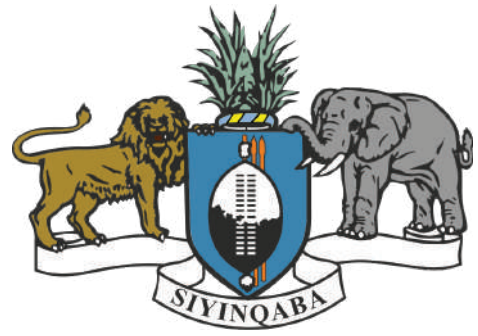


ESWATINI NATIONAL HUMAN RESOURCE AND DEVELOPMENT POLICY:



Ministry of Labour & Social Security

Implementation Plan and
Monitoring and Evaluation
Framework

2024-2030



Ministry of Labour and
Social Security



DEFINITIONS OF TERMS

Alternative education: Is a set of flexible programs that can be adapted in terms of schedule, location, enrolment process and delivery platform (remote, blended, online, independent learning). It mostly covers non-formal programs and can be offered within schools or in alternative educational settings, such as community centres (UNICEF).

Competencies: The ability, encompassing knowledge, skills, and attitudes of an individual to perform adequately in a job. (ILO 2006)

Cross skilling: is defined as learning more than one skill in the workplace instead of performing a specific job.

Development: Instructional programmes and/or experience designed to equip employees with the knowledge, skills and attitude to be efficient, professional, and to achieve future positions.

Education: The gradual process by which a person gains knowledge and understanding through learning.

Formal Education: Education that is institutionalised, intentional and planned through public organisations and recognised private bodies and, in their totality, make up the formal education system of a country (UNESCO).

Human Resource Development Information System (HRDIS): A software designed within the NRD system that supports the collation, collection, and analysis of data.

Human Resource Development: The process of increasing the knowledge, the skills, and the capacities of all the people (including children, youth, and adults) in a society.

Human Resource Planning: A strategy for acquisition, utilisation, development and retention of human resource. It is concerned with the forecasting and projection of the requirements of human resource.

Human Resource: Totality of skills and knowledge available to a society as well as the prevailing attitude and resourcefulness of the members of that society to manipulate natural, physical, and other resources towards the production of socially and economically valuable goods and services.

Informal education: Forms of learning that are intentional or deliberate but are not institutionalised. It is consequently less organized and structured than either formal or non-formal education (UNESCO).

Learning Organisation: An organisation that both learns and encourages learning and promotes the exchange of information among its employees.

Learning: The individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction. (UNESCO 2013)

Life-long learning: Learning that meets the diverse and context-specific needs of all age groups, including the acquisition of basic literacy and technical skills through both formal education and effective alternative pathways to learning. Adult learning, TVET, literacy and workplace learning all represent significant components of the LLL process (World Education Forum, 2015).

Non-formal education: Education that is institutionalised, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals (UNESCO).

Reskilling: Learning new sets of competencies to transition to a completely new role (World Economic Forum, 2015).

Scarce Skills: Scarce Skills refer to those occupations in which there is a scarcity of qualified and experienced people, currently or anticipated in the future, either (a) because such skilled people are not available or (b) they are available but do not meet employment criteria.

Skills Audit: A process entailing of analysing and monitoring skills coverage across organisations and nations and identifying skills gaps and mismatches that exist.

Upskilling: Learning new competencies to stay in current role, due to the change in skills required, or adding certain competencies for career progression (World Economic Forum)

ACRONYMS

AfCFTA	African Continental Free Trade Area
COMESA	Common Market for Eastern and Southern Africa
DIVT	Directorate of Industrial Vocational Training
ECCDE	Early Childhood Care and Developmental Education
ECCE	Early Childhood Care Education
ECOT	Eswatini College of Technology
ENQF	Eswatini National Qualification Framework
EQA	Eswatini Qualifications Authority
ESEPARC	Eswatini Economic Policy Analysis and Research Centre
ESHEC	Eswatini Higher Education Council
FDI	Foreign Direct Investment
FESBC	Federation Of Eswatini Business Community
FPE	Free Primary Education
GDP	Gross Domestic Product
HDI	Human Development Index
HR	Human Resource
HRD	Human Resource Development
ICT	Information Communication Technology
ILFS	Integrated Labour Force Survey
ILO	International Labour Organization
IP	Intellectual Property
IVT	Industrial Vocational Training
LMIS	Labour Market Information System
MEPD	Ministry of Economic Planning and Development
MoCIT	Ministry of Commerce Industry and Trade
MoET	Ministry of Education and Training
MoF	Ministry of Finance
MoLSS	Ministry of Labour and Social Security
MoPS	Ministry of Public Service
MoSCYA	Ministry of Sports, Culture and Youth Affairs
MSME	Micro Small and Medium Enterprises
MTAD	Ministry of Tinkhundla Administration and Development
NCC	National Curriculum Centre
NDP	National Development Plan
NDS	National Development Strategy
NEET	Not in Education Employment or Training
NGO	Non-Governmental Organisation
NHRD	National Human Resource Development
NHRDP	National Human Resource Development and Planning
NQF	National Qualification Framework
PPCU	Policy and Programme Coordination Unit
PPP	Public Private Partnership
RSTP	Royal Science and Technology Park
SADC	Southern African Development Community
SDG	Sustainable Development Goals
SEDCO	Small Enterprise Development Company
STEM	Science Technology Engineering and Mathematics
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESWA	University of Eswatini
VOCTIM	Gwamile Vocational and Commercial Training Institute
WHO	World Health Organization
YERF	Youth Revolving Fund

1.0 INTRODUCTION

National Human Resource Development (NHRD) is an integral part of social and economic development in any country. It contributes to improved productivity and competitiveness through the talent, know-how, and skills of its human capital. The Eswatini National Development Strategy (NDS) places human capital and social development at the heart of social and economic growth. The NDS and National Development Plan (NDP) 2023/24 – 2027/28 emphasise the need for Eswatini to develop relevant capacities to match the development priorities for the country to achieve its development goals, particularly to drive industrial growth. Chams and García-Blandón in 2019 argued that efficient human resource development (HRD) systems can contribute to the achievement of the Sustainable Development Goals (SDGs). In addition, studies demonstrate that quality HRD can lead to efficient labour market systems, which can in turn, contribute to improved livelihoods and sustainable development.

