

KINGDOM OF ESWATINI

**MINISTRY OF EDUCATION
& TRAINING**

NATIONAL EDUCATION PROGRESS REPORT 2025



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Opening Statement

Education plays a pivotal role in the socio-economic development of the country, particularly in poverty alleviation, improving the quality of life, achieving accelerated and sustained economic growth, and enhancing social cohesion. As an agent of change, education is vital in producing human resources and facilitating human capital, making it central to development.

The Kingdom of Eswatini is signatory to a number of global and regional frameworks, key among others, are Sustainable Development Goals (SDGs) and the African Union (AU) Agenda 2063. These frameworks regard education as an enabler for all the goals aspired to. The Ministry of Education and Training is directly implementing the SDG 4 on Quality Education and Goal 2 of the AU Agenda aspiring to produce well educated citizens and skills revolution underpinned by Science, Technology and Innovation. In relation to the quality of Education the fundamental parameter to monitor is access to education, that is, get every child in school. This is, however, not enough, hence the need to then adopt a system approach to the provision of education and lifelong learning for all Swazis.

The Education Sector Analysis Report 2021 brought to the fore several challenges and also outlined several priorities going forward.

The priorities included;

- Improving student learning,
- Keeping boys and girls in school until completion and increasing access to secondary education,

- Strengthening entry and creating opportunities on exit of the system,
- Enhancing teacher development and management,
- Ensuring adequate and equitable education financing and spending.

From these priorities seven strategic goals were formulated under the Education Sector Strategic Plan (ESSP) 2022/34 which was developed with a three year operational plan, the Multi Year Action Plan (MYAP) 2022/2025.

This report is one mechanism of ensuring that the results from the implementation of these key strategic documents achieves the intended outcomes. Moreover, it provides an opportunity for the Ministry to track and monitor progress towards the implementation of our ESSP aimed at transforming the education system in the country.

The Ministry of Education and Training intends to be a pioneer in the utilisation of Results Based Management (RBM) as a means of ensuring that activities achieve desired results.

Foreword

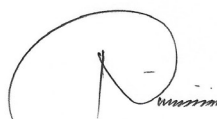
This National Education Progress Report (NEPR) is the official publication of Education and Training Statistics for the academic year 2025.

This report is aimed at monitoring the progress in Education and Training activities using the Results Based Management approach. This report unlike the previous one has included data on higher education, making this the National Education Progress Report as opposed to the National General Education Progress Report published in the previous report on the education and training sector.

Data was collected using the SEMIS system and the report writing process followed a consultative process. It included Heads of Departments

providing information on programmes and projects that have been implemented in the previous school calendar year.

The National Education Progress Report (NEPR) is an improvement from the previous NGEPR. However, we still note that Higher education data remains inadequate in the absence of the full implementation of Higher Education Management Information System (HEMIS).



Nanikie. N. Mnisi
Principal Secretary

Executive Summary

Going forward the sector will need to prioritise accelerating efforts to fully integrate Grade 0 into the Free Primary Education Programme including recruitment of qualified teachers. Enforce the policy on repetition at primary level as well as strengthening the school health programme.

The importance of ECCDE as a foundation for all learning and development can never be overemphasized. The Government has made some strides towards ensuring that most of eSwatini children are exposed to some form of ECCDE. These include the incorporation of one level of ECCDE, that is, Grade zero under the Foundation Phase of Primary Education. This is in an effort to enhance quality in the provision thereof and affordability. Furthermore, this will assist in standardizing the curriculum for smoother transition into Grade one. In addition, this will ensure the employment of qualified teachers for this level. The Government has also continued to develop and distribute ECCDE learning standards, and teaching and learning materials such as educational toys. However, available data shows that, in spite of these efforts, participation at ECCDE remains at 34%. This could be attributed to the fact the ECCDE including Grade zero is not yet covered under the Free Primary education program.

