



## **Mainstreaming Higher Education in National and Regional Development in Southern Africa**

### **Regional Country Profiles**

**The Study Team are responsible for the choice and presentation of the data and facts contained in this document and for the opinions expressed therein, these are not necessarily those of SARUA nor the AAU and do not make any commitment for either association.**

The country study presented here was prepared as a part of the study “Mainstreaming Higher Education in National and Regional Development in Southern Africa” (SARUA, 2009). It forms the background data to that study and is published here as an appendix to that report. The Country Studies data has not been subjected to the same level of editorial scrutiny as the Report itself. However, we publish these country studies as supplemental information to that presented in the Report, and hope that they will be of value to other researchers in the region.

# SWAZILAND

## 11.1 Country Context

TABLE: 1. World Development Indicators

World Development Indicators	Yr 2006
Population, total (millions)	1.1
Population growth (annual %)	0.6
Surface area (sq km) (thousands)	17.4
Life expectancy at birth, total (years)	40.8
Mortality rate, infant (per 1 000 live births)	112.4
Literacy rate, youth female (% of females ages 15-24)	89.8
GNI (current US\$) (billions)	2.7
GNI per capita, Atlas method (current US\$)	2400
Prevalence of HIV, total (% of population ages 15-49)	33.4

Source: *World Bank Swaziland: Quick Facts*<sup>1</sup>

Swaziland is the only existing monarchy in Africa. Since the 1980s the economy has been in a downward cycle although there are recent signs of recovery, with a 2.3 percent growth rate in 2007 (Performance Report 2007/8). The HIV prevalence rate is 42.6 percent (one of the highest in the world) and Swaziland has a high Gini co-efficient. 20 percent of the population hold 54.6 percent of wealth, whilst the poorest 20 percent hold only 4.3 percent (Household Survey 2001). Sixty-nine percent of Swaziland's population live below the poverty line with 37 percent living in extreme poverty. The levels of poverty are increasing in Swaziland and are much higher in rural areas (where 76 percent of the population live). They derive an income primarily from

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<sup>1</sup><http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/SWAZILANDEXTN/0,,me nuPK:375134~pagePK:141132~piPK:141109~theSitePK:375023,00.html> accessed 19 August 2008

subsistence farming (WB 2006). There is a 71 percent illiteracy rate and 30 percent of households are headed by persons with only primary school education. (PRSAP 2006)

## 11.2 Planning Context

### Vision 2022

This document promotes the possibility that *‘by the Year 2022, the Kingdom of Swaziland will be in the top 10 percent of the medium human development group of countries founded on sustainable economic development, social justice and political stability’*.

To achieve this vision the Government of Swaziland identified eight ‘key macro strategic areas’: good governance, sound economic management, economic empowerment, human resource development, agricultural development, industrialisation, research for development and environmental management. (National Development Strategy)

The section on human resource development refers to ‘appropriate education and training including a reorientation away from the present academic orientation to technical and vocational orientation’.

### National Development Strategy (NDS) 1997

Education and Training forms one of eight cross-cutting sectoral strategies that the NDS outlines for the implementation of all the macro strategic areas presented above. For example, in addressing issues of ‘empowerment’, ‘efficiency’, ‘research and development’, the education and training component of the NDS can impact positively on the other seven sectors and strategic areas. Accepting that ‘human resource development is one of the cornerstones of [the] country’s economic development’, the Government of Swaziland recommended the following strategies within the NDS for promoting sustainable high levels of employment and averting the wastage of human resources:

- **Quality:** Improve quality across the sector and review and implement policy on repeaters at all levels.
- **Relevance:** Encourage inter-sectoral collaboration between education and training institutions. Encourage the movement of personnel between training institutions and the productive sector to create application of sector needs. Formulate policy to govern the

establishment of pre-schools and private education and training institutions. The curriculum for basic education must be designed to 'foster creative and inquisitive minds, relevant to demands of national development and sufficiently flexible to cater for diverse needs of the local community'. Technical subjects should be introduced at an earlier stage. Co-operation between business and tertiary training institutions should be encouraged in areas of curriculum development. The system also needs to be refocused to incorporate more and better training (youth education outside of the classroom).

