

KINGDOM OF ESWATINI



MINISTRY OF EDUCATION
AND TRAINING

Eswatini Inspection Handbook

2025



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for every child

Foreword

The Ministry of Education and Training (MoET) bears the constitutional and professional mandate to provide an equitable and inclusive education and training system that affords all learners access to high quality free primary education and secondary education, followed by opportunities to continue with lifelong education and training, thereby enhancing their personal development and contributing to Eswatini cultural development, socio-economic growth and global competitiveness (National Education and Training Sector Policy, 2018: p.7).

In pursuit of this commitment and aligned with **Goal 4 of the United Nations Sustainable Development Goals (SDGs)** (UN, 2030: Goals 1, 2, 4 and 16), the Ministry promotes **inclusive quality education for all**, recognising the diverse needs and rights of every learner. This mandate is further reinforced through regional integration with the **Southern African Development Community (SADC) protocols** (SADC Protocol on Education and Training, 1997) and national frameworks such as the **Inqaba Whole Child Approach** (School Management Guide (Inqaba): 2020), which provide a comprehensive foundation for inspection in schools.

The professional and statutory oversight of schools is guided by Eswatini's legal instruments, including:

- The Education Act (1981)
- The Teaching Service Act (1992)
- School Guide Regulations and Procedures (1978)
- School Accounting Regulations and Procedures (2024)
- Standards for Inclusive Education (2019)
- Education Sector Strategic Plan ESSP (2022 – 2034)
- National Policy Statement on Education (1999)
- School Committee Constitution (2011)
- Selected Circulars (1970 – 1974 and 2017)
- Swaziland National Framework for General Education (2018)
- School Management Guide (Inqaba) (2020)

Together, these lay the foundation for a robust inspection system designed to monitor, support and strengthen education delivery across all schools.

This revised version of the **Eswatini Inspectors' Handbook** reflects both the changing landscape of education and lessons from past practice. Informed by global research on school effectiveness and local stakeholder feedback, the handbook now integrates updated inspection standards tailored for:

- **Primary schools** emphasising an inclusive strategy - accommodating all learners, thus acting on the interests of the whole child as enshrined in the Inqaba Framework.
- **Secondary schools** integrating the Inqaba framework, focused on effective leadership, teaching quality, learner welfare and systemic accountability.

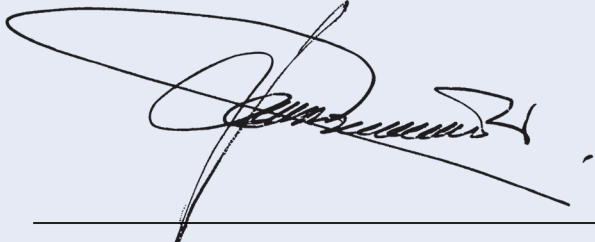
Both primary and secondary/high school standards are built around graded descriptors, domain-based standards and sources of evidence, enabling inspectors to make balanced, transparent and actionable judgements.

The Ministry recognises that education is dynamic and therefore, this handbook will be reviewed every five years, allowing for relevance, innovation and alignment with emerging trends, including:

- Information and Communication Technology (ICT) and Artificial Intelligence (AI) integration
- Equity and inclusion tracking
- Community engagement and school-based accountability
- Sustainability in health, nutrition and infrastructure.

The Ministry invites all stakeholders, school leaders, inspectors, educators, communities and development partners to use this Handbook as a living tool in shaping transformative education for every child in Eswatini.

Hon. Minister of Education and Training



Mr. Owen S. Nxumalo

Acknowledgements

The **Ministry of Education and Training (MoET)** gratefully acknowledges the generous financial support from **UNICEF**, whose continued commitment to inclusive and rights-based education has been instrumental in the development of this **Eswatini Inspection Handbook (2025)**.

Special thanks go to the Chief Inspector for Primary Education, Dr. Thamsanqa Dlamini and the Chief Inspector for Secondary Education, Dr. Cebisile P. Nxumalo, whose strategic direction and unwavering leadership guided the vision, structure and alignment of this resource with both national goals and global benchmarks.

This Handbook was created through a collaborative effort led by a dedicated Inspection Task Team, consisting of:

- Senior Inspector for Social Sciences – Mr. Herbert Dlamini
- Senior Inspector for French – Ms. Annelisa Stoffels
- Inspector of Schools for Agriculture – Mr. Bongani Siyaya
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- Inspector of Schools for Primary – Ms. Nomsa Mndzebele

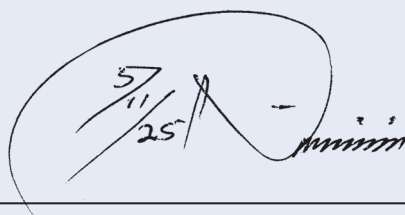
The expertise, policy analysis and validation across multiple working sessions ensured that the final framework meaningfully responds to the evolving needs of Eswatini's learners and educators.

Great appreciation also goes to the Ministry of Education and Training Senior Management officers, Inspectorate departments (Early Childhood Care and Development Education, Primary Education and Secondary Education), Guidance and Counseling Department, In-service Education and Training, National Curriculum Centre, Tertiary institutions, Examination Council of Eswatini, Head Teachers and Teachers Association representatives (Eswatini Principals' Association, Swaziland Association of School Administrators, Swaziland National Association of Teachers). Their insights elevated this handbook from a monitoring tool to a vehicle for school improvement, equity and transformative accountability.

Special appreciation is extended to Mr. Victor Nkambule, **UNICEF** Education Specialist, whose technical guidance and steadfast support throughout the drafting process enriched the framework's responsiveness to equity, inclusion and global best practices.

May this handbook champion professional integrity, institutional development and learner-centred progress across our education system.

Principal Secretary: Ministry of Education and Training

A handwritten signature in black ink, enclosed in a large, loopy oval. The signature includes the date '5/11/25' and a series of horizontal lines at the end.

Ms. Nanikie Mnisi

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Glossary of Inspection Terms

School Inspection	A purposeful external evaluation to assess educational quality, institutional management, and learner achievement.
Inspector of Schools	Any person appointed by the Principal Secretary to inspect schools and Adult Education Centers for the purpose of ensuring that proper standards are maintained.
Pastoral Inspector	An inspector that generally provides oversight of the school and is responsible for logistics, communication, and reporting during a school inspection.
Inqaba Whole Child Framework	A holistic Educational Framework focused on health, protection, nutrition, equity and psychosocial support.
Competency-Based Education (CBE)	A learner-centred approach emphasizing mastery of knowledge, skills, and values aligned to real-life tasks.
External Evaluation	Evaluation conducted by the Ministry-appointed inspectors at the national or regional level.
Internal Evaluation / Self-Evaluation	School-led review of educational quality involving staff, learners and governance structures.
School Performance Review (SPR)	A structured review process to monitor and improve school effectiveness through internal and external inputs.
Quality Areas	The key aspects (e.g., teaching, leadership, infrastructure) assessed during inspection to determine overall effectiveness.
Grading Descriptors	Standardized performance levels: Outstanding, Good, Requires Improvement Inadequate.
Triangulation of Evidence	The method of using multiple sources, observation, documentation, and interviews to validate inspection findings.
Focus Areas	Specific aspects of education examined during inspection (e.g. safety, teaching, learner welfare)
Inspection Cycle	The full process from planning, visit, evidence gathering, reporting, and follow-up.
Evaluation Instrument	Standard templates used to rate focus areas and provide actionable feedback.
Lead/Reporting Inspector (RI)	The inspector tasked with leading, compiling, writing and submitting the inspection report.
Special Inspection / Specific Inquiry	Targeted investigations triggered by anomalies, policy breaches, or urgent concerns.
Indicators of Success	Observable outcomes or milestones that demonstrate achievement in teaching and learning.
Inclusive Education	A system designed to meet the diverse learning needs of all learners, especially those with disabilities or vulnerabilities.
Inspectorate Ethics	Values such as integrity, objectivity, confidentiality, transparency, and fairness upheld during inspections.

Acronyms and Abbreviation

AI	Artificial Intelligence
CBE	Competency-Based Education
CPD	Continuous Professional Development
ECESWA	Examinations Council of Eswatini
EGCSE	Eswatini General Certificate of Secondary Education
EMIS	Education Management Information System
EPA	Eswatini Principals Association
EPC	Eswatini Primary Certificate
ESD	Education for Sustainable Development
EPCSE	Eswatini Prevocational Certificate of Secondary Education
HOD	Head of Department
IGCSE	International General Certificate of Secondary Education
JC	Junior Certificate
MoET	Ministry of Education and Training
SADC	Southern African Development Community
SASA	Swaziland Association of School Administration
SDG	Sustainable Development Goals
SEN	Special Education Needs
SDP	School Development Plan
SPR	School Performance Review
SNAT	Swaziland National Association of Teachers
RI	Reporting Inspector
TSC	Teaching Service Commission

Introduction

The Kingdom of Eswatini's commitment in delivering inclusive, equitable and high- quality education is enshrined in Goal 3 of the Education Sector Strategic Plan (2022–2034), which advocates for the strengthening of entry and exit points throughout the education system. This goal is operationalised through the renewed mandate of the Chief Inspectors for Primary and Secondary Schools, who oversee the implementation through a suite of the updated professional tools; the Eswatini *Inspection Handbook (2025)*, *Eswatini Inspection Standards for Secondary Schools (2025)* and *Eswatini Inspection Standards for Primary Schools (2025)*.

The development of these resources marks a pivotal shift toward system-wide standardisation and evidence-based accountability. These instruments were derived from extensive policy alignment and cross-sector consultation and are explicitly grounded in the principles of competency-based education, whole child support and data-driven school improvement. For primary schools, the School Management Guide (2020) anchors inspection around learners' protection and safety, right-based social inclusive schools, psychosocial support, nutrition and food security, health, inclusive curriculum and infrastructure and parental support and community involvement. For secondary schools, the standards integrate the School Management Guide (2020) and focuses on curriculum structure, institutional leadership, quality teaching and assessment, subject expertise, infrastructure and learner outcomes.

Together, these inspection resources form a coherent, national quality assurance mechanism, enabling Inspectors to consistently monitor, evaluate and support schools in line with local priorities and global benchmarks. This approach ensures that educational practices are not only standardised and transparent, but remain adaptive to dynamic realities such as technological integration, inclusivity and gender responsiveness. Moreover, the system enhances the professionalism and strategic role of Inspectors, ensuring that school evaluations are not simply compliance exercises, but they are catalysts for sustainable improvement.

These reforms are firmly rooted in a robust legal and policy foundation comprising of:

1. Education Act (1981) and Teaching Service Act (1992);
2. School Rules and Guidelines (1977-2015) and School Accounting Regulations (2015);
3. Curriculum Framework (2018) and National Education and Training Sector Policy (2018);
4. School Management Guide (2011 and 2020);
5. Sexual Offences and Domestic Violence Act (2018);
6. Children Welfare and Protection Act (2012);
7. Government Plan of Action (2024-2029);
8. Kingdom of Eswatini Constitution (2005), with specific reference to the rights of the child to quality education

This national framework is further informed by:

- The Education Act (1981), which establishes and mandates Inspectors to uphold educational standards across all providers.
- Eswatini's commitment to UN SDG 4 (Quality Education) and SADC Regional Education and Training Policies, reinforcing accountability, equity and cross-border comparability.
- The National Policy Statement on Education (1999) states that School inspectors shall remain an integral part of the school management system.

As education continues to evolve, this handbook and its associated inspection tools will be subject to a five-year review cycle, ensuring that Eswatini's schools are continuously supported, improved and empowered to meet the aspirations of every learner and of the nation.

Intended Users

This handbook is intended for all professionals and stakeholders involved in the monitoring, evaluation and improvement of education in Eswatini. It serves as a practical and authoritative guide for:

- **Inspectors of Schools** – to conduct structured, evidence-based evaluations aligned with national standards and global benchmarks.
- **School Administrators and Heads of Departments** – to understand inspection expectations, prepare documentation and implement improvement plans.
- **Ministry Officials** – to oversee policy implementation, ensure alignment with strategic goals and support inspection processes through governance, planning and resource allocation.

- **Teachers and Educators** – to reflect on teaching practices, assessment strategies and learner outcomes in line with inspection criteria.
- **Teacher Trade Unions (e.g., SNAT, SASA, EPA)** – to advocate for professional standards, support teacher welfare and collaborate on inspection informed policy improvements
- **Higher Education Institutions** – to align teacher training, curriculum development and research initiatives with national inspection standards and school improvement priorities.

Ministry of Education Mission, Vision and Objectives

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

Vision Statement: Attainment of quality in educational opportunity for all pupils of school going age and adults irrespective of their socio-economic background with the ultimate goal of enhancing their productive capacity, thus improving the quality of their lives. Central to this vision lies the quest and passion to reduce socio-economic inequalities, improve productivity and the overall quality of the life of the people of Eswatini.

Objectives:

- To provide opportunities for all children of school going age and adults to develop themselves in order to improve the quality of their own lives and the standard of living of their communities.
- To offer a wide range of practical subjects so that more pupils would be made aware of their value. This would help change attitudes towards these subjects and develop the intellectual, moral aesthetic, emotional, physical and practical capacities that are needed to shape and adapt to a fast changing complex and uncertain socio-economic environment.
- To engender a sense of civic mindedness and foster the skills that are necessary to participate effectively in the development of the country.

Principles and Values of MOET

- Equity and Inclusion
- Quality Education
- Relevance and Responsiveness
- Holistic Developments
- Civic Responsibility
- Self-Reliance and Empowerment
- Global Competitiveness

Chapter 1: Principles of Inspection

Principles and Purpose of Inspection

Definition

School inspection is a purposeful visit to an educational institution to provide an independent and external evaluation of the quality of education being provided.

Inspectors will therefore investigate:

- the quality and standards of teaching and learning.
- how well the institution is being managed.
- and the levels of attainment and overall achievements of the learners.

Vision

To ensure delivery of inclusive quality, equitable and accessible education through professional inspection.

Mission

To conduct a professionally sound and objective inspection in schools and provide findings, advice and recommendations to relevant stakeholders on the trends and status of the education system.

Mandate

Ensure inclusive quality standards in education.

Purpose

Provide an independent audit of the overall quality of education, standards of achievement and effectiveness of individual schools.

Values

Integrity, Fairness, Accountability, Service and Professionalism.

Professional Development for Inspectors

There shall be a mandatory orientation for all newly appointed Inspectors of Schools by relevant Chief Inspectors. Annually, all inspectors shall undergo continuous professional development workshops to keep up with the latest trends.

Additionally, inspectors shall benchmark with regional and international education systems on practises of good and effective schools.

The aim of inspection is:

To provide public assurance about the quality of education and contribute to improvements in education at the level of individual schools, regions and across the country.

The objectives of the inspections are to:

- (a) Monitor teaching, learning and assessment effectiveness
- (b) Ensure adherence to curriculum and policies
- (c) Promote accountability and transparency
- (d) Support school development and improvement

Providing Public Assurance

Public assurance means that inspectors have a duty to provide accurate, comprehensive and reliable information, as well as recommendations about the quality of education in individual schools and across the country. This information benefits the following groups:

- Policymakers such as politicians and government officials who are responsible for engaging in long-term strategic planning for education across the country.
- International development partners and agencies, non-governmental organisations (NGOs) and organisations with responsibilities for teacher education, curriculum development, child protection and other aspects of educational provision and improvement.
- Parents and members of the community, all of whom have a right to know about the quality of education provided by the schools to which they send their children.
- Members of the public, including taxpayers and employers, all of whom are entitled to know whether taxes are being used effectively to provide quality education.
- Learners, who also have a right to know if education in the school which they attend compares well with national, regional and international standards, ensuring the acquisition of necessary knowledge, competencies, skills and attitudes for employment and/or further education and training.

Duties and Responsibilities of Inspectors

Table 1.1: Inspector of Schools – Primary School

Ministerial Objective	Departmental Objective	Key Performance Area (KPA)	Key Activities
Improving educational quality and learning at all levels.	Improve the quality of education and enhance learning outcomes across all levels	Quality Assurance	Conduct regular inspections focusing on teaching quality, learner achievement and school climate. Compile detailed reports with actionable insights. Follow up on implementation of inspection recommendations.

Ministerial Objective	Departmental Objective	Key Performance Area (KPA)	Key Activities
			Liaise with INSET in conducting workshops at regional and cluster level.
Educational access further improved.	Significantly expand educational opportunities and ensure access to equitable and quality inclusive education for all.	Policy Advocacy and Enforcement	Advocate for inclusive education and compliance with policy, Support policy dissemination and clarification, Conduct follow-up visits for non-compliant schools
Improving educational quality and student learning at all levels.	Improve the quality of education and Enhance student Learning Outcomes across all levels	Programme Reforms, Innovation and Curriculum Support	Facilitate communication between curriculum authorities and schools, Support Schools during curriculum changes. Gather feedback from teachers and learners on curriculum effectiveness.
Ensuring adequate and equitable education financing and spending.	Set up a sustainable and equitable education financing framework that warrants sufficient and well-distributed resources	Resource Management, Budgeting, Governance and Financial Oversight	Provide technical support on school budgeting and financial compliance; Support School Governing Bodies (SGBs) on governance and accountability practices. Monitor use of funds and address irregularities.
Educational access has further improved	Significantly increase student retention rates and reduce dropout rates across all grade levels of schools in the country	Educational Planning and Administration or Institutional Support	Guide schools on planning for inclusive and learner-friendly environments; Support interventions aimed at reducing dropout. Respond to administrative challenges from schools.

Table 1.2: Inspector of Schools – Secondary

Ministerial Objective	Departmental Objective	Key Performance Area (KPA)	Activities/Tasks
Improving educational quality and learning at all levels	Ensure continuous improvement in teaching standards, curriculum delivery and outcomes in schools.	Quality Assurance	Conduct regular inspections to evaluate quality teaching and learning at the regional level. Monitor compliance with syllabus, national standards and assessment policies. Evaluate teacher performance and learner engagement. Compile inspection reports.
			Liaise with INSET in conducting workshops at the regional and cluster level.
Retaining learners in school until completion and access further improved	Promote policies that support effective delivery and equitable access to education.	Policy advocacy and enforcement	Contribute to the review and implementation of education policies. Monitor Grade Retention and normal progression. Ensure adherence and guidance to school on curricula offered.
	Ensure subjects curriculum remains relevant, competency-based and aligned with national priorities.	Curriculum Reform	Participate in subject panel meetings. Provide subject-specific feedback. Promote curriculum innovation.
	Support effective provision and utilisation of teaching and learning resources for subjects.	Resource Management	Recommend procurement or reallocation of teaching aids. Monitor resource distribution equitably

Ministerial Objective	Departmental Objective	Key Performance Area (KPA)	Activities/Tasks
	Strengthen subject- specific planning, coordination and administrative efficiency across secondary schools.	Educational Planning and Administration.	<p>Conduct school inspection schedules at regional level.</p> <p>Analyse and report subject performance data.</p> <p>Identify and support underperforming schools.</p> <p>Collaborate with principals and regional officers to resolve implementation issues.</p>

Table 1.3: Senior Inspectors

Ministerial Objective	Departmental Objective	Key Performance Area (KPA)	Activities/Tasks
Improving educational quality and student learning at all levels.	Ensure continuous improvement in teaching standards, curriculum delivery and student outcomes in schools.	Quality Assurance	<p>Conduct regular inspections to evaluate quality teaching and learning.</p> <p>Monitor compliance with syllabus, national standards and assessment policies.</p>
			<p>Liaise with INSET in planning and conducting workshops e.g. national, regional and cluster.</p>
Retaining learners in school until completion and access further improved.	Promote policies that support effective delivery and equitable access to education.	Policy development and enforcement	Contribute to the review and implementation of education policies.

Ministerial Objective	Departmental Objective	Key Performance Area (KPA)	Activities/Tasks
			<p>Advocate for curriculum policies that integrate life skills, food security, innovation and gender equality.</p> <p>Prepare subject based policy briefs and feedback reports.</p> <p>Represent the subjects in policy and stakeholder forums.</p> <p>Liaise with ECESWA on reasonable accommodation of learners with special needs.</p> <p>Enforcement of education Policy and Programmes.</p>
	<p>Strengthen subject-specific, planning, coordination and administrative efficiency across secondary schools.</p>	<p>Educational Planning and Administration</p>	<p>Plan and coordinate school inspection schedules and training programs.</p> <p>Analyse and report subject performance data.</p> <p>Identify and support underperforming schools.</p> <p>Collaborate with principals and regional officers to resolve implementation issues.</p>

Ministerial Objective	Departmental Objective	Key Performance Area (KPA)	Activities/Tasks
	Ensure subjects curriculum remains relevant, competency-based and aligned with national priorities.	Curriculum Reform	<p>Collaborate in reviewing and updating subject curricula.</p> <p>Provide subject-specific feedback on syllabi and policy documents.</p> <p>Develop or review lesson plans, assessments and projects.</p> <p>Promote curriculum innovation.</p>
	Support effective provision and utilization of teaching and learning resources for Practical subjects.	Resource Management	<p>Review availability and usage of textbooks, equipment and practical tools.</p> <p>Recommend procurement or reallocation of teaching aids.</p> <p>Develop or source low-cost instructional materials.</p> <p>Monitor resource distribution equity.</p> <p>Develop concept papers to solicit technical and financial support from development partners to support teaching, learning and provision of material and equipment.</p>

Types of School Inspection

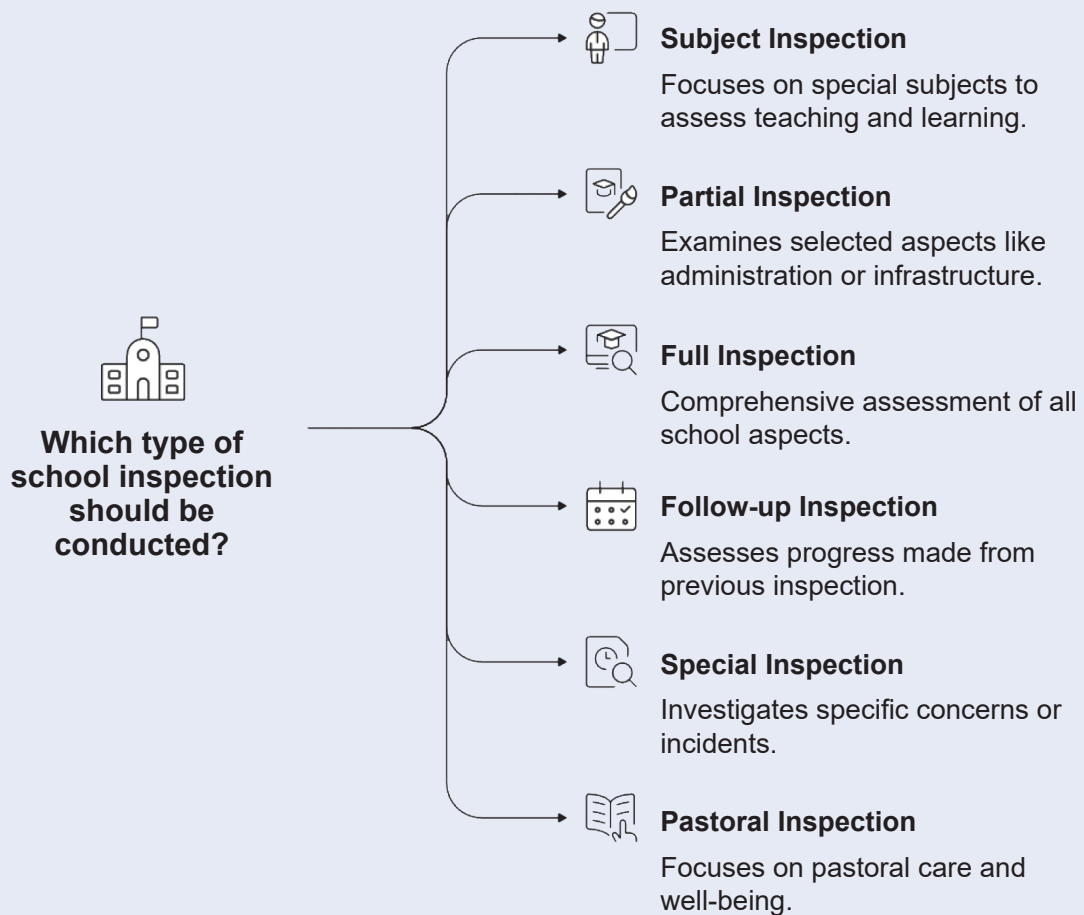


Figure 1.1: Types of Inspection

The inspectorate carries a variety of inspections. These include:

- (1) **Subject inspection** – this is carried out by an inspector specialising in a particular subject or by a team of inspectors of different subjects to assess how particular subjects are taught. This kind of inspection is mainly carried out at regional level.
- (2) **Partial inspection** – in this type of inspection, inspectors look at some aspects of a school such as administration, a specific department, infrastructure, the surrounding community and other aspects of a school.
- (3) **Full/ Mass or Panel Inspection** – this type of inspection entails conducting inspection on a full range of aspects of a school as a place of teaching and learning. These aspects include: official books, administration, infrastructure, staffing, curriculum, staff and learner welfare and many more. This type of inspection is conducted by a full complement of inspectors.
- (4) **Follow-up inspection** – in this type of inspection, inspectors visit a school previously inspected within, at most, six months. The main objective is to check the extent of progress made by the school since the last inspection. Inspectors refer particularly to observations and recommendations made to the school made in the previous inspection.

