructure.

5.4.1.4.2 Swaziland College of Technology (SCOT)

The Swaziland College of Technology (SCOT) is the principal institution of higher learning in Technical and Vocational Education and training in the country. Currently the institution offers a wide range of Diploma/Technician and craft programme under four faculties namely: Engineering and Science faculty (e.g. Mechanical, Electrical/Electronics, Computer Studies, Motor Vehicle and Biomedical Engineering); Building and Civic Engineering Faculty (e.g. Civil Engineering, Plumbing, Carpentry and Joinery); Education faculty (e.g. Commercial Teaching, Technical Teaching, Prevocational Teaching in both Commercial and Technical); Business Administration faculty (e.g. Accounting, Secretarial, Hospitality Studies (Hotel & Catering)).

The institution's three year Development Plan that was prepared some time ago is still not functional, hence now it needs thorough review in the light of new developments.

It is recognised and believed that SCOT has played a vital role in Technical and Vocational education and training in Swaziland since 1946. There is now the need to consider the SCOT of the future in the light of current developmental needs locally and regionally, taking into account the challenges of the millennium.

In order for SCOT to be in the forefront of the new phase of development, working closely with the public and private sectors to develop curricula and providing teaching and training capacity that is responsive, the following issues need to be addressed urgently.

?A bill or guidelines for the operation of the institution is required to be drafted, defining the role of SCOT within the tertiary education sector in Technical and Vocational education and training.

?Financial assistance is required to complement the current rehabilitation programme, in order to fast track the College development in terms of training facilities, security and operation

?Urgent review of staff conditions of service to reduce high staff turnover and to ensure that the institution attracts the right calibre of personnel from public and private sectors.

?Vigorous staff development programme in preparation for future industrial needs and college development, as a way forward to offering first degrees and diversification of programmes provision.

?Commercialisation of students catering services, as they are a drain to the limited financial resources of the institution.

5.4.1.4.3 Gwamile Vocational and Commercial Training Institution (VOCTIM)

VOCTIM offers technical, vocational and commercial subjects to prepare students for opportunities in the labour market and self-employment. To seek out these opportunities, surveys are conducted to determine the needs of industries and mount courses that are directed at satisfying these needs. In this effort, it also receives advice from Directorate of Industrial and vocational Training (DIVT). This strategy is viewed as an ideal way of ensuring that appropriate training is provided for the available job market.

Training at this college is aimed at the craft level and includes a significant proportion of time on industrial placement. In many ways VOCTIM's output is complementary to that of SCOT although this has not been formalised through any policy.

The mode of training in VOCTIM is currently under review with the objective of involving the private sector more than at the present. The Swaziland Systems Development in Vocational and Technical Education concept aims at streamlining the provision of training by involving the private sector in program design and alleviating the cost of provision by enrolling students who are sponsored by the private sector.

During the Plan Period funds will be required for procurement of furniture and introducing new courses such as Panel Beating course.

5.4.1.4.4 Teacher Education

The purpose of teacher training is to impart theoretical knowledge and methodological skills related to the art of teaching. This should equip the teacher with the necessary skills to handle and disseminate information to the students. An improved teacher-training programme is essential to influence the capacity to effectively diffuse required information to students. Nevertheless, it is now realized that one initial pre-service training in teaching skills is inadequate to last a whole career. In-service training during one or more mid career points is essential to revive and enhance teaching skills and approaches. In-service training enables the periodic review of the teacher training needs to improve the quality of education. The Ministry through the assistance from UNESCO will undertake a project on capacity building in Teacher Training Institutions particularly in the area of Information and Communication Technology (ICT).

