

A POLICY ANALYSIS OF SWAZILAND'S¹ PREPAREDNESS FOR THE
IMPLEMENTATION OF FREE SECONDARY EDUCATION (FSE)

BY

VELAPHI MAMBA

A MINI-DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS IN DEVELOPMENT
STUDIES IN THE FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES AT
THE UNIVERSITY OF THE FREE STATE

BLOEMFONTEIN

MAY 2019

SUPERVISOR: DR. N. H. NSIBANDE

¹ The name of the country was changed in April 2018 to eSwatini. However, the author decided to retain the previous name given that all policy documents and literature still reflect this name.

Declaration

I, **Velaphi Mamba** (Student Number: 2013098229), declare that the mini-dissertation submitted for the Masters in Development Studies at the Centre for Development Support, University of the Free State, is my own independent work and that I have not previously submitted this work for a qualification at any other university or faculty.

Velaphi Mamba

May 2019

Acknowledgements

I would like to sincerely thank and recognize all the individuals who supported me during the entire course of my studies – from the time I began my coursework to now when I finally completed this study. I would like to express my special gratitude and appreciation to my supervisor, Dr. Njabuliso Nsibande, for her untiring resolve and patience in encouraging, guiding and supporting me throughout this journey. I am quite certain that without her support I would not have completed this task.

In addition, I would like to convey my utmost vote of thanks to the Director of the Centre for Community Development (CDS), Dr. Deidre Van Rooyen, for her encouragement even when I thought it would be impossible to complete this study. Her mentorship and support ensured that I pulled myself from my lowest points and finished the job. In equal measure, I thank all staff at UFS, especially CDS for their consistent understanding and unwavering support during this journey.

I would also like to recognize my colleagues at work (OSISA) for their encouragement throughout. In particular, I wish to thank Percy Makombe, Cuthbert Tinavapi and Siphosami Malunga for always pushing me – thank you colleagues, I shall remain forever indebted to you. In equal measure, I greatly thank my former colleague, Itai “*Hlathikhulu*” Zimunya for the brotherly motivation as we pursued similar paths. I also thank the Ministry of Education and Training (MoET) in Swaziland for publishing policy documents as well as technical reports on whose analysis this study was based. Equally, I thank my colleagues and friends in the civil society and education sector in Swaziland for their cooperation, especially when I needed documents for review – thank you Thulani Lushaba and Nelisiwe Nhlabatsi at the Swaziland Network Campaign for Education for All (SWANCEFA).

Last but not least, my heartfelt and deepest thanks goes to my beloved wife, Cebisile, for her consistent love, support, encouragement and inspiration throughout. The sacrifices she and our children made as I undertook this study shall forever remain cherished.

Abstract

The end of the Millennium Development Goals (MDGs) in 2015 resulted in an expanded global effort to increase efforts at fighting poverty, eliminating inequality and protecting the planet. Consequently, an ambitious global agenda was agreed upon through what has become known as the Sustainable Development Goals (SDGs). These goals seek to take over from the MDGs and are meant to be achieved by the year 2030. Goal 4.1 of the SDGs calls for the provision of free quality primary and secondary education by states as a means of realizing the right to education. Swaziland, being a state party to the United Nations, is expected to show practical commitment towards the implementation of this new agenda. This study sought to analyse whether or not this is the case and if there was policy clarity for the roll-out of Free Secondary Education (FSE) in the country. A systematic policy analysis approach was undertaken to understand the level of preparedness of the Swazi state for such an undertaking. Overall, the study found that while efforts were being made in this direction, there was no concrete policy clarity that would inform a robust implementation of FSE in the country. The study recommends that for goal 4.1 to be given meaningful impetus the Swazi government needs to clearly review and align its policies and practices with the view of implementing FSE.

Key terms: *Free secondary education, right to education, preparedness, quality, SDGs.*

TABLE OF CONTENTS

Declaration.....	i
Acknowledgements.....	ii
Abstract.....	iii
LISTS OF FIGURES	vii
LISTS OF TABLES.....	viii
LISTS OF ACRONYMS	ix
CHAPTER 1: INTRODUCTION	1
1.1. Overview	1
1.2. Background of the study	3
1.2.1 The Education for All (EFA) Agenda	8
1.2.2 Millennium Development Goals (MDGs) – an overview	10
1.2.3 The Sustainable Development Goals (SDGs).....	12
1.2.4. The Swaziland educational context.....	14
1.2.5. The Swaziland secondary education system	15
1.3. Problem statement.....	16
1.4. Aim of the study	17
1.5. Objectives of the study.....	17
1.6. Research Questions	18
1.7. Significance of the study.....	18
1.8. Scope of the study	18
1.9. Conceptual Framework	19
1.10. Definition of key terms	20
1.11. Chapter outline.....	22
1.12. Conclusion	23
CHAPTER 2: LITERATURE REVIEW	24
2.1 Introduction	24
2.2 Theoretical framework	24
2.3 Analytical Framework	27
2.4 Effective learning environments.....	29
2.4.1 Curriculum development.....	29
2.4.2 Improvement in teaching and learning materials.....	31

2.4.3	Infrastructure development	33
2.5	Scholarships to facilitate free secondary education	34
2.6	Development of teachers and educators	36
2.7	Challenges for preparedness of free secondary education	37
2.7.1	Low student participation rates	37
2.7.2	Limited provision of teaching and learning materials	37
2.7.3	Limited learning space	38
2.7.4	Poor accessibility by learners	38
2.7.5	Poor infrastructure quality	39
2.7.6	Limited availability of qualified teachers	39
2.8	Empirical studies	40
2.8.1	Scenario case number one: Kenya experience	40
2.8.2	Scenario case number two: Ghana experience	41
2.9	Conclusion	42
CHAPTER 3: RESEARCH METHODOLOGY		43
3.1	Introduction	43
3.2	Research paradigm	43
3.3	Research approach	43
3.4	Target policy documents for analysis	44
3.5	Sampling and sample size	45
3.5.1	Sampling technique used	45
3.5.2	Sample Size	46
3.6	Data collection instruments	46
3.6.1	Main source documents used	46
3.7	Data collection process	47
3.7.1	Data identification	47
3.7.2	Data evaluation	47
3.7.3	Data synthesis	48
3.8	Data analysis	48
3.8.1	Procedures of data analysis	49
3.9	Trustworthiness of the study	50
3.10	Limitations of the study	51
3.10.1	Time considerations	51

3.10.2 Funding constraints.....	52
3.11 Ethical considerations for the study.....	52
3.12 Conclusion.....	53
CHAPTER 4: ANALYSIS, FINDINGS, AND DISCUSSIONS.....	54
4.1 Introduction.....	54
4.2 Effective learning environments.....	54
4.2.1 Curriculum reformation.....	55
4.2.2 Improvement in teaching and learning materials.....	56
4.2.3 Infrastructure development.....	57
4.3 Scholarships to facilitate free secondary education.....	59
4.4 Development of teachers and educators.....	61
4.5 Challenges for preparedness of free secondary education.....	63
4.5.1 Low student participation rates.....	63
4.5.2 Limited provision of teaching and learning materials.....	63
4.5.3 Limited learning space.....	64
4.5.4 Poor accessibility by learners.....	64
4.5.5 Poor infrastructure quality.....	65
4.5.6 Limited availability of qualified teachers.....	65
4.6 Conclusion.....	65
CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS.....	66
5.1 Introduction.....	66
5.2 Conclusions.....	66
5.2.1 Success areas of policy implementation.....	66
5.2.2 Policy failures for promoting free secondary education.....	68
5.3 Recommendations.....	70
5.4 Areas for further studies.....	71
References.....	72
Annex 1.....	84

LISTS OF FIGURES

Figure 2.1: Analytical Framework	27
Figure 2. 2: Model of Inclusive Education	30
Figure 3. 1: Logical Research Approach	43
Figure 3.2: Data Analysis Process	48
Figure 4.1a: Primary to Secondary Transition Rates: 2010 – 2012	55

LISTS OF TABLES

Table 1.1: Conceptual framework: The 4A Scheme	18
Table 4.2: OVC grants in Swaziland: Sources; Researcher's computation	59

LISTS OF ACRONYMS

CDE	Convention Against Discrimination in Education
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
EFA	Education for All
FSE	Free Secondary Education
FPE	Free Primary Education
GEM	Global Education Monitoring
ICESCR	International Covenant on Economic, Social and Cultural Rights
MDGs	Millennium Development Goals
OVC	Orphaned and Vulnerable Children
SDGs	Sustainable Development Goals
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
WCEFA	World Conference on Education for All

CHAPTER 1: INTRODUCTION

1.1. Overview

Education is globally recognized as a fundamental human right and of extreme importance for all people to possess. As such, it has been formally considered as a human right as early as the advent of the establishment and adoption of the Universal Declaration of Human Rights (UDHR) of 1948 by the international community of nations (UNESCO and UNICEF, 2007: 7; Arendse, 2011: 98). According to the World Bank (2011:11-12), there exists a general expanded view and consensus internationally – that is further underpinned by empirical research – that education has the tendency to bolster peoples’ abilities “to make informed decisions, be better parents, sustain a livelihood, adopt new technologies, cope with shocks, and be responsible citizens and effective stewards of the natural environment”. In this regard, education is perceived and held to be a basic right that is central to the realization of all other rights.

This view has recently been enunciated in a report by the *International Commission on Financing Global Education Opportunity* which observed that education, because of its ability to ensure the full development potential of human beings, “serves as the basis of all rights, and a pre-condition for their safeguarding and realization”, (2016: 32). Its benefits exceed personal value and extends itself to society more broadly in enhancing economic development and poverty reduction. The report further highlights the existent clear correlations between education and increased individual incomes; healthier populations through reduced mortality rates; and the promotion of peace and stability in countries (Ibid).

Khumalo (2013: ii) attests to the foregoing, pointing out that education is a key ingredient to sustainable development: “Better education leads to greater prosperity, improved agriculture, better health outcomes, less violence, more gender equality, higher social capital and an improved natural environment”. Observably, education is seen as carrying both social and personal benefits thus showing its fundamental importance and effects on all forms of existence. The World Development Report 2018 by the World Bank buttresses this argument by emphasizing that education enhances

peoples' capabilities, health and allows them to take control of their lives. Significantly, education "...expands freedom through many channels, both raising aspirations and increasing the potential to reach them" (World Bank, 2018: 38) through benefits that are both monetary and nonmonetary.

African leaders have also historically placed a high premium on the value and importance of education. For example, former South African President, Nelson Mandela, famously stated that "Education is the greatest weapon you can use to change the world..." (Mandela, 2003). This is a powerful quote whose imagery and metaphoric presentation of the value of education captures the imagination and also sets off images of education as an asset that can be used to conquer the challenges of the world. Similarly, Amilcar Cabral (cited in Newwritings, 2009) speaking of the revolutionary nature of education, counselled that Africans must "create schools and spread education in all liberated areas" and that Africans and members of his party in particular should, "Educate ourselves, educate other people, the population in general, to fight fear and ignorance, to eliminate little by little the subjugation to nature and natural forces which our economy has not yet mastered" (Ibid).

Nasongo and Musungu (2009) capture the philosophical traditions that underpinned the views of Africa's first post-colonial President, Julius Nyerere of the Republic of Tanzania. They point out that not only was Nyerere a leader of great repute but also an ardent educator who propagated important views on education for liberation, education for self-reliance and education to sustain national priorities and development for example. These African leaders as referenced herein represent the larger whole of how Africans regard education and its intrinsic value for the continent's peoples. The common thread that runs through is that education not only ensures individual or material benefits but also societal and shared ones.

In terms of international, continental and regional legal frameworks on the right to education, it is argued that nation states or governments have an obligation to progressively provide, guarantee and protect education for all citizens and people within their territorial jurisdictions. UNESCO (2007: 41) points out and emphasizes the point that states must develop "strategic plans for the progressive realization of educational rights that include a timeframe for the introduction of measures to extend access to both primary and secondary education, raise the quality of education and

introduce the necessary legislative and policy measures to ensure the protection of children's rights in schools". International laws, treaties and protocols are unequivocal regarding the role of governments in the provision of the right to education. Education is therefore seen and held as a public good that must be made available equally and equitably by states as the major duty bearers for its provision.

It is for these reasons that the majority, if not all countries in the world – including Swaziland, place an important emphasis on the provision of quality education for all. This research sought to analyse the country's policies and preparedness regarding progressing from Free Primary Education (FPE) to Free Secondary Education (FSE) in the advancement of the right to education as required by international, continental, regional and domestic laws, protocols and policies. In particular, the study was informed by the passage of the global Sustainable Development Goals (SDGs) of which goal number 4 calls for the provision of quality education for all – especially 4.1 which relates to the attainment of both primary and secondary free education. The study was premised around the provision of secondary education by the Swazi state. It adopted a policy analysis approach and reviewed the discourse on and around FSE drawing on insights from the global, continental and regional spheres.

1.2. Background of the study

The Right to secondary education and its importance has a historical development aspect to it. Holsinger and Cowell (2000) give a detailed history of secondary education, tracing its development and evolution in Europe, the United States of America and other developing countries. They assert that secondary education began by only focusing on the subjects of religion and philosophy and that during these times it was only offered to males. Over time, its scope and coverage increased to focus on a broader set of subjects and skills including becoming available to both males and females. They further note that during the colonial era, only a tiny fraction of colonized populations were exposed to education, let alone secondary level education, which primarily focused on clerical and administrative skills.

Key challenges and debates have existed regarding secondary level education. Central to these are arguments relating to the little known benefits of secondary

education (Duflo, Dupas & Kremer, 2012:1) and its diverse as well as complex nature in the sense that it embodies a broad range of educational institutions with different curricula including general/academic, vocational/technical and diversified/comprehensive (Holsinger and Cowell, 2000) and that the levels of rate of returns on investment depends on the availability of other institutions or industries as well as the fact that it is markedly more expensive to provide (Duflo et al, 2012; Lewin & Little, 2011).

Adding to the above, differences existed in the past regarding whether or not secondary education should be perceived and taken to be part of basic education or not. Grover (2004: 21) notes that "...the operational definition of basic education is quite variable internationally and often does not include secondary schooling". The author further highlights the inherent dilemma regarding to international law in so far as it, on the one hand, does not mandate education to be free and compulsory until the end of secondary, while on the other it calls for the right of children to "develop to their fullest potential". Grover (2004) continues to point to a general reluctance by states to accept obligations aligned towards extending free and compulsory education to the end of secondary education. The net effect of this, appears to have stemmed from the categorization and framing of the right to secondary education as progressively realizable under international law (Chenwi, 2013).

The concept of progressive realization relates primarily to socio-economic rights as provided for in the International Covenant on Economic, Social and Cultural Rights (ICESCR). It basically enjoins states to provide free socio-economic rights progressively over time and to the fullest extent possible based on available resources (Ibid). However, it has become widely accepted that progressive realization inherently also means that states should demonstrate efficient use of available resources in the pursuit of socio-economic rights including education and that the goal is ultimately to make these services accessible, available and free for all (Tomaševski 2001; Chenwi 2013).

The importance of secondary education has increasingly been realized at the global level. Duflo et al (2012: 1-2) highlight this point asserting that some scholars have "argued that secondary education is likely to have a much larger impact than primary education on long-term earnings, health, fertility, gender equality, as well as civic and

political participation". It appears that this view is widely held and shared as reflected in a number of empirical studies and writings showing that expanding access to secondary education may in fact present the highest returns on investments for low-income countries (Tomaševski, 2002; Fredriksen & Fossberg, 2014; Lewin and Caillods, 2001; World Bank, 2005).

Secondary education is aptly positioned as the sub-sector that "...seems to be the critical threshold at which major benefits of education kick in," (Fredriksen & Fossberg, 2014: 237). It plays a key role in driving the development of both the individual and nations and is thus the "linchpin between primary and tertiary education and formal education and the labour market" (Ibid). Lewin & Little (2011: 333) note that notwithstanding the fact that access to secondary education is critical to attaining Universal Primary Education (UPE), education for all initiatives have traditionally neglected the question of transitioning to secondary education. Yet, they observe, that no country with low transition rates to secondary level education has ever attained full completion of primary education for its learners. Secondary education appears to be the link that ensures motivation for continued learning at primary level and offers learners with the thinking and analytical skills they need for a modernizing economy (Ibid; Fredriksen & Fossberg, 2014: 237).

According to the World Bank (2005: 5), there is empirical evidence of the impact of secondary education through the experiences of East Asian countries such as Japan, Republic of Korea, Singapore and Taiwan (China). It is asserted and argued that these countries, since 1945, took formidable steps to invest in and build both their primary and secondary education systems to develop an educated human capital base that led to enormous positive rewards for their economic development (Ibid). The World Bank (2005: 17-26) further highlights the direct benefits and externalities of secondary education to include the following:

1. Contribution to growth and poverty reduction (noting the correlation between educational attainment and personal earnings)
2. The importance of balanced development of education
3. Secondary education and addressing inequality
4. Attainment of the MDGs (prospect of securing secondary education causes motivation and provides incentives for primary level completion)

5. Contribution to improvements in health, gender equality and living conditions (positive impact to personal health; delay in marriage and child-bearing; reduction in HIV/AIDS – see figure 2 below related to a longitudinal study in Uganda)
6. Contribution to the realization of democracy
7. Contribution to primary and tertiary education.

The World Bank (2005: 26) concludes by pointing out and highlighting the interconnected nature of both primary and secondary education within the wider formal education ecosystem. It notes that the two levels complement and feed into each other in mutually beneficial ways where increased participation at the secondary level can effectively increase motivation for retention, survival and completion at primary level. This fact, it is argued, is equally true between secondary education and tertiary level education thus positioning secondary education as a critical link and bedrock of the education system as a whole.

The concept of the right to education has taken the dimension of promoting free education. This notion has taken a global perspective to the extent that legal institutions such as the Supreme Court of India, have reinforced the argument for states to undertake demonstrable and concrete actions to ensure that education as a right is available and accessible. In this regard, education facilities, instructional materials, infrastructure and all related appurtenances should be made available, fully resourced and funded with no discrimination of any form or exclusion of whatever nature, especially on economic grounds: “Primary education shall be available free to all, while secondary and higher education shall be made progressively free. Free in this respect means free of charge for children, parents or guardians. Fees imposed by the government, local authorities or the school constitute discentives to the enjoyment of the right” (Coomans, 2009: 434).