- (5) **Special Inspection/Specific Enquiry** – is a focused and investigative school visit initiated in response to a particular concern, anomaly, or incident within a school. Its primary purpose is to uncover facts, verify the authenticity of reported issues and provide actionable insights that guide resolution or inform administrative decisions. This type of inspection may be undertaken to:
- Investigate misconduct, non-compliance, or procedural breaches.
 - Ascertain whether a Teacher or Head Teacher should be confirmed in their position or promoted.
 - Clarify operational irregularities flagged by EMIS data, community feedback, or internal audits.
 - Verify conditions on the ground that may impact learner well-being, instructional delivery, or institutional integrity.
 - Offer evidence-based judgements that uphold transparency, professionalism and accountability across the school system.
- (6) **Pastoral inspection** – this type of inspection is initiated by the pastoral inspector, accompanied by one or more inspectors to inspect any aspect of the school.

Conduct of Inspectors of Schools

School inspection is grounded in a firm ethical foundation, requiring inspectors to uphold the highest standards of conduct, given their responsibility to evaluate and make judgements about the leadership and practices within the school community.

Key Values

The code of conduct outlines seven key values:

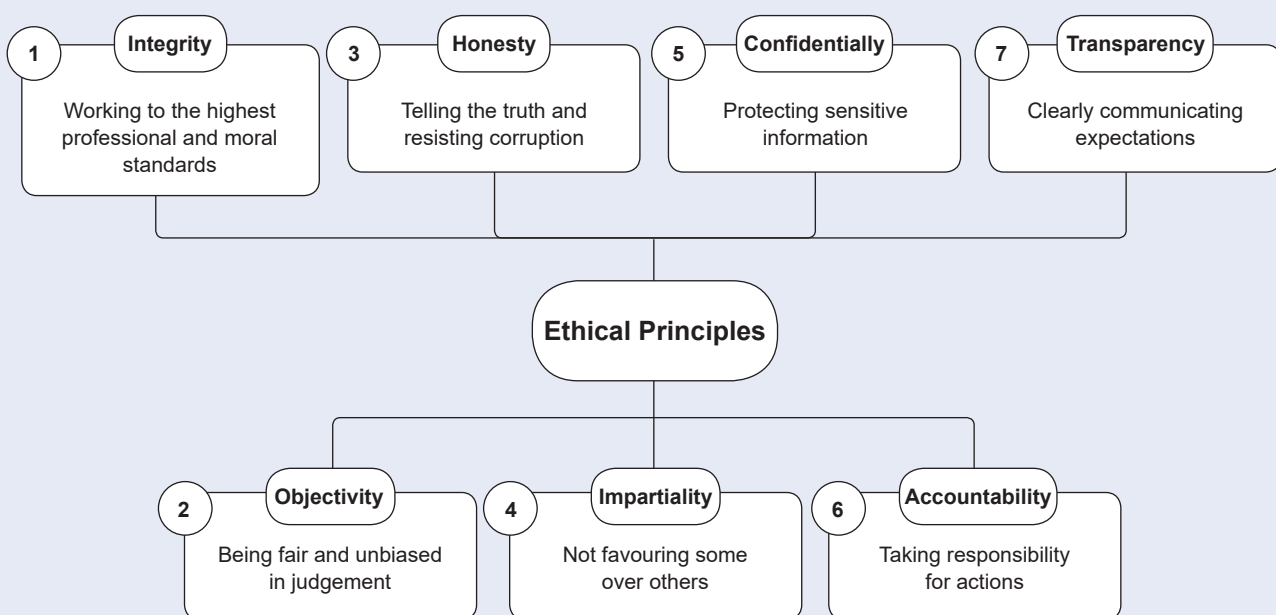


Figure 1.2: Code of conduct for Inspectors

- (1) **Integrity:** working to the highest professional and moral standards.
- (2) **Objectivity:** being fair and not being influenced by personal feelings or prejudices.
- (3) **Honesty:** telling the truth and not being open to corruption or to pressure from others.
- (4) **Impartiality:** being unbiased and not favouring some people or institutions more than others.
- (5) **Confidentiality:** being ethically and legally obligated to protect sensitive information shared by students, parents and staff, ensuring that it is not disclosed to unauthorised parties.
- (6) **Accountability:** it is the obligation of the inspectors to take responsibility for their actions and outcomes and to be answerable to the relevant stakeholders.
- (7) **Transparency:** the degree to which learning expectations, assignments and assessment criteria are clearly communicated and understood by all parties.

Inspectors should:

- (1) Inspect impartially, without fear or favour
- (2) Evaluate in terms of the Inspection Frameworks (2025) and not personal preferences
- (3) Base judgements on clear evidence
- (4) Declare any conflict of interest
- (5) Be courteous, respectful and sensitive
- (6) Communicate clearly and sensitively
- (7) Promote team work
- (8) Promote inclusivity

Conduction of Inspection / External Evaluation

Primary Level

External evaluation for the primary school level takes place both at the national and regional levels. At the national level, such an inspection is commissioned by the Chief Inspector for primary schools and its focus is to assess and evaluate all quality areas of the school environment. At the regional level, the main focus of inspectors of schools is to assess quality teaching and learning in all subjects and other aspects of school life. Regional Education Officers may initiate targeted inspections at the regional level.

Secondary Level

External evaluation in Eswatini takes place at national level, by the Senior Inspectors through the office of Chief Inspector for secondary schools and at regional level by the Inspectors of schools. The main focus of inspectors at regional level is to ensure quality teaching and learning at subject level. However, inspectors of secondary schools can conduct inspections

as a full complement to look into quality teaching and learning of all subjects and programmes in the regions. Inspectors at regional level, can be assigned through the Regional Education Office to inspect certain aspects of the schools using the partial inspection model. Findings and recommendations by inspectors in the regions can be referred to senior inspectors for further verification. Likewise, findings and recommendations made by the senior inspectors should be shared with inspectors of schools for monitoring and implementation processes in the regions.

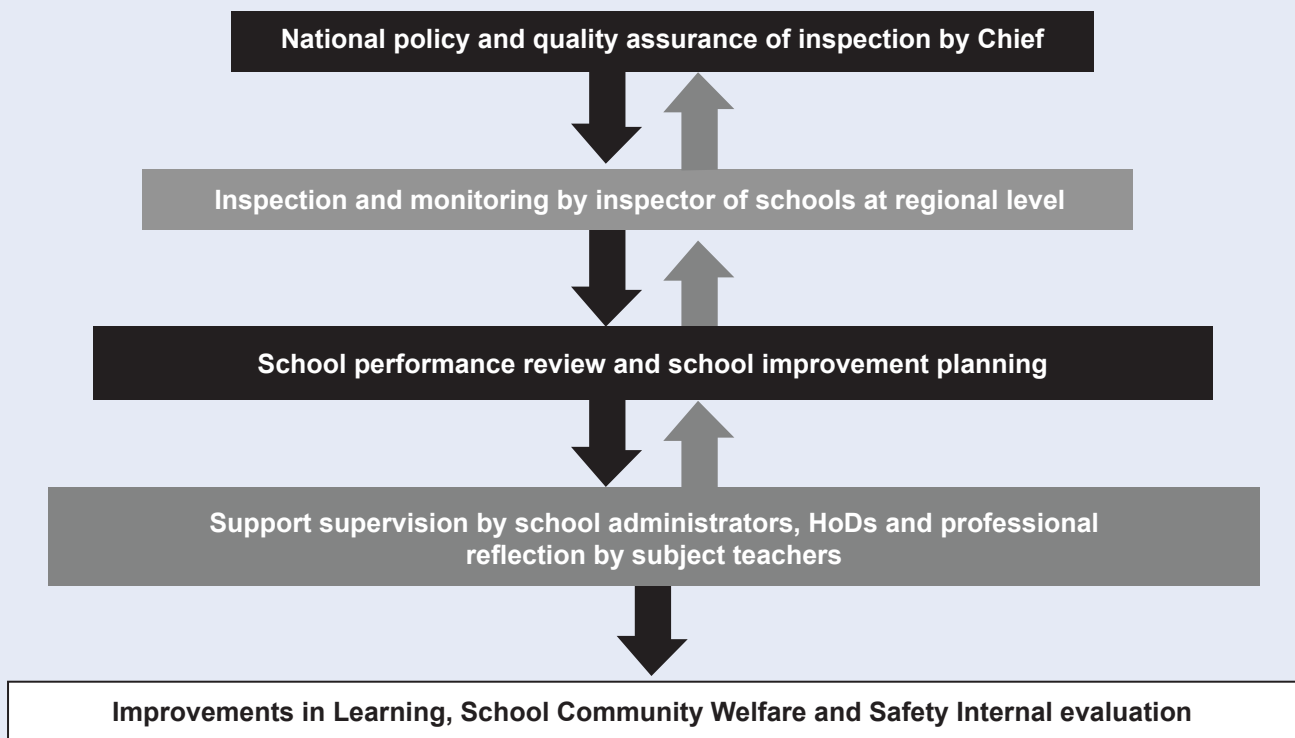


Figure 1.3: Monitoring and Implementation Processes

External evaluation should be complemented by ongoing internal evaluation, or self-evaluation by schools. Schools are expected to carry out self-evaluation of the quality of education they provide, as part of the process of school performance review and school improvement planning. In addition to its role in the improvement process, reporting on self-evaluation is an important aspect of schools' accountability to its stakeholders. Internal evaluation should involve all members of the school community: administration, governing bodies, staff, school committee and learners.

External and internal evaluations are essential in identifying areas for inclusion in school improvement plans. Inspectors assess the effectiveness of the internal evaluation carried out by the administration of the school.

Handling Concerns and Complaints

1	Inspection Begins Inspectors start their work smoothly
2	Concerns Arise Issues are identified during inspection
3	Report to Lead Inspector Concerns are reported to the lead inspector
4	Seek Advice Lead inspector seeks advice if needed
5	Escalate to REO Concerns are escalated to the REO if unresolved
6	Escalate to Under Secretary/Director Concerns are further escalated if necessary

Figure 1.4: Handling concerns and complaints

The intention of inspectors' work is to carry out inspections smoothly and without incident. If concerns do arise during an inspection, these should be raised with the reporting/lead inspector as soon as possible in order to resolve issues before the inspection is completed. The reporting/lead inspector should seek advice where necessary.

If the concerns are not addressed to the satisfaction of the school, the school administration should escalate the concerns for the attention of the relevant Regional Education Officer (REO). In the event the school is not satisfied with the interventions of the Regional Education Officer (REO), the school administration may address the concerns with the office of the Under Secretary – Schools Manager or Director for Education, depending on the nature of the concern.

Chapter 2: Inspection Process and Procedure

Pre-inspection Process

Data from ECESWA and EMIS is accessible through a formal request made by the relevant Chief Inspector. When Inspectors use the data from ECESWA, they should follow the stipulated data protection protocols. It is expected that all schools are inspected at least once per year. The selection of institutions to be inspected is done after considering the following criteria:

- (a) School performance in the external examinations based on ECESWA data
- (b) New schools based on EMIS data
- (c) New administrators based on EMIS data
- (d) Schools that have not been inspected for the past five years
- (e) Schools that have requested to be inspected
- (f) Accessibility of schools during certain times of the year
- (g) Schools that are experiencing challenges

Planning an Inspection

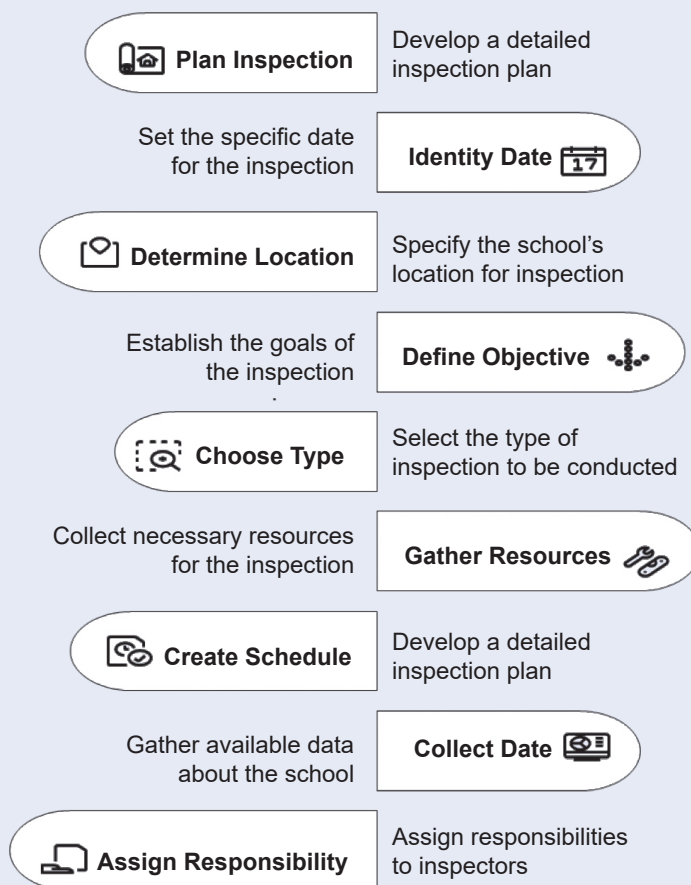


Figure 2.1: Planning an Inspection

As a professional activity, an inspection should be properly planned and prepared before arrival at the school. The inspection plan should focus on the following:

- (1) Date of inspection
- (2) Location of the school to be inspected
- (3) Objective of the inspection
- (4) Type of inspection to be carried out
- (5) Resources required for the inspection
- (6) Inspection schedule (allocation of duties amongst Inspectors)
- (7) Available data about the school

Once the inspection plan has been drawn up, the Reporting Inspector takes the responsibility of making necessary arrangements for the inspection of the school(s) under his/her supervision.

The Reporting Inspector:

- (1) May or may not inform the school about the inspection
- (2) Should make bookings for accommodation, where necessary
- (3) Draws up the programme for the inspection to include the date, time of departure and Inspectors' pick-up points
- (4) Collects data from the school administration, ECESWA, EMIS and previous internal and external inspection reports of the school
- (5) Writes minutes to the Principal Secretary for funding and transport
- (6) Prepares a memorandum for transport or requests the Transport Officer to prepare it and allocate drivers
- (7) Distributes data about the school to all participating inspectors
- (8) Provides inspection packages which include:
 - (a) Stationery
 - (b) Eswatini Primary Certificate (EPC), Junior Certificate (JC), Eswatini General Certificate of Secondary Education (EGCSE) and International General Certificate of Secondary Education (IGCSE) results for the past five (5) years and Eswatini Prevocational Certificate of Secondary Education (EPCSE) where applicable.
 - (c) Teachers' Timetables
 - (d) Sending the inspection instrument/questionnaire, which must be completed by the Head Teacher
- (9) Informs all Inspectors in the team about the programme and their responsibilities

Information that schools must provide on the day of inspection

Schools are expected to provide the following documents during inspections

1. Personnel Management

- (a) Teachers Files
- (b) Support Staff Files
- (c) Support Staff Contracts
- (d) Government Gazettes
- (e) Disciplinary Record Book

2. Organisational Management

- (a) Admission Book
- (b) Daily Attendance Registers
- (c) Stock Books
- (d) Time Book
- (e) Staff Book
- (f) Support Staff Attendance Record
- (g) Log Book
- (h) Time tables (Classrooms, Departments, Composite)
- (i) Minutes Books (Staff, Parents)
- (j) Head Teachers Itinerary
- (k) School Calendar
- (l) Circulars File

3. Money Management

- (a) Admission Book
- (b) FPE Claim Files
- (c) Receipt Book
- (d) Cash and Analysis Book
- (e) Main/Expenditure File
- (f) Petty Cash File
- (g) Inventory File/Books (Classrooms, Departments, Administration)
- (h) Minutes Book (School Committee)
- (i) Quotation File
- (j) Requisition file for purchases
- (k) Ledger File
- (l) Payment Book
- (m) Trip File

4. Instructional Management

- (a) Syllabi
- (b) Policy documents (Educational Framework, Guide to School Procedures, Examination syllabi)
- (c) Scheme Books
- (d) Daily Preparation Books
- (e) Tests and Record Books
- (f) Headteachers Monitoring Record Book
- (g) Learners' Exercise/Workbooks

During the Inspection

The start of the onsite inspection

On arrival at the school, the following procedure may be adopted by the Inspectors, depending on the nature of the inspection:

1	Brief Meeting with Administration Inspectors introduce themselves and outline inspection purpose
2	Attending Assembly Inspectors address students and assess school ethos
3	Meeting with Staff Inspectors brief staff on their role during inspection
4	Meeting with HoDs Inspectors ensure document availability and evaluate leadership
5	Familiarisation Tour Inspectors tour school to assess infrastructure and maintenance
6	Introduction to Learners Inspectors tour school to assess infrastructure and maintenance
7	Meeting with School Committee Inspectors discuss findings and recommendations

Figure 2.2: Processes during Inspection

- **Brief meeting with the school administration:** This is a form of courtesy call that provides an opportunity for Inspectors to introduce themselves and outline the purpose of the inspection.
- **Attending assembly:** This provides an opportunity for the inspectorate to address the students on the purpose of the visit, pertinent issues that have a bearing on their development and success of the school and in life in general. Attending assembly also helps the inspectorate to assess the ethos of the school.
- **Meeting with the school administration and staff:** Inspectors request the head teacher to organise a briefing with the staff, whereby introductions are made so that they become aware of the Inspectors' presence in the school and the role they are expected to play during the inspection.

The RI will also request the school administration to organise a room where Inspectors will conduct their inspection business and also collect all the documents listed above for scrutiny by Inspectors. It is also during this courtesy call that the Inspectors will be briefed on the general status, academic and administrative issues of the school.

- **Meeting with the HODs/Heads of Subject Panels:** Inspectors will work with HoDs/ Heads of Subject Panels to ensure that required documents are available for inspection. Inspectors also assess and evaluate the leadership and management practices of the HoDs/Heads of Subject Panels.
- **Familiarisation tour of the school:** The school administration will conduct a tour of the school with Inspectors or at least with the Reporting Inspector to get a general overview of the school; to have an idea of the infrastructure, school grounds, general maintenance and other aspects of the school.
- **Introduction to learners:** Inspectors may have an opportunity to motivate learners and address them on topical issues. Inspectors may also meet with prefects to solicit more information on the operations of the school.
- **Meeting the School Committee:** During panel inspection or when necessary during other types of inspection, the inspectorate meets with the School Committee to discuss school related issues, findings and recommendations.

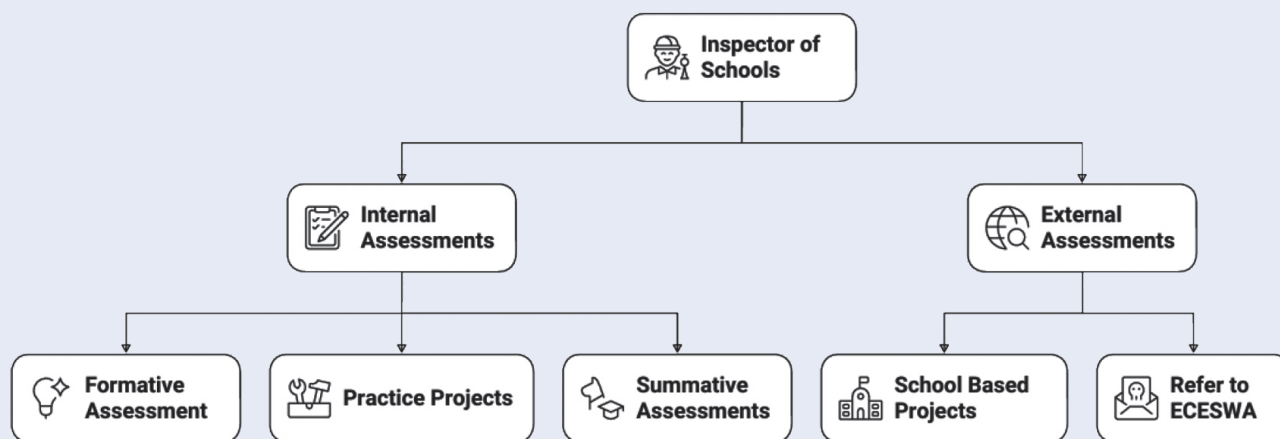


Figure 2.3: Assessment Monitoring

Inspectors of schools monitor all forms of internal school based assessments, such as formative assessment, practice projects and summative assessments. All forms of external assessments including school based projects should be referred to ECESWA.

Use of Technology in Inspections

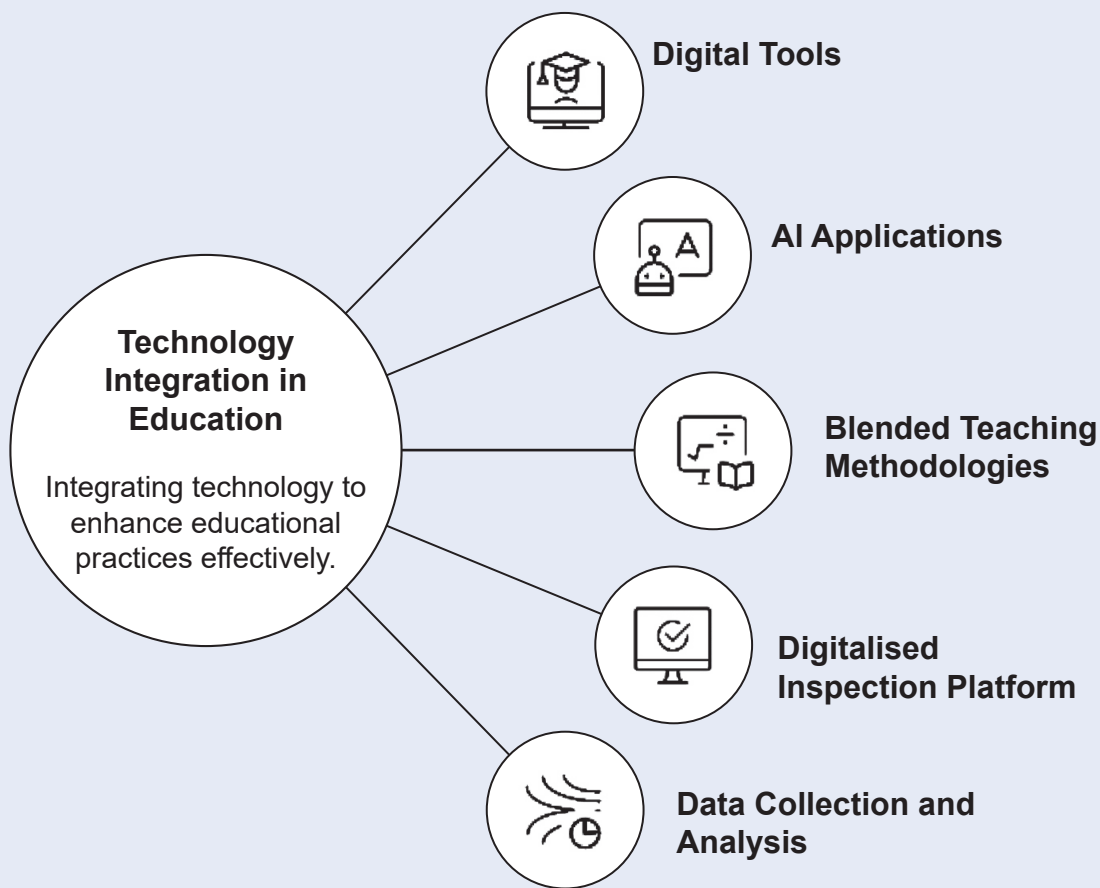


Figure 2.4: Use of Technology in Inspections

Inspectors shall evaluate the effective integration of technology, Artificial Intelligence tools and blended teaching methodologies as essential components of Eswatini's Competency-Based Education Curriculum. During classroom observations, Inspectors should assess how educators incorporate digital tools and AI applications to enhance learning outcomes while maintaining pedagogical soundness. The use of technology should not replace best teaching practices; instead, Inspectors must ensure that digital tools are used to enhance, not dilute, curriculum delivery, learner engagement and assessment integrity.

Inspectors and schools may use the digitalised inspection platform and/or Artificial Intelligence for planning, data collection, analysis and reporting.

School Inspection during emergencies

Inspectors may use technology to monitor teaching and learning processes in times of emergencies. Inspectors will monitor the use of digital platforms, multimedia resources and others.