As such, the Government of Eswatini (GoE) through the Ministry of Labour and Social Security (MoLSS) has re-emphasised its commitment to human resource development in Eswatini by reviewing the NHRD policy of 2017 – 2030. The Government has declared its commitment to develop a human resource that is competent, competitive, and innovative, to move Eswatini to first-world status. The policy provides a guiding framework for all HRD institutions and affords direction for investments that seek to develop Eswatini's human capital. This will ensure that the country has adequate and relevant skills and competencies for an improved economic future. The policy will also ensure the creation of a productive labour force that can take advantage of local and international opportunities to drive industrial growth and sustainable development, and to optimise individual and collective achievements on national productivity and global competitiveness.

The GoE through the MoLSS envisions a future where every liSwati is equipped with the requisite skills, knowledge, and competencies to become globally competitive and enjoy full decent and productive employment to achieve sustainable social and economic development. The NHRD Policy focuses on strengthening the human resource development framework taking into consideration both demand and supply of skills, encouraging industry – higher education relationships, and improving the employability of Eswatini's youth population. Through the support of both private and public institutions, the NHRD policy will foster collaboration, streamline skills development, and strengthen the funding and inclusiveness of the human resource ecosystem in the country. This document presents the Implementation plan and monitoring and evaluation framework for the National Human Resource Development Policy 2024 – 2030.





1.1. The Goal of the Policy

The overall goal of the policy is to ensure that the Kingdom of Eswatini has relevant skills and competencies to meet the current and future human resource needed for employment creation and sustainable social and economic growth.

1.2. Specific Objectives



To provide an overarching policy direction in planning for HRD needs and implementation of associated interventions in all sectors of the Eswatini economy



To strengthen the HRD institutional framework by building internal capacities and developing a responsive, holistic, and integrated approach to HRD



To coordinate all HRD initiatives and stakeholders in the country in line with national and global labour market demands and/or needs.



To develop, strengthen, and recognise all forms of lifelong learning and inculcate a creative and innovative culture to HRD.

5



To establish and strengthen adequate and sustainable funding mechanisms for national HRD needs and priorities.

7



To conduct research to inform decision making on human resource development policy, labour market needs, gaps and future skills needs.

6



To prioritise, improve employability (knowledge, skills, and abilities) and employment for Eswatini's youth.

8



To promote an inclusive and equitable human resource system for the full participation of marginalised and vulnerable groups including women, people living with disabilities, out of school youth, migrants, and people with special needs.

1.3. Policy Vision Statement

An economy where every citizen is equipped with the requisite skills, knowledge, and competencies to become globally competitive and enjoy full decent and productive work to achieve sustainable social and economic development by 2030.

1.4. Policy Mission Statement

To establish an effective and responsive HRD environment that will optimise the potential of the people of Eswatini, particularly the youth, through acquisition of knowledge and skills to work productively and competitively to achieve an improved quality of life for all.

1.5. Guiding Principles

The following are the guiding principles and values for the operationalisation of this policy and implementation plan:

Rigor in education and training

Transform the education and training system to produce highly skilled emaSwati that can compete at international level. The overall curriculum needs to be reviewed in order to promote a marketable labour force that can create jobs. Human resource development efforts need to ensure quality and confidence in the country's education system.

Creativity and Innovation

Inculcate a culture of creativity and innovation to respond to labour market dynamics and the overall development of human resource.

Promoting a lifelong learning approach

Create an atmosphere where all HRD players become partners in the learning society. This provides opportunities for continuous learning to the people with the objective to optimise human capital development.

Responsiveness (i.e. knowledge, attitudes, competencies, innovation)

Be responsive to the needs or demands of the economy as well as produce the desired results. The knowledge and skills must be aligned to the economic demands as well as attitude that will address the justified needs. The policy must be able to bring about and/or support the desired innovations for use in development of the country's economy.



Inclusiveness

The Policy covers all levels of the human life cycle from early childhood to elderly/death. Education and training will be anchored on equitable access to inclusive life-long quality education and training. No citizenry of Eswatini shall be excluded during the implementation of the policy (gender, youth, people living with disabilities or special needs, and other vulnerable groups).

Quality

In implementing the policy, quality and adherence to national, regional and international standards and practices in HRD should be considered. The NHRD Policy shall ensure that optimal quality and standards are attained at every stage.

Autonomy

Bureaucracy in HRD should be reduced and autonomy over decision making relating to HRD should be promoted and facilitated. Freedom should be given to employees in the public and private sector to influence their own personal and professional development. Industries and stakeholders in the various sectors of the economy must have the ability to influence the contents of HRD programmes.

Partnerships

Create and strengthen partnerships amongst HRD stakeholders for effective human capital development in Eswatini.



2.0 POLICY IMPLEMENTATION AND MONITORING AND EVALUATION

2.1 POLICY IMPLEMENTATION

To implement this policy the MoLSS through the NHRPD Unit will establish a coordination committee that will represent all key stakeholders in human resource development. The committee will constitute representatives from the supply and demand side of skills development in Eswatini. Some of the institutions that will be represented are the MoET, MoSCYA, ESHEC, Public Service, institutions of higher learning, private sector, workers' and employers' associations, NGOs, development partners, and others. Relevant subcommittees will be set up, as and when required.