The foregoing is particularly important given the widely accepted view that economic status is the single most prevalent obstacle to the advancement of the right to education. Rodriguez (2008: 17) for example, points out that questions of “income poverty” stand as an impediment to school attendance and learning, especially for girls and minority groups as well as vulnerable populations. Not only is it noted that income poverty is a major challenge but also the fact that learners from low resourced

households who do access school tend to drop out much earlier than those from wealthier households. The hidden costs of schooling are some of the factors in this regard. This is why it is particularly important for governments to institute and implement robust policies aimed at eliminating barriers to access, retention and survival of learners in schools. It is contended in this study that the right to education is sufficiently buttressed by international law in terms of the global legal architecture referenced herein to allow for the roll out of free education at the secondary school level. In this regard, it is argued that there should be no other prism through which the right to education should be perceived other than one which affirms education as a human right. Consequently, it is this standard and philosophy that underpinned and informed this study.

At the level of the African continent, the right to education is provided for and protected under specific treaties and charters which aim to ensure its full implementation and realization by African governments. Key amongst these are the African Charter on Human and Peoples Rights (1981), which adopts and reflects unequivocal language on the right to education in article 17(1) which provides: "Every individual shall have the right to education" (African Union, 1981). Similarly, the African Charter on the Rights and Welfare of the Child (1990) guarantees the right to education emphasizing that its provision must be non-discriminatory, ensure the survival and development as well as the best interests of the child amongst other positive attributes. Article 11 of the same charter explicitly entitles all children to have the right to education and enjoins states to ensure its full implementation and enforcement as reflected and captured below:

Article 11(3): Provides that "State parties to the present charter shall take all appropriate measures with a view to achieving the full realization of this right and shall in particular:

- a) Provide free and compulsory basic education
- b) Encourage the development of secondary education in its different forms and to progressively make it free and accessible to all".

These are strong provisions that seek to engender and foster responsibility on states to take the right to education seriously and in pragmatic terms. They offer a solid grounding and framework through which education as a right can be prioritised as part

of national development efforts. In 2015, the African Union (AU) developed, adopted and launched Agenda 2063 – which is seen as the continent’s developmental and transformation blueprint and vision for the next five decades. This vision, places education at the centre of the transformation process of the continent by seeking to trigger an “education and skills revolution” whose key focus is on enhancing science, technology, research, innovation, human resources, capabilities and skills that are relevant and fit for purpose in the 21st century. A key element of the vision is also to “expand universal access to quality early childhood, primary and secondary education” including addressing the questions of gender parity in education (African Union, 2014: 14).

Cole (2017) notes the Agenda 2063 as being firmly buttressed on pan-Africanism and the renaissance of the continent and further argues that education is the only instrument that can be used to achieve the prodigious vision it represents. Additionally, the AU in 2016 adopted and launched the Continental Education Strategy for Africa 2016-2025 whose objectives are in harmony with both the AU’s Agenda 2063 and the SDGs (AU, 2016). The spirit and letter of this strategy reflects a revitalised commitment to the right to education on the continent and provides an added framework for its advancement and realization. Taken to its logical conclusion, the abovementioned continental instruments indicate that Africa and its leaders should be serious about the right to education for the African people. Through such frameworks, the global and shared vision for the realization of the right to education is localized and given full meaning and ownership for Africa and its people. The litmus test, it is held in this study, lies in the extent to which these aspirations are given full effect in policy and practical terms.

1.2.1 The Education for All (EFA) Agenda

While the right to education was formally recognized as a human right as far back as 1948 with the UDHR, it was only in the year 1990 that the international fraternity gave it full impetus. Ostveit (2014) writes that the Jomtien World Conference on Education for All (WCEFA) held in Thailand in 1990 was a “game changer for education” globally. This global conference is seen as a watershed development in the history of the evolution of the agenda for the provision of education globally (Ostveit 2014; Alikor, 2014). Principally led by UNESCO in collaboration with UNICEF, the World Bank, the

UN Development Programme and the UN Population Fund, the World Conference on Education galvanized a cross-section of actors including governments, civil society, education experts and the private sector to rally behind a common vision that sought to place education at the centre of the global development agenda. It precipitated massive global attention and highlighted the need for accelerated investments across all levels of education to advance the right to education for children, youth and adults through the movement now known as the Education for All (EFA) agenda. The conference was triggered by the realization that the decades following the UDHR saw little or no progress in so far as the attainment of the right to education for many people across the globe with indications then showing that 100 million learners did not have access to primary education. Consequently, literacy rates were way below the desirable standards and the quality of basic education was wanting (WCEFA, 1990).

The Education for All Conference was centred on ten key articles whose mainstay was to crystalize efforts aimed at arriving at a practical vision for education that would move the world forward and spur sustainable development. These articles, as extrapolated from the WCEFA (1990) include the following: 1) meeting basic learning needs; 2) shaping the vision; 3) universalizing access and promoting equity; 4) focusing on learning; 5) broadening the means and scope of basic education; 6) enhancing the environment for learning; 7) strengthening partnerships; 8) developing a supportive policy context; 9) mobilising resources; and; 10) strengthening international solidarity. In summary, these 10 articles were meant to lay the foundation and groundwork for the articulation of the purpose of education for all, with a key emphasis on the importance of basic education that ensures literacy, oral expression, numeracy and problem-solving skills amongst children, youth and adults (WCEFA, 1990). In addition to these articles, the conference emerged with a set of six global goals, which were used as a guiding post for the advancement of the right to education (Ibid). A major thrust of the conference declaration focused on affirming education as a right, linking it to human development, survival, the enhancement of the quality of life and attainment of full capabilities. The conference was further a seminal development in the sense that it recognized basic education including early childhood development as the foundation for life-long learning and thus sought to ensure universal access and equity through a variety of means and collective efforts both at the global and national levels (Alikor, 2014; Wilson (2015). From the foregoing, it is demonstrable that the

World Conference on Education for All was indeed a historic development in the trajectory and evolution of the agenda for advancing the right to education. The conference has remained a solid point of reference in the continuing fight for the right to education globally. Its importance was particularly cemented and affirmed in the year 2000 when the world once again gathered in Dakar, Senegal at the World Education Forum (WEF) to evaluate the ten years since the previous Jomtien conference, leading to the Dakar Framework for Action to which the discussion below now turns.

In taking the EFA agenda forward, the World Education Forum was held in the backdrop of rigorous assessments and reviews of progress at the national, regional and global levels in reaching the goals that had been set in Jomtien (UNESCO, 2000: 13). These reviews, it was noted, showed that while much progress had been attained in the majority of countries around the world, there were still daunting challenges including that by the year 2000 well over 113 million children had no access to primary education; 880 million adults were illiterate; there were acute gender disparities within national education systems; the youth remained without access to skills for meaningful employment and active participation in society; there was poor and uneven collection and use of data to monitor progress in education; and, the quality of learning and uptake of human values and skills needed, remained acutely wanting (WEF, 2000: 1). Given these glaring realities, the World Education Forum developed and established the Dakar Framework for Action, which re-modelled the previous six education goals, strengthening and shifting the targets from the year 2000 to 2015.

Apart from the shifting of the timelines, these refined goals as articulated in the Dakar Framework for Action reflected the world's commitment to push the agenda for the right to education forward in concrete, measurable and concise terms. In line with this, national governments were implored to solidify or establish country action plans by 2002 to achieve the EFA goals and targets no later than the year 2015 (UNESCO, 2000: 3). In addition, the Dakar Framework for Action placed much emphasis on reaching targets and enhancing quality through measurable learning outcomes.

1.2.2 Millennium Development Goals (MDGs) – an overview

A parallel process to the strengthening of the EFA goals was the global development of the Millennium Development Goals (MDGs), also in the year 2000 by the United Nations (UN). The MDGs were seen and hailed as an unprecedented and bold global commitment, compact and consensus for alleviating the worst forms of poverty, especially amongst developing countries of the world (Kishtany & Taffesse, 2004; Mutasa, 2005; Jahan, 2010; United Nations, 2015). Stemming from the 2000 Millennium Declaration, and the dawn of a new global century, the MDGs and their attendant targets were roundly endorsed by 191 members of the United Nations as a global framework for action for addressing pervasive challenges of human development. They encapsulated a set of eight broad goals that were time-bound, multi-dimensional and with quantifiable targets and indicators (Kishtany & Taffesse, 2004: 2). According to the United Nations (2015: 4-7), these global goals were as follows:

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, Malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development.

Notably, of the eight global goals of the MDGs, goal number two and three are anchored on to the right to education. In particular, goal number two sought to ensure that all countries, especially in the developing world, attained universal primary education by the year 2015 while goal number three sought to address gender disparities towards educational attainment. This is in line with the EFA agenda as already articulated in the preceding section of this chapter. A point regarding the MDGs is that they elicited both positive and negative reflections in so far as their strategic successes and challenges are concerned. For example, according to the United Nations (2015: 3) the MDGs and their attendant wide scale galvanizing of world governments, civil society and funders "...produced the most successful anti-poverty movement in history...helped to lift more than one billion people out of poverty, to

make inroads against hunger, to enable more girls to attend school more than ever before and to protect the planet". Further to this, by 2015 only 14% of people in the developing world lived on less than \$1.25 per day compared to 47% in 1990; 836 million lived in extreme poverty in 2015 compared to 1.9 billion in 1990. Similarly and in terms of education, net enrolment rates at primary school level had climbed significantly from 83% in 2000 to 91% in 2015 and the number of out-of-school children was almost halved from 100 million in 2000 to approximately 57 million in 2015. In addition to these achievements, gains were also seen in terms of literacy rates and girls' education (Ibid: 4).

However, despite observable positive trends in terms of the achievements of the MDGs, evidence shows that they were not without challenges and criticisms. The United Nations (2015: 8) itself concedes that progress had been "uneven" with millions still left behind or marginalized owing to their gender, age, disability, ethnicity or geographical positioning. A pervasive and common trend observed was that most African countries failed to reach the global targets articulated in the MDGs. The contrasting evidence and discourse around the successes and challenges of the MDGs are not within the scope of this research. Mention is made of this fact merely for acknowledging their existence. Rather, the point of touching on the MDGs here is important to demonstrate the historical evolution of global efforts in advancing the right to education. In taking this historical evolution forward, the discussion will now turn to the latest global compact in advancing education and human development more broadly – the Sustainable Development Goals (SDGs).

1.2.3 The Sustainable Development Goals (SDGs)

The SDGs represent progression and continuity from the MDGs. They emerged following the UN Conference on Sustainable Development known as the Rio +20 held in 2012 in Brazil (UNDP, 2018). They encompass a wider and more integrated set of 17 time-bound goals (each with their own targets totalling 169 in number) together known as "*Transforming our world: the 2030 Agenda for Sustainable Development*" (UNESCO, 2016: 185; UNDP, 2018). While building upon the successes and progress of the MDGs, the SDGs are more robust, ambitious and comprehensive by promoting global development economically, socially and environmentally (Dugarova & Gülasan, 2017: 11). This global agenda was adopted by heads of state at the UN General

Assembly on the 25th September 2015 with the goal to “...end poverty, fight inequality and injustice, and tackle climate change by 2030” (UNDP, 2018). The SDGs came into force and effect in January 2016, thus marking a new global commitment to address the world’s challenges for today and the future.

A fundamental and marked difference about the SDGs compared to the MDGs is to be found in their expanded and comprehensive nature, which added the dimensions of climate change, economic inequality, innovation, sustainable consumption, peace and justice within its framework (Ibid). Of the seventeen qualitative and quantitative goals encapsulated in the SDGs, goal number 4 specifically deals with the right to education. According to UNESCO (2016: 185), the Education Framework for Action committed states to “ensure the provision of **12 years of free, publicly funded, equitable primary and secondary education, of which at least 9 years is compulsory**” (own emphasis). Education is seen as the bedrock of the entire spectrum of the SDGs, with its emphasis on life-long learning to drive a sustainable world and future for all. SDG4 is framed as follows:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Columbia University, 2015: 5).

SDG 4 has 10 accompanying targets and attendant indicators all aimed at providing a framework for tracking progress for its attainment. These cover all dimensions and levels of education from pre-primary, primary, vocational and tertiary levels while seeking to ensure inclusion, gender parity and equity in education. Target 4.1 of this goal is relevant to the scope of this study and it reads as follows:

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes (UNDP, 2018).

An analysis of SDG 4 and target 4.1 points to a significant upscaling of the focus, scale and targets for education from the MDGs, especially with the expansion of the target to include free secondary education by the year 2030 as well as a deliberate focus on quality learning outcomes. This is an important point of departure that informs the arguments and enquiry underpinning this study. In a nutshell, the global community has significantly widened the scope of the right to education to move beyond the level

of primary education that has been the focus for decades as expatiated at length in the preceding sections of this chapter. Put differently, the framing of SDG 4.1 offers a call to action for governments to move educational provision to cover secondary schooling so as to fast track efforts aimed at sustainable development at the national, regional and global levels.

1.2.4. The Swaziland educational context

Swaziland, in line with the Millennium Development Goals (MDGs), introduced and rolled out the Free Primary Education (FPE) Programme in 2010. The provision of FPE was in line with constitutional obligations, which as Simelane (2011: 1) notes was mainly due to the state's need to achieve the MDGs by the year 2015 and to address the problems of the large numbers of children who were not accessing primary level education largely because of the HIV and AIDS epidemic in the country that resulted in orphaned and child-headed households. Mkhathshwa (2010) points out that the implementation of this measure had become necessary owing to the realization that notwithstanding the government's introduction of the Orphaned and Vulnerable Children's (OVC) Fund in 2003, the education system was unable to cater for all children largely due to cost related factors. However, Simelane (2011:2) and Skelton & Kamga (2017: 419) point out that it was only through a court order instituted by civic organizations that the Swazi government was eventually compelled to introduce the FPE programme. This was done incrementally beginning with grades 1 and 2 in 2010 and progressively thereafter until full coverage up to grade 7 in 2015.

Globally, the World Bank (2011: 16) notes that the expansion and provision of free primary education resulted in the increase in enrolments and thus great pressure exerted to equally expand the capacity of secondary and tertiary institutions. Further, it notes that income poverty is a major encumbrance to access and learning, especially for marginalized groups (Ibid: 17). The great progress made regarding access to primary education is largely a consequence of the global Millennium Development Goals (MDGs), which sought to expand universal primary education by the year 2015. However, by the year 2014 approximately 263 million children, youth and adolescents the world over were recorded as being out of school (UNESCO, 2016: xviii). This meant that it was evident that while global efforts had yielded remarkable positive

results, yet more needed to be done to address problems of learners who were still excluded from the school system.

Evidence suggests that between 2008–2014 access to and completion of upper secondary school exhibited negative trends with 84% completion in high income countries; 43% in upper middle income; 38% in lower middle income and an unsettling 14% in low income countries (UNESCO, 2016: xviii). These figures demonstrate that access to secondary school is disproportionately skewed globally with countries on the lower end of the economic quintiles struggling to provide secondary education to the majority of its citizenry. Swaziland, being a lower middle income country is clearly one of those that fall within the 38% attainment bracket. Marope (2010) notes that in 2007 the enrolment figures in the country “illustrate the stark reality of severely limited opportunities for older children and adolescents to pursue education after primary level”. Marope (2010) further highlights that at the time an estimated 74% of age eligible children and adolescents for junior secondary school and 88% for senior secondary school were not enrolled. By 2013, these figures had not changed as Khumalo (2013: 4) corroborates them and points out that the pyramid nature of enrolments as learners move from primary to secondary is one of the greatest problems facing the Swazi education sector. It is this background reality that informs this study – an attempt to critically assess the policy trajectory of the country in so far as continuity in the provision of the right to education is concerned.

1.2.5. The Swaziland secondary education system

Not much literature has been written specifically on the Swaziland secondary education system as most works have tended to focus on the primary education level. The dearth of works in this area makes this study a key contribution to scholarship. Gamedze (2010), in a study that focuses on the subject of making senior secondary school curriculum relevant, points out that the need for the expansion of secondary school education was a national priority from as early as the first National Development Plan (1969-1973). This is also recorded by Magagula (1990) who highlights the place of secondary education in the various phases of the country's development. Of note in this latter work is the fact that free secondary education was a major aspiration of the post-independence Swazi state, especially during the period 1969-1973, where the government policy was “To make secondary education free and

available to all children who wanted it and were capable of profiting from it” (Magagula, 1990: 5-6). However, this ambition was dropped without explanation in the second National Development Plan (1973-1978) where focus shifted from the free aspect of secondary education provision to just its expansion and availability.

The country’s secondary education system comprises of two distinct levels: junior secondary (Form 1-3) and senior secondary (Form 4-5), which collectively constitute five full years of education at this level (Shabalala, 2005: 3-4). In terms of the policy architecture, the education system as a whole is guided by the Education Act of 1981, the National Constitution Act of 2005 and the National Education and Training Sector Policy (2018) as the key legal and policy documents.

1.3. Problem statement

With the global transition from the MDGs to the SDGs there is now an urgent and greater call for the provision and expansion of free education to cover secondary school levels. The critical problem is that Swaziland does not appear to be taking any observable steps towards introducing and providing Free Secondary Education in line with the global vision encapsulated in the SDG framework and also in advancing continuity to its own commitments through the provision of free primary education programme. There has been no public and legislative processes to demonstrate that the country is preparing to robustly expand free education to the secondary level.

As the 2016 Global Education Monitoring (GEM) Report emphasizes, the SDGs make it imperative for countries to ensure universal completion of upper secondary education by 2030 through free education interventions (UNESCO, 2016: ii). The International Commission on Financing Global Education Opportunity (2016: 37) makes the point more lucid through its interpretation of the SDG goal number 4 on education to mean that “...by 2030 all children who reach school age will have access to free, quality and secondary education, and all those who start school will be on track to complete pre-primary, primary and secondary schooling...” This study therefore sought to shine a light on the question of whether or not there is any preparedness, policy clarity and continuity regarding progress from free primary to free secondary education in line with global goals on access, equity, inclusion and lifelong learning opportunities. It sought to critically assess whether or not the Swaziland government’s

education policies, education sector plan and national development plans are purposeful or robust enough to deliver free secondary education for the country in line with its inherent responsibility and obligations in so far as the right to education is concerned.