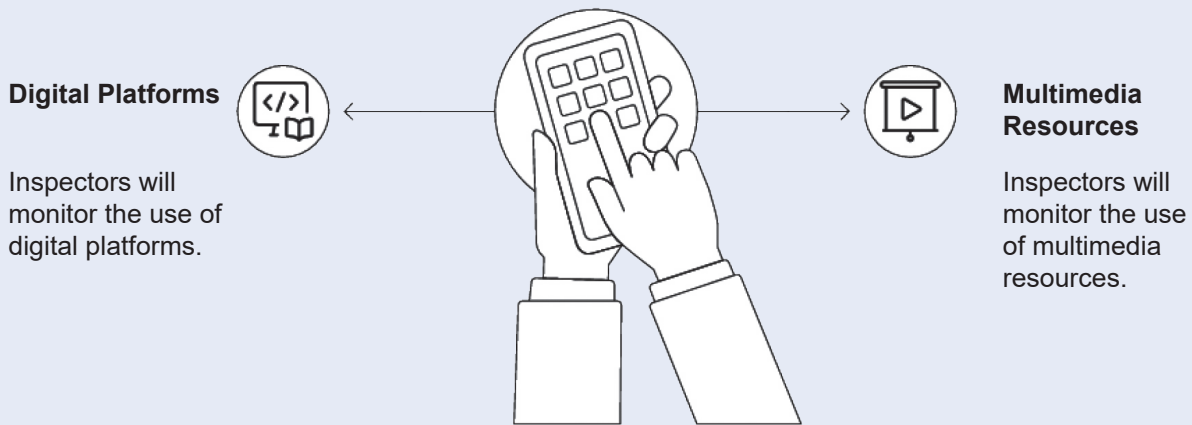


Figure 2.5: Use of technology during emergencies

Curriculum Innovations and Inspection

With the implementation of Competence-Based Education, which has now completed a full cycle at the primary school level, the Four-Year Program and the introduction of Advanced Subsidiary (AS Level) as well as Advanced Level (A Level) curricula at secondary level, there is a pressing need to reinforce inspection processes through targeted capacity building. Strengthening Inspectors' competencies will enable effective monitoring and support of these programmes. Inspectors will be responsible for evaluating how well schools adhere to the established requirements, ensuring adherence to curriculum standards and promoting continuous improvement.

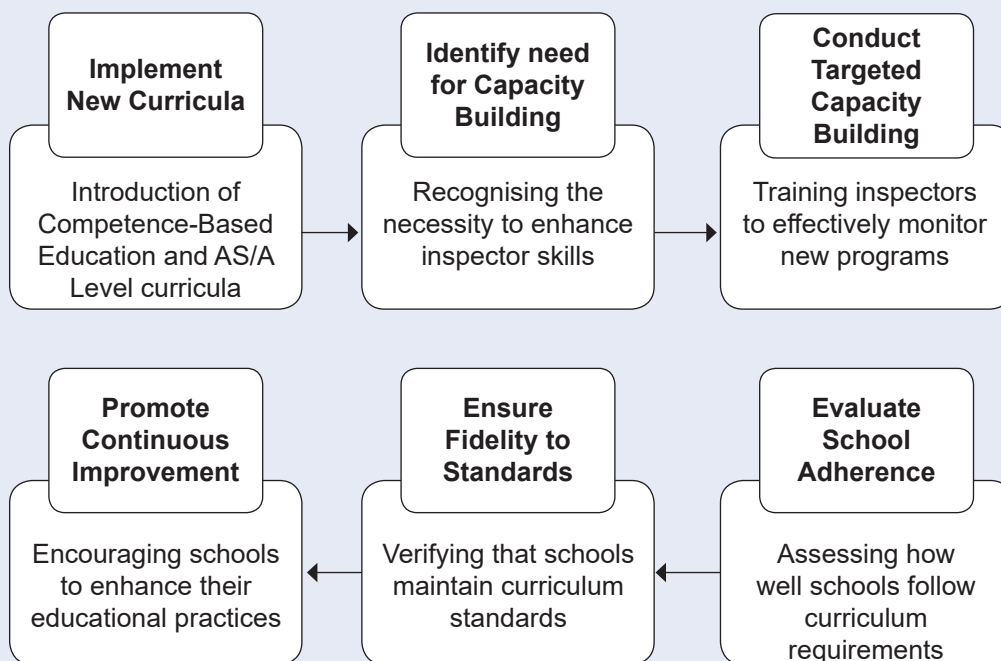


Figure 2.6: Curriculum Innovations

Inclusivity in Education

Inclusive education is a transformative approach that ensures equitable access and active participation for all learners within mainstream settings, regardless of ability or background, age, gender and capacity to learn. Inspectors should focus on the availability of access in; policies, school infrastructure, learning materials and resources, use of differentiated instruction, lesson planning and inclusive assessment policies and practices. As guided by the Eswatini Inspection Standards (2025) and Eswatini Standards for Inclusive Education (2019), Inspectors should refer learners with advanced learning needs to the Special Education Needs department.

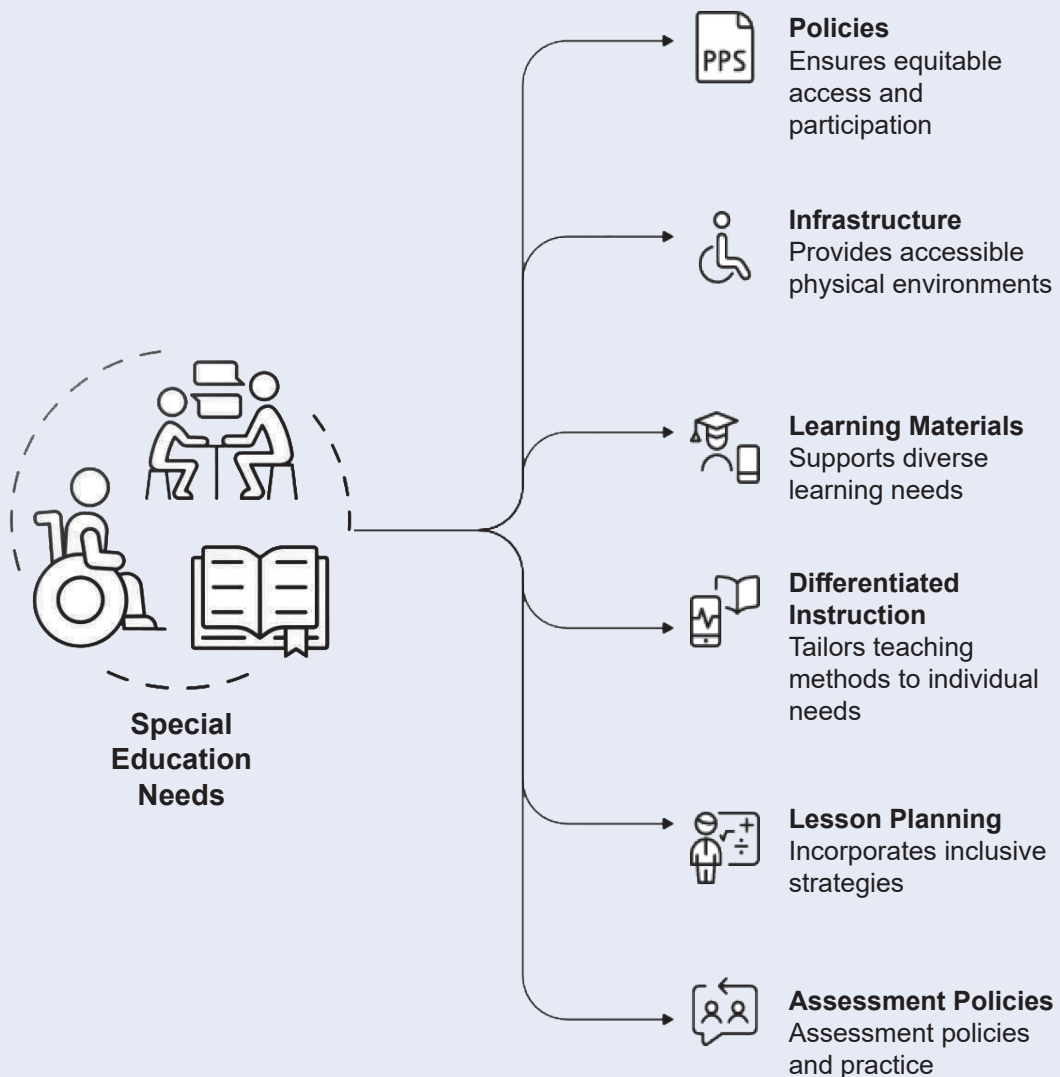


Figure 2.7: Inclusion in Education

Quality Areas of focus during Inspection

There are eight quality areas for both primary and secondary education on which Inspectors need to focus during an inspection and on which they need to report. These cover those

aspects of a school that impact on the quality of education that a school provides and the health, safety and security of learners and teachers.

The eight quality areas of the inspection are as follows:

Table 2.1: Quality areas of focus during Inspection

Secondary Education	Primary Education
Effective School Leadership, Management and Administration	Effective School Leadership, Management and Administration
Quality of Teaching, Learning and Assessment	Quality Teaching, Learning and Assessment
Personal Development, Behaviour and Welfare	Safety, Protection and Psychosocial Support
Outcomes for Learners	Health and Wellness
Specific Subject Areas	Water, Sanitation, Hygiene and Environmental Health
Financial Management	HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health
Input Resources and School Grounds	Nutrition and Food Security
Curriculum Structure	Right-based Inclusive School and Material Support.

Refer to Chapter 3 for details on quality areas for both educational levels.

The Grading System

Inspectors will make judgements on each of the eight quality areas outlined above, based on the evidence collected on the specified aspects of each quality area. Each focus area is judged as either:

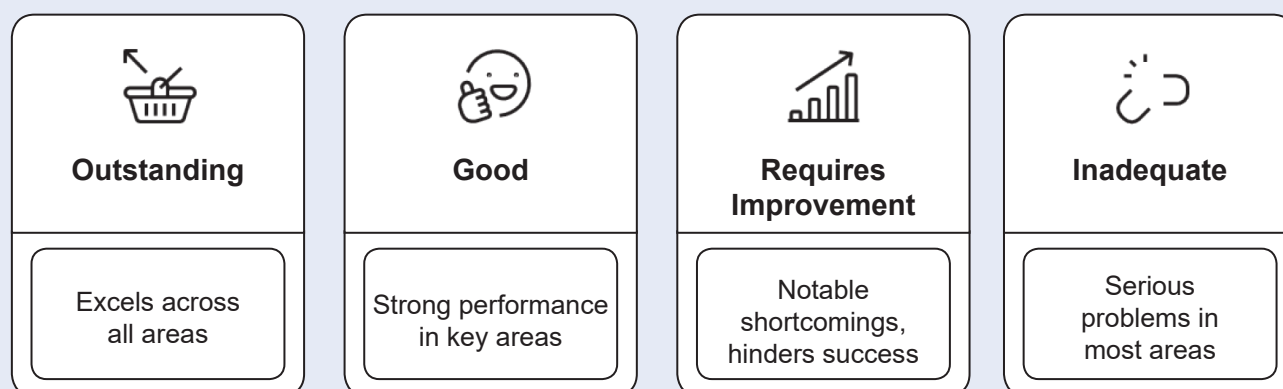


Figure 2.8: Grading System and Judgement Tool

Inspectors determine their assessment for a focus area by analysing collected evidence against the relevant grading criteria, carefully evaluating how well the evidence aligns with each grade descriptor to identify the most appropriate match.

Table 2.2: Grade Descriptors and Levels

Graded Judgement	Performance Descriptor	Detailed Meaning
Outstanding	Overall, Strengths	The school excels across most or all areas. Practices can be shared nationally as examples of excellence.
Good	Major Strengths	The school shows strong performance in key areas. Reliable, effective and often exceeds expectations.
Requires Improvement	Key Area for Improvement	School has some notable shortcomings that, if unaddressed, may hinder future success. Targeted support is helpful but not yet urgent.
Inadequate	Major Weaknesses	There are serious problems with safety, teaching, or leadership. The school may require urgent intervention, close monitoring and possible restructuring.

The Overall Performance Grade for a School

Inspectors also judge the school's overall performance, taking account of the judgements in each of the eight quality areas. The grade for each of the quality areas contributes to the overall performance grade for the school. If there is insufficient evidence to make a judgement in any area, it should be left blank and an explanation given. *Refer to Chapter 3 and the Eswatini Inspection Standards documents on how to judge overall performance.*

Gathering Reliable Evidence

Before Inspectors can make any judgement of quality using the scale above, they need to collect robust and comprehensive evidence. Gathering the right evidence is the foundation of all good inspections and Inspectors must gather sufficient evidence to support all of their judgements, findings and recommendations.

Evidence comes from a range of sources, including:

Direct Observation Provides first hand insights into teaching, learning and school environment.	Data and document Scrutiny Offers quantitative analysis of academic performance and school data.	Interviews and Discussions Gathers qualitative feedback from stakeholders.
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Figure 2.9: Sources of evidence during Inspection

1. **Direct observation**, especially observation of class teaching and learning and also including observation of the school environment and the behaviour of the learners and teachers between lessons.
2. **Scrutiny of data and documents**, including examination results, learners' written work and other school data.
3. **Interviews and discussions** with the head teacher/school administration, learners and where possible, parents and School Governing Bodies / School Management Committee members.

Inspectors cannot reach a conclusive judgement using only one source of evidence. They should gather information from different sources of evidence and see if they confirm with each other (triangulation).

Other aspects of the school to be considered during inspection

1. **Sign Post:** Does the school have a clear sign post to give directions to visitors?
2. **National Flag:** Is the national flag always hoisted during school hours?
3. **School Management and Administration:** This aspect of inspection looks at the following components of the life of a school:
 - (a) School mission, vision and policy
 - (b) School development plan and progress reports.
 - (c) Organisational chart showing how roles and responsibilities are allocated among the staff and learners
 - (d) Books of accounts showing how school financial records are managed
 - (e) Mechanism in place for the supervision of staff and learners.

- (f) Means of communication among the staff, with the school committee and learners. These include the school prospectus, staff and student manuals/magazines, minutes or memos and others.
 - (g) School records as outlined on pages 18 and 19.
4. **Staffing:** Inspectors assess the qualifications, deployment and teaching load of the staff. They also check if the number of the teaching staff is in line with the school quota.
 5. **Departmental / School Organisation:** Inspectors visit all grades /departments relevant to their area of expertise or by proxy. At each grade level/department, they observe the following: how resources are kept and managed in the department, how the department is run, availability of the necessary teaching and learning materials, grade/departmental timetables, information on syllabus coverage, tools and equipment, records of work done such as tests, assignments, excursions undertaken, staff development, staff deployment in the grade/department, subject performance records and others.
 6. **Curriculum and standards of work:** This aspect refers to the type of curriculum offered in the school, ensuring its adherence to the Eswatini National Curriculum Framework for general education.
 7. **Classroom Observation:** Inspectors may observe lessons alone or jointly with the administration. Before and during class observation, Inspectors look at the following areas that contribute to effective teaching and learning:

Lesson Plan

Lesson presentation that adheres to the Gradual Release Model of Teaching with the following steps:

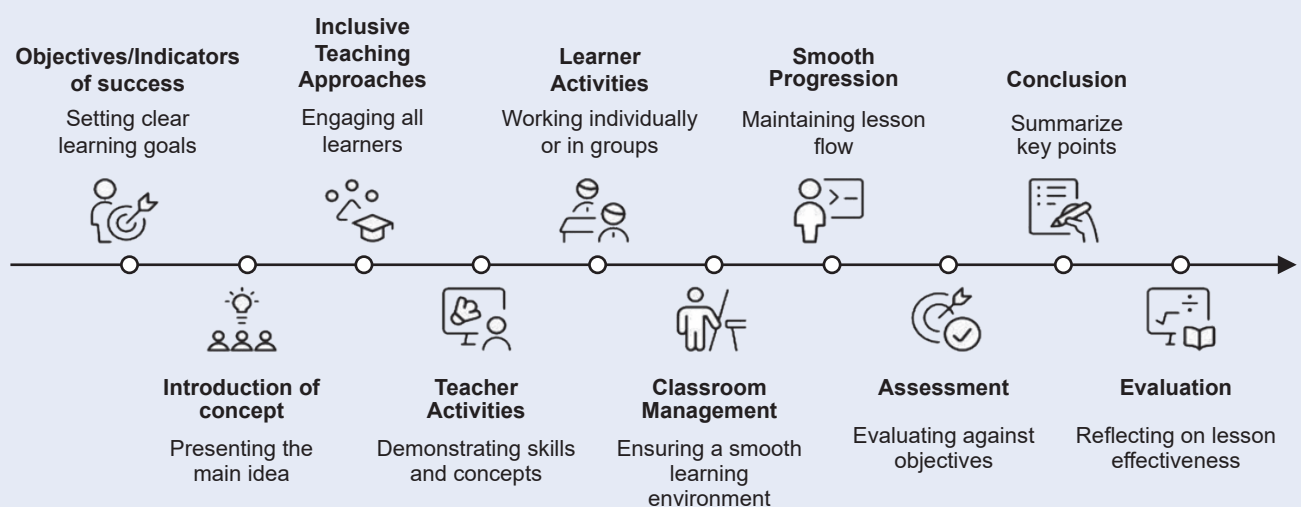


Figure 2.10: Gradual Release Model of Teaching

- Objectives/Indicators of Success
- Introduction of concept (mainly exposition)
- Inclusive learner-centred teaching approaches
- Teachers' activities
 - ✓ Demonstration of concepts, core skills and attitudes
- Learner's activities
 - ✓ Working individually or in pairs
 - ✓ Working in groups with the teacher, scaffolding
- Classroom management
- Smooth progression of the lesson
- Assessment: versus Objectives/Indicators of Success
- Conclusion
- Evaluation

8. **Relationships within the school community:** Inspectors look at how members of the school community relate with one another. This is done by using available documentation and through questioning members of the school community. Inspectors focus on the following types of relationships:

- Pupil to pupil
- Teacher to pupil
- Teacher to teacher
- Teacher to administration
- Teacher to support staff
- School to the surrounding community
- Administration to support staff and learners
- Administration of School Committee
- School committee to parents

9. **Facilities:** Inspectors look at the school's grounds, buildings, services, classrooms, furnishings and hostel facilities (where applicable) and assess how well these are maintained and used. Most of the evidence comes from on-site observations of the premises and their structures. Schools are also encouraged to "green" their grounds in line with Education for Sustainable Development (ESD) principles.

10. **School ethos:** The ethos of the school is picked from observations made in the different values, beliefs and culture that shape teaching, learning and relationships that exist.

Checklist during inspection

During inspection, the following aspects must be considered:

- (a) Class observations and giving feedback to individual teachers
- (b) Observation around the school, including grounds, hostels and kitchen
- (c) Teacher attendance checks
- (d) Joint lesson observation
- (e) Interviewing learners
- (f) Interviewing the school leadership
- (g) Analysing documents
- (h) Interviewing School Governors / School Committee members
- (i) Feedback to the school

Providing Feedback and Outcomes

After conducting the inspection successfully, feedback to the school will be provided in two forms: orally and in writing. All discussions will be based on the comments in the evaluation form. This feedback is to be used by the school to develop its school improvement plan that must be implemented within a month after the inspection.

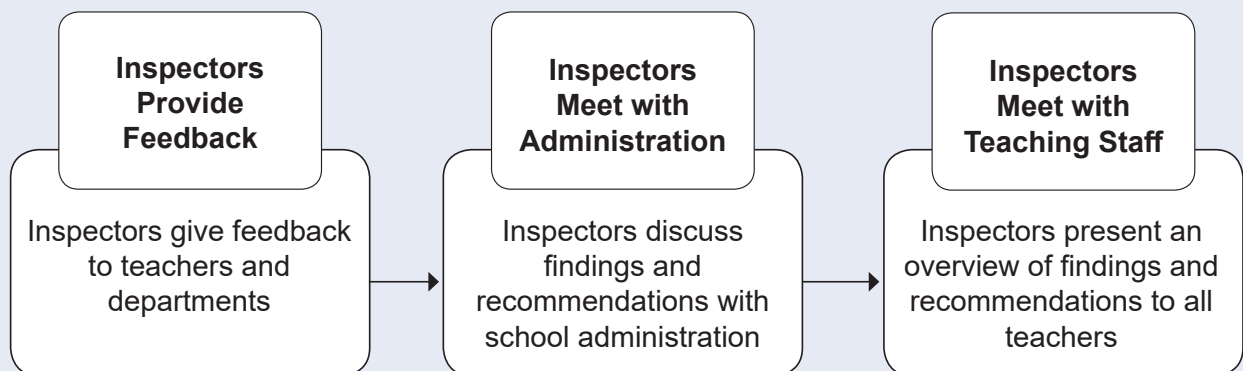


Figure 2.11: Overall Inspection Feedback Process

- Feedback to individual teachers/departments ought to be given by the relevant Inspectors.
- Inspectors will then meet with the school administration to discuss their findings as well as recommendations they have made.
- The Inspectors will finally meet with the entire teaching staff to give an overview of the findings and recommendations of the inspection.

The Written Feedback Form

1	Inspectors Use Evaluation Form Inspectors assess the school using a form
2	Form Signed by Inspectors Inspectors signs the form
3	Form Signed by Head Teacher Head Teacher signs the evaluation form
4	Original Form to Head Teacher Head Teacher receives the original form
5	Copy Retained by Inspectors Inspectors keep a copy of the form

Figure 2.12: Providing Written Feedback Form an Inspection

- The evaluation form that the inspectors used to make judgements of the inspection will be used by the school for further interrogation and implementation of recommendations provided.
- The evaluation form should be signed by both the Reporting Inspector as well as the Head Teacher.
- An original copy of the evaluation form is given to the Head Teacher and a copy remains with the Reporting Inspector.

After the Inspection

The inspection report is an important document that informs school development and performance. The report is based on the records of evidence made by the Inspectors. It records the grades reported in the feedback meeting, the strengths and weaknesses of the school as well as the recommendations for further improvement. The recommendations for improvement are precise, specific and detailed. They make reference to aspects of the school that are hindering the enhancement of quality.

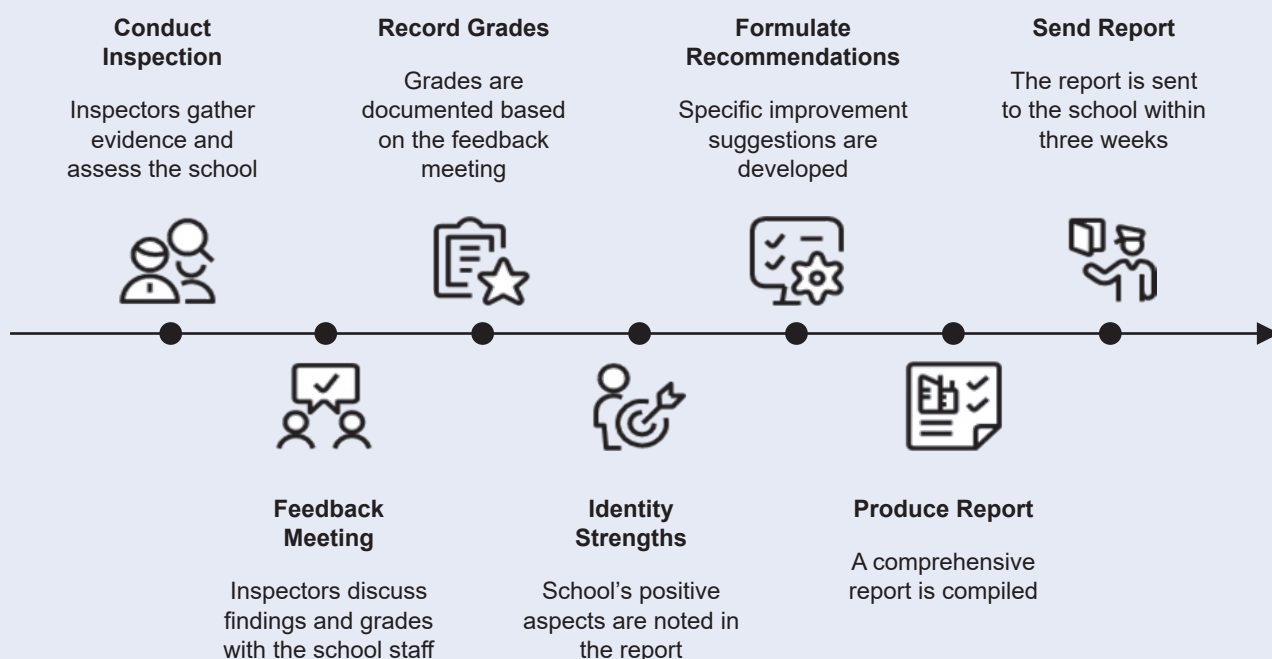


Figure 2.13: Post Inspection Feedback and Reporting

A comprehensive report of the inspection conducted will then be produced and sent to the school, not later than three weeks after the inspection.

Procedure to be followed when producing the report

- Inspectors prepare and submit typed paragraphs on their findings to the Reporting Inspector within 5 days after the inspection.
- The Reporting Inspector prepares the inspection report and produces the first draft two weeks after submission of the paragraphs.
- Inspectors meet to discuss the report and make corrections, if necessary.
- The final inspection report should be endorsed by the relevant Chief Inspector.
- The Report is sent to the school concerned within three weeks after inspection.
- Copies of the report are distributed to relevant stakeholders such as the School, Teaching Service Commission (TSC), Under Secretary - Schools Manager, Director of Education, Chief Inspectors and Regional Education Officers.