For Eswatini, primary school education is classified into the Foundation (Grade 0-2), Middle (Grade 3-4) and Upper Phase (Grade 5-7), (Eswatini Curriculum Framework, 2018). Total enrolment increased by 5% during the current reporting period with gender parity at 92% highlighting slightly more boys than girls in the system. Gross enrolment rates stood at 122.1% and 115% for boys and girls respectively. This shows that children are overaged as early as primary school. The pupil teacher ratio stood at 1:25 much against the norm which is 1:40. It is worth noting that the repetition rates were at 4.7% and is line with the dictates of the National Education Sector Policy (5%). Dropout rates have doubled in the last two years from 2% in 2023 to about 4% in 2025. Reasons for dropping out include repetition, pregnancy, school fees and sickness.

For Secondary Education, gross enrolment rates increased by 3.15% between 2024 and 2025. Progression rates at Secondary School have been

declining over the last three years. This may further be supported by the repetition rates which have been increasing over the medium term, for instance, for males' repetition increased from 11.5% in 2023 to 16.8% for males in 2025. These are much higher than those aspired to by the National Education and Training Sector Policy (2018). Reasons for dropout include amongst others absconding, repeating more than once, sickness, disciplinary or expulsion, school fees and pregnancy. There are also a number of learners who enrolled for completing classes, that is Form 3 and Form 5, but did not eventually sit for the examinations. The teacher-pupil ratio for secondary education stands at 1:16 much against the aspirations of the National Education and Training Sector Policy which is 1:35.

The data presented in this report shows that the country is in the right direction in investing in basic education and training. However, there are signs of serious systemic inefficiencies as evidenced by the high repetition and dropout rates, low transition rates, especially to classes just before the high stakes examinations. Though completion rates at grade 7 and Form 3 are higher but so are repetition rates at Form 2, Grades 5 and 6 respectively. Furthermore, the high repetition rates are noticed in Form 4 and the completion rates at Form 5, that is, Grade C or better in English Language plus any other four subjects is still low.

Going forward the sector will need to prioritise accelerating efforts to fully integrate Grade 0 into the Free Primary Education Programme including recruitment of qualified teachers. Enforce the policy on repetition at primary level as well as strengthening the school health programme. There will be a need to standardise and regulate the secondary school fees. Furthermore, there is a need for accelerated efforts to investigate and design mechanisms to curb the high repetition at the classes preceding high stakes examinations i.e. Grade 6, Form 2 and Form 4.

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Acronyms

AEC	Annual Education Census
AELL	Adult Education and Life Long Learning
COVID-19	Corona Virus Diseases
CSO	Central Statistical Office
ECCDE	Early Childhood Care Development Education
ECESWA	Examinations Council of Eswatini
EGCSE	Eswatini General Certificate of Secondary Education
EGEMR	Eswatini General Education Monitoring Report
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
FPE	Free Primary Education
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GPE	Global Partnership for Education
ISCED	International Standard Classification of Education
LEG	Local Education Group
MEPD	Ministry of Economic Planning and Development
MICS	Multiple Indicator Cluster Survey
MoET	Ministry of Education and Training
MYAP	Multi Year Action Plan
NDP	National Development Plan
NDS	National Development Strategy
PSET	Post School Education and Training
SADC	Southern Africa Development Community
SDG	Sustainable Development Goal
TES	Transforming Education Summit
TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund

Annual Education Census 2025 Key Highlights

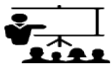
Reporting Rate	97.8% Primary 97.5% Secondary	
EDUCATION INSTITUTIONS 	663 Primary 323 Secondary	Public-603 Private-60 Public-291 Private-32
ENROLMENT NUMBERS	9784 Pre-primary 228893 Primary 119465 Secondary	
 TEACHER-PUPIL RATIO	1: 25 Primary 1:16 Secondary	
 TEACHING STAFF	8948 Primary 7696 Secondary	
Class Ratio	1:30 Primary 1:32 Secondary	
 REPETITION RATE	4.7% Primary 15.2 % Secondary	
GROSS ENROLMENT RATE	118.6% Primary 97.8 % Lower Secondary 85.7 % Senior Secondary	
NET ENROLMENT RATE	95.3% Primary 55.7% Lower Secondary 35.1% Senior Secondary	
 DROP-OUT RATE	4% Primary 6.85% Secondary	
COMPLETION RATE	117.4 % Primary 64.87% Lower Secondary 65.32% Senior Secondary	
TRANSITION RATE	87.7% Primary to Lower Secondary	

