FINAL REPORT

A Landscape Analysis of Curriculum Relevance for Inclusive Education (Curriculum Audit) and Capacity Strengthening for Key Personnel at MoET



14 MARCH 2025

unicef | for every child

Co-funded by the European Union

TABLE OF CONTENTS

Table of Contents.....i
Acronyms.....iv
Acknowledgments.....v
Executive Summary.....vi
1. Introduction..... 1
1.1 Background..... 1
1.2 Objectives..... 7
2. Methodology..... 7
2.1 Sample subjects and materials for analysis..... 7
2.2 Approaches to the analysis.....9
2.2.1 Desk Review Approach..... 9
2.2.2 Stakeholder Consultation Process..... 10
2.2.3 Ethical considerations..... 12
3. Findings and Analysis.....13
3.1 Alignment of Eswatini's Education Policy Documents with DIEJ Principles...13
3.1.1 Diversity..... 13
3.1.2 Inclusion..... 15
3.1.3 Equity..... 17
3.1.4. Justice..... 19
3.1.5 Recommendations for Enhancing Policy Implementation..... 20
3.2 Alignment of Primary and Secondary School Curricula with DIEJ Principles.23
Objective 1: Evaluation of Eswatini Primary and Secondary School Curricula Alignment with Inclusive Education Principles..... 23
3.2.1 Primary School Curricula..... 23
3.2.2. Secondary School Curricula..... 27
Objective 2: Identification of Gaps and Actionable Recommendations for Curriculum Enhancement..... 31
3.2.3 Primary School Curricula..... 31

3.2.4 Secondary School Curricula 35
3.3 Findings from stakeholder consultation41
Objective 1: Evaluation of Curriculum Alignment with Inclusive Education Principles 41
3.3.1 Diversity Considerations in the Curriculum..... 41
3.3.2 Inclusion Practices in Implementation 42
3.3.3 Equity in Resource Allocation and Access 43
3.3.4 Justice in Policy Implementation and Rights Protection..... 44
Objective 2: Identification of Gaps and Recommendations 45
Conclusion 50
3.4 Alignment of Policy Documents with Curriculum/Learning Materials 51
3.4.1 Diversity 51
3.4.2 Inclusion 53
3.4.3 Equity 54
3.4.4 Justice 55
3.4.5 Identified Gaps 56
3.4.6 Recommendations for Curriculum Enhancement 57
4. Recommendations and proposed action plan 61
4.1 Recommendations 61
4.2 Proposed Action Plan 64
5. Capacity Strengthening Workshops 72
6. Conclusion 70
7. References 71
8. APPENDICES 73
Appendix A: Letter from MOET to Stakeholders 73
Appendix B: Policy Documents Review Template 73
Appendix C: Diversity Audit Tools 74
Appendix D: Inclusion audit tools.....75
Appendix E: Equity Audit Tools 76
Appendix F: Justice Audit Tools.....77
Appendix G: Key Stakeholders' Consent Form 78
Appendix H: Learners' Consent Form.....80

Appendix I: Parent's/Guardian's Consent Form 82
Appendix J: Interview Schedule for ECESWA Officer 84
Appendix K: Interview Schedule for Chairperson or Secretary of an Association of People with Disabilities 84
Appendix L: Interview Schedule for Inspectors 85
Appendix M: Interview Schedule for Subject Curriculum Developers 86
Appendix N: Interview Schedule for SEN Curriculum Developers 86
Appendix O: Interview Schedule for In-Service Department Officers 87
Appendix P: Interview Schedule for Teachers 88
Appendix Q: Interview Schedule for Headteachers 89
Appendix R: Interview schedule for Parents/Guardians 89
Appendix S: Learner Survey/Interview Schedule 90

Table 1: Sample of subjects and materials for analysis 8

A C R O N Y M S

CBE	Competency-Based Education
CESA	Continental Education Strategy for Africa
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Central Statistical Office
DIEJ	Diversity, Inclusion, Equity, and Justice
ECESWA	Examinations Council of Eswatini
EPA	Eswatini Principals' Association
ESSP	Education Sector Strategic Plan
EU	European Union
FGDs	Focus Group Discussions
FODSWA	Federation of Organisations for the Disabled in Swaziland
HIV	Human Immunodeficiency Virus
IEP	Individualized Education Plan
INSET	In-Service Education and Training
MoET	Ministry of Education and Training
NCC	National Curriculum Centre
ODL	Open and Distance Learning
OVCs	Orphans and Vulnerable Children
PWDs	Persons with Disabilities
SCCS	Schools as Centers of Care and Support
SEN	Special Education Needs
SNAT	Swaziland National Association Teachers
ToTs	Training of Trainers
TVET	Technical and Vocational Education and Training
UDL	Universal Design for Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

A C K N O W L E D G M E N T S

The Ministry of Education and Training (MoET) extends its heartfelt appreciation to all individuals and organisations whose efforts made completing this Curriculum Audit Report possible. We are especially grateful to UNICEF and the European Union for providing technical and financial support throughout the project.

Special thanks are due to the technical and working teams, comprising officers from the MoET, Inspectorate, and the National Curriculum Centre for providing essential linkages to sources of the needed information, the policy documents, and curriculum materials for auditing as well as reviewing the draft report.

We sincerely thank the Special Education Needs (SEN) Unit of MoET for hosting the project. Special recognition is given to the Acting Senior Inspector SEN, Ms Sibusiso Khanya, for their leadership, overseeing the day-to-day activities, and facilitating the consultation of stakeholders. Your dedication and hard work were instrumental in gathering the insights that shaped this report.

Lastly, we are grateful to all inspectors, curriculum developers, INSET, ECESWA representatives headteachers, teachers, policymakers, learners, teachers, parents, FODSWA, and Eswatini Principals' Association (EPA) and other stakeholders who provided data and insights through individual interviews, and focus group discussions as well as participating in the validation meeting. Your participation has ensured that this report reflects the realities of education on the ground. Your contributions have also provided valuable perspectives that inform the recommendations for improving inclusive education in Eswatini.

Together, we are committed to ensuring that every child in Eswatini receives the support they need to access quality education and achieve their potential.

Bhekithemba Gama

Principal Secretary

Ministry of Education and Training

EXECUTIVE SUMMARY

This report presents a comprehensive curriculum audit assessing the inclusivity, equity, and relevance of Eswatini's primary and secondary education system. The audit employed the Diversity, Inclusion, Equity, and Justice (DIEJ) framework to evaluate national education policies, subject syllabi, and learning materials for English, Expressive Arts, and Agriculture. The study incorporated insights from extensive stakeholder consultations, including curriculum developers, inspectors, in-service officers, ECESWA, teachers, headteachers, learners with disabilities, parents, and representatives of disability organisations (FODSWA).

The findings reveal a significant gap between Eswatini's strong policy framework for inclusive education and its practical implementation in curricula and learning materials. While policy documents like the National Education and Training Sector Policy (2018) and Eswatini Standards for Inclusive Education (2019) demonstrate strong commitments to inclusive principles, the curriculum materials show limited representation of persons with disabilities, inadequate differentiation for diverse learners, and rigid assessment structures.

Key strengths identified in the education system include cultural inclusivity, particularly in Expressive Arts; efforts toward gender balance in learning materials; and some accommodations for learners with special needs, such as exemptions from certain assessments. However, substantial gaps persist in disability representation, multilingual support, justice-oriented content, and resource accessibility, especially in rural areas. Stakeholder consultations further highlighted challenges, including limited teacher training, insufficient assistive technologies, inadequate collaboration between curriculum developers and SEN specialists, and weak policy implementation monitoring.

To address these gaps, this report recommends an all-inclusive approach focusing on enhancing teacher preparation, revising curricula to incorporate explicit differentiation guidelines, expanding accessibility resources, implementing flexible assessment practices, strengthening accountability mechanisms, and addressing rural-urban disparities in resource allocation. The proposed action plan outlines short-term priorities, including structured teacher training, curriculum revision, and accessibility resource expansion, and medium-term priorities, such as introducing Swazi Sign Language as a formal subject, establishing inclusive vocational education pathways, and developing alternative assessment frameworks.

A successful Training of Trainers workshop conducted as part of this project demonstrated the effectiveness of capacity-building initiatives, with participants' self-reported understanding of inclusive education increasing significantly from an average of 2.4/5 to 4.6/5. Building on this momentum, continued collaboration among government agencies, schools, and disability advocacy groups is essential to transform Eswatini's education system into one that truly embodies diversity, inclusion, equity, and justice principles for all learners.

1. INTRODUCTION

1.1 BACKGROUND

Global commitment to inclusive education

Inclusive education is key to driving equitable learning outcomes and addressing the diversity of learners' needs, including learners with disabilities. Global commitment to inclusive education is supported by a series of key international frameworks that underpin it. The Universal Declaration of Human Rights (1948) established education as a fundamental human right, and the Convention on the Rights of the Child (1989) addressed the right to education free from discrimination specifically for children. The World Declaration on Education for All (Jomtien, 1990) and the Salamanca Statement (1994) were significant milestones towards inclusive education, the latter declaring that regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all (UNESCO, 1994).

The most comprehensive framework for inclusive education is in the Convention on the Rights of Persons with Disabilities (CRPD, 2006). Article 24 makes it clear that "States Parties shall ensure an inclusive education system at all levels" (UN CRPD, 2006). This was reinforced by the Incheon Declaration and Framework for Action (2015) and Sustainable Development Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.

The African Union's Continental Education Strategy for Africa (CESA 2016-2025) and the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa (2018) provide regional frameworks for the implementation of inclusive education.

Eswatini commitment to inclusive education

The Kingdom of Eswatini, as a signatory to global conventions, has incorporated the ideals of inclusive education in national law. The Kingdom of Eswatini Constitution (2005) renders education a fundamental right, and in Section 29(6) it is declared that "every Swazi child shall within three years of the commencement of this Constitution have the right to free education in public schools at least up to the end of primary school" (Constitution of Swaziland, 2005). Article 30 states that “Persons with disabilities have a right to respect and human dignity and the government and society shall take appropriate measures to ensure that those persons realise their full mental and physical potential. Parliament shall enact laws for the protection of persons with disabilities so as to enable those persons to enjoy productive and fulfilling lives” (Constitution of Swaziland, 2005). The Children’s Protection and Welfare Act (2012) article 11 states that “a child with disability has a right to … education and training to help him enjoy a full and decent life in dignity and achieve the greatest degree of self-actualisation, self-reliance and social integration possible”. The Eswatini disability act of 2018 also emphasises the right to access education.

The Eswatini National Education Sector Policy (2018) localises the global commitments, specifically aiming at inclusive education. It provides that among the inclusive education and training policy objectives is to allow all learners (including OVCs) to have access and attain basic education and progress to senior secondary

education and post-secondary education levels irrespective of gender, race, culture, circumstances of life, health status, disability, impairment, ability to learn, level of attainment, financial status or any other aspect (MoET, 2018). It accepts and celebrates difference, exercises no discrimination, respects the individuality of every child, and promotes access, retention, and completion with all learners reaching their full potential. This policy aligns with CRPD guidelines and SDG4 targets.

The MoET has also developed the Eswatini Standards for Inclusive Education (2019) which provide clear benchmarks in ten standards: School Leadership and Management, planning and budgeting for inclusion, school accessibility, support for special needs and disabilities, support for potential dropouts and repeaters, curriculum, assessment and language, quality teaching and staff development, health and safety, monitoring progress and data management, and parent and community partnerships.

The Ministry of Education and Training (MoET) mainstreamed the disability-inclusive approach in its 2022-2034 Education Sector Strategic Plan (ESSP). Rather than treating special needs and disabilities as a separate issue, the ministry incorporated these considerations within the seven goals of the strategic plan. The mainstreaming is emphasised strongly in Goal 6, which is specifically aimed at enhancing equity and equality in education opportunities, to make inclusive quality education accessible at all levels of the education system.

The Eswatini National Disability Plan of Action (2024–2028) highlights the necessity of advancing inclusive education and lifelong learning for Persons with Disabilities (PWDs). Guided by Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD), this plan of action highlights the importance of incorporating

learners with disabilities into general education systems to foster inclusion, fight discrimination, and improve equal access to quality education.

It can be seen that Eswatini has made significant policy commitments to inclusive education through robust frameworks, including the National Education and Training Sector Policy (2018) and the Eswatini Standards for Inclusive Education (2019). Data from the Education Census Report (2019) and the World Bank Education Sector Analysis (2021) confirms that learners with diverse disabilities are enrolled across the education system, with approximately 3,319 learners with special education needs at the primary level and 1,527 at the secondary level in 2019.

While these statistics demonstrate that learners with disabilities are physically present in Eswatini's schools, there has been no comprehensive research or curriculum audits to assess whether the educational content, teaching methodologies, and assessment practices effectively serve these diverse learners. This gap between policy intentions and classroom implementation necessitated a thorough evaluation to determine the extent to which Eswatini's education sector policies are meaningfully actualised in curricula and learning materials, ensuring that inclusive education moves beyond physical integration to genuine academic and social inclusion for all learners.

Advancing Inclusive Education and Addressing Barriers for Learners with Disabilities in Eswatini

In 2022, the United Nations Development System in Eswatini collaborated with the Government of Eswatini to document and analyse the situation of Persons with Disabilities (PWDs) in Eswatini. The task was geared towards evaluating the realisation of the Convention on the Rights of Persons with Disabilities (CRPD), with

the aim of highlighting achievements in the domestication of the convention into policies, systems, programmes, and services, and identifying bottlenecks, gaps, and unaddressed priorities.

Under this initiative, UNICEF conducted a situation analysis of children with disabilities. The situation analysis was guided by two broad goals: to delineate clearly the contemporary challenges that confront children with disabilities and to inform future programming in UNICEF Eswatini's Country Programme (2021–2025) and related interventions. The research results revealed that approximately 12% of the population in Eswatini are persons with disabilities, 58% of whom are women and 82% of whom live in rural areas. Among children in the 2–17 years age group, 13.3% experience functional difficulties in seeing, hearing, walking, fine motor skills, communication, learning, playing, and controlling their behavior. Such difficulties are most prevalent in rural areas, with the highest rates recorded in Lubombo: 18.2% for 2–4-year-olds and 17% for 5–17-year-olds. Further, children belonging to households in the lowest quintile of wealth are likely to experience functional difficulties (16.7%) compared to households in the highest quintile (10%).

Educational exclusion is a significant issue for children with disabilities. Over half (52%) of individuals with disabilities have had no formal education, and only 22.3% possess primary school certificates and 9.6% junior secondary certificates. This limited access to education is a contributing factor to their ongoing exclusion from the labour market and is compounded by stigma and discrimination within society. Eswatini has 12,737 learners with special needs, according to the 2019 Annual Education Census, with a slight gender imbalance (52% male and 48% female). The majority of these learners are over-aged for primary education due to delayed entry or repetition of grades. Furthermore, the Multiple Indicator Cluster Survey (MICS)

indicates that only 4.5% of children aged 36–59 months with functional difficulties are attending early childhood education.