1.4. Aim of the study

The main aim of this study was to provide an analysis of education policies with a view of ascertaining Swaziland's preparedness for the introduction and roll-out of free secondary education in the country. Essentially, the study sought to investigate what the country's policies and plans are regarding the introduction of free secondary education in line with global, continental and regional instruments that call for the progressive realisation and ultimate provision of the same. It was located within the parameters of the country's attainment of universal Free Primary Education (FPE) in 2016 and sought to explore whether pathways of continuity to Free Secondary Education (FSE) existed. The study sought to review key policies concerning secondary education provision with the view of providing concrete propositions on how best to prepare for and ultimately roll-out state funded free secondary education in the country's public schools. The study assessed the current status of secondary education provision within the broader context of the right of education.

1.5. Objectives of the study

The specific objectives of the study were as follows:

- To examine the effectiveness of the learning environment provided by the Ministry of Education and Training in Swaziland in the facilitation of Free Secondary Education.
- To explore measures taken by the Ministry of Education and Training in Swaziland in the facilitation of scholarships as a catalyst for Free Secondary Education.
- To assess the measures taken by the Ministry of Education and Training in the supply of teachers and educators for the facilitation of free secondary education in Swaziland.

- To explore challenges faced by the Ministry of Education and Training in terms of preparedness for the implementation of Free Secondary Education.

1.6. Research Questions

The following research questions guided and informed the study:

- How effective is the learning environment provided by the Ministry of Education and Training in Swaziland in facilitating Free Secondary Education?
- What measures have been taken by the Ministry of Education and Training in Swaziland in the facilitation of scholarships as a catalyst for Free Secondary Education?
- How has the Ministry of Education and Training addressed the need for the supply of teachers and educators for the facilitation of free secondary education in Swaziland?
- What challenges have been faced by the Swaziland Ministry of Education and Training in terms of preparedness for the implementation of Free Secondary Education?

1.7. Significance of the study

This study offers empirical evidence and insights into the under-researched area of secondary education provision in Swaziland. It draws upon a rich body of international literature and discourse on the right to education more broadly and the right to free secondary education more specifically. It shines a light on the question of policy certainty or lack thereof in relation to robustly pursuing the right to education using Swaziland as a case study. It offers scholarly reflections on the right to free secondary education and its importance in the attainment of the global SDGs.

1.8. Scope of the study

This study focused on the analysis of education policies and the broader policy architecture of the Swaziland government in so far as the provision of secondary education is concerned. The study was geographically located within Swaziland using

the Ministry of Education and Training as a case study. It is limited to secondary level educational policy analysis in line with SDG 4.1.

1.9. Conceptual Framework

The conceptual framework for this study was located and centred on the Right to Education as propounded by international, continental and regional instruments, laws and policies. Primary amongst these is the global SDG 4.1, which envisages the full extension of the right to free quality education from pre-primary to senior secondary school level. In arriving at a conceptual framework for this study, much was borrowed from the 4A Scheme as propounded by the former Special Rapporteur on the Right to Education, Ms. Katarina Tomaševski. Coomans (2009: 427) asserts that the Four A Scheme carries similar characteristics all of which place emphasis on the responsibility of states to “respect, protect and implement the right to education”. In terms of the scheme, the four As represent the dimensions of Availability, Accessibility, Acceptability and Adaptability which can be summarised as basically referring to the fact that education “must be available to everyone, accessible to all, acceptable for pupils and parents and adaptable to the needs of learners” (Ibid). An adapted summary of the Four A Scheme is presented in Figure 1 below as posited by Tomaševski (2001).

- | | |
|---------------|---|
| Availability | <ul style="list-style-type: none">- Establishment and availability of schools by the state and non-state actors- Government responsibility in ensuring that education is available and fully funded- Availability of trained and qualified teachers |
| Accessibility | <ul style="list-style-type: none">- Education throughout all stages of childhood development and beyond- Equality of opportunity for access to education and the school- Elimination of legal and administrative barriers |

	<ul style="list-style-type: none"> - Elimination of obstacles to compulsory schooling such as fees, distance and other factors
Acceptability	<ul style="list-style-type: none"> - Compliance to quality standards of education provision - Safe, healthy and secure learning environment - Appropriateness and language rights - Parental choice of education for their children - Qualified and professional teachers and learning materials
Adaptability	<ul style="list-style-type: none"> - Inclusive for all children, e.g. children with disabilities; ethnic minorities, migrants, etc. - Best interests of the child

Table 1.1 Conceptual framework: The 4A Scheme (Adapted from Tomaševski, 2001)

This study focused sharply on all the dimensions of Availability, Accessibility, Acceptability and Adaptability linking them to the subject of FSE. This was particularly done in recognition of their interconnectedness. The thrust of the study sought to interrogate questions that have a direct bearing on the provision of the right to education.

1.10. Definition of key terms

Access – refers to the attainment of educational opportunity as referred to by Tomaševski (2001). In this sense, access means the ability to receive an education through the formal education system and through the elimination of barriers.

Availability – refers to the provision of education related infrastructure and attendant inputs as well as human resources such as teachers.

Completion – refers to the successful undertaking and finalization of a level of education.

Drop-out – refers to the process of learners falling out of the school system. This may be due to different and varying reasons such as costs, social factors, de-motivated learners and other reasons.

Equity – refers to the provision of education in such a manner that it ensures and addresses the learning needs of all, especially under-privileged or marginalized persons.

Education – refers to the process of learning and acquisition of knowledge within the parameters of the formal education system. This refers to education as received in schools.

Free Secondary Education (FSE) – refers to the provision of tuition-free education similar to that provided for under the Free Primary Education (FPE) programme and FPE Act in Swaziland. This also includes the state waiving and taking responsibility for the payment of all school fees as well as meals, text books, equipment and related resources for learning. It excludes the provision of transport and uniforms.

Inclusive education – refers to education that accommodates the diverse circumstances and needs of all learners with the purpose of ensuring effective teaching and learning.

Out-of-school – refers to age appropriate learners who are not in the school system.

Participation – refers to the levels of access to and retention in school for purposes of learning.

Policy – refers to “a course of action adopted by government, through legislation, ordinances and regulations, and pursued through administration and control, finance and inspection with the assumption that it would be beneficial to the country and the citizens” Hartshorne (1995:5, cited in Alikor, 2014: 8). Policy therefore relates to all the instruments which together form the policy of the state in relation to education in Swaziland.

Progressive realization – refers to the incremental implementation of a right, in this case the right to education, based on available resources. It also relates to the efficient use of those resources in realizing the right.

Retention – refers to the process of learners staying in school and not dropping out.

Survival – refers to a learner’s successful retention, progression and completion of education through the different cycles.

Secondary education – refers to the level of education directly following primary schooling. In this context, it refers to formal education and encapsulates five levels as in the Swaziland education system from Form 1–5. It also includes pre-vocational education.

Universal Primary Education (UPE) – refers to the coverage of the entire primary school level with free education measures. UPE is usually framed as compulsory education and it must be free as well as state sponsored.

1.11. Chapter outline

This study contains a total of five chapters as briefly indicated and summarized below:

Chapter 1: Introduction – this chapter provides an overview and background of the subject of the right to education and its importance delineating its general status globally, continentally and in Swaziland. It further captures the problem statement, aim, objectives, research questions, significance, scope and conceptual framework of the study. In addition, it offers an explanation of the key terms used in the body of the study.

Chapter 2: Literature review – this reflects the existing literature on the subject being examined with key concepts explained in detail. It focuses on the right to education the theoretical foundations of the study while also presenting the analytical framework that informs it. It further explores literature on each of the objectives of the study. Additionally, the chapter deals with key challenges around free secondary education provision and highlights two empirical case studies drawn from African countries that have rolled out similar programmes.

Chapter 3: Research methodology – this chapter discusses the research methodology to be followed in this study, illustrating the design, tools and approaches that were used. A discussion on research limitations and ethical issues is also undertaken.

Chapter 4: Analysis, findings, and discussions – this chapter details the empirical findings of the study emerging from the research through a policy analysis lens. Critical analysis, results' interpretation and discussions are also undertaken.

Chapter 5: Conclusions and recommendations – this chapter draws and highlights the emerging conclusions and offers a set of recommendations based on the study findings.

1.12. Conclusion

This chapter has provided an overview, background and introduction to this study including the problem statement, aim, research objectives, research questions, significance and scope. It has also provided a conceptual framework, definition of key terms and a chapter outline of the entire structure of the study. It has located the critical subject of the right to free secondary education within the parameters of the global SDGs setting the framework for an analysis of Swaziland's trajectory towards realizing the ambitions expressed through these goals.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter presents and synthesizes the relevant literature related to this study. It presents the theoretical and analytical frameworks that provide the parameters in which the study was conducted. The analytical framework particularly provides the overall scheme that informs the objectives and assessment criteria for the study including the questions relating to the effective learning environment and its attendant sub-components; the provision of scholarships as a means of promoting free secondary education; the issue of the development and empowerment of teachers and educators as well an exploration of the challenges relating to preparedness for implementing free secondary education programmes. The chapter ends with brief empirical studies from Kenya and Ghana whose inclusion highlights the key issues relating to free secondary education policies and implementation programmes in Africa.

2.2 Theoretical framework

This study uses the Human Capital Theory to analyse the state of Swaziland's preparedness or lack thereof for the implementation of FSE. This theory gives a spectrum of the effects of such a framework as applied to education processes and provides the framing on which this study was premised. The human capital theory posits the view that education plays an important role in the entire development of human beings, who can also be considered as a social good in society. This ideology was advocated by Schultz (1961) who argued that since education was to play a transformative role in the making of an individual as a social good through investing in themselves, it allows people in societies to be able to enlarge the choice of activities which they can make available. This principle is echoed in his statement below, that:

"I propose to treat education as an investment in man and to treat its consequences as a form of capital. Since education becomes part of the person receiving it, I shall refer to it as human capital." (Schultz, 1960:571).

In addition, scholars like Gillies (2014: 80) argue that Schultz's theory has taken over modern day discourse of promoting human capital development. It is argued that this ideology conceptualizes the fundamental influence of human capital in the entire sphere of educational policy development. This, it is stated, is on the basis that the human capital theory places both human capital and education as enablers and drivers for economic development social discourse. This is because substantive development would not take place if there was a no education system that prepared the raw human capacity into the desired capital and applied for the production of other capital goods and services (Ball, 2012: 43).

In other words, the human capital theory compels humanity's determination in transforming his or her society or welfare. It is for this reason that Schultz (1961) avers that "measured by what labour contributes to output, the productive capacity of human beings is now vastly larger than all other forms of wealth taken together". Based on such an ideology, it can be argued that free secondary education becomes a product of human capital theory in the sense that education is considered as a critical driver for the improvement of the quality of human life. Through education, humans are able to alleviate poverty by defining their values and social norms.

Omoniyi (2013: 178) takes the case forward and argues that education at all levels provides the basis or the foundation for the alleviation of poverty and is an important ingredient for economic development. The understanding of this notion is based on the concept that self-awareness is largely attained through education. It is asserted that, as a result of education, people are able to have a clear consciousness about themselves and their surroundings so as to easily define and make choices about what really matters to them. Therefore, through education, people would define the boundaries of their social and economic wellbeing.

Omoniyi (2013: 178) thus looks at and defines education as a driver for socioeconomic development and argues that though there are several other factors that place education as a fundamental instrument for human social wellbeing, the fact is that it also brings about the development of economic efficiency and social consistency, which cannot be over-emphasized. This is based on the understanding that through secondary education, individuals are able to have developed a given set of skills which

contribute towards the labour force, hence reducing human redundancy in the entire economy. This is why it is ideal to point out that through education the level of human productivity as well as intellectual flexibility would be attained.

Relatedly, scholars like Gillies (2014: 93) point out that one of the essential aspects that come along with the development of human capital through free secondary education is that education plays a double standard of addressing three critical elements of societal welfare which includes: personal fulfillment; support for social aims or cultural transmission; and the development of vocational aims through preparation for the right form of employment. This would not only place the respective individuals on a competitive pedestal, but also the entire society and nation at large since humans would have mastered the most ideal and efficient means of survival. It is for this reason that through the availability of free secondary education, learners or humans are able to define and determine their own social values and direction in general (Roberts, 2011: 202).

Other scholars like Tikly and Barrett (2011: 146) contend that free secondary education plays a critical role in the integration of societies into one global web. These authors argue that through education, poor countries are able to participate in the global world on various issues such as trade, skills development and other development related activities which might be essential for the development of human life. The point being driven brings to light the relevance of skills transfer and the acquisition of education for economic development which would not have been possible in the event that education at secondary level was not free and inclusive. It is for this reason that Lekhetho (2013: 399) avers that the impact of providing a free education system goes beyond the concept of inclusion in the sense that it is also associated with a bigger socioeconomic impact on economic growth and development through the consideration of human capital as the main driver for economic transformation and growth.

The relationship between human capital theory and free secondary education therefore portrays a bigger picture of production and quality of human service that is obtained through training and skills development which are also ingredients for economic growth, which is not only measured by the level of output, but also the quality

of service that humans in every sector of the society are capable of achieving. This is because free secondary education would bring about the acquisition of the right skills that would be needed according to the demands of an economy (UNDP, 2013).

2.3 Analytical Framework

The study used an analytical framework approach that was developed by UNESCO as illustrated in figure 2.1 which gives the relationship between SDG 4 and the relative means of achieving it. This framework shows the dimensions that need to be considered in assessing tangible progress towards a free secondary education regime. The analytical framework further provided the basis for the research objectives, questions and the entire policy analysis framework for the study.

Figure 2.1 Analytical framework

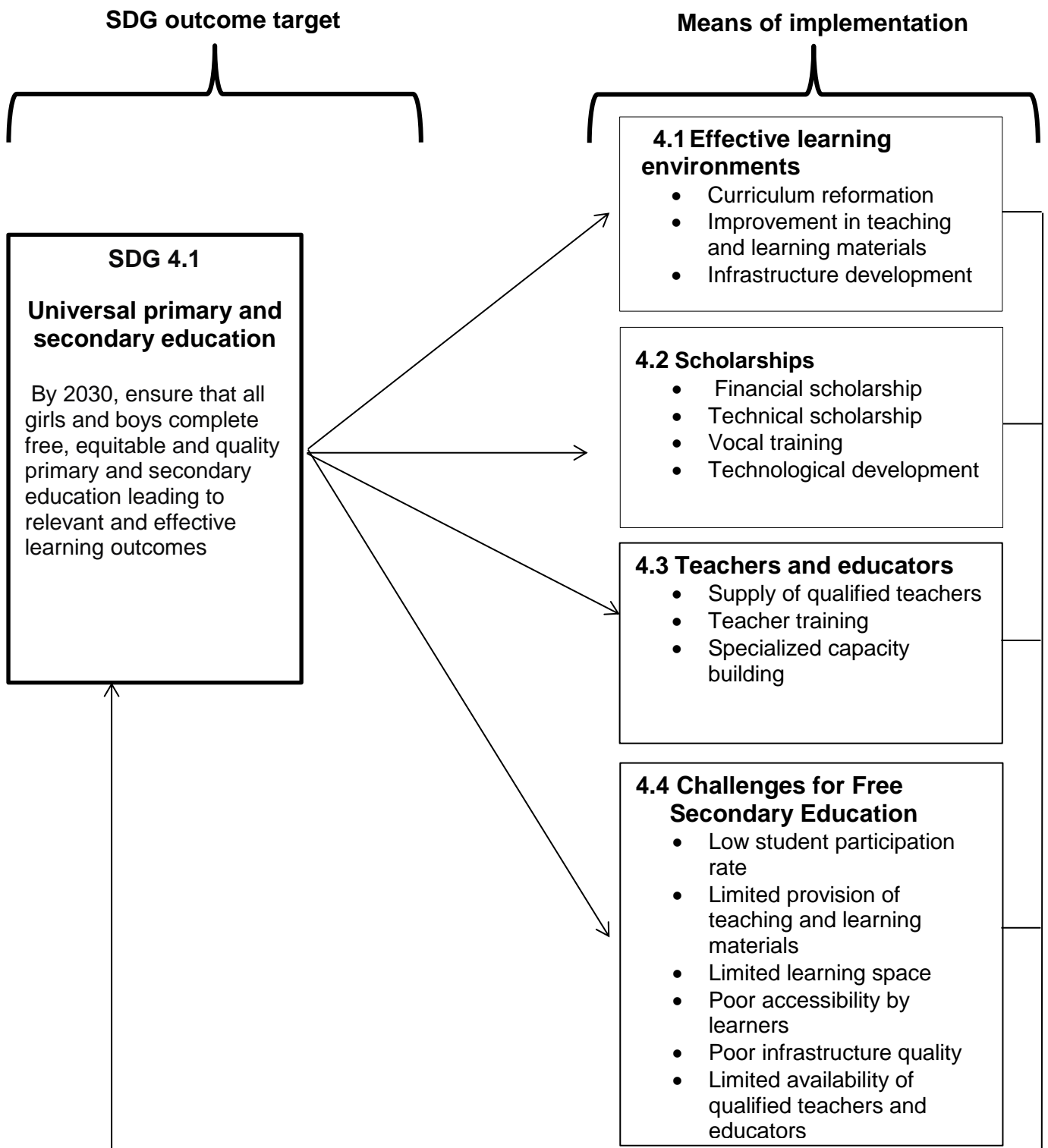


Figure 2.1: Research analytical framework: Source Adapted from: <https://en.unesco.org/education2030-sdg4/targets>

2.4 Effective learning environments

The objective relating to effective learning environments in terms of free secondary education provision in this study takes into consideration some of the following key aspects: curriculum development, improvement in teaching and learning materials, as well as the dimension of infrastructure development. Each of these are presented and summarized below based on the review of available literature:

2.4.1 Curriculum development

Mugambi (2017: 101) argues that from the perspective of inclusive secondary education, a good curriculum must give room to every child to have the core and basic educational skills which are essential for life development. In this regard, the author addresses the perspective that is based on the notion given by (UNICEF, 2007: 1), relating to the building of a learning environment which is holistic in nature as a mechanism which would build a learner despite the differences in culture and social background. The curriculum for secondary education therefore should take the form of a more collective and dynamic enterprise as it prepares the learner for the future industrial and social development at the same time. In this manner, it is observed that diversification becomes the key aspect as the curriculum would give each learner enough grounds for alternative thinking. Curriculum development therefore should be geared towards the development of a more inclusive and participative environment amongst learners at the secondary school level, or indeed across the education system.