Table 1: Annual Education Census 2025 Key Highlights

CHAPTER 1

1.0 Introduction and Background

The National Education Progress Report (NEPR) 2025 serves as a critical milestone in monitoring the transformation of the education sector in the Kingdom of Eswatini. Guided by the Education Sector Strategic Plan (ESSP) 2022–2034, this report provides an evidence-based assessment of the country's progress toward achieving universal access to quality, inclusive education.

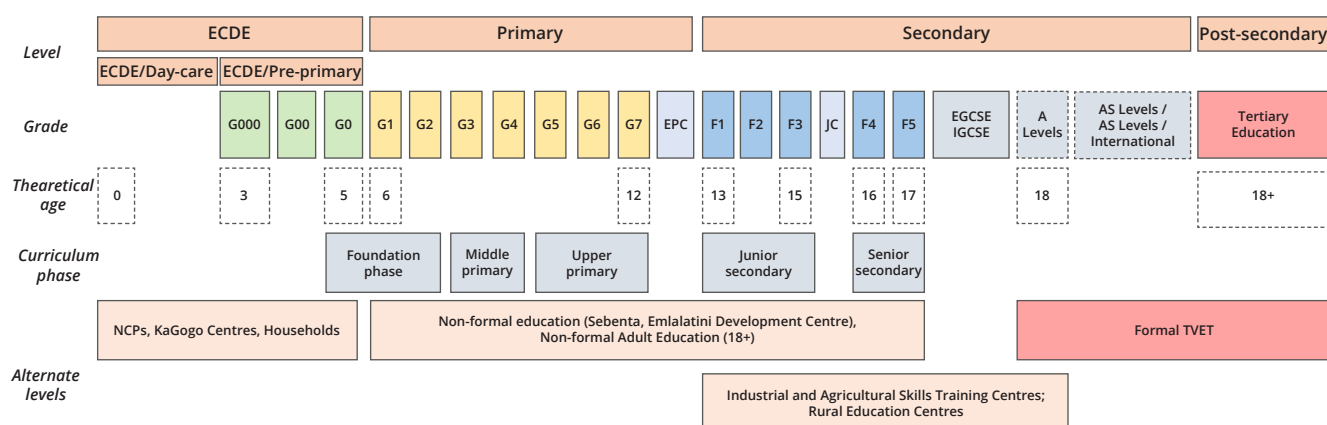
The 2025 report is particularly significant as it marks the final year of the Multi-Year Action Plan (MYAP) 2022–2025, which operationalized the initial phase of the ESSP. By evaluating key performance indicators across all sub-sectors – from Early

Childhood Care and Development (ECCD) to Higher Education.

1.1 Education System in Eswatini

The Education system in the Kingdom of Eswatini is organised into four main levels and these are; the early childhood development and education which comprises of (day-care-centres, private and community preschools, neighbourhood care points and grade 0), The second level is Primary, followed by secondary and lastly post-school education and training (PSET). The PSET Levels comprises of all post-secondary education institutions, (Technical Vocational Education and Training (TVET) and Adult Education and Lifelong Learning (AELL).