- **Science & Technology:** Support ways to strengthen science and technology at all levels and continue upgrading in line with developments. Encourage short courses on specifics to support continuing education. Encourage development of postgraduate work, support policy research. Promote education research to assess short-term and long-term national education needs.
- **Incentives:** Remove economic imbalances such as wage/income differentials, alleviate both social and political impediments to upward mobility to increase job opportunities and modify rapid rural-urban influx.
- **Efficiency:** reduce subsidies to students in higher education and promote policies whereby the beneficiary of education is the one who bears education costs. The Ministry of Education must strengthen its administration and co-ordination capability. Ensure composition of a scholarship committee which reflects the balance in skills required by the economy. Tertiary education must be market-driven and more financially independent. The share of the national education budget to tertiary education must relate to cost-effectiveness. Vocational and Industrial Training Board (VITB) and the Directorate of Industrial and Vocational Training (DIVT) have to be made to operate efficiently. Efficiency and cost-effectiveness of the education system to be improved. Institute measures to identify potential donors as well as co-ordinate donor initiatives/activities in the field of education, including planning, monitoring and evaluation of such activities. Compile a policy to govern operations of private pre-schools and private vocational training institutions.
- **Human Resource (HR) Planning and Scholarships:** Develop an indicative HR plan in consultation with the private sector to help identify skills, especially those in short supply. The enrolment of students in tertiary institutions must be guided by the HR plan. This plan will also guide the scholarship committee in its awards. Effect a balanced localisation programme based on HR forecasting and identification of gaps in levels of skills. Create a national skills database to ensure proper maintenance, planning and placement services for HR in Swaziland. The composition of the scholarship selection board must take cognisance of the needs of the different professional elements.
- **Special Education and Accessibility:** Promote integration of persons with disabilities into the mainstream of the education system. Enable persons with visual impairments to have access to colleges and universities by providing necessary equipment for their training. Ensure equal access to education and training for women and girls at all levels and in all sections of formal, non-formal and life skills development. Promote education as a basic human right,

ensure males and females receive equal treatment and benefits at all levels in all areas of education. Seek and enforce equitable access to bursaries and scholarships. (NDS, 1997)

### **Swaziland's Poverty Reduction Strategy and Action Plan (PRSAP)**

This is one of the key recent documents that support the implementation of the Vision 2022, the National Development Strategy and the attainment of the Millennium Development Goals. The PRSAP aims to fast-track action in the following priority areas within the short term:

- Employment creation
- Addressing the HIV/AIDS pandemic
- Agricultural production and food security
- Providing basic needs and enhancing the quality of life for the poor (PRSAP 2006)

The PRSAP was created in pursuit of pro-poor growth and creates an enabling environment based on six pillars to ensure poverty reduction is central to all sectoral development plans and the medium-term expenditure framework. The overarching goal of this PRSAP is to reduce the incidence of absolute poverty from 69 percent in 2001 to about 30 percent by 2015 and absolutely eradicate poverty by 2022. (PRSAP 2006)

Pillar 4 of the PRSAP is 'investing in people' and incorporates the role of education in reducing poverty in the following way:

- Access to education contributes directly to human development by improving capacities and opportunities
- Empowering people, in this way promotes greater social integration and gender equality
- Information is power and an indispensable means of improving living conditions and standards of all people

The PRSAP also advocates that education is essential for rapid growth because it:

- Expands the quantity and quality of human capital available for productive activities
- Expands the ability of the nation to absorb new technologies

In terms of education the PRSAP advocates for a larger share of resources to be allocated to basic education. Its main objectives include:

- Achieving universal primary education
  - Improving informal education and vocational training
  - Improving the quality of education
  - Eliminating the bias against primary in favour of tertiary levels
  - Eliminating the gap between urban and rural schools
- (PRSAP 2006)

### **Mission Statement**

*'To provide relevant and affordable education and training opportunities for the entire populace of the Kingdom of Swaziland in order to develop all positive aspects of life for self-reliance, social and economic development and global competitiveness.'*<sup>2</sup>

### **Education for All**

Swaziland is a signatory to the world's declaration on 'Education for All' (EFA) and the Ministry has developed an Action Plan to support these intentions.