Collectively, scholars like Mugambi (2017: 96) and Mitchell (2015: 11) outline some of the fundamental features that would embrace inclusive secondary education as to have most of the following: 1) it must be contextual to the society in which it is to be applied. This would promote the demand for its applicability as well as its expectations. In this case the education system would be solving the demands of the society, hence being inclusive in nature; 2) a good curriculum must promote both equity and equality for effective delivery and applicability. Mitchell (2015: 12) argues that a good education system must be sustainable and holistically applicable – meaning it should have no limitations and boundaries that would limit a learner based on certain reasons and

factors such as state of gender, disability or ethnic background for example. Hence, a good curriculum, it is argued, has to be integrative by nature, taking into consideration various forms of learning and expected outcomes (Mugambi, 2017: 96).

Other factors include the incorporation of national, local and learner diversities. This prepares the learners to participate in both their local and wider as well as international societies. A good curriculum that ensures an effective learning environment therefore has to take the form of a preparatory system that would usher the learners into a collective and participatory society on both a local and general scale. This would then help in developing what can be termed as comprehensive citizenship education.

Being futuristic in character and scope is another factor to take into consideration in assessing whether or not a curriculum ensures an effective learning environment. Findings by Mugambi (2017: 96) highlight this by pointing out that a good secondary education has to build on the needs of future generations. In this manner, the education system would prepare a learner for the future and thus making it more robust, fit-for-purpose and sustainable. Therefore, the content would be attempting to answer the demands of the future through an expanded curriculum that also incorporates research components. Due to this aspect, the learners would be engaged in active research as they are being prepared for the future, hence making the curriculum more practical and results-based. It is for this reason that Mugambi (2017: 96) argues that:

“Inclusive education is thus a systematic change at all levels; principals, teachers, learners, school communities, policy makers, decision makers, families, and society at large. Access to mainstream education alone is not enough. Participation means that all learners are engaged in learning activities that are meaningful for them. The promotion of positive attitudes in education is crucial for widening participation.”

The fundamental point being driven by this concept is based on the understanding that through inclusive education, a curriculum would prepare the learners for a more systematic education system that would incorporate a holistic approach of various elements such as the teachers, learning materials, public educational policies, society,

as well as other relevant elements that would bring about a well-educated and rounded learner. In other words, the notion of curriculum development has to ensure that education systems are inclusive, which in turn guarantees an effective learning environment. Figure 2.2 below shows how an inclusive education model for effective learning environment looks like with all the related aspects and processes for the same. The elements of this model are relevant and appropriate to the question of free secondary education particularly as inclusive schools provide more effective learning environments for all learners.

Figure 2.2: Model of inclusive education



Adapted from Mitchell (2015:11)

2.4.2 Improvement in teaching and learning materials

Quality and effective learning materials in the promotion of an inclusive education system play a critical role. Okongo, Ngao, Rop, and Nyongesa (2015: 132) points out that the term teaching and learning materials should be related to what can be termed

as teaching and learning resources which include a collection of methods and materials that would be dedicated for instruction and nurturing the learner. Therefore, a collective approach to capacitating a learner plays an important role in general. The teaching materials and methods respectively should give a more holistic and inclusive approach that would aim at building the learners' capacity for a sustained future and successful learning experience. In this regard, it is also possible to point out that inclusive education at secondary education level takes into consideration the need for special and inclusive approaches where special needs are provided to the learner but in a more inclusive and participatory manner. This means that learners with special needs at secondary level would need more time for instruction and other relevant professional skills and knowledge. This would be a means of integrating the entire education system in a more functional and results-based manner. This would give every child an opportunity to explore and benefit from his or her potentialities. This would in turn yield positive results, like improving the school's infrastructure such as classroom facilities to the level of meeting the learner's standards. The aim is so that the entire school management system would meet the specified efforts for the development of the learners. In essence, the improvement of teaching and learning materials also improves access, retention and survival thus ensuring that free secondary education is effective and inclusive for all learners.

Importantly, the ideology of 'free secondary education' places emphasis on the development of a more collective approach of developing learners in a system that would enable them to become free and enlightened individuals. According to Mugambi (2017: 96), free secondary education should give the learners the use of various forms of learning through the development of collective learning materials and platforms that would enable them to fully develop their intellectual capacities. The entire idea behind this concept would be the promotion of diversity because the learners would have the opportunity to explore other best and effective avenues that would make them more competitive in nature. In this regard, the teacher becomes the reservoir of knowledge that would impart the best and ideal instruction to the learners in the most effective manner. The secondary education system would then be geared towards the holistic development of the learners to become more effective and result orientated.

Okongo et al. (2015: 134) place much emphasis on the need to develop teaching and learning materials that would bring about a more satisfactory education curriculum. They argue that the curriculum should be adequate and effective in nature so that the expected results would be maintained in the educational system. Therefore, these authors point out that instructional materials need to be adequate and relevant to the free secondary education system. Equally important therefore is the point that quality and appropriate materials be developed for the right purpose. The learners at secondary education level would work towards the achievement of a more result based education which would empower them to become even better citizens. In this context, Mugambi (2017: 96) is of the view that in the bid of building effective instructional materials, educators need to be careful in developing materials that would be assessed against their level of delivery. The assessment needs to be result-based so that they would be relevant to the needs of the learners after the completion of the education system. Therefore, the curriculum would need to be developmental in nature, meaning it would be gradual so that it would integrate learners in both society while taking into account the acquired knowledge of the learner. Therefore, the point of emphasis is the fact that through having the right quality teaching and learning materials, the free secondary education system would become the focal point for social development and implementation that would work toward the development of an individual holistically. The learners would therefore not only learn about how to acquire the knowledge, but how to apply it as well (UNICEF, 2007:1).

2.4.3 Infrastructure development

The role of infrastructure development in education provision cannot be over emphasized. Mugambi (2017: 96) believes that the more focused the infrastructure is on developing young learners, the more realistic and result orientated would be the educational system. Therefore, developing the personalized nature of the learner becomes critical by using the right infrastructure. This would develop skilled learners who would become experts of certain trades. As such, policy makers need to take the issue of infrastructure development seriously as it plays a critical role in ensuring that schools are safe, environmentally friendly and conducive for teaching and learning. Investments in infrastructure development is therefore a key component in planning a nation-wide roll out of free secondary education.

Okongo et al. (2015: 134) believes that the more qualitative the learning materials and infrastructure in general are, the more positive the results would be in the learning process. To this extent, infrastructure would not only mean the physical establishment, but the intellectual as well the physical which would act as enablers for an effective education system in the entire learning process. It is for this reason that Cohen and Bhatt (2012: 118) assert that educational infrastructure is a collective term that includes essential elements in the development of an effective educational system which would in particular address issues such as the development of an entire curriculum framework, the capacity and quality of a teacher, the means of content delivery and the nature of the subjects being taught. The entire idea behind the thinking and development of educational infrastructure comes to the focal point of developing a complete holistic learner at the end of the entire educational process. From the free secondary education vantage point, the issue of infrastructure development would be based on the need of establishing a more consolidated system that would be objective enough to accommodate both the current and the future needs of all learners. Infrastructure development should ensure that all the buildings, facilities, laboratories and other school appurtenances are provided in order to make learning within the context of free secondary education provision effective.

2.5 Scholarships to facilitate free secondary education

Daors (2016: 8) brings out critical issues regarding the development of scholarships within an education system as a mechanism that would facilitate the promotion of free secondary education from both the teachers and students' perspective. The provision of an integrated scholarship system for the benefit of teachers and learners is seen as important in creating an environment for effective life-long learning. Therefore, some of the benefits of having a scholarship based education system are that it would not limit the enrollment of the learners in the school system as they prepare for the development of their respective skills. Both the learners and the educators would focus on the need of developing and acquiring the right knowledge and bring about innovation and development in both the educational system and other industries as well. This is on the basis that through free secondary education, the right skills would

be acquired. In this regard, financial and technical scholarships become some of the key factors for a successful educational system when it comes to free secondary education provision. The need for promoting free secondary education plays a vital role in preparing the right candidates at the right time to have exposure to the right labour market since the learners would have sharpened their skills based on the availability of the scholarship programme.

Another area that addresses the question of scholarship provision is the aspect of promoting the technological development of the learners and teachers. It is for this reason that UNESCO (2016: 4) places much emphasis on the development of the right skills in various aspects which are relevant for the development of learners in the education system. Consequently, issues such as technological development, as well as effective communication are of paramount importance for the development of an effective curriculum and it would thus be the very reason of providing scholarships for learners and teachers. Similarly, the provision of scholarships is seen as a key strategy for the attainment of SDG 4.1 as it allows access to opportunities for learners and continuous and life-long learning for them as well as teachers and educators.

As a consequence, the promotion of scholarships for education at secondary school level ensures the attainment of the right to education. This is based on the notion that it makes education become accessible for every one as a basic commodity. UNESCO & UNICEF (2007: 1), assert that the right to education is of paramount importance in the global programme for development and that this is reflected and solidified through various human rights treaties that governments globally recognize. In line with this, UNESCO argues that education is integral to the cause of sustainable development and positive societal change. Since 1948, with the end of World War II, and the advent of the Universal Declaration of Human Rights (UDHR, Article 26), education has been seen and regarded as an inalienable human right (Wilson, 2015: 1063) as reflected in the body, spirit and letter of the treaties, conventions, protocols and policies which jointly and severally constitute international law (Coomans, 2009: 427). The provision of scholarships to learners and teachers therefore reinforces this right and ensures that the global agenda for free education becomes a reality for all.

2.6 Development of teachers and educators

The provision of free secondary education is perceived to reach its highest level of performance through the development of teachers and educators. Mugambi (2017: 102) posits the view that in every successful educational system, teachers play a central role since they do not only serve as the facilitators of learning but also as the critical mass that ensures that the subject of education is delivered effectively. Teachers remain a fundamental pillar of any education system and their training, retention, welfare and continuous professional development is important for the advancement of quality education at all levels.

In this regard, Sibiya (2005: 2) believes that developing teachers would be fundamentally important and in sync with the demands of curriculum delivery in education. Investing in teachers ensures that their capacity is enhanced for the management of teaching and learning within an inclusive and holistic education system. Properly skilled and empowered teachers are able to employ the relevant approaches and strategies for teaching and learning. UNESCO (2016: 14) gives credence to this view by asserting that teachers' technological capacities are central in the education and development of learners. This means that, teachers' abilities are critically important for the delivery of quality education. It is for this reason that scholars like Izuagba and Afurobi (2016: 96) point out that specialization for teachers plays a critical role in the development of an effective free secondary education programme. Teachers, they posit, need to be more focused and results-oriented on the basis that they would deliver the right knowledge in order to expect the right outcome from learners. In addition, teachers' development needs to be a continuous process that is evaluative in nature in order to enhance teacher development.

Significantly therefore, the relevance of an inclusive free secondary education system lies in the capacity of the teachers to manage diversity in both the school and classroom environment. The teachers need to involve the learners in the achievement of a given set of knowledge in a manner and style that would be fitting for that given context. In order to attain this, it is important for the right capacity of the teachers to be maintained throughout the educational cycle which would include the recruitment, transformation, processing and finally the output levels in order for the educational system to be robust and effective (UNESCO, 2016: 4).

2.7 Challenges for preparedness of free secondary education

A review of existing literature reveals the following to be some of the challenges faced by most educational systems in the implementation of free secondary education policies and programmes: low student participation rates, limited provision of teaching and learning materials, limited learning space, poor accessibility by learners, poor infrastructure quality, and limited availability of qualified teachers.

2.7.1 Low student participation rates

Low student participation has contributed to the poor implementation of free secondary education in schools. (UNESCO 2005: 1) reports that one of the challenges that developing countries were faced with in places like Africa was that of poor learners' participation rates. This was as a result of several factors which included socio-political and economic factors such as the high attrition rate due to lack of financial resources to keep them enrolled in schools. Some were that of having poor government policies which to some degree contributed to the learners not having been enrolled in the educational system. A good example is that most of the learners could not proceed in the educational system due to governments' failure to finance the progression of the learners through the levels from primary to secondary education. This subsequently manifested in cases where the learners would not proceed even to tertiary education because governments would not provide the necessary resources.

2.7.2 Limited provision of teaching and learning materials

While teaching and learning materials play a critical role in the promotion of free secondary education, their absence or limited provision has contributed to the failure of the successful implementation of free secondary education programmes. Most developing countries such as Swaziland, Zambia, and Lesotho indicated much constraint in the promotion of free education as a result of having limited resources (UNESCO, 2016: 4). The challenge has been based on the notion that as developing countries, the issues of fiscal challenges highly affected the financial allocations for the promotion of the free secondary education system. The main issue that has been addressed therefore becomes centered on the concept that the successful implementation of free secondary education was based on the availability of collective

resources that would prepare the learner both in the present and the future. Scholars like Mugambi (2017: 102) argue that free secondary education would need a continuous development of the innovative systems that would enable the learner to embrace the transformative educational system.

2.7.3 Limited learning space

Due to limited funding for the development and upscaling of infrastructure, the learning milieu has also become a challenge in the promotion of free secondary education. One of the reasons for this has been that free secondary education demands the diverse development of learners which would demand the formation of a wider curriculum. This would in turn bring about the development of complex infrastructure to accommodate the diversity of learners. The ultimate result of such demands would then be either delayed outcomes or challenges in the successful implementation of the programme.

This challenge was observed by scholars like Teferra and Altbach (2004: 25) who attest that one of the reasons why there has been limited space in the secondary education system is that most governments had promoted higher levels of enrollment at primary level which then resulted into limited absorption levels at secondary level. The understanding by these scholars places much challenge on most governments as a means of assessing and analyzing the capacities they had in relation to the level of recruitment into the educational system.

2.7.4 Poor accessibility by learners

The issues of accessibility to centers of learning is another common challenge that made most of the educational systems fail in the implementation of free secondary education. Mugambi (2017: 104) argues that in most cases the issue of remote location of the school or skills development centres in most African countries was a challenge in the promotion of free secondary education. The main concept behind this argument is that most of the African countries struggle in the balance between the implementation of the free secondary education as well as meeting the demands of other development sectors and policies. Therefore, the urgency of other sectors in

development circles placed most governments in serious fiscal and technical challenges respectively.

Finally, accessibility excluded a lot of learners from taking part in the entire educational system as most of them cannot afford reaching places of learning either because of remoteness of rural communities where the learners were geographically hindered from reaching the desired area of learning, or simply governments' failure to provide accessibility by means of reaching out to the learners through decentralized form of governance where the school or educational system would be made to reach the learners through viable means like mobile schools or contracting of ideally accessible infrastructure altogether to the learners (Cohen and Bhatt, 2012: 56).

2.7.5 Poor infrastructure quality

Pertaining to poor infrastructure as a contributor to failed free secondary education in most developing countries in Africa, Mugambi (2017: 102) argues that most countries in Africa lagged behind on the pretext that they were still developing and infrastructure was not only one of the developmental priorities, but it was also expensive to meet. Therefore, countries like Swaziland still had limited infrastructure to capacitate both learners and teachers in the delivery of the desired educational services. These developing countries have been faced with the general challenge of having the right infrastructure for the achievement of the right educational objectives.

However, most of the developing countries in Africa have managed to invest in the development of infrastructure for effective educational systems as a pre-requisite for promoting the sustainable education agenda as promoted by the United Nations (World Bank, 2005: 26). These investments are however not sufficient in effectively driving large scale programmes such as free secondary education.

2.7.6 Limited availability of qualified teachers

Human capacity has been one of the greatest challenges for promoting free secondary education in most developing countries. One of the critical cases is the Kenyan experience, for example, where according to Limukii and Mualuko (2011: 45) it was discovered that among several challenges in the implementation of free secondary education, the issue of having the right technical capacity of teachers was crucial. This

was due to the challenges of preparation as free secondary education was being promoted almost at once with other educational policies like free primary education which placed much pressure on most governments' preparations.

The challenge of having the technical skills in promoting free secondary education has brought about implementation challenges for most developing states to the extent that the labour market has been faced with the deficiency of the right skills in attaining sustainable development (Mugambi, 2017: 104; UNESCO, 2016: 4).

2.8 Empirical studies

This sub-section presents and summarizes two empirical case studies related to countries that have implemented free secondary education. These countries are drawn from the African setting, particularly to show that Swaziland may also strive to learn from and implement such a programme based on these experiences. The two selected countries are Kenya in East Africa and Ghana in West Africa.

2.8.1 Scenario case number one: Kenya experience

From the perspective of Kenya, Ndolo and Simatwa (2016) conducted a study on the impact of Free Secondary Education Policy on Primary to Secondary Education Transition Rates in Kenya, particularly in the areas of Mbita and Suba Sub Counties. The aim of the study was to determine the level of influence free secondary education had on the educational sector. The understanding behind the study was guided by the conceptualization that free secondary education policy was a form of production function that prepared the learners for utility in the society.

The research adopted a quantitative research design whose findings and conclusions indicated that free secondary education policy in Kenya had a less considerable impact on the small and medium sized schools as compared to the large ones. The recommendations for the study revealed that there was need for stakeholders such as government to increase the capitation fees for the students to the level of 100 percent. There was also need to increase the scale of technical teacher employability as well as improvements in infrastructure. Other considerations regarding to the Kenyan situation suggested that there was need to merge small and medium schools for the

purpose of achieving higher levels of efficiency and cost-effectiveness. The findings of the study however, indicated that despite having been a good concept of promoting free secondary education, much preparation was still needed in Kenya. This pointed to the issue that implementing large scale programmes such as free secondary education requires robust financing, preparation, planning, resourcing and execution in order to be successful.

