



Ministry of Education & Training

ANNUAL PERFORMANCE REPORT

2024/25 Financial Year

“ACCESS TO EDUCATION FOR ALL”

Prepared for submission to Parliament by the Hon. Minister for Education and Training, February 2025



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List of abbreviations

AEAA	Association for Educational Assessment in Africa
APDC	Academic Planning and Development Committee
CBE	Competence Based Education
CCC	Curriculum Coordination Committee
CIA	Cambridge International Assessment
CODEC	Eswatini Cooperative Development College
COLA	Cost of Living and Adjustment
COTE	Certificate in Online Teaching for Educators
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Central Statistical Office
CSTL	Care and Support for Teaching and Learning
CTT	Classical Test Theory
DIVT	Directorate of Industrial and Vocational Training
ECCE	Early Childhood Care Education
ECCED	Early Childhood Care Education and Development
ECESWA	Examination council of Eswatini
ECESWA	Examination Council of Eswatini
ECOT	Eswatini College of Technology
ECSACON	East, Central, Southern Africa College for Nursing ITE
EDC	Emlalatini Development Centre
EDI	Eswatini Development Indicators
EGCSE	Eswatini General of Certificate of Secondary Education
EMCU	Eswatini Medical Christian University
EMCU	Eswatini Medical Christian University
EMIS	Education Management Information Systems
ENT	Ear Nose and Throat
ERS	Eswatini Revenue Services
ESA	Eswatini Sugar Association
ESCCOM	Eswatini Communications Commission
ESERA	Eswatini Energy Regulatory Authority
ESHEC	Eswatini Higher Education Council
ESSP	Education Sector Strategic Plan
ESSP	Education Sector Strategic Plan
ETGPS	Educational Testing Guidance Psychological Services
EUP	Early and Unintended Pregnancy
FODSWA	Federation of Persons with Disabilities
FPE	The Free Primary Education

GPE	Global Partnership for Education
HEI	Higher Education Institution
HGSF	Home Grown School Feeding
HIGCSE	Higher International General Certificate of Secondary Education
IACE	International Alliance for Christian Education
ICT	Information and Communication Technologies
IDE	Institution of Distance Learning
IFMS	Integrated Financial Management System
IRT	Item Response Theory
LGP	Liquefied Petroleum Gas
LMS	Learning Management System
LSE	Life Skills Education
MoET	Ministry of Education and Training
MOH	Ministry of Health
MOU	Memoranda of Understanding
NCC	National Curriculum Centre
NDS	National Development Strategy
NERCHA	National Emergency Council on HIV/ AIDS
NETIP	National Education and Training Improvement Programme
NGO	Non-Governmental Organizations
PDSR	Product Development Standards and Research
PLC	Programmable Logic Controllers
PRSAP	Poverty Reduction Strategy and Action Plan
QPEC	Question Paper Evaluation Committee
REC	Rural Education Centres
RFQ	Request for Quotation
RISDP	Regional Indicative Strategic Programme
ROSA	Regional Office for Southern Africa
SADC	Southern Africa Development Community
SAEAA	Southern Africa Association for Educational Assessment
SANU	Southern Africa Nazarene University
SDG	Sustainable Development Goals
SEACMEQ	South and East African Consortium for Monitoring Educational Quality
SEN	Special Education
SERAT	Sexuality Education Review and Assessment Tool
SITC	Siteki Industrial Training Centre
SNI	Sebenta National Institute
SWAGAA	Swaziland Action Group Against Abuse

TEL	Technology-Enabled Learning
TSC	Teaching Service Commission
TVET	Technical Vocational Education and Training
UJ	University of Johannesburg
UNDP	United Nations Development Programme
UNESCO	National Commission for United Nation Educational Scientific and Cultural Organization
UNESWA	The University of Eswatini
UNESWA	University of Eswatini
UNFPA	United Nations Population Fund
UNICEF	United Nations International Children's Emergency Fund
VOCTIM	Vocational Training Institute Matsapha
WFP	World Food Programme.

Section A

Description of the Institutional arrangements of the Ministry of Education and Training and its Policy and Legislative Framework

1.1 Ministry Mandate: The primary mandate of the Ministry of Education and Training is to provide access to relevant quality education at all levels of the education system to all learners in Eswatini; taking into account all issues of efficacy, equity and special needs.

1.2 Vision: Attainment of equality in educational opportunity for all pupils of school-going age and adults irrespective of their socio-economic background, with the ultimate goal of enhancing their productive capacity, thus improving the quality of their lives.

1.3 Mission: To provide relevant, quality and affordable education and training opportunities for the entire populace of the Kingdom of Eswatini in order to develop all positive aspects of life for self-reliance, social and economic development and global competitiveness.

1.4 Key Strategic Goals: The Ministry of Education and Training developed its long-term blueprint, the Education Sector Strategic Plan (ESSP) 2022–2034. The ESSP is a continuation of the unfinished business from the 2010–2022 Education Sector Strategic Plan. It is informed primarily by the Education Sector Analysis (2021) and other key human capital development priorities as set out in the National Development Strategy, the National Development Plan and other relevant documents. The ESSP is implemented and operationalized by the Multi Year Action Plan 202/25 which will be succeeded by three Multi Year Action Plans until the ESSP reaches its lifespan.

The sector has prioritized seven key strategic areas in the ESSP which are aimed at improving the sector and these are:

- (i) Improving educational quality and student learning at all levels
- (ii) Retaining students in school until completion
- (iii) Strengthening entry and exit points of the education system
- (iv) Enhancing teacher development and management
- (v) Ensuring adequate and equitable education financing and spending
- (vi) Further improving access
- (vii) Strengthening system resilience and preparing for future crisis prevention

1.5 Portfolio Responsibilities

In carrying out the Ministry's mandate and implementing its goal and objectives, the Ministry has the under-listed portfolio responsibilities which are departments

- Early Childhood Care and Education
- Primary Education
- Secondary Education
- Tertiary Education
- Technical Vocational Education and Training (TVET)
- Emlalalini Development Centre
- Adult and Non-Formal Education
- Teaching Service Commission (TSC)
- In-Service Training Department
- Eswatini Qualifications Authority (EQA)

Also within its mandate the Ministry deals with the following cross-cutting issues;

- Guidance and Psychological Services
- Curriculum Development
- Education Management Information Systems (EMIS)
- International Relations
- Disaster Management
- Special Education (SEN)

1.6 Public Enterprises / Parastatals

There are six (6) Public Enterprises/Parastatals under the Ministry's portfolio as listed below:

- The University of Eswatini (UNESWA)
- Southern Africa Nazarene University (SANU)
- Eswatini Medical Christian University (EMCU)
- Examination council of Eswatini (ECESWA)
- Eswatini Higher Education Council (ESHEC)
- Sebenta National Institute (SNI)

1.7 The Legislative and Policy Environment

Herewith are some of the legislations in existence that are operational and are being administered by the Ministry, mainly for regulatory purposes:

- Education Act, 1981

- Teaching Service Commission (TSC) Act, 1982
- The Free Primary Education (FPE) Act, 2010
- The Higher Education Act, 2013

1.8 Policies in the Education Sector

The sector policies guide the Ministry to deliver by its mandate and they are linked to higher policy levels in a well-structured framework.

Above the sector policies are the National Policies that is, the National Development Strategy (NDS) and the Poverty Reduction Strategy and Action Plan (PRSAP). The PRSAP is a key document for operationalizing the National Development Strategy for attaining the Sustainable Development Goals (SDGs). The national policy is a strategic planning document designed to guide the formation and action for poverty reduction in all key areas of development, moreover, it gives a guide to the sector on its desired deliverables.

The national policies are in line with International, Continental, and Regional policy documents and declarations such as the Sustainable Development Goal 4 of the United Nations, Goal 2 of the AU Agenda aspiring to produce well educated citizens and skills revolution underpinned by Science, Technology and Innovation and the Regional Indicative Strategic Programme (RISDP) of the Southern Africa Development Community (SADC).

Below is a list of policies, rules, guidelines and regulations within the Education sector

- National Education and Training Sector Policy, 2018
- TSC Regulations, 1983
- The TVET and skills (TVETSD) Policy, 2011
- School committee constitution, 2011
- School Accounting Regulations and Procedures, 1992
- The Higher Education (General) Regulations, 2016
- The Education Sector Strategic Plan (ESSP) 2022-2034
- The Multi Year Action Plan 2022/25
- Eswatini National Curriculum Framework, 2018.

Section B

2.0 Department activities and achievements

2.1 EARLY CHILDHOOD CARE DEVELOPMENT AND EDUCATION (ECCDE)

Mandate: The ECCDE is Responsible for developing, monitoring, supervising and evaluating ECCE programs; providing teaching and learning materials; building the capacity of ECCDE teachers and caregivers; sensitizing the public about the importance of, principles and practices of ECCE; and ensuring that the private sector and Non-Governmental Organizations (NGOs) take an active role in ECCE activities. This level of education addresses children's holistic development, which covers emotional, social, physical, cognitive, and cultural development, enhancing their creativity.

Young learners' participation and educational attainments in Grade 0 and ECCE programs have significantly improved, reflecting progress in inclusion, access, and quality education.

Key Achievements

Roll-Out of Grade 0

- Expanded the program to 80 additional public primary schools, reaching a total of 420 schools.
- Materials were distributed to 85 schools per region, targeting rural and semi-urban areas.

Inspection of Schools

- Conducted inspections to ensure compliance with play-based learning approaches.
- Mentored non-compliant teachers through individual and group discussions.
- Laid groundwork for introducing a Competency-Based Curriculum to standardize learning.

Meetings and Conferences

- Attended both national and international conferences to strengthen ECCE practices, including:
 - **Seychelles:** Commitment to advancing the ECCE mandate in Africa.

- **SADC Network Conference (Lesotho):** Shared ECCE mandates among SADC countries.
- **Reggio Foundation Conference (South Africa):** Shared techniques for creating materials from recyclables.
- **FLEX Meeting and Benchmarking Exercise (Rwanda).**

Employment of Teachers: Hired 20 qualified teachers to support Grade 0 classrooms in public schools.

Curriculum Development

- Finalized the National Curriculum for Grade 0 and 3-5 years in collaboration with Brandex Professional Consultants.
- Adapted the TEACH ECE assessment tool for Eswatini to evaluate teacher engagement and student outcomes.
- Progressed on the development of Early Learning Outcome Measurement tools with an international consultancy.
- Launched the **READ@HOME** initiative to promote literacy and numeracy in 70 homesteads by distributing books and training teachers and parents.

Provision of Learning Materials

- Distributed books and teaching resources to support early literacy and numeracy skills development.
- Engaged consultants to select and deliver appropriate books for the **READ@HOME** initiative.

Key Challenges

Slow Roll-Out of Grade 0: Sustainability is threatened due to parents' inability to pay fees, leading to teacher turnover. Also, there is limited availability of qualified teachers as some are not employed by the government.

Delays in Material Procurement: Procurement delays result in late delivery of learning materials, affecting progress.

Transport Limitations: Fuel shortages and limited transport hinder school inspections and program monitoring.

Infrastructure Gaps: Many public schools lack classrooms to accommodate Grade 0 learners.

Uncertainty of Program Expansion: Expansion to remaining public schools faces challenges due to classroom shortages and funding issues.

Conclusion and Recommendations

The ECCE program made commendable progress in 2024 by expanding access, enhancing teacher capacity, and improving curriculum standards. However, challenges related to funding, staffing, infrastructure, and resource delivery persist.

Recommendations:

- Strengthen funding mechanisms to ensure sustainability and timely procurement.
- Accelerate classroom construction to support the roll-out of Grade 0 in all schools.
- Increase recruitment and retention of qualified ECCE teachers through government support.
- Enhance transport and logistical support for inspectors.

2.2 PRIMARY EDUCATION

Mandate: The mandate of the Primary sub sector is to ensure for the provision of quality and relevant primary education for all learners; enhance the delivery of quality education through the training of Head teachers, School Committees, and Teachers; continue implementing the Free Primary Education (FPE) program to maintain increased access and equity.

Key Achievements

Inspection of schools

The inspection was conducted in twenty-one schools across the four regions. The number of schools inspected per region is as follows: Hhohho region thirteen (13) schools, Manzini region twenty-five (25), Shiselweni eleven (11) schools, and in the Lubombo Region twelve (12) schools.

The following were generalized findings from the inspection:

- There was little instructional supervision of Competency-Based Education (CBE) in schools by Head Teachers. Head teachers complain that they have not received any training of CBE.
- Schools are struggling with the administration of assessment in CBE. The challenge is encountered in:
 - Keeping assessment portfolio files for learners which informs the school and the parents of the learners' progress.
 - Teachers were struggling with managing CBE assessment and record keeping.

- Teaching of Expressive Arts and Health and Physical Education subjects is a bit of a challenge to teachers in the visited schools because of scarce materials needed for teaching the subjects.
- The lack of supervision from the head teachers causes teachers to be very lax with updating the learner's assessment records.

In the light of the above concerns/findings the Ministry will urgently revisit the induction workshop for all people involved in the CBE.

Payment of FPE Grants: All the primary schools have received the second trench payment for all the grade levels. Presently schools are submitting claim forms for the FPE first trench payment for 2025 at the Regional Education offices. The Ministry of Education and Training has started paying schools in 2025.

Distribution of stationery: Delivering of stationary in all schools was successfully done.

Eswatini Primary Certificate results: The EPC results (2025) were issued on time in readiness for opening of schools. It is worth mentioning that this is the last cohort of Objective Based Education (OBE) which will be followed by the Competency Based Education (CBE) group.

Distribution of furniture: A total of 2600(single desks and chairs) units of furniture was distributed to schools.

Key Challenges

- Inspectors are facing challenges in conducting inspections due to a shortage of transport.
- The teachers are experiencing challenges in carrying out assessment due to inadequate training on CBE.
- It takes a long time to fill vacancies of retired head teachers in schools which create a challenge especially to the schools without deputies.
- There are no senior inspectors in the Primary Inspectorate Cadre. This causes problems in the planning and execution of quality assurance for the primary school level.

Possible solutions

- Provide dedicated transport for inspectors because the ones available in the regions are also used administratively.

- Teachers need more subject-based workshops to improve teachers' performance, and learners' results, thus enhancing teaching and learning and reducing failure rate.
- Primary cadre must have senior inspectors(SI) which have specialties in the primary curriculum to enhance CBE.
- Regional inspectors are very thin on the ground thus there is a need to add inspectors.

2.3 SECONDARY EDUCATION

Mandate: The overall Policy Goal for the sub-sector is to: 'provide equitable access for all learners to inclusive quality secondary education that will adequately prepare them for further education, and their role in the socio-economic life of Eswatini and world of work.'

The sub-sector comprises five grade levels: lower secondary (Forms 1-3) and senior secondary (Forms 4-5). Since 2022, the Ministry has been implementing a pilot program designed to reform secondary education into a four-year structure, complemented by an additional two years for A-Level studies. Currently, there are 290 public and 33 private secondary schools.

The sub-sector delivers on its mandate according to the following strategic objectives:

- Access and Equity
- Quality and Relevance
- Delivery and Efficiency

Key Achievements

Qualification beyond Eswatini General Certificate of Secondary Education (EGCSE): The Ministry has been piloting a 4-year program in 32 secondary schools since 2022 to reform the education system, aiming to better align with international standards and enhance education outcomes. The pilot program has been in operation for three years, with the fourth year set to commence in January 2025, and the school leaving examination scheduled for October/November 2025. Initial reports on the 4-year programme emphasize both successes and obstacles in its execution. Administrators of the pilot schools expressed their support for the 4-year programme; however, some schools were facing shortages of resources, such as teachers and teaching materials, among others. Initiatives intended to address the

challenges are in progress, which involve guaranteeing sufficient staffing and suitable teaching and learning resources for the 4-year programme. Following this programme, students will, in 2026, either enroll in the Qualification beyond EGCSE (AS/ A Level), pursue a vocational route, or enter tertiary education. It is anticipated that the 4-year programme will be rolled out in all secondary schools in 2026, starting in Grade 8.

Learner Performance - Checkpoint (Grade 9) and Junior Secondary (JC) 2024:

During the reporting period, the Examinations Council of Eswatini (ECESWA) whose mandate is assessment, administered the second national checkpoint for four subjects namely, English Language, siSwati, Mathematics and Science. A total of 4554 learners from the 32 schools sat for the checkpoint assessment. A slight improvement in performance for the 2nd cohort was observed compared to the first cohort in 2023. This improvement may be attributed to the capacity building that was provided to teachers and the fact that teachers may have used insights from the 2023 experiences and results to better prepare for the 2024 results. About 16,869 learners sat for the JC examinations. It is worth noting that the 2024 results improved by 1.14% compared to 2023.

Secondary Schools Rightsizing Exercise: The Secondary Cadre, in collaboration with the Management Services Division (MSD) under the Ministry of Public Service (MoPS), successfully conducted the rightsizing exercise aimed at ensuring schools are adequately and appropriately staffed. National and regional reports have been produced that will inform the deployment of teaching staff in schools. The report shows the following challenges; shortage of teachers in some schools (e.g. Physical Science), inadequate number of permanent posts, high number of nominal heads of department, low enrolments in some schools and unfilled vacant posts (especially deputy head teachers).

Inspection (Quality Assurance): A total of 441 subject inspections were conducted in all the four regions of the country, from April 2024 to December 2024. It is projected that about 200 inspections will be conducted between January and March 2025. Some of the findings include the following: -

- **Syllabus coverage**, written work, marking – In general, written work is given, marking is inconsistent, which affects the feedback that should be given promptly to determine whether learning has occurred.

- **Infrastructure** – There are certain schools that lack the necessary infrastructure, such as science labs and ICT computers. The labs are essential for giving students the chance to put what they have learnt in class into practice. In disciplines such as biology, chemistry, physics, and technology, practical experiments serve to strengthen theoretical understanding.
- **Curriculum Expansion** – There is an observed steady increase in the number of schools introducing practical subjects such as D&T and Consumer Science.

Subject Specific Activities/achievements

Agriculture: The department was able to aid schools with agriculture laboratory roofing material, fencing material, garden tools, animal housing partitioning, and water trough building. Garden tools and fencing materials were distributed to 87 schools. Three schools built water troughs, and one school partitioned an animal house. Micro-projects also supported the construction of an animal house and an agriculture laboratory for one school. The department also successfully managed the procurement of Point-of-Lay (POL) pullets for all the secondary schools that need them.

Business Studies: The department hosted the first ever Business Education Careers Faire, which was attended by Form 3s and Form 5s Business Education learners, from about 200 schools. Furthermore, the department successfully held the Business Education Regional and National Quiz competition and awarding ceremony, for completing classes.

Consumer Science: To enable Consumer Science students to launch their own companies upon completing school, the Ministry and the Taiwan Embassy dispatched the Acting Senior Inspector to Taiwan to serve as a Worlds Skills Competition expert. Twenty (20) students from a variety of schools in the four regions and twenty (20) culinary experts from pre-vocational institutions are currently undergoing training in anticipation of the national competition, which is scheduled to take place at ECOT on February 11 and 12, 2025.

Design & Technology: Equipment and tools were provided to eleven (11) institutions that have recently initiated the teaching of Design and Technology with the aim of facilitating efficient instruction and learning. Furthermore, the department has acquired a large printer, press heater, and mug heater to support

students in the production of their graphic products, such as calendars, car decals, T-shirts, and mugs. As a consequence, the quality of the projects that students submit to fulfil their learning requirements will be improved. These materials are accessible to all schools, as they are stored at the Schools Maintenance and Supply (SMSC) Centre. Furthermore, the Design and Technology team participated in international STEM competitions that were conducted in Lesotho.

English: the department coordinated a SADC Secondary Essay Competition, which is an annual event. There were three national winners.

French: The Government of Eswatini, through the Ministry of Education and Training and the French Government, through the French Embassy to Eswatini and Mozambique, enhanced their cooperation. This has led to the accomplishment of three significant initiatives, including: three Emaswati secondary school instructors of French visiting France to teach English and improve their pedagogical and linguistic abilities in teaching both French and English as part of the Language Teaching Assistants' projects; IF classes initiative, in which the department was granted four hundred thousand emalangeneni to provide Emaswati primary and secondary school French teachers with new, innovative strategies, methods, and skills for teaching French as a foreign language; Provision scholarships to Emaswati to pursue their education at universities in France. The department, in collaboration with the National Curriculum Centre, was able to review the junior secondary syllabus to align it with the primary CBE syllabus. The department further developed the senior secondary syllabus as part of the localisation of French external examinations. Syllabuses await approval of the Curriculum Coordinating Committee.

Geography: The department, in partnership with the Geography Teacher's Association, conducted a revision for JC and EGCSE exams for about 3000 students on a WhatsApp platform. They engaged with the resource people. Both regional and national awards for excellence were given to Geography teachers. This created great motivation and competitiveness amongst the professionals.

Mathematics: The department attended a Mathematics Contest Awards ceremony hosted by the Association of Mathematics Teachers (ESAMT) wherein the best three (3) students per level from lower Primary to Senior Secondary levels were given awards. To Improve the quality of Mathematics and Science Instruction in

Secondary Education, pilot schools were trained on using online content and interactive touch screens. Furthermore, meetings with the Head Teachers and School Committee Chairpersons of Pilot Schools for Mathematics and Science to provide them with an overview of the project and the role they are expected to perform in its success.

Information and Communication Technology (ICT): Through the Taiwan Government project on provision of desktop computers to rural schools, the department was able to distribute 440 computers and 22 printers that benefited learners, teachers and the schools' administration in 14 High Schools and 11 Primary Schools. Also, through the Taiwan Government project on constructing computer laboratories, the department was able to construct computer laboratories in 3 Primary Schools and 1 High School. The department has also been involved in the implementation of 2 projects that focus on the integration of ICTs in teaching and learning. These include "Digital School Initiative" which enrolled 50 teachers (30 from Primary Schools and 20 from Secondary Schools) on a 2 - month online course which provides training on the use of Artificial Intelligence (AI) in teaching/learning. The latter initiative is a collaboration between the Ministries of Education and ICT which resulted in the securing of a tuition fee sponsorship for the 50 teachers from the United Arab Emirates (UAE) Government.

Prevocational Education: The department managed to procure 16 printers and 106 desktop computers for Prevoc schools and funds have been set aside to procure equipment and machinery for the schools. Following approval and issuance of Cabinet Paper and Circular Number 2 of 2024, Prevoc Schools are now permitted to open distinct bank accounts for Co-Ops business projects and Eswatini Bank has created a unique bank account product with low interest and bank fees to promote saving.