Despite legal frameworks and action plans, people with disabilities in Eswatini face considerable barriers in accessing basic services such as education, health, and transport. In education, the absence of sufficiently trained teachers, special equipment, and adapted learning settings leads to low attendance and completion rates. Social services for people with disabilities are also inadequate, with low integration into the labour market, decision-making and governance, and high transport costs, and insufficient social support grants.

Addressing these challenges requires a comprehensive approach to inclusive education. A comprehensive curriculum audit was required to review how Eswatini's education system reflected the Ministry of Education and Training's Inclusive Education goals, as outlined in the Education Sector Policy (2018) and the Standards for Inclusive Education (2019). The audit reviewed how the curriculum reflected diversity, inclusion, equity, and justice principles. By revealing gaps, the curriculum audit offered input to update educational content and practices to reflect diverse backgrounds and perspectives, foster tolerance, and address the needs of historically marginalised groups.

The curriculum audit incorporated several dimensions:

- Diversity Audit evaluates the representation of various backgrounds, identities, and perspectives in the curriculum.
- Inclusion Audit assesses whether the curriculum provides "mirrors" reflecting learners' lives and "windows" exposing them to new perspectives.
- Equity Audit concentrates on developing systems that allow all students to participate fully without unnecessary barriers.

- Justice Audit examines whose safety and voices are prioritised in the curriculum.

This would render Eswatini's education more inclusive, equitable, and representative of its diverse learner population, and foster equitable access to quality education for all.

1.2 OBJECTIVES

This curriculum audit aims to:

1. Evaluate the alignment of the Eswatini primary and secondary school curricula with inclusive education principles (diversity, inclusion, equity, and justice) as espoused in MoET policies.

2. Identify gaps and provide actionable recommendations for curriculum enhancement.

3. Capacitate key MOET personnel including curriculum developers, inspectors, in-service, and teachers on inclusive education practices.

2. METHODOLOGY

2.1 SAMPLE SUBJECTS AND MATERIALS FOR ANALYSIS

The curriculum audit covered both primary and secondary school levels. The curriculum audit was conducted at both primary and secondary levels so that the audit could identify gaps and inconsistencies, ascertain how DIEJ considerations are addressed in the transition from primary to secondary school, and inform curriculum revisions by making concrete recommendations for updating the

curriculum to better embed DIEJ principles and make the learning environment more inclusive and equitable for all learners.

Three subjects were selected for the analysis, and these were English, Expressive Arts, and Agriculture. Table 1 shows the grade levels and materials that were audited for each subject.

Table 1: Sample of subjects and materials for analysis

Subject	**Primary**	**Secondary**
English	Teaching Syllabus, Grades 1, 4, and 7 learning materials	Examination Syllabus, Form 1- 3 Learners' Books
Expressive arts	Teaching Syllabus, Grades 1, 4, and 7 learning materials	
Agriculture	Teaching Syllabus, Grades 5-7 learning materials	Examination Syllabus, Learner's Book Forms 1 - 3

The selection of English, Expressive Arts, and Agriculture for a curriculum audit focused on DIEJ at both primary and secondary levels was strategic in that it allowed for a comprehensive examination of how these subjects address, or fail to address, key DIEJ principles across different educational stages. English as a Core Subject, Expressive Arts and Agriculture as a Pathway to Pre-Vocational Education. Research shows that learners with disabilities are usually excluded from pre-vocational education.

2.2 APPROACHES TO THE ANALYSIS

The curriculum audit adopted two main approaches, desk review and stakeholder consultations.

2.2.1 Desk Review Approach

The desk review entailed a systematic review of policy documents, curricula, and teaching and learning materials.

The documents analysed included:

2.2.1.1 National Policy Documents

- National Education and Training Sector Policy (2018)
- Swaziland National Curriculum Framework for General Education (2018)
- Eswatini Standards for Inclusive Education (2019)
- Education Sector Strategic Plan 2022-2034
- Multi-Year Action Plan 2022/23 – 2024/25 [Implementation of the Education Sector Strategic Plan (ESSP) 2022-2024 for Eswatini]

2.2.1.2 Curriculum Documents

- Teaching syllabi for selected subjects. In cases where the teaching syllabus was not available, the examination syllabi were analysed.
- Teaching and learning materials (e.g. Teacher's Guides and Learner's Book/Workbooks) for selected subjects

2.2.1.3 Curriculum Audit Tools

The audit utilised a comprehensive framework focusing on diversity, inclusion, equity, and justice (DIEJ):

- Diversity: Representation of various learner identities.
- Inclusion: Accessibility and universal design principles.
- Equity: Resource distribution and systemic barriers.
- Justice: Rights-based approaches and anti-discrimination content.

The curriculum analysis tools are attached as appendices A to E.

2.2.2 Stakeholder Consultation Process

The stakeholder consultations encompassed individual interviews and Focus Group Discussions (FGDs) with purposively selected personnel involved in curriculum development and implementation.

2.2.2.1 Individual Interviews

Key Informants included:

1. Inspectors of the audited subjects.
2. Examination's Council of Eswatini (ECESWA) representative
3. Federation of Organisations for the Disabled in Swaziland (FODSWA) representative
4. School headteachers (primary)
5. School headteachers (secondary)

2.2.2.2 Focus Group Discussions with:

1. Curriculum designers (SEN)
2. Curriculum developers (selected subjects)
3. Inservice Training department
4. Teachers for subjects selected for review (Primary)
5. Teachers for subjects selected for review (Secondary)

6. Learners with disabilities (Primary)
7. Learners with disabilities (Secondary)
8. Parents/Guardians of learners with disabilities (Primary)
9. Parents/Guardians of learners with disabilities (Secondary)

The interview schedules used to collect data from the stakeholders are attached as Appendices J to S.

2.2.2.3 Review and validation of the report by stakeholders

Multiple stakeholder groups contributed to the review of the curriculum audit report through a comprehensive multi-stage process. Initial feedback from the Special Education Needs (SEN) Department and Curriculum Developers focused on enhancing policy references, clarifying existing provisions for assistive technologies, and addressing technical inconsistencies in the report. During the validation meeting, participants were organised into role-specific groups (Inspectors, Curriculum Developers & INSET, Primary and Secondary School Teachers, and Principals & Parents), each providing targeted recommendations for implementation. Key themes emerged across these stakeholder groups, including the need for structured teacher training in inclusive education, integration of AI in teaching strategies, development of individualized education plans, expansion of assistive technologies, enhanced monitoring mechanisms, and increased resource allocation, particularly for rural schools. Based on this comprehensive feedback, a revised action plan was developed that incorporates these recommendations into a structured framework with short-term and medium-term priorities, assigning clear responsibilities, required resources, specific timeframes, and measurable success indicators for each action item.

2.2.3 Ethical considerations

Permission was requested from the Ministry of Education and Training (MoET) to conduct interviews with stakeholders. The MoET letter (Appendix F) was used to gain access to stakeholders. The letter informed stakeholders of the curriculum audit exercise and invited stakeholders to participate. Headteachers, Teachers, Learners, and parents were given consent forms describing the exercise, their role, their right to voluntary participation, and potential benefits. The form invited them to take part in the interviews and for the interviews to be audio-taped. Participants' identity was concealed by using aliases to identify them and the schools in the report. The consent forms are attached as Appendices G - I.

3. FINDINGS AND ANALYSIS

3.1 ALIGNMENT OF ESWATINI'S EDUCATION POLICY DOCUMENTS WITH DIEJ PRINCIPLES

3.1.1 Diversity

3.1.1.1 Policy Commitments

Eswatini's education policy framework demonstrates a strong commitment to diversity across multiple documents. The National Education and Training Sector Policy (2018) explicitly recognises that "all children and youth can learn, but they may require different levels of support" (Section 1.2.1) and acknowledges various dimensions of diversity including "age, gender, language, disability, health status, and socio-economic conditions" (Sections 1.2.1 & 1.2.3). This recognition creates a foundation for respecting diverse learning needs in the education system.

The Swaziland National Curriculum Framework (2018) further advances diversity by incorporating multiple languages to foster local and global communication skills. It specifically includes "siSwati, English, Swazi Sign Language, and foreign languages such as French and Portuguese" (Section 5), acknowledging linguistic diversity as a key component of inclusive education. The framework also mandates "early orientation for 3-5-year-old learners with disabilities, covering sensory, physical, emotional, and intellectual disabilities" (Section 4.1.1.1), recognising diverse learning needs from the earliest stages of education.

The Eswatini Standards for Inclusive Education (2019) reinforces diversity through curriculum adaptations, requiring schools to modify learning approaches to accommodate different abilities and learning styles. The document explicitly states

that curriculum adaptation is essential to ensure "learners with disabilities and learning difficulties are not left behind" (Standards 6.1-6.3), promoting diversity in teaching and learning methodologies.

The Education Sector Strategic Plan (ESSP) (2022-2034) further strengthens diversity by reporting "progress in achieving gender parity in primary and secondary school enrolment" (Chapter 3.4.2) and acknowledging that "education must be responsive to learners with special needs, disadvantaged communities, and those facing socio-economic barriers," highlighting the government's ongoing commitment to addressing diverse learner populations.

3.1.1.2 Gaps in Policy Implementation

Despite these strong policy commitments, several gaps remain in the diversity framework:

1. Limited focus on indigenous knowledge systems and cultural diversity beyond siSwati, potentially marginalising minority cultural groups
2. Swazi Sign Language remains an elective rather than a core subject, limiting its widespread adoption
3. The ESSP lacks targeted policies addressing ethnic minorities and cultural groups
4. Insufficient emphasis on neurodiversity and specific accommodations for learners with different cognitive profiles

3.1.2 Inclusion

3.1.2.1 Policy Commitments

Inclusion is prominently featured across Eswatini's education policies. The National Education and Training Sector Policy (2018) prohibits "any distinction, exclusion, or restriction that impairs a learner's access to education" (Section 1.2.1) and calls for "universal access to quality education, including physical accessibility of schools for learners with disabilities" (Section 1.2.4). The policy further supports "second-chance education, distance learning, and flexible school re-entry for learners who drop out due to pregnancy or legal conflicts" (Section 1.2.3), demonstrating a comprehensive approach to inclusion.

The Swaziland National Curriculum Framework (2018) aligns with the Swaziland Education and Training Sector Policy (2011), committing to "universal access to quality education" (Section 1.4) and promoting "curriculum flexibility to accommodate learners with diverse needs." It establishes a "formal school structure for inclusive education" (Section 4.1.5) that provides "structured learning pathways for learners with disabilities, integrating resource units within mainstream schools and offering specialised in-class support." The framework also prioritises "teacher training in inclusive education" (Section 8.5), emphasising that "all teachers should have some level of training in identifying learning needs, referral procedures, and special education support programmes."

The Eswatini Standards for Inclusive Education (2019) provides a structured approach to inclusion through Standard 6, which promotes "curriculum flexibility,

requiring schools to adapt the curriculum to accommodate different learning needs" (Standards 6.1-6.3). The document supports "continuous and alternative assessments, allowing learners to demonstrate their abilities in various ways" (Standards 6.11-6.20) and mandates that "Swazi Sign Language should be incorporated into schools to support deaf learners" (Standard 6.10 & 6.22).

The ESSP (2022-2034) demonstrates "a strong commitment to universal basic education, aiming to achieve universal access to primary education and improve secondary school retention" (Chapter 5.1) and emphasises "inclusive school environments, detailing infrastructure improvements to enhance school accessibility for learners with disabilities" (Chapter 6.1).

3.1.2.2 Gaps in Policy Implementation

Several notable gaps exist in the inclusion framework:

1. Limited detailed plans for training teachers to handle diverse learning needs
2. Insufficient discussion on mental health support and psychosocial services for marginalised learners
3. Lack of systematic strategies to ensure consistent implementation of inclusive practices across all schools
4. Unclear funding and resource allocation for inclusive education programmes
5. Limited guidance on curriculum adaptations for learners from disadvantaged backgrounds
6. Absence of specific accommodations for neurodivergent learners in assessment processes

3.1.3 Equity

3.1.3.1 Policy Commitments

Equity features prominently in Eswatini's education policy documents. The National Education and Training Sector Policy (2018) guarantees "free and compulsory basic education to ensure equitable access" (p.8) and provides "targeted support for orphans, vulnerable children (OVCs), and learners with disabilities" (Section 1.2.3). The policy ensures that "no learner is excluded due to financial constraints, emphasising cost-free access to public primary schools" (p.8), establishing a foundation for equitable educational opportunities.

The Swaziland National Curriculum Framework (2018) acknowledges the importance of "material and human resources" (Sections 8.3 & 8.4), emphasising the "need for specialised equipment, ICT, and school infrastructure to support learners with disabilities." It proposes "training programmes for teachers, assistant teachers, interpreters, and transcribers to ensure that learners with disabilities receive adequate instructional support" and establishes a "monitoring and assessment system" (Section 8.8) to "support quality assurance mechanisms to evaluate curriculum effectiveness."

The Eswatini Standards for Inclusive Education (2019) promotes equity through curriculum and assessment adaptations. While not explicitly using the term "equity," the document's focus on adapting education to meet diverse needs

implicitly supports equitable outcomes by ensuring all learners can access and benefit from the curriculum regardless of their starting points.

The ESSP (2022-2034) prioritises "support for orphans, vulnerable children (OVCs), and learners with disabilities" (Chapter 5.2) and includes "funding strategies aimed at ensuring equitable education access" (Chapter 7.2), proposing "mechanisms to reduce financial barriers that may prevent marginalised learners from completing their education."

3.1.3.2 Gaps in Policy Implementation

Despite these commitments, several equity gaps persist:

1. Unclear strategies for equitable resource allocation between rural and urban schools
2. Unaddressed teacher recruitment and distribution policies in relation to equity
3. Undefined resource allocation strategies for rural schools
4. Absence of well-defined indicators to track progress on educational equity
5. Limited attention to digital divide and technology access inequities

3.1.4. Justice

3.1.4.1. Policy Commitments

Justice principles are embedded across Eswatini's education policies. The National Education and Training Sector Policy (2018) mandates "protection from all forms of stigma and discrimination, including those based on faith, culture, gender, disability, orphanhood, economic vulnerability, or HIV status" (p.8). It aligns with "national and international legal frameworks, ensuring that education policies comply with human rights standards" (p.8) and promotes "collaboration with government, civil society, and international organisations to enhance justice in education" (p.8).

The Swaziland National Curriculum Framework (2018) prohibits "gender-based discrimination in education" (Section 2.2.4) and prioritises "support for vulnerable learners" (Section 1.4) by "making education accessible to orphans, children from disadvantaged backgrounds, and other marginalised groups." The "Schools as Centers of Care and Support (SCCS) initiative" (p.4) plays a vital role in "ensuring that learners receive holistic support services, including social and emotional assistance."

The Eswatini Standards for Inclusive Education (2019) promotes justice through its focus on ensuring that all learners, including those with disabilities, receive appropriate educational support and accommodations. Standard 6 emphasises that "continuous and alternative assessments" (Standards 6.11-6.20) should be provided, ensuring fair evaluation of all learners regardless of their abilities.

The ESSP (2022-2034) aligns with "international education rights laws" (Chapter 4.2), reinforcing Eswatini's commitment to global standards for educational justice. It incorporates "accountability mechanisms for education governance" (Chapter 6.2), ensuring that education policies and reforms are properly enforced.

