



COMMONWEALTH *of* LEARNING

COL in the Commonwealth

**2012–2015
Swaziland**

Acknowledgements

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Foreword


COL in the Commonwealth: 2012-2015 Country Reports summarises COL's activities over the last three years (2012-2015) and captures what we have achieved in each Member State and across the Commonwealth.

This volume is the result of a collaborative process that began in 2011 with extensive partner consultations. Following these consultations, a *Country Action Plan* was developed to guide COL's work in each country. The reports contained in this volume describe the implementation of these plans and highlight COL's achievements during this three year plan.

The reports cover all Member States of the Commonwealth, showing not only what COL has done in developing countries but also how its work aligns with the international development priorities of Australia, Canada, New Zealand and the United Kingdom. The reports are grouped under four regions: Africa and the Mediterranean, Asia, the Caribbean and the Pacific. Each regional section contains a brief regional report as well as the reports for each country within that region. The Pan-Commonwealth section describes COL's Initiatives, under the two sectors: 'Education' and 'Livelihoods and Health'. The reports for this triennium categorise COL activities according to our five core strategies: partnerships, capacity, materials, models and policy, in order to better present how our work contributes to outcomes. 'COL in Action' highlights real life examples to illustrate how COL's work impacts on people, groups and institutions in developing countries.

Most of the initiatives that COL pursued during this triennium are showing demonstrable results in expanding and improving opportunities for education and training, building healthier communities, helping rural communities achieve greater prosperity, and contributing to skills development. As the external Impact Evaluation report states: 'COL has had a major impact on individuals including farmers...faculty members, institutional leaders in formal and non-formal learning, selected policy makers and educational administrators'(S. Murgatroyd with J. Tully, 2015). The external Outcome Evaluation concludes that 'all the Initiatives moved successfully forward, on time and within budget' (N. Kemp and G. Farrell, 2015). Both evaluations confirm that COL is highly respected and well regarded in the field.

The production of *COL in the Commonwealth: 2012-2015 Country Reports* was made possible through collective effort and collaboration. Partners on the ground have diligently provided updates to COL. COL staff have tracked and assessed results obtained from partners through a thorough monitoring and evaluation process. COL's advanced knowledge management systems have enabled us to capture information from numerous sources and synthesise this into the reports that make up this volume. I must particularly commend Alexis Carr for her diligent work in filtering the masses of raw data and converting them into a coherent and meaningful narrative.



Professor Asha S. Kanwar
President and Chief Executive Officer
Commonwealth of Learning



SWAZILAND



CONTEXT

Swaziland is a small state of the Commonwealth with a population of about 1.2 million people. One of the country's key education challenges is the recruitment and training of teachers to meet the demands of free primary education. Swaziland is a regular contributor to COL's budget.



AGREED PRIORITIES

- ▶ Mainstream the Child Friendly School Models to all primary schools and then high schools
- ▶ Finalise the National ODL Policy and implement it by first capacitating the four teacher training institutions to use ODL methodologies to train and upgrade larger numbers of teachers
- ▶ Capacitate the pre-service teacher training colleges to the level that they can successfully handle both full-time and distance education programmes
- ▶ Offer capacity-building workshops on material and curriculum development for use in distance teacher education mode
- ▶ Establish Departments of Distance Education in Ngwane Teacher Training College and Nazarene Teacher Training College



OUTCOMES ACHIEVED BY COL

- ▶ 11 new VUSSC courses, including the Postgraduate Diploma in Education made available



COL'S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL

- ▶ Make available the benefits of new technologies, especially for information and communications

COL's Work on Swaziland's MDG Targets

- ▶ VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education



QUICK NOTES

COL Focal Point:

- ▶ Mr Peterson S. Dlamini, Ministry of Education and Training

Areas of COL's Work in Swaziland:

- ▶ Virtual University for Small States of the Commonwealth (VUSSC)
- ▶ eLearning



HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- ▶ Ministry of Education and Training
- ▶ University of Swaziland (UNISWA)
- ▶ Emlalatini Development Centre
- ▶ Institute of Distance Education

CAPACITY

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- ▶ Monitoring and Evaluation for VUSSC
- ▶ Practitioner Research and Evaluation Skills Training (PREST) review workshop