The MoLSS will create awareness amongst the public and private sector about the NHRD Policy and obtain feedback to refine and build up relevant strategies and action plans for implementation. A strong level of ownership, commitment, and active participation of all stakeholders is required for successful implementation of the policy. Workers' and employers' organisations will play a fundamental role in the successful implementation of the NHRD Policy; hence their commitment is essential. A close liaison among industry, the MoLSS, and training institutions is crucial. At the level of the Government itself, coordination among many ministries, departments, and other public sector agencies is necessary.

Table 2.1 presents the implementation strategies that will be employed by the Ministry of Labour and Social Security to achieve the goals and objectives of the National Human Resource Development Policy.



POLICY AREA	ACTIVITIES/ INTERVENTIONS	RESPONSIBLE MINISTRY/ DE- PARTMENT/ AGENCY	COLLABORATING MINISTRY/ DEPART- MENT/ AGENCY	TIME FRAME	ESTIMATED COST	SOURCE of FUNDS
Transforming education and training	Review curriculum and programmes in education and training in consultation with industry/private sector to make it more relevant, rigorous, and competitive. Review and align the education curriculum with scarce and priority skills for Eswatini and the global economy.	HEIs	EQA, ESHEC, HEIs, DIVT, MoET, Industry, Associa- tions	2024 - 2030	E25 million	- o Government - o Development Partners - o Private Sector - o EQA - o ESHEC
	Strengthen Eswatini Higher Education Council (ESHEC) to enhance the accreditation and quality of higher education institutions.	ESHEC	MoET, HEIs	2024 - 2027	E5 million	- o Government - o Development Partners - o Private Sector - o EQA - o ESHEC
	Adopt international external assessment equivalent to at least A-levels/AS-levels in high school/secondary.	MoET	MoET, NCC, Exams Council of Eswatini	2024- 2030	E500,000	- o Government - o Development partners
	Ensure alignment of the National Qualifications Framework with regional, continental and global institutional frameworks.	EQA	MoET, HEIs	2024 - 2030	E5 million	- o Government - o Development partners
	Capacitate educators and trainers towards effective implemen- tation of new curricula.	MoET	MoLSS, HEIs	2025 - 2030	E10 million	- o Government - o Development Partners - o Private Sector - o EQA - o ESHEC - o HEIs
	Update IP rights to promote creativity and innovation among professionals.	MoCIT	MoICT, MoET, Industry, de- velopment partners, HEIs	2026 - 2030	E200 000	- o Government - o HEIs
	Improve the quality of learning and raise competencies in areas of research, innovation, green skills, commercial applica- tion, and high-level STEM fields.	MoET	MoICT, RSTP, MoLSS, MoCIT	2024 - 2030	E350 million	- o Government - o Development Partners - o Private Sector - o HEIs

POLICY AREA	ACTIVITIES/ INTERVENTIONS	RESPONSIBLE MINISTRY/ DE- PARTMENT/ AGENCY	COLLABORATING MINISTRY/ DEPART- MENT/ AGENCY	TIME FRAME	ESTIMATED COST	SOURCE of FUNDS
Youth empowerment and entrepreneurship	Create opportunities for the youth through internships, fellowships, and mentorship programmes.	MoLSS	MoSYC, MoET, MoCIT, DIVT, Development Partners, Industry	2024 - 2025	E50 million	- Government - Development Partners - Private Sector - HEIs
	Promote a culture of creativity and innovation among the youth.	MoSCYA	MoET	2024 - 2026	E200 million	- Government - Development Partners - Private Sector - HEIs
	Develop an entrepreneurship-oriented curriculum (introduce entrepreneurship as early as ECCDE).	MoET	Exams Council of Eswatini, NCC, JA, ESHEC, HEIs, Youth Organizations, NGOs, MoLSS, Industry	2025 -2027	E3 million	- Government - Development Partners - Private Sector - Youth organizations - Individuals
	Establish career and information centres to equip youth with labour market information and soft skills.	MoLSS	MoET	2024 - 2025	E3 million	- Government - Development Partners - Private Sector - Youth organizations - Individuals
	Enhance access to start-up capital for self-employment or entrepreneurship ventures.	MoSCYA	SEDCO, FINCORP, Eswatini Bank, YERF, MTAD, MoF, MoCIT, MoET, MEPD, Industry, MoLSS, development partners	2024 -2026	E5 million	- Government - Development Partners - Private Sector - Youth organizations - Individuals
	Establish a quota for youth businesses to participate in public procurement, particularly manufacturing companies	ESPPRA	MoSCYA, MoLSS, MoCIT	2024 - 2027	-	-
	Conduct systematic assessments of the youth labour market.	MoLSS	MEPD, HEIs, ESEPARC, Research Institutions	2024 - 2030	E20 million	- Government - Development partners (ILO, UNDP, World Bank, etc)
	Upscale support to youth participating in the creative industry such as visual and fine arts, media, sports, entertainment, handicraft, etc.	MoLSS	MoCIT, MoET, MoTEA, ETA, ENTC, Industry, MoSCYA	2024 - 2030	E10 million	- Gouvernement - Industry - International organisations
	Professionalise the creative industry to recognise competencies of professionals, and influence wage level, etc.	MoLSS	Wages Councils	2027- 2030	E500 000	Government