3.1.4.2 Gaps in Policy Implementation

Several gaps exist in the justice framework:

1. Lack of clear accountability mechanisms for enforcing justice-driven policies
2. Absence of specific strategies to dismantle structural inequalities related to school infrastructure, funding, and access
3. No clear monitoring system to assess the effectiveness of gender equity initiatives
4. Absent accountability structure to enforce justice-driven educational reforms
5. Missing framework for monitoring school compliance with anti-discrimination policies

3.1.5 Recommendations for Enhancing Policy Implementation

Based on the identified gaps, the following recommendations would strengthen the implementation of DIEJ principles in Eswatini's education system:

Diversity Enhancement Recommendations

1. Expand Cultural Representation – Develop curriculum guidelines that incorporate indigenous knowledge systems and cultural practices beyond mainstream Swazi culture, ensuring representation of minority groups.

2. Elevate Sign Language – Transition Swazi Sign Language from an elective to a core subject, particularly in teacher education programmes, to increase its adoption across the education system.

3. Enhance Neurodiversity Support – Develop specific guidelines for supporting neurodivergent learners, including those with dyslexia, ADHD, and autism, with clear accommodations for different cognitive profiles.

4. Broaden Diversity Training – Expand teacher professional development to include a deeper understanding of cultural, linguistic, and cognitive diversity, equipping educators to create truly inclusive learning environments.

Inclusion Enhancement Recommendations

1. Strengthen Teacher Preparation – Develop comprehensive teacher training programmes focused specifically on inclusive education practices, with subject-specific adaptations and strategies.

2. Enhance Mental Health Support – Establish clear guidelines for psychosocial support services in schools, ensuring that learners' emotional and mental health needs are addressed alongside academic requirements.

3. Develop Implementation Frameworks – Create structured implementation guides that translate policy commitments into practical classroom strategies, with clear steps for adapting curriculum and assessment for diverse learners.

4. Establish Funding Mechanisms – Develop dedicated funding streams for inclusive education initiatives, with transparent allocation criteria and accountability measures to ensure resources reach intended beneficiaries.

Equity Enhancement Recommendations

1. Address Rural-Urban Disparities – Develop a comprehensive resource allocation framework that specifically targets equity between rural and urban schools, with transparent criteria and monitoring mechanisms.

2. Create Equitable Teacher Distribution – Implement policies to ensure qualified teachers are equitably distributed across the education system, with incentives for teaching in underserved areas.

3. Establish Equity Indicators – Develop clear, measurable indicators to track progress on educational equity, including access, retention, achievement, and resource allocation metrics.

4. Bridge the Digital Divide – Create specific strategies to address technology access disparities, ensuring that digital learning opportunities are available to all learners regardless of geographical location or socioeconomic status.

Justice Enhancement Recommendations

1. Strengthen Accountability Mechanisms – Develop clear accountability frameworks for monitoring and enforcing inclusive education policies, with consequences for non-compliance.

2. Address Structural Inequalities – Create targeted interventions to address systemic barriers related to school infrastructure, funding, and resource access, particularly for marginalised communities.

3. Enhance Gender Equity Monitoring – Implement specific monitoring systems to track the effectiveness of gender equity initiatives, with regular reporting requirements and improvement mechanisms.

4. Establish Anti-Discrimination Frameworks – Develop comprehensive monitoring systems to ensure school compliance with anti-discrimination policies, with clear reporting channels for violations and remediation processes.

3.2 ALIGNMENT OF PRIMARY AND SECONDARY SCHOOL CURRICULA WITH DIEJ PRINCIPLES

Objective 1: Evaluation of Eswatini Primary and Secondary School Curricula Alignment with Inclusive Education Principles

3.2.1 Primary School Curricula

3.2.1.1 Diversity

Primary school curricula in Eswatini demonstrate mixed alignment with diversity principles. The English syllabi incorporate cultural diversity through folktales and fables that foster appreciation for different traditions. For example, the Foundation Phase Syllabus (Section 6: Recommended Types of Text) encourages the use of diverse narratives that expose learners to various cultural perspectives. The Expressive Arts syllabi show a strong commitment to cultural inclusivity by embedding Swazi cultural values and heritage: "Expressive Arts provides learners

with an opportunity to explore Swaziland's social and cultural values and to develop an understanding of how the arts reflect Swaziland's history" (Expressive Arts UP Syllabus, p. 3). This is evident in Grade 1 Learner's Work Book (p. 32), which includes traditional lullabies and dances (p. 75), while Grade 4 Learner's Work Book (p. 64) highlights oral traditions through songs and historical dances (p. 106). The Agriculture syllabi emphasise traditional farming systems, connecting agricultural practices to cultural heritage (Agriculture Primary Syllabus, pp. 4, 6, 7), and recognising cattle's cultural significance (p. 22), which highlights efforts to connect agriculture to cultural practices.

However, representation of marginalised groups, particularly persons with disabilities, is limited across all subjects. The English syllabi fail to adequately include disability representation, restricting learners' exposure to diverse experiences. The Grade 1 English Learner's Book (p. 10) includes cultural themes but lacks representation of people with disabilities. Similarly, the Agriculture learning materials show no illustrations or content depicting people with disabilities engaging in agricultural activities across all examined pages. While gender diversity is well-represented in Expressive Arts and Agriculture, with both subjects ensuring "boys and girls have equal opportunities to excel" (Expressive Arts UP Syllabus, p. 12), there remains an overreliance on Western literature and teaching methods in the English curriculum, as seen in the English Grade 7 Teacher's Guide (p. 60).

3.2.1.2 Inclusion

Inclusion practices vary across primary curricula. The English syllabi demonstrate explicit recommendations for supporting learners with special educational needs, including visual aids, differentiated instruction, and alternative assessment methods. For deaf learners, exemptions from listening and speaking assessments are provided, with alternative written tasks offered (Middle Primary Phase Syllabus,

Section 9: Inclusive Education). The Universal Design for Learning (UDL) Checklist in the English Grade 1 Learner's Book (pp. 15-20) highlights the use of visual aids, consistent layouts, and step-by-step learning progressions to cater to diverse learner needs. The Expressive Arts syllabi acknowledge that "many learners with special educational needs (SEN) and/or disabilities will thrive in the stress-free and therapeutic environment which good arts teaching can provide" (Expressive Arts UP Syllabus, p. 12).

However, practical implementation guidance is inconsistent. The Agriculture syllabi mention accommodations for SEN learners (p. 11) and incorporate flexible assessment methods, including a balance of observation and summative evaluations (pp. 12-13), but lack specific adaptations for learners requiring assistive technologies. The English Grade 4 Reader (p. 30) lacks explicit examples of differentiated instruction for learners with varying abilities. Similarly, while Expressive Arts incorporates elements of UDL through visual aids and differentiated assessment, with Grade 1 Learner's Work Book (pp. 10, 18) including tactile activities using recycled materials, sensory and cognitive inclusivity are underdeveloped in Grade 4 Learner's Work Book (p. 14), which lacks accommodations for visually impaired learners and excludes sign language integration.

3.2.1.3 Equity

Equity considerations appear across primary curricula but with significant limitations. The English syllabi promote the gradual transition from siSwati to English, allowing learners to develop foundational skills in their mother tongue before transitioning to English (Foundation Phase Syllabus, Section 1: Introduction). The English Grade 1 Learner's Book (p. 5) emphasises gender equity through balanced representation in stories and illustrations. The Agriculture syllabi

acknowledge resource access disparities and aim for fairness in learning opportunities, with a strong focus on linking agriculture to the local economy (section 2, p. 4), reinforcing its importance in poverty reduction and sustainable development. Expressive Arts promotes socioeconomic diversity through entrepreneurial activities connecting artistic endeavors to income generation: "Learners will design, create and market their own artistic products within the school community. They begin to develop enterprise skills and values that enable them to identify opportunities to make a living from the arts" (Expressive Arts UP Syllabus, pp. 5, 32).

Despite these efforts, all subjects demonstrate inadequate provisions for learners from resource-limited backgrounds. For example, Agriculture learning materials assume access to specific resources, potentially disadvantaging learners from low-income families. The syllabus overlooks cost challenges associated with required materials and fails to address the urban-rural divide in resource accessibility. Similarly, Expressive Arts activities often assume access to art supplies, creating barriers for learners from low-resource backgrounds. The English Grade 7 Learner's Book (p. 115) assumes access to digital resources, which may disadvantage learners in low-resource settings. The cost of supplementary materials, as highlighted in the English Grade 4 Teacher's Guide (p. 120), further exacerbates inequity.

3.2.1.4 Justice

Justice-oriented content is minimally addressed across primary curricula. The English syllabi incorporate global awareness through topics like sustainable development and environmental conservation (Upper Primary Phase Syllabus, Section 13: Education for Sustainable Development). The English Grade 1 Reader (p. 35) introduces basic environmental stewardship concepts, while the English Grade 4 Syllabus (p. 150) incorporates themes of social justice. The Agriculture

syllabi focus on environmental sustainability (p. 12) and food security (p. 4), aligning with some justice-oriented goals. Expressive Arts promotes cultural representation and group projects that address community needs, with Grade 7 Learner's Work Book including community projects (p. 110) that could be expanded to explore societal issues.

However, all subjects fall short in addressing systemic inequities. The English syllabi primarily focus on environmental and moral issues, with minimal emphasis on gender disparities, historical injustices, or socioeconomic challenges. The English Grade 4 Learner's Book (p. 130) lacks comprehensive discussions on civil rights and economic literacy. Agriculture materials lack exploration of food sovereignty, land access, and agricultural justice concepts, with limited attention to food security (p. 4). Expressive Arts syllabi omit explicit content on human rights education and fail to incorporate advocacy skill development, despite opportunities in community projects (Grade 7 Learner's Work Book, p. 110).

3.2.2. Secondary School Curricula

3.2.2.1 Diversity

Secondary school curricula show varied alignment with diversity principles. The English syllabi include culturally inclusive reading materials designed to reflect the interests of young people from diverse backgrounds (JC English Language assessment syllabus, p. 15). Both Secondary English New Language for Life Book 1 and Book 2 demonstrate efforts in representing cultural and socioeconomic diversity, with Book 1 incorporating references to the Paralympics and inclusive sports (p. 72) and highlighting cultural artifacts such as clay pots (pp. 46-49). Book 2 explores African family dynamics (Unit 1, p. 14) and features Swazi cultural practices, such as the king opening an airport (p. 36). The Agriculture syllabi

integrate both indigenous and exotic livestock breeds, including Nguni, Brahman, and Jersey, providing a comprehensive framework that covers both subsistence and commercial farming approaches.

However, significant gaps exist across all subjects. The representation of diverse authors and global perspectives is limited in English materials, with insufficient focus on including texts from marginalised communities. Agriculture textbooks completely omit disability representation, with no illustrations or content depicting people with disabilities, assistive devices, or inclusive agricultural practices across all three forms. For instance, none of the Agriculture books include images or text references to disability inclusion. Similarly, secondary Expressive Arts materials demonstrate minimal representation of disabilities, with Book 2 having only minimal references to visual impairment (pp. 25, 34). Both Expressive Arts books fail to depict diverse body types or individuals using assistive devices. Language diversity is also underrepresented, as the Agriculture content is written only in English without incorporating multilingual resources or indigenous languages.

3.2.2.2 Inclusion

Inclusion practices in secondary curricula demonstrate considerable limitations. While the English syllabi promote practical communication skills through speaking and listening assessments (JC English Language assessment syllabus, pp. 14-16), they lack explicit provisions for accommodating learners with disabilities or varying levels of English proficiency. The Agriculture syllabi show an absence of specific accommodations for learners with special educational needs, despite having a flexible assessment structure that combines theoretical and practical components through a balanced distribution of 20% for Paper 1, 40% for Paper 2, and 40% for Paper 3.

The Expressive Arts textbooks incorporate activities that engage learners and foster creative expression, including role-plays and puzzles (Book 1, pp. 28-41) and narrative writing inspired by illustrations (Book 2, p. 128). However, both books lack features aligned with Universal Design for Learning (UDL) principles. The Agriculture textbooks provide limited options for alternative learning methods. While visual aids are present, audio alternatives and assistive technologies are absent. For example, Form 1 includes visual diagrams but lacks text-to-speech compatibility or adjustable text formats. Accessibility is restricted to physical access to materials, with no provision for sensory or digital accessibility across all secondary subjects, significantly limiting their inclusiveness.

3.2.2.3 Equity

Equity considerations in secondary curricula reveal substantial gaps. The English syllabi make English a compulsory subject, ensuring equitable access to foundational language skills for all learners. However, the assessment framework prioritises standard forms of English, marginalising learners who use non-standard dialects or vernaculars (JC English Language Assessment Syllabus, p. 23). The English Inspector noted, "Deaf learners sit for the same English exams as hearing learners, but they do not receive adequate support or training, leading to extremely low pass rates" (Inspectors).

Agriculture curricula recognise HIV/AIDS impacts on agricultural production and emphasise environmental issues, but lack guidance for schools with limited resources. Resources are available but are not adaptable to diverse needs. The cost of materials and the rural focus further limit inclusivity. For example, Form 3 assumes access to resources like land, which may exclude urban learners (p. 14). Learning barriers such as communication challenges, limited accessibility of materials, and a lack of differentiated teaching strategies persist across all books.

For instance, Forms 1 and 2 offer group discussions but no alternative formats for learners with disabilities.

Across all secondary subjects, accessibility remains an issue as the resources rely heavily on text-based content, excluding learners with visual or cognitive disabilities. The Expressive Arts content touches on socioeconomic challenges and their societal implications. For example, Book 2 explicitly addresses financial struggles (pp. 162, 174), highlighting their impact on individuals and communities. However, accessibility remains an issue, as the resources rely heavily on text-based content, excluding learners with visual or cognitive disabilities.

3.2.2.4 Justice

Justice-oriented content is inconsistently addressed in secondary curricula. The English syllabi include topics such as climate change, emerging health issues, and technological advancements, fostering learners' awareness of global challenges (JC English Language assessment syllabus, p. 5). Expressive Arts materials introduce human rights concepts, such as human trafficking awareness (Book 1, pp. 161-175), and encourage advocacy and self-determination through reflective activities (pp. 5-6). These elements empower learners to think critically about societal issues. Agriculture syllabi show commendable awareness of social issues by recognising HIV/AIDS impacts on agricultural production, emphasising environmental issues and sustainable development, and integrating locally relevant content that reflects Eswatini's agricultural context.

However, all subjects demonstrate limited exploration of systemic inequalities. While the English syllabi promote respect for human rights, gender equality, and freedom of speech, they do not explicitly address issues such as gender disparities, land rights, and labour conditions. Book 2 falls short in addressing disability rights despite its focus on community involvement and problem-solving through

narratives (pp. 5-8). Similarly, Agriculture textbooks show minimal references to anti-discrimination or advocacy, with limited coverage of agricultural justice issues, including land rights, fair trade, and labour conditions. Human rights education is minimal across the Agriculture textbooks, with limited references to anti-discrimination or advocacy. For example, Form 3 mentions equal participation in farming policies (p. 8) but does not expand on rights-based education.