Checklist for writing an inspection report

Inspection reports have a standard content and are written in a standard style and to a standard format. Where an inspection report exists from a previous inspection, reference is made to it, to determine the extent to which a school has complied.

- Are the judgements based on the quality areas and their associated standards?
- Are they expressed using the four-point scale and appropriate evaluative language?
- Are your standards-based judgements supported by robust and reliable evidence that you can use to justify your evaluations if necessary?
- Do your evaluations align logically with the rest of the report content?
- Have you avoided making evaluations that contradict each other?
- Is there a clear and logical structure to your report?
- Have you included examples of good practice, where they exist? Is this good practice genuinely of high quality when compared to national standards?
- Are the strengths you have identified evidence-based and are they reflected within the body of the report?
- Will the areas for improvement you have identified bring real benefits to learners? Do they focus on enhancing learner achievement and the quality of teaching and learning?
- Have you avoided giving specific names of individuals in the report?

Chapter 3: Evaluation Tools and Standards

The establishment of educational policies requires the development of a mechanism to operationalise the implementation of the policies as outlined in the *National Policy Statement on Education 1999*, page 12. Thus, the Ministry of Education and Training has developed inspection standard documents, for both primary and secondary schools, with eight quality areas and relevant standards, for use during external and internal evaluation. The evaluation standards provide grade descriptors that guide inspectors in judging the quality of education provided by the schools they inspect. The evaluation tool is not exhaustive and does not replace the professional judgement of inspectors. Inspectors make their judgements by using professional expertise to interpret the evidence in light of the guidance on how to conduct inspections and within the context of each school. The evaluation tool must be used in conjunction with the guidance in Chapter 2 of this document on Inspection Processes and Procedures. The quality areas for both Primary and Secondary sections are as follows:

Primary Schools

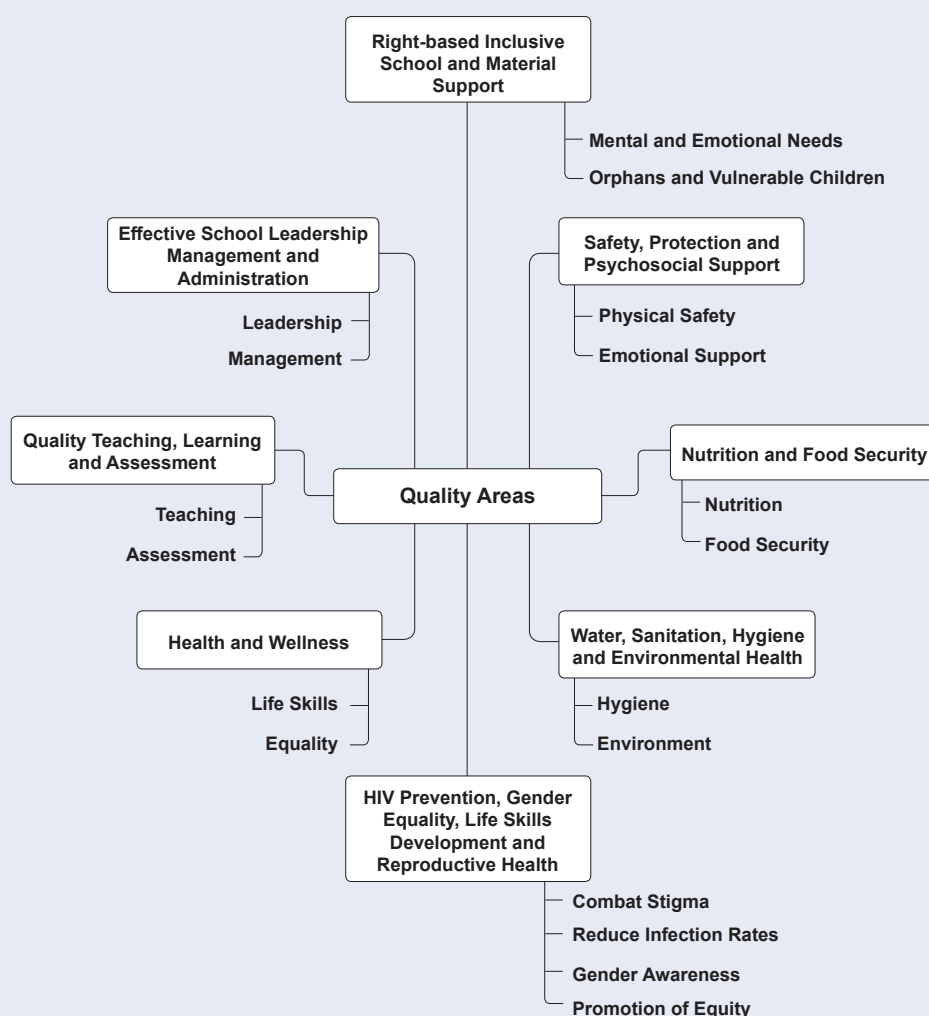


Figure 3.1: Quality Areas for Primary Schools

1. **Safety, Protection and Psychosocial Support**

Ensures the physical and emotional safety of all students, creating a secure learning environment where children can focus on education without anxiety about their well-being.

2. **Right Based Inclusive School and Material Support**

Provides basic guidance for supporting students' mental and emotional needs through practical activities, with particular attention to orphans and vulnerable children.

3. **Nutrition and Food Security**

Addresses nutritional needs to ensure all students are adequately fed and ready to learn, maximising their ability to benefit from the educational process. Nutrition and food security are foundational for children's physical health, cognitive development, concentration and overall learning ability. Poor nutrition leads to absenteeism, developmental delays and underperformance in school.

4. **Health and Wellness**

Health and wellness are critical pillars of quality education, promoting not just knowledge but personal development, social engagement and resilience. Early habits and mindsets around hygiene, exercise, mental well-being and safety, shape lifelong health outcomes. A child's physical and mental health directly affects concentration, school behaviour, attendance and long-term academic success.

5. **Water, Sanitation, Hygiene and Environmental Health**

Clean water, safe sanitation and good hygiene are not just health issues, they're critical for educational equity. Children learn better when they are healthy, hydrated and safe from preventable infections. This quality area emphasises proper sanitation practices, personal hygiene and adequate water provision, including guidelines for daily water requirements and latrine-to-student ratios.

6. **HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health**

This quality area attributes quality learning to healthy bodies, empowered minds and compassionate societies. International education frameworks recommend early introduction of age-appropriate life skills and gender awareness to combat stigma, reduce infection rates and promote equity. Early education in this regard is a key lever to shift mindsets, reduce transmission and build inclusive communities.

7. **Quality Teaching, Learning and Assessment**

Quality teaching goes beyond delivery, it integrates learner engagement, developmental appropriateness, feedback systems and emotional support. Effective teaching is the single most important school-based factor influencing learner achievement. In countries like Eswatini and others in Southern Africa, challenges such as overcrowded classrooms, uneven teacher training and limited assessment tools make quality strategies crucial for equity and progress.

8. Effective School leadership, management and administration

School Governance and Financial Management is the backbone of effective educational management, ensuring strategic leadership, stakeholder inclusion and policy implementation.

Financial Management safeguards the proper allocation and use of resources to support quality learning environments. Strong governance and financial practices lead to:

- (a) Equitable distribution of learning materials
- (b) Safer infrastructure
- (c) Enhanced quality teaching through better resource planning

Secondary Schools

Key Elements of Educational Quality

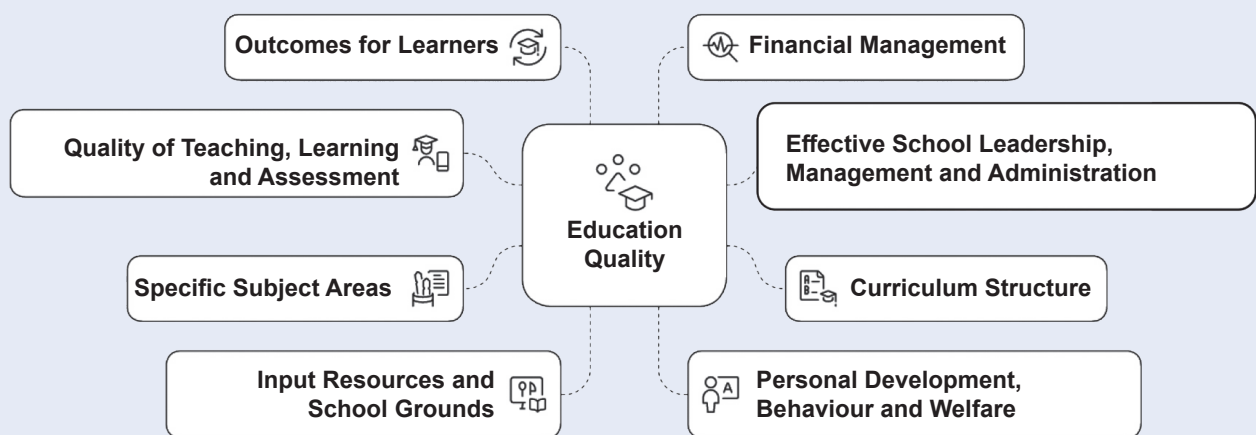


Figure 3.2: Quality areas for Secondary Schools

1. Quality of Teaching, Learning and Assessment

Directly shaped instructional delivery, student engagement and progress monitoring.

2. Effective School Leadership, Management and Administration

Enables systems for teacher support, resource allocation and pedagogical vision.

3. Curriculum Structure

Determines the coherence, relevance and progression of learning content.

4. Specific Subject Areas

Ensures subject-specific expertise and alignment with educational standards.

5. Input Resources and School Grounds

Provides tools (e.g., textbooks, technology) and environments conducive to learning.

6. Personal Development, Behaviour and Welfare

Fosters readiness to learn through emotional well-being and discipline.

7. Outcomes for Learners

Measures the cumulative results of teaching/learning processes.

8. Financial Management

Sustains operational stability to maintain quality standards over time.

Whilst all the quality areas are important and need to be considered for the overall judgement of school effectiveness, the most critical ones are those that directly impact learning experiences and positively influence educational outcomes for students. Therefore, the first five areas should be highly prioritised.

Judging Overall Effectiveness

The overall quality of education provided in the school can be judged using the evaluation scale shown below.

Table 3.1: Evaluation Scale for Overall Performance

Descriptor	Grade
Outstanding	A
Good	B
Need Improvement	C
Inadequate	D

Inspectors must judge the overall effectiveness in each quality area and the school. The overall effectiveness of a school is the final and overarching judgement. In reaching this judgement, Inspectors will give more weight to prioritised quality areas combined with the most dominant rating. For further details on quality areas and how to rate each standard, inspectors should refer to the handbooks on inspection standards. Below are samples of judging tools for Primary and Secondary Schools. See the Eswatini Inspection Standards (2025), for both Primary and Secondary Schools, for details on how to judge all quality areas.

GRADING RUBRIC FOR PRIMARY SCHOOLS

THE MINISTRY OF EDUCATION AND TRAINING ASSESSMENT TOOL SAMPLES

SAMPLE 1: _____

Name of School: _____

Region: _____

Date: _____

Quality Area 1 - Safety, Protection, Psychosocial Support

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Physical Safety	Safe infrastructure and hazard-free facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Emergency preparedness protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ventilation, lighting and sanitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cultural inclusivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Leadership structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusive facilities for learners with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Safety	Anti-bullying policies and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Trauma-informed practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Dignified disciplinary approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Open communication and peer support systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Child Protection	Implementation of child protection policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Staff training and screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mandatory reporting procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Abuse prevention mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk Management	Risk assessments and health/safety monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Incident reporting and follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Crisis communication protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Support	Early identification of learners needing support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Referral pathways to professional services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mental health awareness activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Counseling services and crisis intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Emotional Learning (SEL)	SEL curriculum integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Conflict resolution and emotional regulation strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Activities promoting resilience and self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supportive relationships among learners and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Support for Vulnerable Learners	Identification and individualised support for OVCs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Community partnerships and referral systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Monitoring and follow-up mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusive Environment	Equal access policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cultural inclusivity in programs and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Child-friendly reporting channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Leadership and stakeholder engagement in safety planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Protection and Safety	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Protection and Safety
Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

SAMPLE 2: _____

Name of School: _____

Region: _____

Date: _____

Overall School Effectiveness Judgement – Primary School Quality Areas

Quality Area	Outstanding	Good	Requires Improvement	Inadequate
1. Safety, Protection and Psychosocial support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Right based Inclusive School and Material Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Nutrition and Food Security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Health and Wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Water, Sanitation, Hygiene and Environmental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teaching, Learning and Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Effective School Leadership, Management and Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Final School Rating

Overall School Effectiveness	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Comments on the School (Strengths and Weakness)

Overall Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

GRADING RUBRIC FOR SECONDARY SCHOOLS

THE MINISTRY OF EDUCATION AND TRAINING ASSESSMENT TOOL SAMPLES

SAMPLE 1

Name of School: _____

Region: _____

Date: _____

Effective School Leadership, Management and Administration

Standard	Outstanding	Good	Needs Improvement	Inadequate
Vision, Leadership and School Culture				
Demonstrate and communicate an ambitious school vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote a culture of high expectations and scholastic excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare learners for life in Eswatini through the values of Monarchical democracy and patriotism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Management and Provision				
Provide and manage curriculum aligned with statutory and learner/ employer needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan for smooth transitions to the next stages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support curriculum through extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Outstanding	Good	Needs Improvement	Inadequate
Performance Monitoring and Professional Development				
Facilitate Continuous Professional Development workshops for both Administration and Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance of workshops by the Administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve staff practice through performance management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe and assess teaching and learner's work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure motivated and respected staff through accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration with other schools of excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion and Equity				
Promote inclusion, equity and diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor progress of learner groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner Welfare and Safety				
Safeguard learners from risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote a safe, orderly environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholder Engagement and Accountability				
Engage with parents and external partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committees and Boards hold staff accountable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Outstanding	Good	Needs Improvement	Inadequate
Self-Evaluation and Continuous Improvement				
Use robust self-evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply findings to drive improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infrastructure and Administrative Oversight				
The school location is easily identifiable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain high standards of inputs and care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Effective School Leadership, Management and Administration	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Effective School Leadership, Management and Administration
Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

SAMPLE 2

Name of School: _____

Region: _____

Date: _____

Overall Judgement – Secondary Schools Quality Areas

Judgement Area	Outstanding	Good	Needs Improvement	Inadequate
1. Quality of Teaching, Learning and Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Effective School Leadership, Management and Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Curriculum Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific Subject Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Input Resources and School Grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Personal Development, Behaviour and Welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Outcomes for Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Financial Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Final School Rating

Overall School Effectiveness	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Comments on the School (Strengths and Weaknesses)

Overall Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

Chapter 4: Subject/Program Specific Focus

Areas of Inspection

Specific Subject Area Requirements

For effective teaching and learning to take place in the subjects offered in the school curriculum the following aspects need to be considered. They also form the core of what is looked at during the subject inspection.

1. Generic Issues

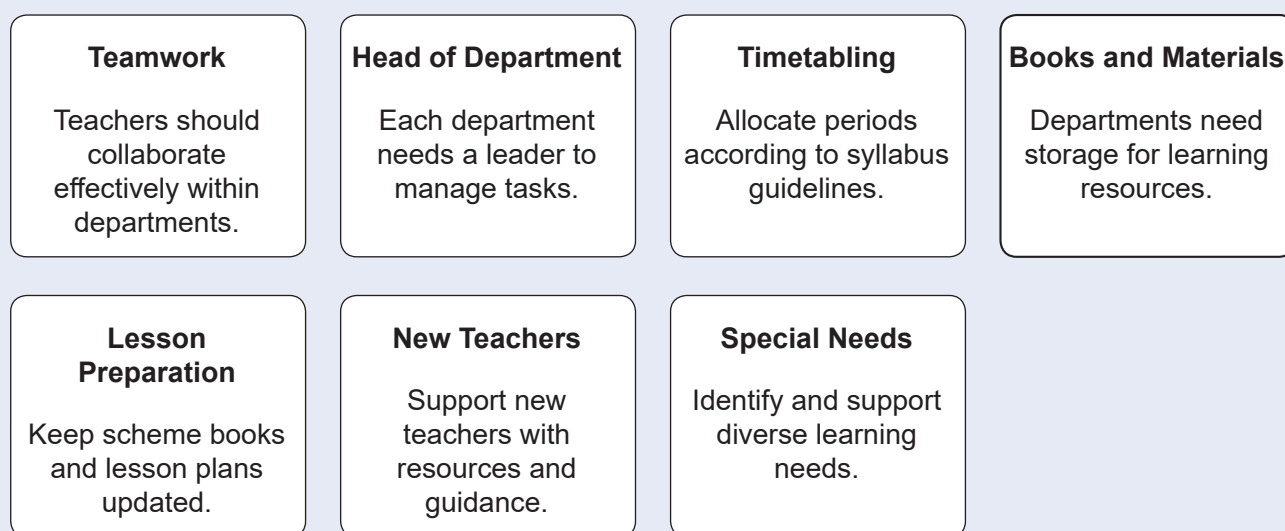


Figure 4.1: Department Organisation in a school

Teamwork

Inspectors should verify that departmental staff operate collaboratively, with clear evidence of shared planning, peer support and collective problem-solving. Team cohesion must be reflected in joint decision-making, co-teaching efforts and consistent communication. Departments lacking visible teamwork may struggle with consistency in instructional delivery and resource management.

Head of Department (HOD)

Inspectors must confirm that each department has a designated HOD or acting HOD who teaches the relevant subject(s). The HOD should demonstrate leadership through:

- Oversight of textbook and resource allocation
- Chairing and documenting departmental meetings

- Maintaining communication logs with school leadership
- Managing departmental timetables and coverage plans
- Keeping records of assessments and moderating internal exams
- Supporting new teachers with schemes of work and lesson designs
- Ordering books and safeguarding departmental equipment

All duties should be executed in collaboration with departmental staff and inspectors should look for documented evidence of these responsibilities.

Timetabling

Inspectors must ensure that subject timetables align with syllabus requirements. Each subject should be allocated the correct number of periods and any deviations must be justified and documented. Timetables should be accessible, up-to-date and reflect equitable distribution of teaching loads.

Books and Materials

Departments must maintain organised storage systems such as cupboards, shelves, or storerooms for textbooks, teaching aids and other instructional materials. Inspectors should assess the condition, accessibility and inventory control of these resources, ensuring they support effective teaching and learning.

Scheme Books and Daily Lesson Preparation

Inspectors should examine scheme books and daily lesson preparation records for completeness and alignment with the current syllabus. These documents must be regularly updated and reflect actual classroom practice. Inconsistencies or outdated entries may indicate poor planning or lack of accountability.

New Teachers

Departments must provide structured support for new teachers. Inspectors should look for evidence of induction practices, including provision of timetables, class lists, textbooks, teacher's guides and mentorship. A well-supported new teacher is more likely to integrate effectively and uphold departmental standards.

2. Special Needs and Learning Disabilities

Inspectors must assess how departments identify and support learners with varying needs. There should be clear strategies for:

- Enrichment tasks for fast learners
- Remedial support for low achievers
- Inclusion of learners with disabilities
- Participation in advanced programmes (e.g., Maths contests, Additional Mathematics, AS level and others)

Documentation and differentiated planning should reflect these efforts, ensuring no learner is left behind.

Primary Schools Subjects

Primary education is systematically organised into three developmental phases, each designed to support age-appropriate learning and competency acquisition:

Phases of Primary Education

- (a) **Foundation Phase (Grades 0–2):** Focuses on foundational skills in literacy, numeracy and holistic development.
- (b) **Middle Primary (Grades 3–4):** Builds on foundational competencies with increased subject depth and integration.
- (c) **Upper Primary (Grades 5–7):** Prepares learners for transition to secondary education through advanced skill development and applied learning.

Primary Subjects and Learning Areas in Competency-Based Education

In a Competency-Based Education (CBE) system, learning is structured around the development of clearly defined skills, knowledge and attitudes that learners must demonstrate at each stage of their educational journey. Within the primary education context, subjects and learning areas are not merely content-driven but are purposefully designed to nurture holistic child development - cognitive, emotional, physical and social. Competency-Based Education (CBE) is built on a hierarchical framework that ensures learners develop essential skills, knowledge and attitudes in a progressive and measurable way. The structure unfolds as follows:

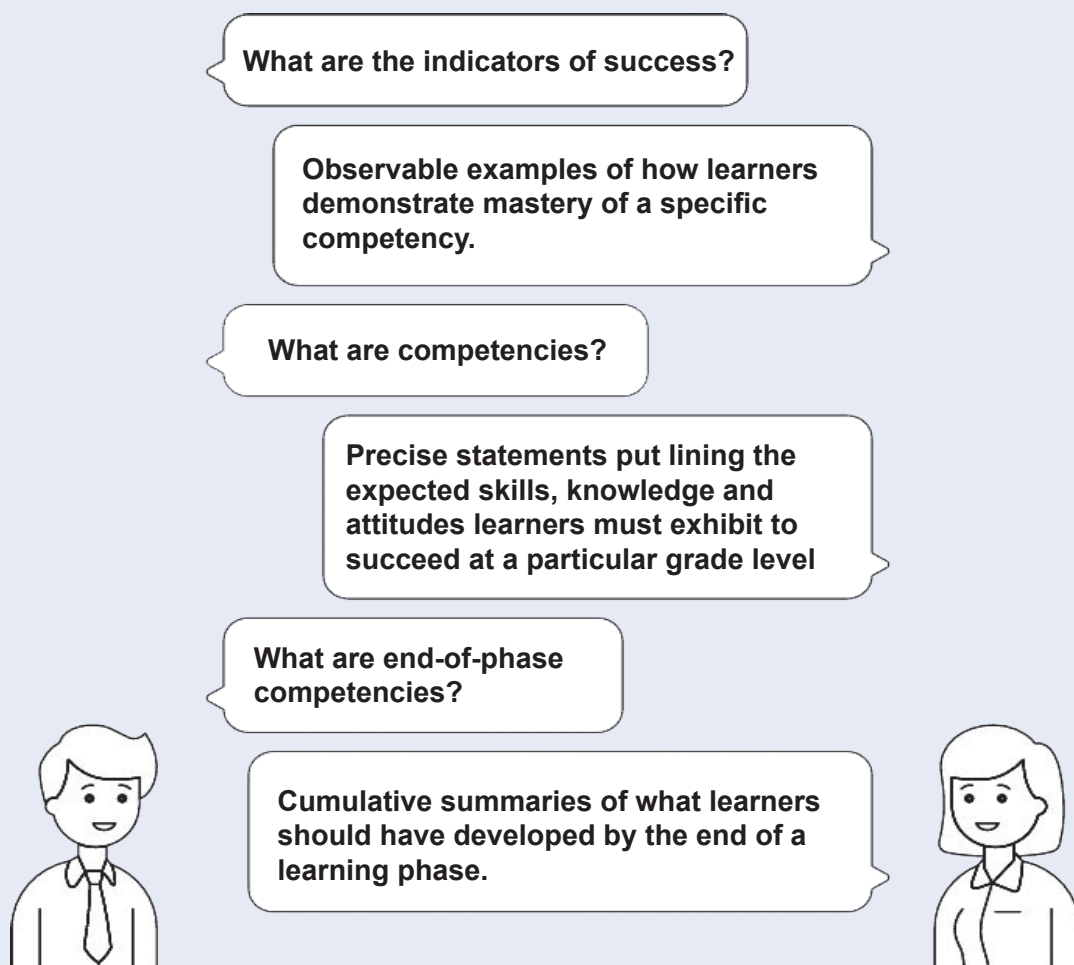


Figure 4.2: Indicators of success and competencies

- **Indicators of Success** are observable examples of how learners demonstrate mastery of a specific competency. They provide practical evidence of achievement and guide assessment practices.
- **Competencies** are precise statements outlining the expected skills, knowledge and attitudes learners must exhibit to succeed at a particular grade level. They serve as the foundation for instructional planning and learner support.
- **End-of-Phase Competencies:** These are cumulative summaries of what learners should have developed by the end of a learning phase. They encompass broader outcomes - knowledge, understanding, skills, values and attitudes - resulting from the successful achievement of grade-level competencies

Curriculum Structure at Primary Level

At the primary level, the curriculum is composed of core subjects and electives, designed to provide both essential learning and opportunities for specialisation based on interest and context.