i) Pre-service training

There are three Colleges in the country that are tasked with the responsibility of training teachers. These are Ngwane Teacher Training College, the Nazarene Teacher Training College and William Pitcher Teacher Training College. Ngwane and Nazarene Teacher Training Colleges offer training in general subjects, as well as agriculture and home economics. Student teachers are awarded diploma certificates after a successful completion of three-year course. The William Pitcher Teacher Training College offers a three-year diploma course for junior secondary school teachers (Forms 1 – 3). Other Institutions that offer teacher-training programmes are the University of Swaziland and Swaziland College of Technology. The Luyengo Campus of the University Swaziland offers diplomas in agricultural education and home – economics for junior secondary school teachers. Commercial teachers for secondary schools get training from SCOT. The University of Swaziland offers a post graduate certificate in Education in general subjects for the senior secondary school (Form 4 & 5) teachers.

The number of students undergoing teacher training in Swaziland has been on a downward trend since 1997.

Table 3. No. of Trainee Teachers

<i>Year</i>	<i>Number of trainee teachers</i>
1997	1924
1998	1831
1999	1642
2000	1532
2001	1462

Source: Education Statistics

During the Plan Period Teacher Training Institutions set out to increase enrolments to keep up with the demand for teachers caused by the high teacher attrition rate. Computer infrastructure will be provided in all the three Teacher-Training Institutions to enable the training of trainee teachers in computers. Teachers who graduate from these institutions should be computer literate and be able to teach computer classes in schools.

ii) In-Service Training

In recognition of the importance of in-service training, the Government established an In-service Education and Training department (INSET). The department is responsible for the professional growth and development of all school head teachers and all primary school teachers.

Figure 1: Number of Trainee Teachers

In order to strengthen the support offered to the teachers, the Ministry decentralized in-service by opening eight Teachers Resource Centres- two in each region. During the Plan Period INSET will continue to do the following activities:

Head teacher Management Training Programme (HMPT)

This is a course offered only to newly appointed headteachers and its aim is to improve and promote their administrative skills. It comprises of four specially designed modules on Personal Management, Money Management and Budgeting, Organizational Management and Instructional Leadership (POMI).

Infusion Workshops

These workshops are conducted annually in February and March in regional zones. The main purpose for these workshops is to familiarize teachers with new or revised books, which are being introduced at the different levels.

Open Day Workshops

These are one day workshops run monthly for grade teachers and school administrators at regional zone level. The major purpose of these workshops is to develop professional skills, teaching skills and subject content for the grade teachers and to strengthen the professional and administrative skills for school administrators. Emerging social and educational issues nationally and globally are also dealt with during these workshops.

School- based workshops

These are onsite in-service activities where individual schools invite the INSET team to support them in specific curriculum areas relevant to their needs.

School visits

Whenever it is necessary, the INSET staff visits the schools to assist head teachers when they have problems especially with their management projects and also to assess their projects. Sometimes they visit the schools to do needs assessments.

Other activities

The In-service and training staff, as members of subject panels, are involved in many activities such as setting of examinations, moderations of examinations and school curriculum development. They also conduct continuous assessment workshop for grade teachers.

5.4.1.5 Special Education

The Ministry of Education through the Special Education Unit is mandated to provide education to children and youth with disabilities/special needs in Swaziland in both special and mainstream schools. Thus the unit provides support to both special and mainstream schools from primary to high school level.

As indicated in the National Education Policy Statement, emphasis is placed on improving quality and accessibility to education for disabled children. In order to address the disparities

that exist at the moment, the Ministry sets out to undertake the following programme during the Plan Period:

?Establishment of a High School for the Deaf in the country: All along deaf students went up to standard five and never had an opportunity to further their education. The Ministry plans to construct a high school (with hostel facilities) for students who are deaf and hearing impaired and provide them with opportunities to further their education up to tertiary level. There is need therefore for the provision of resources to support the programme i.e. human resource, equipment and teaching/learning materials.

?National Materials Resource Centre (NMRC). Swaziland lacks material resources to support the visually impaired (large print users) and blind (Braille and auto tape users). Special equipment for the deaf and the intellectually challenged is also in desperate need.