Objective 2: Identification of Gaps and Actionable Recommendations for Curriculum Enhancement

3.2.3 Primary School Curricula

3.2.3.1 Identified Gaps

1. Limited Representation of Marginalised Groups – Across all primary subjects, there is insufficient representation of persons with disabilities, diverse family structures, and non-dominant cultural perspectives. For example, the English Grade 4 and 7 Learner's Books lack representation of people with disabilities, and Agriculture materials show no illustrations of farmers with disabilities across all examined pages.

2. Inadequate Differentiation for Diverse Learners – While accommodations for learners with special needs are mentioned, practical implementation strategies and specific adaptations for various disabilities are lacking. The English Grade 4 Reader (p. 30) lacks explicit examples of differentiated instruction for learners with varying abilities, and the English Grade 7 Teacher's Guide (p. 85) highlights rigid assessment timelines that do not account for individual learner needs.

3. Insufficient Multilingual Support – Despite Eswatini's linguistic diversity, curricula focus primarily on siSwati and English, with limited support for learners from different linguistic backgrounds. Language diversity is absent in Agriculture

curricula, with no incorporation of multilingual resources or indigenous languages beyond siSwati.

4. Absence of Justice-Oriented Content – Curricula fail to adequately address systemic inequities such as gender disparities, socioeconomic challenges, and historical injustices. The English Grade 4 Learner's Book (p. 130) lacks comprehensive discussions on civil rights and economic literacy, while the Agriculture syllabi show limited exploration of food sovereignty and land access issues.

5. Resource Assumptions – Learning materials often assume access to specific resources, creating barriers for learners from low-income backgrounds. The English Grade 7 Learner's Book (p. 115) assumes access to digital resources, and Expressive Arts activities often require specific art supplies that may not be available in all contexts.

3.2.3.2 Recommendations for Primary Curricula Enhancement

1. Enhance Diversity in Learning Materials

- English – Integrate more diverse texts that represent marginalised groups, including persons with disabilities, ethnic minorities, and women leaders (Upper Primary Phase Syllabus, Section 6: Recommended Types of Text). For example, include stories featuring characters with disabilities who are active participants in narratives, not just passive recipients of help.
- Expressive Arts – Develop inclusive teaching materials that depict diverse participants, including people with disabilities, various family structures, and non-stereotypical gender roles. For instance, include images of children using wheelchairs or other assistive devices participating in dance and visual arts activities in the Grade 4 Learner's Work Book (p. 64).

- Agriculture – Expand visual representation to include farmers with disabilities engaging in adaptive agricultural practices. Create illustrations showing individuals with visual impairments, mobility challenges, or hearing impairments successfully participating in farming activities using adaptive tools.

2. Strengthen Inclusive Teaching Strategies

- English – Provide explicit guidelines for differentiated instruction based on learners' diverse needs and abilities. For example, revise the English Grade 4 Reader (p. 30) to include specific differentiated activities for varying reading abilities, and modify the rigid assessment timelines in the English Grade 7 Teacher's Guide (p. 85) to allow flexibility for diverse learners.
- Expressive Arts – Develop comprehensive guidelines for modifying activities and assessments to accommodate learners with special needs. For instance, enhance Grade 4 Learner's Work Book (p. 14) with specific adaptations for visually impaired learners, including tactile art activities and sign language integration.
- Agriculture – Create detailed differentiation guidelines for practical activities to support diverse learning needs. For example, develop alternative methods for soil testing activities that can be performed by learners with different physical abilities, and provide multi-sensory approaches to plant identification for visually impaired learners.

3. Promote Linguistic Diversity

- English – Incorporate activities that honor learners' home languages, fostering a multilingual ethos in classrooms. For example, include bilingual stories in the Grade 4 Learner's Book that feature both English and siSwati,

with opportunities for learners to share expressions from other languages they may speak at home.

- Expressive Arts – Introduce multilingual teaching and assessment methods that reflect the linguistic realities of Eswatini's learner population. For instance, encourage songs and performances in multiple languages in Grade 7 Learner's Work Book (p. 12-20), celebrating linguistic diversity beyond siSwati and English.
- Agriculture – Develop bilingual resources that support learners transitioning from siSwati to English. Create agricultural vocabulary guides in multiple languages, ensuring key concepts are accessible to all learners regardless of their linguistic background.

4. Expand Justice-Oriented Content

- English – Include topics on gender equality, historical injustices, and socioeconomic disparities, enabling learners to engage critically with social challenges. Enhance the English Grade 4 Learner's Book (p. 130) with age-appropriate discussions on civil rights and economic literacy, and expand the English Grade 7 Learner's Book (p. 130) to include content on conflict resolution and in-depth environmental topics.
- Expressive Arts – Integrate human rights education into creative activities, using art as a medium for exploring themes like equality and advocacy. For example, expand the community projects in Grade 7 Learner's Work Book (p. 110) to explicitly address social justice issues through dramatic performances, visual arts, and music.
- Agriculture – Strengthen agricultural justice concepts by exploring the intersection of agriculture with equity, sustainability, and land rights. Develop content on food sovereignty and fair farming practices, helping learners

understand how agricultural decisions impact communities and the environment.

5. Address Resource Inequities:

- English – Provide low-cost and low-tech alternatives to digital resources assumed in the English Grade 7 Learner's Book (p. 115). Develop guidelines for teachers to adapt activities when digital resources are unavailable, ensuring all learners can participate regardless of resource constraints.
- Expressive Arts – Suggest alternative materials for artistic activities, ensuring accessibility for all socioeconomic backgrounds. For each activity requiring specific art supplies, include a section on "Alternative Materials" that lists readily available, low-cost, or recyclable options.
- Agriculture – Develop low-cost alternatives for agricultural materials and equipment, acknowledging resource access disparities. Create a resource guide for teachers that outlines how to conduct practical activities using locally available materials when standard equipment is unavailable.

3.2.4 Secondary School Curricula

3.2.4.1 Identified Gaps

1. Absence of Disability Representation – Secondary curricula across all subjects demonstrate a significant lack of representation of individuals with disabilities in both content and visual materials. For example, Agriculture textbooks for Forms 1-3 contain no images or references to farmers with disabilities, and Expressive Arts Book 2 has only minimal references to visual impairment (pp. 25, 34).

2. Limited Accessibility Features – Learning materials lack compatibility with assistive technologies and fail to provide alternative formats for learners with diverse needs. Agriculture Form 1 textbooks include visual diagrams but lack text-to-speech compatibility or adjustable text formats, while Expressive Arts books

show no compatibility with assistive technologies or alternative formats such as tactile or audio materials.

3. Overreliance on Western/Text-Based Content – Curricula prioritise Western perspectives and standard English, marginalising local knowledge systems and non-standard language varieties. The English assessment framework prioritises standard forms of English (JC English Language assessment syllabus, p. 23), and Agriculture materials show minimal integration of traditional agricultural knowledge systems.

4. Insufficient Exploration of Justice Issues – While global challenges are addressed, curricula lack in-depth examination of systemic inequities and justice-oriented themes. Agriculture textbooks show limited coverage of agricultural justice issues, including land rights, fair trade, and labour conditions, and English materials do not explicitly address systemic inequalities.

5. Inadequate Support for Resource-Limited Schools – Practical implementation guidance for schools with limited resources is minimal, exacerbating educational inequities. Agriculture curricula lack guidance for schools with limited resources, and Expressive Arts materials rely on specific supplies that may not be available in all contexts.

3.2.4.2 Recommendations for Secondary Curricula Enhancement

1. Integrate Disability Representation:

- English – Include texts authored by and featuring individuals with disabilities, ensuring authentic representation. For instance, incorporate literature by authors with disabilities in the JC English Language assessment syllabus (p. 15) and include stories with disabled protagonists who are active agents in their narratives, not just objects of pity or inspiration.
- Expressive Arts – Incorporate visual materials depicting diverse abilities and assistive devices, normalising disability representation. Revise Book 1 to

include more substantial references to Paralympics and inclusive sports beyond the current limited mention (p. 72), and add images of performers with disabilities in Book 2.

- Agriculture – Develop content on adaptive farming techniques for individuals with disabilities, highlighting success stories of farmers with diverse abilities. For example, include case studies in Form 3 textbooks showing successful farmers with mobility impairments who have adapted farming techniques, and provide images of accessible farm tools and equipment.

2. Enhance Accessibility through Universal Design for Learning:

- English – Develop resources compatible with screen readers and provide alternative formats for assessment. Revise the JC English Language assessment framework to include clear guidelines for accommodating learners with different disabilities, such as providing extra time, alternative formats, or oral assessment options.
- Expressive Arts – Create tactile resources for visually impaired learners and incorporate sign language into performance activities. For example, develop tactile versions of the illustrations in Book 2 (p. 128) used for narrative writing inspiration, and include sign language instruction in the dramatic performance sections.
- Agriculture – Provide audiovisual alternatives to text-based materials, particularly for complex agricultural concepts. Develop audio descriptions of the visual diagrams in Form 1 textbooks, and create video demonstrations with subtitles and audio descriptions for practical activities like soil testing (Form 2, p. 63).

3. Balance Cultural Perspectives:

- English – Include texts from underrepresented groups, such as indigenous authors and those from marginalised communities. Expand the culturally inclusive reading materials in the JC English Language assessment syllabus (p. 15) to include more works by Swazi authors and writers from other African nations, alongside global perspectives.
- Expressive Arts – Expand cultural representation beyond Swazi traditions to include regional and global artistic expressions. Build upon the existing cultural content in Book 2, which features Swazi cultural practices (p. 36), to include artistic traditions from neighboring countries and international influences.
- Agriculture – Integrate traditional agricultural knowledge systems alongside modern techniques, valuing indigenous wisdom. Enhance Form 2 content on traditional cattle management (p. 183) with broader coverage of indigenous farming methods and their scientific validity, presenting them as complementary to modern approaches rather than outdated practices.

4. Strengthen Justice-Oriented Content:

- English – Embed activities that address systemic inequalities, such as gender disparities, fair trade practices, and labour conditions. Expand topics in the JC English Language assessment syllabus (p. 5) to include critical discussions of social justice issues relevant to Eswatini, moving beyond awareness to analysis and action.
- Expressive Arts – Develop projects that use art as a medium for social advocacy and community change. Build upon the human trafficking awareness content in Book 1 (pp. 161-175) to include more issues relevant

to Eswatini, and enhance the community involvement narratives in Book 2 (pp. 5-8) with explicit connections to social justice.

- Agriculture – Include content on agricultural justice issues, including land rights, food sovereignty, and fair trade practices. Expand Form 3 content on equal participation in farming policies (p. 8) to include comprehensive discussions of land distribution, fair compensation for farmers, and sustainable agricultural practices that protect both people and the environment.

5. Develop Practical Implementation Strategies for Resource-Limited Contexts:

- English – Provide guidelines for implementing the curriculum with minimal resources, including shared textbooks and group activities. Create supplementary materials that outline how teachers can achieve learning objectives when digital resources mentioned in the curriculum are unavailable.
- Expressive Arts – Suggest locally available materials for artistic expression, reducing dependence on costly supplies. For each activity requiring specific materials, include a section on "Alternative Resources" listing inexpensive or recyclable options that achieve similar learning outcomes.
- Agriculture – Create resource guidelines to help schools with limited means implement practical components using local and sustainable materials. Develop a companion guide for Forms 1-3 that outlines how to conduct essential practical activities like soil testing (Form 2, p. 63) and silage making (Form 2, p. 179) using locally available materials and low-cost alternatives.

6. Enhance Teacher Support for Inclusive Education:

- English – Develop teacher guides focused on differentiated instruction and inclusive assessment practices. Create specific guidance for implementing the speaking and listening assessments (JC English Language assessment syllabus, pp. 14-16) with learners who have hearing impairments, speech difficulties, or social anxiety.
- Expressive Arts – Provide professional development resources on adapting artistic activities for diverse learners. Enhance teacher resources for Book 1 role-plays and puzzles (pp. 28-41) and Book 2 narrative writing activities (p. 128) with specific modifications for various learning needs.
- Agriculture – Create support materials that guide teachers in making practical agricultural activities accessible to all learners. Develop illustrated guides showing how to adapt activities like garden work for learners with physical disabilities, and provide case studies of successful inclusive agricultural education.

By implementing these recommendations, Eswatini's primary and secondary curricula can better align with inclusive education principles, ensuring that all learners, regardless of ability, background, or circumstances, have equitable access to quality education that prepares them for meaningful participation in society. These enhancements would not only fulfill policy commitments to inclusive education but also create a more just, diverse, and accessible learning environment for all of Eswatini's students.

3.3 Findings from stakeholder consultation

This section presents findings from stakeholder consultations, including curriculum developers, ECESWA, INSET, school administrators, teachers, learners, parents, and disability advocacy representatives. The analysis identifies significant gaps between policy intentions and practical implementation.

OBJECTIVE 1: EVALUATION OF CURRICULUM ALIGNMENT WITH INCLUSIVE EDUCATION PRINCIPLES

3.3.1 Diversity Considerations in the Curriculum

1. Recognition but Limited Implementation – Subject curriculum developers acknowledge the importance of accommodating diverse learners, but most lack qualifications in inclusive education, limiting their ability to design truly diverse curricula (Subject Curriculum Developers).
2. Subject-Specific Variations – The audit revealed significant differences in how subjects accommodate diversity:

- Expressive Arts naturally allows for participation in different ways but lack structured guidelines for adapting performances for learners with mobility impairments (Subject Curriculum Developers).
- English presents significant barriers, particularly in listening components, which are inaccessible to learners with hearing impairments (Subject Curriculum Developers).
- Agriculture faces challenges in adapting practical activities for learners with physical disabilities (Subject Curriculum Developers).

3. Representation in Learning Materials – Learners consistently reported not seeing themselves represented in textbooks. A visually impaired primary

school learner stated, "I don't see people like me in the books," while secondary school learners overwhelmingly disagreed that they saw representation, with some believing "it would never happen" (Primary and Secondary Learners).

4. Narrow Conceptualisation of Disability – The SEN Curriculum Developers reported that while the curriculum addresses multiple disabilities, more work is needed to ensure representation of all learners (SEN Curriculum Developers).
5. Universal Design for Learning Application – SEN Curriculum Developers incorporate Universal Design for Learning (UDL) principles and assistive technologies in their modifications, but resource shortages limit their reach across all learners (SEN Curriculum Developers).

3.3.2 Inclusion Practices in Implementation

1. Physical vs. Meaningful Inclusion – While learners with disabilities are physically present in classrooms, they frequently lack equal access to curriculum content. Secondary school teachers reported that the curriculum is standardised and does not sufficiently accommodate diverse learning needs (Secondary School Teachers).
2. Teaching Methods and Adaptation – Teachers modify their teaching strategies (using group work, auditory learning, and practical activities), but large class sizes limit individualised support (Primary and Secondary School Teachers).
3. Assessment Barriers – ECESWA (Examinations Council) provides some accommodations, such as modified exam papers, assistive technology, and exemptions from certain components. However, exam modifications are

often delayed because schools fail to report disabilities in time (ECESWA Representative).

