



2025 REPORT ON 16TH DAY SCHOOL SURVEY

MINISTRY OF EDUCATION AND TRAINING

EDUCATION MANAGEMENT INFORMATION SYSTEM UNIT (EMIS UNIT)

16th Day Survey ☆

Edit

Share

≡ Add filter

... More ▾

Reporting Rate 16th Day Survey

The Kingdom of Eswatini - 2025

97.2

Primary School enrolment 16th Day Survey

The Kingdom of Eswatini - 2025

226,677

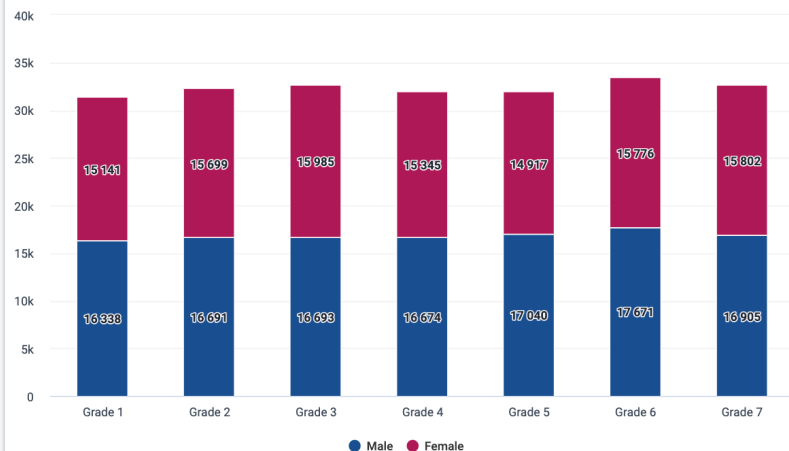
Secondary School enrolment 16th Day Survey

The Kingdom of Eswatini - 2025

118,262

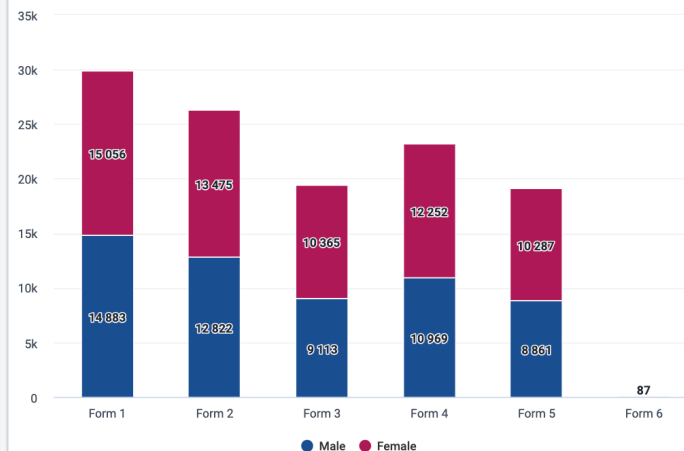
Enrolment in primary level 16th Day

Enrolment primary level 16th day

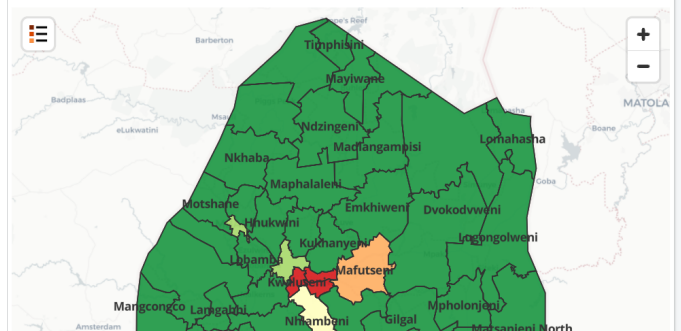


Enrolment in secondary level 16th Day

Enrolment secondary level 16th day

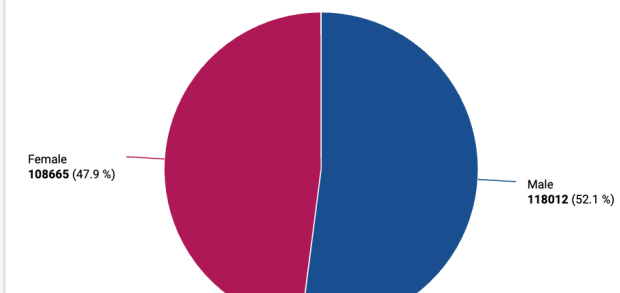


Reporting Rate for 16th Day survey



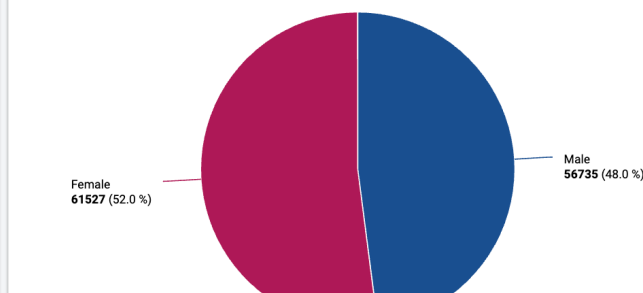
Primary school enrolment by sex 16th day survey