?Centres of Excellence (CE). Keeping with the government philosophy of decentralisation of services, four regional centres of excellence for the provision of assessment, diagnostic, programming and material support for children and youth with exceptionalities are proposed. Training, equipment, manpower and material resources are required to establish and maintain these centres.

Other areas of concern include formulation and implementation of the following programmes:

?Pre-vocational Programmes for Youth with special needs at Ekwetsembeni and Siteki School for the Deaf.

?Multi-disabled and deaf-blind students education programme.

5.4.1.6 Adult and Non-Formal Education

The Ministry of Education is mandated to equip the adult population of the country with education and life skills. This is done through Sebenta National Institute and Rural Education Centres (RECs)

i) Sebenta National Institute: This is a parastatal institution that is responsible for the offering of functional literacy to the adult population. There is tremendous need for Sebenta to broaden its services due to the complex diversity of its clientele. Adults want to progress further than the basic literacy programmes originally provided. There is a rapidly increasing number of 'over age' students who are unable to attend the formal system. Often this is as a result of HIV/AIDS. Children orphaned by the epidemic normally lack funds to pursue their studies and thus opt for a less expensive education like that which is offered by Sebenta.

Sebenta is now developing a new curriculum to effectively meet the changing needs of the target population particularly to take on board previously disadvantaged groups. In addition, the institution is reviewing the reading materials provided to adult learners with the intention of updating them. New materials are also being developed, to encourage the writing of stories, poems, plays etc in Siswati and English. Sebenta is working closely with UNICEF to provide HIV/AIDS training materials.

Major challenges facing the institution are as follows:

The implementation and extension of the NUPE (Non-Formal Upper Primary Education) programme is one of the main challenges facing the institution. This involves:

?the recruitment of trained facilitators and or development of the academic staff to train the learners on NUPE,

?ensuring that there is sufficient space to use in conducting the NUPE programme since presently these are held under trees,
?the institution needs to produce life skills materials to help learners cope with the socio-economic challenges like HIV/AIDS, poverty etc.
?there is also dire need to monitor and evaluate the NUPE programme.
?Financial resources are inadequate. Sebenta is faced with increasing operational costs. The increase is attributed to the fact that Sebenta is in a transition period where; It is responding to the diversified needs of its clientele therefore the new programs have to be introduced e.g. NUPE, Vocational Skills; It is also commercialising the print shop and the catering department, which has called for the improvement of the facilities. The costs of the inputs and the development of the learning material are rising at a rate faster than that of the revenue charged for the services offered. Hence the institution ended up eating into its reserves.

ii) Rural Education Centres

There are eight Rural Education Centres. Each centre provides formal academic school education as well as adult education, training and community development, with all elements being mutually supportive.

The department of Adult and Non-formal Education, through the Rural Education Centres (REC's) has a long term vision to expand its infrastructure (facilities) in order to efficiently provide training in rural communities on practical skills. Empowering rural citizens with practical skills not only reduces unemployment as people will be self employed but also enable people to contribute effectively to the economic development of the country.

When Kellogg Foundation stopped funding REC's in the country in 1993, the expansion of REC's services also came to a halt. It is in that light that the department of Adult and Non-formal Education has taken it upon itself to project plans to expand the infrastructure and procure equipment for efficient delivery of services.

iii) Swaziland Skills Centres

The Manzini Industrial Training Centre (MITC), Nhlanguano Agricultural Skills Training Centre (NASTC) and the Siteki Industrial Training Centre (SITC) are categorized under the Swaziland Skills Centre Group. The Centres admit students between the ages of 18-25 and these need not possess any formal academic certificates. They follow a two-year course of industrial or craft training. Besides training for direct employment, the centres also encourage their trainees to start their own small-scale businesses. The Centres have the following objectives:

?To provide quality skills training people in Swaziland,
?To assist young people who drop out of formal education and those who have no qualifications by equipping them with life and income generating skills,
?To reduce gender inequalities and ensure that equal opportunities are given to both male and female trainees,
?To ensure that training is done through production,
?To make sure that all trainees leaving the centres reach DIVT Grade three level and are well equipped and experienced to either secure themselves jobs or start their own businesses.

iv) Division of Extra Mural Studies (DEMS)

The Division of Extra Mural Studies (DEMS) under the University of Swaziland (UNISWA) provides formal and non-formal education programmes for adults. The aim of the section is to increase Swaziland's reservoir of trained and skilled manpower. This is done through offering diploma and certificate courses in Adult Education, Commerce, French, communication and management skills. Some of the courses are offered through distance education and thus making it possible for people to pursue the courses whilst keeping their jobs. DEMS creates links with the Institute of Distance Education which is also under the University.

5.4.1.7 Distance Education

There are currently two institutions offering education through the distance education mode. These are Emlalatini Development Centre and the Institute of Distance Education in UNISWA.

i) Emlalatini Development Centre

This centre offers programmes at Junior Certificate level, 'O'level Cambridge and Higher International General Certificate for Secondary Education. Programmes are provided through workbooks, tutorials (face-to-face), radio and telephone/postal. There are six study centres where the learners can be attended. Some of these centres are also Rural Education centres, which are used by the adults for their life skills learning. The rural education centres are in high schools and Emlalatini benefit from the infrastructure and personnel. The high school teachers can be used as part-time tutors and thus the learners can get maximum support service. Emlalatini plans to increase the number of subjects offered, negotiate with television station to view their programme, increase the number of subjects taught through the radio, improve the ICT used in the distance education mode of learning (i.e. buy new computers connect Emlalatini to internet etc.). The Institute also plans to revamp its print shop and buy new printing machines to enable it to continue with the production of high quality material and also raise funds for the Institute.

ii) Institute of Distance Education

The lack of accommodation for school leavers and high pass rate at O'level has forced the education sector to consider alternative routes for them to acquire their academic skills. The learners are taught through the distance mode of delivery where the course lecturers teach them during the University vacation. These lecturers who teach these students are the same lecturers who teach the full-time students. Course tutors are employed to assist the students at the three study centres (Manzini, Mbabane and UNISWA Kwaluseni). The Institute currently offers courses in French, Law, Humanities, and Adult Education. These courses are structured in forms of modules, which the student works with at leisure, face-to-face lecturing and tutorials.

The number of students who apply to do courses in IDE has increased tremendously. Currently, the institute has an enrolment of over 1000 students. IDE is considering expanding its courses to include post-graduate training in Business Administration and other stakeholder required courses.

5.4.1.8 Examination Council

The Examinations Council administers an efficient school examination system and assessment of students' performance, using highly qualified and experienced personnel. Amongst other things, the Exams Council has been working relentlessly to develop an examination for the end of *Senior Secondary Schooling* to replace the *Cambridge Overseas School Certificate Examination*.

Remarkable strides have been made towards achieving the goal of localization. More and more subjects (about 90%) are now marked in Swaziland. Results are also processed and graded locally, and even the certificates now depict the emblems of both the Exams Council of Swaziland, which is more pronounced, and that of Cambridge International Examinations, which is smaller. This is further supported by the writing, which states that 'This is an Examination Council of Swaziland Certificate in collaboration with University Cambridge Local Examinations Syndicate'.

The Council is in the process of replacing the Cambridge system of processing results with one that has been designed locally. This would be cost effective and work out more effectively. It has also planned to conduct extensive training of invigilators to be more vigilant and professional.

The Council also realizes the importance of disseminating information about rules and regulations of examinations. Therefore awareness campaigns through workshops, radio as well as the newspapers and television are in the pipeline. Means to improve on payment of examination fees will be pursued, as delays in payment of these cause problems and more so because it is financially expensive to cater for late entries.