SiSwati: To improve teaching of SiSwati especially Culture and Tradition, the department held culture days. The subject results in schools are seen to be improving and it is a milestone to witness Private Schools hosting culture days and including them in major school activities. Spelling competitions were run across the four regions with support by partners such as Imisebe Publishers Spelling Competitions. The competitions help to promote the preservation of siSwati language in the country. Mother Tongue Celebration was successfully hosted by the Lubombo Region at Treetops Resort.

Science: The Science department composed a Science kit to assist in Science education for Primary schools in the most rural areas which cannot access the facility in the teacher resource centres. MTN procured fifteen of the kits and the five kits have not yet been procured. The department was allocated a sum of four million towards procurement of equipment, chemicals and furniture for schools' Science laboratories. This amount was not sufficient for both projects since there was no funding in 2023. The department visited two schools, one in Shiselweni and one in Lubombo to sensitize learners on robotics. A total of 100 learners and 20 teachers were capacitated on the establishment of science clubs and promotion of robotics and graphics courtesy of UNESCO. Two teachers have undertaken training in the United States of America on effective teaching of Nuclear Science in Secondary schools' curtesy of the International Atomic Energy Association. The teachers will be establishing science clubs starting from their school. One teacher attended training on effective teaching of Science at the primary school. The training was held in Japan curtesy of JICA. The teacher will be assisting the teachers nationally with handling the CBE pedagogy. The department participated in benchmarking the National Science week which will be held from the 17th to the 21st of February 2025.

Social Science: The department, in collaboration with the National Curriculum Centre, developed a draft teaching syllabus for the Tinkhundla system of governance that is consistent with competency-based education and encompasses Forms 1-5.

Sports & Culture: The Eswatini team played a very strong game at the COSSASA Games in Bulawayo, Zimbabwe and brought back with medals. The team received financial support from a number of stakeholders, including the PM, MoET, Sports Council, Mr. Matata, Instacash, the Basketball Association, and OK Foods to improve sports in the country. The Eswatini culture and heritage were exhibited at the Spring School event, which was attended by a group of five students and two teachers at Robben Island, South Africa. Partners such as The Culture Council, MoET, and the Inyatsi Foundation provided financial support to the group.

Key Challenges and Proposed Solutions

The cadre continues to face the challenge of numerous vacant positions that have not been filled in recent years. Four (4) Senior Inspector positions and twenty (20) Inspector of Schools positions are currently vacant. As an interim measure, Regional

Inspectors act as Senior Inspectors, however, this decision has a direct impact on subject inspection at the regional level. Inadequate transportation continues to be an ongoing challenge forcing officers to sometimes use their personal vehicles to conduct inspections. Virtual inspection, with all its constraints and obstacles, has been implemented by certain departments.

2.4 TERTIARY EDUCATION

Tertiary Education in Eswatini is provided by a mix of institutions at different levels: universities, technical and vocational colleges, teacher and nursing colleges and business colleges among others. Tertiary Education provides essential professional and technical skills. Professional skills are essential for the development of other education and training levels while technical skills are necessary for the production of skilled labour for formal self-employment.

Mandate: The responsibility of the office of the Chief Inspector for Tertiary/Higher Education is to coordinate all Tertiary/Higher Education matters that require the attention of the Ministry of Education and Training including in service and curriculum matters. The Office of the Chief Inspector, advises the Ministry of Education and Training on Tertiary Education matters and policy as well as contributes to the development of Tertiary Education through engagement with key stakeholders; including addressing short and long-term challenges facing Tertiary Education with the view to attaining a situation in the country where there is an adequate and sustainable generation of an internationally competitive skilled workforce capable of spearheading the country's production and knowledge-based growth.

2.4.1 Technical Vocational Education and Training (TVET)

Mandate: The mandate of TVET is to sustain the flow of skilled graduates in the technical and vocational fields. Good quality, broad-based and market-responsive technical and vocational education, training and skills development programs supply the skills and competencies that immediately respond to labour market demands that drive growth in post-industrial economies. Skilled labour is critical for its capacity to apply knowledge and technology to realize higher value-added productivity which is the base for sustainable growth.

2.4.1.1 ESWATINI COLLEGE OF TECHNOLOGY (ECOT)

Mandate: Eswatini College of Technology (ECOT) is a state-owned TVET institution of higher learning duly established in 1946 in the Kingdom of Eswatini. It offers programmes in engineering, technology, science, and education.

The vision of the ECOT is to be at the forefront of technological change and to provide excellence in training. The mission of the college is to maintain its position as the principal institution of higher-level technical and vocational education and training in Eswatini. It is dedicated to providing and facilitating high-quality training and learning in technology and business studies in collaboration with the commercial, industrial, and public sectors.

Key Achievements

- **Institutional Stability:** Made significant improvements in the institutional environment, resolving past conflicts that led to student and staff strikes.
- **Graduation:** Held a successful graduation of students from the 2023/2024 academic year.
- **Improved Student Relations:** No student riots occurred despite previous challenges with delayed allowances, marking a significant improvement.
- **International Training Programs:** Two lecturers participated in long- and short-term training courses in Taiwan through partnerships with the Ministry of Education and Training and the Ministry of Public Service.
- **Youth Enterprise Revolving Fund (YERF) Partnership:** Signed an MOU to:
 - Foster youth employment and alleviate poverty among individuals aged 18 to 35 years.
 - Support technologically skilled graduates in accessing YERF services for self-employment.
 - Offer entrepreneurship training to students and graduates.
- **Industry Collaboration with Illovo Sugar:** Through collaboration with industry, internship opportunities were established for students in:
 - Building and Civil Engineering
 - Mechanical Engineering
 - Electrical and Electronics Engineering
 - Automotive Engineering
 - Computer Science
 - Human Resource Management

- **Industry Engagement and Donations:** Through engagement with industry:
 -
 - Faculty talks introduced to connect students with industry professionals and workplace trends.
 - Donations of equipment worth millions, particularly to the Faculty of Building and Civil Engineering were made.
 - Industry pledges to assist graduates in business registration and early-stage support.
- **Financial Education:** Financial institutions, including YERF, RSTP, and SEDCO, provided education on financial assistance for starting businesses.
- **Upskilling Programs:** Conducted ICT and hospitality skills training under the Taiwan Technical Mission, with all participants graduating successfully.
- **Equipment and Training Donations:** In January 2025, college received four state-of-the-art turning lathes and two milling machines for the Faculty of Engineering Science from the Taiwan Technical Mission. Furthermore, the Taiwanese technician conducted a two-week training for ECOT lecturers.

Key Challenges

- **Delayed Allowances:** Delayed disbursement of allowances for first-year students disrupted learning activities, including the purchase of protective clothing and assignment materials.
- **Insufficient Allowances:** Current student allowances are inadequate, negatively affecting academic performance as students face hunger and financial stress.
- **Insufficient Tuition Fees:** Inadequate tuition fees hinder the purchase of essential training materials.
- **Infrastructure Issues:** The girls' hostel suffers from severe water leaks caused by damaged pipes embedded within walls, forcing relocation of students. The Corroded galvanized water pipes cause frequent leaks, leading to increased water bills and financial strain on the institution.

Recommendations

- There is great need for a budget to address water leakage issues in the hostel and repair the corroded water system.
- There is need to review and increase student allowances and tuition fees to ensure they meet students' needs and fully support the institution's operational requirements.

2.4.1.2 GWAMILE VOCTIM

Mandate: The key mandate of VOCTIM is to stimulate, develop and sharpen the Natural talents of people (particularly the youth and vulnerable groups), without discrimination through various competent, industry-driven and responsive Technical Vocation Skills to support their livelihoods and effective assimilation into the economy. The entrenchment of business acumen (Entrepreneurship) as a vehicle to diversify innovative employment avenues beyond seeking employment, is a major focus.

REPORT ON ENROLLMENT STATISTICS FOR VOCTIM

Department	Female	Male	Year 1	Year 2	Total Students	Lecturers	Vacant Positions	Lab Assistants	Lab Assistant Vacancies
Automotive Engineering	3	52	29	26	55	5	1	1	1
Body Building	4	23	13	14	27	Above			
Building Engineering	10	19	29	-	29	3	2	1	1
Building-Plumbing	5	18	23	-	23	Above			
Commercial Department	29	19	24	24	48	5	2	0	1
Electrical Engineering	11	15	26	-	26	3	3	1	0
Mechanical Engineering	11	45	29	27	56	6	2	1	1
Woodwork Department	8	17	-	25	25	3	1	0	1
Total	81	208	173	116	265	25	11	4	5

Analysis

- **Gender Imbalance:** Male students dominate engineering programs, reflecting a need to encourage female participation in STEM fields.
- **Vacant Positions:**
 - 11 vacant lecturer positions due to retirements.
 - 5 vacant lab assistant posts, crucial for practical training.

- **Infrastructure Limitations:** The college infrastructure is outdated, designed for smaller classes, with leaking roofs and inadequate workshop space.

Key Achievements

- **Donation of equipment:** VOCTIM received significant equipment donations from the European Union and the Republic of China (Taiwan). These contributions retooled critical departments:
 - Automotive Department
 - Electrical Department
 - Mechanical Department
- **Short-term training programs:** VOCTIM successfully implemented short-term training programs (up to 3 months) for industry personnel and the public, offering:
 - Mechanical Welding
 - Auto Electrical: Industrial Wiring and Air-conditioning & Refrigeration
 - Motor Mechanics
- **Support from development partners - European Union Support:** VOCTIM was a major beneficiary of EU funding, with **technical support increased from €22 million to €40 million** for the 2021–2027 period.
 - This funding targets five TVET institutions (ECOT, SITC, NITC, VOCTIM, and Emvembili), as well as regulatory bodies (EQA, ESHEC) under the Ministry of Education.
 - Collaborative engagements between ministries, development partners, and civil society aim to implement the **National TVET Coalition Agenda**.
- **Resource Mobilization Initiatives:** Efforts included partnerships with development partners, government entities, and TVET agencies to support resource mobilization.

Key challenges.

- **Limited Space:** Current facilities restrict enrolment to one group per program duration (2-3 years). Despite available land for expansion, the college urgently requires a **lecture theatre** to accommodate larger classes.
- **Insufficient Funding:** Training materials and equipment are limited, compromising syllabus completion and graduate quality.
- **Outdated Infrastructure:** Workshops have leaking roofs, and equipment maintenance is hindered by lack of resources.

- **Retention Issues:** Unattractive salary grades make it difficult to retain qualified engineers and lecturers. There is also limited opportunities for staff refresher courses to keep up with industry trends.
- **Security Concerns:** Vendors have damaged VOCTIM's perimeter fence, posing safety and health risks to students and staff.

Recommendations

- **Institutionalize Coordination Structures:** Formalize multi-sector coordination platforms to ensure sustainability and continuous engagement.
- **Enhance Investment in TVET Infrastructure:** Mobilize resources to sustain the decentralization program and expand facilities in rural and urban areas.
- **Foster Industry Participation:** Incentivize private sector collaboration through tax breaks and recognition programs for their contributions to skills development and employment.
- **Establish Business Incubation Centers:** Develop incubation hubs for technical innovations that address unemployment and community development.
- **Enhance Security:** Rebuild the perimeter fence to ensure safety for students, staff, and infrastructure.
- **Establishment of the National TVET Council:** Facilitate the governance, regulation, and strategic development of the TVET sector, and oversee skill assessment and standards through a National TVET Assessment Agency.
- **Expand Training Programs:** Develop short-term and modular courses tailored to national and industry-specific technical needs.
- **Sustain Resource Mobilization:** Strengthen partnerships with the private sector and development agencies and incentivize investments in TVET programs through tax benefits and regulatory support.
- **Curriculum Enhancement:** Integrate ICT, artificial intelligence, robotics, and entrepreneurship into the TVET curriculum to align with industry trends.

2.4.2 COLLEGES

2.4.2.1 NGWANE TEACHERS COLLEGE

Mandate: The College is mandated to provide pre-service training that leads to the qualification of trained primary school teachers, awarding the Primary Teachers Diploma (PTD) and Diploma in Early Childhood Care Education (ECCE). In terms of its mission and vision, Ngwane College seeks to be an excellent teacher training institution renowned for the production of competent teachers and provide quality

service by engaging experienced professionals using modern systems that prospective teachers and other significant stakeholders aspire to be associated with, in the deliverance of quality education in Eswatini and beyond.

Key Achievements

- **Academic Calendar Alignment:** The College successfully opened in August 2024, aligning with the Colleges' calendar that supports the Ministry of Labour and Social Security's payment of student allowances and fees. Allowances were paid efficiently.
- **Examinations & Reports:** The College administered examinations and distributed results for PTD I, PTD II, and PTD III in December 2024. Supplementary examinations for PTD I and PTD II were successfully conducted. The second semester commenced on 13th January 2025.
- **Accreditation Process:** Ongoing engagements with the Eswatini Higher Education Council are being held as part of the College's preparation for supervision and accreditation.
- **Support for Students with Disabilities:** Two students living with deafness continue to receive academic and stakeholder support as they progress to PTD II.
- **Affiliation with UNESWA:** The University of Eswatini (UNESWA) continues to support the College through the Board of Affiliated Institutions by reviewing and approving academic results.
- **Infrastructure:** Infrastructure related developments included: -
 - Paving and retaining walls for staff offices
 - A new staff office building was handed over to the College and officially opened by His Majesty, King Mswati III, in September 2024 during the graduation ceremony.
 - The Soccer field was permanently fenced. This field also serves as the graduation arena.
- **Graduation Ceremony:** The 2024 graduation was successfully held where students received their certificates.
- **Hostel Maintenance:** The Ministry supported the College by procuring materials to repair a hostel that was damaged by strong winds in July 2024.

Key Challenges

- **Staffing Shortages.** The College is experiencing a decline in staff numbers due to retirements, transfers, and early retirements.

- **Delayed Recruitment & Promotions:** Waivers for vacant positions have been delayed, resulting in unfilled internal promotions, which disrupts departmental and administrative functions.
- **Unreplaced Retirees:** Retired lecturers have not been replaced as the second semester begins in January 2025.
- **Maintenance & Support Staff Shortages:** The College requires additional workers for grounds keeping, halls, and hostels.
- **Lack of Skilled Personnel:** The College lacks dedicated plumbing and electrical staff, making hostel maintenance difficult.
- **High Water Bills:** Excessive water bills are a financial burden, and the plumbing system needs rehabilitation.
- **Administrative Staff Shortages:** The College has been without a secretary for two years.

Recommendations

- **Staffing & Remuneration:** The employer should review recruitment, promotion, and remuneration processes to enhance staff motivation and performance.
- **Outsourcing Cleaning Services:** Given the ongoing staff retirements, engaging external cleaning companies is recommended.
- **Water & Energy Management:** The College needs support with a borehole and solar power system to reduce utility costs.

2.4.2.2 WILLIAM PITCHER COLLEGE

Mandate: The mandate for William Pitcher College is to train Primary and Secondary school teachers. Currently, the College offers a Secondary Teachers' Diploma programme.

Key Achievements

- **Teaching and Learning.** Final year academic results for 2022/2023 were successfully issued, and 143 students graduated on November 1, 2024. Graduates by program:
 - English and SiSwati: 33
 - Maths and Science: 22
 - Geography and History: 14
 - Religious Education and English: 21
 - English and French: 5
 - ICT and Maths: 12

- ICT and Science: 21
 - Geography and English: 14
 - Primary Teachers Diploma: 1
- **Admissions for 2024/2025:** Semester 1 began in August 2024 with 212 new students admitted across various programs. Post-COVID normalization allowed Year 1 orientation and the academic year to resume smoothly.
 - **Semester 2 Operations:** Semester 2 commenced well, with examinations scheduled from April 22 to May 2, 2025. Teaching practice will follow from May 5 to June 20, 2025.
 - **Capital Projects:** Preliminary drawings for a college hall have been completed and await further action.
 - **Human Resources:** Eight staff positions allocated (3 HODs, 2 Senior Lecturers, 2 Lecturers), pending appointments by the Teaching Service Commission.
 - **Research and Staff Development:** Academic staff presented papers at local and international conferences. A total of 60 staff members completed the *Beyond Success* leadership program, whilst 10 academic staff attended capacity-building training on notional hours.
 - **Wellness Initiatives:** Team-building activities were held for staff, and students participated in ETISA games, supporting mental and physical well-being.

Key Challenges

- **Staff Shortages:** Delayed replacements for six departed staff members, leaving gaps in teaching and leadership roles.
- **Procurement Delays:** Late delivery of teaching materials disrupts learning. The college recommends semi-autonomy to manage private funds effectively.
- **Student Protests:** Class boycotts over allowance delays led to a temporary closure. Online learning continued, and the almanac was adjusted.
- **Internet Access:** Technical support is insufficient; the college recommends hiring an IT technician to support technological integration.
- **Infrastructure:** Delayed construction of a college hall impacts examinations, cultural events, and graduation ceremonies. Dilapidated water systems and facilities increase maintenance costs and affect service delivery.
- **Catering Services:** The halt in catering services affects hostel residents. A review of student fees is needed to revive this service.
- **Financial Challenges:** Delayed tuition payments and stagnant fees limit revenue. Semi-autonomous financial management is recommended to diversify income.

- **Student Support:** A female student’s death highlighted the need for on-campus health and counselling services.

Recommendations

- Expedite staff recruitment to fill vacancies and address service delivery gaps.
- Streamline procurement processes to ensure timely delivery of resources.
- Complete construction of the college hall and address infrastructure challenges.
- Revise student fees to sustain catering and other essential services.
- Grant the college semi-autonomous financial status to mobilize resources effectively.
- Establish health and counselling services to support student and staff wellness.

2.5 TEACHING SERVICE COMMISSION

Mandate: The Teaching Service Commission mandate includes; recruitment, employment, confirmation, promotion, appointment, transfer, discipline, termination of employment, and general welfare of all Teachers/Educators in Public Schools, Colleges and Educational Institutions in Eswatini. The department operates according to the School Calendar year January-December, but the reporting is according to the Government Financial year.

The major objectives of TSC are to recruit, manage and build an adequate capacity of teachers in schools in the country; manage the placement and optimal utilization of teachers across; maintain an adequately qualified and disciplined Human Resource in the Teaching profession.

The following table shows the activities performed by the Commission during the 2024/25 Financial Year Ending March 2025.

APPOINTMENT OF HEADTEACHERS	27
APPOINTMENT OF DEPUTY HEADTEACHERS	10
CONFIRMATION	69
PROMOTION: C3 TO C5	111
RELOCATION (PRIMARY TO HIGH SCHOOL)	78
PERMANENT EMPLOYMENT	421
TEMPORAL EMPLOYMENT	379

MATERNITY LEAVE	35
SICK LEAVE	14
TRANSFERS	246
RIGHT SIZING TRANSFERS	12
ADMINISTRATIVE TRANSFERS	49
RE-INSTATEMENT AND TRANSFER	2
RESIGNATION	9
COMPULSORY RETIREMENT	92
MEDICAL RETIREMENT	14
EARLY RETIREMENT	28
DEFFERD RETIREMENT	19
DEATH	26
CASES STILL ON THE ROLL	9
DISMISSAL	-
CASES PENDING RULING	5

Key Achievements

- The Commission was able to convert temporary teachers to permanent positions in schools and a significant number was placed appropriately from primary level to high school level.
- The Commission was able to engage ECCD teachers in support of the Grade 0 programme in public Schools
- Payment of teachers engaged on temporary terms were timeously remunerated and payment of bonus of temporary engaged teachers was paid on time.
- In improving service delivery for the Teaching Service Commission, a Retreat Workshop was held in October with all key stakeholders in the operations of TSC and another workshop in January was held to capacitate all involved in the Disciplinary matters of teachers.

Key Challenges:

- The process of *filling Vacant Posts and Creation of New Posts in all Government Ministries and Departments* continues to be a challenge on the overall service delivery of the Commission. It hinders on the mandate of the Commission to recruit timeously resulting to significant decrease of filling vacant positions in the Teaching Service Commission both permanent and temporary terms on time.

- There is also a serious shortage of Deputy Head teachers due to Establishment Circular No: 3 of 2018 as the period of not filling in the positions has taken too long thus the pool of experience needed to be a Head teacher is diminishing.

Recommendations

- Authority be granted for MOET to fill in vacancies immediately the vacancy is created in that financial year to avoid the delays due the long process of requesting for authority. Such arrangement be formally authorized in writing to avoid misunderstanding in the implementation.
- **Posts** - The non-availability of permanent posts in schools have over the years increased the number of qualified contract teachers engaged on temporary terms. This affects the quality of education in the country due the uncertainty of contract renewals in schools, leaving children unattended after the elapsed contracts.
- The Ministry of Public Service and Ministry of Finance to consider commitment in the creation of posts in phases for every financial year to reduce the number of contract teachers for a permanent need in the schools.
- **Labour turnover** - There is a challenge in high labour turnover of Teachers who are employed in rural remote schools due to harsh living conditions and lack of housing accommodation. Replacement of such teachers is cumbersome for the Commission, considering Establishment Circular No. 3 of 2018.
- Continuous engagement between all parties concerned to introduce an incentive for those in the rural schools to retain them e.g. hardship allowance, adequate accommodation etc.
- **Secretariat vacancies:** Due to Establishment Circular No.: 3 of 2018, vacancies for Human Resource Officers have been vacant for quite some time. The TSC has also halted the decentralization programme due to the non-creation of those posts.
- Due to the volume of work for our Secretariat, filling in of all our Human Resource Officers' vacancies in all the regions should be considered for smooth operations of TSC activities.