The Kingdom of Eswatini - 2025 - 16th_5. Enrolment: Primary Education



Secondary school enrolment by sex 16th day survey

The Kingdom of Eswatini - 2025 - 16th_5. Enrolment: Secondary Education



INTRODUCTION

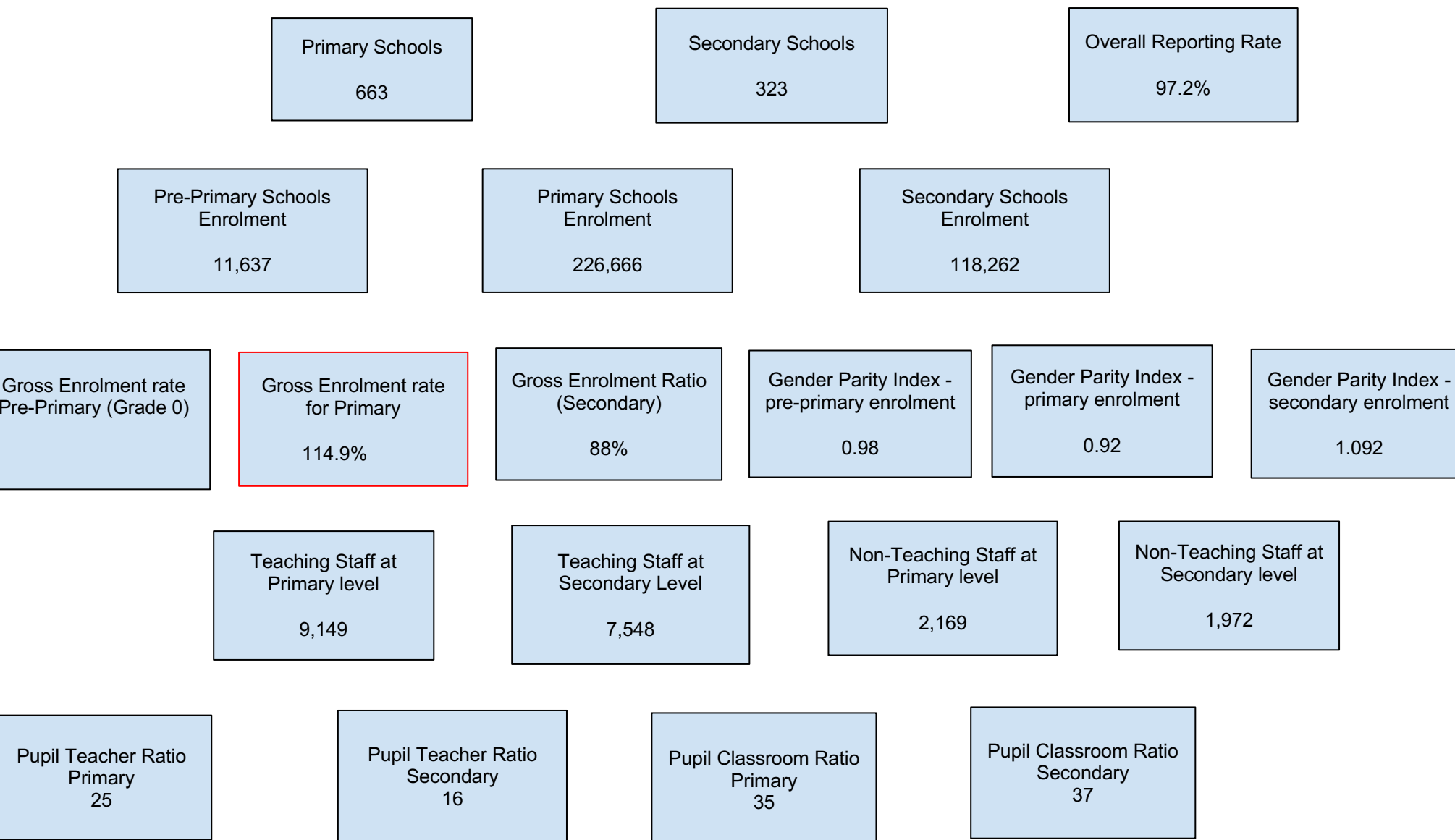
The Education Management Information System (EMIS), a department under the Ministry of Education and Training, is responsible for the management and promotion of all Educational Data and Statistics for the Education Sector for use by both government, non-government organization, other by all stakeholders and civil society. Such data and statistics are critical for strategic decision-making, policy formulation and budgeting at national level while also being instrumental in assisting schools and regions to better manage education and training. The EMIS unit, therefore, collects and processes data from all schools in Eswatini (both public and private) through administrative surveys and census on an annual basis. One of the surveys undertaken by the EMIS unit at the beginning of every school year is the 16th-day school survey.

ABOUT THE SURVEY

The 16th-day school survey is administered in all primary and secondary schools in the country sixteen days after the official school opening date for that academic year. The survey captures information on learner enrolments and the number of staff for that academic year. The purpose of the survey is to assist the Ministry and Planning unit with resource distribution for the upcoming government financial year which begins in April.

The results presented in this report are for the 97.2 percent schools that responded and completed the questionnaire on the 16th day survey. This survey only focuses on learner enrolment per grades, number of staff (both teaching and non-teaching), number of classrooms, number of Orphaned and Vulnerable Children (OVC). The Education Census then covers all other aspects (infrastructure, learning materials, facilities etc..) of the education institution and is collected at the end of March of every academic year. The result of the census then informs education sector on all programs for that academic year.

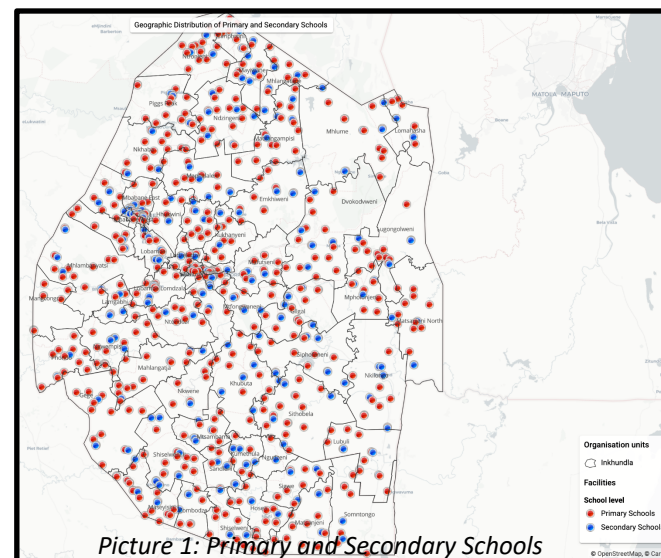
SUMMARY INDICATORS



EDUCATION INSTITUTIONS

| | Primary Schools | | Secondary Schools | | Total |
|-------------------|-----------------|---------|-------------------|---------|-------|
| | Public | Private | Public | Private | |
| Hhohho Region | 159 | 15 | 73 | 4 | 251 |
| Lubombo Region | 134 | 6 | 70 | 3 | 213 |
| Manzini Region | 168 | 36 | 76 | 21 | 301 |
| Shiselweni Region | 142 | 3 | 72 | 4 | 223 |
| Total | 603 | 60 | 291 | 32 | 986 |

Table 1: School distribution by region, school level and ownership.



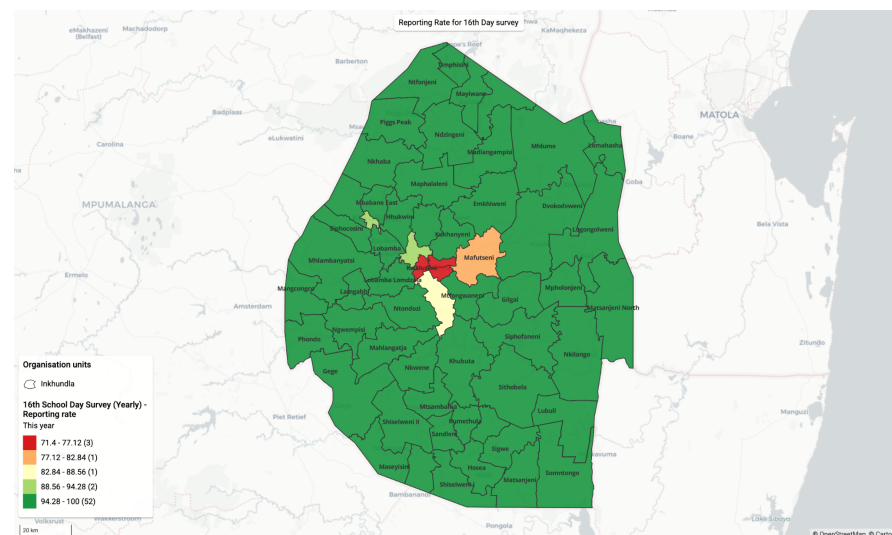
Public schools in this context refers to schools that are supported by the Government and that includes Community, Mission, and some privately owned schools. Private schools are those that are not supported by the Government and are completely privately owned by individuals or companies. Manzini region has the highest number of schools both primary and secondary with the Lubombo region having the least number of schools compared to the other regions.

SURVEY REPORTING RATES

| Region | Hhohho | Lubombo | Manzini | Shiselweni |
|------------------------|--------|---------|---------|------------|
| Primary Schools | 100 | 100 | 92.6 | 98.5 |
| Secondary Schools | 98.7 | 100 | 90 | 100 |
| Overall Reporting Rate | 98.8 | 100 | 90.1 | 98.3 |

Table 2: Reporting rates by region

The overall reporting rate for the 16th day school surveys is 97.2%, with 100% of the secondary schools in Lubombo and Shiselweni region submitting. Lubombo region had the highest reporting rate of 100% for both primary and secondary level whilst Manzini region has the lowest reporting rate of 90.1% attributed to some private schools that did not respond to the questionnaire. Kwaluseni and Manzini South Tinkhundla (coloured red on the map) have the lower reporting rate.