POLICY AREA	ACTIVITIES/ INTERVENTIONS	RESPONSIBLE MINISTRY/ DE- PARTMENT/ AGENCY	COLLABORATING MINISTRY/ DEPART- MENT/ AGENCY	TIME FRAME	ESTIMATED COST	SOURCE of FUNDS
Mainstreaming TVET as a career pathway	Mainstream and professionalise the TVET sector as a lucrative career option.	MoET	MoLSS (DIVT), MoCIT, TVET HEIs, Industry	2024 - 2030	E25 million	- Government - Private Sector - Development
	Modernise the TVET sector and its delivery to make it attractive to the youth, particularly the girl child.	MoET	MoLSS (DIVT), MoCIT, TVET HEIs	2024 - 2030	E25 million	- Government - Private Sector - Development partners
	Introduce TVET Occupational Standards and incorporate TVET qualifications in the NQF.	MoET	MoLSS (DIVT), MoET, EQA, ESHEC Industry	2024 - 2030	E500,000	- Government - Private Sector - Industry Associations - Taiwan Technical Mission - EQA - DIVT
	Establish a funding mechanism for TVET sector.	IVT Council	MoLSS, MoET, Industry, HEIs	2025 - 2030	E300,000	- Government - Development partners - Industry
	Leverage DIVT for the coordination of TVET skills development.	MoLSS	MoET, Industry, Associa-tions	2025 - 2028	E5 million	- Government - Industry - Associations
	Engage industry in the development and planning of TVET curriculum and accreditation options.	HEIs	MoLSS, Industry, Associa-tions, ESHEC, MoET, EQA	2025 - 2030	E50 million	- Government - Industry - Taiwan Technical Mission - Development partners
	Introduce skill upgrading programmes for TVET teachers/lec-turers and make sure they have continuous industry experi-ence.	HEIs	MoET, Industry, MoPS	2025 - 2030	E2 million	- Government - Development partners - HEIs
	Create a robust system for trade testing and recognition of TVET skills and competencies for both formal and informal training.	MoLSS (DIVT)	MoET, EQA, HEIs	2024 - 2030	E10 million	- Government - Development partners - HEIs - Taiwan Technical Mission
	Support TVET graduates, particularly aspiring entrepreneurs through the provision of toolkits and incubation.	HEIs	MoLSS, RSTP, MoET, SEDCO, Industry, MoCIT, ENACTUS, MTAD, Develop-ment Partners	2024 - 2030	E15 million	- Development partners - Government - Industry - Taiwan Technical Mission
	Upgrade and modernize training equipment and infrastruc-ture in TVET training institutions to match industry standards.	MoET	MoLSS, ESHEC, Industry, Development partners, HEIs	2025 - 2030	E100 million	- Development partners - Government - Industry - Taiwan Technical Mission
	Upscale trade testing of TVET graduates and skilled persons.	MoLSS	MoET, Industry, HEIs	2025 - 2030	E10 million	- Development partners - Government - Industry - Taiwan Technical Mission
	Create centres of excellence in niche areas for institutions with relevant capacity to commercialise TVET output.	HEIs	MoICT, MoET, Industry, development partners,	2026 - 2030	E50 million	- Government - HEIs - Taiwan Technical Mission

POLICY AREA	ACTIVITIES/ INTERVENTIONS	RESPONSIBLE MINISTRY/ DE- PARTMENT/ AGENCY	COLLABORATING MINISTRY/ DEPART- MENT/ AGENCY	TIME FRAME	ESTIMATED COST	SOURCE of FUNDS
Establishing an effective mechanism for funding HRD	Develop appropriate funding models (levy, scholarship fund, etc.) for implementing HRD programmes.	MoLSS, MoET	MoLSS, MoET, MoCIT, MoF	2024 - 2026	E10 million	- o Government - o Private Sector - o Industry Associations - o ESHEC - o EQA - o HEIs - o Development Partners
	Intensify efforts to improve the efficiency of higher education institutions by introducing performance measurement systems linked to quality outcomes and resource efficiency.	MoET	HEIs, ESHEC	2026 - 2030	E2 million	- o ESHEC - o Government
Promoting life-long learning that integrates all forms of education and training, that is, formal, informal, and non-formal	Strengthen and establish mechanisms that encourage continuous learning and create pathways for career advancement.	MoET	MoLSS, MoCIT, HEIs	2027		- o Professional Associations - o ESHEC - o EQA - o HEIs - o BE - o FESBC - o Development Partners
	Develop a Recognition of Prior Learning (RPL) mechanism that will recognise all forms of learning (informal, non-formal, formal, and alternative education) and enable articulation through the post-secondary education system.	MoET	MoLSS (DIVT), HEIs, ESHEC, EQA	2026 - 2028	E100 000	- o Government - o HEIs
	Broaden the base of higher education to increase access to workers, professionals, and the unemployed in pursuit of skilling, reskilling, upskilling, cross and multi-skilling.	HEIs	MoET, Industry	2025 - 2027	E35 million	- o HEIs - o Government - o Industry
	Ensure life-long learning programmes deliberately target and include all disadvantaged and vulnerable groups (such as women, people living with disabilities, out of school youth, and people with special needs, etc).	HEIs	MoET, DPMO, MoSCYA, MoLSS	2025-2027	E15 million	- o Government - o Development partners - o UNESCO
Strengthening Institutional capacities and linkages	Improve the governance of HRD institutions and create a flexible HRD system that quickly responds to labour market dynamics as informed by evidence-based research.	MoLSS	HRD coordination committee, PPCU	2024 - 2027	E2 million	• Government • ESHEC • Industry • Development Partners
	Capacitate national HRD planning practitioners for effective planning, monitoring, evaluation, coordination, and implementation of HRD frameworks.	MoLSS	MoPS, PPCU, HRD coordination committee	2025 - 2030	E5 million	• Government • Development partners
	Encourage private and public entities to develop human resource development plans and policies.	MoLSS	MoPS, Industry, HRD institutions	2027 - 2029	E500 000	• Government
	Develop a relevant, efficient and effective public service by strengthening human resource planning and policy in government.	MoPS	MoLSS, PPCU	2024 -2027	E2 million	• Government • Development partners
	Develop systems for monitoring HRD in the country.	MoLSS	HRD coordination committee, PPCU	2025 - 2026	E2.5 million	• Government • Development partners