2.8.2 Scenario case number two: Ghana experience

Essuman (2018) reviewed the Ghana experience on the impact of free secondary education policy as introduced by the country in 2001. The study in particular analysed the possible challenges and opportunities of free secondary education policy in Ghana over a of 17 year span. Policies and practices were examined on the basis of the nature of the outcome of the programme on both the society and the individual learners.

A quantitative research methodology was used to collect and analyse the findings of the study. The findings and conclusions of the study indicated that free secondary education was still a challenge for attainment despite having stated its positive intention of establishing a labour focused society where human capital was developed through education. The study further found that countries like Ghana were not ready to implement a successful free secondary education policy due to various costs and challenges that were more than the benefits. Some of these challenges included the country's inadequacy of training materials and teacher technical capacity and an imbalanced labour market that would absorb the capacitated labour force.

Therefore, the study suggested that free secondary education was to be optional as opposed to universality since countries like Ghana were not only faced with high poverty levels, but high rates of poverty as well as high fertility rates which contributed to increased population growth. Other approaches that were suggested about the improvement of free secondary education in Ghana were that of promoting shared costs of sending learners to school with government, where both the government and the respective sponsors such as parents and guardians would share some educational costs. Notably, this latter proposition however militates against the very concept of the

right to education which places the onus of provision of the right on the state. The study also suggested that the labour market was to participate in the technical absorption of the labour force as a means of completing the circular flow of income for economic growth purposes.

2.9 Conclusion

This chapter has presented the human capital theory as the theoretical framework for this study. It also provided the analytical framework that informed the objectives of the study. The chapter has also addressed technical issues as guided by the research objectives in chapter one namely: the examination of the effectiveness of the learning environments regarding the promotion of free secondary education; the exploration of measures that would be taken by government and stakeholders in the facilitation of scholarships as a catalyst for free secondary education; the analysis of measures that would be taken by states in the promotion of free secondary education through the development of teachers and educators; as well as an exploration of challenges faced by governments and stakeholders in the preparedness for the implementation of free secondary education. The chapter has also presented and summarized two national based empirical case studies from Kenya and Ghana regarding their respective experiences and implications of the implementation of free secondary education.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The research methodology for the study is presented in this chapter with a focus on the research paradigm, research approach used, the target policy documents for analysis, the sampling technique used, methods for data collection and analysis, issues of trustworthiness, the study limitations and ethical considerations have been discussed respectively.

3.2 Research paradigm

This study adopted the interpretivist research paradigm. This was because this approach was ideal for the qualitative nature of the study. Khan (2014: 298) defines the research paradigm as a collection of assumptions or concepts that generalise a given concept. Savin-Baden and Major (2013: 45) believes that through a research paradigm, the researcher is able to have a better understating of the nature of the study since it gives a clear understating of the entire world of research.

Therefore, the interpretivist research paradigm enabled the researcher to review and analyse the critical literature on educational policy pertaining free secondary education in Swaziland alongside other studies that were conducted in the African continent. The researcher examined and interpreted similar policy texts in various documents reviewed for the purpose of establishing common trends that enabled him to conclude on the possibility or lack thereof of the introduction of free secondary education in the Kingdom of Swaziland.

3.3 Research approach

In conjunction with the interpretivist paradigm above, the study adopted the Documentary Research Method (DSM) as enunciated by Ahmed (2010: 1-14). This research approach is purely desk-top based and focuses on the systematic and rigorous review of secondary data in a scientific manner. In using this method, the researcher adopted a quality control criteria for data handling posited by Ahmed (2010: 3) which included 1) authenticity, 2) credibility; 3) representativeness and 4) meaning.

These criteria enabled the researcher to ensure that the policy documents and reports reviewed provide the basis for arriving at scientific conclusions.

The study also used a mono and cross sectional research approach as the case focused on the educational situation of Swaziland. This approach took the form of a case study similar to what scholars like Saunders, Lewis and Thornhill (2012: 108) recommend that using this technique was ideal for the attainment of more reliable information as it had a logical approach to conducting research. A systematic approach was employed as documents were reviewed both from the policy perspective as well as the reports and other studies that were conducted about the subject of inclusive free secondary education in Swaziland.

The implementation of the desired research approach was guided by Saunders et al. (2012: 108)'s illustration as given in figure 3.1.

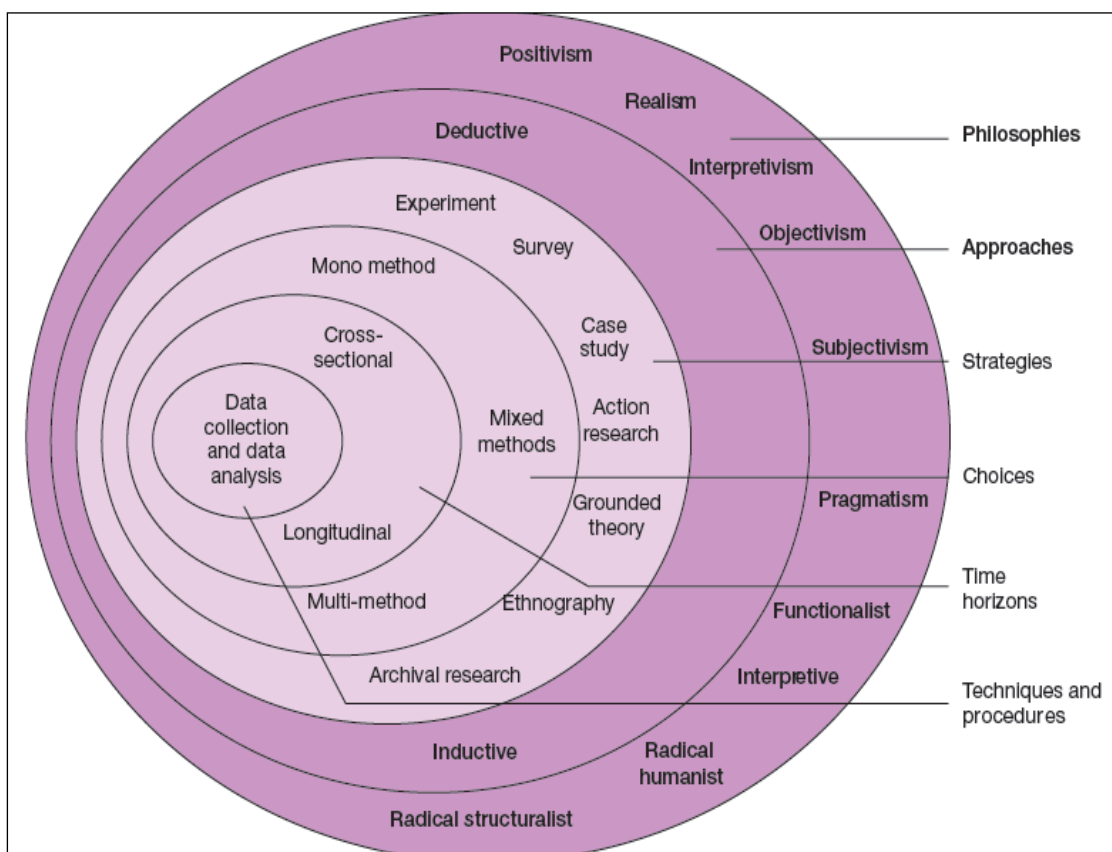


Figure 3.1: logical research approach; Sources: Adapted from Saunders et al. (2012)

3.4 Target policy documents for analysis

The target policy documents for analysis for the study were based on the inclusion criteria of all education policy documents, either academic or otherwise that established and addressed the issue of free secondary education in Swaziland. This was done in line with Al Kindy et al. (2016: 895) who argue that target population (in this case the policy documents) in research are useful in describing the generalized variables where sampling was to be taken from.

3.5. Sampling and sample size

The sampling techniques used for the study as well as the size are discussed in this section.

3.5.1. Sampling technique used

This study used a purposive sampling technique since it was the most ideal technique as the study was purposively addressing the component of free secondary education and the country's level of preparedness. This kind of sampling technique guided the researcher in analyzing collected data from various strategic documents on the basis of determining particular information regarding Free Secondary Education in Swaziland. Data was sampled on the basis of non-probability techniques which included the selection of the data based on the nature of the source documents as advised by scholars like Singh and Masuku (2014: 3).

Various source documents were purposefully selected and reviewed, hence the study took the approach of being heterogeneous in nature. This was based on the understanding that documents such as national policies and scholarly materials were reviewed on the basis of establishing the degree of readiness of the country regarding free secondary education implementation.

The purposive sampling technique enabled the researcher to have a more specified approach in collecting a certain uniform or types of data from various documents. This was achieved through a comparison between the policy and strategic documents and the reports that give several indications about the outcomes of the policy documents since they gave a more objective perspective of what was intended to have been

achieved as a means of achieving free secondary education in Swaziland (Denzin and Lincoln, 2011: 42).

3.5.2 Sample Size

The determination of the sample size for the study was done on the basis of saturation. Therefore, several documents were reviewed – both from the academic and policy perspective which gave a more specified outcome of the study as similarities and differences were noted among various documents until the saturation level was attained when repetition outcomes were realised in several documents. These were mostly policy, academic and technical reports. This approach was undertaken as recommended by Gunawan (2015: 11) who argues that in qualitative research, saturation is one of the main techniques that determines the level of the quality of research as the data findings would have been repetitive in nature. This was determined by the value of the trustworthiness of the study.

3.6. Data collection instruments

The data for the study was collected using an unobtrusive approach which was primarily through document review as it was secondary in nature. Therefore, the researcher was guided by the themes in the analytical framework of the study as presented in the literature review chapter and which were also defined in the research objectives of the study as given in chapter one herein (Bowen, 2009:27). A systematic approach was used in reviewing all the necessary documents with the guide of the defined themes as per research objectives for the study and necessary comparisons were made among them respectively. A case by case method was employed which gave an intensive approach of investigation of given units or themes under investigation. These units or themes were studied closely until saturation levels were reached which enabled the arrival of the right conclusions about the state of free secondary education in Swaziland (Church, 2001:34). Annex 1 shows the data collection instrument used for this study.

3.6.1 Main source documents used

The following were some of the main source documents used during the data collection process as indicated below:

- Annual Education Census Report, 2015 – Swaziland
- National Plan of Action for Orphans and Vulnerable Children, 2006 to 2010).
- National Education and Training Sector Policy (2011)
- National Education and Training Sector Policy (2018)
- Swaziland Education for All Review Report (2000-2015)
- UNESCO (2016). Global Education Monitoring Report 2016. Education for people and planet: Creating Sustainable futures for all. 2nd Edition.

3.7 Data collection process

The data collection process for this study was guided as proposed by the following researchers namely: Cronin, Ryan and Coughlan (2008: 39-40) as well as Choongwa (2018: 268) who propose the engagement of a systematic literature review process of identifying, evaluating, and synthesizing the collected data.

3.7.1 Data identification

Data for the study was sourced from both physical places which included the public library as well as the Ministry of Education offices in Mbabane. The main documents that were reviewed include: the Annual Education Census Report, 2015 – Swaziland; the National Plan of Action for Orphans and Vulnerable Children, 2006 to 2010); National Education and Training Sector Policy (2011); National Education and Training Sector Policy (2018); Swaziland Education for All Review Report (2000-2015); and the UNESCO (2016) Global Education Monitoring Report 2016.

Other sources of data included the internet where the researcher browsed and downloaded official documents such as journals, books, and technical reports from various contexts. This was done as to establish a benchmark for the Swaziland context against the international standards as required by the Sustainable Development Goals.

3.7.2 Data evaluation

Data was captured and evaluated on the basis of similarity and objectivity. The researcher identified common themes that were coded for the establishment of a better analysis framework. An analytical framework as indicated in chapter two was used as a guide in the evaluation process.

3.7.3 Data synthesis

This stage enabled the researcher to establish common patterns which allowed for conclusions on the implications of the common themes identified in the study through the application of sound judgment about the themes being studied.

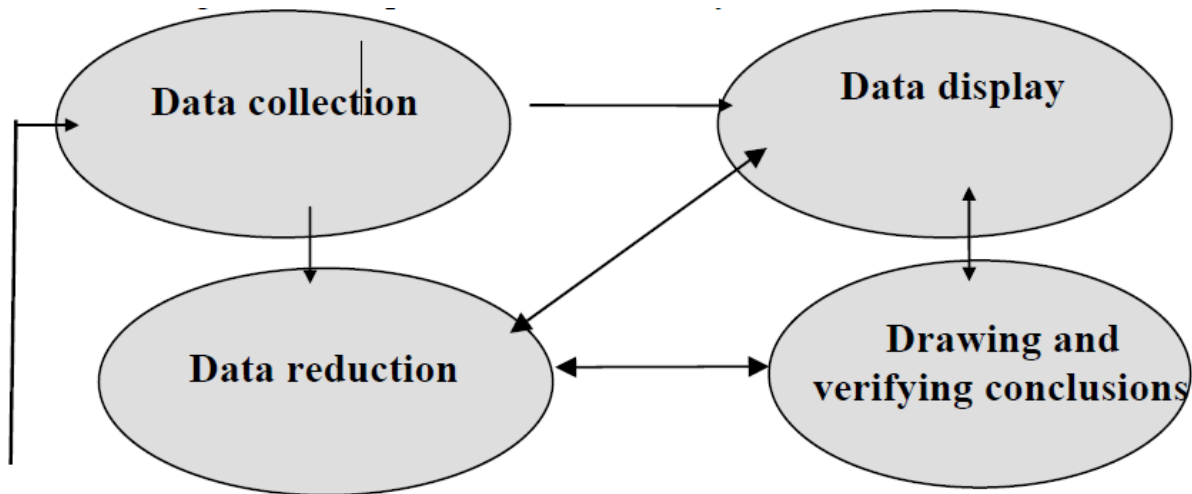
However, the data collection process took a considerably long period of time since some documents were to be sourced from sensitive sources which delayed the entire process. The researcher ensured that the data collection process was objective as systematization of certain themes was maintained throughout the process until the saturation point was reached (Gunawan, 2015: 11).

3.8 Data analysis

Content data analysis technique was used in this study. Joanna and Jill (2011: 3) believe that using this technique in qualitative research was the best approach as it took into consideration some of the following issues, namely: the establishment of conclusions from texts or transcripts which gives a positive trend of social interaction despite being expressed in textual terms. This technique was also flexible as it enabled the researcher to compare and contrast themes in several documents for easy conclusions. The researcher therefore was able to establish relationships between or among specific and analysed texts since this was an ideal means of analysing interactions especially expressed in textual format.

In this manner, a rigorous model of data analysis was established which gave a more factual trend of the findings of the study. This technique also took the form of a supplementary approach as in-depth review of documents on themes described in the analytical framework was being investigated. This gave possibilities of establishing thematic coding of the variables for the study as the analysis was taking place. In

addition, Figure 3.2. below shows the entire data analysis process as outlined by Ahmed (2010: 6).



Source: Miles and Huberman, (1994, p. 12), *Qualitative Data Analysis*

Figure 3.2 Data analysis process (Ahmed, 2010)

3.8.1 Procedures of data analysis

The following data analysis procedures were pursued as recommended by Referring and Mayring (2008: 23) and Seuring and Gold, (2012: 546) namely:

1. Identification and selection of the material to be analysed. This process also involved the definition of the right units of analysis. At this stage, an analytical framework was developed based on the common themes that were established during the preliminary literature review stage and problem definition. This process involved the conceptualization of the study variables according to the research objectives of the study.
2. Formation of formal characteristics of the variables to be analysed. This process involved the assessment of the selected materials based on the background of the subsequent analysed data which was in descriptive form. This process gave room for the identification of common variables present in

several documents that were analysed. This stage involved operationalization as several categories of the study were defined;

3. Establishment of structural dimensions and related analytic categories. At this stage, specific and defined categories of the variables were selected from the collected materials. This was done on the basis of consistency of the research findings among the selected materials. This process involved the establishment of the coding process; and
4. The analysis of the selected materials and variables using the analytic matrix that was used for evaluation purposes. This process gave room to the sampling process of the entire study as the right variables were selected as basis in the generalization of the entire study. During this stage, analysis was also done so as to give the ultimate results of the findings.

3.9 Trustworthiness of the study

The trustworthiness of the research study was ensured through the employment of several techniques which made the findings of the study worthwhile. Chowdhury (2015: 22) argues that maintaining trustworthiness in research establishes a level of consistency that makes the findings of a study worthwhile. In pursuing and preserving the principle of trustworthiness, this study used the principles espoused by Lincoln and Guba (1985) regarding qualitative research which involved the following two traits namely: Credibility: this ensured that the researcher maintained a systematic level of objectivity about the findings of the study; and, the Transferability of the study enabled the researcher to generalise the findings of the study in relation with other studies that were conducted in the same manner.

Therefore, a maximum degree of applicability of the study was maintained and the element of research dependability was conducted on the basis of ensuring that there was applicability in other situations besides the Swaziland context only. Equally, several case studies during literature review were taken into consideration and conformability of the study maintained the level of similarity of the study to the general

purpose accordingly. Therefore, the researcher ensured that when the documentary review process was conducted, an open approach was maintained as much as possible so as to give room for much collection of data which eventually contributed to the level of generalization of the research findings (Creswell, 2014:45).

However, other techniques were adopted and used to triangulate the ones given by Lincoln and Guba (1985) regarding the maintenance of the research quality to include: reviewing the credentials of the authors and the publications, reviewing the level of reliability of the sources of the document as well as the quality of the discussions. The depth of analysis of those documents was also analysed in detail.