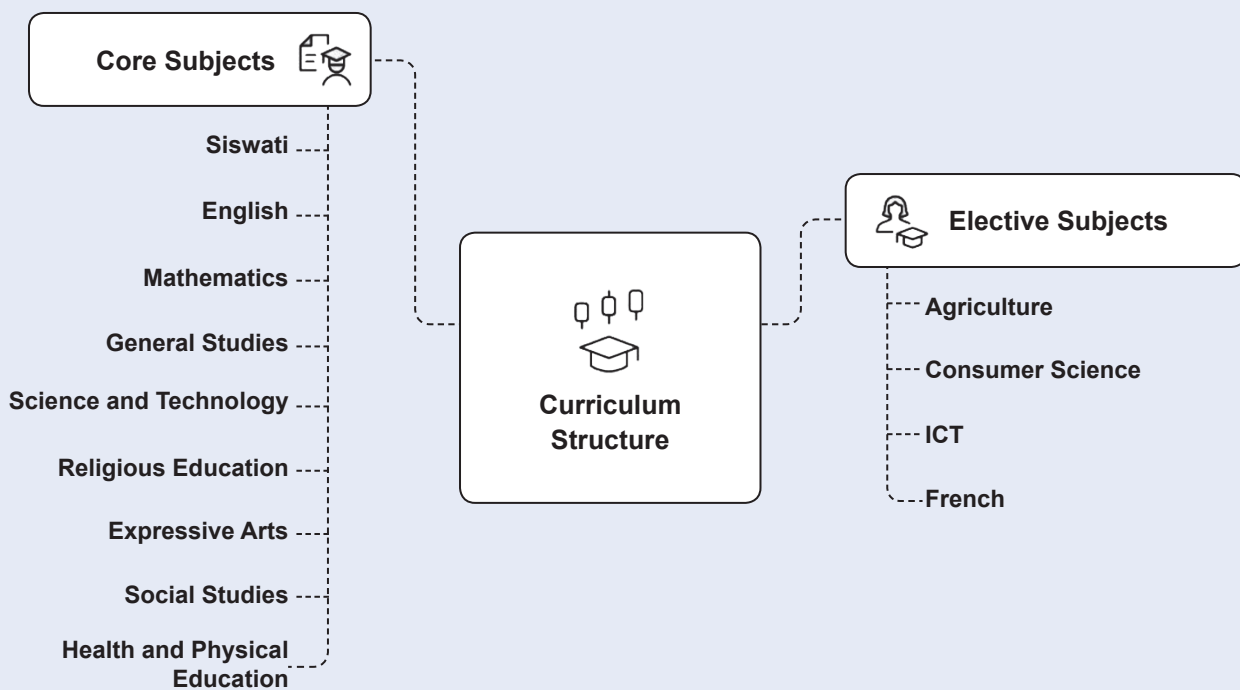


Figure 4.3: Curriculum Structure for Primary School

Curriculum Structure: Foundation, Middle and Upper Phases

In Eswatini's middle and upper phases of primary education, Social Studies is offered as a core subject in place of General Studies. This subject provides learners with foundational knowledge in history, geography, civics, and cultural awareness, fostering a deeper understanding of societal dynamics and national heritage.

In addition to core subjects, learners are exposed to a selection of elective subjects designed to enhance practical skills and broaden academic engagement. The electives offered typically include:

- Agriculture
- Consumer Science
- Information and Communication Technology (ICT)
- French Language

These electives aim to support holistic development and prepare learners for diverse educational and vocational pathways. To ensure that learners are progressing appropriately across all areas of the curriculum, it is essential to assess their development against clearly defined learning outcomes. The following section outlines the End of Phase Competencies by subject, beginning with English, to provide a detailed view of the expected learner achievements at the conclusion of the Foundation Phase

End of Phase Competencies by Subject

Table 4.1: Foundation Phase – English Competencies

Strand	End of Phase Competencies
Listening and Responding	<ul style="list-style-type: none"> ▪ Learners listen attentively to short spoken texts and respond in various ways to show understanding and appreciation. ▪ They respond appropriately to social greetings, questions and instructions. They participate in pair, group and class discussions, taking turns when responding.
Speaking	<ul style="list-style-type: none"> ▪ Learners have sufficient command of spoken English to retell stories, talk about everyday occurrences, recite rhymes and poems, answer questions and take part in simple conversations.
Reading and Viewing	<ul style="list-style-type: none"> ▪ Learners demonstrate good reading habits and show eagerness to read in English. ▪ They read short, predictable texts with familiar vocabulary and supportive pictures, drawing on their developing knowledge of sounds and letters. ▪ They retell stories in the correct sequence and identify the main events and characters in texts in order to show comprehension. ▪ They understand that there are different types of texts and that these can have similar characteristics. ▪ They view age-appropriate DVDs and films online and discuss the characters and plot.
Writing	<ul style="list-style-type: none"> ▪ Learners write short texts on familiar topics. They spell words with regular spelling patterns accurately and use capital letters and full stops appropriately.
Language Structure and Use	<ul style="list-style-type: none"> ▪ Learners use nouns, pronouns, adjectives, adverbs and prepositions orally and in writing. They understand and use the simple present and present continuous tenses orally and in writing.

Table 4.2: Middle Phase – English Competencies

Strand	End of Phase Competencies
Listening and Responding	<ul style="list-style-type: none"> ▪ Learners listen attentively for particular purposes and show comprehension of spoken texts by correctly answering questions. ▪ They demonstrate appropriate interaction skills such as taking turns speaking and respecting others' opinions
Speaking	<ul style="list-style-type: none"> ▪ Learners use English to communicate in classroom situations. ▪ They tell stories, recount their personal experiences and deliver short, planned talks.
Reading and Viewing	<ul style="list-style-type: none"> ▪ Learners read and view simple texts for information and personal pleasure. ▪ They demonstrate good reading habits and show eagerness to read in English. ▪ They read aloud with correct pronunciation and sufficient accuracy, fluency and vocabulary knowledge to support comprehension. ▪ They retell, in sequence, the main ideas in texts and identify the main idea of a story in order to show comprehension. ▪ They understand that there are different types of texts and that these can have similar characteristics. ▪ They read texts that contain varied sentence structures, with some unfamiliar vocabulary items, a significant number of high frequency sight words and pictures that provide additional information to aid comprehension. ▪ They use knowledge of phonics, prediction skills, contextual clues, re-reading and reading-on strategies to read unfamiliar and complex words and to deduce meaning and self-correct.
Writing	<ul style="list-style-type: none"> ▪ Learners write creative and information texts on familiar topics using appropriate vocabulary and generally use correct grammar, tenses and spelling. ▪ They sequence ideas, use simple and compound sentences and use basic punctuation marks correctly when writing.
Language Structure and Use	<ul style="list-style-type: none"> ▪ Learners increasingly use nouns, verbs, adjectives, adverbs and prepositions when writing and speaking. ▪ They generally use the simple present, present continuous, simple past and future tenses correctly when writing and speaking.

Table 4.3: Upper Primary – English Competencies

Strand	End of Phase Competencies
Listening and speaking	<ul style="list-style-type: none"> ▪ Learners make presentations and contribute actively to class and group discussions, taking into account other perspectives. ▪ They listen, make notes and ask questions to clarify content. ▪ Learners communicate clearly and coherently using varied vocabulary, correct grammar and sentence structure and accurate pronunciation.
Reading	<ul style="list-style-type: none"> ▪ Learners analyse and explain literal and implied information from a variety of texts. ▪ They describe how events, characters and settings in texts are depicted and explain their own responses to them. ▪ They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.
Writing	<ul style="list-style-type: none"> ▪ Learners create a variety of texts for different purposes and audiences. ▪ When writing, they demonstrate understanding of grammar; select specific vocabulary and use accurate spelling and punctuation and also edit their work to improve structure and meaning.
Language structure and use	<ul style="list-style-type: none"> ▪ Learners use parts of speech appropriately when writing and speaking. ▪ They generally use the simple present, present continuous, simple past and future tenses correctly when writing and speaking.

Table 4.4: Foundation Phase – Expressive Arts Competencies

Strand	End of Phase Competencies
Drama	<ul style="list-style-type: none"> ▪ Learners create and perform familiar stories using movement, facial expressions, gestures and language to convey feelings or emotions.
Dance	<ul style="list-style-type: none"> ▪ They present choreographed and improvised dances in a group applying elements of body awareness, levels, forces, flow and time.
Music	<ul style="list-style-type: none"> ▪ Learners demonstrate the ability to perform simple songs containing repetitive melodic and rhythmic patterns and demonstrate some control in pitch and rhythm. ▪ They use body percussion and other instruments when performing.

Strand	End of Phase Competencies
Visual arts	<ul style="list-style-type: none"> ▪ Learners experiment with a given range of media while developing fine motor skills. ▪ They use simple materials to create two and three-dimensional structures.
Appreciation	<ul style="list-style-type: none"> ▪ Learners describe a picture, object or performance and make a personal response to some aspects of it.

Table 4.5: Middle Phase – Expressive Arts Competencies

Strand	End of Phase Competencies
Drama	<ul style="list-style-type: none"> ▪ Learners create and perform familiar stories using movement, facial expressions, gestures and language. ▪ They apply drama conventions such as taking on a character and using the dramatic story structure of a beginning, middle and end when performing.
Dance	<ul style="list-style-type: none"> ▪ Learners present choreographed and improvised dances in a group with increasing variations and difficulty levels
Music	<ul style="list-style-type: none"> ▪ Learners sing in tune with others in two-part harmony. ▪ They recognise elements of music such as duration (long/short), beat, rhythm, tempo (fast/slow), pitch (high/low), dynamics (loud/soft) and form (same tune/different tune)
Visual Arts	<ul style="list-style-type: none"> ▪ Learners use memory and imagination along with a variety of art materials, processes and techniques to create visual art works while continuing to develop fine motor skills. ▪ They make simple two and three-dimensional structures
Appreciation	<ul style="list-style-type: none"> ▪ Learners comment on the effectiveness of techniques and reflect on ways to improve their own art. ▪ They also comment in a positive and encouraging way on others' art and suggest ways to improve.

Table 4.6: Upper Primary Phase – Expressive Arts Competencies

Strand	End of Phase Competencies
Drama	<ul style="list-style-type: none"> ▪ Learners use a range of gestures and movements appropriate to a role and represent feelings and emotions through mime. ▪ They contribute ideas and solutions to group discussions of real-life problems or social issues which form the basis of drama activities. ▪ They participate in group presentations of their own creation to familiar audiences.

Strand	End of Phase Competencies
Dance	<ul style="list-style-type: none"> Learners perform a range of dance styles and sequences confidently
Music	<ul style="list-style-type: none"> Learners sing together confidently in unison and sustain a simple harmonic part. They compose and play simple melodic and rhythm parts, showing control over tempo (fast/slow) and dynamics (loud/soft).
Visual Arts	<ul style="list-style-type: none"> Learners produce images which demonstrate basic understanding of the uses and limitations of a range of art materials, processes and techniques. They convey feelings, ideas and emotions through their artwork
Appreciation and Reflection	<ul style="list-style-type: none"> Learners comment on the effectiveness of techniques and possible ways to improve their own art. They also comment in a positive and encouraging way on others' art and suggest ways to improve. Learners will also learn on the relevance of the arts in the society
Business Project	<ul style="list-style-type: none"> Learners 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.

Table 4.7: Upper Primary – Science and Technology Competencies

Strand	End of Phase Competencies
Living things	<ul style="list-style-type: none"> Learners describe the characteristic features of the main groups of plants and animals, including humans. They appreciate the interdependence of living things with each other and their environment, construct food chains and food webs; and consider what might happen to animals if plants disappeared.
Matter, Energy and Forces	<ul style="list-style-type: none"> Learners describe how an object's motion is influenced by forces such as friction, magnetism and gravity. They explain everyday occurrences associated with the transfer of light. They identify the requirements for the flow of electricity. They appreciate the composition of matter and its interconversions; and explain the characteristics of matter such as mass, volume and temperature with their relevance to their daily lives.
Earth	<ul style="list-style-type: none"> Learners explain how the Earth's orbit of the Sun determines the seasons of the year and how its rotation produces day and night.

Strand	End of Phase Competencies
Earth	<ul style="list-style-type: none"> They also describe some everyday uses of soil, water and gases.
Technology	<ul style="list-style-type: none"> Learners appreciate how design and manufacturing combine to make products more reliable and user friendly
Inquiry skills	<ul style="list-style-type: none"> Learners predict likely outcomes from investigations. They suggest explanations for observations and compare their findings with their predictions. They complete simple reports to communicate their methods and findings

Table 4.8: Foundation Phase – Mathematics Competencies

Strand	End of Phase Competencies
Number	<ul style="list-style-type: none"> Learners count up to forward and backwards from 0 to 100. They describe number sequences resulting from skip counting by 2s, 5s and 10s. They explain the value of each digit in a two-digit number and partition numbers into tens and ones. They memorise and recall number bonds from 0 to 20. They carry out simple additions and subtractions using a range of counting strategies. They identify representations of one whole, one half and one quarter.
	<ul style="list-style-type: none"> They recognise and use Swazi money up to E20 and use money to buy and sell articles. They use their own methods and strategies to solve simple problems within the required number range.
Measurement	<ul style="list-style-type: none"> Learners choose and use appropriate non-standard units of measurement. They read the time in hours and half hours
Shape and space	<ul style="list-style-type: none"> Learners recognise, describe and classify 2-D shapes and 3-D objects in the environment according to their attributes. They follow and give simple instructions involving position, direction and movement.
Data handling	<ul style="list-style-type: none"> Learners solve a given problem by collecting, organising and interpreting data using tables, pictograms and block graphs.
Problem solving	<ul style="list-style-type: none"> Learners choose and use appropriate strategies to solve problems in mathematics and other subjects.

Table 4.9: Middle Primary Phase – Mathematics Competencies

Strand	End of Phase Competencies
Number	<ul style="list-style-type: none"> ▪ Learners count forwards and backwards in a variety of intervals between 0 and 10 000. ▪ They recognise the place value of each digit in a four-digit number and partition a number into thousands, hundreds, tens and ones. ▪ Learners recall addition and multiplication facts from 0 to 100 and perform mental calculations involving addition, subtraction and multiplication of whole numbers to at least 10×10. ▪ They explore number patterns involving addition and subtraction. ▪ They recognise and use Swazi/South African bank notes up to E200. ▪ They use their own methods and strategies to solve simple problems within the required number range.
Measurement	<ul style="list-style-type: none"> ▪ Learners use metric units for length, mass and capacity. ▪ They tell the time to 5 minutes on an analogue and 12- hour digital clock. ▪ Learners are also introduced to the concept of area and perimeter.
Shape and Space	<ul style="list-style-type: none"> ▪ Learners identify, compare and classify 2-D and 3-D shapes. ▪ Learners also learn to name and measure lengths of lines. ▪ They then recognise angles and identify right angles.
Data Handling	<ul style="list-style-type: none"> ▪ Learners collect, interpret and present data using appropriate graphical methods.
Problem Solving	<ul style="list-style-type: none"> ▪ Learners choose and use appropriate strategies to solve problems in mathematics and other subjects

Table 4.10: Upper Primary Phase – Mathematics Competencies

Strand	End of Phase Competencies
Number	<ul style="list-style-type: none"> ▪ Learners use their own methods and strategies to solve problems involving the four operations within the required number range. ▪ Learners identify and describe factors and multiples. ▪ They compare and order decimals and unit fractions and locate them on number lines. ▪ They add and subtract fractions with the same denominator

Strand	End of Phase Competencies
Measurement	<ul style="list-style-type: none"> ▪ Learners use appropriate units of measurement for length, area, volume, capacity and mass and calculate perimeter and area of rectangles. ▪ They convert between 12 and 24-hour time.
Shape and Space	<ul style="list-style-type: none"> ▪ Learners connect three dimensional-objects with their two-dimensional representations. ▪ They identify line symmetry. ▪ They estimate, measure and construct angles using a protractor
Data Handling	<ul style="list-style-type: none"> ▪ Learners undertake investigations and use appropriate data collection methods to organize and analyse information in their environment
Problem Solving	<ul style="list-style-type: none"> ▪ Learners choose and use appropriate strategies to solve problems in mathematics and other subjects.

Table 4.11: Foundation Phase – General Studies Competencies

Strand	End of Phase Competencies
Place	<ul style="list-style-type: none"> ▪ Learners describe the roles and responsibilities of their family and members of their community. ▪ They are aware of the need for rules to modify their behaviour at home and at school. ▪ They recognise the flag of Eswatini and sing the national anthem. They identify and describe common plants and animals living in their environment.
Movement and Energy	<ul style="list-style-type: none"> ▪ Learners identify different types of transport and their uses. ▪ They demonstrate how different strengths of pushes and pull affect the movement of objects. ▪ They identify sources and everyday uses of heat.
Change	<ul style="list-style-type: none"> ▪ Learners make observations of weather conditions and link this to changes in the appearance or behaviour of plants and animals over the course of a year.
	<ul style="list-style-type: none"> ▪ They explore the properties of common materials and apply this knowledge when solving practical tasks.
Interdependence	<ul style="list-style-type: none"> ▪ Learners explain the importance of clean water resources and describe the effects of water pollution and how to prevent it.
Inquiry skills	<ul style="list-style-type: none"> ▪ Learners ask simple questions and make suggestions about what might happen. ▪ They record their observations by drawing or completing worksheets and presenting their findings to others.

Table 4.12: Middle Primary Phase – General Studies Competencies

Strand	End of Phase Competencies
Place	<ul style="list-style-type: none"> ▪ Learners compare and contrast the types of settlements, occupations and transport found in the wider community. ▪ They identify local leaders and their roles in the community. ▪ They participate in cultural events and explain the significance of Eswatini’s national holidays and the images on the coat of arms. ▪ Learners read simple maps and describe how to get from one place in their community to another. ▪ They describe the basic structures, functions and life cycle of common plants. ▪ They identify a range of habitats within their local environment and group small animals according to observable features.
Movement and Energy	<ul style="list-style-type: none"> ▪ Learners describe the different types of transport people use to move themselves and goods around Eswatini. ▪ They demonstrate and explain how an object’s motion is influenced by friction and magnetism. ▪ They describe types of energy and their use in everyday situations.
Change	<ul style="list-style-type: none"> ▪ Learners make observations of seasonal changes in weather and how these changes are related to different activities and traditional ceremonies. ▪ They describe the properties of solids and liquids and describe how heating and cooling can change everyday materials.
Interdependence	<ul style="list-style-type: none"> ▪ Learners describe and demonstrate how to care for their environment
Inquiry Skills	<ul style="list-style-type: none"> ▪ Learners ask questions and make predictions about the outcomes of their investigations. ▪ They use some standard units of measurement and gather, record and present data to others using simple drawings, labelled diagrams, bar graphs and tables.

Table 4.13: Upper Primary Phase – Social Studies

Strand	End of Phase Competencies
People in the past and present: B	<ul style="list-style-type: none"> ▪ Research how different groups of people lived long ago and in the recent past to explain how some things have changed over time while others have remained the same. ▪ They identify the social, economic and political reasons behind the movement of peoples both within Eswatini and across Africa.

Strand	End of Phase Competencies
People and place	<ul style="list-style-type: none"> ▪ Learners discuss how natural and human activity cause changes to the Earth's surface. ▪ Describe the effect of environmental changes on living things, including humans. ▪ Learners use compass points and standard symbols to locate features on political and physical maps.
People in society	<ul style="list-style-type: none"> ▪ Learners explain how Eswatini is governed. ▪ They discuss their rights and some of the social issues affecting young people in Eswatini today.

Table 4.14: Foundation Phase – Religious Education

Strand	End of Phase Competencies
Worship in Christianity	<ul style="list-style-type: none"> ▪ Learners show a simple understanding of the Christian concept of God as a caring power. ▪ They understand that prayer means asking, thanking and praising God in words and hymns. ▪ They compare how their family celebrates the birth of a baby with how Christians celebrate the birth of Jesus.
The Life of Jesus	<ul style="list-style-type: none"> ▪ Learners retell some of the main events from the birth, life and death of Jesus Christ. ▪ They discuss the lessons which Jesus teaches through the parables.
Christian Moral Values	<ul style="list-style-type: none"> ▪ Learners show care and concern for others. ▪ They describe how to make and keep friends

Table 4.15: Middle Phase – Religious Education

Strand	End of Phase Competencies
Worship in Christianity	<ul style="list-style-type: none"> ▪ Learners show a simple understanding of the Christian concept of God as Creator ▪ They recognise and understand symbols associated with worship ▪ They explain why religious festivals and ceremonies have special meanings to Christians.
The Life of Jesus	<ul style="list-style-type: none"> ▪ Learners retell, with more understanding, some of the main events from the birth, life and death of Jesus Christ. ▪ They understand the difference between a parable and a miracle and can give examples of both.

Strand	End of Phase Competencies
Christian Moral Values	<ul style="list-style-type: none"> ▪ Learners appreciate the role of acceptance, giving and forgiving in relationships. ▪ Learners show care and concern for the needs of others in the community. ▪ Learners investigate the lives of Christian role models through the ages who exemplify the teaching and work of Jesus.

Table 4.16: Upper Phase – Religious Education

Strand	End of Phase Competencies
Worship in Christianity	<ul style="list-style-type: none"> ▪ Learners show a simple understanding of the Christian concept of God as Creator and moral authority. ▪ They recognise the Lord’s Prayer as a central Christian prayer and show some understanding of its terminology. ▪ They explore the content and structure of the Bible and understand the significance of Christian symbols and objects of worship. ▪ They explain the importance of some religious festivals and ceremonies to Christians.
The Life of Jesus	<ul style="list-style-type: none"> ▪ Learners retell, with more understanding, some of the main events from the teaching and death of Jesus Christ. ▪ They explain the lessons which Jesus taught through the parables and explain, in simple terms, why he performed miracles.
Christian Moral Values	<ul style="list-style-type: none"> ▪ Learners show some understanding of the central Christian principles ‘Love God’, ‘Love thy neighbour’ and the ‘Golden Rule’ and apply these principles to personal and social issues within their experience. ▪ Learners investigate the lives of Christian role models through the ages who exemplify the teaching ▪ Learners investigate the work of Jesus ▪ Learners show awareness of and concern for, the needs of others in society.

Table 4.17: Middle Primary Phase – ICT Competencies

Strand	End of Phase Competencies
ICT in everyday Life	<ul style="list-style-type: none"> ▪ Learners are aware of the ICT equipment in their home and school
Basic Computer Concepts	<ul style="list-style-type: none"> ▪ Learners use basic mouse operations and keyboard keys to navigate the desktop with increasing accuracy and speed.
Computer Applications and Software	<ul style="list-style-type: none"> ▪ Learners format text and save documents. ▪ They create and manipulate images and insert labels and numbers into a simple spreadsheet.
ICT devices	<ul style="list-style-type: none"> ▪ Learners select and use the correct ICT device for a particular task. ▪ They create interactive stories, animations and games. ▪ They give a screen turtle a set of instructions to achieve a specified objective.
Networks and Communications	<ul style="list-style-type: none"> ▪ Learners locate and use specified websites to find information. ▪ They use social networks and Short Message Services (SMS) to communicate with friends.
Ethics and Risks	<ul style="list-style-type: none"> ▪ Learners are aware of the dangers of sharing personal information and identity on line ▪ They demonstrate ethical behavior when using ICTs

Table 4.18: Upper Primary Phase – ICT Competencies

Strand	End of Phase Competencies
ICT in everyday life	<ul style="list-style-type: none"> ▪ Learners identify uses of ICT in agriculture and hospitals.
Basic computer concepts	<ul style="list-style-type: none"> ▪ Learners navigate an open document and customise their desktop
Computer applications and software	<ul style="list-style-type: none"> ▪ Learners carry out desktop research, manipulate data into tables and spreadsheets, format pictures and edit, save and print documents.
Networks and Communications	<ul style="list-style-type: none"> ▪ Learners evaluate the relevance and usefulness of downloaded information.
Ethics	<ul style="list-style-type: none"> ▪ Learners respect ethics and demonstrate how to protect themselves when using social media.

Table 4.19: Middle Primary Phase – French Competencies

Strand	End of Phase Competencies
Listening and Responding	<ul style="list-style-type: none"> ▪ Learners listen attentively to short spoken texts and respond in various ways to show understanding and appreciation. ▪ They respond appropriately to social greetings, questions, instructions and non-verbal gestures.
Speaking	<ul style="list-style-type: none"> ▪ Learners use familiar language, phrases and basic language structures whilst paying particular attention to the use of language to show respect and politeness. ▪ They talk about everyday occurrences, recite rhymes and poems, retell stories and answer simple questions.
Reading	<ul style="list-style-type: none"> ▪ Learners read short, predictable texts with familiar vocabulary and supportive pictures, drawing on their developing knowledge of French sounds and accents.
Writing	<ul style="list-style-type: none"> ▪ Learners write one or two short sentences following a model. They spell frequently used words from memory and use accents appropriately.
Francophone Cultures	<ul style="list-style-type: none"> ▪ Learners demonstrate an awareness of some basic aspects of Francophone cultures
Language Structure and Use	<ul style="list-style-type: none"> ▪ Learners use some common nouns, verbs, adjectives, adverbs and prepositions. ▪ They try to use the simple present and near future tenses correctly when writing and speaking.