POLICY AREA	ACTIVITIES/ INTERVENTIONS	RESPONSIBLE MINISTRY/ DE- PARTMENT/ AGENCY	COLLABORATING MINISTRY/ DEPART- MENT/ AGENCY	TIME FRAME	ESTIMATED COST	SOURCE of FUNDS
Enable and implement evidence-based decisions in HRD	Strengthen labour market information system (LMIS) and develop a national skills masterplan for informed decision making.	MoLSS	MEPD, Industry, MoPS, ESEPARC, Research Institutions, HEIs, ESHEC	2024 - 2030	E20 million	- Government - Development Partners - Industry - ESEPARC - Research Institutions
	Conduct skills audits at least every five years and tracer surveys in between.	MoLSS	MEPD, Industry, MoPS, ESEPARC, Research Institutions, HEIs	2027 - 2030	E3 million	- Government - Development Partners - Industry - ESEPARC - Research Institutions
	Conduct labour market research to understand sectoral labour demand and supply to inform skills anticipation, skills development priority lists, and scarce skills for evidence-based HRD.	MoLSS	MEPD, MoPS, Industry, ESEPARC, Research Institutions, HEIs	2025 - 2030	E5 million	- Government - Industry - Development partners
	Leverage modern technology and diverse information platforms to make labour market information easily accessible and available to all eSwatini, especially the youth.	MoLSS	MoICT, MEPD (CSO), MoSCYA	2024 - 2025	E2 million	- Government - Industry - Development partners
	Intensify efforts to collect and document exported and imported skills – create a database of migrant skills	MoHA	MoLSS, MEPD (CSO), MoC-IT, Industry	2025 - 2030	E2 million	- Government - ESEPARC - Research institutions - HEIs
Work-based learning	Develop a mentorship and fellowship programme	MoLSS, Employers	Youth Organizations, NGOs, Industry, Business moguls	2024	E100 000	- Government - Development Partners - Private Sector - Youth organizations - Individuals
	Develop a national internship and apprenticeship programme for unemployed youth, recent graduates, and trainees.	MoLSS	MoSYC, MoET, MoCIT, Industry, Development Partners, MEPD	2024 - 2025	E150 million	- Government - Development Partners - Private Sector - HEIs
	Strengthen regulatory framework for work-based learning	MoLSS	HEIs, MoET, Industry, ESHEC	2025 - 2028	E1.5 million	- Government - Industry
	Balance curricula to ensure that a significant portion of learning involves workbased learning and experience.	HEIs	ESHEC, MoET	2025 - 2027	E2 million	Government

POLICY AREA	ACTIVITIES/ INTERVENTIONS	RESPONSIBLE MINISTRY/ DE- PARTMENT/ AGENCY	COLLABORATING MINISTRY/ DEPART- MENT/ AGENCY	TIME FRAME	ESTIMATED COST	SOURCE of FUNDS
Effective coordination and collaboration	Develop systematic, coordinated, and guided approaches to HRD planning in line with the national development agenda.	MoLSS	MoLSS	2024 - 2030	E6 million	Government
	Establish a legal framework for coordinating human resource and skills development in Eswatini, by establishing an Act and regulations.	MoLSS	HRD coordination committee, Industry,	2024 - 2030	E2.5 million	- Government - Private Sector - Industry
	Establish and strengthen structured mechanisms for PPPs to enable HRD coordination, funding, and implementation.	MoET	Industry, ESHEC	2026 - 2030	E1 million	- Industry - HEIs - Government
	Conduct stakeholder mapping and network analysis to define clear roles and responsibilities of HRD players.	MoLSS	HRD coordination committee, PPCU	2024 - 2025	-	Government
	Develop a communication strategy for information sharing, assimilation, collaboration, knowledge management, and accountability.	MoLSS	HRD coordination committee	2025 - 2026	E100 000	Government
	Establish relationships with regional and international stakeholders and affiliate with accredited HRD institutions.	MoLSS	HRD coordination committee, HEIs, ESHEC	2024 - 2030	-	Government

2.2 MONITORING AND EVALUATION (M&E)

The policy will use a results-based monitoring and evaluation framework, allowing the evaluation of activities, outputs, and outcomes in line with strategic policy areas. The M&E system will focus on accessing the implementation of activities and evaluating their outcomes and impact on human resource development in Eswatini. Achievements, targets, and performance indicators shall be determined annually with stakeholders and periodic evaluation surveys shall be conducted. The NHRPD Unit will be responsible for monitoring, and evaluation of the policy in accordance with government monitoring and evaluation processes. An officer within the NHRPD unit will be tasked with the responsibility to collect and collate data from different institutions to inform the monitoring and evaluation process. The monitoring and evaluation plan is presented in this document in Table 2.2.