5.4.1.9 Educational Testing, Guidance and Psychological Services

The ETGPS unit coordinates and monitors guidance and counseling activities in all schools and tertiary institutions. It helps in the development and management of the guidance programmes and services in the schools. The department works in collaboration with other organizations serving a similar purpose. The main approach used in the guidance and counseling programme is preventive. In order to prevent problems from occurring, students need to be educated about issues of concern to them. The success of the guidance programmes depends on the support given by the school administration to the Guidance teacher. At secondary school, one period has been recommended for guidance and counseling. The unit is making efforts to introduce the guidance programme at primary school level. Teachers are being trained to assist, identify and address issues affecting all needy students.

The ETGPS unit consists of three main sections. These are:

- ?Guidance and Counseling
- ?Measurement and testing
- ?Health Education

During the Plan Period the unit aims at:

- ?Establishing a resource centre for guidance and counseling
- ?Eliminating gender disparities at all levels of education by ensuring that the curriculum provides free subject choice to all students at all levels.
- ?Training teachers on Life Skills Education
- ?Developing Guidance and Counseling Policy

The issue of HIV and AIDS is also of great concern to the department. Counseling services will need to be strengthened especially in view of the results/findings and recommendations of the Impact Assessment of HIV/AIDS on the education sector. The School Health Education Unit is responsible for providing health education information in schools, including general hygiene, alcohol and drug abuse, integration of health concepts into the curriculum and producing literature on health related issues. Officers will reach all schools and deliver the HIV/AIDS message.

5.4.2.0 School Feeding Scheme

In view of the current food crisis in the country, particularly in the Lubombo and Shiselweni regions, UNICEF through Save The Children Organization initiated a school-feeding project funded by the European Commission Humanitarian Aid organization. This emergency response benefited 29 000 primary school children in 80 schools in the drought and poverty stricken Lubombo and Shiselweni regions during the year 2003. During the Plan Period the Ministry will continue to encourage education stakeholders and NGOs to render assistance in ensuring that the school-feeding programme is in place and continues to benefit the targeted population.

5.4.2.1 Management Information System (MIS)

Faced with poverty and diminishing resources it has been imperative for the Ministry to develop a system that will make a complete diagnosis of the state of education system: student enrolment, learning conditions, infrastructure, teaching staff, costs and education system performance to ensure that available resources are used effectively.

All steps in planning, policy formulation, forecasting, system management, follow up, monitoring and evaluation, need a reliable information systems, which provide policy makers, planners or managers with the necessary data and information. Provision of the data and information is indeed the core function of the EMIS. In addition monitoring of the education system by the Ministry allows the it to influence the evolution of the system using means at its disposal, regulations, and modalities to distribute national resources in an equitable fashion.

As a functional unit the EMIS will continue supporting the Ministry. The major activities for the coming plan period include:

?Finalisation of the Normalisation exercise in collaboration with the Teaching Service Commission (TSC) and the Ministry of Public Service and Information. The section will also explore the updating the current Teacher database such that it is supports the management of the teaching force.

?Improvement of the quality and effectiveness of the EMIS by the collection of the relevant, timely and accurate data and information about the education system. This will include collection of data from all education levels, including non-formal education, which is currently being run by NGOs. The main target being to produce data to enable the MOE not only to monitor its education system but also its progress in meeting the Education For All (EFA) agenda and the other Millennium goals.

In addition to this aspect the section will be working with other government Ministries in improving the Geographic Information System (GIS) with the hope of development of a operational national GIS.

?Finalisation and publishing of the research report on “The conditions of schooling and the quality of education in Swaziland” a research report done under the auspices of the Southern African Consortium for Monitoring Educational Quality (SACMEQ) and the International Institute for Educational Planning - UNESCO. The research was done in 2000 by the EMIS and the NCC.

5.4.2.2 Education Planning

In view of the emerging issues such as HIV/AIDS and the challenges of globalisation, educational planning has become a complex exercise. Such issues should be routine components of educational plans and project development.