### **National Education Policy (1999)**

The central theme of this policy is the provision of opportunities for all pupils 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. It outlines the key roles and responsibilities at each level of the education system and declares Universal Basic Education as the priority for the Ministry. The policy also defines key management aspects and support structures for the education system, including the Management Information System (EMIS), Library Services and the National Curriculum Centre (NCC).

### **Strategic Education Programme (2002 – 2003)**

This aimed to orient and motivate female learners, aged 14-17 years, in subjects and areas of work where females are scarce. Two centres (in the Mbabane and Manzini region) supported

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<sup>2</sup> <http://www.gov.sz/home.asp?pid=4107>

around 400 female learners from across the country, with mathematics and science subjects, life skills and reproductive health education, computer education as well as job shadowing opportunities in the fields of science and technology.

### 11.3 Education Context

Education is regarded as a basic human right and is protected within the constitution. Swaziland has a twelve-year school programme.

**TABLE: 2. Education System in Swaziland**

Level of Education	Grades	Number of Years	Age Range	National Examination/Certificate
Early Childhood Care and Development (ECCD)			0-6 yrs	
Primary	Grade 1-7	7	7-12	Continuous Assessment and Swaziland Primary School Certificate
Secondary		5		
Junior Secondary		(3)	13 – 18	International General Certificate of Secondary Education (IGCSE)
Senior Secondary/High School		(2)		

The country has 511 registered pre-schools (2002), 555 primary schools (2005). Thirteen percent of primary schools were classified as government schools, 84 percent as government-aided and the remaining 2.5 percent were registered private schools. At secondary level 32 percent are government schools, 63 percent government-aided and 4 percent private. Curricula at secondary school level vary from school to school. The relatively newer schools offer purely academic curricular options, while the older schools have offered more traditional and practical subjects such as agriculture and home economics. ([www.gov.sw](http://www.gov.sw))

**TABLE: 3. Participation in the Education System**

Information Type	Pre-Primary	Primary	Secondary
<b>Number of Institutions</b>			
2003		544	185
2004		546	189
2005		555	199
<b>Enrolment Total (and % girls)</b>			
2003		208,652	62,275
2004		218,352	66,283
2005		221,596	71,124
<b>GER</b>			
2003		98%	
2004		108%	
2005		101.26%	51.31%
<b>NER</b>			
2003		77	
2004		80.5	
2005		84.29%	38.74%
<b>Learner :Teacher Ratio (Government Schools Only)</b>			
2003		31:1	13:1
2004		32:1	18:1
2005		33:1	17:1
<b>Examination Pass Rate</b>			
2003		89%	

Source: *Education Statistics 2005, Central Statistical Office*

Swaziland is committed to 'provide affordable, relevant and quality basic education to everyone' and, in line with the Millennium Development Goals, the government is working towards universal primary education by 2009. Ironically, Swaziland had achieved this goal in 1985, but was not able to maintain this achievement because the funding allocated to education did not increase to keep up with population growth and the demand for education. (UNESCO)

Enrolment drops from 85 percent at primary level to 31 percent at secondary level (2005), indicating a significant loss to the education system. In a 2007 report (University of Swaziland Consultancy and Training Centre [CTC] 2007) the following reasons were cited as weaknesses in the general education system:

- Shortage of graduate teachers in all subjects with an acute shortage of mathematics and science teachers
- Hugely over-crowded classrooms
- Vacant teaching posts mainly in rural schools and slow recruitment
- A shortage of secondary schools