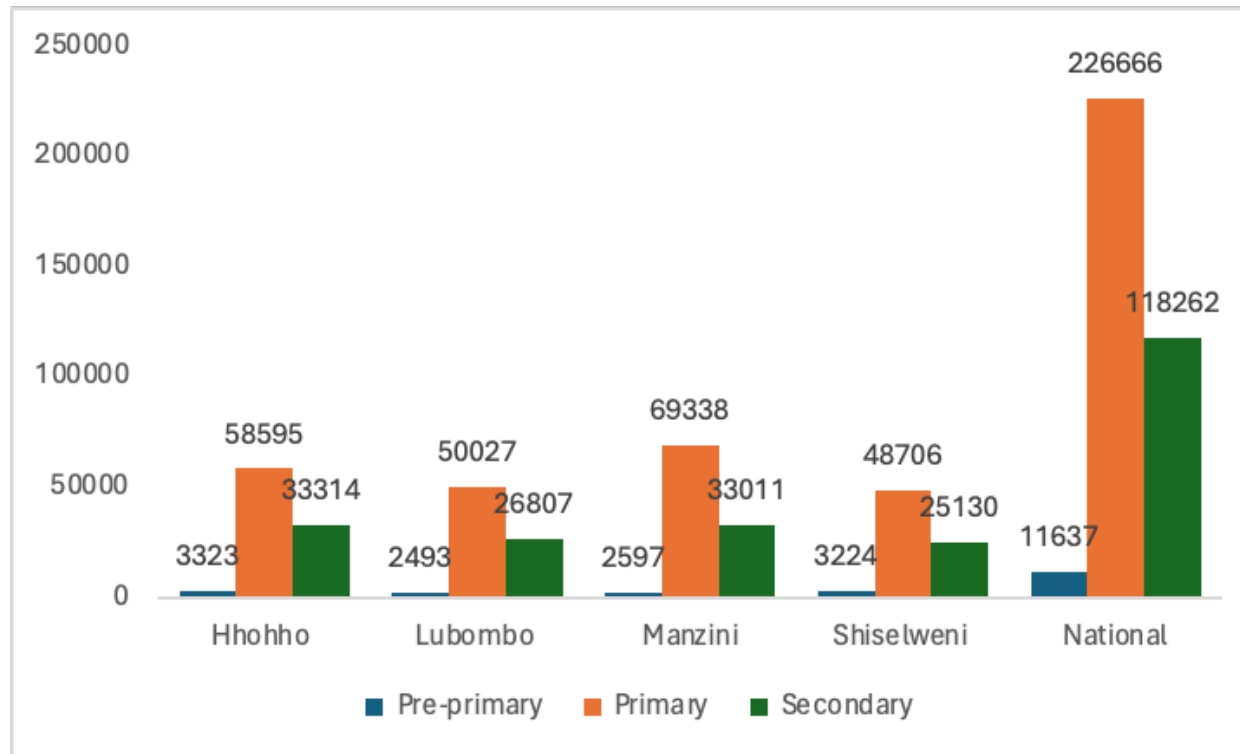


Picture 2: Reporting rates at Tinkhundla level

LEARNER ENROLMENT 2025

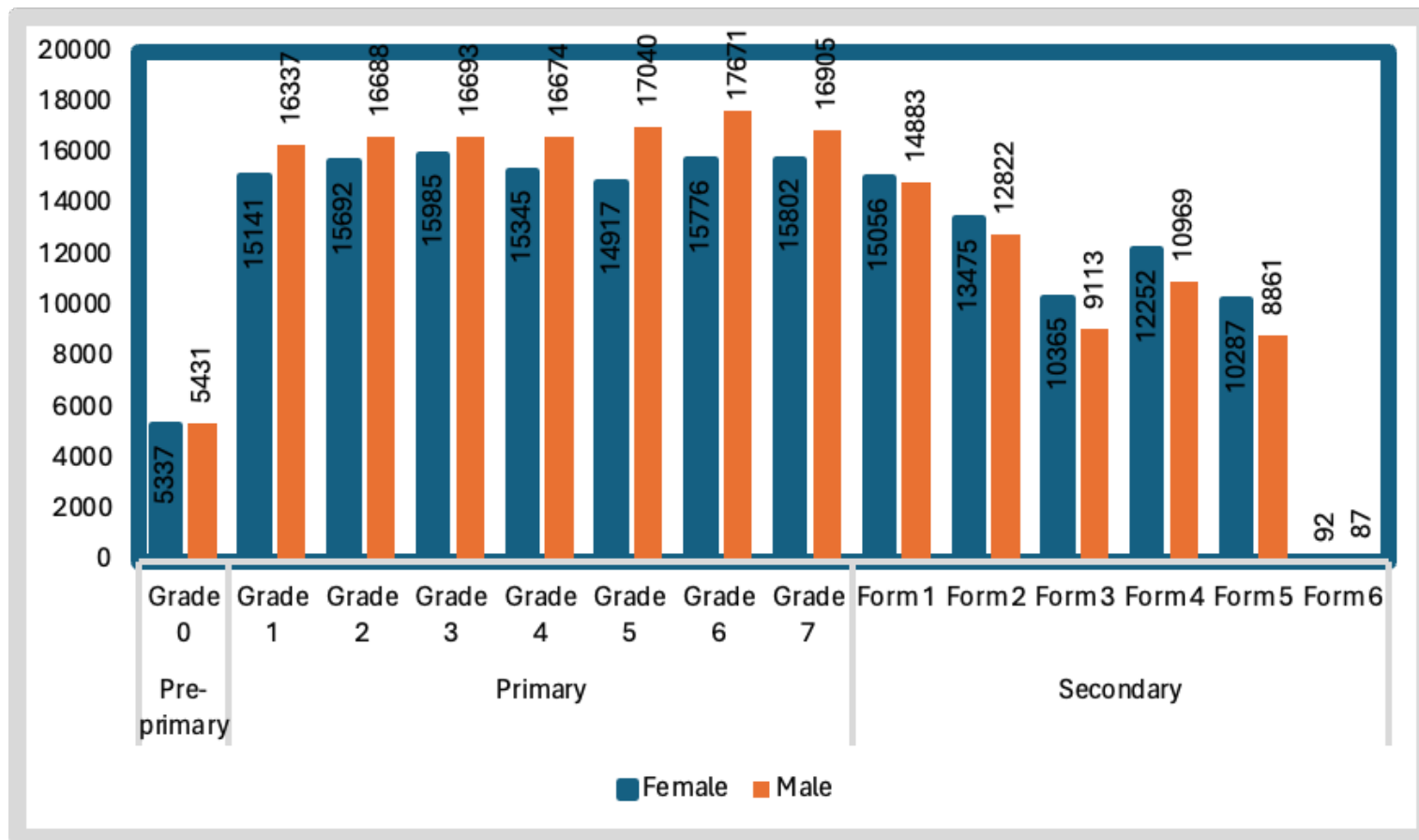
| | Pre-primary | Primary | Secondary | Special Education Needs Program | Non-Formal Education : (REC's) |
|-----------------|---------------|----------------|----------------|------------------------------------|--------------------------------------|
| Hhohho | 3 323 | 58 595 | 33 314 | 70 | 57 |
| Lubombo | 2 493 | 50 027 | 26 807 | 90 | - |
| Manzini | 2 597 | 69 338 | 33 011 | 152 | - |
| Shiselweni | 3 224 | 48 706 | 25 130 | 120 | 13 |
| National | 11 637 | 226 666 | 118 262 | 432 | 70 |

Table 3: Enrolment by Education level and Region



Graph1 : Learner enrolment by education level and region

Learner enrolment numbers at primary education level is the highest compared to secondary or pre-primary education level. One of the contributing factors is the Free Primary Education Program offered to the citizens of the country by the Government. Learner enrolment at primary school is 226, 666, with secondary education level at 118,262 and pre-primary education level at 11, 637. Pre-primary is grade 0 classes that are in primary schools. Learners enrolled at schools with Special Education Needs Program are 492. Manzini region has the highest number of learners enrolled at primary education level whilst the Hhohho region has the highest number of learners enrolled in both secondary and pre-primary education level.