2.6 EMLALATINI DEVELOPMENT CENTRE

Mandate: The mandate of Emlalatini Development Centre (EDC) is to offer formal education through Open and Distance Learning (ODL), formerly called Correspondence Education by post, and ODL TVET Education, including Prevocational Education at a larger scale outside the four walls of a conventional classroom. EDC’s main function is to scale up the provision of any form of education to increase access to equitable quality education. This mandate is well articulated in the founding documents. It is stated that the institution will, establish, acquire and maintain the Educational Centre and College, offer academic, technical and vocational skills training, and conduct correspondence courses for students residing in Eswatini, and elsewhere, amongst other functions. Further, EDC’s mandate is aligned with the Kingdom of Eswatini and the Ministry of Education and Training’s Education Sector Strategic Plan 2022-2034 shown in **Table 1** below:

Table 1: Alignment of EDC’s mandate to the Education Sector Strategic Plan 2022-2034

OBJECTIVES
<p>GOAL 3 Develop an open and distance learning (ODL) approach through distance training courses (including e-learning approaches), for retraining and re-skilling those already at work. (Objective 3.4.4)</p>
<p>GOAL 4 Capacitate ODL teachers for remote teaching and learning using short-term in-service training courses. (Objective 4.3.5)</p>
<p>GOAL 6 Sensitize and orient all ODL educational staff to focus on embracing diversity and different abilities. (Objective 6.2.5)</p>
<p>GOAL 6 Realize Digital connection in all schools with EDC study/e-Learning centres, including the Rural Education Centres. (Objective 6.2.7)</p>
<p>GOAL 7 Develop course materials with remote options, in line with existing materials of the (Competency-based Learning programme) CLP. (Objective 7.2.)</p>
GOAL 7

Develop a strategy for remote ODL teaching and learning, including advocacy for ODL as an alternative method for increasing accessibility and retention. (Objective 7.3.3)
GOAL 7 Establish the necessary infrastructure (including additional ICT technology and connectivity) to implement the resilience strategy and benefit from it. (Objective 7.3.5)
GOAL 7 Pilot remote learning materials by making it accessible to a sample of 20 EDC study centre schools and communities. (Objective 7.3.5)
GOAL 7 Develop ODL lessons to be broadcast on educational channels. (Objective 7.3.5)

Key Achievements

- With support from the Commonwealth of Learning and the Ministry of Education and Training, EDC successfully developed a costed strategic plan to implement ODL as one of the key performance areas to achieve **Goal 3**, Objective 3.4.4, of the Education Sector Strategic Plan 2022-2034 of the Kingdom of Eswatini.
- EDC has successfully capacitated over 500 ODL teachers for remote teaching and learning by conducting 20 workshops in 20 schools in line with **Goal 4**.
- Digitization of Learning Materials: EDC completed the digitization of Secondary Education learning materials and initiated the development of an Open and Distance Learning (ODL) TVET Plan for implementation in 2025.
- Creation of Training Manuals: The institution developed comprehensive student training manuals for both Notesmaster and Moodle platforms.
- From 2023 to 2024, enrolment at EDC increased by 195 learners as shown in **Table 2** below:

Table 2: Shows an increase in enrolment from Form 1 to Form 5.

Enrollment	Form 1	Form 2	Form 3	Form 4	Form 5	Total Enrollment
2023	29	65	85	133	245	557
2024	42	84	107	175	344	752

- The institution successfully introduced differentiated instruction leading to personalized and inclusive learning in line with **Goal 6**, Objective 6.2.7 of the Education Sector Strategic Plan 2022-2034.
- To implement and scale up the provision of Prevocational Education for skills development, EDC has signed a MoU with 10 Rural Education Centres and one skills centre.
- To improve Technology-Enabled Learning and the use of Artificial Intelligence (AI) to scale up remote learning, the institution has signed a MoU to collaborate with the UNESWA AI Academy.
- EDC paid all pending part-time employee's claims.
- With support from the Ministry of Education and Training, and the Management Services Division (MSD) of the Ministry of Public Services, EDC successfully aligned its organizational structure to ODL.

Key Challenges

Due to Government Fiscal challenges, EDC received a budget of E6, 701,564.20. E6, 433,998.20 went to salaries and E267, 566.00 went to operations. The E267, 566.00 is too little to run an institution of the size of EDC with over 15 study/e-Learning centres. This explains the slow infrastructural and academic progress in the institution. There is no budget for all the academic departments which affects learner performance.

2.7 ESWATINI QUALIFICATION AUTHORITY (EQA)

Mandate: The Eswatini Qualifications Authority (EQA), operating within the Ministry of Education and Training, oversees the National Qualifications System. This encompasses recognition, validation, and policy development regarding qualifications, linking education and training with the labor market and civil society. The Eswatini Qualifications Framework (ESQF) serves as the guiding blueprint for the development of educational programs and qualifications.

Key Achievements

Continental Activities

African Credit Transfer System and HAQAA 3 Project
EQA participated in the HAQAA 3 Project meeting in Mauritius (August 5–9, 2024), focusing on:

- Mobility, academic recognition, and the African Credit Transfer System.
- Pan-African Quality Assurance and Accreditation.
- Strengthening data generation and utilization.

African Continental Qualifications Framework (ACQF) Activities

Capacity Development and Training Program
EQA engaged in ACQF Phase II workshops:

- **June 18–20, 2024 (DRC):** Focused on NQF development and credential platform training.
- **September 5–6, 2024 (Luanda, Angola):** Launched the referencing pilot phase and provided training on QCP.
- **October 1–4, 2024 (Nairobi, Kenya):** Discussed Recognition of Prior Learning (RPL), lifelong learning, and ACQF referencing.
- **November 13–14, 2024 (Seychelles):** Explored micro-credentials, green skills, and their integration into NQFs.

Development of the Qualifications and Credentials Platform (QCP)
EQA participated in ACQF webinars on developing a continental database for qualifications, enhancing verification, harmonization, and learner mobility.

Comparison of the SADCQF and EQF (April 24, 2024)
EQA contributed to a study comparing the SADC Qualifications Framework and the European Qualifications Framework, facilitating cross-regional learning and policy refinement.

Monitoring and Evaluation Webinars (September–October 2024)
EQA attended webinars on developing M&E systems for NQFs, covering:

- Basic M&E principles (September 19, 2024).
- Implementing results frameworks (September 25, 2024).

SADC Activities

SADC Qualifications Framework
EQA attended a Technical Committee on Certification and Accreditation meeting (May 9–10, 2023, Johannesburg), covering:

- National updates on NQFs, RPL, and Credit Accumulation & Transfer Systems (CATS).
- Implementation roadmap for the SADCQF (2023–2026).
- Validation of the EQF-SADCQF comparison report.

SADC NQA - CEO Meeting (May 11, 2024, Pretoria, SA)
EQA joined a regional meeting for heads of national qualifications authorities to establish a collaboration network and prepare for a Groningen Declaration Network (GDN) Conference in October 2024.

Development of Recognition of Prior Learning (RPL) Policy and Guidelines

Progress made:

- A draft RPL policy was aligned with the Eswatini template.
- Presented at the Luanda Forum (September 6, 2024).
- Submitted to the PPCU for finalization.

Verification of Qualifications: EQA processed 235 foreign qualification verifications:

- 221 were recognized.
- 14 were rejected due to accreditation or entry requirement issues.

Additionally, 162 local qualifications were verified, where 156 were authenticated and 6 were rejected due to entry requirement deficiencies.

Engagement with Education Portfolio Committees (August 5 & 8, 2024): EQA engaged with Parliament to advocate for:

- **National Qualifications Authority Bill:** Establishing EQA as a corporate body.
- **Addis & Global Conventions:** Facilitating Swazi learners' mobility and attracting skilled foreign workers.

Registration of Qualifications on the ESQF: EQA registered the following qualifications:

- **Postgraduate Diploma in Taxation.**
- **National Vocational Certificates** in Hospitality & Tourism (Food Preparation, Housekeeping, Food & Beverage Services) – Levels II, III, IV.
- **National Vocational Certificates** in Mechanical Fitting – Levels II, III, IV.

Workshop on Registration of Qualifications: EQA conducted capacity-building workshops for UNESWA, SANU, and IDM on qualifications registration, learning outcomes, and credit allocation.

3.0 CROSS-CUTTING ISSUES

3.1 THE EDUCATIONAL TESTING, GUIDANCE, AND PSYCHOLOGICAL SERVICES (ETGPS)

Mandate: ETGPS is responsible for providing guidance, Psychological services, and health education programmes in schools and tertiary institutions in order to promote self-dependence and ensure the holistic development of all children and youth.

The Guidance and Counselling Life skills programmes are integrated into the school timetable to ensure that all learners receive the information and messages necessary for their development through the standard and extra curriculum. Further, provide group and individual counseling to learners and parents that need the service. The ETGPS unit further provides psychological services to learners that have experienced violence.

Key Achievements

CAPACITY BUILDING

- **Sensitization of School Leaders:** 224 Head teachers and 279 deputy head teachers were sensitized on the Guidance and Counseling Life Skills Education (LSE) curriculum to strengthen implementation in secondary schools.
- **Workshops and Training:**
 - **Regional:** Guidance teachers and school staff trained in psychosocial support, stress management, personal finance, and addressing gender-based violence.
 - **Special Education Needs (SEN):** 27 participants trained on Life Skills Education (LSE) for learners with disabilities.
 - **Positive Discipline:** Training provided to 57 education personnel and 64 primary and secondary head teachers, with key resources disseminated.
 - **Online Courses:** 18 teachers trained in Comprehensive Sexuality Education
- **Community Engagement:** A total of 43 Mhlangatane community members were trained on psychosocial support and parental roles in education. Further, 28 participants from positive discipline model schools were trained on governance and discipline practices.

- **School-Based Training:** Over 700 teachers across various regions capacitated on topics including Life Skills Education (LSE), stress management, adolescent challenges, and financial literacy.
- **Specialized Training:** Guidance officers were trained in monitoring and evaluation of LSE, gender mainstreaming in the energy sector, and production of radio lessons.
- **Collaborations:** Partnerships with UNESCO, UNFPA, World Vision, and Save the Children enabled focused capacity-building initiatives.

SCHOOL VISITS AND MONITORING

- **Implementation Monitoring:** Regional officers visited schools to support LSE implementation and address challenges:

Below is a table showing the number of schools visited this year:

	HHOHHO	MANZINI	SHISELWENI	LUBOMBO
1st Quarter	74	14	65	29
2nd Quarter	19	6	18	43
3rd Quarter	18	8	11	12

Key Findings:

- Improved support from school administrators for LSE implementation.
- Inconsistent teaching of LSE due to lack of trained teachers or scheduling issues.
- Limited supervision of LSE programs in some schools.
- Insufficient teaching time allocated for LSE in several schools.

Case Follow-Up: Addressed cases of violence, suicide, and substance abuse in schools, providing counseling and interventions.

COUNSELING SERVICES

Cases Handled: A total of 185 cases, categorized as follows:

- Bereavement counseling: 563 learners.
- Trauma: 119 cases.
- Substance abuse: 30 cases.
- Sexual abuse: 25 cases.

- Career counseling: 9 cases.
- Emotional and physical abuse: 16 cases.

Special Initiatives: Provided bereavement counseling to 506 learners at Hlatikulu Central High School following a suicide case.

CAREER GUIDANCE AND FAIRS

- **Collaborations:** Hosted career expos in partnership with local and international universities, institutions, and organizations.
- **School Participation:** Career fairs reached learners from over 20 schools, connecting them with tertiary institutions and career resources.

Support for Learners

- **Distribution of Resources:** Delivered sanitary towels to several schools through collaborations with UN agencies.
- **Life Skills Radio Lessons:** Broadcasted LSE lessons to augment classroom teaching, covering topics such as health promotion, substance abuse, mental health, and gender-based violence.

Key Challenges

- Shortage of transport and fuel affecting service delivery.
- Staff shortages impacting program monitoring and case handling.
- Lack of counseling rooms in schools.
- Increasing cases of substance abuse among learners.

Proposed Solutions

- Allocate vehicles for regional officers to enhance mobility.
- Expand capacity-building programs on substance use disorders.
- Encourage schools to construct dedicated counseling rooms.
- Recruit additional officers to address staff shortages.

3.2 NATIONAL CURRICULUM DEVELOPMENT (NCC)

Mandate. The National Curriculum Centre (NCC) is entrusted with the interpretation of educational policies set forth by the Ministry of Education and Training. Our primary role is to translate these policies into educational competencies that inform the development of curricula. The NCC is responsible for the *evaluation, piloting, design, preparation, and coordination* of curricula for various

educational institutions. The overarching objective of the department is to enhance service delivery through collaboration with all stakeholders, ensuring the production of relevant, high-quality, accessible, and affordable curriculum materials. The NCC is dedicated to serving as a resource for curriculum-related matters while striving to ensure the success of every learner and educator.

Key Achievements

Curriculum Design

- **Finalization of Competency-Based Education (CBE) Materials:** The department has completed the review of the Upper Primary Phase Grade 7 CBE instructional materials, including Mathematics, General Studies, Information and Communication Technology (ICT), English, SiSwati, French, Health and Physical Education, and Expressive Arts. These manuscripts have been approved by the Curriculum Coordinating Committee (CCC) for publication in 2025, marking the conclusion of the primary curriculum cycle.
- **Data Collection for Monitoring and Evaluation:** The department has developed and validated monitoring and evaluation data collection tools for the implementation of Grades 5 and 6 CBE. Data collection is currently underway, with reports for Grade 3 and Grade 4 prepared and distributed to curriculum designers to inform the comprehensive revision of the primary curriculum. Additionally, lessons learned from the primary level implementation will guide the secondary level rollout.
- **Accessibility Enhancements for Learners with Special Needs:** The NCC has initiated the upload of secondary school textbooks into assistive devices for learners with special needs, enhancing their access to educational resources. Furthermore, Mathematics content for Grade 6 has been adapted and embossed to cater to visually impaired learners. Capacity-building workshops for teachers in primary cluster schools have been conducted to equip them with strategies to support learners with special needs in mainstream classrooms.
Instructional materials for primary schools are being adapted into multimedia formats to benefit for Hearing -Impaired Learners (i.e., learners who utilize sign language).
- **Pre-Vocational Education:** The NCC has collaborated with the inspectorate to compile and present a report on the status of pre-vocational and practical

subjects to relevant panels, informing the Ministry's decision to upscale the offering of the Prevocational Education curriculum across more schools.

- **Integration of Emerging Issues into Curriculum:** Working with various Government Ministries and Development partners, the NCC is mainstreaming critical issues such as Gender and Energy, Violence Against Children and Youth, Life Skills Education, and Financial Literacy into the school curriculum. This includes the drafting of Secondary life skills education materials for presentation to the CCC.
- **Curriculum Development for Developmental Studies:** In response to Sibaya and community dialogues emphasizing the importance of governance and patriotism, the NCC conducted a needs assessment for the Developmental Studies syllabus, aimed at integrating the Tinkhundla System of governance into secondary education. This syllabus has been drafted and awaiting approval by the Curriculum Coordinating Committee (CCC). This subject will be taught as a core at secondary level. Currently, Tinkhundla system of governance and patriotism is mainstreamed in various subjects, both at primary and secondary levels. This will also be strengthened during the revision of the syllabi.
- **Early Childhood Care Development and Education (ECCDE):** In partnership with the World Bank, NCC is actively developing the ECCDE curriculum, including the drafting of Grade 0 and 00 instructional materials.

Piloting and Evaluation

- **4-Year EGCSE Programme Pilot:** Currently, the NCC is piloting a 4-year EGCSE program in 32 schools nationwide. Feedback from the Grade 9 pilot has been collected and is being analysed. This initiative aims to introduce qualifications beyond EGCSE after four years of secondary education, with evaluation findings to guide rollout decisions for 2026.
- **Support and Monitoring:** The Ministry of Education and Training closely monitors this program, providing support to pilot schools. Headteachers were engaged to identify challenges and recommend interventions, with positive feedback regarding the program rollout.
- **Special Education needs:** the department is currently piloting Special Education needs (SEN) instructional materials in the following schools: Bethel Primary, St. Joseph's Primary and Eqinisweni Primary. For this activity, feedback is constantly collected to refine these curricular materials in readiness for rollout.

eLearning Progress

- The Ministry has introduced the Learning Management System (LMS) known as the Learning Passport, supported by Microsoft and UNICEF, to address educational challenges and enhance access to teaching and learning. The NCC has completed the customization and content upload for both junior and senior secondary levels. Content development for primary-level subjects is underway.
- The platform currently boasts over 11,400 users, demonstrating a steady increase in engagement, particularly during non-school hours.
- In partnership with the Ministry ICT and UNICEF through GIGA project and other partners, the department is currently working on the logistics of increasing school connectivity in country. This initiative will support access of the Ministries online platforms by teachers and learners.
- The department in partnership with Macmillan Publishers has piloted Macmillan Education Everywhere (MEE) Learning Management System for Grade 4 to 7 learners in two primary schools (i.e., Mandulo and Sydney Williams Primary Schools). The pilot report for these grade levels has been finalised.

Stakeholder Consultations

- The department participated in panel meetings for Grade 7 subjects to review manuscripts ahead of CCC submission.
- The department engaged in ECESWA activities for examination setting and moderation.
- A climate change adaptation matrix was developed in collaboration with the Ministry of Tourism and Environmental Affairs, resulting in an audit of the existing curriculum.
- The NCC and the Centre for Financial Inclusion are working to incorporate financial literacy into the school curriculum, with a completed audit and a report prepared for further content matrix development.

Key Challenges

- **Staffing Gaps:** Delays in replacing retired or departing personnel are impacting departmental performance and operations. Some curriculum design positions have been vacant since 2023, leading to inefficiencies in various departments such as Language Arts, Practical Arts, and ICT. In addition, the absence of the post of the Deputy Director affects the smooth operations of the department.

- **Transportation Constraints:** Insufficient transport resources hinder the implementation of curriculum development activities as well as the monitoring and evaluation of CBE initiatives. Currently, the department has one vehicle servicing the centre. This brings a serious challenge in monitoring curricula projects such as pilots and CBE programmes.
- **Inadequate Human Resources:** The Measurement and Evaluation Department requires additional staff to manage the volume of curriculum evaluation activities effectively. Increased staffing in Special Education Needs is also necessary to cater to diverse learner disabilities.
- **E-Learning Development Delays:** Despite the significance of e-learning, content development and uploads have not met the original timelines. Employing dedicated staff for the e-learning platform is essential for registering and monitoring users and maintaining the system effectively.
- **Infrastructure Renovation Needs:** The National Curriculum Centre requires urgent renovation, as current facilities are in a state of disrepair.

Addressing these challenges is vital for enhancing the quality and effectiveness of curriculum development and implementation in Eswatini.

3.3 SPECIAL EDUCATION NEEDS (SEN)

Mandate: The role of the Special Education Needs Unit is to ensure that access is further improved to ensure equity and quality of opportunities for inclusive quality education in all schools of Eswatini.

The vision of the unit is to ensure access to inclusive quality education for every learner with special educational needs and disabilities. The main objectives are to ensure that all children and youth have:

- Access to school – that is learners with special needs must be visible in schools and must be able to access the infrastructure and the curriculum.
- Meaningful participation – once they are in school they must participate meaningfully.
- Achievement – they should be supported to achieve to their full potential.

Key Achievements

Awareness Raising and Advocacy

- **Day of the African Child (30 May 2024):** Collaborated with the Deputy Prime Minister's Office for launch and commemoration under the theme: *“Educate an African fit for the 21st Century: Building Resilient Education Systems for increased access to inclusive, lifelong, quality and relevant learning in Africa.”*
- **World Deaf Day 2024:** Hosted an event under the theme: *“Eswatini Sign Up for Sign Language Rights,”* with high-profile dignitaries and advocacy organizations in attendance.
- **Inspection Activities:** Conducted inspections in 48 schools (28 primaries and 20 high schools) across all four regions to identify learners with special needs and recommend strategies for better inclusion. Life skills programs were introduced in some schools.

Workshops and Capacity Building

- **“Back to School” Program Workshops:** In partnership with World Vision, Young Heroes, and UNICEF, capacitated schools on disability inclusion and Eswatini Standards for Inclusive Education. Screening was conducted in 13 schools to identify children for referrals and assistive device support.
- **JICA Inclusive Schools Training:** Workshops were held for teachers and school committees in four inclusive secondary schools to promote experience sharing and expand inclusive education to neighboring schools.

Provision of Teaching and Learning Materials

- Distributed specialized tools to enhance teaching and learning:
 - 20 mini laptops with Dolphin Supernova Magnifier and Screen Reader for visually impaired learners.
 - 15 laptops uploaded with Text Help Read and Write software for Majembeni Primary School.
 - Other tools such as magnifying glasses, hearing aids, and bell balls provided to support learners in various schools.
- Through ESCCOM and MTN partnerships, additional laptops and assistive devices were delivered to learners with cerebral palsy and visual impairments.

Assistive Device Maintenance

- Tailor-made wheelchairs provided in 2023 were maintained by Shonaquip occupational therapists, with follow-up activities completed in December 2024.

Curriculum Audit

- A comprehensive audit was conducted to align the curriculum with inclusive education principles of non-discrimination, diversity, and tolerance.

Eswatini Standards for Inclusive Education

- Finalized a pilot report on the Eswatini Standards for Inclusive Education, with plans to roll out the standards in 2025

3.4 SCHOOL FEEDING PROGRAMME

Mandate: The Nutrition Unit is responsible for nutrition and all the nutrition related activities of the Ministry.

Key Achievements

- **Food Distribution.** The distribution of food to schools proceeded smoothly, with deliveries scheduled to commence in the first week of school reopening in 2025. The Purchase Order for primary schools for Term 1 has already been issued.
- **School Feeding Programme Support**
Home-Grown School Feeding (HGSF).
 - The World Food Programme (WFP) continued to support the HGSF project, supplying 50 pilot schools with eggs and vegetables (cabbage/spinach, onions, and tomatoes) through a value voucher system. The supply is projected to continue until the end of Term 1 in 2025.
 - WFP provided food preparation and serving equipment to schools, improving food quality and safety.

- The Nutrition Unit participated in a SADC regional workshop on HGSF, courtesy of UNICEF. The workshop highlighted challenges in maintaining a consistent supply of produce from smallholder farmers.
- WFP and FAO co-founded the School Feeding INDABA.
- **Taiwan Africa Vegetable Initiative (TAVI)**
 - TAVI supported 16 primary schools, benefiting 8,811 learners. Schools received Traditional African Vegetables (TAVs) from champion farmers, with costs covered by the initiative.
 - Schools were also supported in growing their own TAVs.
 - Peanut butter was supplied in Term 3 of 2024 to enhance vegetable preparation, with 98 x 20L buckets distributed.
- **Adventist Development and Relief Agency (ADRA)**
 - ADRA supported refresher workshops for cooks from 30 primary schools in the Lubombo region, focusing on personal, food, and kitchen hygiene.
 - Trained 35 head teachers, 35 focal teachers, and 70 learners on Water, Sanitation, and Hygiene (WASH).
 - Increased the number of supported schools from 30 to 35.
- **Segyero Church Missionary Support**

Donated goats to 15 primary schools to:

- Enhance school nutrition by incorporating goat meat into school meals.
- Introduce animal husbandry at an early stage.
- **SWANCEFA Support**
 - Trained School Committee and Inkhundla Council Members from selected Tinkhundlas in school management and School Feeding Programme administration.
 - Supported the School Feeding INDABA.
- **School Feeding INDABA Outcomes**

Policy and Stakeholder Engagement

- The Education Portfolio Committee pledged support for school feeding policies.
- Swaziland Milling piloted the use of soya mince as an alternative protein source in 20 schools, running from October 1-31, 2024.
- Preliminary findings showed 40% of visited schools (8 out of 20) demonstrated good preparation practices and learner acceptability.

- Sensory evaluation results will be finalized in February 2025.
- WFP and FAO pledged support for the review of the **Framework for Food Security in Schools (2013)**, with completion expected by 2025.