4. School-Level Implementation – Headteachers acknowledged that while they attempt to accommodate learners with disabilities, they struggle with resource constraints and inadequate teacher training (Primary and Secondary School Headteachers).
5. Parental Perspectives – Parents of primary school learners were generally satisfied with accessibility measures, such as enlarged text and oral assessments. However, secondary school parents highlighted concerns about curriculum rigidity and limited adaptation for learners with disabilities (Parents).
6. Individualised Education Plans – SEN Curriculum Developers use Individualised Education Plans (IEPs) to support learners with disabilities, but their integration into mainstream curriculum delivery remains weak (SEN Curriculum Developers).
7. Subject-Specific Inclusion – Inspectors observed that Expressive Arts fosters participation through multiple modes of expression, but English relies on inaccessible lecture-based methods that exclude learners with sensory impairments (Inspectors).

3.3.3 Equity in Resource Allocation and Access

1. Urban-Rural Disparities – Parents and teachers highlighted that schools do not receive equal access to inclusive education resources, particularly in rural areas (Parents and Teachers).
2. Financial Barriers – The FODSWA emphasised that education costs, especially for transport and hostel accommodation, limit access for learners with disabilities from low-income families (FODSWA Representative).

3. Assistive Technology Limitations – While some schools have access to devices like Braille Note Touch, GoTalks, and Prodigy Connect screens, these resources are not universally available. Secondary school learners reported going months without accessible textbooks (Secondary School Learners).
4. Teacher Distribution – There is an inequitable distribution of teachers trained in special education, with many schools lacking specialised support personnel (INSET Officers).
5. Assessment Inequities – Inspectors noted that standardised assessments disadvantage learners with disabilities, especially in English and Agriculture, where alternative assessment methods are not consistently implemented (Inspectors).
6. Exam Accommodations – ECESWA offers accommodations like extra time, Braille papers, and exemptions from certain components, but disparities persist due to delayed reporting and uneven resource access across schools (ECESWA Representative).

3.3.4 Justice in Policy Implementation and Rights Protection

1. Policy-Practice Gap – Despite existing inclusive education policies, implementation remains weak due to limited accountability measures (SEN Curriculum Developers).
2. Representation in Decision-Making – The FODSWA highlighted that persons with disabilities are not adequately represented in curriculum development and policy-making processes (FODSWA Representative).
3. Admission Restrictions – Some schools exclude learners with specific needs, such as those dependent on diapers, due to facility and staffing limitations (Primary School Headteacher).

4. Curriculum Rigidity – The absence of alternative curricula means that some learners are forced to sit for exams they cannot meaningfully engage with (ECESWA Representative).
5. Structural Barriers – Both primary and secondary school learners reported safety concerns due to inadequate infrastructure and school security, which disproportionately impact learners with disabilities (Primary and Secondary School Learners).
6. Bullying and Stigmatisation – FODSWA Representative and Parents criticised weak policy enforcement, noting that bullying, stigma, and lack of accountability remain systemic issues in schools (FODSWA Representative, Parents).

OBJECTIVE 2: IDENTIFICATION OF GAPS AND RECOMMENDATIONS

1. Teacher Preparation and Professional Development

Most teachers, curriculum developers, and inspectors lack formal training in inclusive education. INSET officers acknowledged their limited expertise, with one stating, "How can we plan a training when we have not been trained ourselves?" To address this gap, several recommendations have emerged. Subject Curriculum Developers suggest mandating specialised training in inclusive curriculum design for all curriculum developers. Secondary School Headteachers recommend integrating inclusive education into pre-service teacher education programmes. INSET Officers advocate for developing a structured continuing professional development programme focused on inclusive teaching strategies. Additionally, Inspectors propose providing specialised training for subject-specific adaptation techniques.

2. Curriculum Design and Flexibility

The curriculum follows a one-size-fits-all approach with rigid assessment structures that disadvantage learners with diverse needs. Secondary school teachers reported that the curriculum is not flexible enough to accommodate learners with disabilities. Subject Curriculum Developers recommend developing explicit guidelines on adapting materials for learners with various disabilities. The ECESWA Representative suggests creating alternative or special curricula for learners who cannot attain the required competencies under the current system and introducing vocational education pathways at the primary level for learners who struggle with academic content. SEN Curriculum Developers advocate for implementing Universal Design for Learning (UDL) principles in all subject curricula.

3. Learning Materials and Assistive Technology

There is insufficient access to adapted learning materials and assistive technologies. Learners with visual impairments reported going months without textbooks in accessible formats. The FODSWA Representative recommends increasing government funding for Braille books, sign language interpreters, screen readers, and other assistive devices. INSET Officers suggest establishing a centralised resource centre where schools can borrow assistive devices. Secondary School Learners emphasise the need for timely provision of adapted materials to prevent learning delays and training technicians to maintain and repair assistive devices promptly. Teachers and Parents highlight the importance of ensuring equitable distribution of inclusive education materials, especially in rural areas.

4. Assessment and Evaluation Practices

Current assessment methods primarily favour text-based approaches, disadvantaging learners with visual, hearing, and cognitive impairments. One Inspector noted, "Deaf learners sit for the same English exams as hearing learners, but they do not receive adequate support or training, leading to extremely low pass rates." Subject Curriculum Developers recommend introducing flexible assessment methods, including oral, practical, and multimodal evaluations. The Inspector suggests developing specialised exams for deaf and visually impaired learners. Inspectors advocate for implementing standardised monitoring tools to evaluate inclusive teaching effectiveness. The ECESWA Representative proposes creating alternative assessment strategies that focus on learners' strengths rather than deficits.

5. Collaboration and Coordination

Limited collaboration between subject curriculum developers and SEN specialists results in fragmented approaches to inclusion. One developer remarked, "We work with SEN teams occasionally, but we need structured engagement in every curriculum review." Subject Curriculum Developers recommend establishing formal collaboration mechanisms between subject developers and SEN specialists. The FODSWA Representative suggests creating cross-functional curriculum review teams that include representatives with disabilities. Primary School Teachers advocate for implementing regular joint planning sessions between mainstream and special education teachers. INSET Officers recommend developing a coordinated approach between INSET, ECESWA, and curriculum developers.

6. Infrastructure and Learning Environment

Many schools lack the necessary infrastructure to support learners with disabilities. Secondary school learners reported safety concerns due to a lack of school security and inadequate accessibility features. A Primary School Headteacher recommends improving school infrastructure with ramps, handrails, and accessible learning spaces. Secondary School Learners emphasise the need to enhance school security to prevent bullying and ensure a safe learning environment. Primary School Teachers suggest creating sensory-friendly classroom environments for learners with various sensory processing needs. The FODSWA Representative advocates for mandating accessibility audits for all schools to ensure inclusive infrastructure.

7. Policy Implementation and Monitoring

While inclusive education policies exist, implementation remains weak due to insufficient monitoring and accountability mechanisms. SEN Curriculum Developers noted that "existing inclusive education policies are not effectively enforced, limiting systemic change." Inspectors recommend strengthening policy enforcement through regular audits of inclusivity implementation in schools and allocating dedicated funding for inclusive education resources and materials. SEN Curriculum Developers suggest requiring all curricula to undergo an accessibility review before approval. The FODSWA Representative proposes establishing clear accountability measures for schools that fail to implement inclusive practices. INSET Officers, the FODSWA Representative, and Headteachers emphasise the need to implement monitoring and evaluation frameworks to enforce inclusive education policies.

8. Parental and Community Engagement

Limited parental involvement and community awareness about inclusive education contribute to stigma and reduced support for learners with disabilities. Parents reported challenges such as "limited parental education, making it difficult to assist with schoolwork." Parents recommend implementing regular disability awareness campaigns to reduce stigma and establishing parent support networks to share resources and strategies. A Primary School Headteacher suggests providing parent workshops on supporting children with various learning needs. The FODSWA Representative advocates for creating community-based inclusive education advocacy programmes.

9. Early Identification of Disabilities

Delayed identification and reporting of disabilities result in learners missing out on necessary accommodations. The ECESWA Representative noted that some schools fail to report disabilities in time for exam accommodations. The ECESWA Representative and Teachers recommend creating early disability identification and reporting protocols. Primary School Teachers suggest training teachers on identifying signs of different disabilities. The ECESWA Representative advocates for establishing clear communication channels between schools and assessment bodies regarding learner needs. Primary School Headteachers emphasise the importance of implementing regular screening programmes in early primary grades.

10. Representation in Learning Materials

Curriculum materials rarely represent people with disabilities, reducing relatability for learners. Both primary and secondary learners reported not seeing themselves

represented in textbooks. Learners and Parents recommend revising curriculum materials to include diverse representations of people with disabilities. Subject Curriculum Developers suggest creating inclusive textbooks that showcase the positive contributions of people with disabilities. SEN Curriculum Developers advocate for developing supplementary materials that highlight disability awareness and acceptance. Teachers emphasise the importance of including stories and examples featuring characters with disabilities in literature and teaching resources.

CONCLUSION

The evaluation of Eswatini's primary and secondary school curricula reveals significant gaps between inclusive education principles and their practical implementation. While there is broad recognition of the importance of diversity, inclusion, equity, and justice, systemic challenges in teacher preparation, resource allocation, curriculum flexibility, and assessment practices limit the effectiveness of inclusive education efforts.

Addressing these gaps requires a multi-faceted approach involving policy reform, resource redistribution, professional development, and stakeholder collaboration. By implementing the recommendations outlined in this report, Eswatini can progress toward a more inclusive education system that effectively serves all learners, regardless of their abilities or backgrounds.

The voices of learners with disabilities must be centered in this transformation process, as they provide the most authentic perspectives on the barriers they face. As one secondary school learner with visual impairment stated, "I wish I could do

French, but the school doesn't offer it," highlighting how curriculum limitations can restrict opportunities for personal development and future career options.

Ultimately, creating a truly inclusive education system is not only a matter of policy compliance but also a commitment to upholding the fundamental right of every child to quality education that recognises and responds to their unique needs and potential. Collaboration among all stakeholders including government agencies, schools, and disability advocacy groups is essential to create a fully inclusive education system where all learners can thrive.

3.4 ALIGNMENT OF POLICY DOCUMENTS WITH CURRICULUM/LEARNING MATERIALS

Objective 1: Evaluation of the Alignment of Eswatini Primary and Secondary School Curricula with Inclusive Education Principles

This section examines how well the current curricula align with the inclusive education principles (diversity, inclusion, equity, and justice) outlined in Eswatini's education policy framework.

3.4.1 Diversity

The primary and secondary curricula in Eswatini demonstrate varying levels of alignment with diversity principles as espoused in MoET policies. The National Education and Training Sector Policy (2018) recognises that "all children and youth can learn, but they may require different levels of support" (Section 1.2.1) and acknowledges diversity factors including "age, gender, language, disability, health status, and socio-economic conditions" (Sections 1.2.1 & 1.2.3). While curricula

have attempted to implement these policy commitments, the translation into educational materials remains uneven.

In primary education, English syllabi incorporate cultural diversity through folktales and fables that foster appreciation for different traditions (Foundation Phase Syllabus, Section 6). Expressive Arts shows a strong commitment to cultural inclusivity by embedding Swazi cultural values, as seen in the Grade 1 Learner's Work Book (p. 32) with traditional lullabies and dances. Similarly, the Agriculture syllabi emphasise traditional farming systems (Agriculture Primary Syllabus, pp. 4, 6, 7).

The secondary curricula similarly reflect the partial implementation of policy commitments. The English syllabi include culturally inclusive reading materials (JC English Language assessment syllabus, p. 15), and Expressive Arts materials incorporate references to the Paralympics and Swazi cultural practices. Agriculture syllabi integrate indigenous and exotic livestock breeds, including Nguni, Brahman, and Jersey.

However, significant gaps exist between policy aspirations and curricular implementation. The Swaziland National Curriculum Framework (2018) promotes multilingual education, including siSwati, English, and Swazi Sign Language, but across all subjects, representation of marginalised groups, particularly persons with disabilities, remains limited. The Eswatini Standards for Inclusive Education (2019) advocate for curriculum flexibility (Standards 6.1-6.3), yet Indigenous knowledge and minority cultural representation are weakly addressed in curricula, contrary to the policy vision of comprehensive diversity.

3.4.2 Inclusion

The policy framework for inclusion is robust, with the National Education and Training Sector Policy (2018) prohibiting "any distinction, exclusion, or restriction that impairs a learner's access to education" (Section 1.2.1). The Eswatini Standards for Inclusive Education (2019) specifically promote curriculum flexibility and alternative assessments to accommodate different learning needs (Standards 6.11-6.20).

In primary curricula, English syllabi show explicit recommendations for supporting learners with special educational needs, including visual aids and alternative assessment methods (Middle Primary Phase Syllabus, Section 9). The UDL Checklist in English Grade 1 Learner's Book (pp. 15-20) highlights visual aids and step-by-step learning progressions. Expressive Arts acknowledges that "many learners with special educational needs (SEN) and/or disabilities will thrive in the stress-free and therapeutic environment which good arts teaching can provide" (Expressive Arts UP Syllabus, p. 12).

Secondary curricula demonstrate less consistent implementation. While English syllabi promote practical communication skills through speaking and listening assessments (JC English Language assessment syllabus, pp. 14-16), they lack explicit provisions for learners with disabilities. Agriculture syllabi show an absence of specific accommodations despite having a flexible assessment structure. Expressive Arts textbooks incorporate engaging activities but lack UDL-aligned features.

Compared with the Swaziland National Curriculum Framework (2018), which commits to universal access to quality education and curriculum flexibility and outlines a formal school structure for inclusive education (Section 4.1.5), the actual curricula fall short. While policy emphasises teacher training in inclusive education

(Section 8.5), practical implementation guidance is inconsistent across subjects, particularly at the secondary level.

3.4.3 Equity

The National Education and Training Sector Policy (2018) guarantees "free and compulsory basic education to ensure equitable access" (p.8) and provides targeted support for vulnerable learners. The ESSP (2022-2034) prioritises "support for orphans, vulnerable children (OVCs), and learners with disabilities" (Chapter 5.2).

Primary curricula attempt to address these equity concerns. English syllabi promote the gradual transition from siSwati to English (Foundation Phase Syllabus, Section 1), supporting learners' language development. Agriculture syllabi acknowledge resource access disparities, and Expressive Arts promotes socioeconomic diversity through entrepreneurial activities (Expressive Arts UP Syllabus, pp. 5, 32).

Secondary curricula show similar patterns. English is made compulsory, ensuring access to foundational language skills. Agriculture curricula recognise HIV/AIDS impacts and emphasise environmental issues. However, across all subjects, equity challenges persist. The English assessment framework prioritises standard forms of English (JC English Language Assessment Syllabus, p. 23), potentially disadvantaging learners who use non-standard dialects. Agriculture Form 3 assumes access to resources like land (p. 14), which may exclude urban learners.

These findings reveal disconnects between policy intent and curricular reality. While the Swaziland National Curriculum Framework (2018) acknowledges the importance of material and human resources (Sections 8.3 & 8.4) for learners with disabilities, and the ESSP includes funding strategies for equitable education access (Chapter 7.2), curricula across subjects and levels demonstrate inadequate provisions for learners from resource-limited backgrounds. The urban-rural

resource divide highlighted in policy analysis remains evident in curricular materials.