Figure 1: Education System in Eswatini



Source: Education Sector Analysis (World Bank 2021)

1.2 Education Legislative, Policy and Strategic Frameworks

The Ministry of Education and Training is guided by the following key pieces of legislation; the Education Act of 1981, the Teaching Service Act, 1982, the Free Primary Education Act of 2010 and the Higher Education Act of 2013. Over and above these pieces of legislation the Ministry is guided by the following policies; National Education and Training sector policy, 2018, The Technical Vocational Education and Training policy 2012, the School committee constitution 2011, School Accounting Regulations and Procedures and number of circulars.

At the Global and regional level, the Ministry of Education and Training is guided by the Sustainable Development Goals 2015-2030, the Education for All framework, The African Union Agenda 2063, The Continental Education Strategy for Africa 2016-25, The SADC Regional Indicative Strategic Development Plan 2030. Nationally, the sector is guided by the National Development Plan 2022/28, the Education Sector Strategic plan 2022/34 which is operationalised by the Multi Year Action Plan 2022/25.

1.3 Objectives of the Report

The Main objectives of this report is to analyse the current education data and formulate trends with an intention to assess the impact of education policies, programs, projects and other interventions adopting the Results based management approach. The report will also help to provide data needed to track the Transforming Education Summit (TES) Commitments, Sustainable Development Goals amongst other global, regional and national agenda.

1.4 Scope of the Report

This national education monitoring report covers all programmes implemented by the education sector under the seven strategic goals set out in the Education Sector Strategic Plan 2022/34, operationalised by the Multi Year Action Plan 2022/25 at the general education level. The results framework is organised under the seven goals and the indicators under each goal some at

output and outcome level. Moreover, this report presents administrative data and analysis from the Education Management information systems (EMIS) presented and arranged by sub sector.

1.5 Structure of this Report

This report is organised around eight main chapters. The first chapter presents an introduction to the background and the rationale to the development of such a report. The second chapter details the methodology and data sources used in preparing the national general education progress report. Chapter three, four, five and six details results and analysis for the Early Childhood Care Education and Development, Primary, Secondary and Post Secondary education respectively. Chapter eight provides data on education financing focusing on public expenditure on education and training. Lastly chapter ten presents conclusions and recommendations for future action.

CHAPTER 2

2.0 Methodology

The NEPR 2025 was produced by adopting Results-Based Management (RBM), a strategic management approach designed to ensure that all activities, processes, and resources contribute directly to achieving clearly defined and measurable results. This approach facilitates greater accountability and transparency by shifting the focus from inputs to actual outputs and outcomes within the education system.

2.1 Data Collection

The report uses a mix of primary and secondary data sources to provide a holistic view of the sector:

- **EMIS:** The Education Management Information System (EMIS) unit provided administrative data through the web-based platform. Data underwent rigorous cleaning, quality assurance, and validation processes to ensure the accuracy of the tables and graphs used in the analysis. Indicators are primarily at the output level and are disaggregated by sex, region, and education level.
- **Examinations Data:** Administrative records from the Examinations Council of Eswatini (ECESWA) provided critical performance data for national examinations at Grade 7 (EPC), Form 3 (JC), and Form 5 (EGCSE).
- **Post-Secondary Data:** Data reported for Technical and Vocational Education and Training (TVET) and Higher Education institutions was only collected from public institutions.
- **Financial Data:** Data for education financing was from the Ministry of Finance (MoF),
- **Demographic Data:** data on population was from the Central Statistical Office (CSO).

2.2 Consultations

The technical writing team populated a tracker matrix for sub sectors to make annotations and providing a status update on the activities and programmes under the Multi Year Action Plan 2022/25 which came to an end in the reporting Financial Year 2024/25). The following sub sectors; Early Childhood Care Development and Education (ECCDE), Primary Education and Secondary education and Post-School education provided the progress status on the set indicators.

2.3 Analysis and Reporting

The adopted methodology fuses qualitative assessments and quantitative data analysis to give a complete picture of the status of education for 2025. The general education status in 2025 is compared with the data from previous years (2023 and 2024) as a means to tracking trends. Leveraging on the trends enhances the understanding of learner performance and educational quality but also supports informed decision-making, resource allocation and continuous improvement efforts consequently allowing the sector to create a more effective and equitable learning environment for all learners.

