



TVET COUNTRY PROFILE ESWATINI



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Contact us on aspyee@nepad.org





Introduction

TVET is a sub-sector of the education system in Eswatini. It is focused on meeting the needs of the economy by providing a trained workforce. The government of Eswatini requested the Ministry of Education and Training to improve the efficiency of the education sector. The Ministry aims to bridge the education and employment barriers by introducing TVET in various schools and universities and is committed to providing quality education and training opportunities to the entire Kingdom of Swaziland.

Technical vocational education and training is the most practical way for the youth to acquire the necessary skills for the world of work. Skills development for young people is a continuous process and foundation skills are often developed in various vocational and training institutions. These skills are usually in the labour market.

This paper highlights a country-level overview of the TVET system in Eswatini, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

Policies

There is no specific and comprehensive legislative framework for the TVET sector in Eswatini. Only isolated legislation applying to the sector exist. Some of the existing legislation which regulates and guides TVET delivery in Eswatini.

The policy or policies guiding TVET legislations is the National Education and Training Sector Policy of 2018, in addition to the legislation the National Technical and Vocational Education and Skills Development (TVETSD) policy was launched and passed in 2010 to develop a quality, relevant and sustainable TVET

The following documents provide contextual information on the education system and economic indicators in Eswatini as they relate to the TVET implementation and policy.

- **National Education and Training Sector Policy (2018)** - The policy identifies TVET as a sector and is regarded as a practical, guiding instrument designed to empower every individual and interest group in the sector`.
 - Provides an articulate vision for teaching and learning and identifies an over-arching goal and set of linked objectives
 - Gives direction to the education and training sector and its sub-sectors.
 - A revised policy contextualises and enables the many associated policy instruments required to operationalise the delivery of high-quality teaching and learning
- **(SADC) Framework for Technical and Vocational Education and Training (2012- 2016)** - The Southern Africa Development Community (SADC) is a regional economic community of which Eswatini is part. SADC's programmes are guided by the Regional Indicative Strategic Development Plan (RISDP) and focuses on the development of human capabilities to contribute to the regional integration agenda. Education and skills development is therefore one of the areas of the SADC programme of action.
- **National Technical and Vocational Education and Skills Development (TVETSD)** - In May 2010, the Government launched the National Technical and Vocational Education and Skills Development (TVETSD) Policy. It followed a review of the TVET system conducted by the Ministry of Education in



2005. The vision for TVETSD is to “develop a quality, relevant and sustainable TVETSD system as an integral part of the social and economic strategy for the Kingdom of Swaziland.”

- **Human Resource Development and Planning Bill (2003)** - Human Resource Development and Planning Bill 2003 provides for the establishment of a National Training and Qualifications Authority (NTQA) with responsibility for the setting up of a National Qualifications Framework (NQF) and managing all aspects of TVET.
- **National Policy Statement on Education (1999)** - The National Policy Statement on Education (1999) seeks to provide education opportunities for youth and adults. The main goals of Vocational Education and Training are defined as follows:
 - Development of a functional gender sensitive, affordable, and efficient VET-System of sufficient capacity according to the needs of the economy, the society, and the individual.
 - Enhancement of VET as an attractive and integrated component of a permeable comprehensive system of education.
 - Promotion of entrepreneurial skills and values as an integral element of VET at all stages, sectors, and areas.
 - Contribution to a foresighted and coordinated national skills development planning and to business and employment promotion programmes.”
- **Vocational and Industrial Training Act (1982)**
 - Vocational and Industrial Training Act (1982) establishes the Industrial and Vocational Training Board, which governs the Directorate of Industrial and Vocational Training (DIVT) at the Ministry

of Labour and Social Security. It also provides a legislative framework for apprenticeship schemes, trade testing and guidelines for the establishment of training schemes.

Governance

The country's TVET governance is characterised by a lack of coordinated approach and fragmentation. The most prominent ministries that are responsible for TVET are the Ministry of Labour and the Ministry of Education.

The positioning of TVET in Eswatini makes it possible for both in-school and out-of-school youth to benefit from the opportunities it has to offer. The Ministry of Education and Training provides TVET through formal and non-formal education centres.

Implementing Structures

The Directorate of Industrial and Vocational Training (DIVT) - is the government institution responsible for conducting grade tests for the graduates of TVET institutions. Its primary mandate is strengthening skills development in Swaziland.