The Ministry coordinates its plans through the Planning Unit. Due to the diversity and complexity of the planning exercise, there is need for a full complement of the planning staff. There is also need to develop capacity within the Unit so that it faces up with all the challenges of the sector.

5.4.2.3 Teaching Service Commission

The Teaching Service Commission is a department responsible for the recruitment, deployment, promotion, discipline and the welfare of teachers.

The major activity that is set to continue during the Plan Period is the rationalisation of teaching posts to be consistent with the budget allocation for personnel. Other activities that are set to continue during the plan period include: recruitment of qualified teachers and confirmation of teachers

5.4.2.4 Curriculum Development

The National Curriculum Centre (NCC) is charged with the responsibility of designing and developing curriculum materials for the primary and secondary levels of our education system. This involves both the revision of the curriculum materials in order to maintain the highest possible quality of education and the broadening of the curriculum to include the most relevant education in line with the national aspirations as stated in the National Development Strategy and National Education Policy.

During the Plan Period the National Curriculum Centre aims to produce educational materials, which is of high quality and relevance at a low cost, and accessible to all children in Swaziland. The NCC will also introduce and continue to implement the piloting of new programmes such as Practical Arts and Physical Education in the primary schools and Pre- Vocational Education in the secondary/high schools. The Centre also hopes to renovate its buildings, update its ICT systems and install an efficient security system.

5.4.2.5 Policy Measures and Institutional Reforms

The National Development Strategy (NDS) looks at the long-term development perspective (25 years) of the country. The aim of this process is to facilitate the designing of appropriate strategies that can assist the country achieve sustained economic and social development over the long-term period. The Public Sector Management Programme (PSMP), under the supervision of the Ministry of Public Service and Information, has the intention to restructure the civil service in order to make it more vibrant and efficient. In the overall, the reforms will ensure that government gets optimum productivity for her wage bill and that the public gets quality service. The Economic and Social Reform Agenda (ESRA), which has come to be known as Millennium Action Programme (MAP) seeks to operationalise the NDS in terms of setting targets, which government agencies have to attain over a one-year period. This provides an instrument through which government agencies can assess their performance and further identify operational problems timely for action.

As education is one of the important sectors of the economy to promote sustainable development, all these three development initiatives have a significant bearing on the operation and development of the ministry's activities. During the Plan period the ministry anticipates to work on the following policy reforms:

5.4.2.5.1 Internal Operation Reforms

There is need for a balanced allocation of manpower and financial resources among the activities and departments within the Ministry. The ministry has already made a start to redress these imbalances with regards to teaching staff between the secondary and primary schools and between individual schools of the same level. The ministry is currently re-deploying its staff in order to obtain optimum distribution both academically and economically. It is envisaged that such an exercise will improve productivity and ensure that individuals derive the required motivation through working in the areas of their specialization. Since the physical re-deployment of staff cannot be done swiftly as it would be desired without causing disruptions in classes, the exercise will be on going for some time. Concurrent with the optimum deployment of staff in schools is the development of appropriate curricula, the structure of the schools system, conditions of service and career development, the future size and the direction of teacher training system. The ministry intends to conduct a study on the supply and demand of the teaching service within the country in order to produce a Manpower Plan for the teaching profession.

5.4.2.5.2 Public Sector Management Programme (PSMP)

The Public Sector Management Programme began its ministry wide review by detailed analyses of each department/section/unit within the ministry. The reviews considered the contribution of each department to the main goal of the ministry as well as the its efficiency and effectiveness. Possible restructuring within the Ministry of Education may include the creation of an autonomous Teaching Service Commission and Scholarship Management Unit, establishment of the Directorate on Technical and Vocational education, and an increase in autonomy of the post secondary institutions (excluding the University).