3.4.4 Justice

Policy documents articulate strong justice commitments, with the National Education and Training Sector Policy (2018) mandating "protection from all forms of stigma and discrimination" (p.8) and the ESSP (2022-2034) aligning with international education rights laws (Chapter 4.2).

Primary curricula demonstrate limited justice-oriented content. English syllabi incorporate global awareness through environmental conservation topics (Upper Primary Phase Syllabus, Section 13) but fall short in addressing systemic inequities. Agriculture materials lack exploration of food sovereignty and land access concepts. Expressive Arts promotes cultural representation but omits explicit human rights education.

Secondary curricula show slightly stronger justice alignment. English syllabi include topics on climate change and emerging health issues (JC English Language assessment syllabus, p. 5). Expressive Arts materials introduce human trafficking awareness (Book 1, pp. 161-175). Agriculture syllabi recognise social issues, including HIV/AIDS impacts. However, all subjects demonstrate limited exploration of systemic inequalities compared to policy expectations.

The Eswatini Standards for Inclusive Education (2019) encourages alternative assessments (Standards 6.11-6.20), but justice-oriented content that addresses structural barriers remains weak across the curriculum. This reflects the policy gap identified in the ESSP analysis, which noted the lack of a "clear framework for monitoring school compliance with anti-discrimination policies."

Objective 2: Identification of Gaps and Actionable Recommendations for Curriculum Enhancement

Based on the evaluation of the alignment between curricula and policy frameworks, this section identifies key gaps and provides actionable recommendations to enhance curriculum alignment with inclusive education principles.

3.4.5 Identified Gaps

1. Representation Gap – Despite policy recognition of diversity, curricula show limited representation of persons with disabilities, diverse family structures, and non-dominant cultural perspectives. This contradicts the inclusive vision articulated in the National Education and Training Sector Policy (2018) and the Swaziland National Curriculum Framework (2018).

2. Implementation Gap—While the Eswatini Standards for Inclusive Education (2019) provide detailed standards for curriculum adaptation (Standards 6.1-6.3), practical implementation guidelines and specific adaptations for various disabilities are lacking in actual curricula.

3. Language Support Gap – The National Curriculum Framework promotes multilingual education, including Swazi Sign Language, but curricula offer limited support for learners from different linguistic backgrounds, with Sign Language not fully integrated across subjects.

4. Justice-Oriented Content Gap – Curricula insufficiently address systemic inequities such as gender disparities and socioeconomic challenges, despite the National Education and Training Sector Policy (2018) commitment to "protection from all forms of stigma and discrimination" (p.8).

5. Resource Equity Gap – Learning materials often assume access to specific resources, creating barriers for learners from low-income backgrounds, which contradicts the ESSP's (2022-2034) commitment to "funding strategies aimed at ensuring equitable education access" (Chapter 7.2).

6. Teacher Support Gap – While the National Curriculum Framework emphasises "teacher training in inclusive education" (Section 8.5), curricula lack comprehensive guidance for teachers on implementing inclusive practices.

7. Assessment Flexibility Gap – Despite the Eswatini Standards for Inclusive Education (2019) supporting "continuous and alternative assessments" (Standards 6.11-6.20), many subjects maintain rigid assessment structures that disadvantage diverse learners.

3.4.6 Recommendations for Curriculum Enhancement

1. Enhance Diverse Representation

- Revise all subject curricula to incorporate authentic representation of individuals with disabilities, aligning with the National Education and Training Sector Policy's recognition of diversity factors.
- Expand cultural representation beyond Swazi traditions to include regional and global perspectives, in accordance with the Curriculum Framework's multilingual and multicultural vision.
- Integrate indigenous knowledge systems throughout subject content, particularly in Agriculture and Expressive Arts, to reflect the policy commitment to cultural relevance.

2. Strengthen Inclusive Implementation

- Develop detailed teacher guides with subject-specific adaptations for learners with various disabilities, as mandated by the Eswatini Standards for Inclusive Education (2019).
- Create UDL-aligned resources across all subjects that offer multiple means of engagement, representation, and action/expression, fulfilling the Curriculum Framework's commitment to flexible learning pathways.
- Establish clear guidelines for differentiating instruction in each subject area, supporting the policy emphasis on recognising that "all children and youth can learn, but they may require different levels of support."

3. Expand Linguistic Inclusivity

- Implement the National Curriculum Framework's vision by elevating Swazi Sign Language from elective to core subject status, particularly at primary levels.
- Develop multilingual glossaries for key subject terminology to support transitions between siSwati and English, aligning with the policy recognition of language diversity.
- Create bilingual resources that honour home languages while supporting English acquisition, reflecting the gradual language transition approach outlined in the policy.

4. Strengthen Justice-Oriented Content

- Integrate explicit content on human rights, equity, and social justice across subjects, fulfilling the National Education and Training Sector Policy's commitment to anti-discrimination.

- Develop age-appropriate materials addressing gender equality, disability rights, and socioeconomic fairness, aligned with the ESSP's international rights framework.
- Create curriculum units that explore land rights, food sovereignty, and environmental justice, especially in Agriculture, to address systemic inequities highlighted in policy documents.

5. Address Resource Inequities

- Develop low-resource alternatives for all activities requiring specialised materials or technology, supporting the ESSP's emphasis on equitable resource allocation.
- Create supplementary materials specifically designed for under-resourced rural schools, addressing the policy concern about urban-rural disparities.
- Provide clear guidelines for adapting practical activities when standard equipment is unavailable, ensuring alignment with the policy commitment to universal access.

6. Enhance Teacher Support Systems

- Develop comprehensive professional development modules for inclusive education, aligned with the National Curriculum Framework's emphasis on teacher training.
- Create subject-specific inclusion guides demonstrating adaptations for various learning needs, supporting the Standards for Inclusive Education's implementation.
- Establish professional learning communities focused on inclusive practices, reflecting the policy emphasis on continuous teacher development.

7. Increase Assessment Flexibility

- Revise assessment frameworks to include alternative evaluation methods as outlined in the Standards for Inclusive Education (2019).
- Develop guidelines for modifying assessments for learners with various disabilities without lowering standards, aligning with policy commitments to quality and inclusion.
- Create model portfolios demonstrating diverse assessment approaches for different subjects and learning needs, supporting the policy vision of flexible evaluation.

4. RECOMMENDATIONS AND PROPOSED ACTION PLAN

4.1 RECOMMENDATIONS

It is recommended that the MOET considers the following actions in the short-, medium- and long-term for Eswatini's education system to transition from policy intent to tangible outcomes, ensuring that every learner, regardless of background or ability, has access to high-quality, equitable, and inclusive education:

a. Implement a comprehensive teacher professional development programme with mandatory training modules on differentiated instruction, assistive technology utilisation, and disability-specific teaching adaptations for all in-service teachers.

b. Develop subject-specific inclusive education guidelines for each curriculum area that provide concrete strategies for adapting content, instruction, and assessment for diverse learning needs.

c. Establish a centralised assistive technology resource center with regional distribution networks to ensure equitable access to Braille materials, screen readers, hearing aids, and communication devices across all schools.

d. Create a robust policy implementation monitoring framework with clear indicators, regular school-level assessments, and accountability mechanisms to track and enforce inclusive education standards.

e. Launch a school-based mental health initiative including training of counselors in disability-specific support strategies, early intervention protocols, and trauma-informed practices to address psychosocial barriers to learning.

f. Introduce Swazi Sign Language as a formal elective subject with phased implementation beginning with pilot schools, development of standardised curriculum materials, and specialised teacher training programmes.

g. Establish inclusive vocational education pathways beginning at the primary level and extending through secondary education, with industry partnerships to create meaningful career opportunities for learners with diverse abilities.

h. Implement a national school infrastructure accessibility programme with dedicated funding, prioritisation criteria, and technical standards for retrofitting existing buildings and ensuring all new construction meets universal design principles.

i. Strengthen the education management information system (EMIS) to capture disability-disaggregated data, track accommodation provision, measure learning outcomes for students with disabilities, and monitor school-level DIEJ compliance.

j. Establish an alternative assessment framework with standardised accommodation protocols, modified examination options for different disability types, and recognition of diverse demonstration methods for competency attainment.

k. Transform teacher education curriculum at all levels to embed inclusive education as a core component rather than a specialised area, ensuring all graduating teachers possess the knowledge and skills to support diverse learners.

l. Implement an equity-based funding formula that allocates additional resources to schools based on learner diversity profiles and geographical factors, with specific weighting for disability accommodation needs in rural and underserved communities.

m. Create a national inclusive education quality assurance system with regular external evaluations, continuous improvement mechanisms, and public reporting on progress toward achieving inclusive education targets aligned with international standards and national development goals.

These recommendations provide a strategic roadmap for transforming Eswatini's education system into one that truly embodies the principles of diversity, inclusion, equity, and justice, moving beyond policy commitments to systemic change that benefits all learners

4.2 PROPOSED ACTION PLAN

Priority Area	Action	Key Activities	Responsible Parties	Resources Required	Timeline	Indicators of Success
Short-Term (0-2 Years)						
Stakeholder Capacity Building	Implement continuous in-service training structured teacher training programmes on inclusive education strategies.	- Diversify and develop online inclusive education training modules encompassing AI in differentiated teaching. - Conduct workshops and refresher courses for teachers. - Integrate inclusive education into pre-service teacher training.	MOET, INSET, Teacher Training Colleges	Training manuals, facilitators, budget for training logistics	2025-2027	At least 80% of teachers are trained in inclusive education principles.
Curriculum Reform	Revise subject syllabi to include inclusive instruction and alternative assessments.	- Review and adapt subject syllabi. - Develop guidelines for differentiated instruction. - Train teachers on inclusive instruction and assessment methods. - Develop training manuals - Integrate AI to promote inclusive practices	NCC (Curriculum Developers and evaluators), Subject Panels, Inspectors, INSET, Teachers from resources centres. Parents (to work with teachers on the Individualised training plan)	Research materials, subject specialists, funding for curriculum workshops or training - Training manuals	2025-2026	Updated curricula reflecting inclusive strategies. At least 80% of teachers trained on inclusive instruction and assessment - Developed training manuals - individualised educational plans
Resource Provision	Expand accessibility resources, including Braille books and materials, assistive technological gadgets, sign language guides and audio materials.	- Identify resource gaps in schools. - Procure and distribute accessible learning materials. - Develop digital inclusive learning resources.	MOET, Special Education Unit, NGOs	Braille printers, audio production tools, funding for resource development	2025-2027	Increased availability of accessible materials in schools.

Priority Area	Action	Key Activities	Responsible Parties	Resources Required	Timeline	Indicators of Success
Student Well-being	Enhance mental health and psychosocial support services.	- Establish school-based counseling units. - Train teachers on basic psychosocial support. - Partner with mental health professionals for school visits.	MOET, Ministry of Health, School Counselors	Psychologists, speech therapists, training materials, budget for support programmes	2025-2027	Increased number of schools offering mental health support.
Medium-Term (3-5 Years)						
Language Accessibility	Mandate Swazi Sign Language as an elective subject and train teachers for instruction. Mandate sign language as a key subject at tertiary	- Develop a Swazi Sign Language curriculum and introduce the subject as an elective or integrated into existing languages. - Provide learning materials in Swazi Sign Language. - Train and certify teachers in sign language.	Curriculum Developers, Teacher Training Colleges, Deaf Associations	Sign language experts, training modules, funding for teacher certification	2025-2027	Swazi Sign Language is formally included in the curriculum.
Skills Development	Expand inclusive vocational training programmes from primary. Align the curriculum with what is in the curriculum framework.	- Identify and establish vocational training centers. - Develop a curriculum for practical skill-based training. - Provide specialised vocational training for learners with disabilities. - advocacy and marketing targeting parents for skill-based or technical pathway	MOET, TVET Institutions, Private Sector Partners	Vocational training materials, instructors, funding	2025-2027	Increased enrollment of learners with disabilities in vocational training.
Infrastructure Improvement	Increase funding for accessible school infrastructure.	- Conduct accessibility audits in schools. - Upgrade schools with ramps,	MOET, Local Government, Donors	Construction materials,	2025-2027	At least 80% of schools upgraded with inclusive infrastructure.

Priority Area	Action	Key Activities	Responsible Parties	Resources Required	Timeline	Indicators of Success
		handrails, and accessible restrooms, resources rooms and counselling rooms. - Ensure classrooms are adapted for assistive technology.		funding for renovations		
Data & Compliance	Strengthen mechanisms to track school compliance with Diversity, Inclusion, Equity, and Justice (DIEJ) principles.	- Monitor national inclusivity indicators. - Require schools to report on inclusivity measures annually. - Conduct national education inclusion surveys.	MOET, Inspectors, Schools	Data collection tools, compliance guidelines, funding for reporting	2025-2027	National inclusivity report published annually.
Assessment Reform	- Develop national assessment framework - Develop national guidelines for alternative assessments.	- Research best practices for inclusive assessments. - Develop guidelines for alternative assessments at the school level - Pilot alternative assessment guidelines. - Train teachers on alternative assessments - Train examiners on inclusive assessment practices.	ECESWA, MOET, Teacher Training Institutions INSET	Research teams, funding for pilot programmes	2025-2027	National assessment framework developed. Pilot report(s) - At least 80% of teachers trained on alternative assessments - 100% of examiners trained on inclusive assessments
Higher Education & Teacher Training	Fully integrate inclusive education into teacher training programmes.	- Mandate inclusive education courses in teacher training. - Develop a continuous professional development framework. - Establish research hubs for inclusive education.	Teacher Training Colleges, Universities, MOET	Research funding, faculty training, curriculum development	2025-2027	Inclusive education courses are fully implemented in all teacher training institutions.

Priority Area	Action	Key Activities	Responsible Parties	Resources Required	Timeline	Indicators of Success
Equitable Resource Allocation	Expand government funding and prioritise rural schools.	- Conduct education resource equity analysis. - Allocate additional funding to rural and underserved schools. - Monitor and evaluate resource distribution.	MOET, Finance Ministry, School Administrators	Budget planning, equity monitoring tools	2025-2027	Reduced disparities in educational resources between rural and urban schools.
Policy & Sustainability Monitoring	Disseminate widely and advocate for implementing structured monitoring mechanisms (standards for inclusive education). Establish continuous evaluation frameworks for inclusive education.	- Develop an inclusive education monitoring framework. - Train educators, quality assurance officers, school administrators, and teachers, etc. on data collection for inclusivity indicators. - Conduct annual school audits on inclusivity. - Develop a national monitoring system for inclusive education. - Train inspectors and school leaders on long-term impact assessment. - Review and revise policies based on evaluation findings.	Inspectors, MOET, School principals	Monitoring tools, data collection software, funding for assessments Data analysis tools, funding for longitudinal studies	2025-2027	Annual inclusivity reports from schools and inspectors. Ongoing data-driven policy revisions for inclusive education.

5. CAPACITY STRENGTHENING WORKSHOPS

The Ministry of Education and Training (MOET) in Eswatini conducted a one-day Training of Trainers (ToTs) Workshop on February 26, 2025, at The George Hotel in Manzini. The workshop, co-funded by UNICEF and the European Union, brought together 40 education stakeholders including curriculum developers, in-service providers, school inspectors, and teachers to build capacity in implementing inclusive education principles.