The CTC report (2007) states that policy documents developed in the past have not been implemented and that the current curriculum does not respond to the dynamics of society, particularly in the area of ICTs. Both the primary and secondary curricula have little or no practical and vocational orientation. Historically it takes an average of 11 years for a learner to reach the seventh year of primary education. To address this matter the Ministry of Education introduced a continuous assessment (CA) system to focus more on different abilities and learning speeds of the individual learner and less on rote learning. Recent pass rates at the junior-secondary were positive at 89 percent, an increase of 5.86 percent on the previous year. The Government of Swaziland is working on phasing out Grade 7 examinations in favour of examinations at Grade 10 to keep learners at school for longer. The current system creates a pyramid structure, due to the low transition rates from primary to secondary and secondary to tertiary. One percent of the student population are enrolled at tertiary level, yet this level of education receives 35 percent of the education budget. In contrast, 77 percent of learners are enrolled at primary level, but only 38 percent of the education budget is allocated to this level of the education system. (NDS 1997)

Swaziland could possibly learn from the experience that Zambia went through in phasing out the Grade 7 exit exam in preference to a Grade 10 exit exam. Although the reasons behind this were good, the experience in Zambia indicates that the majority of learners still exit secondary school at Grade 7 but are now doing so without the certificate they would have received in the old system.

### **Computer Education Trust**

Through the Computer Education Trust programme the Ministry has tried to extend computer education in the curriculum and 85 schools throughout the country have been supplied with two computers each. The Ministry is striving to make computer education a compulsory subject in all teacher training colleges. Within this arena the Ministry has received significant support from the Republic of China (ROC), which has funded initiatives including the '*Computers for High Schools*' programme.