Capacity Building

Government-Supported Training

- Regional workshops trained secondary/high school head teachers on food production initiatives.
- Partners such as ADRA, Eswatini Dairy Board, and TAVI presented on food production topics, with 83.25% (233 out of 281) of invited head teachers attending.

WFP-Supported Training

- Two workshops were conducted for five Nutrition Inspectors:
 - A monitoring and evaluation (M&E) training session by WFP Eswatini.
 - A food safety and quality (FSQ) workshop by WFP Johannesburg.
- FSQ workshops were held for 50 HGSF pilot schools, covering head teachers, School Feeding Focal Teachers, and cooks, with high participation rates.

School Feeding Infrastructure Improvement

- The Republic of China on Taiwan funded the construction of two standard kitchens at Mawonti and Luhwahweni primary schools to enhance food quality and safety.

Quality Assurance

- A total of 85 schools (50 secondary and 35 primary) were inspected, exceeding the planned 72 inspections.
- Key findings:
 - Some schools actively engage in food production (vegetables, broilers, dairy cows, goats).
 - Partnerships with ADRA, TAVI, and private sector players like Montigny support food production.
 - Some schools lack proper kitchens or require renovations.

- Schools predominantly use firewood for cooking, though some are transitioning to Liquefied Petroleum Gas (LPG) for environmental benefits.
- Schools commonly use borehole water and provide breakfast to students.
-

Key Challenges and Proposed Solutions

Challenges	Proposed Solutions
Delayed availability of funds, impacting timely procurement of School Feeding commodities.	Provide a waiver for the procurement of School Feeding commodities.
Limited number of suppliers for School Feeding commodities.	Expand supplier base and explore alternative procurement mechanisms.
Rising food prices and commodity scarcity.	Identify alternative food items and strengthen school-based food production initiatives.

3.5 EDUCATION MANAGEMENT INFORMATION SYSTEMS (EMIS)

Mandate: The EMIS unit manages and promotes all educational data and statistics for the education sector, serving internal and external stakeholders. Its core function is to collect, process, and disseminate data to inform evidence-based planning, decision-making, and policy formulation within the Ministry of Education and Training. EMIS aims to provide accurate, timely, and relevant information to strengthen the Ministry's management capacity.

Overall Objective: To ensure the Ministry of Education and Training has adequate, empirically sound data and information on the education sector for evidence-based planning, informed decision-making, and policy formulation.

Key Achievements

- **System Implementation:** Fully integrated the collection of school information through the web-based Staff/Student Education Management System (SEMIS), powered by DHIS2 for Education.

Training:

- Trained 960 out of 969 (96%) primary and secondary schools on the aggregate module of DHIS2-EMIS, enabling them to update information for 2023 and 2024. Some private schools did not participate in training.
- Trained EMIS staff and regional inspectors as Trainers of Trainers on SEMIS, enhancing capacity to support schools.
- EMIS staff participated in a DHIS2 for Education Academy in Sri Lanka, facilitating knowledge exchange with other implementing countries.
- Trained Head teachers and focal teachers from 39 high-volume schools on the SEMIS application in December 2024, facilitating learner and staff data updates for 2024. Ongoing rollout to all schools is planned.

- **Resource Provision:** Procured and distributed 300 tablets with 12GB internet data bundles per term to schools, prioritizing rural schools without functioning computers. An additional 400 tablets have been procured for distribution.

- **Data Management:** Managing approximately 400,000 individual learner and teacher records within SEMIS, ensuring data is up-to-date and verified against school registers. Piloted the SEMIS application in 9 schools (4 primary, 5 secondary) before wider rollout.

Data Utilization and Reporting:

- Achieved unprecedented timeliness in data availability, with EMIS data captured, analysed, and available for use within four months (compared to the previous nine months).
- Produced the 2024 National Education Progress Report, validated by the Ministry and stakeholders in November 2024.
- Participated in the UNESCO IIEP strategy debate on comprehensive and integrated data management systems.

Key Challenges

- **Human Resources:** Need for additional dedicated human resources at national and regional levels to support SEMIS implementation and provide ongoing support to schools as they manage their own data. The role of data capturers needs to be redefined given the shift to a school-managed system.
- **International Engagement:** Need to maintain active participation and subscriptions to key international bodies supporting EMIS, such as SACMEQ, UNESCO Institute for Statistics, and ADEA, to leverage best practices and contribute to global education monitoring efforts.

Next Steps/Recommendations:

- Address the human resource gap by recruiting and training additional staff at national and regional levels. Develop a clear role for former data capturers in the new system.
- Secure funding to ensure continued participation and subscriptions to key international organizations.
- Continue the rollout of the SEMIS application to all schools and provide ongoing support and training.
- Monitor the effectiveness of SEMIS in improving data quality and utilization for planning and decision-making.

SECTION D**4.0 RECURRENT BUDGET AND EXPENDITURE REPORT FOR THE 2024/25 FINANCIAL YEAR**

The Ministry of Education and Training, during the financial year, has implemented a number of programmes and other line items such as salaries, utilities, and professional services, among others. This calls for the efficient utilization and regular tracking of expenses so that expenditure falls within the allocated budget. Funds allocated have to be effectively and efficiently used in contributing to the goal of the Ministry as well as, contributing to the mandate of the departments and section of the Ministry.

A summary of the different items is hereby presented below depicting how the resources were used during the year Financial year 2024/25.

Summary for all activities

The Ministry has been allocated a total Recurrent Estimated Budget of E3,938,053,228.00 and of this a total of E3,936,001,541.00 has been released for the last quarter.

According to the released budget a sum of E4,052,178,212.00 has been spent and committed with a negative variance of - E116,176,671.00 which is -3%. The over expenditure is due to high expenditure on salaries mainly due to cost of living adjustments. However, this is within the threshold.

Activity 10 – Ministers office

This activity has an estimated budget of E2, 075,650.00 and of this a total of E3,597,645.00 has been released in the last quarter. The released budget has been increased due to reallocations made to cover external travel costs.

According to the released budget a sum of E3,476,739.00 has been spent and committed with a variance of E120,906.00 which is 3%.

Activity 11 – Ministry’s Administration office

This activity has an estimated budget of E202, 929,729.00 and of this a total of E180,806,409.00 has been released in the last quarter.

According to the released budget a sum of E208,991,539.00 has been spent and committed with a negative variance of -E28,185,130.00 which is -16%. The over expenditure is due to high execution of budget on salaries under the Teaching Service Commission.

Activity 20 – Chief Primary Education

Budget allocation for this activity is mainly for payment of schools feeding, free primary Education (FPE), Books and Stationery. This activity has an estimated budget of E 1,846,369,710.00 and of this total E1,853,394,978.00 has been released in the third quarter. The released budget has been increased by reallocations made to cover shortfalls in the different line items.

According to the released budget a sum of E1,735,241,692.00 has been spent and committed resulting with a variance of E118, 153,286.00 which is 6%.

Activity 30 – Chief Secondary Education

This activity is for Secondary Education and its main activity being payment of salaries to Secondary and High Schools Teachers. This activity has an estimated budget of E 1,159,636,386.00 and of this total E1,163,753,196.00 has been released in the last quarter. The released budget has been increased by reallocations made to cover shortfalls in the different line items

According to the released budget a sum of E1,390,295,264.00 has been spent and committed resulting with a negative variance of -E226,542,068.00 which is -19%. The over expenditure is due to high expenditure on salaries.

Activity 40 - Curriculum Development

This activity has an estimated budget of E26, 317,082.00 and of this total E26,237,077 has been released in the third quarter.

According to the released budget a sum of E25,198,473.00 has been spent and committed with a variance of E1, 038,604.00 which is 4%. This activity is operating within the allocated budget.

Activity 50 - Skills Centers

This activity has an estimated budget of E12,611,871.00 and of this total E12,611,871.00 has been released in the last quarter.

According to the released budget a sum of E11,918,241.00 has been spent and committed with a variance of E693,630.00 which is 5%. This activity is operating within the allocated budget.

Activity 51 - Career Guidance

This activity has an estimated budget of E6, 588,664.00 and of this total E6,571,160.00 has been released in the third quarter.

According to the released budget a sum of E7,242,790.00 has been spent and committed with a negative variance of (E671,630) which is -10%. The over expenditure is due to high expenditure on salaries.

Activity 60 - Technical & Vocational

This activity is for Vocational Colleges i.e ECOT and Gwamile.

This activity has an estimated budget of E56, 125,426.00 and of this amount a total of E58,635,412 has been released in the third quarter. The released budget has been increased by reallocations made to cover shortfalls in the different line items.

According to the released budget a sum of E55,540,381.00 has been spent and committed with a variance of E3,095,031.00 which is 5%.

Activity 61 – Post Secondary Grants

This activity has an estimated budget of E528,059,503.00 and of this total E527,867,502.00 has been released in the third quarter.

According to the released budget a sum of E525,069,145.00 has been spent and committed with a variance of E2,798,357.00 which is 1%. Spending under this activity is within the allocated budget.

Activity 62 – Adult Education

This activity has an estimated budget of E14,481,675.00 and of this total E14,581,671.00 has been released in the third quarter.

According to the released budget a sum of E14,081,904.00 has been spent and committed with a variance of E499,767.00 which is 3%.

Activity 71 – Teacher Education

This activity has an estimated budget of E59,726,351.00 and of this total E64,087,771.00 has been released in the third quarter. The released budget has been increased by reallocations made to cover shortfalls in the different line items

According to the released budget a sum of E49,792,772.00 has been spent and committed with a variance of E14,294,999.00 which is 22%. The under expenditure is due to low execution of budget on salaries.

Activity 81 – Special Education

This activity for the needs of special schools (Ekwetsembeni, Ekululameni, and School for the Deaf Primary and High)

This activity has an estimated budget of E20,345,711.00 and of this total E21,071,434.00 has been released in the third quarter. The released budget has been increased by reallocations made to cover shortfalls in the different line items.

According to the released budget a sum of E19, 735,389.00 has been spent and committed with a variance of E1, 336,045.00 which is 6%.

Activity 91 - Early childhood Education

This activity has an estimated budget of E2,785,420.00 and of this total E2,785,415.00 has been released in the third quarter.

According to the released budget a sum of E2,793,883.00 has been spent and committed with a negative variance of -E8,468.00 which is 0%.

5.0 PERFORMANCE REPORT ON THE MINISTRY’S CAPITAL PROJECTS

The Ministry’s capital budget for the current financial year 2024-2025 amounts to **E107,300.00**. The capital budget is in three categories; **E69,200,000.00** for funds to be transferred to Microprojects, **E16,500,000.00** for funds to be used for the purchase of furniture, tools, and equipment; and **E21,600,000.00** donated by Republic of China on Taiwan for the construction of computer laboratories and school feeding kitchens.

Regarding the purchase of tools, furniture, equipment and water tanks some procurement process are complete while some are still on-going. A detailed report about the status of the procurement processes for these projects is provided in the table below.

Project Code	Project Name	Project Activity	Physical Progress	Expenditure to Date (E)	Budget Allocation (E)
E343/99	Water Supply to Schools	Purchase of water tanks	A total number of 51 5000L water tanks were purchased and distributed to 14 schools. The schools are Edlozini High, St Michaels Primary, Jerusalem Primary, Malindza Central Primary, Emphini Primary, Salesian Primary, Mandvulo High, Msindazwe High, Lobamba Lomdzala High, Elugubeni Primary, Sidloko Primary, Lomngeletjane Methodist Primary, Qomintaba Primary, Dlume Primary.	496 315.17	5 000 000.00
E461/99	Purchase of equipment, tools, and furniture for schools	Purchase of schools furniture	The Tender was approved and the delivery of the furniture has started	0	15 000 000.00
		Purchase of equipment for schools’ science laboratories,	The Tender was approved and the Ministry is awaiting the delivery of the equipment	0	
		Purchase of agricultural tools	Purchased items are as follows; 600 forks, 580 spades, 580 steel rakes, 581 watering cans, 60 heavy duty wheel barrows, 351 grass slashers.	999 968.55	

	Purchase of teaching and learning material for SEN	Still at tendering process stage	0
	Purchase of consumer science equipment	62 defy stoves were purchased	988 900.00
	Purchase of equipment for design and technology	The Tender was approved and the delivery of the furniture has started	0

The tendering process for the construction of computer laboratories and school feeding kitchens donated by the Republic of China on Taiwan is complete and the construction has started. Five (5) schools will benefit from the construction of computer laboratories and they are namely Jerusalem High, Sidloko Primary, Ikhwezi High, Enhlanhleni Methodist Primary, and Lobamba Lomdzala High. There are two schools namely Mawonti Primary and Luhhwahhweni Primary that will benefit from the construction of school feeding kitchens. All funds that were supposed to be transferred to Microprojects were successfully transferred during the first quarter. However, due to carried forward arrears for the previous financial year, the Ministry could not continue with the implementation of new projects. The arrears were caused by already commissioned ongoing projects. The other cause of the arrears was that about 52 schools were affected by storms during the financial year 2023/2024. The budget for storm damages in the previous financial year was E20,000,000.00. Subsequently, the commitments made when renovating storm damaged structures in preparation for schools opening exceeded the allocated budget by E38,657,534.44. As a result, the over commitment became arrears and were carried forward to the current financial year 2024/2025. Subsequently, a larger chunk of the current year budget was used to pay the arrears and that stalled the implementation of a larger part this year's capital projects. A detailed report on how this financial year's capital projects budget was used to pay the last outstanding arrears for ongoing projects and storm damages in schools are presented in the below table.

Project Code	Project Name	Project Activity	Physical Progress	Expenditure to Date (E)	Budget Allocation (E)
E343/99	Water Supply to Schools	Construction of boreholes	A total of ten schools and one resource centre benefited from this project. The beneficiary schools are Bethlehem Primary, Mary ward Primary, New Warm Primary, Themba Primary, Thembelihle Primary, Thembelihle High, Ekuphakaphemeni	1 099 525.16	1 500 000.00

			High, Makhosini High, Mbava Primary, Mhlabeni High, and Sandleni Resource Centre.		
E397/99	Emergency response and rehabilitation of Government schools	Respond to storm damages in schools	This year's budget was used to pay outstanding arrears from last financial year. The schools that had outstanding arrears are as follows. Nkwalini Primary, St Joseph's Primary, Vulamehlo Primary, St Michaels High, Ndzevane Primary, Makhungutja Primary, Nkwene Primary, Etjendlovu Primary, Ekubongeni High, Florence Primary, Mdzimba High, Ekukhanyeni Primary, Ekukhanyeni Primary, Mbukwane High, New Mbuluzi Primary, Antioch Primary, Black Mbuluzi Methodist Primary, Damaseko Primary, Ka-Bhudla Primary, Mhlahlo High, Mhlatane Primary, Mvumbula Primary, Ntunja Primary, Salukazi Primary, Seven Holy Founders Primary, Mhubhe High, Ethembeni Primary, Ngculwini Nazarene Primary, Enkalangeni Primary, Luhlokohla Primary, Joy Primary, Mthonjeni Primary, Mphembekati Primary, Elwandle Primary, Mdlunkhulu Primary, Hlane-Bulunga Primary, Sydney Williams Primary, St Philomena Primary, Ethembeni Primary, Ngculwini Nazarene Primary, Enkalangeni Primary, Bulunga High, Bhunya Primary, Nkungwini Primary, Phumelele Primary, Mangweni Primary, Masundvwini Primary, Ezulwini Community High, Masundvwini Primary, Bhadlane Primary, Othandweni Primary, Mamisa Primary, Ikhwezi Primary, Mbuluzi Primary, Eric Rosenburg Primary, Edwaleni High, Mpumalanga Primary, Ngwenya Primary, Nkwalini Primary, St Johns Primary, Ntfontjeni High, Maloma High, Sidvokodvo Nazarene Primary, Zwide Primary, Mbukwane High, Makhungutja Primary, Ntontozi Primary School	19 018 630.84	20,000,000.00
E449/99	Rehabilitation of Sebenta	Completion of the construction of an administration block	Payments of outstanding arrears	180 870,07	3,000,000.00
E462/99	Tertiary Infrastructure and Equipment Enhancement Project	Completion of the construction of staff offices at William Pitcher and Ngwane College	Payments of outstanding arrears	3 058 527,88	18,700,000.00

E460/99	Schools Infrastructure Enhancement Project	Implementation of ongoing projects in various subcomponents of this projects namely School Toilets, Teachers Staff houses, Science Labs, Computer labs, Administration blocks, Agriculture labs, Home Economics labs, Primary Classrooms, School Kitchens, Secondary/High School Classrooms, and School Fencing.	<p>Only seventy-three (73) structures were completed comprising of 40 classrooms, 6 staff houses, 12 storm damaged structures, an administration block, 2 kitchens, 2 carpentry fittings, 5 toilets and perimeter fencing installation in 5 schools. One hundred and fifty-seven (157) structures are practically complete. These are: 49 classrooms, 31 staff houses, 50 storm damaged structures, 4 kitchens, 2 administration blocks, carpentry fittings in 7 structures, 1 agriculture laboratory, 2 computer laboratories, 7 toilet units and fence installation in 4 schools.</p> <p>Four hundred and seventy two (472) structures are under construction and these comprise of : 89 classrooms, 80 staff houses, 223 storm damaged structures, 12 administration blocks, 8 kitchens, 7 consumer science laboratories, 7 computer laboratories, 2 science laboratories, 6 agriculture laboratories, carpentry fitting in 10 schools, 23 toilet units and perimeter fence installation in 5 schools is ongoing.</p>	34 454 917,37	20,000,000.00
E437/99	Construction of Storage Facilities and Rehabilitation of Regional Offices	Completion of the construction of storage facility in Manzini and the rehabilitation of regional education offices.	Construction of a storage facility at the Manzini Regional Education Office (REO) is almost complete pending is settling payment for electricity connection which has been delayed because of unavailability of funds.	1 808 599,08	6,000,000.00

SECTION F

6.0 Parastatal Organisations

The Ministry has six (6) Parastatals/Public Enterprises under its portfolio and their performance during the Financial Year is detailed in the following reports.

6.1 THE UNIVERSITY OF ESWATINI (UNESWA)

Mandate: The mandate of the University of Eswatini is derived from its vision, mission statement and functions which is teaching, research and innovation, entrepreneurship and community engagement. This mandate provides the bases for training and production of the much-needed human resources for the economic development of the country and individual's benefit. This extends to the development of the knowledge base for its own sake.

Vision: The vision of the University of Eswatini is “A Sustainable Public University Impacting Society and Improving Lives”.

Mission: “To be responsive to national and international needs through teaching and learning, research, innovation, entrepreneurship and community engagement for inclusive and sustainable development”

Key Achievements

Strategic Planning

- The University prepared its 2024-2029 Strategic Plan through extensive consultation with internal and external stakeholders. It established a Technical Committee and a Steering Committee to facilitate the plan's development. The draft document was approved by the UNESWA Council and circulated to stakeholders.
- The Plan was launched to internal and external stakeholders on March 31 and June 28, 2024. To strengthen ownership and support, it was presented to Faculties, Institutes, Centres, and administrative units through a cascading process. The purpose was to clarify the requirements of the harmonized implementation instrument. Using First Cycle Templates, the process began with the Faculty of Agriculture on May 13, 2024, and concluded with the Student Affairs Department.

It is important to note that a key success factor for the execution of the strategic plan is the urgent availability of resources to finance the associated budget. The uncertainty surrounding the funding for the implementation of the 2024-2025 UNESWA Strategic Plan has become a point of contention among stakeholders.

Teaching and Learning ALMANAC

- The university is concurrently operating three distinct academic calendars. One calendar is designated for the Faculty of Health Sciences, running from January to December. Another calendar pertains to undergraduate courses offered at the Luyengo and Kwaluseni campuses, while the third is specifically for postgraduate studies.
- The 2023/2024 Academic Year for the Faculty of Health Sciences commenced on 15 January 2024, with the second semester beginning on 15 July 2024. Classes proceeded according to the academic calendar; however, on 10 June 2024, activities were disrupted due to class boycotts. Students protested over the denial of scholarships to some first-year students.
- The 2022/2023 academic year for undergraduate students concluded on 26 April 2024. Re-sit examinations started on 6 May, and results were announced on 14 June 2024.
- The 2023/2024 academic year for undergraduate programs at the Kwaluseni and Luyengo Campuses began on 19 August 2024. Registration was open from 1 August 2024 to 30 September 2024.
- New students were admitted to commence classes on 15 April 2024, with a total enrolment of 263 students across various programs. Classes generally proceeded smoothly, with a brief disruption on 20 May 2024 when the Senate temporarily closed the university due to a water supply disconnection by the Eswatini Water Services Corporation. Further disruptions occurred on 31 May 2024 as a result of electricity and internet outages. The April intake completed their examinations on 9 August 2024 and transitioned to the next academic year.
- First-year students in the Institute of Distance Education (IDE) commenced Semester II of the 2023/2024 academic year on 4 May 2024. Some disruptions were reported as a few lecturers declined to teach, citing non-payment of their part-time claims. The internet disconnection on 31 May 2024 also impacted teaching and learning, as access to the Moodle Learning Management System was unavailable.
- Postgraduate students began their Semester II classes for the 2023/2024 academic year on 27 May 2024, with teaching and learning proceeding without interruption. The 2024/2025 academic year for postgraduate programs is set to commence on 21 October 2024, with registration opening on the same date and concluding on 6 December 2024.

Examinations

- The Faculty of Health Sciences commenced its second semester examinations on Monday, 21 October 2024, concluding on 1 November 2024. The results were released on 22 November 2024, and the re-sit examinations were conducted from 2 to 4 December 2024.
- The Luyengo and Kwaluseni campuses, which accommodate seven (7) faculties and the Institute of Distance Education, postponed their first semester examinations from 25 November 2024 to 13 January 2025. These examinations were scheduled to run for three (3) weeks, concluding on 31 January 2025. The postponement was necessitated by disturbances that ultimately led to a four (4) week closure of both campuses.
- Postgraduate second-semester examinations took place from 2nd to 20th September 2024. The 2024/2025 academic year is set to commence on 21 October 2024.

Admissions: The University Senate approved the admission of new students, with classes commencing on April 15, 2024. A total of 263 students were enrolled in various programs. Classes generally proceeded smoothly, except for a brief disruption on May 20, 2024, when the Senate temporarily closed the university due to an interruption in water supply caused by the Eswatini Water Services Corporation. Further disruptions occurred on May 31, 2024, due to power and internet outages. A total of 3,943 students were admitted for the August 2024 intake, as reflected in Table 1.