TABLE 2.2: MONITORING AND EVALUATION FRAMEWORK

//// PRIORITY 1: Transforming Education and Training

ACTIVITY	OUTPUT INDICATOR	OUTCOME	GOAL	DATA SOURCE	FREQUENCY
Review curriculum and programmes in education and training in consultation with industry/private sector to make it more relevant, rigorous, and competitive.	Curriculum reviewed/modified in primary, high schools, and tertiary institutions	Education system aligned to skills demand	Increased labour productivity and contribution to GDP	MoET, ESHEC, MoLSS, CSO	Every three (3) years
Review and align education curriculum with scarce and priority skills needs for Eswatini and the global economy	Number of learners graduating in priority skills, by gender and qualification	%reduction in skills mismatches and skills gaps	% increase in human capital contribution to GDP	HEIs, MoLSS	Yearly
Capacitate educators and trainers towards effective implementation of new curriculum	Number of educators and trainers upskilled/ trained on new curriculum			MoET	Yearly
Ensure alignment of the National Qualifications Framework with regional, continental, and global institutional frameworks.	NQF aligned to SADC, continental Qualifications Framework (QFs)	Improved quality of education	% increase in investment on labour	NQA	
Strengthen Eswatini Higher Education Council to enhance accreditation and quality of higher institutions.	-Number of compliant and accredited institutions -Number of institutions recognised/ranking in top 100 best institutions in Africa	Number of training institutions offering relevant programmes Number HEIs with recognised programmes		ESHEC, Local training institutions	Yearly
Adopt international external assessment equivalent to A-levels/ AS-levels at high school/secondary level	-High/Secondary School education certificate aligned with international standards and requirements (e.g. A-levels/AS-levels implemented in all High/Secondary Schools. - Number of pupils enrolled in A-levels in local schools. -Number of students qualifying to train in international universities.	National Higher Education certificate accepted internationally Number of skilled emaSwati in the diaspora (exported skill)		MoHA, MoLSS, MoET	Yearly
Update IP rights to promote creativity and innovation among professionals	Number of innovations registered in IP system	An innovative and highly skilled labour force		MoCIT, HEIs	Yearly
Improve the quality of learning and raise competencies in areas of research, innovation, green skills, commercial application and high-level STEM fields	- Number of institutions providing STEM programmes. - Number of institutions providing research, innovation and commercial applications. - Number of STEM graduates by gender and field of study. -Value (Emalangen) funding of research and development. -A robust education and training curriculum developed -Alignment of skills, education, and training with the new industrial revolution (e.g. 5 th IR)	Number of emerging or new skills/industries established		Youth Fund, SEDCO, Local training institutions, MoCIT. Employers	Yearly

/// PRIORITY 2: Youth Empowerment and Entrepreneurship

ACTIVITY	OUTPUT INDICATOR	OUTCOME	GOAL	DATA SOURCE	FREQUENCY
Create opportunities for the youth through internship, fellowships, and mentorship programmes.	Number of youth participating in internships, apprenticeships or fellowships by sex	Increased number of self-employed and employed youth by gender, skill, field of study	% reduction in youth unemployment	HEIs, Industry	Once-off Monitor Yearly
Promote a culture of creativity and innovation among the youth	Number of innovations owned by youth. Number of youth under incubation programmes.			RSTP, SEDCO, MoCIT, other organisations	Every three (3) years
Establish career and information centres to equip youth with labour market information and soft skills	Number of career and information centres established			MoLSS, MoET	Every three (3) years
Develop an entrepreneurship education curriculum (entrepreneurship from as early as ECCDE)	Entrepreneurship courses/programmes established from ECCDE to HEIs			MoET, MoLSS	Yearly
Enhance access to start-up capital for self-employment or entrepreneurship ventures	Number of youth owned businesses established (by level of development, start-up, micro, small, medium or large enterprise)			MoLSS, MoCIT	Yearly
Establish a quota for youth businesses to participate in public procurement, particularly manufacturing companies	Percentage of youth owned businesses awarded public procurement contracts			MoLSS, MoCIT, ESPPRA, Industry	Yearly
Conduct systematic assessments for the youth labour market	Number of labour assessments conducted disaggregated by age, sex, skills.			MoCIT, ENYC, MoSCYA	Yearly
Upscale support to youth participating in creative industry such as visual and fine arts, media, sports and entertainment, handicraft, etc.	Number of youth participating in visual arts and media, sports and entertainment, fine arts, and handicraft, etc Number of scholarships/ study loans awarded to students in creative industry (visual and fine arts media, sports, entertainment, and handicraft, etc) Value (Emalangen) invested in creative industry			MoCIT, ENYC, MoSCYA	Yearly
Professionalise creative industry to recognise competencies of professionals, and influence wage level, etc.	Creative industry wages increased			MoLSS, Wages Council	