5.4.2.5.3 Basic Education

Basic education in the country covers the initial ten years of schooling. There is need however, to restructure the secondary level. The restructuring exercise can be better achieved after refusing the present high rate of student failures and school dropouts during the early years of schooling. The exercise will include the phasing out of the Junior Certificate (JC) examination since it is no longer a satisfactory terminal point of formal schooling nor a basis for further education and training. A list of post-basic courses (academic, technical and vocational) will be introduced and will be the foundation for further studies or employment.

5.4.2.5.4 Education For All (EFA)

As a member of UNESCO, Swaziland is a signatory of the EFA Declaration. This is a global agenda aimed at achieving the following:

- ?Expansion of Early Childhood Care and Development
- ?Provision of Free and Compulsory Education
- ?Promotion of the acquisition of life-skills for adolescents and youth
- ?Expansion of adult literacy
- ?Elimination of gender disparities
- ?Enhancement of educational quality

During the 2002/2003 and 2003/2004 financial years, the Ministry in collaboration with stakeholders developed a draft EFA Plan of Action. During the Plan period the Ministry will refine/finalise the Plan and seek Government approval and adoption.

5.4.2.5.5 Technical Subjects and Home economics

Despite the progress that the Ministry has already made in terms of establishing facilities for teaching these subjects, the question of external efficiency of a diversified curriculum continues to be vexing. It is extremely difficult to determine the ideal mix of pre-vocational, vocational, and technical subjects in the secondary/high school curriculum so as to provide an appropriate education to satisfy the needs of industry and commerce and to ensure maximum absorption of school leavers into wage earning employment or self-employment. In the absence of any form of national manpower plan on the one hand, and the very expensive equipment required for practical subjects on the other, there is a growing belief that the best technical/vocational preparation that schools can give is a sound education that produces school leavers who are able to adapt to and can be absorbed in post school specialist training.

5.4.2.5.6 Scholarship Policy

The Government Scholarship Scheme is for pre service training, half is a loan and the other half is a grant. Tertiary education benefit the immediate family and very little accrues to the nation. Therefore Government has to ensure that beneficiaries of high education share the costs. The Ministry is reviewing mechanisms to be put in place to ensure that beneficiaries fulfill their obligation to the scheme. i.e. repayment of the loan component. Once the National Human Resources Plan has been finalised, it will assist in rationalising the scholarship awards to the needs of the economy.

5.4.2.5.7 Tertiary Education Policy

A need has been realised for a coherent policy on tertiary education, which will include technical and vocational issues. The policy will outline measures to be taken to influence tertiary education to respond to the country's economic needs such as manpower development, at the same time improving the system of national manpower forecasting. The policy will not only assist Government in identifying priority areas that require strengthening but also training institutions in designing appropriate training curriculum for the prevailing job market.

It is important that the balance of finance between levels and sub-sectors be consistent with articulated and prioritized policies. First and foremost there is the need to look at the proportion going to the University level, within and outside the country versus the share that goes to other levels. The extent and mechanism for funding higher education (University) is currently under review in a bid to increase efficiency and to determine the optimum costs.

5.4.2.6 Recurrent Budgeting and Control

The Ministry tries its best to control recurrent expenditure at constant level but factors beyond its control make this effort impossible to achieve. These include price increase on utilities, which is not adjusted for in the Ministry's budget. The price for food supplies has been considerably increasing in the past four years without any commensurate increase in the budget, resulting in some debts being carried forward to the next year. The creation of teaching posts remains a problem because of the existing need for temporary teachers. A joint exercise between the Ministry of Education and Ministry of Public Service and Information on rationalisation of teaching post is still incomplete. There is also need to revitalize the school auditing function.

5.4.2.7 Capital Projects Management

The Ministry experiences problems with regard to the projects that are implemented by the Ministry of Works and Transport, as their implementation rate remains a subject of concern. Discussions on ways to improve the implementation rate have been held and the Ministry of Works has since resorted to engaging private contractors instead of using their direct labour. It is hoped that this will improve the implementation rate.