Table 1: Admissions 2024/2025

Faculty	Students Admitted
Agriculture	431
Commerce	271
Consumer Sciences	133
Education	389
Health Sciences	284
Humanities	230
Science and Engineering	784
Social Sciences	512
Institute of Distance Education	644
Institute of Post Graduate Studies	265
Total	3943

Enrolment: Based on the admission figures and the number of returning students from the previous academic year, the projected enrollment for the 2024/2025 academic year was 10,734. Consequently, there was a 48.8% shortfall in the projected

enrollment. This shortfall resulted in a significant decrease of 39.1% in enrollment compared to the previous academic year.

Table 2: Student Enrolment 2024/2025

Faculty	Enrolment
Agriculture	805
Commerce	407
Consumer Sciences	279
Education	393
Health Sciences	532
Humanities	356
Science and Engineering	970
Social Sciences	651
Institute of Distance Education	802
Institute of Post Graduate Studies	300
Total	5495

Graduation: On Saturday, October 5, 2024, the University of Eswatini (UNESWA) hosted its 42nd Congregation. The ceremony was officiated by the Chancellor of the University of Eswatini, His Majesty King Mswati III. A total of 1,250 students graduated, and 25 students were awarded prizes for excellence in various fields of study. The event was attended by members of the Cabinet, the Diplomatic Corps, the Judiciary, Parliament, CEOs, Principals of Colleges, as well as UNESWA staff and students.

Table 3: Graduation Statistics for 2024

Faculty	
Agriculture	165
Commerce	109
Consumer Sciences	61
Education	157
Health Sciences	90
Humanities	61
Science and Engineering	150
Social Sciences	84
Institute of Distance Education	322
Institute of Post Graduate Studies	51
Total	1250

Quality Assurance

- Following the assessment report, consultations were held with UNESWA unit heads and executives, during which the ESHEC Compliance Officer outlined expectations for the improvement plan presentations. Clear proposals were made to enhance each activity and improvement plan for each UNESWA unit, along with specified tasks, deadlines, and accountable parties responsible for executing the actions within their respective units.
- All university units are currently working on their plans to improve in the identified areas, and the final evaluation for full accreditation of the institution by ESHEC is scheduled for April 2025.
- UNESWA has also initiated the process of seeking accreditation for its academic programs. Over the past two years, faculties and the Institute of Distance Education (IDE) have developed 19 new programs, which have been submitted to ESHEC for accreditation. Four of these programs have already received full accreditation. UNESWA currently offers 87 programs, which have been submitted for accreditation as expected by ESHEC. The assessment of these programs by ESHEC is conducted on a per-faculty basis.
- The university is in the process of transitioning from the contact hour credit system to the notional hour credit system. This transition is being phased in and has been introduced to Level 1 university-wide, beginning with the academic year 2024/2025. A working calendar and general academic regulations have been developed and are being implemented while finalization is ongoing.

Teaching and Learning Resources

- The Department of Chemistry received a Gas Chromatography-Mass Spectrometer (GCMS) instrument worth E3.5 million from UNIDO in June 2024. This was part of a project addressing Unintended Persistent Organic Chemicals (UPOPs) that are released from anthropogenic activities including chemical reactions and incomplete combustion. The instrument will also be used to generate income for the University.
- Under the SADC-SIPS project, a high-performance thin layer chromatography HPTLC autosampler was acquired to the tune of E376 000.00. This will be used for routine quality control in production and for research purposes.

RESEARCH

Publications: Staff members have reported that a total of 85 research papers have been published in peer-reviewed journals. In addition, 69 staff members have attended various conferences or workshops, while 2 book chapters have also been published.

Research Grants

- The Geography and Environmental Planning (GEP) Department worked on a German GIZ funded project in partnership with the South African Agricultural Research Council (ARC) and the Zambian College of Agriculture in Monze, funded to the tune of €42 000. The project aims at developing e-learning materials (modules) on climate smart agriculture and climate sensitive natural resources management
- The STEM Power Centre received a donation of E200 000.00 in April 2024 from PSPF for the refurbishment of laboratories. This was in support of an earlier donation of electronic and computer equipment from STEMPower Inc. The Computer and Electronics Laboratories were refurbished.
- The World Academy of Sciences (TWAS) approved two students for Master's degree funding under the TWAS grant. The selected students recently completed their undergraduate degrees and are applying for admission to postgraduate studies from October 2024. The funding will support their tuition and a minimal living allowance.
- The University together with Women Unlimited and Bantwana are implementing a project on Preventing Intimate Partner Violence in Institutions of Higher Learning. This is a three-year project funded by the UKAID for £480,000.00

COMMUNITY SERVICE

- Conduct community training and workshops as per the request of partner communities.

The linkages and partnerships with the different partners have created a demand for UNESWA Community Services, and there is a need to escalate and work with speed in ensuring that the institution through the different skill sets serves the community. During the period under the review, the Centre was invited to the following school (s) to support students:

Date	Name of School	Topic Addressed	Comments
03 August 2024	His Majesty's Correctional Services (HMCS)	<ul style="list-style-type: none"> The Journey to Self - Discovery & Awareness "Finding Yourself" 	The session was for Graduates of His Majesty's Correctional Services being deployed after "pass out"
06 August 2024	Timphisini High School	<ul style="list-style-type: none"> Exam Study Strategies that Really Work 	This was an exam preparatory session for Form 3 & 5s

- Joint CCS Policy Development:** Following recommendations from the Deans and Directors Breakfast Meeting hosted by the Centre for Community Services, a joint CCS Policy was drafted to address volunteerism and community service at UNESWA. This policy has been submitted to the PVC Academic Office for review and subsequent forwarding to relevant structures for finalization.
- Submission of the CCS KAP Survey Report:** On July 18, 2024, the CCS Office submitted the final report of the Centre for Community Services KAP Survey, which was also presented at the Deans and Directors Breakfast Meeting. This report includes valuable recommendations from university staff and students, offering insights that could enhance university-community engagement. Developing a strategic work plan to implement these recommendations is essential. Once approved, the final report will be distributed among Deans and Directors to facilitate the integration of its findings into faculty plans.
- Participation in the World Bank Breakfast Dialogue on Drivers of Inclusive Growth:** On July 4, 2024, the Centre for Community Services (CCS) was invited to participate as a key stakeholder in a breakfast dialogue hosted by the World Bank in collaboration with Business Eswatini. Held at the Hilton Garden Hotel, this session brought together representatives from the private sector, academia, and international organizations to explore critical factors driving inclusive economic growth in Eswatini. The discussion was anchored on the World Bank's recent study, *In Search of Drivers of Inclusive Growth*, and provided a platform to identify growth opportunities, address private sector constraints, and consider how the World Bank can best support Eswatini's economic development.
- The University of Eswatini collaborated with local communities for Pepper bark tree (Sibhaha) conservation at Ngudzeni Inkhundla on 17 - 19 July 2024 at three locations under the Inkhundla. The locations were Nkonjwa, Mahhosha and Nokwane. The initiative was part of the Indigenous Climate Observatories project which is a collaborative project between the University of Eswatini through the

Eswatini Institute for Research in Traditional Medicine, Medicinal and Indigenous Food Plants (EIRMIP) and Malmo University in Sweden. The partners successfully held an outreach programme which highlighted the significance of the Sibhaha tree particularly its medicinal properties and cultural value. The initiative was also aimed at educating the residents on the importance of the Sibhaha tree; raise awareness on the threat of its extinction and promotion of sustainable practices. Malmo University was represented by Dr Lizette Reitsma. Other local partners included Eswatini Environmental Authority, Eswatini National Trust Commission, the Department of Forestry in the Ministry of Tourism, the Eswatini Environmental Authority and the Royal Eswatini Police Services.

CAPITAL PROJECTS

Donor Funded Projects: There was one capital project at the University of Eswatini funded by the Motsepe Foundation.

- **Construction of Classrooms and Office Blocks at UNESWA - Motsepe**

Donation Tender Amount E 12,140,915.83

Kwaluseni campus - 15 x 25 m double storey classroom building with four above average size classrooms.

Mbabane campus - 15 x 40 double storey classroom building with three (3) classrooms two (2) computer laboratories and nine (9) offices with ablution facilities accessible at all levels by wheel chair and disabled personnel. Year 1 is planned for design and tendering, year 2 will be for the construction and payment of retention fees and procurement of furniture & equipment.

- **Progress On Site**

Kwaluseni campus - The project start date was the 16th of October 2023 and a projected project life span of 14 Months, tentative practical completion date being 16th October 2024. The overall progress on site was reported at 65%.

Mbabane campus - The construction of the Mbabane Campus project has been halted due to alterations in the design induced by unfavourable site conditions. Project could not commence in July 2024 due to technicalities experienced by the professional team.

General Maintenance

- Multiple pipe bursts of underground water reticulation due to increased water pressure from EWSC. Cost of material E12,363.82.
- Power outage due to failure of high voltage cable supply to substation E9,775.00
- Replacement of shuttered glass due to hailstorm at Coates Valley UNESWA Housing E10,623.00.
- Due to perpetual non-payment of cleaning contractors' invoices by the University, the University has had to take responsibility and supply toilet paper in public toilets across the University E2500.00.

- Preparations for exams, the University has had to:
 - ❖ Replenish desks E31,454.95
 - ❖ Rehabilitate storage shelves E 6,052.55
 - ❖ Replace Exam centres lights E 4,977.64
 - ❖ Regularly refuel three (3) stand-by generators E73,200.00

- There are two (2) cleaning contractors servicing the University. Their assignments are allocated in lots. The performance of these contractors is now challenged and efficiency is below expected standards for the following reasons:
 - ❖ Cleaning costs were reduced by the University during the COVID-19 era in 2020. Main reasons were lockdowns and reduced number of people in assigned areas to be cleaned.
 - ❖ When the University resumed to full operations (post-COVID-19 era), costs of cleaning were not revised.
 - ❖ The University has consistently missed paying invoices for both service providers for more than twelve (12) months.

- There are two (2) security companies servicing the University. Their assignments are allocated in lots. The performance of these contractors is now challenged and efficiency below expected standards for the following reasons:
 - ❖ The University has consistently missed payment of invoices for more than eight (8) months in March 2024.

Student Events

Government Scholarships

- The University received a list of students awarded scholarships by the Government of Eswatini. Initially, 1,124 scholarships were awarded across the three campuses. This figure was later revised to include an additional 595 students, bringing the total to **1,719 scholarships for first-year students**.

Student Orientation

- **April Intake Orientation:** Held from **15th to 17th April 2024**, under the theme: *"PUSH YOUR LIMITS EVERYDAY AND LIVE THE REST OF YOUR LIFE AS A CHAMPION."* A total of **600 prospective students** attended at the Kwaluseni and Luyengo campuses.
- **August Intake Orientation:** Conducted from **12th to 14th August 2024**, under the theme: *"THE PATH TO EXCELLENCE IS PAVED WITH PATIENCE AND PERSISTENCE."* Over **1,500 students**, including IDE students, participated. The orientation introduced students to the university's departments and faculty operations, emphasizing its importance in shaping student perceptions and preparing them for university life.
- **Faculty of Health Sciences Orientation:** Due to changes in the academic almanac, this orientation was conducted in **January 2025**.

Sports and Extracurricular Activities

- A **sports day** with the University of Mpumalanga was organized on **21st September 2024**, marking a significant engagement for students. Additionally, students joined the **Eswatini Tertiary Institutions Sports Association (ETISA)** to participate in inter-tertiary games launched on **26th September 2024**. However, these games, scheduled to commence on **12th October 2024**, were postponed due to the university's closure.

Career Counselling and Development Unit (CCDU)

- Six peer counsellors and educators (PCEs) from the Kwaluseni and Luyengo campuses participated in the Eswatini Career Expo, a national event focused on addressing entrepreneurial skills and bridging the employment information gap, particularly for in-school and out-of-school youth and marginalized groups. This initiative aimed to assist young individuals in exploring their career options and identifying available opportunities in the job market. The PCEs shared insights with their peers regarding university life and enhanced peer engagement.
- CCDU Staff participated in the meeting hosted by the Ministry of Education and Training at Ezulwini. The objective of the meeting was to develop a concrete action plan and next steps to guide the roadmap for addressing school violence, particularly gangsterism.
- Eight PCEs from Kwaluseni and Luyengo campuses successfully completed a study success programme which equipped them with study skills for success. The programme was facilitated by Institute of Life Success in Switzerland.
- The University hosted Health Plus for Men a Non – Governmental Organization that is mandated to promote public health by breaking persistent barriers hindering key populations, men and minority groups from accessing Health Care

Services in the Kingdom. The aim of the event was to capacitate male students to understand more on the GBV, HIV and SRHR issues and come up with strategies that can help in preventing GBV and HIV prevention in tertiary institutions. The event was held at Kwaluseni Campus and a total of 250 male students attended. The theme for the event was “Empowering young men to take charge of their own health”.

- The University of Eswatini and Bantwana Initiative and Women Unlimited are hosting a collaborative project aimed at combating sexual harassment within the university community. The workshop was held at Esibayeni Lodge. CCDU officers and ten (10) students from the Faculties of Social Sciences, Science & Engineering and Humanities including their Lecturers participated in the week long workshop.
- The University received donated consignment for “*No Student Hungry Project*”. This was through a courtesy of Temabheka Foundation led by Senator Fezeka Dlamini, which aimed at providing support to the needy and vulnerable Students at the University

Key Challenges

The University depends largely on Government subvention for its recurrent and capital expenditure. The perennial inadequacy of this source of revenue has caused for the University:

- To procure inputs for teaching and learning research and innovation in accordance with the regional focus on industrialization by 2030 and the African Agenda 2063, and other pertinent requirements.
- To finance infrastructure developments and business processes to align the Institution with its Vision and Mission.
- To pay its membership fees in International Organizations such as the Association of Commonwealth Universities, International Association of Universities, and Association of African Universities.
- To procure furniture for the existing learning facilities due to breakages and increased intake. An initiative to increase classroom capacity by building extensions to existing classrooms in the faculty of Humanities has been halted due to the availability of funds.
- To replace burst underground water pipes.

6.2 SOUTHERN AFRICA NAZARENE UNIVERSITY (SANU)

Vision: SANU aspires to impact communities through transformational leadership and Christ-like service in pursuit of academic excellence.

Mission: SANU affirms the Wesleyan-Holiness heritage and commits to shaping and modelling persons of Christ-like character for community service through high-quality innovative, inquiry-based-interactive teaching and learning and transformational leadership.

1.0 Governance and Operations

SANU endeavours to affirm the Wesleyan-Holiness heritage and commits to shaping and modelling persons of Christ-like character for community service through inquiry-based-interactive teaching and learning and transformational leadership. Given this mission, SANU strives to align with current trends in attending to its mandate in terms of teaching and learning, research and innovation as well as community service, to drive excellence and generate income for the University.

2.0 Key Achievements

- **Turnaround Strategy:** The University has engaged in developing a Turnaround Strategy following the engagement of a consultant through a tender process. The Strategic Plan awaits presentation to the Board of Governors once it is in place.
- **Statutory Meetings:**
 - The Board of Governors attended to the appointment of the new SANU Vice Chancellor, Dr Faith Mlotsa-Mngomezulu.
 - The Board also attended to the recruitment of a Pro Vice Chancellor - Academics and the Registrar.
 - The Senate, Executive Management Committee, the Deans Committees, and all Faculty Boards had meetings as per statutory requirements.
- **Transformational Enquiry Based Interactive Education:**
 - **Orientation:** A successful week of orientation was held for new students.
 - **Registration and Enrolment:** 1512 students were enrolled for the 2024 academic year.
 - **Graduation:** 493 students graduated across various faculties.
 - **Teaching and Learning:** Teaching and learning activities progressed well, including classroom interactions, internships, work practice assessments, and examinations. A new entrepreneurship module was introduced.
 - **Academic Results:** Semester examinations were held successfully, and results were published via the Student Management System.

- **Transformational Servanthood Leadership:**
 - **Oath-Taking Ceremony:** Held for students in the Faculty of Health Sciences.
 - **Capping and Stripping Ceremony:** Held for first-year Bachelor of Science in Nursing and Midwifery students.
 - **Business Seminar:** Held for final-year Business Management and Entrepreneurship students.
 - **Entrepreneurship Day:** Final-year students participated in an entrepreneurship day to empower high school students.
- **Quality Assurance and Programme Development:**
 - The University was fully accredited by the Eswatini Higher Education Council (ESHEC).
 - New programs approved by ESHEC include Masters in Nursing and Bachelor of Science in Pharmacy.
 - Developed programs awaiting approvals include Master of Education in Special and Inclusive Education, Master of Theology Degree in Practical Ministry, Bachelor of Business Management and Entrepreneurship, and Bachelor of Education in Sports Management.
 - Faculty of Theology Dean attended the Africa Region Course of Study Advisory Committee (ARCOSAC) conference.
 - The Bachelor of Science in Nursing and Midwifery program review was completed.
 - Key policies were drafted, including Quality Assurance Policy, Programme Design and Review Policy, Teaching and Learning Policy, and Research policy.
- **Research and Conferences:**
 - A research policy framework has been formulated.
 - All staff was trained on Research Topic Selection.
 - Two publications were realized during the year.
 - Establishment of a Research Centre commenced.
- **Training Attended by Staff:**
 - Staff attended various training programs, including Surveillance data management, Supply chain management, Artificial Intelligence in Academia, Programme Development and Quality Assurance, The future of African Higher, Strengthening Research and Innovation (SRIM) II Symposium, and others.
- **Projects and Donations:**
 - Initiated proposals for two funded projects.
 - Secured a European Union-funded research project.
 - Launched a cutting-edge Learning Hub funded by the Montrose Church of the Nazarene.
 - Received donations of books, whiteboards, paint, and other resources.
 - The Siteki Campus Boys hostels were renovated.

- **Cost-Cutting and Income Generation:**
 - Installed boreholes on both campuses.
 - Signed off former guest house and Manzini Campus Hostel kitchen for rental.
 - Engaged a Business Development Consultant.
 - Issued prepaid printing cards to students.
 - Engaged interns in various departments.
 - Established an Alumni group.
 - Rolled out micro-credentials in the Continuing Education Department.
 - Submitted a bid to the Ministry of Health to train newly promoted nurses.
 - Conducted a competency-based training for Birth Companions/Doulas.
- **Institutional Collaborations and MOUs:**
 - Secured exchange programs with Patras University in Greece and Turku University in Finland.
 - Signed agreements with Mount Vernon Nazarene University, University of Zululand, Eswatini Nazarene Health Institutions (ENHI), Human Sciences Research Council of South Africa (HSRC), and Southern Nazarene University (SNU).
- **Staff Development and Training:**
 - All staff had a refresher training on using the Student Management System (GNECsis).
 - Academic staff members and students were capacitated on Servant Leadership.
 - Staff was trained on the Recognition of Prior Learning (RPL).
 - Staff was trained on utilizing the Moodle platform.
 - Heads of Departments were trained on the implementation of the workload policy.
 - Staff attended various other training programs.
- **Professional Development:**
 - Two junior lecturers completed their Master's degrees.
 - Two staff members were released for further studies.
- **Student Affairs:**
 - Students participated in the Eswatini Training Institutions Sports Association (ETISA) games.
 - A new Student Representative Council (SRC) was elected.
 - Government-sponsored students received their allowances.
 - Provided comprehensive health services to students.
 - Assisted needy students with groceries.
 - Provided mental health services to students.
- **Human Resources and Legal:**
 - Appointed a new Pro-Vice-Chancellor Academics.
 - Appointed a new Assistant Registrar - Academics.
 - Appointed three Heads of Departments.

- Welcomed a Peace Corps volunteer.
- **Industrial Relations:**
 - Management and Unions discussed issues raised in a petition delivered to the Ministry of Education and Training.
 - Management held meetings with unions on matters relating to the financial position of the institution.
 - One percent notching was effected in the June 2024 payroll.
- **Marketing:**
 - Marketed programs at career fairs, through the SANU website, and on social media platforms.
 - Updated the University website.
- **Community Service:**
 - Academic staff members are serving in various national and international bodies and committees.
- **Infrastructure:**
 - Invited the Fire and Emergency Department to assess the institution's buildings.
 - Completed installation and connection of the water supply pipeline.
 - Conducted minor maintenance works at the Manzini girls' hostel.
 - Provided room and board for over 90 female students.
 - Disposed of and serviced university transport fleet.
 - Secured a 2Tonne Toyota Dyna mini truck.
 - Engaged contractors for the SANU Learning Hub project.
- **IT and Media:**
 - Completed capturing student data and started Moodle configuration.
 - Updated the Student Information System – GNECsis.
 - Installed additional computers at the computer laboratories.
 - Monitored internet connection and e-mail.
 - Provided WIFI vouchers to students.

3.0 Key Challenges and Opportunities

- **Financial Resources:** The University's main challenge is financial resources. A turnaround strategy has been developed to focus on financial sustainability.
- **Staff Salary Delays:** Experienced several stay away from work and protests by staff following delayed salary payments.
- **Transport Fleet Challenges:** Most of the transport fleet has general mechanical challenges.
- **Student Challenges:**
 - Students boycotted examinations due to delayed staff salaries.
 - FOE students boycotted lectures due to delayed allowances.
 - Some students experience serious mental health challenges.

- **Resource Limitations:** Minimal resources to purchase sufficient learning material and machinery.
- **Capital Projects and Maintenance:** Requires major renovations but is affected by financial challenges.
- **Student Debt:** Students are unable to clear their debts and access their results.
- **Wage Bill Challenges:** Difficulty in covering the wage bill.
- **Industrial Relations Challenges:** A case is before the Industrial court regarding the appointment of Faculty Deans.
- **Board of Governors Appointment:** The University still awaits the appointment of the Board of Governors.

6.3 ESWATINI MEDICAL CHRISTIAN UNIVERSITY (EMCU)

Background: Eswatini Medical Christian University has the following Vision, Mission and Core Values:

Vision: To be a Christian University of Choice in Africa in the production of best-trained Christian professionals in the areas of health (medicine, nursing and others) engineering and information and communication technology.

Mission: The mission of the Eswatini Medical Christian University is to offer a diversified curriculum with a special focus on health (medicine, nursing and others) engineering and information and communication technology. It is dedicated to the advancement of these sectors in Eswatini, Africa and beyond. In its pursuit for excellence, the Christian Faith shall be an integral part of its training and research programmes.

Core Values: Professionalism, Accountability, Integrity, Respect, and Innovation. The Memorandum of Agreement of Lease between the Government of the Kingdom of Eswatini and the Africa Continent Mission for the establishment of a Medical University and auxiliary programmes.