Workshop Structure and Content

The workshop was organised into three main sessions:

- A morning plenary session focusing on inclusive education principles, national and international policy frameworks, and inclusive curriculum concepts
- A mid-morning session addressing practical approaches including designing inclusive learning materials, differentiated instruction, Universal Design for Learning (UDL), and alternative assessment strategies
- An afternoon session with role-specific breakout groups where participants discussed implementation challenges and solutions relevant to their professional responsibilities

Key topics covered included the distinction between integration and inclusion, the rights-based rationale for inclusive education, adaptation versus accommodation versus modification strategies, and practical frameworks for lesson differentiation.

Participant Demographics and Workshop Impact

The evaluation revealed that 60% of participants had no prior formal training in inclusive education, highlighting the critical need for professional development in this area. Participants' self-reported understanding of inclusive education increased significantly from an average of 2.4/5 before the workshop to 4.6/5 afterward.

The Differentiated Instruction and Universal Design for Learning session received the highest satisfaction rating (4.8/5), followed by Understanding Inclusive Curriculum (4.7/5) and Designing Inclusive Learning Materials (4.6/5). After the workshop, 60% of participants indicated they were either "confident" or "very confident" in their ability to train others on inclusive education principles, demonstrating the workshop's effectiveness in building capacity.

Key Findings and Implementation Challenges

The workshop revealed several significant implementation challenges across stakeholder groups:

- Limited teacher training in inclusive education methodologies
- Insufficient resources and assistive technologies, particularly in rural schools
- Rigid assessment systems that disadvantage learners with disabilities
- Inadequate collaboration between curriculum developers and special education specialists
- Infrastructure barriers limiting physical accessibility

Recommendations for Future Support

Based on participant feedback, the following recommendations were made:

1. Extend future workshops to multiple days to allow deeper exploration of topics
2. Develop role-specific resources tailored to different stakeholder responsibilities

3. Incorporate more practical demonstrations of inclusive teaching strategies

4. Establish professional learning communities to provide ongoing support and mentorship

5. Create a monitoring framework to track the implementation of inclusive practices

6. Expand engagement to include parents, students with disabilities, and community organisations

The workshop successfully reinforced the central message that "Education for all means education for everyone without exception," emphasising that inclusive education requires an unwavering commitment to educational access that genuinely encompasses every learner, regardless of ability, background, or circumstance.

This ToTs initiative represents an important step in Eswatini's journey toward a more inclusive education system and aligns with the broader curriculum audit findings regarding the need for enhanced teacher preparation, practical implementation resources, and systematic monitoring of inclusive education practices.

6. CONCLUSION

This curriculum audit has identified both strengths and critical gaps in Eswatini's education system regarding Diversity, Inclusion, Equity, and Justice (DIEJ). While the policy framework strongly supports inclusivity, the implementation of these policies remains inconsistent, particularly in curriculum adaptation, teacher training, assessment flexibility, and resource allocation. Schools with proactive leadership and structured training programmes have made progress, but many institutions still lack the necessary support systems to fully implement inclusive education.

To ensure a truly inclusive education system, stronger policy enforcement, increased funding for assistive resources, structured teacher training, and flexible curriculum and assessment strategies must be prioritised. By implementing the proposed Action/Implementation Plan, stakeholders can work collaboratively to bridge the gaps and create an education system that is accessible, equitable, and empowering for all learners.

7. REFERENCES

Central Statistical Office (2015). Swaziland Multiple Indicator Cluster Survey 2014, Key Findings. Mbabane, Swaziland: Central Statistical Office (CSO).

Central Statistical Office (CSO) (2024). Eswatini Multiple Indicator Cluster Survey 2021-2022, Survey Findings Report. Mbabane, Eswatini: Central Statistical Office (CSO).

Ministry of Education and Training (MoET) (2018). National Education and Training Sector Policy 2018. Mbabane: Ministry of Education and Training.

Ministry of Education and Training (2019). Annual Education Census. Mbabane, Eswatini.

Ministry of Education and Training. (2019). Standards for Inclusive Education. Ministry of Education and Training.

Ministry of Education and Training. (2018). Swaziland National Curriculum Framework for General Education. National Curriculum Centre, Ministry of Education and Training.

UNESCO (2009). Policy Guidelines on Inclusion in Education. Paris: UNESCO.

UNESCO (2015). Education for All 2000-2015: Achievements and Challenges. Global Monitoring Report.

UNESCO (2018). Concept note for the 2020 Global Education Monitoring Report, Paris: UNESCO.

Government of Swaziland. (2005). Constitution of the Kingdom of Swaziland. Government of Swaziland.

UNESCO. (2022). Global Education Monitoring Report: Inclusive Education in Southern Africa. UNESCO.

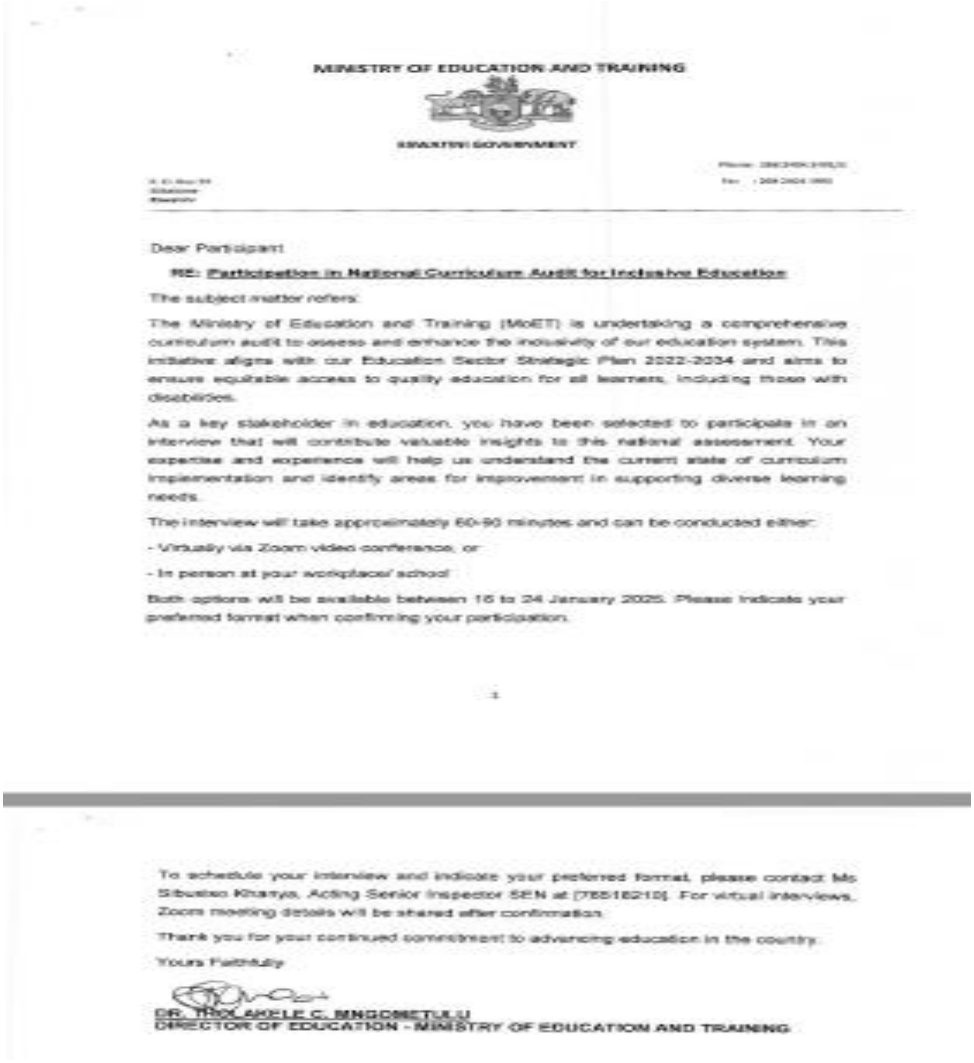
UNESCO. (2023). Review of Inclusive Education Implementation in Eswatini. UNESCO Regional Office for Southern Africa.

UNICEF. (2022). Situation Analysis of Children with Disabilities in Eswatini. UNICEF Eswatini.

World Bank. (2021). Eswatini Education Sector Analysis: Inclusive Education Implementation Review. World Bank Group.

8. APPENDICES

APPENDIX A: LETTER FROM MOET TO STAKEHOLDERS



MINISTRY OF EDUCATION AND TRAINING

KINGDOM OF ESWATINI GOVERNMENT

Dear Participant

RE: Participation in National Curriculum Audit for Inclusive Education

The subject matter refers:

The Ministry of Education and Training (MoET) is undertaking a comprehensive curriculum audit to assess and enhance the inclusivity of our education system. This initiative aligns with our Education Sector Strategic Plan 2022-2034 and aims to ensure equitable access to quality education for all learners, including those with disabilities.

As a key stakeholder in education, you have been selected to participate in an interview that will contribute valuable insights to this national assessment. Your expertise and experience will help us understand the current state of curriculum implementation and identify areas for improvement in supporting diverse learning needs.

The interview will take approximately 60-90 minutes and can be conducted either:

- Virtually via Zoom video conference, or
- In person at your workplace/ school

Both options will be available between 16 to 24 January 2025. Please indicate your preferred format when confirming your participation.

To schedule your interview and indicate your preferred format, please contact Ms Sibusiso Khanya, Acting Senior Inspector SEN at [7851621O]. For virtual interviews, Zoom meeting details will be shared after confirmation.

Thank you for your continued commitment to advancing education in the country.

Yours Faithfully

DR. THOLAKELE C. MNGOMETULU
DIRECTOR OF EDUCATION - MINISTRY OF EDUCATION AND TRAINING

APPENDIX B: POLICY DOCUMENTS REVIEW TEMPLATE

Document Title:

Date of Publication:

Target Group:

Key Findings:

Strengths:

Weaknesses:

Gaps:

Recommendations:

CURRICULUM MATERIALS REVIEW TEMPLATES

APPENDIX C: DIVERSITY AUDIT TOOLS

1. Content Representation Analysis Matrix

Content Element	Present	Absent	Evidence/Examples
Disability representation			
Gender diversity			
Cultural diversity			
Socioeconomic diversity			
Language diversity			
Rural/urban perspectives			

2. Visual Material Analysis Checklist

Criteria	Yes/No	Evidence examples
Images include people with various disabilities		
Assistive devices are depicted accurately		
Different family structures are represented		
Various cultural practices are shown		
Gender roles are non-stereotypical		
Diverse body types are represented		
Different age groups are included		

3. Language and Terminology Assessment Guide

Rate the following on a scale of 1-5 (1=Poor, 5=Excellent):

Element	Very poor	Poor	Average	Good	Very good	Reason for below-average rating
Use of person-first language						
Appropriate disability terminology						
Cultural sensitivity in descriptions						
Gender-inclusive language						
Age-appropriate vocabulary						
Local context relevance						

APPENDIX D: INCLUSION AUDIT TOOLS

1. Universal Design for Learning (UDL) Checklist

Multiple Means of Representation

[ ] Visual supports provided

[ ] Audio alternatives available

[ ] Text-to-speech compatibility

[ ] Adjustable text size/contrast

[ ] Clear, consistent layout

[ ] Sign language support where relevant

Multiple Means of Action and Expression

[ ] Alternative response options

[ ] Various assessment methods

[ ] Flexible timelines

[ ] Multiple ways to demonstrate learning

[ ] Assistive technology compatibility

Multiple Means of Engagement

[ ] Choice in learning activities

[ ] Relevant real-life connections

[ ] Various difficulty levels

[ ] Cultural connection points

[ ] Interactive learning options

2. Accessibility Assessment Matrix

Learning Material	Physical Access	Cognitive Access	Sensory Access	Social Access
Textbooks				
Worksheets				
Assessment tools				
Learning aids				

APPENDIX E: EQUITY AUDIT TOOLS

1. Resource Distribution Analysis

Resource Type	Availability	Accessibility	Adaptability	Cost Implications
Learning materials				
Assistive devices				
Support services				
Teacher resources				

2. Learning Barriers Assessment

Rate frequency of barriers (1=Never, 5=Very Frequent):

	Never	Rarely	Frequent	Very frequent	Always

Physical accessibility					
Communication barriers					
Learning material accessibility					
Assessment methods					
Teaching strategies					
Social inclusion					
Cultural barriers					

3. Support Systems Evaluation

Support Type	Existing Provision	Gaps Identified	Resources Required	Timeline
Academic support				
Physical support				
Social support				
Emotional support				

APPENDIX F: JUSTICE AUDIT TOOLS

1. Rights-Based Analysis Framework

Check for the presence and quality of:

- [ ] Human rights education

- [ ] Disability rights awareness

- [ ] Anti-discrimination content

- [ ] Advocacy skills development

- [ ] Self-determination promotion

- [ ] Equal participation opportunities

2. Power and Privilege Analysis

- Examine the representation of:
- Decision-making processes
- Voice and agency

- Leadership roles
- Success stories
- Problem-solving scenarios
- Community involvement

APPENDIX G: KEY STAKEHOLDERS' CONSENT FORM

The Government of the Kingdom of Eswatini

Ministry of Education & Training

Consent Form for Key Stakeholders

Dear Key Stakeholder for National Curriculum Audit

Re: Consent to participate in Focus Group Discussion on National Curriculum Audit for Inclusive Education

The Ministry of Education and Training (MOET) is conducting a comprehensive curriculum audit to strengthen its commitment to inclusive education. This initiative forms part of the MOET broader strategy to ensure that the education system effectively serves all learners, regardless of their abilities or circumstances.

You are invited to participate in the national curriculum audit exercise. Should you agree to voluntarily participate in this exercise, you are kindly requested to sign the consent form. Below, the purpose of the curriculum audit is stated, and expectations as well as, your rights as a participant and assurance of adherence to confidentiality ethics.

Purpose of the National Curriculum Audit

The purpose of the assignment is to conduct a curriculum audit in support of inclusive education policy, to ensure adherence to principles of non-discrimination, diversity, tolerance, and inclusion of children and youth with disability in the learning materials for ownership and relevance. It aims to conduct a comprehensive landscape analysis/curriculum audit about inclusive education.

Expectations

As a participant in the curriculum audit, you will be required to partake in about two (2) hours of Focus Group Discussion. The discussions will be audio-recorded.

Voluntary participation and confidentiality

Participation in the audit will be voluntary. You have a right to leave the discussions at any time you want.

Confidentiality is guaranteed. Pseudonyms (Not real names) will be used to identify schools and participants during data collection, analysis, and reporting.

All forms of information will be stored in a safe place by the consultant until completion of the audit and then be submitted to UNICEF for further storage for a period of at least 5 years before they are destroyed.

Benefits and Harm

There are no foreseeable risks involved for you taking part in this curriculum audit exercise. As a participant in this exercise, please note that there shall be no financial benefit to you. Through your participation in this exercise, you will have the opportunity to reflect on the school curriculum in Eswatini. This is an opportunity to contribute to the improvement of the school curriculum in the Kingdom of Eswatini.