MATERIALS

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- ▶ 11 new VUSSC courses made available



LOOKING FORWARD: 2015–2021

In the lead-up to the 2014 Regional Focal Points Meeting, COL's Focal Point for Swaziland was asked to identify the country's top priorities and what COL can do to further support the national agenda of Swaziland. The following areas were identified:

- ▶ Scaling and extending of the Child Friendly School (CFS) programme to cover all high schools, with a particular focus on capacity-building workshops for stakeholders (high school teachers)
- ▶ Provision of technical assistance in implementing the VUSSC Transnational Qualifications Framework (TQF)
- ▶ Support of capacity-building for key partners
- ▶ Support for collaborative initiatives with different partners where issues pertaining to the advancement of COL are concerned (e.g., sponsoring clients to participate in COL conferences/meetings)

Appendix: COL's Activities in Swaziland

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Swaziland is a member of VUSSC. COL has been supporting **University of Swaziland (UNISWA)** to offer the VUSSC Master's degree in Educational Leadership.

In March 2013, COL met with the **Hon Wilson Ntshangase**, Minister of Education and Training, **Professor Cisco M. Magagula**, Vice-Chancellor of the University of Swaziland (UNISWA), and senior staff and lecturers. COL also met with the management and staff of **Emlalati Development Centre** to discuss ODL and learner support. Possible areas of collaboration were discussed with senior staff of the **Institute of Distance Education**. A lecture was presented on the "Emergence of Open and Distance Learning in an Era of ICT and OER," which focused on current trends and the future of ODL.

Southern African Development Community – Centre for Distance Education (SADC-CDE)

COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: **Dr C. Walter Sukati** and **Professor Satish Rastogi**, both of the University of Swaziland.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL's impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. **Dr C. Walter Sukati** of the University of Swaziland represented Swaziland at the meeting.

Regional OER Policy Forum

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL's OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum were Ms Nokuthula Vilakati, Coordinator, Instructional Materials, University of Swaziland, and **Dr Peterson S. Dlamini**, Chief Inspector, Teacher Education, Ministry of Education and Training.

SADC-CDE Meetings

The SADC-CDE Advisory Board Meeting was held in Lesotho on 18 September 2012 and approved the Strategic Plan for 2012–2015. **Mr Patrick N. Muir**, of the Ministry of Education and Training Swaziland, attended the meeting as a member of the board.

SADC-CDE held its Annual Board meeting, represented by six countries on 23 May 2013. The Board meets on a rotational basis to review its activities of the past year, approve new activities, and direct the operations of the Centre. As Swaziland was absent from the meeting, Board members were not comfortable that Swaziland should take over from Lesotho, especially as there are specific tasks for the Chair. The Board voted that Zambia become the next Chair and that Swaziland be informed of the decision.

On 17 to 18 March 2014, COL attended the SADC-CDE Advisory Committee meeting in Mauritius. **Mr Peterson S. Dlamini** represented Swaziland at the meeting.

CAPACITY

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

- ▶ enhance the capacity of Interlocutors and implementers in M&E;
- ▶ provide a framework to institutionalise M&E; and
- ▶ collect data on VUSSC activities.

Dr C. Walter Sukati and **Ms Nokuthula Vilakati** of the University of Swaziland attended the workshop.

Practitioner Research and Evaluation Skills Training (PREST) Review Workshop

A VUSSC Practitioner Research and Evaluation Skills Training in Open and Distance Learning Materials (PREST) Review Workshop was held at BOCODOL, in Botswana, from 1 to 5 December, 2014. Participating in the meeting were **Dr C. Walter Sukati**, Director, Institute of Distance Education, University of Swaziland, and **Ms Nokuthula Vilakati**, Coordinator, Instructional Design and Development, Institute of Distance Education, University of Swaziland.

MATERIALS

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master's in Educational Leadership, Bachelor's in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. **Mr Terence Sikhondze**, Lecturer at Swaziland College of Technology, attended the workshop.

LEARNING FOR DEVELOPMENT

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

VISION: To be the foremost global agency that promotes learning for development

MISSION: To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches

CORE STRATEGIES: Partnerships, capacity, materials, models and policies

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