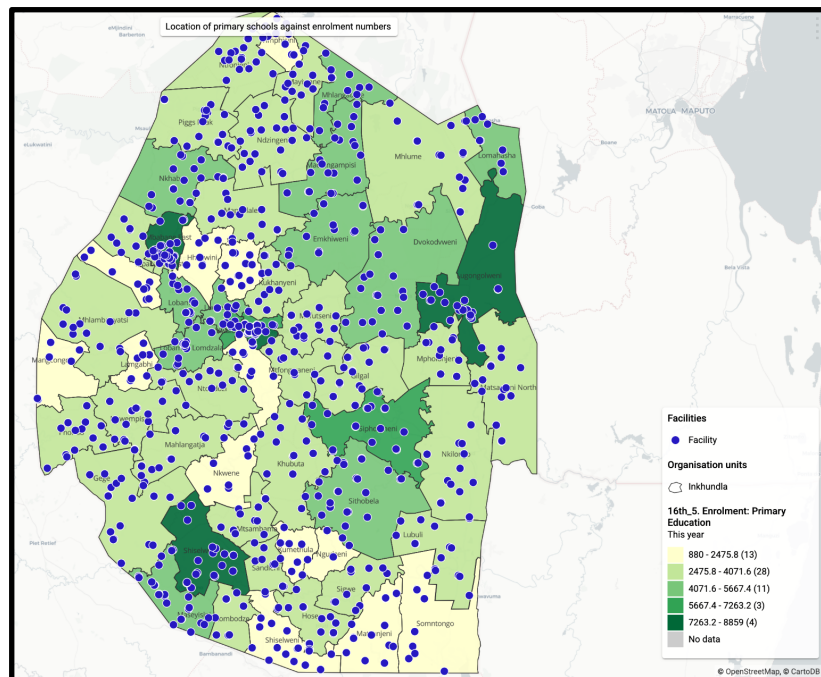
Graph 2 : Learner enrolment by class and sex

There are more males enrolled in the lower education levels; pre-primary and primary education level, whilst for secondary education level there are more females than males enrolled. This is also observed in the projected population dynamic for the age groups below 13 years where we have more males than females. At primary level, the enrolment in different classes is consistent unlike secondary education level where a decrease of enrolment is significant in form 2 and form 3 and form 5.

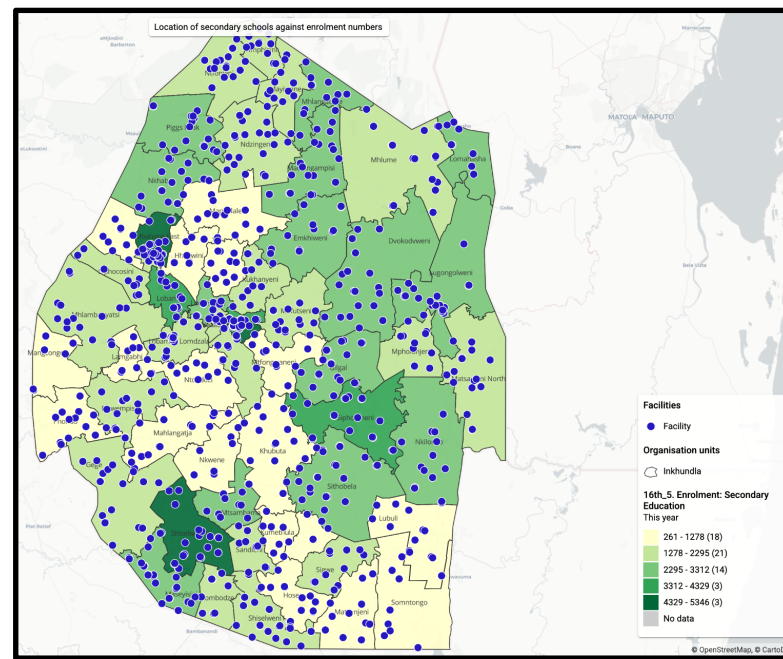
| | Pre-Primary | | Primary | | Secondary | |
|-----------------|----------------|-----------------|----------------|-----------------|----------------|-----------------|
| | Public schools | Private Schools | Public schools | Private schools | Public schools | Private schools |
| Hhohho | 2 868 | 419 | 56 381 | 1 659 | 32 917 | 397 |
| Lubombo | 2 177 | 189 | 48 474 | 672 | 26 697 | 110 |
| Manzini | 1 944 | 464 | 65 172 | 3 618 | 31 120 | 1 891 |
| Shiselweni | 2 770 | 25 | 47 037 | 287 | 24 856 | 274 |
| National | 9 759 | 1 097 | 217 064 | 6 236 | 115 590 | 2 672 |
| | 11 637 | | 226 666 | | 118 262 | |

Table 4 : Learner enrolment by education level and schools ownership

Public schools are schools that are supported by the Government and that includes Community schools, Mission (Faith -based) schools, Government schools and Private schools. Private schools are those independent with no support from the Government. More learners are enrolled in Public schools in the country with Manzini having higher primary education enrolment in both public and private schools in the region and Shiselweni with the least in Primary and Secondary education levels.



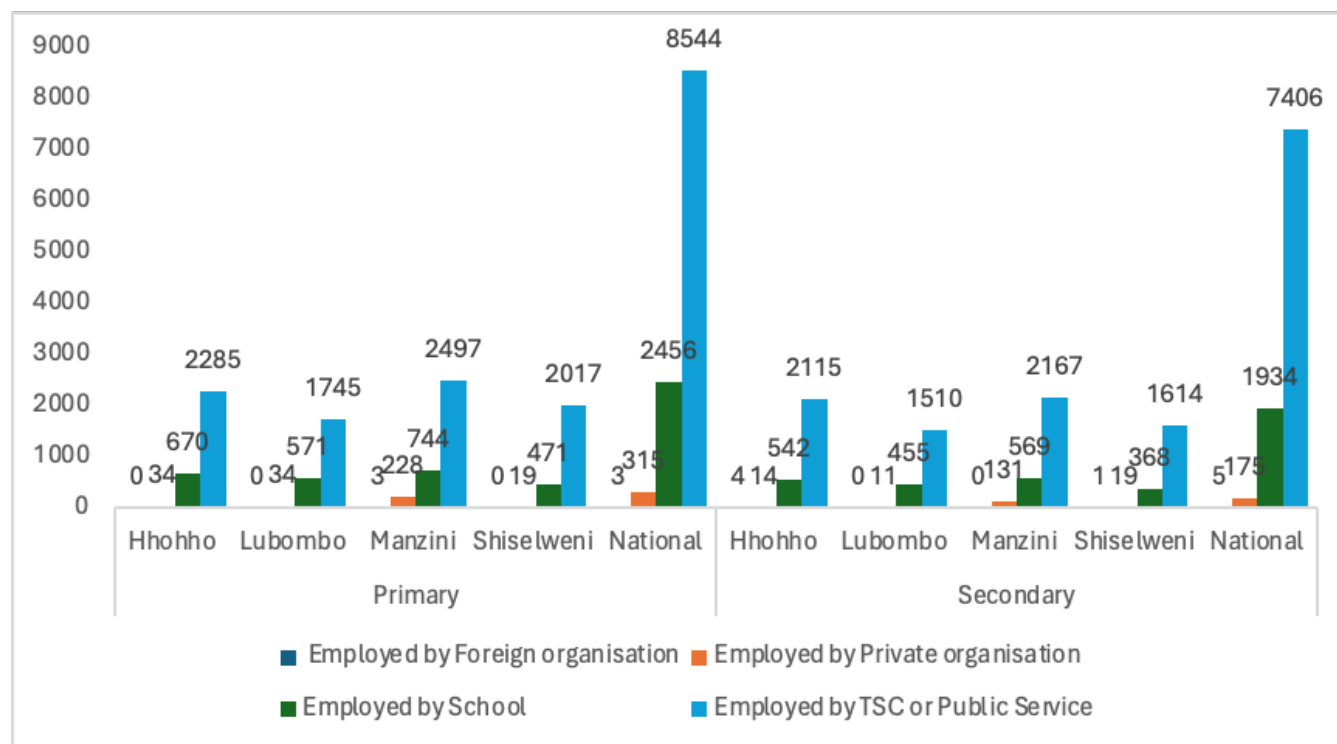
Picture 3: Location of primary schools against learner enrolment