3.10 Limitations of the study

All forms of research generally have limitations which need to be acknowledged by the researcher. Vithal and Jansen (2010: 27) acknowledge this fact and assert that identifying and highlighting these limitations assists readers of the research product to understand the challenges and shortcomings of the study as well as the climate around which it was undertaken. Lund Research Ltd (2012) recommends that of the many possible limitations a research could potentially face, it is important to identify only those limitations that could have the greatest potential impact on the quality of the research and the ability to answer the research objectives or questions. In line with this, one encountered two limitations of this study as including the following: 1) time considerations; 2) funding constraints. Each of these is briefly discussed; justified and mitigating factors are stated below:

3.10.1 Time considerations

This study was carried out in a very limited period of time (12 months) and amidst the researcher's work life balance. This means that the researcher did not have enough time to carry out a full scale examination of the case similar to when time would have been available. Given that the research was purely based on policy analysis and no respondent interactions due to time factors, validation was not achieved by way of human respondents. This is largely because the time allocated for the research is limited and is also affected by the fact that the researcher has other

work related commitments in an extremely intense work environment (the study was undertaken on a part-time basis). To mitigate this factor, a strict time management schedule was drawn up and followed by the researcher. Leave from work was also periodically taken, especially during the data collection and analysis periods.

3.10.2 Funding constraints

The study was not supported by any grant or other source of funding and was solely undertaken through the researcher's own financial means. This meant that resources for securing travel during the collection of data sources (especially where no soft copies existed) was self-sponsored. Additionally, all other costs associated with the completion of the study were also borne by the researcher. The researcher adopted the documentary research method as the most cost effective solution in line with Ahmed (2010).

3.11 Ethical considerations for the study

The question of research ethics is an important one in the production of any kind of research. As Bryman (2012: 130) observes, "ethical issues cannot be ignored, as they relate directly to the integrity of the piece of research and of the disciplines that are involved". Bless, Higson-Smith and Sithole (2013: 28) regard ethics as those issues that conform to a code or a set of principles, which in and of themselves are based on the principle of reciprocity. They assert that ethical issues in research must conform to a high standard whose yardstick is that researchers should treat others during the course of their research as they would like to be treated. In essence, research ethics address the fundamental aspects of good research practice that ensures the avoidance of ethical transgressions or violations. A key aspect of these violations relates to ensuring that the research results in no harm, observes the highest standards of professionalism and is based on factual and reliable as well as verifiable data and information.

All the above principles were followed and observed during the course of this study. In addition, and owing largely to the fact that it heavily relied on publicly available policy documents, the question of the consideration of the ownership and intellectual

property of the collected and analysed information was emphasized. The researcher ensured that proper citation of the information obtained from the respective documents as a means of maintaining its originality and ownership was maintained. Further, the researcher endeavored to maintain a proper interpretation of the texts so as not to distort their intended meaning. This was done in order to ensure that the meaning of the context was maintained despite it being transformed into an academic purview. The researcher made sure that the written views of the people were maintained and respected throughout the study (Sixsmith and Murray, 2001: 423).

3.12 Conclusion

This chapter presented the research methodology used in this study. Key aspects addressed and discussed in this chapter include the following: the research paradigm, research approach used, the target policy documents for analysis for the study, the sampling technique used, methods for data collection and analysis, issues of trustworthiness, limitations of the study, and ethical considerations respectively. It was highlighted that the study adopted a systematic and qualitative documentary analysis technique which was cross sectional in nature as it focused on the degree of documentary reviews and analyses regarding the state of Swaziland's preparedness for free secondary education in policy terms. Thus, the study focused on the analysis of policy documents and their interpretation through a desk-top approach and without the need for respondent interactions.

CHAPTER 4: ANALYSIS, FINDINGS, AND DISCUSSIONS

4.1 Introduction

This chapter presents an analysis and discussions of the findings of the study. The thematic areas that are being analysed include effective learning environments which took into consideration some of the critical areas such as the nature of the educational curriculum and possibilities of its reformation, the impact of improvement in teaching and learning materials, as well as the implications of infrastructure development. The chapter also focuses on the exploration of measures that would be taken by the Ministry of Education and Training in Swaziland in the facilitation of scholarships as a catalyst for Free Secondary Education with particular themes on the following: availability of financial scholarship, technical scholarship, vocational training, as well as the implications associated with technological development. Measures taken for the facilitation of free secondary education in Swaziland from the perspective of supply of qualified teachers, teacher training, and specialized capacity building are also discussed in this chapter. The last aspect that is addressed in this chapter is the exploration of challenges faced by the Swaziland Ministry of Education and Training in terms of preparedness for the implementation of Free Secondary Education in Swaziland with a critical consideration of the following themes: low student participation rates, limited provision of teaching and learning materials, limited learning space, poor accessibility by learners, poor infrastructure quality, and limited availability of qualified teachers.

4.2 Effective learning environments

Effective learning environments under the SDGs demands that the educational systems in various countries establish ideal learning and teaching environments which facilitate learning through inclusive approaches for all learners including those with disabilities. This calls for and encompasses disability and gender sensitive environments as well as non-violent, safe learning conditions for all learners (UNESCO, 2016:4). In preparation for this, the Kingdom of Swaziland has shown positive developments in the following areas namely, curriculum development,

improvement in teaching and learning materials, and infrastructure development as summarized below.

4.2.1 Curriculum reformation

The Swazi government has undertaken strong strides in developing the education curriculum by various means such as through promoting the prevocational education system. This agenda has been in line with the promotion of the education for all policy, which according to the Swaziland Education for All Review Report (2000-2015:3) has improved the equitable access to appropriate learning and life skills programmes for learners at all levels. This complements the government's strategy since the 1980s of constantly revising the educational curriculum at both primary and secondary levels. The report further highlights that through the introduction of the agenda for EFA, both primary and secondary education levels have seen much localization of learning materials as a means of preparing the Swazi learners for both local and international competition.

Several subjects have been introduced that were practical and pro-poor in nature which enabled the learners to gain vast and practical experience in the issues of agriculture, home economics, technical subjects such as technical drawing and other related sciences, as well as business studies which has contributed to the development of entrepreneurship practices among learners. This new curriculum reformation process is considered to be one of the contributing factors towards the reduction of unemployment in the country.

Furthermore, through the development of a more practical and contextual curriculum, the country has seen a general increase in the number of pupil enrollment as numbers of schools were being established countrywide. A good example is the illustration given in table figure 4.1a below which shows an increment in secondary school enrollment rates from 2010 to 2012.

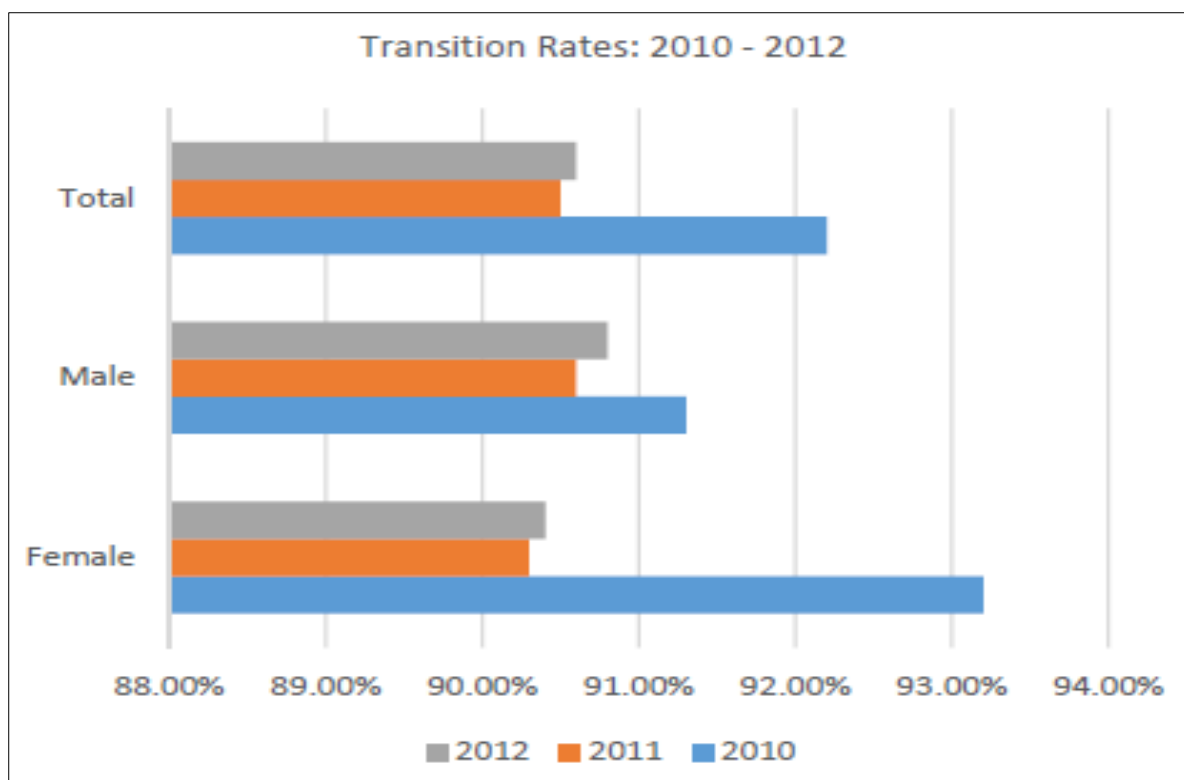


Figure 4.1a Primary to Secondary Transition Rates: 2010 - 2012
 Source: Annual Education Census Report, 2015

Though the increase in the enrollment had very little impact on the free secondary education programme in Swaziland, the Ministry of Education assumes that this will be a possible determinant to the development of a full free secondary education system. The intention of the Ministry of Education therefore is to achieve a relatively fair secondary school distribution of facilities from primary to tertiary education level as a means of making secondary education available and accessible.

4.2.2 Improvement in teaching and learning materials

The availability of teaching and learning materials in the education system of Swaziland has been one of the major improvements. The Swaziland Education for All Review Report, (2000-2015: 4) states that the Government of Swaziland started providing free textbooks to both primary and at secondary schools. This exercise exposed the learners to the availability of quality learning materials and promoted broader opportunities for retention in school, especially at the secondary level.

Furthermore, the Ministry of Education in Swaziland as of the year 2007, has seen a higher level of student enrollment to about ninety four percent (94%) of the Grade 6 learners which was characterized by learners having basic learning materials such as at least one exercise and text book, a pencil, pen, and a ruler. The provision of these materials positions the country better in terms of preparedness for the introduction of free secondary education as it yields higher levels of improvements in the learners' access to basic learning resources.

This development was in line with the country's expectations as indicated in the National strategy which gave a basis for benchmarking the indicators for a quality education system for both primary and secondary education levels in the country as it focused on the following indicators: Providing at least one exercise book, a pencil or ball pen and a ruler; improved availability of text books to learners during the learning periods; and improvement in the teacher- learner ration to about 1: 1 where applicable (The Southern and Eastern Africa Consortium for Monitoring Educational Quality SACMEQ III, 2005-2010).

The introduction of free learning materials at both primary and secondary education levels in Swaziland contributed to the massive improvement of the education system in general in both rural and urban areas. The country experienced a transformative wave in the education sector with considerable transition from grade 6 to secondary level in almost all the regions of the country within the periodic range of 2000 to 2007 respectively (The Swaziland Education For All Review Report, 2000-2015: 40).

4.2.3 Infrastructure development

According to the broad policy objectives of the National Education and Training Sector Policy (2018: 45), the Ministry aims at ensuring inclusive quality secondary education for all learners. In terms of infrastructure, the policy indicates that the Ministry plans to establish secondary schools within seven kilometers of every learner and ensure a teacher/pupil ratio of 1:35. In addition, the policy articulates plans to evaluate and map out all secondary school infrastructure with the view of upgrading and renovating them where applicable. The infrastructure development aspect under the Ministry of Education in Swaziland also saw a massive improvement in the construction of additional secondary/ high schools in all the regions of the country. Special schools

were also targeted as Adebayo and Ngwenya (2015: 248) point out that at the beginning of the educational programme, eight (8) schools were developed throughout the country, with two being in each region both rural and urban as 'Models of Inclusion' (Zimba, 2011).

Additionally, and for the promotion of inclusive education through infrastructural development, each school had four teachers trained as resource teachers for the successful implementation of inclusive education. The main idea was to develop a more sustainable and progressive education system that embraced both the MDGs as well as the SDGs in the education system. The Ministry of Education evaluated and troubleshooted the challenges that were associated with the introduction of the specialized infrastructural development in the education system (Pather & Nxumalo, 2013).

The establishment of additional special schools in the country was an effort aimed at complementing already existing schools such as the St Joseph's Resource and Zama Centre for the visually impaired in Manzini, the Siteki School for the Deaf Primary in Siteki, as well as Ekwetsembeni in Mbabane and Matsetsa High School for the Deaf in Lubombo region (Pather & Nxumalo, 2013). The drive to establish these schools was in recognition of the need to ensure that all learners access quality education. In preparation for sustained free secondary education, the Ministry of Education in Swaziland conducted a survey in 2004 on the status of basic school facilities at the high and secondary school levels and the findings of the study gave an impression that the Ministry was heading towards adequate school facilities which were also inclusive in nature.

Apart from the physical learning environment, the Ministry of Education focused on improving the psychosocial aspect of learners. This aimed at providing a learning environment that is safe and non-violent as the Ministry embarked on a national guidance and counselling programme which was piloted in 25 schools throughout the country with the aim of having it introduced in all schools by the year 2015. The aim behind this initiative was to provide relevant information for teachers as information bearers in helping learners on issues like gender based violence, health, life skills training, career guidance as well as other cross cutting psychosocial support activities. This was also incorporated in the development of teaching and learning materials where all teaching textbooks and the learning curriculum incorporated the need to

support the psychosocial aspect of the learners. This programme was to for the period between 2016-2020 (Deputy Prime Minister's office, 2010: 26). The provision of psychosocial support in schools plays an important part in widening access and ensuring retention, survival and completion rates within the school system. Given that the FSE programme mostly targeted OVCs, this development represented a good indication of preparedness on the part of the Ministry.

Another positive trend was the provision of mobile classroom facilities to students who could not manage to reach school due to critical disabilities. The Ministry of Education in Swaziland also introduced the provision of mobile classroom facilities to learners with disabilities. This was in promotion of the United Nations' agenda for no child left behind. Consequently, the country registered a positive trend of outcomes as a considerable number of learners with critical disabilities had an opportunity to access basic education at both primary and secondary education level (Zimba, 2011: 51).

One of the immediate positive outcomes regarding the development of the psychosocial sector of the education system at both primary and secondary levels was seen in the positive trend relating to the gender ratio as it increased from 0.89 to 0.92 between 2009 and 2012 respectively for primary schools while the secondary school level maintained the gender parity ratio of 0.90 over the same period (The Swaziland Education For All Review Report, 2000-2015:34).

4.3 Scholarships to facilitate free secondary education

According to the SDG 4.1, by the year 2030, the world must have reached a substantial level of promoting free primary and secondary education through a considerable provision of scholarships for enhancing capacities for both teachers and learners. The key areas of focus have been in areas of vocational training, facilitation of information and communications technology, promotion of technical, engineering and scientific programs in both secondary and higher institutions of learning especially in both developed and developing countries (UNESCO, 2016:4).

In pursuit of the SDG 4 and particularly free secondary education policy in Swaziland, the Ministry of Education in collaboration with the Ministry of Economic Planning has embraced the development of human resource capacity through scholarships and bursaries for both teachers and learners. The country revised its budget allocation in

favour of the grants given to the Orphans and Vulnerable Children (OVC) as a means of facilitating free secondary education enrollment for disadvantaged and marginalized groups. The introduction of the OVC Fund contributed to the reduction of the number of learners dropping out of school due to external social factors such as high poverty levels, disability, as well as other factors like health due to the high prevalence of HIV/AIDS in the country.

Significantly, the study found that the Swaziland government incrementally increased the budget allocation for the OVCs from E0.4m in 2002/2003 to E16 m in 2003/2004. This saw an increase in enrollment of OVCs in both primary and secondary schools in the country. The country further revised and increased the budgetary allocation in the year 2004/2005 with an allocation of E38m and E47m in 2005/2006 and 2006/2007 respectively (UNICEF, Child and Orphan Poverty in Swaziland Report, 2013).

Year	Amount allocated(in million Emalangeni)	Primary (number of learners)	Secondary (number of learners)
2002/2005	38.4 m	3,500 pupils	2,015 pupils
2006/2007	47 m	73,000	20, 000 pupils

Table 4.1: OVC grants in Swaziland: Sources; Researcher’s computation

The trends in table 4.1 show that since the funding of the OVCs, the country has shown positive trends of increased enrollment of learners in both primary and secondary education. The research and review of this measure also indicated that the facilitation of free secondary education through the OVC programme in Swaziland included social and economic support to learners through medication and food supplies that the learners benefited from whilst at school (National Plan of Action for Orphans and Vulnerable Children, 2006 to 2010).

Furthermore, between the period of 2007 and 2010, the Ministry of Education indicated a net primary net enrollment rate at the primary education level for about 85 percent which subsequently led to an increase to 97 percent of children aged 6–12 year

attending primary or secondary school throughout the country (Central Statistical Office and UNICEF report, 2011).

However, it is a finding of this study that despite the gains mentioned above, the country is still faced with the challenge of inadequate budgetary allocations in support of the OVCs in schools toward the promotion of free secondary education. This situation has been characterised by inadequate grants per learner, poor service quality, inefficiencies and at times shortages of food stuff that was intended for the school feeding programmes which targeted the support of OVCs. In 2011, the secondary school enrollment rate in Swaziland was at 35 percent which was an indication of poor enrollment as a result of poorer households and limited secondary education supply and access in various areas of the country, particularly rural areas (Makufa, Kisyombe, Miller & Barkey, 2017).

Furthermore, the findings of the SACMEQ III (Southern and Eastern Africa Consortium for Monitoring Educational Quality) Report indicates that other factors contributing to the poor growth of the secondary education system in Swaziland was due to the existence of a “pyramidal” educational structure which resulted in having limited secondary education spaces for students who passed through primary levels (Shabalala, Nxumalo and Nkambule, 2012).