/// PRIORITY 3: Mainstreaming TVET as an Attractive Career Pathway

ACTIVITY	OUTPUT INDICATOR	OUTCOME	GOAL	DATA SOURCE	FREQUENCY
Mainstream and professionalise TVET sector as a lucrative career option.	Number of registered professionals with TVET qualifications Evaluate wages and incomes in skill related labour Number of TVET promotion programmes launched and implemented	Increased number of Highly trained or skilled TVET graduates/professionals (by gender, age, location, employment, and profession)	Increased TVET sector contribution to the country's GDP Increase in industrial labour force and related economic activity (e.g manufacturing)	MoLSS, EMIS, HEIs	Every three (3) years
Modernize TVET to make it attractive to youth, particularly females (increase the use of technology, ICT, innovation and level of entrepreneurship)	Number of learners enrolled or graduating in TVET programmes by gender and age			MoLSS, MoET, TVET institutions	Bi-annually
Support TVET graduates, particularly aspiring entrepreneurs through the provision of toolkits and incubation mechanisms	Number of TVET graduates provided toolkits to establish start-ups			MoLSS, MoET	Yearly
Establish centers of excellence in niche areas for institutions with relevant capacity to commercialise TVET outputs	Number of centers of excellence supporting TVET graduates			MoLSS	Every three (3) years
Upscale trade testing of TVET graduates and skilled persons	Percentage increase in trade-tested artisans, trades, etc.			MoLSS, HEIs	Yearly
Introduce TVET Occupational Standards and incorporate TVET qualifications in NQF	List of TVET qualifications incorporated into ENQF including TVET occupational standards	Improved linkages between TVET delivery and professional Occupations		MoLSS, MoET, Industry	Bi-annually
Introduce skill upgrading programmes for existing TVET teachers/lecturers and make sure they have continuous industry experience	Number of highly skilled or trained TVET trainers by level of education, experience or skill	Number of Industry recognised qualifications and certificates		MoLSS, MoET, Industry	Bi-annually
Create a robust system for trade testing and recognition of TVET skills and competences for both formal and informal training	Number of trade-tested informally and non-formally trained people	Increased number of graduates absorbed by the industry		MoLSS, MoET, Industry	Bi-annually
Leverage DIVT for the coordination of TVET skills development	Review IVT Act Funding allocation for DIVT (Ema-langeni Values) Recruit and train human resource at DIVT			MoLSS, MoET, MoF, Industry	Bi-annually

/// PRIORITY 3: Mainstreaming TVET as an Attractive Career Pathway (Continued)



ACTIVITY	OUTPUT INDICATOR	OUTCOME	GOAL	DATA SOURCE	FREQUENCY
Engage industry in the development and planning of TVET curriculum and accreditation options	-Number of consultations with industry on curriculum development and accreditation options (surveys, workshops, seminars, etc.) -Number of industry informed curricula developed	Increase industry participation in TVET skills development and training % increase number of industry partnerships	Increased TVET sector contribution to the country's GDP Increase in industrial labour force and related economic activity (e.g manufacturing)	MoLSS, MoET, ESHEC, Industry	Bi-annually
Promote PPP in the management of TVET training institutions	-Number of TVET training institutions whose governance has been transformed -Emalangen Value of collaborative programmes between industry and TVET training institutions			MoLSS, MoET, industry	Bi-annually
Enhance collaboration between business associations and training providers to develop and implement work-based learning.	Number of business associations collaborating with HEIs to provide structured work-based education.			MoLSS, TVET coordination body, Industry	Bi-annually
Establish a funding mechanism for the TVET sector	Funding mechanism established Emalangen value of funding allocated to TVET	% increase in TVET investment or funding		MoLSS, MoET, MoF	Once-off Bi-annually
Upgrade and modernise training equipment and infrastructure in TVET training institutions to match industry standards	Number, Type, and Emalangen value of new equipment, machinery, and working tools for TVET training/delivery			MoE ,MoLSS	Yearly

/// PRIORITY 4: Establishing an effective mechanism for funding HRD

ACTIVITY	OUTPUT INDICATOR	OUTCOME	GOAL	DATA SOURCE	FREQUENCY
Promote PPP in funding and managing HRD.	Number of initiatives/ projects implemented through PPPs	Increased level of funding for HEI	An efficient HRD system	Industry, ESHEC, HEIs, MoET, MoLSS	Bi-annually
Develop appropriate funding models (levy, scholarship fund, etc.) for implementing HRD programmes.	Number of funding frameworks/models adopted by government			ESHEC, HEIs, MoET, MoLSS	Annually
	Establishment of one all-encompassing skills levy framework				
	Value (Emalangeni) of funding allocated to HRD initiatives				
Intensify efforts to improve efficiency of HEIs by introducing performance measurement systems (performance indicators) linked to quality outcomes and resource efficiency.	Reduction in the number of higher education institutions operating on a deficit			ESHEC, HEIs, MoET	Annually

/// PRIORITY 5: Promoting life-long learning that integrates all forms of education and training: formal, informal, and non-formal

ACTIVITY	OUTPUT INDICATOR	OUTCOME	GOAL	DATA SOURCE	FREQUENCY
Strengthen and establish mechanisms that encourage continuous learning and create pathways for career advancement.	Number of initiatives/ projects/policies that encourage continuous learning adopted Alignment of lifelong learning training programmes in the NQF Number of HEIs providing formal, informal, and non-formal programmes/courses Number of institutions with life-long learning programmes (by programme, type of learning)	Increased access to education and training for all % increase in the number of people accessing education and training by location, demographic and vulnerability status	Inclusive education and training promoted	MoLSS, MoET, ESHEC	Bi-annually
Develop a Recognition of Prior Learning (RPL) mechanism that will recognise all forms of learning (informal, non-formal, formal, and alternative education) and enable articulation through the post-secondary education system.	Recognition of Prior Learning (RPL) system developed			MoLSS, MoET	Every three (3) years
Broaden the base of higher education to increase access to workers and professionals, and the unemployed in pursuit of skilling, reskilling, upskilling, cross, and multi-skilling.	Number of professionals enrolled in post education programmes			MoLSS, MoET	Every three (3) years
Ensure life-long learning programmes deliberately target and include all disadvantaged and vulnerable groups (such as women, people living with disabilities, out of school youth, people with special needs, etc)	Number of disadvantaged and vulnerable groups participating in lifelong learning programmes (women, people living with disabilities, out of school youth, people with special needs)			MoLSS, MoET & DPMO	Every three (3) years