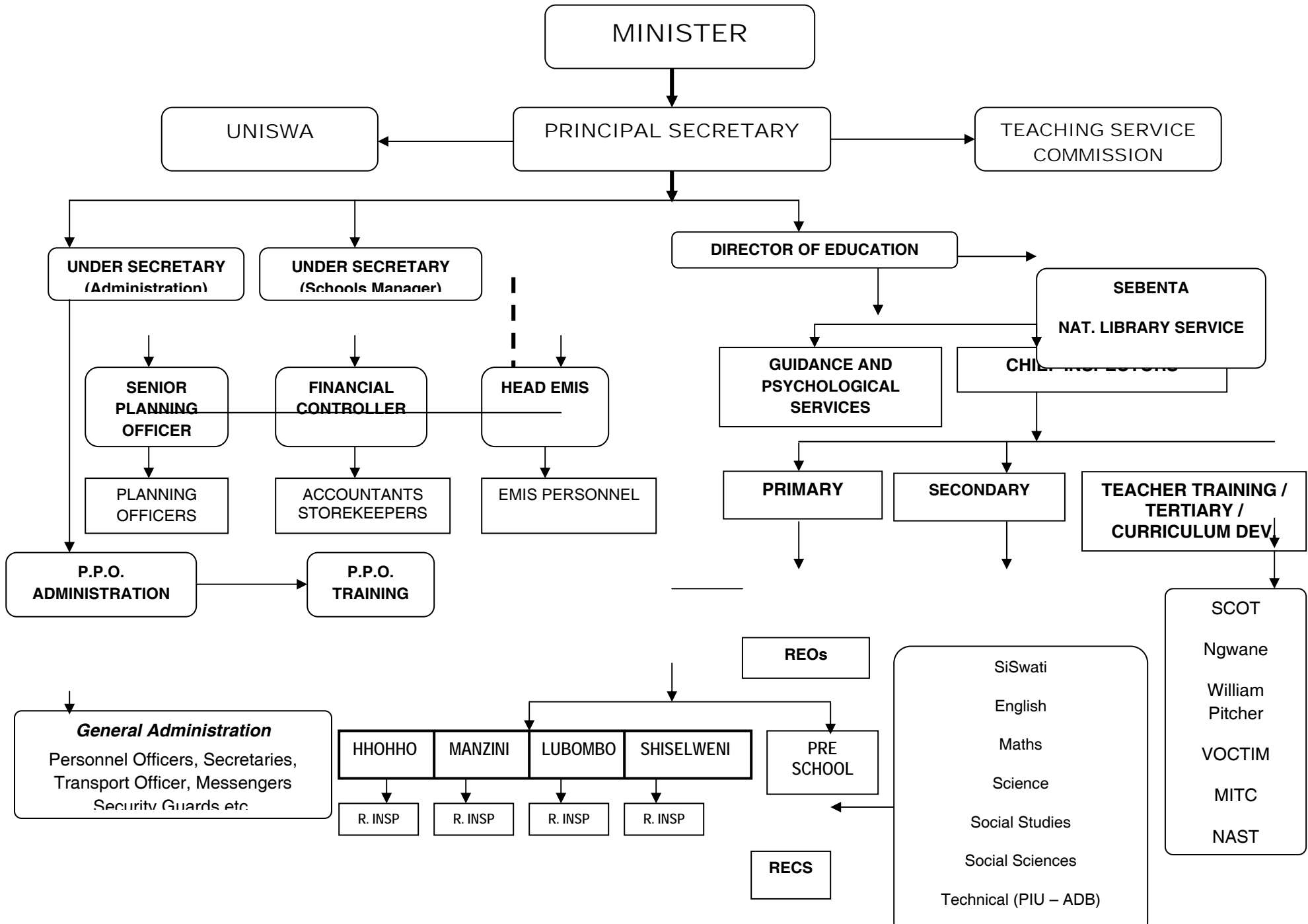
### **Free Textbook System**

Free textbooks were introduced in 2002 at the primary level. In line with the Ministry's EFA agenda the aim of this was to reduce the cost of education to parents.

### **Bursary Scheme**

In response to the rising number of orphans and vulnerable children, King Mswati announced in 2003 that a bursary fund had been established. A total of 20,656 children benefited from this fund across primary and secondary schools.

DIAGRAM: 1. STRUCTURE OF THE MINISTRY OF EDUCATION



Responsibilities of the Ministry of Education include:

- Early childhood development
- Primary education
- Junior and secondary education
- Vocational education
- Tertiary education
- Bursary and scholarship administration
- Special education
- Adult and non-formal education
- Distance education
- In-service education and training
- Inspectorate and advisory services
- Science, technology and research

### **11.3.1. Focus on Higher Education**

#### 11.3.1.1 Policy environment

##### **PRSAP - Key macro strategic areas**

###### *Human Resource Development*

- Move away from the present academic orientation to that of technical and vocational

###### *Research for Development*

- ‘Institutions dedicated to research must receive adequate funding which could be encouraged by appropriate fiscal incentives. This research should span all areas – including natural science, production technology, social science, humanities, education, population and health.’

**National Education Policy of 1999** recognised the following priority areas for tertiary education:

- Provision of trained personnel in accordance with country's social economic needs
- Cost sharing between the government and beneficiaries
- Curriculum to suit the ‘world of work’ and self-employment
- Duration of programmes to take cost implications and relevance into account
- Inculcate culture of research and impart research skills

**UNISWA Vision** – *Leadership Through Excellence in Education*. The logo of the University *Umculu Sisekelo Sesive* means ‘knowledge is the foundation of the Swazi nation’.

### 11.3.1.2 Profile of Higher Education

#### Public Universities

1 – UNISWA. By 2007 UNISWA had conferred 10 000 degrees. Seven percent of these were in 2007. The university offers certificate, diploma, degree and masters level courses.

#### Institute of Distance Education (IDE) <sup>3</sup>

The IDE was set up in 1996 at UNISWA

#### Private Institutions

There are an increasing number of private institutions that are emerging in Swaziland, across all levels of education. The Ministry of Education is currently drafting guidelines and a framework to support registration and quality assurance mechanisms for independent schools which will be covered by the new Education Act.

#### Institutional Profile: UNISWA

**TABLE: 4. Percentage Enrolment by Degree Clusters, UNISWA (2005/6 & 2006/7)**

<b>Degree Clusters</b>	<b>2005/06</b>	<b>2006/07</b>
<b>Agriculture</b>	761	828
<b>Commerce</b>	597	581
<b>Education</b>	336	358
<b>Health Sciences</b>	317	312
<b>Humanities</b>	574	526
<b>Science</b>	380	349
<b>Social Science</b>	662	647

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<sup>3</sup> University of Swaziland, *Prospectus for 2008 – Undergraduate Courses*, 2008, p.2

<b>Postgraduate</b>	50	47
<b>Institute for distance Education</b>	1943	2046
<b>Total</b>	<b>5620</b>	<b>5694</b>

At the Institute for Distance Education (IDE) students are able to take certificate courses in French or Portuguese, diplomas in commerce or law and bachelor degrees in arts, education or commerce. (A breakdown of enrolment per programme for IDE was not available.)