Table 4.20: Upper Primary Phase – French Competencies

Strand	End of Phase Competencies
Listening and speaking	<ul style="list-style-type: none"> ▪ Learners listen attentively for particular purposes and show comprehension of spoken texts by correctly answering questions. ▪ They express their needs, wants, ideas and feelings adequately in different situations, paying particular attention to pronunciation and language structure.
Reading	<ul style="list-style-type: none"> ▪ Learners read simple texts for information and personal pleasure with increasing speed and accuracy. ▪ They retell, in sequence, the main ideas in texts and identify the main idea of a story in order to show comprehension.
Writing	<ul style="list-style-type: none"> ▪ Learners write short creative and factual texts on familiar topics using appropriate vocabulary and generally use correct grammar, tenses and spelling
Francophone Cultures	<ul style="list-style-type: none"> ▪ Learners demonstrate a growing awareness of francophone cultures
Language structure and use	<ul style="list-style-type: none"> ▪ Learners increasingly use nouns, verbs, adjectives, adverbs and prepositions when writing and speaking. ▪ They generally use the present simple, simple past and future tenses correctly when writing and speaking

Table 4.21: Foundation Primary Phase – Health and Physical Education Competencies

Strand	End of Phase Competencies
Personal Development	<ul style="list-style-type: none"> ▪ Learners describe how people grow and change. ▪ They describe safe traffic practices of pedestrians and passengers in vehicles. ▪ They explain how to keep safe in potentially dangerous situations and how to be assertive.
Health	<ul style="list-style-type: none"> ▪ Learners identify healthy eating and drinking habits. ▪ They practise personal hygiene. ▪ They describe what contact is safe with people infected with HIV and AIDS and what must be avoided. ▪ They engage in a range of physical activities which raise the heart rate and describe how their body feels after such activity.
Physical Education	<ul style="list-style-type: none"> ▪ Learners participate regularly in physical fitness activities to develop strength, endurance, flexibility and coordination. ▪ They perform a range of single actions such as jumping and balancing with some control of body weight. ▪ They build endurance by running, jumping and throwing. ▪ They practise muscle control skills such as dribbling, kicking, throwing and catching. ▪ Learners follow instructions and routines in physical activities and games. ▪ They show cooperation with others.

Table 4.22: Middle Primary Phase – Health and Physical Education Competencies

Strand	End of Phase Competencies
Personal Development	<ul style="list-style-type: none"> ▪ Learners discuss feelings associated with life changes. ▪ They explain how to keep themselves and others safe in the home and school
Health	<ul style="list-style-type: none"> ▪ Learners explain the importance of living a healthy lifestyle, how to handle food correctly and describe a healthy diet. ▪ They practice personal hygiene and promote hygiene in the community. ▪ They explain correct basic facts about HIV and AIDS. They describe some of the effects of exercise on the body.

Strand	End of Phase Competencies
Physical Education	<ul style="list-style-type: none"> ▪ Learners participate regularly in physical fitness activities such as strength, endurance, flexibility and coordination. <p>They begin to combine locomotors, rotational, jumping and balancing actions.</p> <ul style="list-style-type: none"> ▪ They develop control over their body and demonstrate increasing skill through better understanding of force, speed and space. <p>They demonstrate endurance by running, jumping and throwing.</p> <ul style="list-style-type: none"> ▪ They apply muscle control skills such as dribbling, kicking, throwing and catching with increasing control, accuracy and precision. <ul style="list-style-type: none"> ▪ Learners follow instructions and routines in physical activities and games. <ul style="list-style-type: none"> ▪ They work cooperatively with a partner or in small groups to fulfil tasks.

Table 4.23: Upper Primary Phase – Health and Physical Education Competencies

Strand	End of Phase Competencies
Personal Development	<ul style="list-style-type: none"> ▪ Learners describe physical and emotional changes in their body. ▪ They describe how to play safely and demonstrate how to deal with accident and emergency situations. ▪ They discuss their interests and relate this to possible future occupations.
Health	<ul style="list-style-type: none"> ▪ Learners explain the link between energy intake and expenditure and the effect of an imbalance on weight. ▪ They recognise the signs and symptoms of the most common infectious and non- infectious diseases in their environment and explain how to prevent them spreading. ▪ They describe how people living with HIV and AIDS can live positively. <p>They describe in basic terms some of the effects of exercise on the body.</p>
Physical Education	<ul style="list-style-type: none"> ▪ Learners participate regularly in physical fitness activities such as strength, endurance, flexibility and coordination.

Strand	End of Phase Competencies
	<ul style="list-style-type: none"> ▪ They link actions together with increased fluency and demonstrate increased coordination, control and balance. ▪ They demonstrate a range of running, jumping and throwing techniques and follow the basic rules during athletic events. ▪ They apply muscle control skills such as dribbling, kicking, throwing and catching with increased control, accuracy and precision in timing in a variety of contexts. ▪ They show cooperation with others and an attitude of healthy competition. ▪ They form judgements as to what constitutes good performance and how performance might be improved.

Table 4.24: Upper Primary Phase – Agriculture Competencies

Strand	End of Phase Competencies
General Agriculture	<ul style="list-style-type: none"> ▪ Learners compare traditional and modern farming systems and show appreciation of the importance of agriculture in Eswatini. ▪ They realise the contribution of biotechnology to food security. ▪ They follow safety procedures to avoid the transmission of AIDS and HIV and appreciate the impact of HIV and AIDS on agricultural productivity
Crop Husbandry	<ul style="list-style-type: none"> ▪ Learners undertake basic agricultural activities in the areas of vegetables, mushroom and field crop production in order to ensure food security for individual households and the nation.
Agricultural Technology	<ul style="list-style-type: none"> ▪ Learners operate, care for and store basic tools and equipment in a safe and responsible manner
Livestock	<ul style="list-style-type: none"> ▪ Learners raise broilers from day-old to slaughter and are aware of the basic management of cattle in order to ensure food security for individual households and the nation.
Agriculture and the environment	<ul style="list-style-type: none"> ▪ Learners describe the causes, signs and effects of soil erosion and suggest ways of preventing or controlling it. ▪ They are aware of the effect of pollution from chemicals and population growth on agricultural productivity and food security. ▪ They identify measures to mitigate them and to minimize the negative effect of modern biotechnology.
Farm Business	<ul style="list-style-type: none"> ▪ Learners maintain a diary of operations and practice the business of farming using appropriate production and financial records. ▪ They market their produce.

Table 4.25: Upper Primary Phase – Consumer Science Competencies

Strand	End of Phase Competencies
Food and Nutrition	<ul style="list-style-type: none"> ▪ Learners recognise the causes and symptoms of the most common nutrition-related diseases and explain how to prevent them. ▪ They demonstrate an increasing range of food preparation skills and exhibit good food safety practices when storing and preparing food
Clothing and Textile	<ul style="list-style-type: none"> ▪ Learners sew by hand and machine, knit and crochet articles. They wash different types of fabrics correctly.
Home Management	<ul style="list-style-type: none"> ▪ Learners manage the house and family resources. ▪ They make informed consumer choices.

Table 4.26: SiSwati Emabanga Lasacatfuta

Tihloko	Lokubhekeke kumfundzi ekugcineni kwesigaba
Kulalela nekukhombisa kutsi uvile	<ul style="list-style-type: none"> ▪ Umfundzi ulalela imibhalo lekhulunywako lemifisha ente njengobe kubhekekile ▪ Kukhombisa kucondza nekukujabulela labekakulalele Loku ukwenta basebenta ngababili, ngemacembu nangekukhulumisana ngekushiyelana ematfuba baliklasi.
Kukhuluma	<ul style="list-style-type: none"> ▪ Umfundzi ucoca tindzaba, alandzise ngalahlangabetane nako emphilweni bese wetfulela labanye kafishane
Kufundza nekubuka/ kubukela	<ul style="list-style-type: none"> ▪ Umfundzi ukhombisa kukutsakasela kufundza. Ufundza ngekuphimsela imibhalo lemifisha lenemisho lemelula titfombe letesekelako, afundza kushielele, angangingiti, nangeliphimbo lelingilo. ▪ Sewuyakhona kuphindze acoce tindzaba latifundzile ngekulanzelanisa kahle tigingaba, aphindze akhone kucoca ngetigingaba letimcoka, nekubona balingisi labamcoka emibhalweni, kutjengisa kucondza kahle. ▪ Ubuka titfombe nabobhayisikobho labasesigabeni sebudzala bakhe, aphindze akhulume ngebalingisi kanye neluhlaka lwenzaba.
Kubhala	<ul style="list-style-type: none"> ▪ Umfundzi ubhala imibhalo lemifishane, ahlale ngendlela lengiyo aphindze abambekahle kwekubhala. ▪ Ubhala emagama letayelekile ngesibitelo lesingiso, aphindze asebantise kahle netimphawu tekubhala letifaka ekhatsi bofeleba nabongci

Tinhloko	Lokubhekeke kumfundzi ekugcineni kwesigaba
Emasiko nemhambo wesiSwati	<ul style="list-style-type: none"> ▪ Umfundzi ukhombisa kutsakasela umhambo nemasiko akhe.
	<ul style="list-style-type: none"> ▪ Umfundzi ulalela imibhalo lekhulunywako lemifisha ente njengobe kubhekekile kukhombisa kucondza nekukujabulela labekakulalele. ▪ Umfundzi uhlonipha imibono yalabanye. ▪ Umfundzi usebentisana nalabanye emacenjini ngekuhloniphana
Kukhuluma	<ul style="list-style-type: none"> ▪ Umfundzi ucoca tindzaba alandzise ngalahlangabetane nako emphilweni bese wetfulela labanye tinkhulumo letimfishane letihleliwe, anikete imininingwane lemcoka ngekulandzelana kwayo ngendlela lefanele.
Kufundza nekubuka/kubukela	<ul style="list-style-type: none"> ▪ Umfundzi ufundza aphindze abuke/abukele tinhlobonhlobo temibhalo lecanjiwe nalecuketse lwati. ▪ Unika tigi gaba letimcoka ngekulandzelana nangetigaba. ▪ Ufundza ngendlela lefanele athulile futsi angangingiti, kukhomba kwesekela kuvisisa afundze evakale, abite kahle emagama, ngelitubane lelifanale nangeliphimbo lelivakalako. ▪ Usebentisa tindlela tekutilungisela emaphutsa akhe, kuphefumula lapho kufanele khona, ▪ nekufundza asebentisa tindlela tekuphindza akufundze lakonile khona atosekela kucondza kahle.
Kubhala	<ul style="list-style-type: none"> ▪ Umfundzi ubhala imibhalo leyehlukahlukene (tinhlobonhlobo temibhalo) asebentisa imicondvo leyetayelekile kanye netimo letetayelekile letingenteka kumuntfu. ▪ Umfundzi usebentisa kahle tinhlavu letincane naletinkhulu, asebentise kahle bofeleba, bongci, umbuti kanye nembabati. ▪ Usebentisa tindlela letehlukene tesibitelo atokhona kubhala sibitelo lesingiso semagama letayelekile

Table 4.27: SiSwati Emabanga Laphakeme

Tinhloko	Lokubhekeke kumfundzi ekugcineni kwesigaba
Kulalela nekukhuluma	<ul style="list-style-type: none"> ▪ Umfundzi ulalelisisa tincociswano ▪ Acacise lokubhaliwe ▪ Afake umlomo imibono yalabanye ▪ Wenta tetfulo, abe yincenye yeliklasi emacenjini nangesikhatsi setinkhulumo mphikiswano.
	<ul style="list-style-type: none"> ▪ Umfundzi ucoca tindzaba ▪ Alandzise ngalahlangabetane nako emphilweni bese wetfulela labanye tinkhulumo letimfishane letihleliwe, ▪ Anikete imininingwane lemcoka ngekulandzelana kwayo ngendlela lefanele.

Tinhloko	Lokubhekeke kumfundzi ekugcineni kwesigaba
Kufundza	<ul style="list-style-type: none"> ▪ Umfundzi wakha imibhalo leyehlukene abhalela bantfu labehlukahlukene netinjongo letehlukene. ▪ Ukhombisa lwati lweluhlelo lwesiswati, akhetse ngendlela lefanele kulamagama lakhulako, ▪ Usebentise sibitelo lesingiso netimphawu tekubhala kucacisa kahle ▪ Uchaza indlela yekubuka umsebenti lawukhetsile.
Kubhala	<ul style="list-style-type: none"> ▪ Umfundzi wakha imibhalo leyehlukene abhalela bantfu labehlukahlukene netinjongo letehlukene. ▪ Ukhombisa lwati lweluhlelo lwesiswati, akhetse ngendlela lefanele kulamagama lakhulako, ▪ Asebentise sibitelo lesingiso netimphawu tekubhala kucacisa kahle aphindze achaze indlela yekubuka umsebenti lawukhetsile.
Emasiko nemhambo wesiSwati	<ul style="list-style-type: none"> ▪ Umfundzi ukhombisa kutsakasela umhambo nemasiko akhe.

Secondary / High School Subjects

Below are the varied subjects offered at Secondary School Level and their specific requirements:

Table 4.28: Agriculture: Inspection Focus Areas
<p>Agriculture is a vital subject within the school curriculum, promoting practical skills, scientific inquiry and sustainable development. Its inspection focuses on curriculum integration, teaching quality, learner engagement, assessment practices and resource management.</p>
<p>Curriculum and Content</p> <ul style="list-style-type: none"> • Agriculture is formally included in the curriculum with clear syllabus outcomes. • Topics cover crop production, soil science, animal husbandry and agribusiness. • Strong correlation with science-related subjects enhances interdisciplinary learning. • Content promotes environmental awareness and economic literacy.
<p>Teaching and Learning Methods</p> <ul style="list-style-type: none"> • Learner-centred approaches such as demonstrations, garden work and field visits. • Teachers relate agricultural concepts to familiar and everyday experiences. • Safety precautions are practiced in gardens, tool rooms and livestock houses. • Practical activities are aligned with syllabus expectations.
<p>Agriculture is a vital subject within the school curriculum, promoting practical skills, scientific inquiry and sustainable development. Its inspection focuses on curriculum integration, teaching quality, learner engagement, assessment practices and resource management.</p>

Learner Development and Assessment

- Learners actively participate in practical and investigative projects.
- Continuous assessment marks for theory and practical are consistently recorded.
- Projects demonstrate initiative, problem-solving and entrepreneurial thinking.
- Written work and tests reflect quality and relevance.
- Learners are exposed to income-generating activities through Agriculture

Departmental and Classroom Management

- Agriculture departments are well-organised with structured timetables and resource allocation.
- Physical facilities include garden fences, water reservoirs, storerooms and laboratories.
- Evidence of self-motivated individual learner projects is present.
- Safety and hygiene standards are maintained in all practical areas.

Global Perspectives

- Learners gain awareness of global agricultural issues such as climate change and food security.
- The subject fosters positive attitudes toward farming and sustainability.
- Agriculture prepares learners to contribute to both local and international agricultural development.

Table 4.29: Agriculture Technology: Inspection Focus Areas

Agriculture Technology equips learners with practical skills, scientific knowledge and entrepreneurial competencies essential for sustainable development and rural empowerment. The inspection focus emphasises curriculum integration, learner engagement, practical application and resource management.

Curriculum Integration and Community Impact

- Agriculture Technology is incorporated into the school curriculum with clear relevance to learners' everyday experiences.
- The subject positively impacts both learners and the surrounding community through skill development and awareness.
- The subject is perceived as valuable at both school and community levels.
- Current challenges at the school level are identified and documented for improvement.

Practical Activities and Learner Engagement

- Learners participate in practical activities as outlined in the syllabus.
- Practical activities are of high quality and relevant to real-life agricultural practices.
- Learners are involved in investigative projects and demonstrate initiative and problem-solving skills.
- Continuous assessment marks for both theory and practical work are recorded.
- Learners engage in income-generating activities through Agriculture Technology.
- Written investigative research projects include:
 - ✓ Observation
 - ✓ Data collection and recording
 - ✓ Drawing conclusions
 - ✓ Reporting findings
 - ✓ Hypothesis formulation and recommendations

Instructional Quality and Subject Correlation

- Teachers relate instruction to familiar and everyday agricultural experiences.
- Agriculture Technology shows a strong correlation with other science-related subjects.
- Learners written work, individual projects, tests and examinations reflect quality and depth.
- Instruction stimulates positive attitudes toward farming, including commercial agriculture.

Safety and Facilities

- Safety precautions are practiced in gardens, tool rooms and livestock houses.
- Agriculture facilities include:
 - ✓ Secure garden fences
 - ✓ Functional tools and equipment
 - ✓ Water reservoirs
 - ✓ Storerooms
 - ✓ Livestock houses
 - ✓ Agriculture laboratory/classroom

Entrepreneurship and Innovation

- Learners demonstrate self-motivated development through individual projects, proposals, product development and evaluation.
- Evidence of production and management includes:
 - ✓ Safety control
 - ✓ Harvesting
 - ✓ Storage
 - ✓ Marketing of crops, livestock, horticulture and apiculture products
- Land use is optimised and tools/equipment are well-maintained.
- Learners develop personal and social skills through problem-solving, communication and teamwork.
- Entrepreneurial, innovative and technical skills are nurtured.

Table 4.30: Business Accounting: Inspection Focus Areas

Business Accounting equips learners with financial literacy, analytical skills and practical business competencies. The inspection focus emphasises learner-centred instruction, real-world application, resource utilization and preparation for the world of work.

Curriculum Delivery and Conceptual Understanding

- Business Accounting terminology, concepts and principles are taught using authentic documents from learners' business projects and other sources.
- Learner-centred teaching approaches are maximised to promote engagement and ownership of learning.
- Business Studies jargon is actively used inside and outside the classroom, especially during case study presentations and trading activities in the Business Centre.
- Teaching promotes insight into global business issues and technological advancements affecting the business environment.

Teaching Methods and Resource Use

- Relevant teaching aids are sourced from school cooperatives and media (e.g., newspapers) to support critical understanding of business and financial management.
- Teachers improvise effectively in the absence of conventional equipment to clarify abstract concepts.
- A variety of teaching methods are used to develop:
 - ✓ Selection and use of business information
 - ✓ Presentation and interpretation of data
 - ✓ Numeracy and arithmetic enquiry
 - ✓ Self-reliance and orderliness
- Demonstrations are used to build basic economic numeracy and literacy, including handling of simple data, diagrams and graphs.

Assessment and Learner Output

- Written work and assessment techniques (notes, classwork, assignments, tests, examinations) reflect appropriate quality and alignment with standards.
- Learners develop skills in:
 - ✓ Graph, diagram and table analysis
 - ✓ Concluding and making reasoned judgements
 - ✓ Communicating information accurately and logically
- Classroom displays include public domain articles that enhance content understanding.
- Learners projects and folios (both in progress and completed) are evident, along with goods and services traded in the Business Centre.

Practical Application and Work Readiness

- Learners are provided opportunities to develop essential workplace skills such as:
 - ✓ Teamwork
 - ✓ Problem-solving
 - ✓ Communication and language proficiency
- Financial records of school cooperative transactions are maintained with supporting documentation.

Table 4.31: Business Studies: Inspection Focus Areas

Business Studies is a foundational subject that integrates concepts from Economics and Accounting to develop learners' financial literacy, entrepreneurial thinking and socio-economic awareness. Inspection focus areas include curriculum relevance, learner engagement, teaching methodology, assessment quality and contextual application of business principles. The subject aims to prepare learners for the world of work and responsible citizenship in both local and global contexts.

Curriculum and Content

- Concepts are taught in relation to learners' socio-economic and cultural environments.
- Learners are guided to identify detailed facts, principles and techniques aligned with syllabus content.
- Business Studies, Economics and Accounting principles are contextualized to reflect real-life situations.
- Global issues such as wealth distribution, AIDS, climate change and technological advances are integrated into teaching.

Teaching and Learning Methods

- Learner-centred approaches are maximised, including case studies, role-play and group discussions.
- Business Studies jargon is actively promoted in classroom discourse and assessments.
- Media resources (e.g., newspapers, articles) are used to connect theory to current economic and business issues.
- Teachers improvise effectively to clarify abstract concepts when conventional equipment is unavailable.
- A variety of teaching methods are used to develop skills in numeracy, enquiry, self-reliance and orderliness.
- Demonstrations are used to build economic literacy and interpret data through graphs and diagrams.

Learner Development and Assessment

- Learners develop skills in the selection, application and interpretation of business information.
- Written work, assignments and assessments meet quality standards and syllabus alignment.
- Learners are taught to describe and interpret graphs, tables and diagrams logically and accurately.
- Opportunities are provided for teamwork, problem-solving, communication and language development.
- Textbooks are used both in class and independently to foster individual learning and content mastery.

Departmental and Classroom Management

- Classrooms display relevant public domain articles to reinforce syllabus content.
- Teaching approaches are evaluated for their effectiveness in applying economic skills to real-life contexts.
- Instruction is structured to prepare learners for the world of work and responsible citizenship

Table 4.32: Consumer Sciences: Inspection Focus Areas

Consumer Sciences is a life-oriented subject that integrates Food and Nutrition, Clothing and Textiles, Family Living, Child Care, Laundry and Health. Inspection focus areas include curriculum delivery, learner engagement, hygiene and safety, departmental management and the promotion of sustainable practices. The subject equips learners with essential life skills, fosters creativity and encourages income-generating initiatives.

Curriculum and Content

- At the junior level, Consumer Science is taught in 3 blocked periods for practicals and 2 for theory.
- Syllabus coverage is evident, with test records maintained (minimum three per term plus trial test).
- Recommended textbooks and reference materials are used in class and for assignments.
- Learners apply acquired skills at home, influencing positive behavioral change.

Teaching and Learning Methods

- Learners are given opportunities to think creatively, solve problems and make decisions.
- Practical activities are aligned with syllabus expectations and carried out regularly.
- Exposure to income-generating projects across Consumer Science areas is evident.
- Teachers foster positive attitudes toward cooking, sewing and other life skills.

- Effective use of teaching aids, resources and equipment enhances learning.
- New technologies (e.g., AI simulations for food/clothing design) are integrated into instruction.

Learner Development and Assessment

- Learners demonstrate self-motivation through individual projects.
- Written work, projects, tests and examinations reflect quality and syllabus alignment.
- Hygiene and life skills are emphasised throughout instruction.
- Opportunities for learners to engage in sustainable practices and local material use are promoted.

Departmental and Classroom Management

- Facilities (storerooms, laboratories, classrooms) are well-maintained and equipped.
- Inventory checks are conducted at least twice per term.
- Protective clothing is properly used: aprons, flat shoes, hairnets and no nail polish.
- Charts and educational materials are visibly displayed in laboratories.
- Laboratory rules on conduct and maintenance are clearly posted.
- Regular, structured departmental meetings are held to review progress and challenges.

Table 4.33: Design and Technology: Inspection Focus Areas

Design and Technology is a dynamic subject that fosters creativity, technical competence and problem-solving skills. Inspection focus areas include safety practices, learner engagement in hands-on activities, instructional quality, resource management and the integration of design thinking to address societal, economic and environmental challenges. The subject encourages learners to innovate, communicate visually and apply technology responsibly.

Curriculum and Content

- Learners are provided opportunities to solve real-world design and technology problems.
- Activities promote creativity in addressing societal, economic and environmental needs.
- Design and Technology vocabulary is actively used in workshops, studios and classrooms.
- Learners conduct research and present findings through graphical and design communication formats.

Teaching and Learning Methods

- A variety of learner-centred approaches are employed, including group tasks and independent projects.
- Demonstrations are used effectively to clarify technical processes and concepts.
- Teachers improvise when conventional equipment or materials are unavailable.

- Learners are encouraged to draw and interpret diagrams, sketches, tables and graphs.
- Instruction integrates AI and digital tools without eliminating human input.

Learner Development and Assessment

- Learners engage in hands-on activities using tools and equipment in workshops and studios.
- Practical activities are well-organised, meaningful and relevant to learners' contexts.
- Opportunities are provided for learners to think independently, solve problems and collaborate.
- Written work, assignments and projects (folios) meet quality standards and syllabus alignment.
- Learners use a range of media for two and three-dimensional work, incorporating form, texture and pattern.

Departmental and Classroom Management

- Safety precautions are practiced in all practical areas, including the use of dust coats, aprons and goggles.
- Workshops and studios are clean, orderly and well-maintained, with proper tool storage and machine upkeep.
- Displays include charts, graphic products, logos and exhibits in studios and display cabinets.
- Teaching/learning resources such as tools, machines, water, propane gas and electricity are available and used economically.
- Inventory is conducted on a termly basis to ensure accountability and resource tracking.

Table 4.34: Development Studies: Inspection Focus Areas

This section outlines key inspection areas for Development Studies, focusing on fostering knowledge, skills and values essential for personal and national growth.

Teaching and Learning

- **Teacher Competence:** The teacher's competence and confidence in teaching the subject are critical. This includes familiarity with essential concepts, appropriate terminology and the subject's focus on the many perspectives associated with development.
- **HoD Leadership:** The extent to which the Head of Department uses effective leadership and management strategies.
- **Learner-centred Approaches:** The variety of teaching strategies used should be learner-centred and engaging for all students.
- **Planning:** Schemes of work align to the syllabus requirements. Lesson plans align with assessment objectives and integrate skills, values and attitudes.