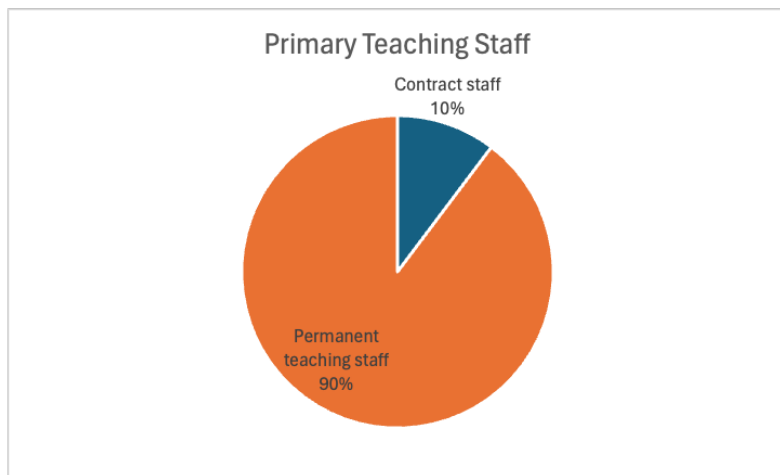
Picture 4: Location of secondary schools against learner enrolment

STAFF 2025

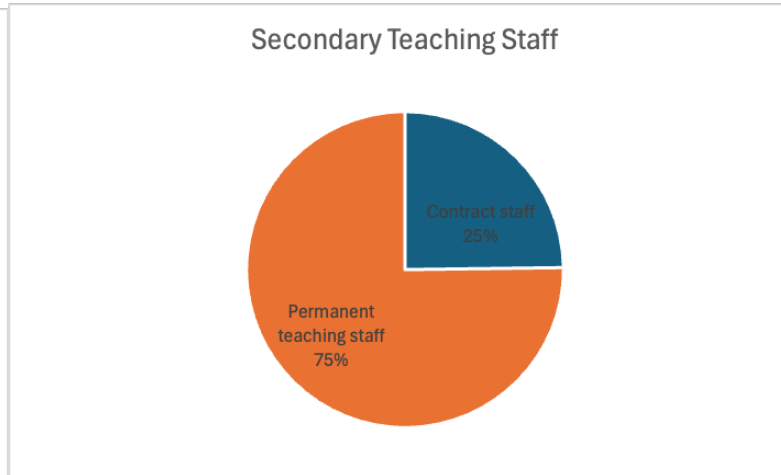
Staff includes both Teaching and Non-Teaching Staff in the surveyed schools. More staff are employed by the Government (public service) with Manzini region having more staff followed by Hhohho region for both primary and secondary education level.



Graph 3: Staff by type of employers and region

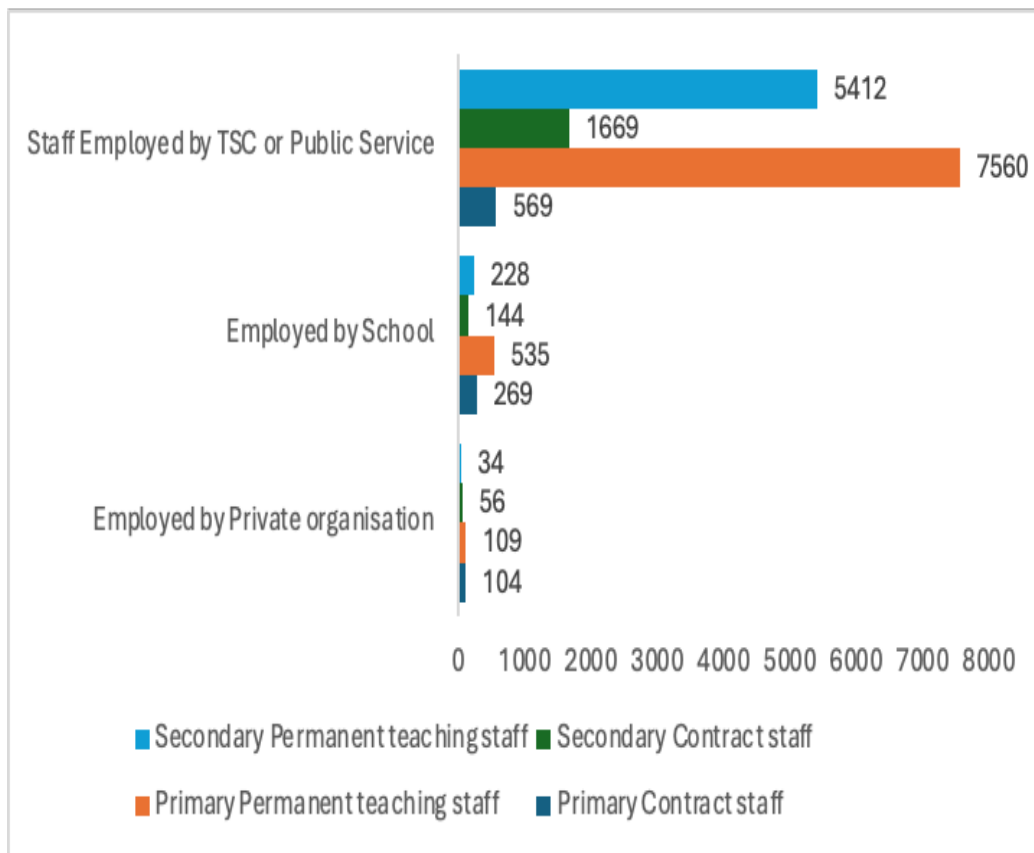


Graph 4 : Primary Teaching Staff by type of employment



Graph 5: Secondary Teaching Staff by type of employment

Secondary Education level has more teachers employed on contract basis (25%) compared to primary education level at 10%. The Government has made strides in ensuring that teachers are hired on a permanent basis especially in the primary education level.