CHAPTER 3

3.0 Early Childhood Care Education and Development

Equitable access to quality ECCDE is understood to have a potential which can strengthen the foundations of lifelong learning for all children and support the broad educational and social needs of families. Target 4.2 of the SDGs is to “ensure by 2030 that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”. This has resulted in the increase in policy attention on Early Childhood Care Development and Education (ECCDE).

The ministry is continuously working on strengthening ECCDE legislation and regulation, financing, staffing, and programme standards. The introduction of Grade zero has been implemented in 420 public schools in 2025. From these, the Government has employed at least 40 teachers in the year 2024/25, on a permanent basis. The implementation will be incrementally until all public schools have a properly resourced grade zero class.

3.1 Enrolment

Grade 0 enrolment, gross enrolment rate by sex, 2025			
	Female	Male	Total
TOTAL ENROLMENT	4851	4933	9784
GER	34.0	33.7	33.9

Table 2: Grade 0 enrolment by sex

Table 2, shows a low participation rate of 34% in ECCDE which suggest that many children are likely to enter the school system directly at Grade 1. Grade zero in the country is not free as it is not

covered under the Free Primary Education program but government provide meals, infrastructure, teaching and learning material. Parents pay a tuition fee that is meant for the teacher's salary.

Figure 2: Grade 0 enrolment by sex and region

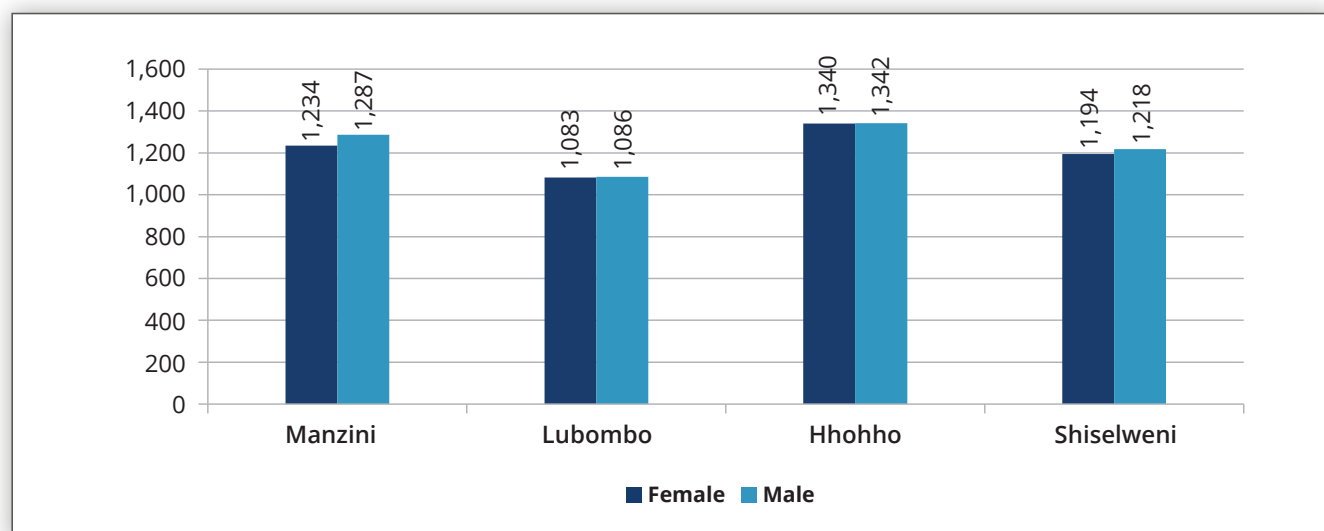


Figure 2 shows a relatively balanced gender parity in Grade 0 enrolment across all regions. Hhohho and Manzini show the highest total enrolments and this is expected as these regions are more urbanized and densely populated.