- **Content and Values:** There should be evidence that teachers emphasize man and his society in relation to development, including change and transition. They should also help learners appreciate milestones in community, national and global development.
- **Peace Education:** The extent to which Development Studies content and concepts are used to teach peace education.
- **Civic Responsibility:** There must be evidence of the teacher's ability to foster positive and motivating attitudes toward Eswatini's development, based on an understanding of learners' rights and obligations. Learners should be motivated to participate as active citizens, even at school level.
- **Skill Development:** Evidence of learners' ability to sharpen their elementary judgement, reasoning, memory, recording, accuracy, observation, analysis and synthesis of data and events.
- **Resources and Information:** The amount of exposure learners receive to various sources of information, such as encyclopedias, newspapers, magazines, resource persons and the internet.

Learner Development and Assessment

- **Values and Competencies:** Teachers must ensure learners develop a range of competencies and positive values essential for their participation in national and regional development. These include spiritual, traditional, cultural and global citizenship values.
- **Work Quality:** The amount of good quality work given to learners and the assistance provided by the teacher in written work and oral presentations.
- **Self-Respect and Patriotism:** Evidence of learners' development of self-respect. The extent to which Development Studies is used to promote national, regional and global values, including national identity, patriotism for their Eswatini heritage, peace, tolerance and global citizenship. This includes a focus on the value of Eswatini's monarchical democratic system in promoting peace and development.

Table 4.35: English Language: Inspection Focus Areas

English Language is a core subject that supports learners' communication, literacy and cognitive development. Inspection focus areas include curriculum alignment, learner-centred pedagogy, integration of language skills, assessment practices, teacher competence, use of technology and the promotion of a positive learning environment. The subject plays a pivotal role in preparing learners for academic success and global engagement.

Curriculum Alignment

- Teaching follows the national curriculum framework.
- Lessons meet grade-level outcomes in listening, speaking, reading and writing.
- Approved textbooks and instructional resources are consistently used.

Learner-Centred Pedagogy

- Lessons are interactive, engaging and responsive to learners' needs.
- Student participation is encouraged through pair work, group discussions and presentations.
- Differentiation strategies are applied to support diverse learning needs and abilities.

Language Skills Integration

- Lessons integrate listening, speaking, reading and writing in a balanced manner.
- Real-life contexts are used to promote authentic language use.
- Grammar and vocabulary are taught meaningfully within context.

Use of English as a Medium of Instruction

- English is consistently used as the primary language in the classroom.
- A language-rich environment is promoted to encourage frequent learner use of English.

Assessment for Learning

- Formative assessments are used regularly to monitor learner progress.
- Feedback is constructive, timely and supports learner improvement.
- Summative assessments are aligned with curriculum standards.

Professionalism and Competence of Teachers

- Teachers demonstrate strong subject knowledge and fluency in English.
- Continuous Professional Development (CPD) is actively pursued.
- Modern methodologies such as Communicative Language Teaching and Task-Based Learning are applied.
- At the primary level, teachers effectively use the Phonic Approach to teach reading.

Integration of Technology

- ICT tools (language apps, digital presentations, audio-visual materials) are used to enhance engagement.
- Digital literacy is promoted as part of language learning.

Positive Learning Environment

- Classrooms foster a safe, inclusive and supportive climate.
- Learners are encouraged to take risks and build confidence in language use.
- Extensive reading is promoted to support language development.
- Classrooms are print-rich and language-enriched.
- Cultural diversity and respect are embedded in content and interaction.
- Language enrichment activities involve parents and the wider community (e.g., reading programs, language days).

Table 4.36: Entrepreneurship: Inspection Focus Areas

Entrepreneurship education fosters innovation, financial literacy and business acumen among learners. The inspection focus emphasises practical application, learner-centred instruction, resource utilisation and the development of essential workplace and entrepreneurial skills.

Curriculum Delivery and Conceptual Understanding

- Business terminology and concepts are taught using authentic documents from learners' business projects and other sources.
- Learner-centred teaching approaches are maximised to promote initiative and ownership of learning.
- Business Studies jargon is actively used inside and outside the classroom, especially during case study presentations and trading activities in the Business Centre.
- Instruction provides insight into global business issues and technological advancements affecting entrepreneurship.

Teaching Methods and Resource Use

- Relevant teaching aids are sourced from school cooperatives and media (e.g. newspapers) to support critical understanding of business and financial management.
- Teachers improvise effectively in the absence of conventional equipment to clarify abstract concepts.
- Recycled materials are used for idea generation and product development.
- A variety of teaching methods are used to develop:
 - ✓ Selection and application of business information
 - ✓ Presentation and interpretation of data
 - ✓ Numeracy and arithmetic enquiry
 - ✓ Self-reliance and orderliness
- Demonstrations are used to build basic economic numeracy and literacy, including handling of simple data, diagrams and graphs.

Assessment and Learner Output

- Written work and assessment techniques (notes, classwork, assignments, tests, examinations) reflect appropriate quality and alignment with standards.
- Learners develop skills in:
 - ✓ Graph, diagram and table analysis
 - ✓ Concluding and making reasoned judgements
 - ✓ Communicating information accurately and logically
- Classroom displays include public domain articles that enhance content understanding.
- Learners project folios and traded goods/services in the Business Centre are evident.
- Financial records of school cooperative transactions are maintained with supporting documentation.
- Business plan stages (in development and completed) are documented and reviewed.

Practical Application and Work Readiness

- Learners are provided opportunities to develop essential workplace skills such as:
 - ✓ Teamwork
 - ✓ Problem-solving
 - ✓ Communication and language proficiency
- Entrepreneurship instruction supports innovation, product development and business planning.

Table 4.37: Expressive Arts: Inspection Focus Areas

Curriculum Design and Purpose

- The Arts curriculum is designed to cater for the diverse needs of learners by promoting creative thinking, innovation and self-expression, while at the same time strengthening cultural heritage and national identity. It enhances communication, confidence and collaboration, creating opportunities for learners to develop skills required in the cultural and creative industries. Rooted in the EDSEC Policy (2018), Eswatini National Curriculum Framework for General Education (2018) and the Government's Program of Action (2024 - 2029) and aligned with the shift towards Competency-Based Education, the Arts support holistic development of the mind, body and spirit.
- Through areas such as Art and Design, Music, Drama and Dance, learners develop visual literacy, design thinking, entrepreneurship, discipline, rhythm, empathy and emotional intelligence, all while maintaining physical fitness and appreciating Swazi cultural forms. The curriculum builds 21st-century skills, namely creativity and innovation, critical thinking, problem-solving, communication, collaboration and ICT integration. Ultimately, it contributes to Vision 2022 and the National Development Strategy by nurturing the creative sector as a viable pathway for national growth and development.
- The aligned arts curriculum offers several benefits to learners, such as enhancing self-expression, cultivating transferable skills and fostering cultural pride. On national level, it contributes to the growth of the creative economy, helps preserve traditional arts and boosts tourism.
- In summary, a comprehensive arts curriculum provides learners with essential creative, cognitive and emotional skills. It plays a vital role in preserving Eswatini's heritage and creating economic opportunities within the creative sector. Additionally, it aligns with both national education policies and global standards. Therefore, it is crucial to invest in arts education as a significant driver of innovation and national identity.

Teaching Strategies for Expressive Arts and Health Well Being, Guidance and Counselling, Health, Physical Education and Sports

- **Project-Based Learning:** learners in expressive arts can engage in projects that can require them to be creative, reflecting their emotions or experiences. This encourages self-expression and critical thinking. In Health and Well-Being learners might develop health campaigns to promote mental health awareness.
- **Collaborative Learning:** encourage group activities, where learners work together to enhance teamwork and communication.
- **Experiential Learning:** utilise role-play scenarios and hands on activities like drama, music therapy to explore emotional well-being.
- **Integration of Technology:** Incorporation of use of digital tools for creating art or health related presentations, allowing them to express their understanding in innovative ways.

Assessment Strategies

Assessment is both formative and summative:

- **Portfolio Assessment:** In Expressive Arts, learners can compile a portfolio of their work that reflects their growth in creativity. In Health and Well-Being, learners may maintain journals documenting how to improve strength and endurance.
- **Performance-Based Assessment:** Assess learners' participation in group projects or presentations in Health and Physical Education, focusing on their ability to collaborate and apply learned skills. In arts evaluation of performances or exhibitions, where learners showcase their work and articulate their creative process.
- **Peer and Self-Assessment:** Learners are encouraged to assess each other's contributions in group activities. Self-assessment tools are developed to evaluate their own progress, promoting personal responsibility.
- **Quizzes and Reflective Essays:** use quizzes to assess knowledge gained. Reflective writing assignments that will help learners analyse their personal growth and learning experiences in the subjects.
- **Observation and Feedback:** teachers can observe learners during practical activities, providing immediate feedback on their skills and teamwork.

Table 4.38: Food and Textiles Technology: Inspection Focus Areas

Food and Textiles Technology promotes life skills, creativity, hygiene awareness and entrepreneurial development. The inspection focus emphasises curriculum delivery, learner engagement, resource management, safety and sustainability. The Head of Department is accountable for material procurement, facility care and departmental oversight

Curriculum Delivery and Timetabling

- At junior level, the subject is taught through:
 - ✓ 3 blocked periods for practical lessons
 - ✓ 2 blocked periods for theory lessons

- Syllabus coverage is evident, with at least three test records per term and a trial test before final examinations.

Learner Engagement and Practical Application

- Learners wear clean uniforms, flat shoes, white aprons and white caps during practical lessons.
- Hygiene standards and life skills are emphasised throughout instruction.
- Learners engage in:
 - ✓ Problem-solving and decision-making activities
 - ✓ Income-generating projects under the cooperative business wing
 - ✓ Individual and group projects, with written proposals, product development and evaluations
- Skills acquired are applied at home, with observable changes in learner attitudes.

Assessment and Learner Output

- Learners produce quality written work, projects, assignments, tests and examinations.
- Folios include both work-in-progress and completed projects aligned with syllabus expectations.
- Teachers foster positive attitudes toward cooking and sewing for commercial use.
- Evidence of learner self-motivation is visible through individual initiatives and cooperative activities.

Facilities, Resources and Safety

- Teaching aids, resources and equipment are available and effectively used.
- Facilities (storerooms, laboratories, classrooms) are well-maintained.
- Inventory checks are conducted at least twice per term.
- Protective clothing is properly used (e.g., aprons, flat shoes, hairnets, no nail polish).
- Laboratory rules on conduct and maintenance are clearly displayed.
- Relevant charts and educational materials are visible in the laboratory.

Innovation and Sustainability

- New technologies are integrated, including AI applications and design simulations.
- Sustainable practices are adopted, such as:
 - ✓ Waste reduction
 - ✓ Use of local and recycled materials for clothing production

Departmental Oversight

- Regular and structured departmental meetings are held.
- The Head of Department ensures accountability for teaching materials, equipment and facility care.

Table 4.39: French: Inspection Focus Areas

Curriculum Alignment

There must be evidence:

- That teaching follows the national French syllabus and curriculum framework.
- The lessons meet grade-level outcomes in oral comprehension, oral expression, reading comprehension and written expression.
- The lesson objectives are competence-based, with clear performance indicators and real-world application tasks.
- Of integration of French civilization and culture in lessons through authentic materials (videos, songs, francophone news, etc).
- Of the use of approved textbooks supplemented by authentic resources and modern digital tools, including generative AI.

Learner-Centred Pedagogy

There must be evidence:

- Of interactive, engaging lessons tailored to learners' needs, abilities and prior knowledge.
- Learners are active participants in pair work, group discussions, debates, role-plays, cultural projects and presentations.
- Of differentiated instruction for learners with Special Educational Needs (SEN) and for gifted learners.
- Of inclusive learning activities that cater to diverse learning styles (visual, auditory, kinesthetic).
- That teaching and learning are in line with CBE, evidence that learners are given opportunities to apply knowledge and skills in authentic contexts.

Language Skills Integration

There must be evidence:

- Of balanced teaching and assessment of the four competencies: Listening, Speaking, Reading and Writing.
- Of real-life communicative activities that integrate multiple skills (e.g., planning a trip to a francophone environment, writing formal letters, giving presentations).
- Of grammar, vocabulary and pronunciation taught in context to enhance fluency and accuracy.
- Of the use of fiction, poetry, drama and creative writing to develop expressive language skills.

Use of French as a Medium of Communication

There must be evidence:

That teachers use French as the primary language of instruction in the classroom.

- Of a language-rich classroom environment, encouraging learners to speak French in and out of lessons.
- Of the implementation of French Days/French Hours and other immersion strategies.
- Of learners using French in real-world problem-solving and project-based tasks, in line with CBE.

Assessment for Learning

There must be evidence:

- Of formative assessment strategies (oral quizzes, listening tasks, written assignments) used regularly to track progress.
- Of constructive and timely feedback in all four language competencies.
- Of summative assessments aligned with curriculum standards and CBE outcomes, measuring learners' ability to perform real-life tasks in French.
- Of use of digital assessment tools to enhance learning, with teacher oversight.

Professionalism and Competence of Teachers

There must be evidence:

- That teachers demonstrate high proficiency in French and strong knowledge of francophone cultures.
- Of participation in continuous professional development (CPD) in language pedagogy, CBE practices and educational technology.
- Of application of modern language teaching methodologies (Communicative Language Teaching, Task-Based Learning, Competence-Based Approach).
- Of integration of global citizenship themes to promote tolerance, empathy and environmental responsibility.

Integration of Technology

There must be evidence:

- Of use of ICT tools (language learning apps, podcasts, video conferencing, online platforms) to enhance engagement.
- Of learners using digital tools for research, presentations and collaboration in French.
- Of responsible and ethical use of generative AI for lesson preparation, translation support and cultural exploration, under teacher guidance.
- Of promotion of digital literacy as part of French language learning.

Learning Resources

There must be evidence:

- Of the use of a variety of French-language resources: textbooks, drama, poetry, civilization books, novels, comics and e-books.
- Of a dedicated French section in the school library.
- Of learners' independent use of library, audio-visual and online resources for research and reading.

Positive Learning Environment

There must be evidence:

- Of a safe, inclusive and supportive classroom atmosphere that encourages risk-taking in language use.
- Of learner participation in extracurricular activities (French clubs, cultural days, competitions).

- Of print-rich and display-rich classrooms with French vocabulary, grammar points and cultural artefacts.
- Of cultural diversity awareness and respectful intercultural communication in class interactions.
- Of exposure given to learners regarding human development issues that foster tolerance, the spirit of philanthropy and caring for environmental matters.

Table 4.40: Geography: Inspection Focus Areas

Geography is a skill-intensive subject that develops learners' spatial awareness, analytical thinking and environmental literacy. Inspection focus areas include curriculum alignment, skill integration, experiential learning, assessment practices, departmental management and resource utilization. The subject emphasises real-world application through fieldwork, research and discovery-based learning.

Curriculum and Content

- Scheming follows the syllabus order as prescribed.
- Scheme of work includes a skill integration column aligned with assessment objectives.
- Daily preparation books feature subheadings for geographical skills/competencies and targeted outcomes.
- Content and skills are integrated across schemes, lesson plans, notes and learner-written work.
- Teachers demonstrate strong knowledge of geographical skills and terminology.

Teaching and Learning Methods

- An integrated approach is used to develop and master geographical skills (e.g. map reading, research).
- Active and experiential learning is emphasised to apply concepts to real-life situations.
- Learner-centred methods encourage discovery and independent learning.
- Teachers supervise and guide learners during discovery sessions, as outlined in preparation books.
- Teaching aids are used consistently to make learning realistic and engaging.
- Resources such as library books, magazines, newspapers and internet are used for discovery sessions.

Learner Development and Assessment

- Practical research is conducted across all syllabus themes.
- Written work is skill-based and links formative and summative assessment.
- Learners written work is monitored for quality, quantity, frequency and positive marking.
- Assessment complies with national formative and summative standards.
- A schedule of marks for tests, assignments and classwork is maintained and displayed.
- Department files include tests, exams and mark schemes aligned with external standards.

Departmental and Classroom Management

- Regular field excursions are conducted, including local and full-day trips once per term.
- Immediate school environment is used as a living textbook.
- Relevant research equipment and weather instruments are available.
- A minute book records departmental meetings held at least once per term.
- A stock book lists all departmental resources, including instruments, books, charts and their condition.
- Class observations evaluate teacher adherence to preparation schedules, inclusivity, use of geographical language and time management.
- Whole-department discussions are held to address challenges, shortfalls and suggestions for improvement.

Table 4.41: Health and Well – Being, Guidance, Counselling, Physical Education and Sports

Health and Well-Being, Guidance, Counselling, Physical Education and Sport is a subject rooted in the EDSCEC Policy (2018), Eswatini National Curriculum Framework for General Education (2018) and the Government's Program of Action (2024 - 2029), is designed to promote the holistic growth of learners by placing health and wellness at the heart of the education process. It plays a pivotal role in teaching and learning, particularly in the context of the AIDS era, by tackling issues such as substance abuse, emotional health and other social risks. The subject equips learners with psychosocial skills to navigate real-life challenges, developing competencies in three key areas: cognitive - such as problem-solving and decision-making; personal - including agency freedom and commitment; and interpersonal - fostering healthy social relationships.

Additionally, it incorporates vocational, sports and career guidance, as well as psychosocial support, to better prepare learners for life beyond the classroom.

The rationale of the subject is as follows:

- **Healthy Lifestyle Formation:** Imparts essential knowledge and habits related to fitness, nutrition and preventing lifestyle-related illnesses.
- **Promotion of Lifelong Activity:** Inspires learners to remain physically active beyond their school years, improving overall quality of life.
- **Contribution to Employment Creation:** Opens avenues for careers in sport, recreation and health - supporting Eswatini's national objectives of job creation and economic diversification.
- **Skills for the Labour Market:** Equips learners with practical competencies relevant to gyms, wellness centres, school-based sport and community recreational programmes.
- **Holistic Personal Development:** Builds self-discipline, emotional control, teamwork, leadership and responsible behaviour.
- **Social Well-being:** Encourages empathy, fairness and resilience to cultivate peaceful, socially responsible communities.
- **Mental Health and Emotional Resilience:** Enhances stress management, body awareness and self-confidence through movement and activity.
- **Cultural Identity and National Unity:** Promotes pride, inclusion and cultural exchange by celebrating Eswatini's heritage through games and sport.

Table 4.42: History: Inspection Focus Areas

This document outlines the key areas for inspectors to focus on when evaluating the teaching of History. The goal is to ensure the subject is taught effectively, relevant to learners lives and promotes national, regional and global values.

Curriculum and Content

- **Relevance:** The extent to which historical concepts and competencies are connected to learners everyday lives.
- **Content Accuracy:** Evidence that the content and competencies taught are suitable and accurate.
- **Syllabus Adherence:** Evidence of the correct use of the current syllabus and all its expectations in lesson planning and delivery.
- **Local and Regional History:** The extent to which local history and its value are integrated into the curriculum. The use of Southern African liberation history concepts to promote regional identity, peace, coherence and global citizenship values.
- **Values and Citizenship:** The extent to which History is used to promote national, regional and global values, including national identity, patriotism, peace, tolerance and global citizenship. This includes a focus on the value of Eswatini's monarchical democratic system.

- **Peace Education:** The extent to which historical events and concepts are used to teach peace education.
- **Identity and Belonging:** The extent to which History helps learners develop a sense of identity and belonging by understanding their own cultural and historical roots. This emotional connection with the past is vital for developing values, principles and social responsibility.
- **Social and Political Awareness:** The extent to which History fosters social and political awareness through the study of political systems, human rights and social justice. This empowers learners to become informed citizens who can engage in democratic processes and drive positive social change.
- **Collective Action:** The extent to which History teaches the value of collective action and solidarity, showing how societies and individuals have worked together to overcome challenges and build a better future based on past lessons

Teaching and Learning Methods

- **Teacher Competence:** The extent to which the teacher demonstrates confidence and skill in teaching the subject.
- **Learner-centred Approaches:** The extent to which teachers use a wide range of effective, learner-centred teaching, learning and assessment approaches.
- **Lesson Planning:** Evidence that all lesson plans show balanced coverage of assessment objectives and reflect the cognitive, socio-emotional and behavioral aspects of learning in real-life situations.
- **Engaging the Learner:** The extent to which learners are taught essential skills in History that enable them to develop interest and enthusiasm for the subject.
- **Teaching Aids:** Evidence that relevant teaching aids and resources are used to enhance the lesson.
- **Participatory Methods:** The extent to which learners are taught using participatory methods such as role-playing, empathy, research, projects and presentations.

Learner Development and Assessment

- **Skills Development:** The extent to which learners are equipped with critical thinking, judgement and problem-solving abilities.
- **Historical Skills:** The extent to which learners understand the nature of History and historical evidence and can critically use historical sources within their context. This includes the ability to critically analyse historical facts without bias and make sound judgements.
- **Literacy Skills:** Evidence of the teacher's efforts to cultivate learners' skills in reading, writing and correctly responding to instructional terms.
- **Knowledge Acquisition:** The extent to which learners acquire knowledge and understanding of the human past, including regional and world history.
- **Supervision and Feedback:** The extent to which learners are supervised and given clear instructions and explanations (as evidenced in schemes of work and preparation books). The quality of work done in class, homework and research should be assessed and awarded deserving marks with comments.

Departmental and Classroom Management

- **HoD Leadership:** The extent to which the Head of Department uses effective leadership and management strategies, including establishing and monitoring performance standards.
- **Classroom Environment:** The extent to which the teacher creates a “History corner” where resources are kept and displayed to make learning realistic and interesting for learners.

Table 4.43: ICT: Inspection Focus Areas

Information and Communications Technology (ICT) equip learners with essential digital competencies for academic, professional and personal development. Inspection focus areas include practical application of software tools, integration of data, understanding of systems and networks and the use of ICT for problem-solving and communication. The subject fosters digital literacy, analytical thinking and responsible technology use.

Curriculum and Content

- Learners use email and the internet to gather and communicate information.
- Word processing tools are used to prepare structured documents.
- Database facilities are applied to manipulate data, solve problems and generate graphical outputs.
- Data from multiple sources is integrated into cohesive reports or documents.
- Outputs are produced in specified formats according to task requirements.

Teaching and Learning Methods

- Spreadsheets are used to create and test data models, extract summaries and analyse patterns.
- Learners create structured websites with style sheets, tables and hyperlinks.
- Interactive presentations are developed and controlled by learners.
- Instruction promotes hands-on engagement with real-world ICT applications.

Learner Development and Assessment

- Learners demonstrate understanding of hardware and software components of computer systems.
- Networking concepts and the role of information-processing systems are taught.
- Learners explore how ICT is used across sectors and its societal impacts.
- System analysis and design stages are introduced, including relevant methodologies.
- ICT terminology is consistently used and reinforced in teaching and assessment.

Table 4.44: Literature in English: Inspection Focus Areas

Literature in English fosters critical thinking, cultural awareness and expressive language skills. Inspection focus areas include teacher expertise, curriculum alignment, learner engagement, integration of language skills, culturally responsive teaching, assessment practices, use of technology and classroom climate. The subject encourages learners to explore diverse texts, reflect on human experiences and develop a lifelong appreciation for literature.

Content Knowledge and Literary Expertise

- Teachers demonstrate strong knowledge of literary genres and critical approaches.
- Instruction includes canonical, contemporary, local and global texts.
- Teachers stay updated on new literary theories and teaching strategies.

Curriculum Alignment

- Literature instruction aligns with national curriculum standards and assessment frameworks.
- A diverse range of texts is taught, including classic, modern, indigenous and international literature.

Learner-centred Pedagogy

- Learners engage actively with texts through Socratic questioning, reader-response and discussion circles.
- Dramatic enactment and creative interpretation are used to deepen understanding.
- Instruction promotes empathy, reflection and critical thinking.

Integration of Language and Literature Skills

- Reading, writing, speaking and listening are integrated into literature lessons.
- Literature is used to teach vocabulary, grammar and expressive language in context.

Integration of Language and Literature Skills

- Reading, writing, speaking and listening are integrated into literature lessons.
- Literature is used to teach vocabulary, grammar and expressive language in context.

Assessment and Feedback

- Assessments include essays, literary analysis, creative responses and group presentations.
- Feedback is constructive, timely and supports learner improvement.

Classroom Environment

- Classrooms foster respectful dialogue and open interpretation of texts.
- A love of reading and lifelong engagement with literature is actively encouraged.

Table 4.45: Mathematics: Inspection Focus Areas

Mathematics is a foundational subject that develops logical reasoning, numerical fluency and problem-solving skills. Inspection focus areas include curriculum integration, learner engagement, teaching methodology, assessment practices, resource utilization and cross-curricular links. The subject supports both conceptual understanding and practical application in everyday life.

Curriculum and Content

- Mathematics is applied across the curriculum to reinforce interdisciplinary learning.
- Learners engage with a wide range of topics, including:
 - ✓ Four operations with whole numbers, directed numbers, fractions and decimals
 - ✓ Estimation and approximation
 - ✓ Measurement using various instruments
 - ✓ Geometrical aspects of natural and man-made forms
 - ✓ Graphical representation of data
 - ✓ Creative investigations and pattern exploration
 - ✓ Courses are age-appropriate and progressively structured.