Graph 6: Teaching staff by type of employer

The Government is the largest employer for the teaching staff with 91 percent, 7 percent employed by the school and 2 percent by private organizations. There are more teachers hired on a permanent basis than those engaged on contract for primary and secondary schools where 13 109 are permanently employed and 2280 are on contract.

| | Primary Education level | | | | Secondary Education Level | | | |
|-----------------|-------------------------|-----------------|---------------|-----------------|---------------------------|-----------------|---------------|-----------------|
| | Public schools | Private schools | Male Teachers | Female Teachers | Public Schools | Private schools | Male Teachers | Female Teachers |
| Hhohho | 2301 | 154 | 721 | 1734 | 2086 | 36 | 1005 | 1123 |
| Lubombo | 1804 | 54 | 556 | 1339 | 1513 | 16 | 794 | 794 |
| Manzini | 2397 | 324 | 828 | 1921 | 2057 | 108 | 1052 | 1182 |
| Shiselweni | 1966 | 16 | 662 | 1388 | 1600 | 13 | 857 | 786 |
| National | 8468 | 548 | 2767 | 6382 | 7256 | 173 | 3663 | 3885 |

Table 5 : Number of Teaching staff by school level, type of school ownership and sex

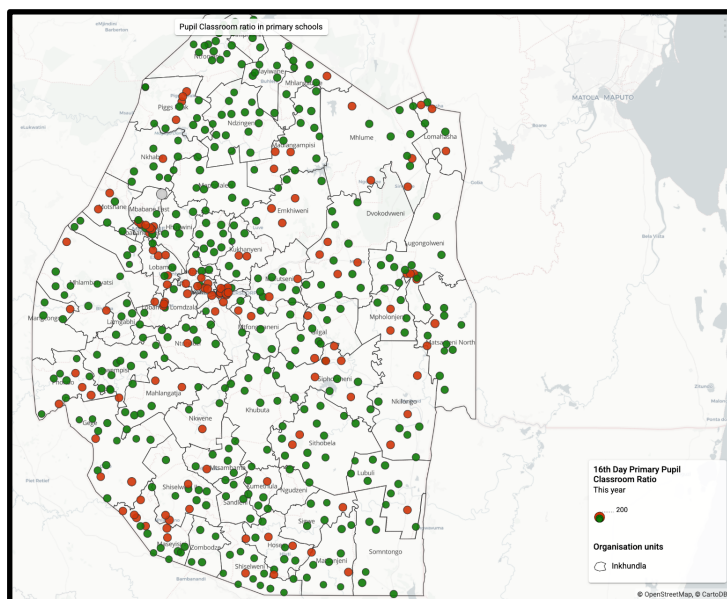
Primary Education level has less male teachers by almost a third (2767) compared to female teachers (6382), yet at secondary level there are almost equal with male teachers at 3663 and female teachers at 3885. Private schools have less number of teachers at both primary and secondary level and that is because of the few private schools in the country.

Classroom and Pupil Teacher Ratio

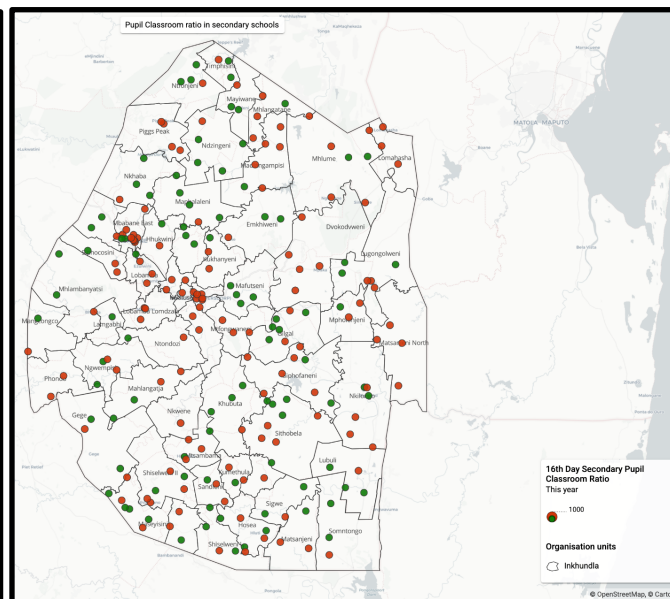
| Region | Pupil Teacher Ratio | | Classroom ratio | |
|------------|---------------------|-----------|-----------------|-----------|
| | Primary | Secondary | Primary | Secondary |
| Hhohho | 24 | 13 | 34 | 37 |
| Lubombo | 26 | 14 | 35 | 40 |
| Manzini | 25 | 15 | 37 | 37 |
| Shiselweni | 24 | 16 | 33 | 34 |
| National | 25 | 16 | 35 | 37 |

Table 6: Pupil Teacher ratio and Classroom ratio by regions

Policy dictates that a teacher pupil ratio at primary school should be 1: 40 and at secondary school 1:35. The country level pupil teacher ratio is 25 for primary and 16 for secondary which falls within the acceptable range, even though that may show a good progress at national level, but there are still more factors that need to be considered when it comes to the ratio especially at secondary school where schools offer core and elective subjects. There is a need to further analyse the number of teachers by subject specialization and availability of classrooms to offer the different subjects at schools.



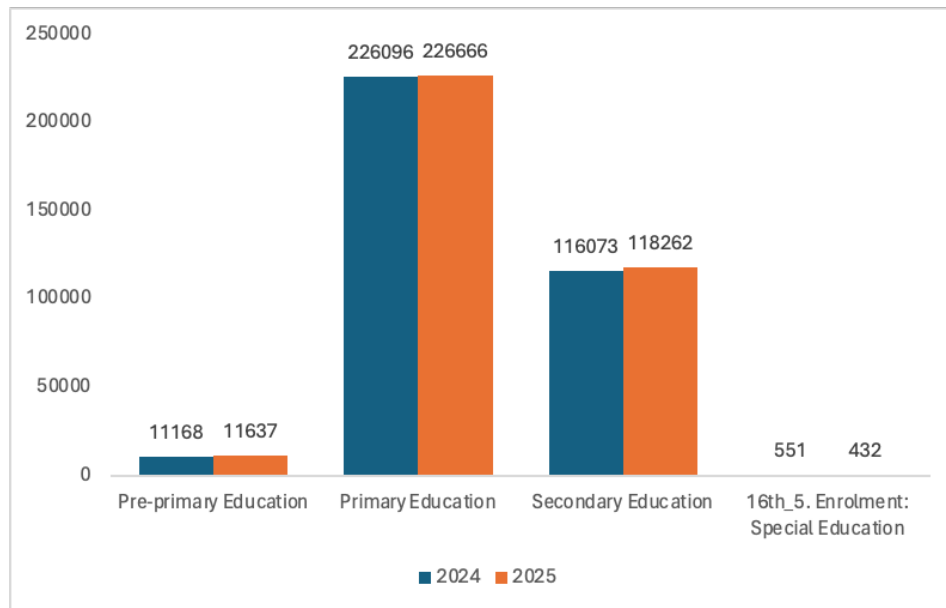
Picture 5: Primary distribution of classroom ration



Picture 6: Secondary distribution of classroom ratio

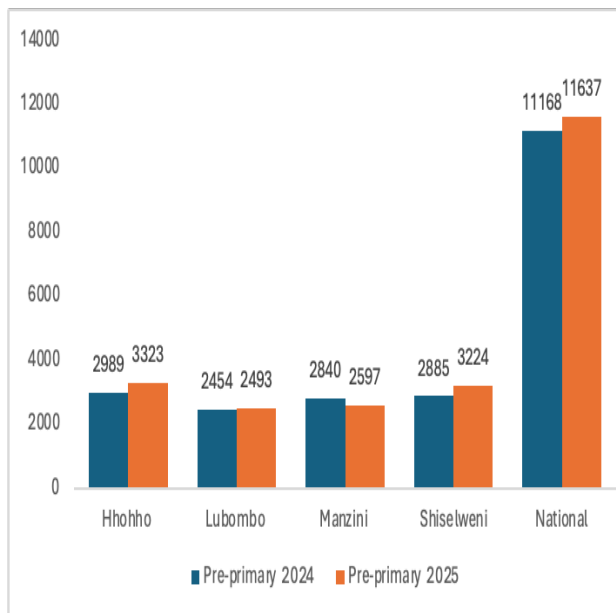
The general pupil classroom ratio is 35 for primary and 37 for secondary level. This falls within the acceptable range (40 for primary and 35 for secondary) however, there are a number of primary and secondary schools whose pupil classroom ratio falls outside the acceptable range with the highest being 71 for primary and 67 for secondary schools. As shown in the map above.