The programmes that are currently on offer are as follows:

- Bachelor of Medicine Bachelor of Surgery (MBBS) Programme;
- Computer Science Programme;
- Medical Laboratory Sciences Programme;
- Nursing Science Programme;
- Pharmacy Programme;
- Radiography Programme;
- Psychology Programme; and

- Social Work Programme.
- In place, there is also the Memorandum of Agreement between the Government of the Kingdom of Eswatini and the Africa Continent Mission which details the roles and responsibilities of each party in running the University. This Agreement is reviewed after every five years and the last one was signed in 2023.

Key Achievements

- **Teaching and Learning:** During the period under review teaching and learning continued smoothly. Examinations were written as per the schedule and the results have since been released to the students.
- **The 7th Graduation:** On Friday, June 14, the 7th EMCU graduation ceremony was held at the Mavuso Trade and Exhibition Center in Manzini with 224 graduates, their families, current students, and invited guests. It was a grand event with over 1,500 participants. For the first time, this graduation ceremony invited Inkhosikati Make LaMbikiza as the speaker.



[The 7th graduation (250614)]

- **Faculty of Medicine:** Following the accreditation of the Faculty of Medicine, classes began on 19th August 2024 with ten registered students. Currently there are ten members of the academic staff, some of which are serving on part–time basis. These are supported by nine administrative staff.



[Press conference for accrediting Faculty of Medicine at auditorium of MoET (240508)]

For ease of access to the teaching facility in town, the students are all accommodated in a dormitory purchased by the University. The continued support of the University by the donors is appreciated. Two virtual reality anatomy machines for anatomy practicum study were donated by the Africa Future Foundation.

- **Orientation of New Students:** During the period under review, admitted students were invited for orientation in readiness for the start of the new academic year in September 2024. About 350 students participated in this programme. The University is making every effort to adhere to the Almanac.



[New Students Orientation (240916)]

- **Capping and Striping Ceremony:** The Capping and Striping Ceremony for the first-year nursing students was successfully held in July 2024. Following this ceremony, the nursing students are then exposed to real life situations in the hospitals and clinics as part of their training programme.



- International Clinical Practicums for Four Nursing Students:** Four third year nursing students did their clinical practicums at Presbyterian Medical Centre(PMC) in Korea. This is one way of ensuring that the training offered by EMCU meets international standards. It was sponsored by Chaebi Presbyterian Church and PMC in Korea (See separate description for sponsoring below).



- EMCU Alumni Association:** EMCU Alumni Association(EAA) was launched in the early 2024. To stay in touch with its graduates who are already in the field, the EAA met during the period under review for the purposes of drafting the Constitution among other activities. This will enhance the tracer study of EMCU's products.



- Policies and Procedures:** In preparation for institutional accreditation by ESHEC, Management has presented over ten academic and administrative policies to Council for consideration and approval.
- Dormitory for Faculty of Medicine Students:** In January 2025, a dormitory was finally purchased for Faculty of Medicine students. The dormitory is located in

Mbabane, about 2 km from the Faculty of Medicine building. Currently, 9 students and a dormitory supervisor live there.



[Medical Student Dormitory Near MBBS Building (240423)]

Reconstruction of University Chapel: The University Chapel, which collapsed due to strong winds on August 26, 2023, has been finally rebuilt through reinforcement work. The rebuilt University Chapel, which is approximately 1,050 square meters in size, is not only structurally stronger, but also built with acoustics in mind. It also has state-of-the-art sound equipment and a big parking lot for large events. The reconstruction was made possible with a generous cash donation of CAD \$100,000 from Korean-Canadian businessmen Drs. Peter and Stephanie Chung.



[Reconstructed Chapel Building (250115)]

- **Signing of different MOUs:** During period under review, EMCU signed a number of MOUs with different institutions for collaboration purposes. These include
 - MoU with Georgetown University
 - MoU with Myungsung Medical College
 - MoU with Yonse University College of Medicine
 - MoU with the Luke Commission

- **EMCU Academic Seminars:** From April to December 2024, 11 EMCU Academic Seminars(EAS) were held. Five of them were Online seminars and six were Face-to-Face seminars. EAS was started by the University in July 2022.
- **The 3rd Eswatini International Medical Symposium:** On August 16th at 2:15 PM, the EMCU, Kosin University in Korea, the Ministry of Health of Eswatini, and Mbabane Government Hospital jointly held the 3rd Eswatini
 - **Wits University-EMCU Workshop for Health Science Education:** From 4-7 June, the first Wits University-EMCU Workshop for Health Science Education was held at the Phillip Tobias Building, Wits University. The workshop was hosted by the Faculty of Health Sciences, Wits University, with whom EMCU has an MoU for the operation of a medical school. A total of 16 lecturers from EMCU participated in the workshop, including two Deans (Patrick Msibi, Mkhumbulo Ndlovu), led by Prof Isabel Zwane (PVC) and Mr Sebenta Menon (Registrar).
- **Publications by the Academic Members:** Over the past year, EMCU faculty members have published several papers. Although they are still far from the standards of international universities, they are not bad for a small, new university with only about 10 years of history.
- **Donation of MEDIP Boxes:** The MEDIP Box (300kg) and MEDIP Box Pro (500kg) that were shipped at the Medical IP headquarters (Dr. Sang Joon Park, CEO) in Korea on July 18th at 10 AM finally arrived at the EMCU Medical School 3rd floor anatomy lab on August 10th after a long journey. There was a donation ceremony for the MEDIP Box, which will allow for digital 3D anatomy imaging practice. This imaging equipment's were donated by Prof. Jeong Min Lee, currently a professor of radiology at Seoul National University College of Medicine (USD 100,000).



[Donation ceremony for MEDIP Box and MEDIP Box Pro (241029)]

- **Sponsoring for International Clinical Practicums:** Four third year nursing students did their clinical practicums at Presbyterian Medical Centre(PMC) in Korea. It was sponsored by Chaebi Presbyterian Church and PMC in Korea(See separate description for sponsoring below). Chaebi Church provided round-trip airfare (approximately

E100,000) for four students from Eswatini to Korea, airport pick-up, and settlement service. PMC provided accommodation and practicums for the students for a month.

- **Donation of Surgical Tools:** On October 29th at 10:30 AM, there was a surgical instruments donation ceremony at Faculty of Medicine building. Dr. Byung-Joon Min, surgeon, who has worked for over 40 years in Eswatini since 1980, has decided to donate all of his surgical instruments to the medical school. These instruments will be used as valuable educational equipment for the surgical training of School of Medicine students.



[Donation ceremony for surgical tools (241029)]

- **Donation of Laptops and Books for MBBS Students:** On August 14, a large Kosin University Short-term Medical Mission Team of 64 people visited Eswatini and EMCU. It would probably be the largest Korean short-term medical mission team in the history of Eswatin. They donated medical books and 20 laptop computers (sponsored by the Saemunan Church members through Professor Tai Soon Yong).



[Kosin University donated two beam projectors and 20 laptop computers (240814)]

- **Donation of Toothbrushes:** On September 3, EMCU received 7000 toothbrushes donated by Henry Shein, an American company, through the arrangement of Dental Service Int'l Korea. Of these, 3500 were donated to the Ministry of Education and Training on September 19. MoET distributed them to primary schools in Eswatini, including schools for the deaf. A total of 850 toothbrushes were given to the Dental Department of Mbabane Government Hospital, who will distribute them to the residents of Piggs Peak. The remaining toothbrushes were distributed by EMCU nursing students who received Oral Hygienic Training last year when they visit local churches and primary and secondary schools to give oral hygiene lectures to students.



[Donation ceremony for toothbrushes (240919)]

- Donation of Anti-parasitic Medicine:** On October 31, EMCU received a donation of 1900 Albendazole bottles, best-selling anti-parasitic medicine (100mg Albendazole in a bottle) from Rehoboth Pharmacy in Mbabane (Owned by Mr Amu Adefolarin). The medicine was distributed to Emaswati through EMCU students and staff and churches affiliated with ACM.



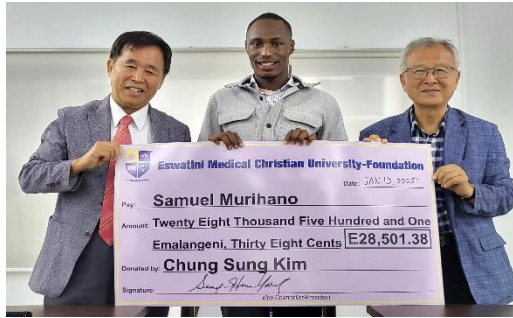
[Donation ceremony for antiparasitic medicine and Mr and Mrs Amu Adefolarin (241031)]

- PAUA-Ha Sang Yuk Scholarship:** Following the previous year, the PAUA-Ha Sang Yuk Scholarship program in Korea has provided a scholarship to an EMCU student this year. Last year, the recipient of the scholarship was Zandile M Ncube, a second-year student in the Department of Medical Lab Sciences. Ms Ncube received approximately E20,000 (KRW 1.5 Million Won) as scholarship.



[Awarding ceremony for PAUA-Ha Sang Yuk Scholarship (240930)]

- Chung Sung Kim's Scholarship:** On January 13th, 2025, there was a brief scholarship award ceremony for Samuel Murihano, a freshman in the Department of Computer Science. This scholarship was provided by Pastor Chung Sung Kim, Korean-American, who serves in Georgia, USA. The amount of the scholarship is E28,501.38 (US\$1,600), and Samuel will receive it for 4 years until he graduates from EMCU.



[Scholarship Award Ceremony (250113)]

- **Tax Debt Written off and Tax Remittance:** There has been a noticeable improvement in the financial position of the University following the tax debt written off on the 28th March 2023. The University is very much grateful to the Ministry of Education and Training and Finance for their continued efforts in ensuring that the University continue to operate.

The University has continued to remit its taxes to the Eswatini Revenue Services without fail every month.

- **Tuition Fees:** The University would like to thank the Ministry of Labour and Social Security who has continually supported the University and ensured that the tuition fees are paid on time. This support has ensured that the University is able to provide quality education to EmaSwati.
- **Sustainability Reserve:** The University is in a process of creating its own sustainability reserve in order to ensure that it continues as a going concern. This sustainability reserve will ensure that even in times of difficulties, the university continues to operate as normal.

Key Challenges

- There is need for the improvement of the infrastructure and provision of the teaching tools in the Main Campus. The University is, however, appreciative of the efforts made by Africa Continent Mission to this end.
- Apart from the medical school, students have no boarding facilities. This a challenge particularly to the “female students”. The neighborhood is not safe for their studying and living purposes.
- There are nearly a thousand young people studying on the EMCU campus. But the University does not have sporting facilities for students and employees.
- It has been observed that there is need to revisit the instruments establishing the relationship between Government and the Africa Continent Mission. This would help in the development of the University.

PROPOSED SOLUTIONS

- The University, Africa Continent Mission and the stakeholders need to join hands in identifying donors that may assist in the improvement of the infrastructure and construction of residences for the students.
- The University and Africa Continent Mission need to work closely with Government with a view to redefining the relationship between the parties. It includes revising the current Memorandum of Agreement between Africa Continent Mission and the Government as soon as possible.

6.4 EXAMINATION COUNCIL OF ESWATINI (ECESWA)

Mandate: The Mandate of the Examinations Council of Eswatini (ECESWA) is to set and administer the following examinations in the Kingdom of Eswatini: Eswatini Primary Certificate, Junior Certificate, Eswatini General Certificate of Secondary Education, Eswatini Prevocational Certificate of Secondary Education and the Lower Secondary Checkpoint Assessment which is a pilot programme.

Key Achievements

Administration of 2024 examinations: ECESWA successfully administered the 2024 Eswatini Primary Certificate (EPC), Lower Secondary Checkpoint Assessment (LSCA), Junior Certificate (JC), Eswatini General Certificate of Secondary Education (EGCSE) and Eswatini Prevocational Certificate of Secondary Education (EPCSE) examinations. Results for the JC and EPC examinations were released in record time (23rd December 2024) for the second consecutive year. The early release of examinations is meant to give parents ample time to look for places for their children for the following grade.

Summary of 2024 EPC results: A total of 29 635 candidates registered for the examination in 2024 while in 2023 there were 26 647 entries. The 2024 EPC candidature increased by 11.21% when compared with 2023. Of the 29 635 candidates that registered, 29 478 were examined. In 2023, 26 411 candidates eventually sat for the examination. A total of 157 absentees were recorded in 2024, while in 2023, 237 candidates did not sit for the examination despite registering.

EPC Year on Year national performance

Class	2024		2023		
	Candidates	%	Candidates	%	% Difference
Merit	1 043	3.54	830	3.14	0.40
First	3 547	12.03	3 282	12.43	(0.40)
Second	15 084	51.17	13 747	52.05	(0.88)
Third	7 088	24.05	6 257	23.69	0.36
Fail	2 716	9.21	2 295	8.69	0.52
Pass	26 762	90.79	24 116	91.31	(0.52)

Lower Secondary Checkpoint Assessment (LSCA) results: The first Lower Secondary Checkpoint Assessment (LSCA) was written in 2023. The programme is piloted in 32 schools (8 schools per region). Currently, there are four (4) core subjects – English Language, SiSwati, Mathematics and Science and 19 strands assessed under this programme. The LSCA candidates do not write the JC examination. The LSCA aims at assessing candidates’ strands and skills in a particular syllabus. It also provides teachers with detailed information about the strengths or weaknesses of candidates as they prepare for EGCSE.

LSCA 2024 NATIONAL PERFORMANCE						
DESCRIPTORS	MALE		FEMALE		TOTAL	
	No.	%	No.	%	No.	%
Excellent (>5.0 – 6.0)	0	0.00	0	0.00	0	0.00
Very Good (>4.0 – 5.0)	11	0.46	13	0.60	24	0.53
Good (>3.0 – 4.0)	104	4.38	169	7.75	273	5.99

Average (>2.0) – 3.0)	795	33.52	820	37.58	1615	35.46
Below average (>1.0 – 2.0)	1407	59.32	1157	53.02	2564	56.30
Unsatisfactory (0.0 – 1.0)	55	2.32	23	1.05	78	1.71
TOTAL	2372	100.00	2182	100.00	4554	100.00

Summary of 2024 JC results: A total number of 16 777 candidates registered for the JC examination in 2024 whereas in 2023 there were 18 940 entries, reflecting a 11.24% decline in candidature in 2024 at this level when compared with 2023. From the registered candidates, 16 513 candidates sat for the examination in 2024 which means 356 were absent. The 2024 national pass rate at the JC level was 83.15 % while in 2023 it was 82.01%.

JC examination Year on Year national performance

Category	2024		2023		
	Candidates	%	Candidates	%	% Difference
Merit	699	4.23	961	5.18	(0.95)
First	1 665	10.08	1 726	9.30	0.78
Second	8 742	52.94	9 207	49.61	(3.33)
Third	2 625	15.9	3 325	17.92	(1.72)
Pass	13 731	83.15	15 219	82.01	1.14
Fail	2 782	16.85	3 340	17.99	(1.14)

Security of examination question papers: The leakage that happened in the 2023 EGCSE examination prompted ECESWA to immediately implement stringent security measures to protect question papers. No leakage of question papers occurred in 2024 after the introduction of stricter controls to protect the examination. Some of the measures that were introduced to enhance the security of question papers and to protect the integrity of examinations include the following: intensified spot-checks, timely invigilation workshops, improved packaging, changes in

dispatch routine and candidate outreach exercises. Through the outreach exercise, ECESWA reached out to candidates in different schools to sensitise them on issues of proper conduct during the examination.

Cambridge University Press and Assessment training for examining personnel:

In collaboration with ECESWA, Cambridge University Press and Assessment offered training workshops to examining personnel to maintain international assessment standards and to continuously improve question paper development processes. The participants came from different schools across the four regions of the country.

Trainings were conducted as follows:

- **Proofing and Editing Workshop:** The proofing and editing training was conducted from 1 to 4 July 2024 and was attended by 21 participants.
- **Setting Multiple Choice Questions (MCQs) Workshop:** On the 5th of July, a Cambridge consultant facilitated on the setting of multiple-choice questions. Discussions covered the following topics: Types of MCQs; Advantages and disadvantages of MCQs; Features of good MCQs; and Producing MCQs.
- **Moderation Workshop:** Up to a total of 37 participants each day were trained on moderation of coursework and school-based assessments (speaking tests) from 22 to 26 July.
- **EGCSE History Markers' Training:** On the 12 to 16 August 2024, 20 EGCSE History markers for Papers 1, 2 and 3 were trained. Topics under discussion were principles of assessment; Level-based mark schemes; Using levels with source questions. Emphasis was made on standardisation/coordination and individual marking of all three papers.
- **Biology, Physical Science, Mathematics Potential Examiners Training:** On the 29th – 30th October 2024, ECESWA trained teachers who were identified as potential examiners. The training was done to orient and prepare them for marking EGCSE Physical Science, Mathematics and Biology question papers.
- **ECESWA/ Cambridge/MOET Annual Review Meeting in Cambridge UK:** Our organisation actively participated in the Annual Review meeting between

ECESWA, the Ministry of Education and Training (MOET) and Cambridge University Press and Assessment on 18-20 June 2024. The meeting was held in the United Kingdom. Annual Review meetings are aimed at reviewing the performance of ECESWA for the 2023 calendar year. The meeting provided insights and feedback, reinforcing our commitment to maintaining and enhancing our assessment standards.

- **14th SAAEA Conference:** In 2024, ECESWA successfully hosted the 14th Southern Africa for Association for Educational Assessment (SAAEA) Conference. During the Conference, ECESWA officially assumed the SAAEA Chairmanship position on the 16th May 2024. SAAEA was established primarily to provide a platform for assessment, curriculum development and research in education within the Southern Africa region. It is a confederation of nine (9) member countries; Botswana, Eswatini, Lesotho, Malawi, Namibia, South Africa, Tanzania, Zambia, and Zimbabwe.

Additionally, our staff actively participated in the following conferences outside the country:

- 40th Association for Educational Assessment in Africa (AEAA) conference hosted by Umalusi in South Africa
- 49th International Association for Educational Assessment Conference
- Balanced and Inclusive Education Workshop in Ethiopia

Key Challenges

- Officers in the Product Development Standards and Research (PDSR) department are still grappling with heavy workloads because there are not enough Subject Officers to cover all the subject areas.
- There are still examination fee deposits made through the bank without references. This leads to an increase in unallocated income. The organisation is in the process of developing an API which will improve effectiveness in referencing examination fees.
- There is a rise in individual payments instead of bulk payment of examination fees by Centres. This poses a challenge in the proper reconciliation of the accounts. To address this challenge, continuously encourages Centres to embrace the payment of examination fees in bulk.

6.5 ESWATINI HIGHER EDUCATION COUNCIL

Introduction: The Eswatini Higher Education (ESHEC) is a corporate body established in terms of the Higher Education Act of 2013. The entity is responsible for developing and implementing a quality assurance system for higher education, including registration, accreditation, institutional audits, quality promotion and standards development. This Annual Performance Report for 2024/2025 outlines the key achievements and activities of the Eswatini Higher Education Council (ESHEC) from April 2024 to March 2025. It covers progress in quality assurance, institutional accreditation, and compliance monitoring, focusing on enhancing the higher education system's capacity and relevance. During the reporting period, significant strides were made in evaluating and accrediting higher education programmes, with public and private institutions actively engaged in improving their academic offerings. Additionally, the ESHEC Quality Assurance Department conducted a series of compliance visits to ensure institutions meet national and international standards, ultimately driving educational quality and accountability. The Research, Monitoring, and Publications Department contributed to the development of higher education policy through impactful publications and collaborative research projects. Key studies addressed academic integrity, accreditation for workforce readiness, and the integration of the Sustainable Development Goals (SDGs) in curricula. Further, data collected on student enrolment highlighted trends in gender distribution, qualifications, and participation in STEM programmes. A key initiative within the reporting period was the sabbatical undertaken by key personnel, which allowed for focused professional development, research, and knowledge exchange. This sabbatical enhanced the capacity of the team to incorporate international best practices into ESHEC's policies and operational procedures, ensuring that the organisation remains at the forefront of higher education advancements.

Quality Assurance: The Quality Assurance Department at ESHEC ensures compliance with prescribed minimum standards in higher education institutions while fostering a culture of quality improvement. Its mandate includes disseminating quality assurance information, raising stakeholder awareness, developing policies and guidelines, and supporting institutions in quality enhancement initiatives.

Key Achievements.

Evaluation of Programmes for Accreditation: The quality assurance department conducted programme evaluation for public and private higher education institutions and Table 1 below provides a summary of the number of programmes submitted and accredited. These programmes focus on relevant, emerging, and scarce-skills programmes that align with ESHEC's strategic intent to enhance educational offerings.

Table 1: Accreditation of Programmes

Institutions	Number of Submitted Programmes for Accreditation	Number of Accredited Programmes
University of Eswatini		
Faculty of Science and Engineering	21	14
Faculty of Commerce	7	
Matsapha Police Academy (MPA)	3	3
Southern African Nazarene University (SANU)	14	8
Institute of Development Management (IDM)	5	5
Emergency Medical Rescue College (EMRC)	13	6

Registration of Institutions: The University of Eswatini, Matsapha Police Academy, Southern African Nazarene University (SANU), Emergency Medical Rescue College (EMRC), and Springfield Research University were granted full registration under the Higher Education Act 2013, while the Institute of Development and Management remains on provisional registration. Between August and November 2024, the department assessed African Christian College, Ngwane Park TVET College, and Eswatini Institute of Music and Arts, granting them an extension on their provisional registration. These institutions are implementing improvement plans in response to the council’s recommendations.

Quality Promotion and Capacity Development: Capacity-building workshops were held on 17 and 19 September 2024 aimed to enhance programme design and alignment with industry standards, with over 200 participants. The initiative strengthened HEIs' capacity to develop, implement, and sustain academic programmes aligned with national and international standards. The key outcome was to equip HEIs with programme development and design skills and provide templates to support adherence to ESHEC's minimum programme evaluation guidelines and standards.

Compliance Monitoring: The Eswatini Higher Education Council (ESHEC) ensures compliance with standards and regulations to enhance educational quality and institutional effectiveness. Compliance monitoring involves regular assessments to verify that HEIs meet national and international standards, identifying gaps and driving improvements. It fosters accountability by requiring institutions to submit improvement plans and reports, promoting transparency and student success. Additionally, ESHEC guides through consultations and feedback sessions, helping

HEIs adopt best practices. Compliance monitoring also generates data for informed decision-making and targeted interventions. Furthermore, it supports accreditation and recognition of academic programmes, as seen with institutions like Matsapha Police Academy, SANU, EMRC, and IDM, reinforcing the credibility of Eswatini’s higher education system.

Compliance Visits: In the reporting period, the compliance consultants visited a total number of 13 higher education institutions listed in Table 2 below. The primary objective of the compliance visits was to verify the implementation of the improvement plans developed by institutions in response to the recommendations from institutional assessment and programme reports. These visits were aimed at preparing HEIs for full registration by validating the evidence against the recommendations outlined in the improvement plans.