UNISWA is largely funded by the Swaziland Government. As part of its 'serious introspection' the university and the Ministry of Education are looking at cost-sharing and cost recovery measures such as taking more control of their student loan scheme.<sup>4</sup> Scholarships are available for students at tertiary level including support for overseas study. The university receives less than 50 percent of the scholarship. This is because a large portion goes directly to students including those residing off campus to cover accommodation and meals. This is a tendency which is on the increase and which has resulted in a loss of income for the university.<sup>5</sup>

Despite the high level of funding it receives, UNISWA has run at a severe deficit and in 2007 the auditors indicated the university faced insolvency if government did not improve on its financial support.

**TABLE: 5. The University's revenue for 2007**

<b>Source of Income</b>	<b>%</b>
Grant from Government	63%
Tuition fees	20%
Residence fees	5%
Refectory income	2%
Bookshop sales	6%

<sup>4</sup> Oluyele Akinkugbe "Higher education financing and equality of educational opportunities in Swaziland", *International Journal of Social Economics*, 2000 Vol. 27 Issue: 11 pp.1074-1097 and personal communication with the Ministry of Education, July 2008

<sup>5</sup> Personal communication with Bursar of University July 2008

Operating income	4%
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UNISWA is under pressure to cut costs, not only due to pending insolvency, but from education bodies who complain that the university receives an unjustifiable proportion of the education budget. Currently 83 percent of the income is from the Government. The university has responded with a number of income-generating initiatives. These include the Consulting and Training Centre (CTC), the UNISWA Foundation and a University Farm on 260 hectares of land. The farm is generating some income (1 percent of total university income for 2007) and is providing students with opportunities for experiential learning.<sup>6</sup> Similarly the Foundation, established in February 2006, has been able to generate small portions of funding for specific projects, such as the establishment of a computer lab and a conference centre.<sup>7</sup> CTC appears not to be successful as an income-generating initiative. More recently the university has secured some additional international funding. This is project specific, including financial support from the Government of Japan for an irrigation scheme on the university's farm.<sup>8</sup>

An estimated 60 percent of UNISWA's budget is allocated to staff costs.<sup>9</sup> The university has been quite open about the challenge of attracting and retaining staff. For years the salary packages have been deemed non-competitive. However further funding from the Swaziland Government, granted during the 2006/7 academic year, has brought salaries to a level that is more comparable with the rest of the SADC region.<sup>10</sup> From July 2008, as a further incentive, UNISWA's staff members will receive a tax exemption.

### 11.3.1.3 Governance

#### **The Higher Education Bill**

This Bill is still with the Attorney-General's office

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<sup>6</sup> University of Swaziland, *Report of the Vice-Chancellor 2006-2007*, p.23 and Personal contact with Bursar of University July 2008

<sup>7</sup> Personal communication with Bursar of University July 2008

<sup>8</sup> Personal communication with Bursar of University July 2008

<sup>9</sup> Personal communication with UNISWA bursar, July 2008

<sup>10</sup> The University of Swaziland, *Report of the Vice Chancellor, 2006-2007*, p.13

UNISWA appears on the Ministry of Education Organogram as a high-level department on the same level as the Principal Secretary of the Ministry and Teacher Service. UNISWA, as the only public university, therefore has the status of a department. The Chancellor of UNISWA is King Mswati III.<sup>11</sup>

UNISWA developed from the University of Botswana, Lesotho and Swaziland (UBLS) and was formerly known as the University of Basutoland, Bechuanaland and Swaziland (UBBS) that originated out of the Pius XII Catholic University College in Roma (Lesotho) The University of Swaziland (UNISWA) was established in its own right in 1982/3.