TREND ANALYSIS ON 16TH DAY SURVEY (2024 & 2025)

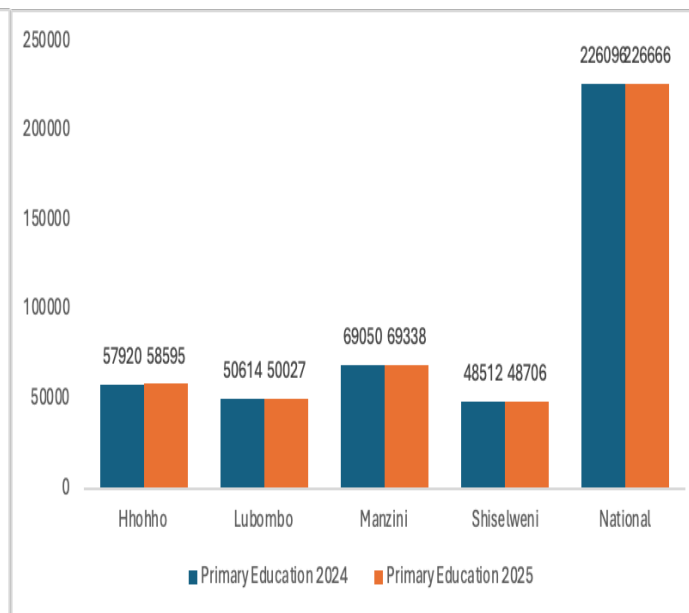


Graph 7: Learner enrolment by education level , 2024 and 2025

A slight increase in enrolment is observed across the education levels , for pre- primary education , it is from 11168 in 2024 to 11637 in 2025 whilst in primary education level it's from 226 096 to 226 666 in 2025 and 116073 in 2024 to 118262. Enrolments in Special education program has dropped from 551 learners to 432.