Table 1: Higher Education Institutions Visited (Compliance and Monitoring)

Higher Education Institutions	Reason for Visit
Birch Cooper Graduate Institute (BCGI)	Self-Assessment Report
BSA Motshane	Improvement Plan
Emergency Medical Rescue College	Improvement Plan
Emmanuel Wesleyan Bible College	Improvement Plan
Eswatini College of Theology	Improvement Plan
IDM	Improvement Plan
Matsapha Police Academy	Improvement Plan
Regent Business School	Improvement Plan
Springfield Research University	Improvement Plan
Southern Africa Nazarene University (SANU)	Improvement Plan
St Johns Bible College	Improvement Plan
U-Tech College	Self-Assessment Report
UNESWA	Improvement Plan

The QA department plays a key role in enhancing the quality and relevance of higher education in Eswatini through thorough evaluations and compliance monitoring. Continuous improvement strategies and stakeholder engagement are vital in addressing HEIs' challenges. The report highlights the significance of strategic decision-making and benchmarking in promoting a competitive higher education landscape in Eswatini.

Technical Assistance from Zimbabwe Council for Higher Education: The ESHEC welcomed Professor Regis Chireshe from the Zimbabwe Council for Higher Education (ZIMCHE), who undertook a three-month sabbatical attachment. Throughout his time at ESHEC, Professor Chireshe engaged in critical activities aimed at enhancing both the Quality Assurance (QA) and Research departments.

The professor conducted an audit of the QA unit, identifying gaps and proposing improvements such as merging institutional establishment and registration processes and involving Subject Matter Experts in assessments. He also recommended revisions to align institutional and programme guidelines with international best practices, including enhancing Internal Quality Assurance and establishing standards for online education. Additionally, Professor Chireshe assisted in developing the State of Higher Education Questionnaire and drafted a concept for the *Eswatini Journal of Quality Assurance in Higher Education*, providing valuable insights for future improvements.

Research, Monitoring, and Publications

The department is tasked with research, monitoring, and publications, playing a cross-cutting role by synthesising knowledge and insights from various quality assurance and research activities conducted across the organisation. These insights are used to inform the policy analysis and advice produced by the department. A key objective of the department is to research pressing issues in higher education, typically organised into specific research projects. The outcomes of these projects are published and disseminated to ESHEC stakeholders and other interested parties. This report outlines the significant accomplishments of the ESHEC Research Unit from April to December 2024.

Research Publications: In October 2024, ESHEC published a paper on "Plagiarism and Academic Integrity in Higher Education," based on a mixed-method approach, revealing a significant gap between awareness of plagiarism and the use of detection tools in Eswatini's institutions. The study identified financial constraints, lack of technical support, and insufficient policies as major challenges. To address this, ESHEC emphasized the importance of implementing plagiarism detection tools to maintain academic integrity and enhance the credibility of the education system.

Furthermore, In November 2024, ESHEC published a paper on "Bridging the Gap: Enhancing Accreditation for Workforce Readiness," addressing gaps between academic programmes and workforce needs. The paper advocates for reforms in accreditation processes, including improved pre-assessment protocols and stronger industry partnerships to foster workforce readiness.

Research conducted: Following the suspension of foreign programmes in March 2024, the department conducted a study in December 2024 to assess the transfer outcomes for students from 10 affected institutions. The study aimed to evaluate the effectiveness of mitigation strategies and identify trends to improve future student transitions. Also, the department conducted a situational analysis of the barriers preventing 26 private institutions from transitioning from provisional to full registration. An anonymous survey was distributed to gather insights into these

barriers, and the results will inform targeted strategies to enhance compliance and the overall quality of higher education.

Policy Development: The ESHEC presented three crucial documents: the Draft National Higher Education Policy, Sustainable Funding for Higher Education, and the ESHEC Fee Structure to the Ministry of Education and Training (MoET) and Cabinet in 2024, laying the groundwork for higher education reforms.

National Research Collaboration: In collaboration with the UN, ESHEC launched the ESHEC/UN Academia Platform in August 2024. This initiative aims to integrate the Sustainable Development Goals (SDGs) into higher education institutions' curricula, research agendas, and policies. The first stakeholder engagement was attended by 17 institutions, fostering alignment of goals and expectations, with another meeting scheduled for January 2025. ESHEC in collaboration with the Taiwan Technical Mission (ICDF) and ESEPARC launched the National Labour Market Skills Project (NLMSP) in August 2024. The project aims to bridge the gap between higher education outputs and industry needs. Data collection began in September 2024, with findings expected by February 2025.

Benchmarking: The ESHEC, in partnership with the Eswatini Qualifications Authority (EQA), is developing a robust Higher Education Management Information System (HEMIS). A benchmarking trip to Seychelles in November 2024 helped refine the data collection instrument, which will be piloted in five institutions in December 2024 and refined for broader implementation in 2025. Furthermore, the department attended the 4th ACQF Forum titled "Micro-Credentials for Better Opportunities," held at the Savoy Hotel on Mahé Island, Seychelles. The primary objectives for attending this forum were to learn about successful micro-credentialing initiatives from other institutions and to explore how these practices could be adapted to enhance the educational offerings in Eswatini.

Basic Data for Higher Education: In October 2024, ESHEC collected essential data on student enrolment, gender distribution, participation in STEM programs, and more. Key findings include a significant drop in enrolment for Master's (449) and PhD (39) programmes and a low representation of students with disabilities in higher education (0.01%). The data is being used to inform policies and improve education quality.

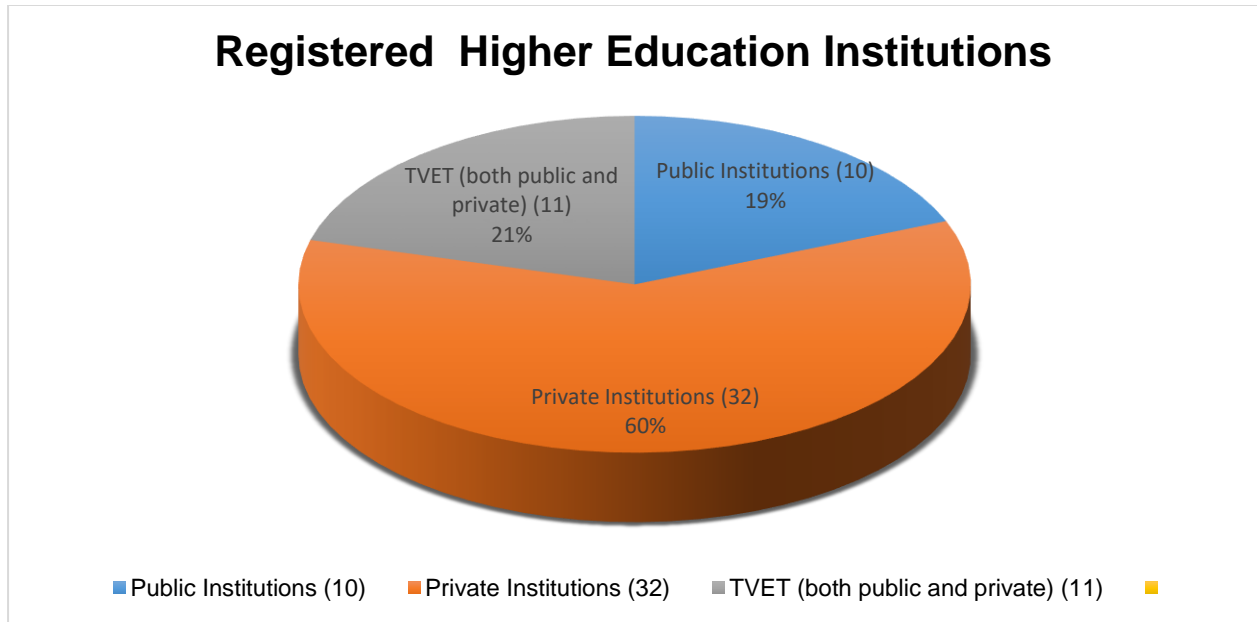


Figure 1: Registered Higher Education Institutions

The total number of credible higher education institutions is 42, comprising 10 public institutions, 32 private institutions, and 11 TVET institutions (both public and private). The presence of TVET institutions also highlights the importance of skills-based education in complementing academic learning in the country.

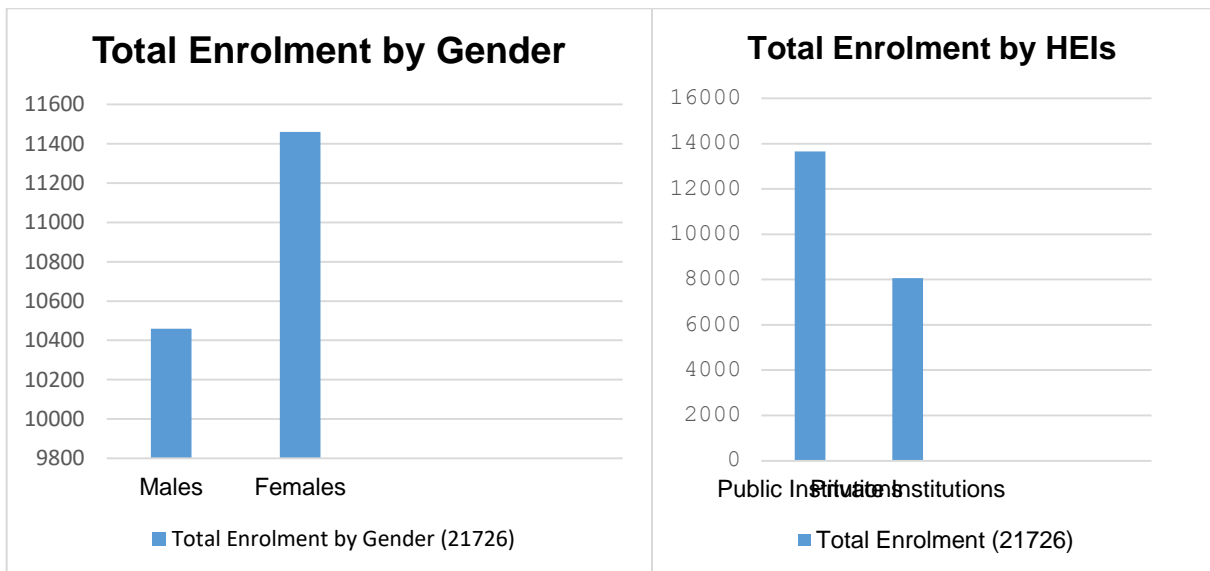


Figure 2: Student Enrolment

The total student enrolment stands at 21,726, with a balanced gender distribution: 10,460 males (48%) and 11,266 females (52%). This slight female majority reflects broader global

trends towards increased female participation in higher education, a shift that indicates positive strides towards gender equity in education. The enrolment in public institutions is significantly higher, with 13,662 students (63%) enrolled in these institutions compared to 8,064 students (37%) in private institutions. Public institutions dominate student enrolment due to lower tuition fees, greater accessibility, and government support.

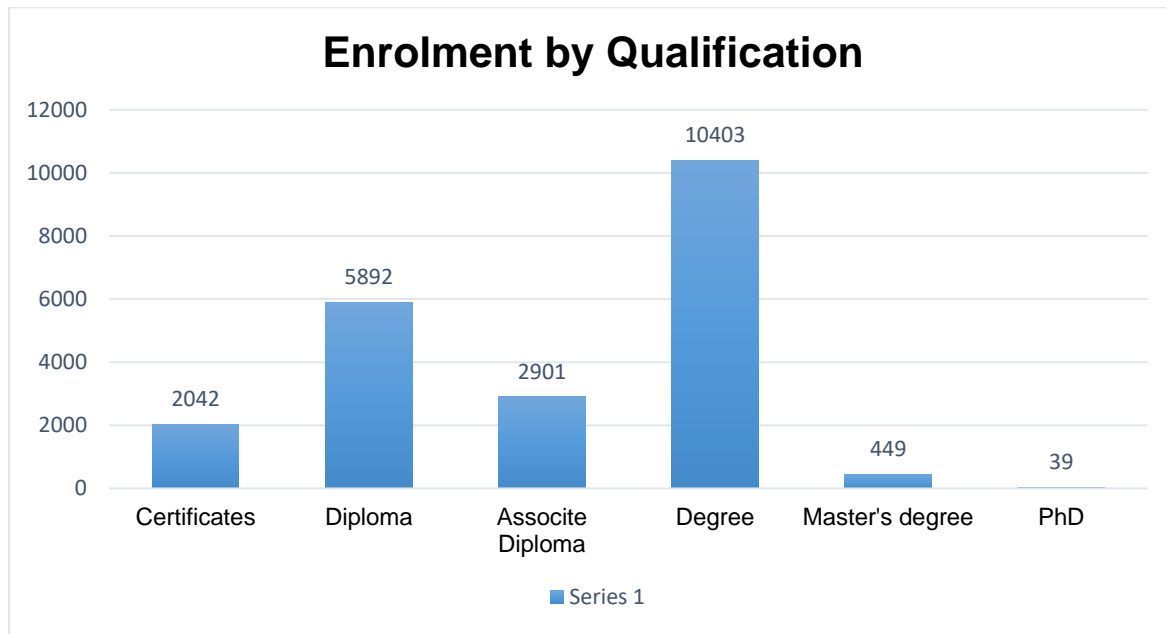


Figure 3: Student Enrolment by Qualification

Most students are enrolled in diploma and degree programmes, with 5,892 students in diploma courses and 10,403 students (48%) pursuing undergraduate degrees. Certificates enrol 2,042 students, while 2,901 students pursue associate diplomas, indicating interest in vocational education. Postgraduate enrolment remains low, with only 449 students in master's programmes and 39 in PhDs, highlighting potential barriers to advanced education, such as limited funding or awareness.

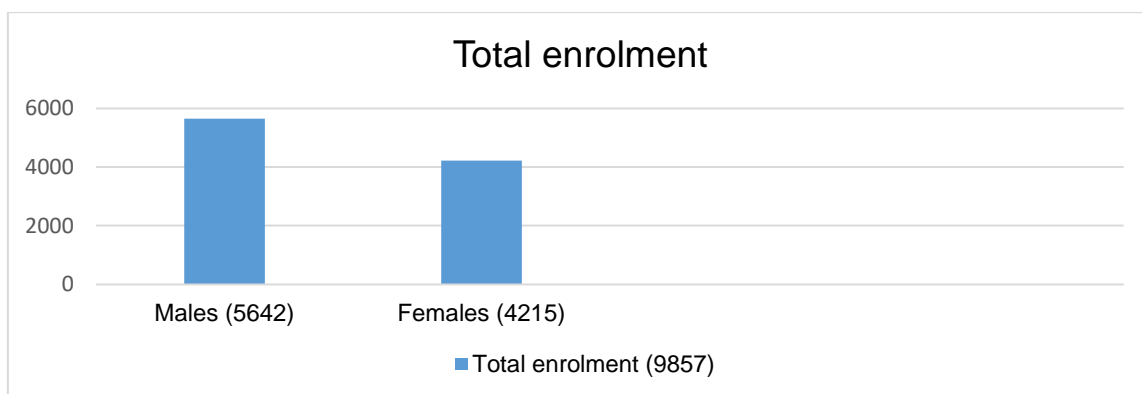


Figure 4: STEM Programmes

There are 9,857 students enrolled in STEM (Science, Technology, Engineering, and Mathematics) programmes, making up approximately 45% of total enrolment. The gender breakdown shows that males dominate STEM fields with 5,642 male students (57%) compared to 4,215 female students (43%). This gender disparity is consistent with global trends in STEM education.

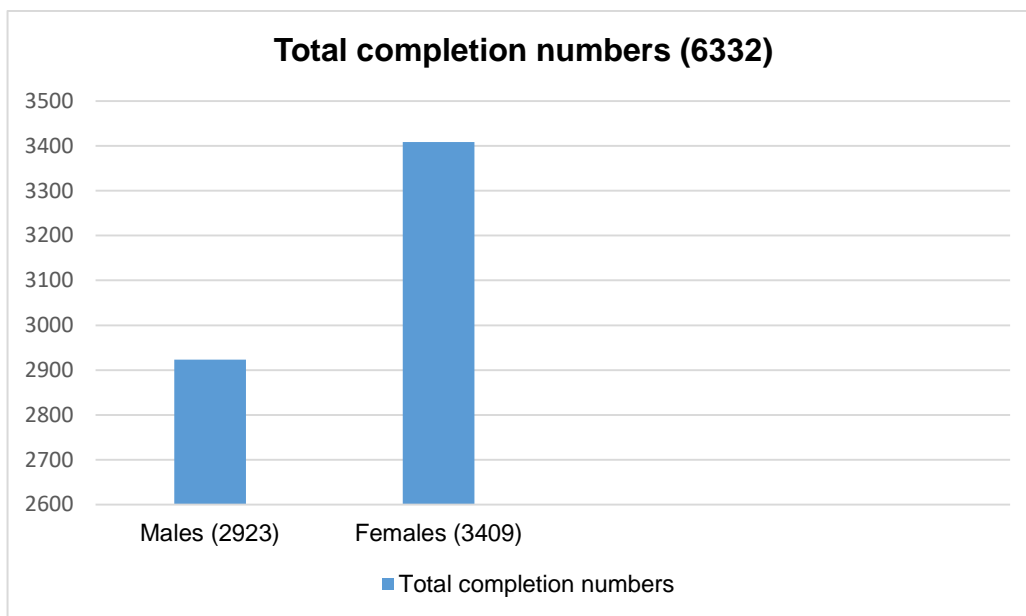


Figure 5: Student Completion Rates

The total number of completions in 2023 is 6,332, with a gender split of 2,923 males and 3,409 females.

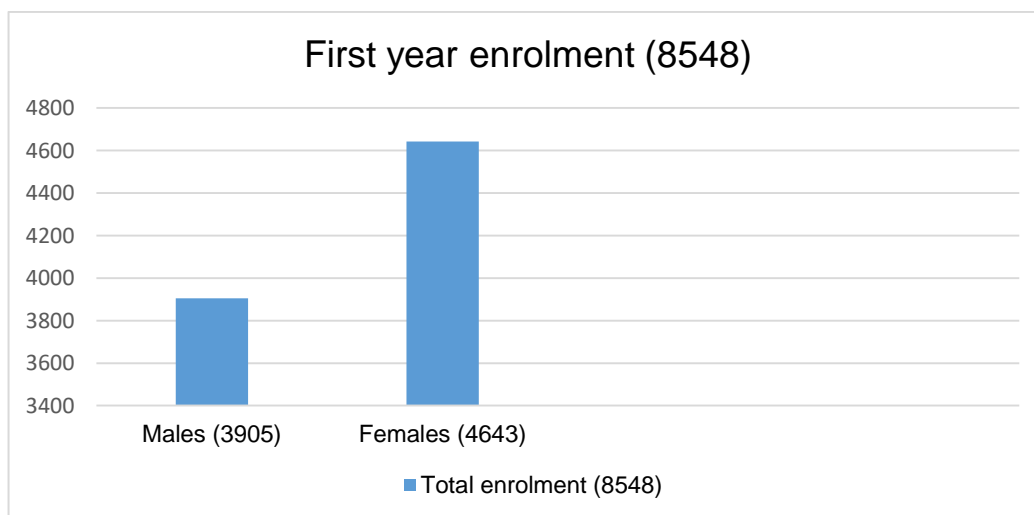


Figure 6: Total Student Enrolment - 8548

The total enrolment of first-year students is 8,548, with a significant female majority of 4,643 females (54%) compared to 3,905 males (46%). The number of international students is 297, a relatively small number compared to the total enrolment. The enrolment of students with disabilities stands at 40, a small but important group that may face unique challenges in accessing education. This number highlights the need for greater inclusivity and support systems within higher education institutions to accommodate and assist students with disabilities.

6.6 SEBENTA NATIONAL INSTITUTE (SNI)

Mandate: Providing basic literacy, numeracy, alternative (non-formal) education, technical and vocational education and training (TVET) and livelihood skills to all out-of-school children, youth in the Kingdom of Eswatini.

Sebenta works from the SNI Headquarters in Mbabane and in different communities in the country including communities under Big Bend, Hluthi, Mankayane, Manzini, Mhlume, Nhlangano, Pigg's Peak and Sithobela SNI regions. Some of these classes have been opened through demand-creation activities by the SNI officers while others are partners initiated. Such partners include CABRINI, Young Heroes and World Vision Eswatini.

Vision Statement: - "All out-of-school children, youth and adults in Eswatini are educated to their satisfaction and potential".

Mission Statement: - "A leading basic literacy, alternative education and vocational skills training provider in the SADC region and beyond.

Key Achievements

1. HUMAN CAPITAL

Strategic Objective: *To have a fully capacitated and skilled staff complement that delivers high performance.*

- **Strengthening Staff Compliment**
 - i. To ensure the smooth running of the Institute, the Human Resources and Administration (H.R. & Admin) Manager position, which had been vacant for some time, was filled. This was done after the approval from the Board which then initiated due processes. It should, however, be noted that the low remuneration continues to make it very difficult for the Institute to attract and retain highly skilled personnel. This has an adverse effect on the delivery of services and the attainment of the Institute's strategic goals.
 - ii. To ensure quality assurance in all the SNI regions; the position of the Skills Development Officer was filled in November 2024.

- **Staff capacity building:** To keep our staff up to date with current trends in their different fields of expertise while contributing to their professional development, the Institute ensured that staff from different departments attend capacity building workshops including on Tax Order Amendments, Public Procurement M & E Framework, handling learners with special needs, Corporate Governance, Contract Management, Server Administration and Virtualisation, Tax Filing and Customer Care and Communication Skills for Frontline Staff.
- **Employee Wellness and Team Building:** In the attempt to focus on the physical and mental wellness of our staff, the goal is to create a supportive work environment that promotes health, happiness and productivity.

2. OPERATIONS

Strategic Objective: To increase access to SNI programmes according to the environmental demands and those of the clientele by 5% annually.

Radio programme: The SNI continues to produce a weekly radio program, aired every Tuesday at 14:45 on Eswatini Broadcasting and Information Services. This program serves as a platform to share information about the Institute’s various activities, including graduation ceremonies, upcoming events, available programs, and application procedures.

Demand creation meetings: A total of fifty-five (55) presentations were made by the Regional Officers in their designated communities countrywide in this period. The purpose of having these presentations is to raise awareness of SNI programmes to communities and provide information on requirements for establishing classes in communities. Most of these presentations were made in response to invitations received through community leadership. The table 2 below has details on the SNI regions, communities and the number of presentations done per region.