## 11.4 Financing Context

Swaziland has separate recurrent and development budgets. The Ministry of Finance is responsible for the recurrent budget, while the Ministry of Economic Planning and Development is responsible for the development budget. Swaziland has only one Vote for Health and Social Welfare and it was not possible from the documentation to distinguish spending between the two areas. The figures quoted are actual expenditure for 2005/06 and budget estimates for 2006/07 and 2007/08. In some instances actual expenditure can deviate significantly from what is allocated in the budget documentation.

### 11.4.1 Trends in allocation

**TABLE: 6. National Budget Allocations 2005/6 – 2007/8**

<i>Emalangeni</i>	2005/06	2006/07	2007/08
<b>Allocation</b>	<b>Actual</b>	<b>Estimate</b>	<b>Estimate</b>
<b>Total Expenditure</b>	<b>8,204,818,240</b>	<b>11,056,640,493</b>	<b>9,282,115,151</b>
<b>Education</b>	1,219,200,633	1,263,737,438	1,484,441,191
<b>% of budget</b>	14.86%	11.43%	15.99%
<b>% of GDP</b>	7.77%	7.13%	7.67%
<b>Health &amp; Social Welfare</b>	594,255,843	667,993,268	612,065,507
<b>% of budget</b>	7.24%	6.04%	6.59%
<b>% of GDP</b>	3.79%	3.77%	3.16%

<sup>11</sup> University of Swaziland, *Report of the Vice Chancellor, 2006-2007*, p.3

<b>Defence</b>	489,797,960	500,438,255	505,748,041
<b>% of budget</b>	5.97%	4.53%	5.45%
<b>% of GDP</b>	3.12%	2.82%	2.61%
<b>GDP</b>	15,685,800,000	17,715,400,000.0	19,347,400,000

Source: *The Government of the Kingdom of Swaziland Estimates 2007*

Over the period 2005/06 to 2007/08 Education received, on average, 14.1 percent of the total budget. Over the same period Health and Social Welfare and Defence received, on average, 6.6 percent and 5.3 percent respectively. The total budget of Swaziland increased at an average annual rate of 6.4 percent over the period 2005/06 to 2007/08. Over the same period, spending on Education grew at a greater average annual rate of 10.3 percent, while allocations to Health and Social Welfare grew only at an average annual rate of 1.5 percent and Defence at 1.6 percent. This implies that Education is becoming increasingly important and that Swaziland is increasing expenditure on Education at a greater rate than other categories of expenditure.

**TABLE: 7. Education Budget Allocations**

<i>Emalangeni</i>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>
<b>Allocation</b>	<b>Actual</b>	<b>Estimate</b>	<b>Estimate</b>
<b>Total Expenditure</b>	<b>1,219,200,633</b>	<b>1,263,737,439</b>	<b>1,484,441,191</b>
<b>Minister &amp; Ministry Admin.</b>	94,085,492	112,004,171	150,559,406
<b>% Total</b>	7.72%	8.86%	10.14%
<b>Primary Education</b>	405,340,315	400,438,677	497,440,461
<b>% Total</b>	33.25%	31.69%	33.51%
<b>Secondary Education</b>	386,189,795	415,051,902	462,052,023
<b>% Total</b>	31.68%	32.84%	31.13%
<b>Curriculum Development</b>	7,819,321	7,711,634	9,314,638
<b>% Total</b>	0.64%	0.61%	0.63%
<b>National Library Services</b>	7,658,928	6,924,280	7,630,009
<b>% Total</b>	0.63%	0.55%	0.51%

<b>Career Guidance &amp; Psychological Services</b>	8,149,133	5,063,298	6,471,306
<b>% Total</b>	0.67%	0.40%	0.44%
<b>Technical and Vocational Education</b>	19,351,845	20,576,158	24,589,489
<b>% Total</b>	1.59%	1.63%	1.66%
<b>Post Secondary Education</b>	262,837,772	265,994,695	291,040,199
<b>% Total</b>	21.56%	21.05%	19.61%
<b>Adult and Non-formal Education</b>	5,783,877	6,676,109	7,262,698
<b>% Total</b>	0.47%	0.53%	0.49%
<b>Teacher Training</b>	16,696,253	18,113,520	22,117,098
<b>% Total</b>	1.37%	1.43%	1.49%
<b>Special Education</b>	4,922,601	4,591,560	5,324,294
<b>% Total</b>	0.40%	0.36%	0.36%
<b>Pre-school Education</b>	365,301	591,435	639,570
<b>% Total</b>	0.03%	0.05%	0.04%