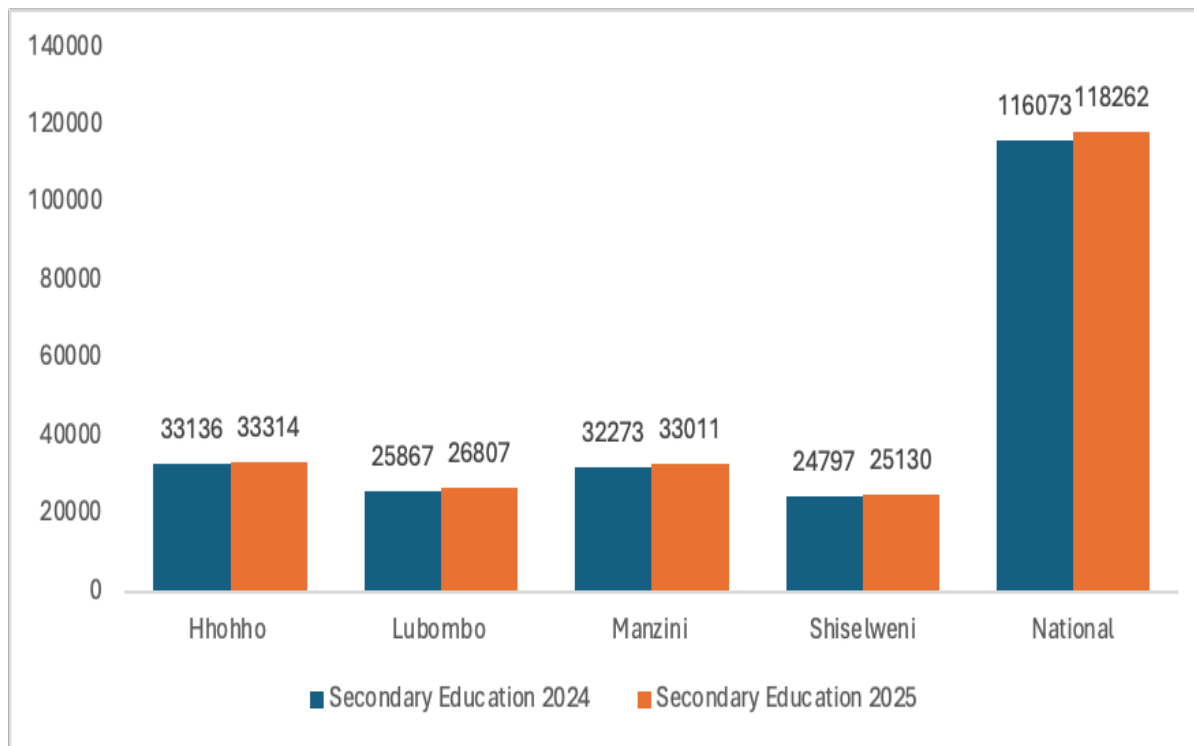


Graph8: Pre-primary enrolment by region, 2024 and 2025



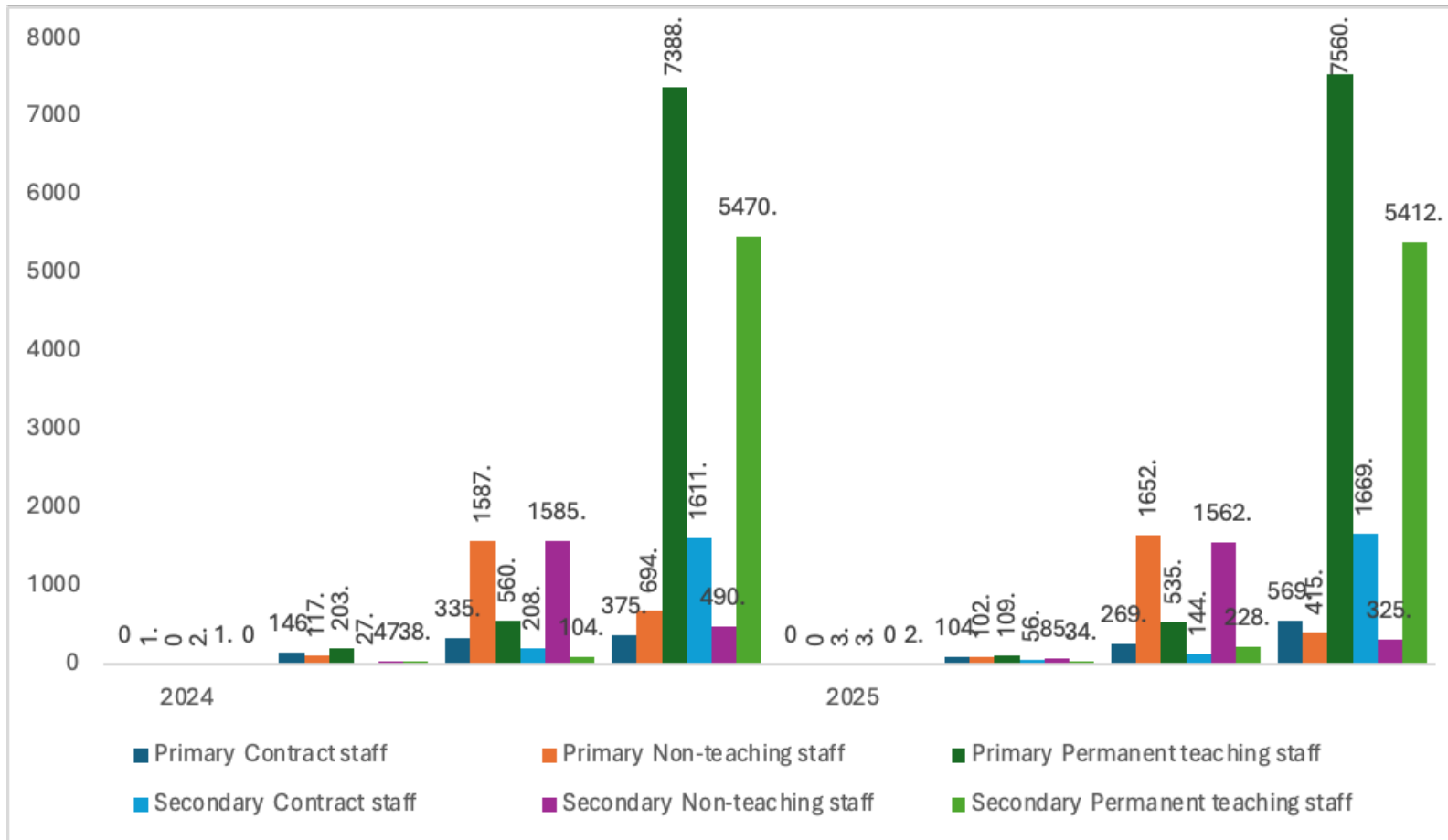
Graph 9: Primary enrolment by region , 2024 and 2025

A slight increase in learner enrolments in the Pre-primary education level is observed; from 11,168 in 2024 to 11,637 in 2025. Hhohho and Shiselweni show an increase in learner enrolments whilst a slight drop in Manzini region.



Graph 10: Secondary enrolment by region, 2024 and 2025

An increment in enrolment numbers for secondary education has however been noted, where the number has increased from the 116,074 learners in 2024 to 118,262 learners in 2025. This increment is mostly noted in Lubombo and Manzini region while in the other two regions the numbers remain almost constant.



Graph 11: Type of Staff employed by education level, 2024 and 2025

A slight increase in Primary permanent teaching staff from 7,388 in 2024 to 7,560 in 2025 and there is a slight change observed for secondary education level in the two years being observed.

For more information :

<https://sd.emis.ac.sz>

Username : moet.analysis1

Password: Emis@2023

Annex :



Ministry of Education and Training (MoET)

16th School Day Census

Year ____/____/____/____/

This form is to be completed by all educational institutions, except tertiary institutions, three weeks after schools open at the beginning of the school year. After the form has been completed, it must be returned immediately to the regional office under which the institution resorts.

| | | |
|----------------|---|--|
| 1. School code | ____/____/____/____ | |
| 2. School name | | |
| 3. Inkhundla | | |
| 4. Region | <input type="checkbox"/> Hhohho <input type="checkbox"/> Lubombo <input type="checkbox"/> Manzini <input type="checkbox"/> Shiselweni | |
| | Telephone | |

| | | | |
|--|---|--|--|
| 5. Telecommunication | Cell phone | | |
| | Fax | | |
| | Postal Address | | |
| | E-mail | | |
| | GIS Coordinates | | |
| 6. Type of school <i>(Tick only one)</i> | <input type="checkbox"/> Government <input type="checkbox"/> Mission-government aided <input type="checkbox"/> Community <input type="checkbox"/> Private-not government aided <input type="checkbox"/> Private-government aided | | |
| 7. Boys/girls school <i>(Tick only one)</i> | <input type="checkbox"/> Co-educational (both) <input type="checkbox"/> Boys school <input type="checkbox"/> Girls school | | |
| 8. Education level(s) offered <i>(Tick all that apply)</i> | <input type="checkbox"/> Child care <input type="checkbox"/> High School (Form 1-5) <input type="checkbox"/> Pre-Primary <input type="checkbox"/> High School (Form 1-6) <input type="checkbox"/> Primary <input type="checkbox"/> Special Education <input type="checkbox"/> Junior Secondary (Form 1-3) <input type="checkbox"/> Vocational Education <input type="checkbox"/> Adult/non-formal education | | |

9. Enrolment (State the total number, **including** OVC, of males (M) and females (F) in the columns 'Enrolment.' All Primary schools with grade 0 should complete the Pre-Primary section

| Education Type | Grade | Enrolment | | OVC | | Streams |
|------------------------|------------|-----------|---|-----|---|---------|
| | | M | F | M | F | |
| Pre- Primary Education | Child Care | | | | | |
| | Level 1 | | | | | |
| | Level 2 | | | | | |
| | Grade 0 | | | | | |
| Primary Education | Grade 1 | | | | | |
| | Grade 2 | | | | | |
| | Grade 3 | | | | | |
| | Grade 4 | | | | | |
| | Grade 5 | | | | | |
| | Grade 6 | | | | | |
| | Grade 7 | | | | | |
| Secondary Education | Form 1 | | | | | |
| | Form 2 | | | | | |
| | Form 3 | | | | | |
| | Form 4 | | | | | |
| | Form 5 | | | | | |
| | Form 6 | | | | | |

| | | | | | | | |
|--------------------------------|--------------------------|----------|--|--|--|--|--|
| Special Education Needs | Academic Stream | Bridging | | | | | |
| | | Level 1 | | | | | |
| | | Level 2 | | | | | |
| | | Level 3 | | | | | |
| | | Level 4 | | | | | |
| | | Level 5 | | | | | |
| | | Level 6 | | | | | |
| | | Level 7 | | | | | |
| | Vocational Stream | Bridging | | | | | |
| | | Level 1 | | | | | |
| | | Level 2 | | | | | |
| | | Level 3 | | | | | |
| | | Level 4 | | | | | |
| | | Level 5 | | | | | |
| | | Level 6 | | | | | |
| | | Level 7 | | | | | |
| Adult and non-formal education | Distance education | | | | | | |
| | Skills Training | | | | | | |
| | Literacy courses | | | | | | |
| | Non-formal upper primary | | | | | | |

| | | | | | | |
|----------------------|--------------------|--|--|--|--|--|
| Vocational Education | Vocational courses | | | | | |
| Total | | | | | | |

10. Staff: (Do not include Teachers on attachment or teaching practice.)

| Employed by | TSC or public Service | | School | | Private organisation | | Foreign organisation | |
|---|--------------------------|---|--------|---|-------------------------|---|-------------------------|---|
| | M | F | M | F | M | F | M | F |
| Permanent Teaching staff (including head teacher) | | | | | | | | |
| Contract Teachers | | | | | | | | |
| Non-teaching staff | | | | | | | | |
| Total | | | | | | | | |

School stamp

11. Certification by Head Teacher or acting Head Teacher

I certify that the information stated on this form is correct as on

| | | | | | | | |
|-------|--|------|--|-----------|--|------|-------|
| | | | | | | | |
| Title | | Name | | Signature | | Date | Place |