Teaching and Learning Methods

- Common sense methods, mental math, oral work and learner choice are encouraged.
- Practical activities are regularly provided and monitored.
- Learners organize their materials and work independently.
- Teaching emphasises qualitative and quantitative mathematical descriptions.
- Logical deduction, place value, number patterns and broader number concepts are explored.
- Visual presentations include diagrams, charts, tables, networks and models.
- Algebraic symbols and notations are introduced appropriately.
- Estimation and measurement skills are taught across length, weight, area, volume and time.
- Money concepts and value awareness are integrated into lessons.

Learner Development and Assessment

- Learners demonstrate sustained work on mathematical topics.
- Competence in calculations involving whole numbers, decimals and fractions is evident.
- Homework is used effectively to reinforce learning.
- Learners show positive attitudes toward Mathematics.
- Gifted learners and those with special needs are supported through differentiated instruction.
- Written work is assessed for quality, frequency and constructive marking.

Resources and Technology

- Textbooks, worksheets, calculators and broadcasts are used where applicable.
- Online platforms, television and radio are utilised to support learning.
- Work cards (commercial and school-made) are used for practice.
- Interactive tools such as chalkboards, whiteboards and touch screens support instruction.

Departmental and Classroom Management

- Mathematical displays are visible and relevant.
- In-service training and textbook selection influence teaching quality.
- Liaison with parents is maintained regarding course content and learner progress.
- Investigations initiated by learners or teachers are encouraged.
- Profitable links with other curriculum areas are established.

Table 4.46: Religious Education: Inspection Focus Areas

Religious Education (RE) fosters moral development, cultural awareness and reflective thinking. The inspection focus emphasises learner engagement, instructional alignment, cognitive development, life relevance and professional practice. The subject supports values-based education and promotes understanding across diverse beliefs and traditions.

Learner Engagement and Participation

- Learners are actively engaged in the learning process and remain focused on the stated objectives.
- Activities are clearly aligned with learning goals and promote meaningful participation.
- Learners demonstrate success in achieving objectives through appropriate assessment practices.
- Learning behaviour reflects high cognitive engagement, including application-level thinking and problem-solving.
- Learners show task commitment, adapt activities to deepen understanding and extend skills or concepts.
- Connections are made between RE content and real-life or work-related applications.
- RE concepts and competencies taught in relation to everyday life
- Learners taught in learner-centred approaches
- Learners were taught essential skills in RE to develop interest and enthusiasm
- RE promotes moral development through knowledge, skills and values
- Learners equipped with critical thinking, judgement and problem-solving
- Participatory methods: role playing, research, projects, presentations
- RE corner created to make learning realistic and interesting

Instructional Approach

- Objectives and goals reflect core knowledge and central themes of Religious Education.
- Instruction is learner-centred and promotes critical thinking and problem-solving.
- Motivational techniques are used to actively engage learners.
- Strategies are aligned with objectives, learner characteristics and life/work relevance.
- Teachers vary activities and maintain effective pacing and sequencing.
- Instruction emphasises the value and relevance of content.
- Questioning techniques are used to challenge learners appropriately.
- Technology and subject-specific terminology are integrated into instruction.
- Teacher demonstrates competence (mastery or command)
- Correct use of current syllabus and its expectations
- Lesson plans show balanced coverage of assessment objectives and real-life competencies
- Wide range of teaching, learning and assessment approaches used
- Use of teaching aids and resources that relate to the lesson

Assessment and Feedback

- Learner progress is continuously monitored and assessed.
- Evaluation methods align with instructional goals and learner diversity.
- Learning is reinforced through constructive and timely feedback.
- Specific feedback is provided to support learner improvement.
- Opportunities for remedial support are made available where necessary.
- Classwork and homework assessed with standard marking criteria
- Learners are supervised and given clear instructions in scheme of work and preparation book.

Classroom and Resource Management

- Teachers specify expectations for behavior and promote self-discipline.
- Instructional strategies, time and materials are managed effectively to support learning.
- RE corner created for resource display and learner engagement
- Teaching aids and resources used effectively (also relevant to Instructional Approach)

Professional Practice

- Teachers use accurate and appropriate written, verbal and non-verbal communication.
- Professional development activities are pursued in alignment with school goals.
- Teachers comply with all verbal and written directives issued by the school or department.
- Head of Department uses effective leadership and management strategies
- Suitability and accuracy of content and competencies taught.

Table 4.47: Science: Inspection Focus Areas

Science education promotes inquiry, experimentation and the development of analytical thinking. The inspection focus emphasises practical engagement, conceptual relevance, safety, learner autonomy and resource utilisation. The subject supports sustainable development and fosters curiosity about the natural and technological world.

Curriculum Relevance and Conceptual Understanding

- Science concepts are taught in relation to everyday life to enhance relevance and learner engagement.
- Content is suitable for the learners' developmental level and promotes understanding of social, economic and environmental issues.
- Scientific vocabulary is promoted both inside and outside the classroom or laboratory.
- Links are made between Science and other subjects to support interdisciplinary learning.

Practical Activities and Experimentation

- Learners engage in meaningful hands-on activities involving equipment and chemicals.
- Safety precautions are practiced and monitored within the laboratory.
- Practical activities are well-organized and relevant to learners' experiences.
- Learners develop skills in:
 - ✓ Observation
 - ✓ Data collection and recording
 - ✓ Data analysis
 - ✓ Drawing conclusions
 - ✓ Reporting findings
 - ✓ Applying scientific concepts
- Learners are provided opportunities to:
 - ✓ Solve problems
 - ✓ Make decisions
 - ✓ Cooperate with others
 - ✓ Defend ideas
 - ✓ Work independently
 - ✓ Plan and execute tasks

Instructional Approach

- Learner-centred approaches are maximized where applicable.
- Demonstrations are used appropriately to support understanding.
- Textbooks are promoted for use both in and out of class/laboratory.
- Teachers improvise effectively in the absence of conventional equipment.

- Learners conduct research and present findings through written reports and oral presentations.
- Instruction supports the development of diagrams, tables, graphs and their interpretation.
- Science is taught with a focus on sustainable development.

Assessment and Learner Output

- Learners' written work includes notes, classwork, homework, projects, tests and examinations.
- Assessment reflects quality, relevance and alignment with instructional goals.
- Learners demonstrate creativity in solving Science-related problems.
- Teachers cultivate positive attitudes toward Science, including interest and perseverance.

Resources and Environment

- Charts and scientific exhibits are displayed in the laboratory.
- Relevant teaching and learning resources are available, including:
 - ✓ Laboratory space
 - ✓ Equipment
 - ✓ Chemicals
 - ✓ Water, gas and electricity
- Resources are used economically and effectively.

Table 4.48: SiSwati: Inspection Focus Areas

SiSwati as a subject promotes cultural identity, linguistic fluency and literary appreciation. The inspection focus emphasises oral and written language development, resource availability, instructional quality and learner engagement. The subject supports both expressive and receptive language skills across diverse contexts.

Language Environment and Leadership

- Background features such as community language use and media exposure influence the “language life” of the school.
- Evidence of leadership and guidance provided to teachers regarding language instruction is present.
- The school demonstrates awareness of out-of-school influences on learners' language, including television and other media.

Speaking, Listening and Drama

- A wide range of opportunities are provided for speaking and listening activities.
- Learners engage in structured oral work that promotes fluency and comprehension.
- Drama is incorporated to enhance expressive language and cultural relevance.

Reading and Literature

- Fiction, information texts and poetry books are available to support reading development.
- Library provision is of good quality and learners have access to extra reading materials.
- Reading instruction includes strategies to develop and extend learners' reading skills.
- Learners use information from texts effectively.
- Opportunities are provided for learners to hear, read and write poetry.
- Fiction and poetry are integrated across different areas of the curriculum

Writing and Language Conventions

- Emphasis is placed on developing writing skills and assessing the quality of learners responses.
- Instruction includes:
 - Teaching of handwriting
 - Teaching of spelling and punctuation
 - Use of current conventions in spelling and punctuation
 - High standards in presentation of learners' written work

Inclusivity and Differentiation

- Provision is made for learners with special needs and gifted learners through differentiated instruction and support.

Table 4.49: School Feeding Programme (SFP) and Boarding Facilities: Inspection Focus Areas

The School Feeding Programme and boarding facilities play a vital role in supporting learner welfare, health and academic performance. The inspection focus emphasises infrastructure, hygiene, nutrition standards, food handling, programme coordination and hostel management.

Kitchen Facilities

- Kitchen and surroundings are clean and well-maintained.
- Equipment, utensils and crockery are in good condition and appropriately sized for school enrolment.
- Adequate ventilation and lighting are provided.
- Potable water is available in or near the kitchen.
- First Aid Kit and fire extinguisher(s) are present and accessible.

Storage Area

- Storage areas are clean, ventilated and pest-controlled.
- Food storage follows the First-In, First-Out (FIFO) model and expiration dates are monitored.
- Measures are in place to prevent food theft.

Food Handlers and Hygiene

- Food handlers are provided with protective clothing (light-colored uniforms, aprons, safety shoes, head covers).
- Personal, kitchen and food hygiene practices are observed.
- Health checkups are conducted at least once every six months.
- Training is provided in First Aid, fire management, food safety and quality (FSQ).
- Ablution and handwashing facilities are available for food handlers.
- A relief cook is available to ensure continuity.

Food Preparation and Nutrition

- Nutrition and health standards are adhered to, including:
 - ✓ Use of iodated salt
 - ✓ Limiting oil, sugar, spices and salt
 - ✓ Use of potable water
- Nutrient-conserving cooking methods
- Food hygiene practices are evident.
- Food wastage is managed through portion control based on enrolment.
- Transition efforts toward cleaner fuel sources (e.g., LPG) are encouraged.

Serving Time and Eating Arrangements

- Meal timing aligns with school schedule (before noon for one meal, afternoon for two meals).
- Hygiene practices during serving include:
 - ✓ Handwashing
 - ✓ Use of clean utensils
 - ✓ Avoiding bending over food
- A decent eating area promotes social and dining etiquette.
- Eating time is supervised and a roster is maintained.
- A daily consumption register is available.

Food Production Initiatives

- School-based food production supports the SFP.
- Environmentally friendly farming practices are promoted.

Record Keeping and Reporting

- Inventory of kitchen equipment and utensils is maintained.
- Records include:
 - ✓ Food received and purchased
 - ✓ Daily consumption quantities
 - ✓ Termly or yearly expenditure reports

Programme Coordination

- A Focal Teacher or School Feeding Committee (teachers, learners, parents) is in place.
- Awareness and adherence to SFP guiding documents are evident.

Nutrition Education and Health Promotion

- Adequate WASH facilities are available.
- Healthy foods are promoted within and around the school.
- Nutrition and health promotion activities include:
 - ✓ Nutrition education
 - ✓ Health clubs
 - ✓ Physical exercise

Boarding Facilities

- Hostel surroundings and interiors are clean and well-ventilated.
- Fire detectors and extinguishers are installed.
- Staffing ratios comply with Circular No. 60/78:
 - One senior matron
 - One matron/boarding master per 50 boarders
 - One additional matron per 100 boarders thereafter
- Hostel capacity matches the number of boarders.
- Ablution facilities are functional and hot water is available.
- Study and recreational areas are provided.
- First Aid kits are available for boarders.
- Washing, hanging and ironing areas are accessible.
- Dining areas are appropriate and promote etiquette.

Accessibility

- All structures are assessed for accessibility to learners and individuals with disabilities.

Table 4.50: Sports and Culture: Inspection Focus Areas

Sports and cultural activities contribute to holistic learner development, promoting physical health, creativity, teamwork and national identity. The inspection focus emphasises infrastructure, scheduling, equipment management and safety standards across all disciplines offered by the school.

Facilities and Infrastructure

- A sports field is available and suitable for both track events and soccer.
- Netball and volleyball courts are present and maintained.
- Equipment and facilities for field events are provided and functional.
- Proper attire and equipment are available for all arts and culture disciplines offered by the school.

Programme Scheduling and Participation

- Specific time is allocated for extra-curricular activities within the school timetable.
- Learners are actively encouraged to participate in sports and cultural programmes.
- Promote inclusive sports and cultural activities that cater for all learners, emphasizing the importance of indigenous games as well.
- Ensure proper storage of sports and cultural attire and equipment.
- School policies in place that speaks to appropriate use and maintenance of sports and cultural attire and equipment
- Balanced sports and culture activities that engage all learners, rather than focusing solely on the interest of administration or majority.

Equipment Management and Safety

- Stock books are maintained for all equipment and uniforms owned by the school.
- Equipment and uniforms are stored properly and securely.
- Safety measures are in place to protect learners and staff during sports and cultural activities.

Table 4.51: Technical Studies: Inspection Focus Areas

Technical Studies equip learners with practical, design and problem-solving skills essential for innovation, craftsmanship and vocational readiness. The inspection focus emphasises safety, learner engagement, resource management, creativity and entrepreneurial development across specialized studios and workshops.

Safety and Workshop Management

- Safety precautions are practiced in all technical spaces including:
 - ✓ Resistant Materials Workshop
 - ✓ Graphics Studio
 - ✓ Systems and Control Studio

- Safety features include:
 - ✓ First Aid kits
 - ✓ Clear signage
 - ✓ Preventative maintenance schedules
 - ✓ Proper workshop layout and machinery placement
- Tools and equipment are properly stored, tagged if faulty/hazardous and inventoried.
- Waste management and material storage are well-managed across:
 - ✓ Metal Fabrication
 - ✓ Building Construction
 - ✓ Woodwork and Carpentry
 - ✓ Mechanical and Building Drafting

Curriculum Delivery and Learner Engagement

- Learners engage in hands-on activities using tools and equipment.
- Practical activities are well-organized, meaningful and relevant to learners' experiences.
- Learners are encouraged to:
 - ✓ Solve problems
 - ✓ Make decisions
 - ✓ Cooperate with others
 - ✓ Work independently
 - ✓ Plan and execute tasks
- A variety of learner-centred teaching approaches and teaching aids are used.
- Teachers improvise effectively in the absence of conventional materials.

Research, Design and Communication

- Learners conduct research and present findings through graphical and design communication.
- Instruction promotes:
 - ✓ Drawing and interpreting diagrams, sketches, tables and graphs
 - ✓ Use of form, texture and patterns in graphic and modeling work
 - ✓ Two- and three-dimensional media exploration
- Design and Technology vocabulary is actively used in all technical spaces

Entrepreneurship and Innovation

- Learners engage in creative problem-solving related to technical, economic, social and environmental needs.
- Individual projects and folios include:
 - ✓ Written proposals
 - ✓ Product development
 - ✓ Evaluation
- Cooperative business projects are evident in workshops and the Business Centre.
- Learners demonstrate entrepreneurial, innovative and technical skills.

Assessment and Learner Output

- Written work includes:
 - ✓ Notes
 - ✓ Classwork
 - ✓ Homework
 - ✓ Projects (folios)
 - ✓ Tests (written and practical)
 - ✓ Examinations
- Displays include:
 - ✓ Charts
 - ✓ Graphic products
 - ✓ Logos and exhibits in studios and display cabinets

Facilities and Resource Use

- Teaching and learning resources include:
 - ✓ Workshop equipment
 - ✓ Graphics studio tools
 - ✓ Working machines
 - ✓ Water, propane gas and electricity
- Resources are used economically and maintained regularly.
- Department is clean, orderly and well-maintained with proper storage and racking systems.

Technology Integration and Departmental Oversight

- AI and other technologies are used appropriately without eliminating human input.
- A Technical Studies policy handbook is available.
- Inventory checks are conducted regularly.
- Protective clothing is used (dust coats, aprons, goggles).
- Positive learner attitudes toward Design and Technology are cultivated.

Annexure 1: Competency-Based Curriculum Lesson Plan Template Checklist (Primary School)

1. Lesson Overview

- **Subject/ strand, sub strand and Topic:** Clearly defined
- **Grade Level:** Appropriate for developmental stage
- **Duration:** Time allocated for lesson
- **Competency Focus:** Specific skill, knowledge, or attitude to be demonstrated

2. Learning Outcomes

- Stated **competency and indicators of success**
- Outcomes aligned with **core skills:**

Core Skills	Yes	No	Comments
Learning	<input type="checkbox"/>	<input type="checkbox"/>	
Social	<input type="checkbox"/>	<input type="checkbox"/>	
Personal	<input type="checkbox"/>	<input type="checkbox"/>	
Thinking	<input type="checkbox"/>	<input type="checkbox"/>	
Creativity and Innovation	<input type="checkbox"/>	<input type="checkbox"/>	
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	
Literacy and Communication	<input type="checkbox"/>	<input type="checkbox"/>	
ICT	<input type="checkbox"/>	<input type="checkbox"/>	

3. Indicators of Success

Evaluation Criteria	Yes	No	Comments
Are the indicators of success clearly stated and measurable?	<input type="checkbox"/>	<input type="checkbox"/>	
Do the indicators align with the stated competencies and learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	
Are the indicators inclusive of different learner abilities and backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	
Are the indicators observable through learner behavior, performance or output?	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluation Criteria	Yes	No	Comments
Are the indicators linked to core skills (e.g., thinking, creativity, ICT)?	<input type="checkbox"/>	<input type="checkbox"/>	
Are the indicators scaffolded to show progression (emerging → proficient)?	<input type="checkbox"/>	<input type="checkbox"/>	

4. Resources and Materials

- Accessible and inclusive learning materials
- Use of multimedia and technology
- Local and culturally relevant content

5. Curriculum Alignment

- Linked to national or institutional CBE framework
- Reflects progression of skills across levels
- Integrates cross-cutting issues (e.g., gender, environment, health)

6. Inclusive Education Strategies

- Differentiated instruction for diverse learners
- Use of **Universal Design for Learning (UDL)** principles
- Culturally responsive materials
- Accommodations/modifications for learners with disabilities
- Gender-sensitive and equitable participation

7. Instructional Activities

- Learner-centred and active learning strategies
- Opportunities for collaboration and peer learning
- Integration of real-life applications
- Use of ICT tools where appropriate

8. Assessment and Evaluation

- Formative and summative assessments
- Performance-based tasks
- Self and peer assessments
- Clear **rubrics** for each indicator of success

Lesson Delivery – Observation of Attainment

Indicator of Success	Observed Evidence	Attainment Level	Comments
Learners demonstrate critical thinking		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Learners collaborate effectively		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Learners apply creativity in problem-solving		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Learners communicate ideas clearly		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Learners use ICT tools appropriately		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Learners show personal responsibility		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Learners demonstrate numeracy/ literacy skills		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Learners reflect on their learning		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	

Assessment and Feedback

Checklist Item	Yes	No	Comments
Are assessment tools aligned with indicators of success?	<input type="checkbox"/>	<input type="checkbox"/>	
Are rubrics used to evaluate competency levels?	<input type="checkbox"/>	<input type="checkbox"/>	
Is feedback provided to learners based on their attainment of indicators?	<input type="checkbox"/>	<input type="checkbox"/>	
Are learners involved in self or peer assessment?	<input type="checkbox"/>	<input type="checkbox"/>	
Are assessment results used to inform future instruction or support?	<input type="checkbox"/>	<input type="checkbox"/>	

Final Review Checklist

Checklist Item	Yes	No	Comments
Competency-based objectives clear	<input type="checkbox"/>	<input type="checkbox"/>	
Core skills integrated	<input type="checkbox"/>	<input type="checkbox"/>	
Inclusive strategies evident	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment rubrics used	<input type="checkbox"/>	<input type="checkbox"/>	
Learner engagement strategies	<input type="checkbox"/>	<input type="checkbox"/>	
ICT integration	<input type="checkbox"/>	<input type="checkbox"/>	
Real-world relevance	<input type="checkbox"/>	<input type="checkbox"/>	

Inclusivity and Equity

Checklist Item	Yes	No	Comments
Are all learners given opportunities to demonstrate success indicators?	<input type="checkbox"/>	<input type="checkbox"/>	
Are adaptations made for learners with special needs?	<input type="checkbox"/>	<input type="checkbox"/>	
Are gender, cultural and linguistic differences respected in the lesson?	<input type="checkbox"/>	<input type="checkbox"/>	
Are learning materials and activities accessible to all learners?	<input type="checkbox"/>	<input type="checkbox"/>	

Summary and Recommendations

Checklist Item	Low	Medium	High
Overall Attainment of Indicators of Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths Observed

Areas for Improvement

Recommended Actions

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

Annexure 2: Lesson Observation (Secondary School)

Lesson Observation Form

School Name: _____ Date: _____

Region: _____ Subject Observed: _____

Grade/Form: _____ Teacher Name: _____

Observer Name: _____

A. Lesson Planning and Preparation

Criteria	Outstanding	Good	Requires Improvement	Inadequate
Lesson objectives aligned to syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structured planning (GRR model etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

B. Teaching and Learning Strategies

Criteria	Outstanding	Good	Requires Improvement	Inadequate
Inclusive teaching approaches used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner engagement and participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

C. Assessment and Feedback

Criteria	Outstanding	Good	Requires Improvement	Inadequate
Use of formative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of feedback provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment tools aligned with standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

D. Learner Participation and Behaviour

Criteria	Outstanding	Good	Requires Improvement	Inadequate
Learners' punctuality and preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respectful and collaborative behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disruptions or discipline issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

E. Inclusivity and Differentiation

Criteria	Outstanding	Good	Requires Improvement	Inadequate
Support for learners with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated instruction or tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural and contextual relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

F. Use of Technology

Criteria	Outstanding	Good	Requires Improvement	Inadequate
Use of digital tools or platforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of multimedia content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for blended learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

G. Curriculum and Content Delivery

Criteria	Outstanding	Good	Requires Improvement	Inadequate
Curriculum coverage and alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequence and scaffolding of concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance of theory and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Annexure 3: School Resources, Structures and Systems (Secondary School)

Section A: School Profile

Item	Details
School Name	_____
Code	_____
Region / District	_____
School Type	<input type="checkbox"/> Day <input type="checkbox"/> Boarding <input type="checkbox"/> Combined
Grades Offered	e.g. Form I/Grade 8 – Form V/Grade 11
Total Enrolment	_____
OVC Enrolment	_____
Gender Distribution	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Mixed
Infrastructure Status	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Maintenance <input type="checkbox"/> Inadequate
Last Inspection Date	_____
School Ownership	<input type="checkbox"/> Government <input type="checkbox"/> Private <input type="checkbox"/> Mission <input type="checkbox"/> Community
School Leadership	Principal: _____ Deputy: _____
School Contact Info	Phone: _____ Email: _____

Section B: Staffing by Department

Department / Subject Area	Total No. of Teacher	No. of Qualified Teachers	No. of Contract	No. of Volunteer Teachers	Highest Qualification	On Sick Leave	On Study Leave	AWOL
Mathematics								
English Language								
Physical Sciences								
Life Sciences								
ICT								

Department / Subject Area	Total No. of Teacher	No. of Qualified Teachers	No. of Contract	No. of Volunteer Teachers	Highest Qualification	On Sick Leave	On Study Leave	AWOL
History								
Geography								
Commerce / Accounting								
Agriculture / Home Economics								
SiSwati / Other Language								

Other (Specify):	Inclusive Education / Special	Guidance and Counselling	Department / Subject Area
			Total No. of Teacher
			No. of Qualified Teachers
			No. of Contract
			No. of Volunteer Teachers
			Highest Qualification
			On Sick Leave
			On Study Leave
			AWOL

Section C: Streaming by Class / Level

Class Level	Number of Streams	Average Class Size	Curriculum Type / Focus (e.g. STEM, Commercial, General)
Form I / Grade 8			
Form II / Grade 9			
Form III			
Form IV / Grade 10			
Form V / Grade 11			

Section D: Additional Indicators

Indicators	Details / Status			
School Improvement Plan (SIP)	<input type="checkbox"/> Available	<input type="checkbox"/> Not Available		
Learner Support Programs	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> If yes, specify:	
Extracurricular Activities	<input type="checkbox"/> Sports	<input type="checkbox"/> Clubs	<input type="checkbox"/> Arts	<input type="checkbox"/> Other:
Inclusive Education Practices	<input type="checkbox"/> Implemented	<input type="checkbox"/> Not Implemented		
Digital Learning Infrastructure	<input type="checkbox"/> Adequate	<input type="checkbox"/> Limited	<input type="checkbox"/> Not Available	
Safety and Security Measures	<input type="checkbox"/> Adequate	<input type="checkbox"/> Needs Improvement		<input type="checkbox"/> Inadequate

Section E: Stock Book

Criteria	Outstanding	Good	Requires Improvement	Inadequate
Accurate recording of all items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular updates and reconciliations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly shows inflow and outflow of materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed by responsible officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section F: Minute Book

Criteria	Outstanding	Good	Requires Improvement	Inadequate
Records meetings with dates and attendees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action points clearly documented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed by chairperson and secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stored securely and accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section G: Log Book

Criteria	Outstanding	Good	Requires Improvement	Inadequate
Records daily school events and incidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entries are dated and signed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflects school operations and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintained consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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