4.4 Development of teachers and educators

The provision of free secondary education is perceived to reach its highest level of performance through the development of teachers and educators. The Ministry of Education and Training therefore, has taken positive steps in the development of not only secondary schools in various parts of the country, but the tertiary education level as well. This saw the establishment of various tertiary institutions especially teacher training colleges. Sibiya (2005: 2) argues that the Swaziland education system has undertaken transformative measures in facilitating teachers' capacity in various areas such as the Information Communication Technology (ICT) where institutions like the University of Swaziland (UNISWA) as well as the Swaziland College of Technology (SCOT) were offering these services to the teachers. Other institutions that have been developed include the establishment of the Southern African Nazarene University (SANU) in 2010, which has contributed to additional teacher training institutions being

available to complement existing ones such as the William Pitcher Teacher Training and the Ngwane Teacher Training Colleges (Khumalo, 2013; Desiree and Fakudze, 2014).

This initiative has been in line with the National Education and Training Sector Policy (2011: 17) and (2018) which indicate that in preparedness for the free education system for both primary and secondary education, much improvements were to be done in the following areas namely: developing of the education training facilities in meeting the individual needs of teachers who might have otherwise been experiencing barriers to inclusive education, and the need to develop strategic capacity building programmes for secondary teachers both at pre and in-service levels respectively.

Furthermore, the Swaziland Education for All Review Report, (2000-2015:12) states, in affirmation of the need for teacher capacity building activities, that the government of Swaziland introduced a strategic teachers' qualification in the 2013/2014 academic period. This was a means of facilitating skills development for teachers through a three year diploma course in special education that was introduced at Ngwane Teacher's College as a means of developing specialized teacher's skills. As at 2014, the country saw about 180 students enrolled for this programme, giving a positive trend of qualified teachers in the 2015/16 academic year. The focus on expanding inclusive education is an important preparatory process for the attainment of free secondary education as it ensures inclusion and access, especially for learners with disabilities and other marginalized groups.

From the perspective of capacitating the extracurricular activities for teachers, Desiree and Fakudze (2014:514) note that the Ministry of Education and Training in Swaziland recently undertook a mainstreaming of the social aspects of developing learners particularly in relation to health and knowledge of HIV/AIDS. In this regard, both in-service and pre-service teachers were trained including in other life-skills. This capacitation of teachers with the right skills contributed to the development and preparedness for the implementation of free secondary education in the country.

However, some of the specific challenges faced in the capacitation of teachers in Swaziland have been on the basis that most of the institutions of higher learning were still limited in offering self-developed study facilities such as part time programmes for

teachers. This has invariably limited the capacity development for the in-service teachers who already had obligations to meet (Desiree and Fakudze, 2014:514).

The Ministry of Education and Training in Swaziland is still faced with the challenge of having specialized teachers especially in science and mathematics at secondary level. This trend challenges the promotion and introduction of free secondary education as more teachers were needed in anticipation of the increase in the number of learners enrolling (Khumalo, 2013).

4.5 Challenges for preparedness of free secondary education

Swaziland's preparedness for free secondary education has been faced with several challenges, some of which include the following: low student participation rates, limited provision of teaching and learning materials, limited learning space, poor accessibility by learners, and poor infrastructure quality, and limited availability of qualified teachers. Each of these are discussed briefly below.

4.5.1 Low student participation rates

Secondary education levels in the country have been faced with low participation rates since the inception of the MDGs. The Swaziland Education for All Review Report (2000-2015: iv) points out that the Ministry of Education is still faced with several challenges, some of which include: low student participation rates in the education system, especially at the secondary education level, poor quality assurance techniques that were used to improve a progressive development of both primary and secondary education system in the country, poor responsive curriculum that prepared learners for the labour market; poor educational monitoring system that has resulted in high levels of drop-outs at secondary level, as well as poor mainstreaming techniques for special education through the construction of special schools.

4.5.2 Limited provision of teaching and learning materials

From the teaching and learning materials aspect, the Ministry of Education faced a challenge in maintaining the provision of basic materials as the number of enrollments was higher than the anticipated level of materials available. This resulted in shortages and poor learner performance, especially in the rural areas where the distribution of

learning materials was at times delayed due to distance and impassible roads, especially in rainy seasons. For example, between the period of 2007 and 2009, the Ministry of Education faced serious challenges in the distribution, which due to government's financial challenges, the Ministry could not afford to purchase the required learning materials. The government ended up engaging parents who also had challenges in purchasing the books for the learners which resulted in a book renting system that was not effective and had to be discontinued at some later stage (The Swaziland Education For All Review Report, 2000-2015:4).

4.5.3 Limited learning space

The other challenge associated with the introduction of the free secondary education system through the OVC programme in Swaziland was that of having limited learning space as the numbers of learner enrollment was higher than the available learning facilities. A study conducted by Adebayo and Ngwenya (2015) at Elulakeni Cluster Primary Schools in the Shiselweni District of Swaziland regarding the availability of learning space as a means for preparedness for free secondary education in most of the schools in Swaziland found that despite the positive intention about the implementation of the inclusive education policy in Swaziland, there were limited learning spaces due to overcrowding in classrooms, which challenged the achievement of both inclusive education and the SDG policy for enhancing universal primary and secondary education (Booth & Ainscow, 2002).

4.5.4 Poor accessibility by learners

Zwane (2016: 26) conducted a study regarding the state of promoting inclusive education in Swaziland especially, with sampled cases in Gege, in the Shiselweni district of Southern Swaziland and found that despite being a positive motive, most of the schools were still not accessible especially for physically challenged learners such as the visually impaired and the deaf. The conclusion of the study established that the education system was not yet ready to successfully finish the agenda for inclusive education as a driver of free secondary education despite its embarking on a drive for the modification of school infrastructure as a means of increasing physical access for children with special needs (Ministry of Education and Training in Swaziland report, 2012).

4.5.5 Poor infrastructure quality

Poor infrastructure quality is one of the main challenges that contributed to the poor implementation of free secondary education in Swaziland. A report by the Ministry of Education and Training in Swaziland (2012) found that the status of many classrooms in various schools in the country did not provide a good environment and were not suitable for facilitating free secondary education. The study found that most classrooms were defective in various forms such as poor lighting and fixture facilities, poor ventilation despite having congested classrooms, as well as insufficient chairs and desks which could not sustain a positive school enrollment pace for free secondary education.

4.5.6 Limited availability of qualified teachers

The Swaziland Education For All Review Report, (2000-2015: 4) reveals that at secondary level, one of the most distinctive issues at hand in the country has been the availability of limited resources especially, human resources as the country has of late been faced with limited qualified teachers, particularly in science and mathematics. The country was faced with the tough task of balancing the right learner-teacher ratios. For example, ratios for mathematics stood at 1 mathematics teacher for every 84 secondary school enrollees on average.

4.6 Conclusion

This chapter has analysed Swaziland's preparedness for the implementation of the free secondary education from three perspectives namely the learning environments, scholarships for learners through the provision of OVCs, and the supply of teachers and educators. This was in line with the analytical framework for the means of attainment of goal 4 of the SDGs relating to education. The chapter has however, established that despite the country's desire in achieving a more vibrant education system which was in line with the achievement of the SDG 4.1 of having free primary and secondary education, several challenges existed. Some of these include low student participation rates, limited provision of teaching and learning materials, limited learning space, poor accessibility by learners, and poor infrastructure quality as well as the limited availability of qualified teachers.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusions and recommendations of the study. It draws together the findings of both the theory and models that supported the development and implementation of free secondary education. Chapter four contextualized the research findings and analysis from the Swaziland perspective, taking into consideration three thematic areas namely; the state of effective learning environments from the perspective of curriculum development, improvement in teaching and learning materials, and infrastructure development; the second focus areas for the study was the availability of the scholarships that promoted free secondary education; and the final aspect being the capacitation of teachers and educators in free secondary education.

5.2 Conclusions

The conclusion of the study is centered on the framework analysis as espoused by UNESCO in promoting sustainable education by 2030 based on the three thematic areas namely: the nature of the learning environment, provisions of the scholarship for learners and teachers, as well as the increase in supply of the qualified teachers at primary and secondary education level. The entire reason for the introduction and improvement of free primary education was in preparation of the free secondary education which is also the gateway for the sustainable tertiary education and the general labour market in the country. However, it is concluded in this study that while the Ministry has taken some positive steps in expanding access to free secondary education, the policy regime does not explicitly make it free in line with the SDG 4.1.

5.2.1 Success areas of policy implementation

The following are some of the success areas that facilitated preparedness for the implementation of free secondary education in Swaziland, namely:

5.2.1.1 Nature of the learning environment

The study established that having an ideal learning environment was a catalyst for free secondary education in both developed and developing countries. Several countries

had therefore embarked on various approaches that facilitated this objective by developing specific sections such as having physical environment where the learners, despite their physical disabilities, were given an opportunity to have access to education freely. Therefore modification of classrooms and other school facilities have been achieved albeit only to a very limited scope.

The following are some of the points of success that the Ministry of Education and Training in Swaziland has embarked upon to ensure that free secondary education is attained:

1. Swaziland facilitated the development of a more contextual curriculum which was more focused on developing both the intellectual and life skills of learners. This initiative saw a positive trend in the increase of learners enrolling for secondary education from the year 1997 to about 2003 as the growth of learners in the secondary education sector was complemented by the growth in the number of teachers.
2. The development of the curriculum also indicated improvement in the teaching and learning facilities. The Ministry of Education provided the basic learning materials in the form of text books at secondary education level, books, pens, pencils, and rulers for every learner at primary level. However, this programme did not last at the secondary school level as the country faced financial constraints in sustaining it.
3. Regarding infrastructure development, the Ministry of Education and Training has since the early 2000s been working on ensuring that all learners, regardless of physical challenges, had equal access to education both at primary and secondary education levels through the expansion and construction of schools. These schools complemented the old ones which included St Joseph's Resource and Zama Centre for the visually impaired in Manzini, Siteki School for the Deaf Primary in Siteki, as well as Ekwetsembeni in Mbabane and Matsetsa High School for the Deaf in the Lubombo region. This initiative complemented government's programme of the construction of pilot schools nationally with specialized teachers.
4. The Ministry of Education in Swaziland also introduced mobile classroom facilities that enabled the learners with critical disabilities to have access to learning. This was initiated under the theme of "no child left behind." Therefore,

the Ministry of Education and Training ensured that no child would be disadvantaged from learning because of impediments.

5. The introduction of psychosocial learning facilities has also been one of the major developments within the Ministry of Education and Training. This has been through the introduction of a revised curriculum which was holistic as it recognized the development of other aspects such as gender sensitivity as well as the development of children's human rights in the country.

5.2.1.2 Provision of scholarships for learners and teachers

Regarding the provision of scholarships for learners and teachers as a means of facilitating free secondary education, the Ministry of Education and Training in Swaziland has initiated grants for learners who are Orphans and Vulnerable Children (OVC) which saw an increase in enrollment and participation at both primary and secondary education level. These student grants facilitated the learner's benefit from EFA as it catered for their basic schools needs such as tuition, feeding programme as well as well other social and economic support needs such as medication for HIV/AIDS infected learners. Significantly, there was a positive increase in the enrollment of learners at secondary level from 2,015 between the periods of 2002 to 2005 to about 20, 000 learners in the 2006/7 academic year.

5.2.1.3 Supply of qualified teachers at secondary education level

The Ministry of Education and Training has embarked on a local capacitation initiative of teachers in both inclusive education and other technical subjects such as science and mathematics. A good example is the introduction of the inclusive education course as well as Information Communication Technology (ICT) in all teacher training colleges in Swaziland namely the University of Swaziland (UNISWA), Southern African Nazarene University (SANU), William Pitcher Teacher Training College, and Ngwane Teacher Training College respectively. These institutions have however contributed to the positive outcome of the education system and free secondary education in particular through the provision of teachers.

5.2.2 Policy failures for promoting free secondary education

The following are some of the notable policy failures that have compromised the agenda for free secondary education in Swaziland namely:

- The country is still faced with the challenge of not having a clearly specified and robust policy for developing the free secondary education strategy and programme. The country notably places more emphasis on free primary education as compared to moving towards a fully-fledged free secondary education policy;
- While the Ministry makes a commitment to achieving SDG 4.1, it only goes as far as seeking to advocate for the introduction of free and compulsory basic education without concrete commitments in policy terms to realize and guarantee the right to free secondary education;
- Free secondary education is only targeted at OVCs and not is not directed towards every learner per the SDGs. Even in this approach, there is a clear failure in ensuring that the service is provided timeously and efficiently;
- There is still limited space for learners at secondary education levels due to the limited pace of infrastructure development as the number of enrollments was over the infrastructure absorption capacity of the schools; and
- The Ministry of Education and Training has not yet realized fully trained secondary school teachers in technical subjects such as science and mathematics. Despite the introduction of new curriculum of inclusive education at diploma level, the number of schools and qualified teachers still remains a wider ratio which is likely to cause failure of the entire free secondary education policy.

However, having considered the level of preparedness Swaziland had reached regarding the implementation of free secondary education in comparison with other countries such as Kenya and Ghana, it can be argued that the country was still incapacitated to meet the obligations of having a successful implementation of free secondary education. Therefore, the consideration of the given recommendations in this paper would contribute favorably in the preparation of a successful implementation of free secondary education in Swaziland.

5.3 Recommendations

The following are some of the recommendations that would enhance the development of free secondary education in the country:

- There is a need for a clear policy and legislative framework for the introduction and roll-out of free secondary education that is in line with the imperatives of the right to education and the SDGs;
- Such a policy framework as recommended above should be buttressed by Constitutional backing through the review of the Constitution Act of 2005 to reflect free secondary education within the Bill of Rights purview;
- There is need to create a specific development, financing and implementation model for free secondary education as this sector plays a pivotal role between the primary education sector and the tertiary education respectively;
- The Ministry should consider establishing a National Education Fund, which would serve as a basket for funding both primary and secondary education in a sustainable manner. Such a fund should be designed to have in-built replenishment mechanisms to ensure that it is robust and sustainable;
- The Ministry of Education and Training should facilitate the development of a results-based monitoring and evaluation system that would monitor and provide necessary control measures during the implementation of free secondary education in the country. Due to a poor monitoring system, the Ministry of Education and Training in Swaziland has poorly facilitated a sustainable primary and secondary education system;
- The Ministry of Education and Training needs to fast-track the establishment of secondary schools in all the regions of the country so as to reduce the long distances between schools and overcrowding in others. Furthermore, the promotion of the free secondary education will require the establishment of high capacity absorption schools in readiness of an influx of learners from the free primary education system which is already in operation;
- The training and continuous professional development of teachers needs to be prioritized to ensure continuity in the provision of secondary education.

5.4 Areas for further studies

The following are some of the suggested areas that would facilitate further studies regarding free secondary education in Swaziland as a mandate for promote SDG 4.1:

- There is need to review the impact of free secondary education in most African countries as this sector was perceived to have been a key transition to tertiary education sector which was one of the key drivers for job creation on the labour market (Smith, 2010; UNESCO, 2005; & World Bank, 2005).
- Studies exploring how effectively financing free secondary education in the context of Africa need to be undertaken;
- A mapping of key funding sources and entities which would sustainably support large scale free secondary education programmes in developing countries including Swaziland;
- An analysis of the challenges and opportunities for the safeguarding of the right to education in Swaziland and other African countries is needed;
- An investigation into whether or not secondary education in Africa is in line with global changes, in particular the Fourth Industrial Revolution.

References

Adebayo, A.S. and Ngwenya, K (2015). Challenges in the implementation of inclusive education at eLulakeni cluster primary schools in Shiselweni district of Swaziland. *European Scientific Journal* May 2015 edition vol.11, No.13, pp. 246- 261

Ahmed, J. (2010). Documentary Research Method: New Dimensions. *Indus Journal of Management and Social Science (IJMSS)*. 4, pp. 1-14

Al Kindy, A., Shah, I, M and Jusoh, A. (2016). Consideration and Methodological Approaches in Studying Transformational leadership Impact on Work Performance Behaviours. *International Journal of Advanced Research*. Vol. 4(1), pp. 889- 907

Alikor, O. (2014). A Critical Analysis of the Universal Basic Education Policy (1999) in Nigeria: Consequences of the Extent of the Implementation of Free and Compulsory Education. *Dissertation submitted to fulfil the requirements for the degree MAGISTER EDUCATIONIS in the discipline Philosophy and Policy Studies in Education*, School of Education Studies, Faculty of Education at the University of the Free State. Bloemfontein.

Antwi, S.K and Hamza, K. (2015). Qualitative and Quantitative Research Paradigms in Business Research: A Philosophical Reflection, *European Journal of Business Management*. Vol, 7(3), pp. 217-225

Arendse, L. (2011). The Obligation to Provide Free Basic Education in South Africa: An International Law Perspective. Vol 14 No 6. P. E. R.

AU (1990). African Charter on the Rights and Welfare of the Child. Retrieved from: <https://au.int> [Accessed 13 March 2018]

AU (2014). Agenda 2063: The Africa We Want. Second Edition. Retrieved from: <https://au.int.agenda2063> [Accessed 15 March 2018]

- Barrett A.M. (2011). An education millennium development goal for quality: Complexity and democracy. *Compare: A Journal of Comparative and International Education*, 41(1): 145-148.
- Ball, S. (2012). *Global education Inc. New policy networks and the neo-liberal imaginary*. London: Routledge.
- Booth, T. and Ainscow, M. (2002). *Index for inclusion: Developing learning and participation in schools*. Centre for Studies in Inclusive Education. London
- Bowen, G.A (2009). "Document Analysis as a Qualitative Research Method", *Qualitative Research Journal*, Vol. 9 Issue: 2, pp.27-40
- Berg, R.C and Nanavati, J. (2016). Realist Review: Current Practice and Future Prospects. *Journal of Research Practice* Volume 12 (1)
- Bless, C., Higson-Smith, C. & Sithole, S. L. 2013. *Fundamentals of social research methods – an African perspective*. Cape Town: Juta and Co.
- Bryman, A. 2012. *Social Research Methods*. Oxford. Oxford University Press.
- Central Statistical Office and UNICEF report, (2011).
- Chenwi, L. (2013). Unpacking "progressive realisation," its relation to resources, minimum core and reasonableness, and some methodological considerations for assessing compliance* 742-769, University of Witwatersrand.
- Choongwa, G. H. (2018). *Fundamentals of Applied Research Methodology*, Southern African Research Foundation for Economic Development (SARFED), Mbabane
- Chowdhury, I.A (2015). Issue of quality in a qualitative research: An overview. *Innovative Issues and Approaches in Social Sciences*, Vol. 8(1), pp.1-23
- Church, R.M (2001). The Effective Use of Secondary Data. *Learning and Motivation* Vol. 33, pp. 32–45

Cohen, D.K and Bhatt, M.P. (2012). The Importance of Infrastructure Development to High-Quality Literacy Instruction. *Future for Children journal*, Vol. 22 (2)

Cole, L. (2017). Key Issues on Agenda 2063 and their relevance to the education sector in Africa. Retrieved from: <https://www.globalpartnership.org/blog/key-issues-agenda-2063-and-their-relevance-education-sector-africa> [Accessed 15 March 2018]

Columbia University. (2015). The MPA in Development Practice Program. School of International and Public Affairs. Columbia University.