The Directorate currently operates two training schemes, the Trade Testing and Apprenticeship Schemes. The trade testing was designed for on-the-job trained people with no formal training in the skills being learnt, and the apprenticeship training facilitates a balance between formal and informal training through regulated training in time intervals over a period of five years.

Both schemes ensure that Swazis are adequately trained in predominantly industrial occupations.

The department is also responsible for:

- Certification of trade tested artisans and the completion of apprenticeship training.



- Implementing the Industrial and Vocational Training Act of 1982 and developing needed training schemes, apprenticeship, trade testing regulations.
- Co-ordinating all Industrial and vocational training activities in Swaziland.
- Initiating skills upgrading and retraining programmes needed to meet the skills required of industry and to satisfy the certificate needs of industrial employees.
- Encouraging industry to play a greater role in industrial training and harmonise government's efforts with those of industry.
- Administering, regulating, and developing apprenticeships, and supervising the training of apprentices
- Issuing certificates of completion of apprenticeship training and skills competency certificates.
- Developing trade standards for three separate levels (grades I, II and III) in all available trades.
- Developing and drafting training schemes for in-plant training of apprentices and trainees in all relevant trades and integrating these with the programmes of the training institutions.
- Identifying and influencing alternative sources of revenue (e.g., Training Levy Fund).

TVET Institutions

The Ministry of Education promotes education through the introduction of TVET.

The Ministry provides TVET through various education centres (formal and non-formal). Formal institutions include sixteen schools that offer pre-vocational education, colleges, and training centre.

Non-formal education is also provided through rural education centres (RECs). These centres are attached to schools and are managed by the school's principal working in collaboration with REC coordinators.

TVET Institutions	Responsible Ministry	No. of Institutions
Vocational Schools	Ministry of Education	16
Government-Supported TVET Institutes	Ministry of Labour/Other Ministries	41
National Handicraft Training Centre	Ministry of Commerce	1
Private Vocational Training Centres	Private Sector	27
Total		85

Source: [UNESCO-UNEVOC TVET Country Profiles Eswatini:](#)



Funding sources

TVET schools are either fully or partly funded by the government that provides funding for the school's teacher salaries. Other sources of funding originate from tuition fees and income generated from TVET institution programmes. Non-profit organisations or religious groups also contribute to TVET schools or institutional funding.

Since TVET is a part of national strategies for employment and skills development, the government provides the more support to this sector than other sources. Nevertheless, subsidies are often necessary to make TVET financing possible.

Other TVET financing sources include:

- Government grants
- Development partners' contributions
- Church support
- Student fees, industry contribution
- Sale of services and
- Other sources

Private sector engagement

Eswatini does not have a national standard for TVET training delivery. The development and validation of learning materials and training standards are done at the institution level with little input from industry. (TVET Policy Review, 2020).

There is a lack of private-sector involvement in the development of learning materials for TVET institutions. There is also a lack of a quality-assurance framework also limits the availability of qualified teachers and training materials.

The TVET system in Eswatini is poorly connected to other education components. The lack of an autonomous body to ensure its continuous and consistent delivery undermines its credibility. The link between education and TVET is weak due to its lack of continuity and progression. The lack of a national

assessment framework also limits the pathways for TVET graduates.

Many graduates in Eswatini still need to be trained in various industry-specific processes in order to be fully integrated into their employers' operations.

The rapid emergence of technology and the nature of work have profound implications for how students prepare for the labour market. The graduates need training in entrepreneurship to be successful in today's world. Industry players or the private sector in Eswatini say that their graduates lack the necessary skills to be successful in today's world.

Teacher training

According to UNESCO, TVET instructors in Eswatini lack adequate qualifications and experience to prepare trainees for modern working conditions. These individuals lack the necessary skills and experience to properly prepare students for modern working conditions and standards. In addition, they have limited industry experience and are not qualified to prepare students for modern work practices.

Informal TVET systems

Informal employment dominates the labour market in Eswatini. Informal training is a significant part of TVET, but despite the significant role informal training plays in TVET, it is still largely unregulated and proper system in place to oversee it has not been developed.