Table 1: Community Presentation

SNI Region	Community	No. of Presentations
	Ntontozi Inkhundla	
	Mtimane Primary School	
	Mahlangatsha Inkhundla (2)	
	Dvudvusini Gogo Centre	
	Mponono	
	Tikhuba	
	Deda	
	Mgotjane	

SNI Region	Community	No. of Presentations
Mankayane	Mhlambanyatsi Inkhundla	17
	Dingizwe	
	Mgazini	
	Zondwako	
	Zone 2	
	Nhlulweni	
	Bhedzeni 2	
	Mkhumbane	
Big Bend	Matsanjeni North Inkhundla	6
	Ubombo Sugar Company	
	Makhewu	
	Mpolonjeni Inkhundla (2)	
	Mpolonjeni	
	KaLanga Umphakatsi	
Mhlume	Royal Eswatini Cooperative	6
	Mhlume Inkhundla	
	Mhlume Primary School	
	Lusoti Village (Simunye)	
	Tambankulu Club	
	Mhlume Section 5, Lusoti Village (Simunye)	
Mbabane	Ezulwini Umphakatsi	4
	Jubukweni	
	Sigangeni	
	Emfeni / Bhucwini	
	Jubukweni	
Mhlume	Mhlume Primary School	3
	Lusoti Village (Simunye)	
	Tambankulu Club	
Manzini	Malindza	6
	Mtfongwaneni	
	Kwaluseni Inkhundla	
	Macetsheni Umphakatsi	
	Mhobodleni	
	Mafutseni	
Sithobela	Kambhoke	5
	Macetsheni	
	Mabondweni	
	Gilgal Inkhundla	
Nhlangano	Sandleni	8
	Hhuhhuma	
	Makhwelela	

SNI Region	Community	No. of Presentations
	Makhonza	
	Qinisweni	
	Mtsambamba	
	Mahlalini	
	Zibondeni	
	Khubutha Inkhundla	
Pigg's Peak	Lusekwaneni	55
	Mayiwane	
	Nkhaba	
	Nkhaba Inkhundla	

SNI Classes

- a) **Basic Literacy, Non-Formal Primary & Secondary Education:** By December 2024, there was a total of two thousand, four hundred and thirty-seven (2, 437) learners captured from one hundred and twenty-six (126) classes country wide. Of these learners, one thousand, seven hundred and eighty-five (1785) were registered for Basic Literacy, Non-Formal Primary (NPE) and Secondary Education programmes.

Table 2: Distribution of Basic Literacy and NPE learners across SNI Regions

Programme	Big Bend	Mhlume	Mankayan	Manzini	Sithobela	Mbabane	Pigg's Peak	Nhlangano	Hluthi	TOTAL
SiSwati Setfu	0	0	0	0	0	0	0	0	0	0
SiSwati	0	19	8	11	0	15	6	15	10	84
Basic English	0	17	7	25	0	3	7	16	8	83
Post Basic English	0	0	9	18	0	6	0	0	0	33
NUPE	5	0	9	7	0	32	16	0	0	69
NUPE 1	0	0	0	39	0	16	0	0	0	55
NUPE 2	0	0	0	30	0	16	0	0	0	46
Level 1	0	0	0	0	0	10	0	0	0	10
Level 2	0	0	0	0	0	23	0	0	0	23
JC	0	0	0	0	0	174	0	0	0	174
EGCSE	0	0	0	0	0	1203	0	0	0	1203
TOTAL	5	36	33	130	0	1503	29	31	18	1785

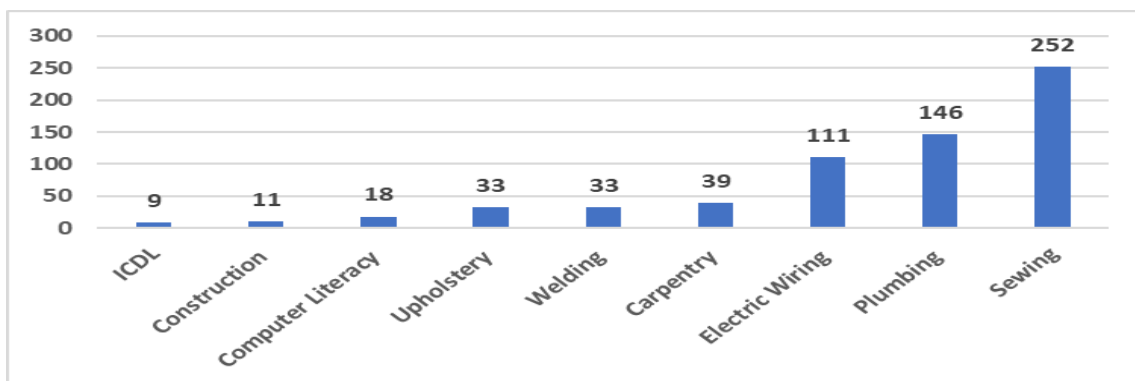
- b) **TVET:** The Institute witnesses a slight increase in the number of TVET learners are enrolled in SNI skills classes country-wide by the close of this period with an enrolment of six hundred and fifty-two (652). The table below has detailed information on the distribution of the Institute's TVET learners countrywide.

Table 3: Distribution of TVET in skills classes

Programme	Big Bend	Mhlume	Mankayan	Manzini	Sithobela	Mbabane	Pigg's Peak	Nhlangano	Hluthi	TOTAL
Carpentry	5	0	0	8	0	17	0	9	0	39
Computer Literacy	0	0	0	0	0	5	0	13	0	18
ICDL	0	0	0	0	0	9	0	0	0	9
Construction	0	0	0	0	0	11	0	0	0	11
Electric Wiring	0	0	25	10	0	0	0	41	12	111
Plumbing	0	10	0	0	11	27	0	83	15	146
Sewing	0	37	36	21	20	29	0	91	18	252
Upholstery	0	0	0	10	0	0	0	23	0	33
Welding	0	13	0	0	0	0	0	20	0	33
TOTAL	5	60	61	49	54	98	0	280	45	652

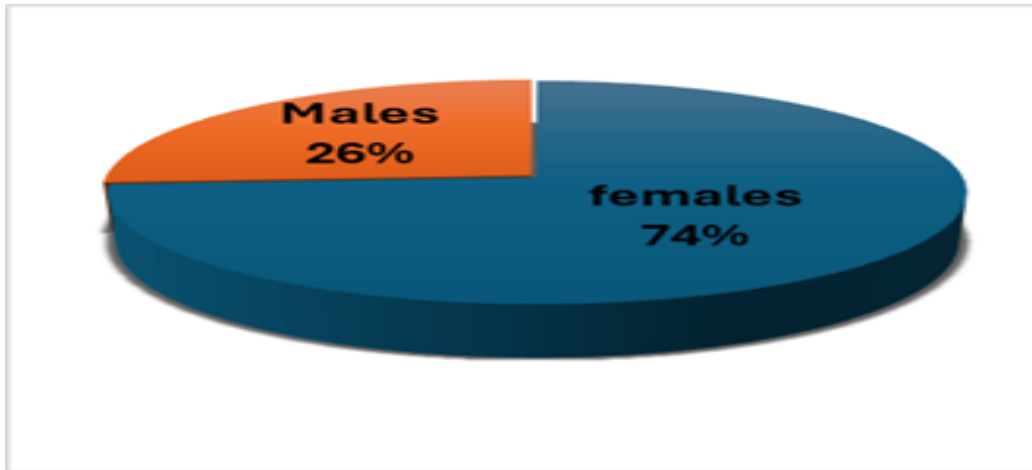
The Nhlangano SNI region had the highest of vocational skills learners with a total of two hundred and eighty (280) learners. This high enrolment is attributed to the partnership that the Institute has with World Vision Eswatini whose beneficiaries under the DREAMS initiative is the Shiselweni region.

Fig 1: Distribution TVET classes according to SNI Programmes



c) SNI Learners Disaggregated by Sex

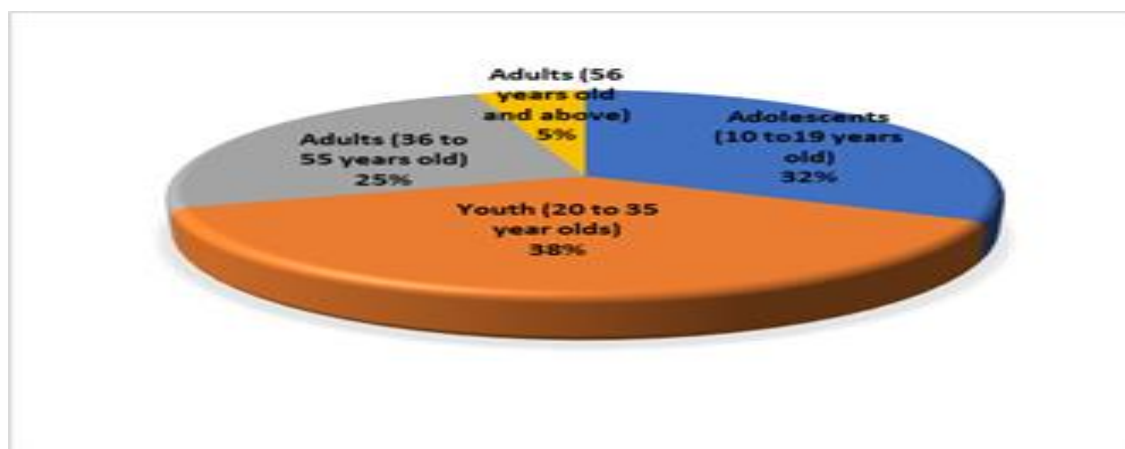
Fig 2: Distribution of Males and Females in SNI Programmes



By the close of this year, all TVET classes had more females than males enrolled in them except in construction and plumbing where the majority of learners were males. This is because there are programmes, especially under the DREAMS initiative that support the enrolment of Adolescent Girls and Young Women in vocational skills and encourages them to select skills that are traditionally dominated by men. By the close of the year this distribution in the Institute’s enrolment was 74% females to 26% males as illustrated in figure 2 above.

d) SNI Learners Disaggregated by Age

Fig 3: Distribution of Age Groups in SNI Programmes



As observed in the past two years, young people aged 20 to 35 years formed the majority of SNI learners (38%) compared to the other age groups that are enrolled in SNI programmes. They were followed by adolescents (10 to 19 years old) that made up 32 percent of the learners’ population. As highlighted in earlier reports,

the high number youth and adolescents amongst SNI learners is attributed to the establishment of the partners supported vocational skills classes.

Completed classes: A total of three hundred and seventy- four (374) learners graduated as at December 2024 and about 350 more will graduate by March 2025. Those graduated in Carpentry, Plumbing, Electrical Wiring, Welding, Upholstery and Sewing. The following table shows the different trades and communities from which the learners graduated.

Table 5: Completed Learners

DATE	REGION	PLACE	COURSE	# OF GRADUATES
11.04.2024	Hluthi	Mantambe Inkhundla	Welding	20
17.04.2024	Sithobela	Duze High School	Sewing	58
			Electric Wiring	17
			Plumbing	23
			Upholstery	17
08.05.2024	Pigg's Peak	Nkhaba Inkhundla	Plumbing	19
			Electrical Wiring	25
26.06.2024	Mankayane	Sigcineni Inkhundla	Sewing	8
26.06.2024	Mankayane	Sigcineni FEA Church	Sewing	8
16.07.2024	Hhohho	SNI Headquarters	Sewing	16
17.07.2024	Mankayane	Ntondozi Inkhundla	Sewing	16
			Plumbing	14
			Electrical Wiring	13
			Carpentry	12
18.07.2024	Siteki	Matsetsa Skills Centre	Sewing	12
09.08.2024	Hhohho	SNI Headquarters	SiSwati	22
			Post-basic English	7
			Basic Literacy	3
22.08.224	Sithobela	Lamdla Primary School	Plumbing	15
			Electrical Wiring	15
28.08.2024	Piggs Peak	Embangweni / Nsingweni COG	Sewing	23
29.08.2024	Hhohho	Edlozini KaMthupha Edladleni	Sewing	11
TOTAL				374

3. TECHNICAL

Strategic objective: 50% of programme improved in quality and relevance in accordance with local and international standards

Eswatini Primary Certificate: For this financial year, the Institute had twenty-three learners who set for Eswatini Primacy Education. All registered candidates for the EPC examinations sat for the examinations at the SNI Headquarters. The same applied to Phocweni Non-Formal Primary School and Manzini Central Non-Formal Primary School.

Junior Certificate (JC): Examinations for JC went according to plan. The following table represents the subjects and the candidates who sat for the various subjects under JC.

Table 6: Junior Certificate learners per subject

Subject	# of candidates who set for the subject
English	20
English Literature	19
Mathematics	22
SiSwati	19
Science	22
Additional Mathematics	20
Bookkeeping Accounting	4
Business Studies	4
Geography	13
History	13
Religious Education	19

Eswatini General Certificate in Secondary Education (EGCSE): The SNI is registered centre for EGCSE. This Financial Year, the Institute registered a number of One Thousand Two Hundred and Three (1,203) learners who set for their examinations which took place from the 1st of October to the 5th of October 2024. Below is the breakdown of candidates and the various subjects that were taken.

Table 7: EGCSE learners per subject

Subject	# of candidates who sat for examination
Siswati 1 st Language	78
Siswati 2 nd Language	3
English	227
English Literature	12
Mathematics Core	74
Mathematics Extended	176
Biology	164

Physical Science	142
Geography	96
Business Studies	24
History	28
Religious Education	93
Accounting	52
Economics	33
IGCSE - Add Mathematics	1

Capital projects: The Institute is hopeful that the construction of the classrooms and workshops will commence soon which is part of the Institute’s rehabilitation.

Collaborations

- i. **His Majesty’s Correctional Services:** The flagship programme under this partnership is the provision of Basic Literacy and Non-Formal Primary Education classes as one of HMCS’ rehabilitation programmes in the correctional facilities. The Matsapha Correctional Centre has the highest enrolment of eighty-one (81) inmates enrolled in SNI classes followed by Mawelawela in Mankayane region with 32 learners. Nhlanguano Correctional Centre has thirty (30) learners, followed by Pigg’s Peak with twenty-three (23) learners then Big Bend with only 5 learners. The distribution of the learners in the Correctional facilities is detailed in the table below. Both parties are in the process of drafting an agreement that will formalise this collaboration

Table 8: His Majesty’s Correctional Services learners per SNI Programme

SNI Region	Correctional Facility	Programme	No. of Learners
Mankayane	Mawelawela	NUPE	9
		Basic English	7
		Post Basic English	9
		SiSwati	7
Nhlanguano	Nhlanguano correctional	Basic Siswati	15
		Basic English	15
Big bend	Big bend Correctional	NUPE	05
Manzini	Matsapha Correctional	Siswati	12
		Basic English	17
		Post Basic	27
		NUPE 1	25
Pigg’s Peak	Pigg’s Peak Correctional	SiSwati	6
		Basic English	7
		NUPE	10
TOTAL			171

ii. **National Commission for UNESCO (International Literacy Day) 12th Sept 2024:** Literacy and numeracy are key determinants of educational outcomes. Learners who attain high levels in literacy and numeracy have been found to be more likely to complete general education and proceed to higher education and training thus stand a better chance to quickly join the labour market. It is on this note that the Institute continues to offer such programs and also makes efforts to advocate for similar initiatives.

iii. **Partners implementing TVET:** The partnership between the Institute and partners providing non-formal vocational skills classes is also progressing well. Under this partnership, World Vision Eswatini (WVE), George Town, CABRINI, Young Heroes and AMICALL are implementing the PEPFAR funded DREAMS initiative that is targeting Adolescent Girls and Young Women (AGYW). WVE has also signed a contract with the Institute for the provision of vocational skills classes to beneficiaries mobilized under their Area Programmes countrywide. In this reporting period, these partners supported a total of five hundred and three (503) learners. The majority of these learners, four hundred and forty-two (442), are WVE’s beneficiaries. George Town has supported thirty-three (33) AGYW from Mafutseni, Lugongolweni and Kukhanyeni Tinkhundla. CABRINI is based under Siphofaneni and Sithobela Tinkhundla and has supported the enrolment of 20 AGYW into SNI skills classes whilst Young Heroes and AMICAALL has supported six (6) learners and two (2) learners respectively. The table below has details on the partner supported vocational skills classes.

Table 9: TVET classes supported by partners

Region	Partner	Skill	Class Location	Inkhundla	# of Learners
Hluthi	WVE	Electrical Wiring	Florence	Hosea	12
Hluthi	WVE	Plumbing	Nsingizini	Hosea	15
Hluthi	WVE	Sewing	Lusitini	Ngudzeni	10
Mankayane	WVE	Electrical wiring	Sigcineni	Mahlangatsha	25
Mankayane	WVE	Sewing	Mahlangatsha	Mahlangatsha	25
Mankayane	WVE	Sewing	Ntondozi	Ntondozu	11
Manzini	WVE	Sewing	Ekutsimleni	Mkhiweni	10
Manzini	George Town	Upholstery	Mafutseni	Mafutseni	10
Manzini	George Town	Carpentry	Nkiliji	Kukhanyeni	8
Manzini	George Town	Electrical Wiring	Nkiliji	Kukhanyeni	10

Region	Partner	Skill	Class Location	Inkhundla	# of Learners
Manzini	WVE	Sewing	Mpaka Refugee camp	Malindza	11
Big Bend	George Town	Carpentry	Siteki	Lugongolweni	5
Mhlume	WVE	Sewing	Sihhoye	Mhlangatane	10
Mhlume	WVE	Sewing	Shewula,	Lomahasha	10
Mhlume	WVE	Sewing	Shewula	Lomahasha	11
Mhlume	WVE	Welding	Mafucula	Mhlume	13
Mhlume	WVE	Plumbing	Ntsinini	Mhlangatane	10
Nhlangano	WVE	Electrical Wiring	Makhwelela	Shiselweni 2	20
Nhlangano	WVE	Carpentry	Mahamba	Maseyisini	9
Nhlangano	WVE	Plumbing	Ntsinini	Mhlangatane	10
Nhlangano	WVE	sewing	KaMzizi	Maseyisini	20
Nhlangano	WVE	sewing	Ndubazi	Maseyisini	25
Nhlangano	WVE	sewing	Masiphula	Shiselweni 1	20
Nhlangano	WVE	Upholstery	Mantambe	Shiselweni 1	23
Nhlangano	WVE	Welding	Ezikhotheni	Shiselweni 1	20
Nhlangano	WVE	Plumbing	Matimatima	Maseyisini	12
Nhlangano	WVE	Electric Wiring	Makhosini	Maseyisini	12
Nhlangano	WVE	Sewing	Mazinyikinye	Mtsambama	15
Nhlangano	WVE	Plumbing	Mazinyikinye	Mtsambama	16
Nhlangano	WVE	Plumbing	Mbangweni	Shiselweni 2	16
Nhlangano	WVE	Electrical Wiring	Mkhitsini	Shiselweni 2	9
Nhlangano	WVE	Plumbing	Nhletjeni	Sandleni	10
Nhlangano	WVE	Plumbing	Zibondeni	Shiselweni 1	10
Nhlangano	WVE	Plumbing	Zombodze	Zombodze	9
Nhlangano	WVE	Computer Literacy	Qinisweni		13
Sithobela	CABRINI	Sewing	Siphofaneni	Siphofaneni	7
Sithobela	CABRINI	Sewing	Sithobela	Sithobela	13
Mbabane	Young Heroes	Sewing	Mbabane	Mbabane	4
Mbabane	Young Heroes	Plumbing	Mbabane	Mbabane	2
Mbabane	AMICCAAL L	Plumbing	Mbabane	Mbabane	2
TOTAL					503

Programme coordination: Programme coordination meetings have been one of the key activities prioritized by the Institute even in this reporting period. Regional Officers were supported to hold the monthly Regional Team Meetings (RTMs) for all facilitators in the different regions. In this forum, SNI facilitators share progress reports and experiences from their classes and communities. These meetings are also used for team-building and capacity-building sessions for the facilitators. The Field Operations team was also supported to hold monthly coordination meetings. During these meetings, updates from the RTMs and data collected from the regions were shared.

Industrial Attachment: The technical and vocational skills students were on an 8-week industrial attachment, which began on November 12th, 2024, until January 17th, 2025. The students were attached to various organizations, including the Department of Public Works, small and medium businesses at SEDCO, the Mbabane Catholic Women’s Sewing Organisation, Mamaka Tees, EDMAS House, and several individual mentors. This was a ground-breaking initiative at SNI, aimed at shaping similar efforts in the future and contributing to the improvement of the courses offered.

Sixteen Plumbing, twelve Carpentry, and eight Blocklaying students were attached to the Department of Public Works. In Sewing, nineteen out of twenty-seven students went for attachment. Of the eight students not on attachment, four were employed full-time, and their employers did not release them for the exercise, while five were unable to secure attachment placements. Those eight students were attending classes under the instructor’s supervision.

Programme Monitoring: A key monitoring activity that has been supported by the Institute over the years and prioritized even in this period has been the monitoring visits conducted by the Regional Officers within their designated regions. The Institute developed monitoring tools which are used in the enrolment and monitoring of the different programs. These include the following:

- a. **Enrolment Forms:** These forms are used to gather data for all Sebenta learners. This form is distributed to all Sebenta classes and are completed by each facilitator. The Institute is in the process of digitalizing its management information system which will improve the management of data services.
- b. **Site visit and visitors’ log:** These are tools that are completed by all people who visit a Sebenta class. The Sebenta officers complete the *Site visit* form whilst partner representatives and community leadership complete the visitors’ log. These tools assist in the documentation of all visits made to classes and include observations made during these visits. Through the completion of the visitors’ log, Sebenta is supposed to have data on the visitors, their observations and follow-up actions.

- c. **Course Tracker Register:** This is a tool used to monitor learners' attendance and the number of days' classes are held. From this tool, non-attendance of classes is recorded and the reasons thereof. Content coverage in a given timeframe is also recorded in this tool. The Learners' follow up form is being used alongside this tool. In cases where a learner is continuously absent for a week, he/she is considered a high risk for dropping out.
- d. **Beneficiary Follow Up:** These forms are being used to capture information on learners that are continuously being absent or have dropped out of classes.

Key Challenges

Cash Flow:

- **Low Remuneration:** Staff at the Institute is not well remunerated and this is the major reason for high staff turnover. Furthermore, it is becoming very difficult to attract relevant and adequate qualified staff and this has a direct influence on the quality of services provided.
 - **Transport:** The motor vehicles that are allocated to the Regional Officers have reached their full depreciation stage, hence the need for replacement. The fuel costs have increased enormously; therefore, the Institute has found it very necessary to increase fuel allocation costs to the field officers for they to reach their designated duty stations with ease.
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