Coomans, F. (2009). Justiciability of the Right to Education. *Erasmus Law Review*, Vol. 02, Issue 04. 427-443

Creswell, R. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. USA: Sage Publications

Cronin, Ryan and Coughlan (2008). Undertaking literature review: a step by step approach. *British journal of nursing*, Vol. 17(1), pp.38-43

Daors, S. (2016). "The Impact of Scholarships on Student Careers: The Case of IPKO Foundation Next Generation Scholarship". Thesis. Rochester Institute of Technology. Retrieved from: <http://scholarworks.rit.edu/theses> [Accessed 23 November 2018]

Denzin, N.K. and Lincoln, Y.S. (2013) Introduction: The Discipline and Practice of Qualitative Research. In N.K. Denzin and Y.S. Lincoln (eds.) *The Landscape of Qualitative Research* (4th ed.) pp1-42. California: Sage

Deputy Prime Ministers office Policy document (2010). UN convention on the rights of children .Mbabane, Swaziland.

Desiree, M.N and Fakudze, S.S (2014). Supporting Teachers to Implement Inclusive Education in the Kwaluseni District, Swaziland. *Mediterranean Journal of Social Sciences*. Vol 5 No 27, pp.513-521

Duflo, E. Dupas, P & Kremer, M. (2012) Estimating the Benefit to Secondary School in Africa: Experimental Evidence from Ghana. Policy Brief. International Growth Centre.

Dugarova, E. & Gülasan, N. (2017). Global Trends: Challenges and Opportunities in the Implementation of the Sustainable Development Goals. UNDP & United Nations Research Institute for Social Development. New York.

Essuman, A. (2018). The Challenge of Fee-Free Secondary Education and Educational Access in Ghana: A Reflection on the Past, Realities and Feasible Choices. *Journal of Education and Practice*, Vol.9, No.18.

Fredriksen, B. & Fossberg, C. H. (2014). The case for investing in secondary education in sub-Saharan Africa (SSA): Challenges and opportunities. *International Review Education*. 60, pp: 235-259. Springer Science and Business Media Dordrecht & UNESCO Institute for Lifelong Learning.

Gamedze, M. (2010). Views of Selected Stakeholders on the Process of Making the Senior Secondary School Curriculum Relevant in Swaziland. *A Thesis Submitted in partial fulfilment of the requirements for the award of Master of Education Degree in Curriculum and Teaching of the University of Swaziland*. Kwaluseni

Gillies, D (2014). Human Capital, Education, and Sustainability. *Journal of education*. Volume 2, issue 3, pp. 78-99

Grover, S. (2004) Secondary education as a universal human right. *Education and the Law*. 16: 1, 21-31. Carfax Publishing.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.

Gunawan, J (2015). Ensuring trustworthiness in qualitative research, *Belitung Nursing Journal*. Vol. 1(1), pp.10-11

Holsinger, D. B. & Cowell, R. N. (2000). Positioning secondary school education in developing countries. International Institute for Educational Planning, UNESCO. Paris.

International Commission on Financing Global Education Opportunity (2016). The Learning Generation. Investing in Education for a changing world.

Izuagba, A. C. & Afurobi, A. O. (2016). Developing Teachers' Capacity for Teaching Pupils' Initial Reading Skills: Research Report. *An International Multi-disciplinary Journal, Ethiopia. Vol. 10(4), Serial No.43.*

Jahan, S. (2010). The MDGs and Beyond 2015. IDS Bulletin. Vol. 41, No: 1. Institute of Development Studies.

Khan, S.N. (2014). Qualitative Research Method – Phenomenology. Asian Social Science; Vol. 10(21), pp. 298-310

Khumalo, T. F. (2013). Swaziland: Effective Delivery of Public Education Services Discussion Paper. A review by AfriMAP and the Open Society Initiative for Southern Africa. Johannesburg. Open Society Foundations.

Kishtany, N. & Taffesse, A. S. (2004). Achieving the MDGs – A Note*. Published in the Ethiopia Journal of Economics in 2009.

Lekhetho, M. (2013). The Impact of Free Primary Education on Access and Quality of Primary Education in Lesotho. International journal of education and science. Vol5. (4), pp. 397-404

Limukii, K.E. and Mualuko, N.J. (2011). The free education policy in Kenya: A critique. International Journal of Education Administration and Policy Studies Vol. 4(1), pp. 1-5

Lincoln, YS. & Guba, EG. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.

Little, A. W. (n. d) Education for All: Policy and Planning. Lessons from Sri Lanka. DFID.

Lewin, K. & Little, A. (2011). Access to education revisited: Equity, drop out and transitions to secondary school in South Asia and Sub-Saharan Africa. Elsevier. Brighton.

Lewin, K. & Caillods, F. (2001). Financing secondary education in developing countries: Strategies for sustainable growth. IIEP Publications. Paris

Lund Research Ltd. (2012). How to structure the research limitations section of your dissertation. Retrieved from: <http://dissertation.laerd.com/how-to-structure-the-research-limitations-section-of-your-dissertation.php>

[Accessed 11 October 2014]

Magagula, C. (1990). Implementing Educational Policies in Swaziland, World Bank Discussion Papers, African Technical Department Series. No: 88. World Bank Group, Washington DC

Makufa, S.C., Kisyombe, D., Miller, N & Barkey, N (2017). Empowering caregivers of orphans and vulnerable children in Swaziland, African Journal of AIDS Research, 16:4, pp. 355-363

Mandela, N. (2003). Address by Nelson Mandela at the launch of the Mindset Network, Johannesburg, 16 July 2003. Highlighting your way to a better future. Retrieved from:

http://www.mandela.gov.za/mandela_speeches/2003/030716_mindset.htm

[Accessed 6 March 2018]

Marope, M. (2010). The Education System in Swaziland: Training and Skills Development for Shared Growth and Competitiveness. World Bank Working Group Paper. No. 188. African Human Development Series. World Bank, Washington D.C

Mayring, P. (2008). Qualitative Inhaltanalyse – Grundlagen und Techniken (Qualitative Content Analysis), Beltz Verlag, Weinheim.

Ministry of Education and Training in Swaziland report 2012, Ministry of education and Training, Mbabane.

Mitchell, D. (2015). Inclusive Education is a Multi-Faceted Concept. College of Education, *Journal*. Vol.5 (1).

Mkhatshwa, N. (2010). Sustainability of the Free Primary Education in Swaziland. A *Research Project Submitted to the Department of Agricultural Education and Extension, Faculty of Agriculture of the University of Swaziland, in partial fulfilment of the requirements for the award of the Degree of Bachelor of Science in Agricultural Education*. Kwaluseni

Morojele P 2012. Implementing free primary education in Lesotho: Issues and challenges. *Journal of Social Sciences*, 32(1): 37-45.

Mugambi, M. M (2017). Approaches to Inclusive Education and Implications for Curriculum Theory and Practice. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, Volume 4, Issue 10, pp.92-106

Mutasa, C. (2005) "The Politics of the Millennium Development Goals in Africa: Is Global Partnership Really Working?" In *Sustainable Development Law and Policy*. Vol 6, Issue 1, Article 9, Development Goals and Indicators. 21-25, 77. American University Washington College of Law. Washington.

Nasongo, J. W. & Musungu, L. L. (2009) The Implications of Nyerere's theory of education to contemporary education in Kenya. *Educational Research and Review*. Vol 4 (4), 111-116

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

National Plan of Action for Orphans and Vulnerable Children, 2006 to 2010, Deputy Prime Minister's Office, Mbabane, Swaziland

National Report of the Kingdom of Swaziland (2008). The Development of Education. Ministry of Education, Mbabane

Ndolo, M.A & Simatwa, E.M.W (2016). Impact of free Secondary Education Policy on Primary to Secondary Education Transition Rate in Kenya: A case study of Mbita and Suba Sub- Counties. *Educational Research* (ISSN: 2141-5161) Vol. 7(2) pp. 024 -040.

Newritings (2009). Cabral: Tell No Lies, Claim No Easy Victories... Retrieved from: <https://newritings.wordpress.com/2009/02/11cabral-tell-no-lies-claim-no-easy-victories/> [Accessed 7 March 2018]

Null, Cosentino, Sridharan & Meyer. (2017). Policies and Programs to Improve Secondary Education in Developing Countries: A Review of the Evidence. PSIPSE.

Okongo, R.B., Ngao, G., Rop, N., & Nyongesa, W.J. (2015). Effect of Availability of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School Centers in Nyamira North Sub-County, Nyamira County, Kenya. *Journal of Education and Practice*. Vol.6, (35)

Omoniyi (2013). The role of education in poverty alleviation and Economic development: a theoretical perspective and counselling implications. *British Journal of Arts and Social Sciences*. Vol.15 (2), pp. 176- 185

Osttveit, S. (2014). Ten Years After Jomtien. Retrieved from: <http://collections.infocollections.org/ukedu/end/shi1935e/3.1.html> [Accessed 16 June 2018]

Pather, S. & Nxumalo, C.P. (2013).Challenging understanding of Inclusive Education Policy Development in Southern Africa through Comparative Reflection. *International Journal of Inclusive Education*.

Roberts, L. (2011) Mechanics of Economic development, *Journal of Monetary Economics* 22 (1), 202-209.

Rodriguez, A. (2008). Knowledge and Innovation for Competitiveness. World Bank. Washington DC

- Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research Methods for Business Students* (6 ed.): Pearson.
- Savin-Baden, M. & Major, C. H. (2013). *Qualitative research: The essential guide to theory and practice*. Routledge: New York.
- Schultz, T. (1960). Capital formation by education. *The Journal of Political Economy*, 68(6), 571-583.
- Schultz T. W. (1961). Investment in Man, and economist's view. *Social service review*, Vol. 33(110)
- Schultz, T. (1961). Investment in human capital. *The American Economic Review*, 51(1), 1-17.
- Schultz, T. (1962). Reflections on investment in man. *The Journal of Political Economy*, 70(6), 1-8.
- Sefotho, M. M. (2015). A Researcher's Dilemma: Philosophy in Crafting Dissertations 1 and Theses. *Journal of Social Sciences*. 42(1, 2): 23-36.
- Seuring, S., and Gold, S. (2012) "Conducting content-analysis based literature reviews in supply chain management", *Supply Chain Management: An International Journal*, Vol. 17 Issue: 5, pp.544-555
- Shabalala, J. (2005). The SACMEQ II project in Swaziland: A study of the conditions of schooling and the quality of education. Swaziland Working Report. SACMEQ Educational Policy Research Series. SACMEQ. Harare.
- Shah, S. R. & Al-Bargi, A. (2013). Research Paradigms: Researchers' Worldviews, Theoretical Frameworks and Study Designs, *Arab World English Journal*, Vol. 4(4), pp. 252 -264

Sibiya, T. (2005) "Swaziland's Internet Market: Small But with Enormous Potential." Retrieved from: http://www.balancingact-africa.com/news/back/balancing-act_114.html#top [Accessed 16 October 2018]

Simelane, N. H. (2011). Free-Primary Education Implementation in Swaziland and South West African Countries. Lessons that can be learned. *A Research Project Submitted to the Department of Agricultural Education and Extension, Faculty of Agriculture of the University of Swaziland, in partial fulfilment of the requirements for the award of the Degree of Bachelor of Science in Agricultural Education.* Kwaluseni

Singh, A. S and Masuku, M.B (2014:3). Sampling techniques & determination of sample size in applied statistics research: an overview, *International Journal of Economics, Commerce and Management.* Vol. 2 (11), pp. 1-22

Skelton, A. & Kamga, S. D. (2017). Broken Promises: Constitutional Litigation for Free Primary Education in Swaziland. *Journal of African Law*, 61, 3 (2017), 419-442. SOAS, University of London. London.

Smith D. H (2010). "The impact of inclusion on the academic achievement of high school special education students". *Education Theses, Dissertations and Projects.* Paper 93.

Sixsmith, J. and Murray, C.D. (2001) Ethical issues in the documentary analysis of e-mail posts and archives. *Qualitative Health Research*, 11(3), 423-432

Teferra, D., & Altbach, P. G. (2004). African Higher Education: Challenges for the 21st Century. *Higher Education*, 47, 21-50.

The Southern and Eastern Africa Consortium for Monitoring Educational Quality SACMEQ III, 2005-2010). Retrieved from: <http://microdata.worldbank.org/index.php/catalog/1246/study-description> [Accessed 16 June 2018]

The Swaziland Education and Training Sector Policy (2011). Ministry of Education and Training. Mbabane

The Swaziland Education for All Review Report, 2000-2015, Ministry of Education and Training. Mbabane

Tikly, L. & Barrett, A.M. (2011) Social justice, capabilities and the quality of education in low income countries, *International Journal of Educational Development Vol. 31*(1): 3-14.

Tomaševski, K. (2001). Human Rights Obligations: making education available, accessible, acceptable and adaptable. Right to Education Primers, No 3

UNESCO (2016). Global Education Monitoring Report 2016. Education for People and Planet: Creating Sustainable Futures for All. 2nd Edition. UNESCO Publishing. Paris

UNESCO & UNICEF (2007). A Human Rights-Based Approach to Education for All. UNICEF, New York. UNESCO, Paris

UNESCO (2005). Education for All Global Monitoring Report: The Quality Imperative. Paris

UNESCO (2000). The Dakar Framework for Action. Education for All: Meeting our collective commitments. *Adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000, Including six regional frameworks for action*

UNDP (2018). What are the Sustainable Development Goals? Retrieved from: <http://www.undp.org/content/undp/en/home/sdgoverview/post-2015-development-agenda> [Accessed 4 June 2018]

UNDP (2013). *Human Development Report 2013 – The Rise of the South: Human Progress in a Diverse World*. New York

UNDP (2007). Second Progress Report on the Achievement of the Millennium Development Goals. Swaziland Government. Ministry of Economic Planning and Development, Mbabane

UNICEF (2013). Child and Orphan Poverty in Swaziland Report. Mbabane

Vithal, R. & Jansen, J. 2010. Designing your first research proposal: a manual for researchers in education and the social sciences. Claremont: Juta & Company Ltd

WEF (2000). Education for All: Meeting Our Collective Commitments. *Text Adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000*

WCEFA (1990). World Declaration on Education for All: Meeting basic learning needs. In: World Conference on Education for All. UNESCO. Jomtien

Wilson, B. R. (2015). Education for All: Hearing Minority Parents Voices about Public Education in India. The Qualitative Report. 20 (7), 1062-1082. Retrieved from: <http://nsuworks.nova.edu/tqr/vol20/iss7/8> [Accessed 24 July 2018]

World Bank (2018). World Development Report: Learning to Realize Education's Promise. World Bank. Washington DC

World Bank (2011). Learning for All: Investing in People's Knowledge and Skills to Promote Development. Education Strategy 2020. Washington DC

World Bank. (2005). Expanding Opportunities and Building Competencies for Young People: A New Agenda for Secondary Education. The World Bank. Washington DC

United Nations (2015). The Millennium Development Goals Report. New York.

Zwane, S.L. (2016). Teacher training for inclusivity at selected schools in Gege branch of schools, Swaziland, University of South Africa.

Zimba, Z. (2011). Research report. Managing an Inclusive school in Swaziland. Grahamstown: Rhodes University.

Annex 1

Data collection instrument and document review guide

Title of research	A policy analysis of Swaziland's preparedness for the Implementation of Free Secondary Education (FSE)		
Aim of research	To investigate Swaziland's preparedness for the implementation of free secondary education.		
Period of data collection	2018		
Name of researcher	MAMBA VELAPHI		
Name of supervisor	DR. N. NSIBANDE		
Research area	Education		
Research question	Thematic areas	Source document	Method for data analysis
<ul style="list-style-type: none"> How effective is the learning environment provided by the Ministry of Education and Training in Swaziland in facilitating Free Secondary Education? 	<ul style="list-style-type: none"> Curriculum development Improvement in teaching and learning materials Infrastructure development as summarized below. 	<ul style="list-style-type: none"> Swaziland Education for All Review Report (2000-2015) Annual Education Census Report, 2012 National Plan of Action for Orphans and Vulnerable Children, 2006 to 2010). National Education and Training Sector 	<ul style="list-style-type: none"> content data analysis technique procedures for data analysis: <ol style="list-style-type: none"> Identification and selection of the material to be analysed. Formation of formal characteristics of the variables to be analysed. Establishment of structural dimensions and related analytic categories.
<ul style="list-style-type: none"> What measures have been taken by the Ministry of Education and training in Swaziland in the facilitation of scholarships as a catalyst for Free 	<ul style="list-style-type: none"> vocational training programmes Facilitation of information and communications technology promotion of technical engineering and scientific 		

Secondary Education?	programs in schools	Policy (2011)	4. The analysis of the selected materials and variables.
<ul style="list-style-type: none"> To what extent has the supply of qualified teachers and educators increased the promotion of free secondary education? 	<ul style="list-style-type: none"> Training of specialized teachers Social capacitation of teachers 	<ul style="list-style-type: none"> National Education and Training Sector Policy (2018) UNESCO (2016). Global Education Monitoring Report 2016. Education for people and planet: Creating Sustainable futures for all. 2nd Edition. UNESCO Publishing. 	
<ul style="list-style-type: none"> What challenges have been faced by the Swaziland Ministry of Education and Training in terms of preparedness for the implementation of Free Secondary Education? 	<ul style="list-style-type: none"> student participation rates provision of teaching and learning materials learning space accessibility by learners infrastructure quality availability of qualified teachers 		