RECs are funded by the government to provide training for adults in rural areas. They also collaborate with secondary schools. These centres offer entry-level training programmes for adults and youth. Many are enterprise-based and include in-house training; however, they do not provide formal education

There are no supporting programmes for people wanting to improve their skills. The majority of skills training is provided through private TVET institutions. Private training is unregulated and lacks quality assurance.



Statistics

This section presents an overview of demographic and socioeconomic trends relative to progress made against the goals of the education system in Eswatini from 2013 to 2021. Youth in this publication refers to persons aged 15-24 years. All data presented here has been extracted from ILOSTAT.

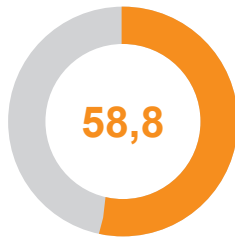


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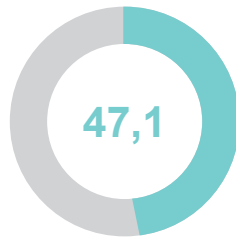


TVET-COUNTRY LEVEL OVERVIEW ESWATINI

YOUTH IN INFORMAL SECTOR



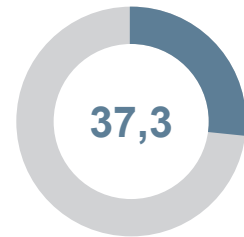
UNEMPLOYMENT RATE



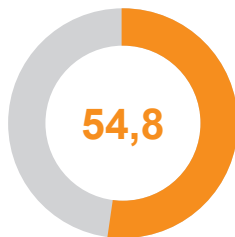
YOUTH IN TVET



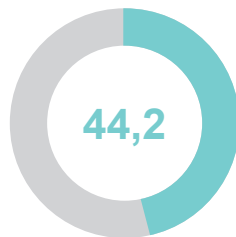
NEET



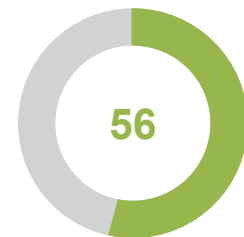
YOUTH IN INFORMAL SECTOR **MEN**



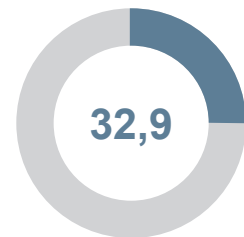
UNEMPLOYMENT RATE **MEN**



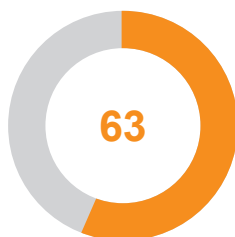
YOUTH IN TVET **MEN**



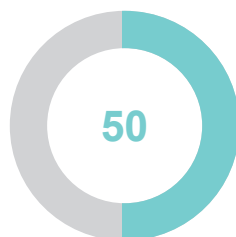
NEET **MEN**



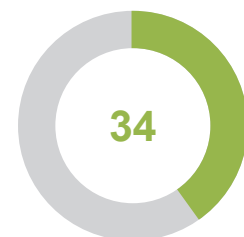
YOUTH IN INFORMAL SECTOR **WOMEN**



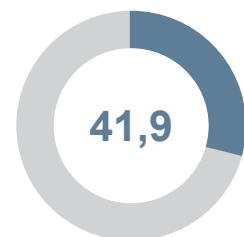
UNEMPLOYMENT RATE **WOMEN**



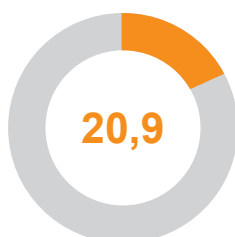
YOUTH IN TVET **WOMEN**



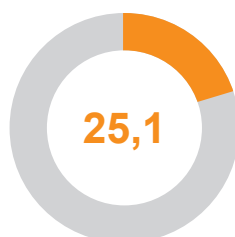
NEET **WOMEN**



YOUTH POPULATION



YOUTH IN FORMAL SECTOR



GOOD PRACTICES

Lessons learnt,
resources and skills
associations

<https://aspyee.org/page/good-practices>





Sources

https://media.africaportal.org/documents/The-Economic-Benefits-of-Vocational-Education-and-Training-in-the-Kingdom-of-E_3iy8vWL.pdf

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AFRICAN UNION DEVELOPMENT AGENCY

AUDA-NEPAD AGENCY

230 15th Road
Midrand
South Africa

+27 11 256 3600
aspyee@nepad.org