Participant:

I …… an employee at …… have read and understood this consent form. I agree to participate in the Eswatini national curriculum audit and take part in the Focus group discussion out of my free will. I understand that I can stop participating in this exercise anytime I want. I also understand that there is no financial benefit that I will get from participating in this curriculum audit exercise.
I also agree to audio-recording of the interview.

Key Stakeholder's name: ----------

Signature: ----------

Date: ----------

Yours sincerely

Dr. T. Mngomezulu

Director, MOET

APPENDIX H: LEARNERS' CONSENT FORM

The Government of the Kingdom of Eswatini

Ministry of Education & Training

Dear Learner,

Re: Consent to participate in National Curriculum Audit for Inclusive Education.

The Ministry of Education and Training (MOET) is conducting a comprehensive curriculum audit to strengthen its commitment to inclusive education. This initiative forms part of the MOET broader strategy to ensure that the education system effectively serves all learners, regardless of their abilities or circumstances.

The MoET has commissioned a team led by Dr. KE Kunene, an expert in curriculum development, monitoring and evaluation, and quality assurance in education to lead the curriculum audit exercise.
You have been selected by your school to participate in the curriculum audit exercise. The decision to participate in this exercise is entirely voluntary. Should you agree to participate in this exercise, you are kindly requested to sign the consent form. Below, the purpose of the curriculum audit is stated, and expectations as well as, your rights as a participant and assurance of adherence to confidentiality ethics.

Purpose of the Eswatini National Curriculum Audit
The purpose of the assignment is to conduct a curriculum audit in support of inclusive education policy, to ensure adherence to principles of non-discrimination, diversity, tolerance, and inclusion of children and youth with disability in the learning materials for ownership and relevance. It aims to conduct a comprehensive landscape analysis/curriculum audit about inclusive education.

Expectations
As a participant in the curriculum audit exercise, you will be required to partake in about one (1) hour interview. The interview will be audio-recorded. The interview will take place at your school on a date that will be communicated to you by the headteacher of your school.

Voluntary participation and confidentiality
Participation in the curriculum audit exercise will be voluntary. You have a right to leave the interview at any time you want.

Confidentiality is guaranteed. Pseudonyms (Not real names) will be used to identify schools and participants during data collection, analysis, and reporting. All forms of information will be stored in a safe place by the team leader until completion of the exercise and then be submitted to UNICEF for further storage for a period of at least 5 years before they are destroyed.

Benefits and Harm

There are no foreseeable risks involved for you taking part in this curriculum audit exercise. As a participant in this exercise, please note that there shall be no financial benefit to you. Through your participation in this exercise, you will have the opportunity to reflect on the school curriculum in Eswatini and how you have been affected as a learner. This is an opportunity to contribute to the improvement of the school curriculum in the Kingdom of Eswatini.

Participant:

I ……., a learner at …… have read and understood this consent form. I agree to participate in the Eswatini National Curriculum Audit and take part in the interview out of my free will. I understand that I can stop participating in this exercise anytime I want. I also understand that there is no financial benefit that I will get from participating in this exercise.

I also agree to audio-recording of the interview.

Learner's name: ----------

Signature: ----------

Date: ----------

Yours sincerely

Dr. T. Mngomezulu
Director, MOET

APPENDIX I: PARENT'S/GUARDIAN'S CONSENT FORM

The Government of the Kingdom of Eswatini

Ministry of Education & Training

Dear Parent or Guardian

Re: Consent to participate in Eswatini National Curriculum Audit for Inclusive Education.

The Ministry of Education and Training (MOET) is conducting a comprehensive curriculum audit to strengthen its commitment to inclusive education. This initiative forms part of the MOET broader strategy to ensure that the education system effectively serves all learners, regardless of their abilities or circumstances.

Your child, ----------, has been selected by their school to participate in the curriculum audit exercise. The decision to participate in this exercise is entirely voluntary. Should you agree that your child participates in this exercise, you are kindly requested to sign the consent form. Below, the purpose of the mapping is stated, and expectations as well as, the child's rights as a participant and assurance of adherence to confidentiality ethics.

Purpose of the National Curriculum Audit

The purpose of the assignment is to conduct a curriculum audit in support of inclusive education policy, to ensure adherence to principles of non-discrimination, diversity, tolerance, and inclusion of children and youth with disability in the learning materials for ownership and relevance. It aims to conduct a comprehensive landscape analysis/curriculum audit about inclusive education.

Expectations

As a participant in the curriculum audit, your child will be required to partake in about one (1) hour interview. The interview will be audio-recorded. The interview will be held at your child's school. You are kindly requested to permit your child to be part of the curriculum audit by participating in an interview.

Voluntary participation and confidentiality

Participation in the review will be voluntary. Your child has a right to leave the discussions at any time they want.

Confidentiality is guaranteed. Pseudonyms (Not real names) will be used to identify schools and participants during data collection, analysis and reporting. All forms of

information will be stored in a safe place by the consultant until completion of the review and then be submitted to UNICEF for further storage for a period of at least 5 years before they are destroyed.

Benefits and Harm

There are no foreseeable risks involved for you taking part in this curriculum audit exercise. As a participant in this exercise, please note that there shall be no financial benefit to you. Through your participation in this exercise, you will have the opportunity to reflect on the school curriculum in Eswatini. This is an opportunity to contribute to the improvement of the school curriculu in the Kingdom of Eswatini.

Parent/Guardian:

I, _____, a parent/guardian of _____ have read and understood this consent form. I agree that my dependent _____ studying at _____ School participate in an interview for Eswatini national curriculum audit out of his/her freewill. I understand that they can stop participating in this process anytime he/she wants. I also understand that there is no financial benefit that he/she will get from participating in this process.

I also agree to audio-recording of the interview in which my child will participate.

Name of Parent/Guardian: ……

Signature: ……

Date: ……..

Yours sincerely

Dr. T. Mngomezulu

Director – MOET

APPENDIX J: INTERVIEW SCHEDULE FOR ECESWA OFFICER

1. What is your role in supporting inclusive education through examinations?
2. How do you ensure equity in examination practices for learners with disabilities?
3. What adaptations are available for learners with disabilities during examinations?
4. How do you ensure these adaptations meet the needs of all learners?
5. How do you evaluate whether examination materials are inclusive?
6. What steps do you take to gather feedback from stakeholders on inclusivity in examinations?
7. What challenges do you encounter in implementing inclusive examination practices?
8. What resources or support would improve inclusivity in examinations?
9. What strategies would you recommend to enhance inclusivity in assessments and examinations?

APPENDIX K: INTERVIEW SCHEDULE FOR CHAIRPERSON OR SECRETARY OF AN ASSOCIATION OF PEOPLE WITH DISABILITIES

1. How do you define inclusive education and its importance for people with disabilities?
2. What are the key characteristics of an inclusive curriculum from your perspective?
3. What is the role of your association in promoting inclusive education?
4. How do you engage with educational stakeholders to ensure the needs of people with disabilities are addressed?
5. How well do you feel the current education system accommodates people with disabilities?
6. What are your views about the school curriculum/teaching and learning materials concerning the following:
   - Curriculum accessibility
   - Teaching methods
   - Learning materials
   - Assessment practices
   - Support systems
7. Are the voices of people with disabilities adequately represented in curriculum development and policy-making?
8. What are the major challenges faced by people with disabilities in accessing education?

9. What advocacy efforts is your association undertaking to improve inclusivity in education?
10. What changes would you like to see in the education system to better support people with disabilities?
11. How can educational institutions collaborate more effectively with associations like yours to promote inclusivity?

APPENDIX L: INTERVIEW SCHEDULE FOR INSPECTORS

1. What is your role in monitoring and evaluating the implementation of the curriculum in schools?
2. How do you support teachers in implementing inclusive practices in your subject?
3. How well do you think the current curriculum supports diverse learners in your subject?
4. What are your views about the school curriculum/teaching and learning materials concerning the following:
   - Curriculum accessibility
   - Teaching methods
   - Learning materials
   - Assessment practices
   - Support systems
5. What feedback have you received from teachers regarding the inclusivity of the curriculum?
6. What training or resources do you provide to teachers to help them implement inclusive education in your subject?
7. How do you ensure teachers are equipped to handle diverse learning needs?
8. How do you assess the effectiveness of inclusive practices in the teaching of your subject?
9. What tools or metrics do you use to evaluate inclusivity in classroom instruction?
10. What challenges do you encounter in ensuring the implementation of inclusive practices in your subject?
11. What support or resources would improve the monitoring and implementation of an inclusive curriculum?
12. What strategies would you recommend to enhance inclusive practices in the teaching of your subject?
13. How can policy or system-level changes improve inclusivity in subject-specific education?

APPENDIX M: INTERVIEW SCHEDULE FOR SUBJECT CURRICULUM DEVELOPERS

Demographics

1. What subject are you designing?
2. For how long have you been a curriculum designer?
3. Have you received any training in curriculum design/development? Please specify.
4. Have you received any qualification/training in designing an inclusive curriculum? Please explain.

Main questions

5. What does inclusive education mean to you as a curriculum developer?
6. How do you define an inclusive curriculum?
7. How do you ensure that the curriculum supports diverse learners, including those with disabilities?
8. What considerations are made to ensure the curriculum is accessible to all?
9. How are teaching materials developed to reflect inclusivity?
10. How are assessments designed to accommodate diverse learning needs?
11. What measures are in place to ensure fair assessment for learners with disabilities?
12. What challenges do you face in developing an inclusive curriculum?
13. What resources or support would help address these challenges?
14. How do policies influence the development of an inclusive curriculum?
15. What improvements would you recommend in policy or practice to enhance inclusivity?

APPENDIX N: INTERVIEW SCHEDULE FOR SEN CURRICULUM DEVELOPERS

DEMOGRAPHICS

1. What is your role in curriculum development for special education needs?
2. How long have you been working in special education curriculum development?
3. What qualifications or training do you have in inclusive curriculum design and special education?

Main Questions

4. What does inclusive education mean in the context of curriculum development?
5. How do you define an inclusive curriculum?
6. How do you ensure that modifications to the curriculum meet the diverse needs of learners with disabilities?
7. What criteria do you use to modify school learning materials for different subjects?

8. How do you ensure accessibility in curriculum materials (e.g., Braille, large print, digital formats, simplified language)?
9. How do you collaborate with subject curriculum designers to make their materials inclusive?
10. How do you address subject-specific challenges when adapting materials for learners with special needs?
11. How do you ensure that assessment methods are inclusive and accommodate different disabilities?
12. What alternative assessment strategies are recommended for learners with disabilities?
13. How do you gather feedback from teachers and learners to evaluate the effectiveness of curriculum adaptations?
14. What training or resources do you provide to teachers to help them implement an inclusive curriculum?
15. How do you support schools in using inclusive teaching materials effectively?
16. How do you collaborate with other stakeholders (e.g., examination bodies, policymakers, disability associations) to improve curriculum inclusivity?
17. What challenges do you face in modifying school learning materials for inclusive education?
18. What policies or resources would improve the effectiveness of inclusive curriculum development?
19. What strategies would you recommend to strengthen inclusivity in school curricula?

APPENDIX O: INTERVIEW SCHEDULE FOR IN-SERVICE DEPARTMENT OFFICERS

Demographics

1. What subject are you responsible for?
2. For how long have you been in the in-service department?
3. Have you received any qualification/training on inclusive education and curriculum? Please explain.

Main questions

4. What is the role of the in-service department in supporting teacher professional development?
5. How do you incorporate inclusive education principles into your training programmes?
6. What types of training do you provide to help teachers implement inclusive practices?

7. How do you assess the effectiveness of these training programmes in improving inclusivity?
8. What ongoing support do you offer to teachers after they complete training?
9. How do you address challenges teachers face in implementing inclusive education?
10. How do you collaborate with schools and other stakeholders to ensure the success of inclusive education initiatives?
11. How do you gather feedback from teachers and use it to improve your programmes?
12. What challenges does your department face in promoting inclusive education?
13. What additional resources or support would enhance the effectiveness of your training programmes?
14. What strategies would you suggest to strengthen the role of in-service training in promoting inclusive education?
15. How can the education system better support the professional development of teachers in inclusive practices?

APPENDIX P: INTERVIEW SCHEDULE FOR TEACHERS

Demographics

1. What subjects are you teaching and at what grade levels?
2. For how many years have you been teaching in general and teaching these specific subjects in particular?
3. Highest qualification
4. Any qualification or training in Special Education Needs or Inclusive Education? Please specify.

Main questions

5. What do inclusive education and inclusive curriculum mean to you?
6. What materials do you use to teach your learners (English, Expressive Arts & Agriculture)?
7. How well does the current curriculum support all learners?
8. What are your views about the school curriculum/teaching and learning materials concerning the following:
   - Curriculum accessibility
   - Teaching methods
   - Learning materials
   - Assessment practices
   - Support systems
9. What challenges do you face in implementing an inclusive curriculum?
10. What resources do you need to support learners with disabilities better?
11. How do you adapt your teaching methods for different learners?

12. What training have you received in inclusive education and implementing an inclusive curriculum?

13. What additional support would help you implement an inclusive curriculum more effectively?

APPENDIX Q: INTERVIEW SCHEDULE FOR HEADTEACHERS

Demographics

1. How many years have you been headteacher?
2. How many years have you been headteacher in this current school?
3. Highest qualification
4. Any qualification or training in Special Education Needs or Inclusive Education? Please specify.

Main questions

5. What do inclusive education and inclusive curriculum mean to you?
6. How well does the current curriculum support all learners?
7. What are your views about the school curriculum/teaching and learning materials concerning the following:

- Curriculum accessibility
- Teaching methods
- Learning materials
- Assessment practices
- Support systems

7. How is inclusive education prioritised in your school?
8. What resources are allocated for an inclusive curriculum?
9. How do you monitor the implementation of inclusive practices?
10. What challenges do you face in supporting teachers to implement an inclusive curriculum?
11. What policy changes would help improve inclusive education and the implementation of an inclusive curriculum?

APPENDIX R: INTERVIEW SCHEDULE FOR PARENTS/GUARDIANS

Demographics

1. Child's grade level
2. Child's gender
3. Child's age

Main questions

4. What subjects does your child do in this school? What are the reasons for not doing other subjects, if applicable?

5. How well does the school meet your child's learning needs?

6. What are your views about the school curriculum/teaching and learning materials concerning the following:

- Curriculum accessibility
- Teaching methods
- Learning materials
- Assessment practices
- Support systems

7. What challenges does your child face in accessing education?
8. How do you participate in your child's education?
9. What improvements would you like to see?
10. How well does the curriculum reflect your child's experiences?

APPENDIX S: LEARNER SURVEY/INTERVIEW SCHEDULE

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I can understand the learning materials					
I can participate in class activities					
I get the help I need when I ask for it					
I see people like me in my textbooks					
I feel included in my class					
My teachers understand my needs					
I can show what I have learned in different ways					
I feel safe and respected at school					

Open-ended questions:

- What helps you learn best?
- What makes learning difficult for you?
- Is there a subject you wish you could learn but you are not doing it? Please explain why.
- What would make school better for you?