Source: *The Government of the Kingdom of Swaziland Estimates 2007*

The majority of the Education budget is allocated to Primary Education (32.8 percent). Secondary Education (31.9 percent) and Post Secondary Education (20.7 percent) together received, on average, 85.4 percent of the budget over the period 2005/06 to 2007/09. Primary Education spending grows at an average annual rate of 10.8 percent; Secondary Education spending grows at an average annual rate of 9.4 percent; and Post Secondary spending grows at an average annual rate of 5.2 percent.

#### 11.4.2 Activity Support

**TABLE: 8. Breakdown of Post Secondary Education**

<b>Emalangeni</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>
	<b>Actual</b>	<b>Estimate</b>	<b>Estimate</b>
<b>Total</b>	<b>262,837,772</b>	<b>265,994,695</b>	<b>291,040,199</b>
<b>Personnel</b>	713,532	552,549	1,025,415
<b>% Total</b>	0.27%	0.21%	0.35%

<b>Travel, transport &amp; communication</b>	20,126	20,062	21,064
<b>% Total</b>	0.01%	0.01%	0.01%
<b>Professional &amp; Special Services</b>	46,535	46,939	49,284
<b>% Total</b>	0.02%	0.02%	0.02%
<b>Consumable Materials &amp; Supplies</b>	13,578	13,845	14,536
<b>% Total</b>	0.01%	0.01%	0.00%
<b>Grants and Subsidies</b>	260,382,002	263,199,300	287,091,900
<b>% Total</b>	99.07%	98.95%	98.64%
<b>Construction</b>	1,662,000	2,162,000	2,838,000
<b>% Total</b>	0.63%	0.81%	0.98%

Source: *The Government of the Kingdom of Swaziland Estimates 2007*

On average, over the period 2005/06 to 2007/08, 98.9 percent of spending on Post Secondary Education is allocated to Grants and Subsidies. The breakdown is shown in the table below. The only capital allocation is for the construction of new teacher facilities for the Faculty of Health Sciences, which receives, on average, only 0.8% of the total budget.

**TABLE: 9. Breakdown of Grants and Subsidies**

<b>Emalangeni</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>
	<b>Actual</b>	<b>Estimate</b>	<b>Estimate</b>
<b>Total</b>	<b>198,191,294</b>	<b>263,199,300</b>	<b>287,091,900</b>
<b>Grants to Students</b>	112,805,814	149,457,500	149,457,500
<b>% Total</b>	56.92%	56.78%	52.06%
<b>UNISWA</b>	85,301,080	113,657,400	137,550,000
<b>% Total</b>	43.04%	43.18%	47.91%
<b>UNISWA Examination Council</b>	84,400	84,400	84,400
<b>% Total</b>	0.04%	0.03%	0.03%

Source: *The Government of the Kingdom of Swaziland Estimates 2007*

## **11.5 Donor Context**

Agencies involved in the education sector include the United Nations Children Fund (UNICEF), German Agency for Technical Co-operation (GTZ), Japan, Overseas Development Assistance (ODA) through the British Council, United Nations Development Programme (UNDP), United Nations Population Fund (UNFPA), Kellogg Foundation, but the donor community is not properly coordinated.

## **11.6 Issues and Observations**

UNISWA receives 20 percent of the total education budget, with primary education receiving 33 percent and secondary 32 percent. This is a high level of funding in comparison to basic education in other countries in this study. In Zambia higher education receives 14 percent and basic 47 percent of the education budget, and in Mauritius higher education receives 8 percent and basic 27 percent. It appears that the university is over-subsidised by the government at the expense of basic education, bringing about inequality of educational opportunities. Furthermore this large level of funding for higher education appears to be inefficient as indicated by the breakdown in UNISWA's 2005/6 expenses.