/// PRIORITY 6: Strengthening Institutional Capacities

ACTIVITY	OUTPUT INDICATOR	OUTCOME	GOAL	DATA SOURCE	FREQUENCY
Improve the governance of HRD institutions and create a flexible HRD system that quickly responds to labour market dynamics as informed by evidence-based research.	Governance of HRD institutions improved to incorporate PPP management model Development of an HRD coordination framework with active participation from all stakeholders	Improved HRD coordination % increase in number of collaborative initiatives implemented	HRD capacities strengthen Level of implementation of NHRD Policy	MoLSS	Bi-annually
Capacitate national HRD planning practitioners for effective planning, monitoring, evaluation, coordination, and implementation of HRD frameworks.	NHRPD unit personnel adequately capacitated and involved in different training programmes			MoLSS	Yearly
Develop systems for monitoring HRD in the country	Monitoring and evaluation framework for HRD Developed			MoLSS	Every five (5) years
Develop a relevant, efficient and effective public service by strengthening human resource planning, and policy in government	Number of Ministries and departments trained in human resource planning Number of workplans developed in the public sector that are relevant to strategic plans			MoPS	Quarterly
Encourage private and public organisations to develop human resource development plans and policies.	Number of sectoral skills plans developed Sector development plans adopting and incorporating HRD guiding and implementation frameworks			Industry, MoPS, MoLSS	Quarterly

/// PRIORITY 7: Enable and Implement Evidence-based Decisions for HRD

Activity	Indicator	Outcome	Goal	Data source	Frequency
Conduct skills audits at least every five years and tracer surveys in between.	National Skills Audit conducted at least every five (5) years Number of tracer surveys conducted	Improved provision and access to labour market information	Evidence based HRD planning	MoLSS	Every five (5) years
Strengthen labour market information system (LMIS) and develop a national skills masterplan for informed decision making.	Number of relevant research studies conducted to inform decision-making on skills development in Eswatini Master skills plan developed and updated periodically	A robust and functional labour information system established	% increase in number of companies/business and institutions using labour market information to make decisions	MoLSS	Bi-annually
Conduct labour market assessments to understand sectoral labour demands and supply to inform skills anticipation, skills development priority lists, and scarce skills for evidence-based HRD.	Functional LMIS developed and upgraded periodically to provide up-to-date and timely information on the Eswatini labour market Labour Market information repository/data-base established			MoLSS	Bi-annually
Leverage modern technology and diverse information platforms to make labour market information easily accessible and available to all emaSwati especially the youth	Number of strategies employed to disseminate and increase access to labour market information, including the number of ICT systems adopted Percentage increase in youth gaining access to labour market information by location Number of people, businesses or institutions accessing labour information			MoLSS	Bi-annually
Intensify efforts to collect and document exported and imported skills – create a database of migrant skills	Number of emaSwati in the diaspora by skills, sex, location Number of permits issued by skill, sex and country of origin Scarce skills database developed			MoHA, MoLSS	Quarterly

/// PRIORITY 8: Infuse Work-based Learning in Education and Training

Activity	Indicator	Outcome	Goal	Data source	Frequency
Develop a national internship and apprenticeship programme for the unemployed, recent graduates, and trainees.	Reviewed curricula and assessments to include work-based learning/experiences Support occupation learning programmes to meet national development priorities for targeted skills development Number of youth completing internship programmes Number of youth employed through internship or apprenticeship programmes	Increased practical learning and application of skills and knowledge % increase in the level of industry satisfaction with local graduates	A highly competent and active labour force % increase in labour absorption rate % increase in labour participation rate	MoET, MoLSS, MoCIT, MoET, Industry	Every three (3) years
Develop a mentorship and fellowship programmes.	Number of mentorship/fellowship programmes established Number of youth enrolled in mentorship/fellowship programmes (by sex, location and profession)			Government, Private sector	Yearly
Balance curricula to ensure that a significant portion of learning involves work-based learning and experience	Percentage increase in work-based learning opportunities availed to youth			MoLSS MoCIT, MoS-CYA, MoET, Industry	Yearly
Strengthen the regulatory framework for work-based learning.	Legal guiding framework established for administering work-based learning opportunities Incentives created for companies enrolling learners in the work-based framework			MoLSS,	Every three (3) years
Enhance collaboration between business associations and the private sector to collaborate with training providers to develop and implement work-based learning	Number of industry players providing work-based opportunities			Industry, HEIs	Annually

/// PRIORITY 9: Effective Coordination and Collaboration

Activity	Indicator	Outcome	Goal	Data source	Frequency
Develop systematic, coordinated, and guided approaches to HRD planning in line with the national development agenda	System for HRD coordination established	Improved HRD services provided	Improved HRD system	MoLSS, MoET, MoCIT, MoPS, Industry	Every three (3) years
Establish a legal framework for coordinating human resource and skills development in Eswatini, by establishing an Act and regulations.	An Act for the coordination and funding of HRD developed and adopted HRD regulations developed and adopted				
Establish and strengthen structured mechanisms for PPPs to enable HRD coordination, funding, and implementation	Number of PPP contracts implemented.				
	Number of MoUs/MoAs signed for HRD coordination and implementation Number of activities in the MoUs/MoAs implemented				
Conduct stakeholder mapping and network analysis to define clear roles and responsibilities of HRD players	Stakeholder analysis report published			MoLSS and relevant industry, government and NGO stakeholders	Bi-annually
Develop a communication strategy for information sharing, assimilation, collaboration, knowledge management, accountability	Communication strategy developed Number of structured linkages between different stakeholders established by way of MOU, MOAs, or contracts Number of private companies collaborating with HRD institutions				
Establish relationships with regional and international stakeholders and affiliate with accredited HRD institutions.	Number of international partnerships (MoUs/MoAs) established			HRD institutions	Annually
	Number of HRD institutions affiliated to (through subscriptions and other means)				



Ministry of Labour & Social Security

Prepared by:
Ministry of Labour & Social Security and
Eswatini Economic Policy Analysis
and Research Centre (ESEPARC)