Figure 3: Number of schools with grade 0 by ownership

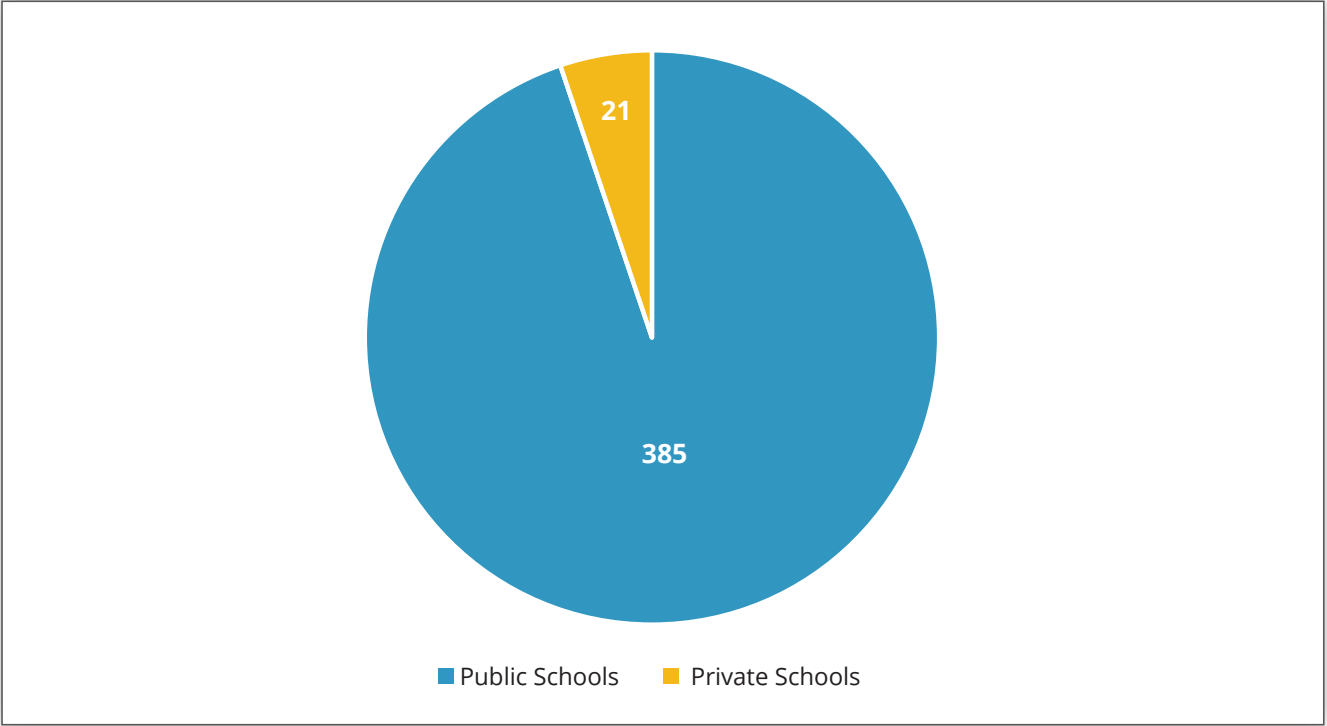


Figure 3 shows the number of schools by ownership that responded to having grade 0 in their primary school. There are 386 public schools and 21 private schools reported to be offering Grade 0.

CHAPTER 4

4.0 Primary Education

4.1 Primary

Primary Education in Eswatini is, traditionally, a seven (7) year programme, with primary school into two phases, that is, Foundation Phase (Grade1-3) and Upper Phase (Grades 4-7). Primary education in Eswatini is free and compulsory under the Free Primary Education Program (FPE) Act of 2010.

4.2 Enrolment

For this reports purposes, primary enrolments refers to the individuals officially registered in a formal educational institution regardless of ownership and age at the point of data collection as presented in the SEMIS database.

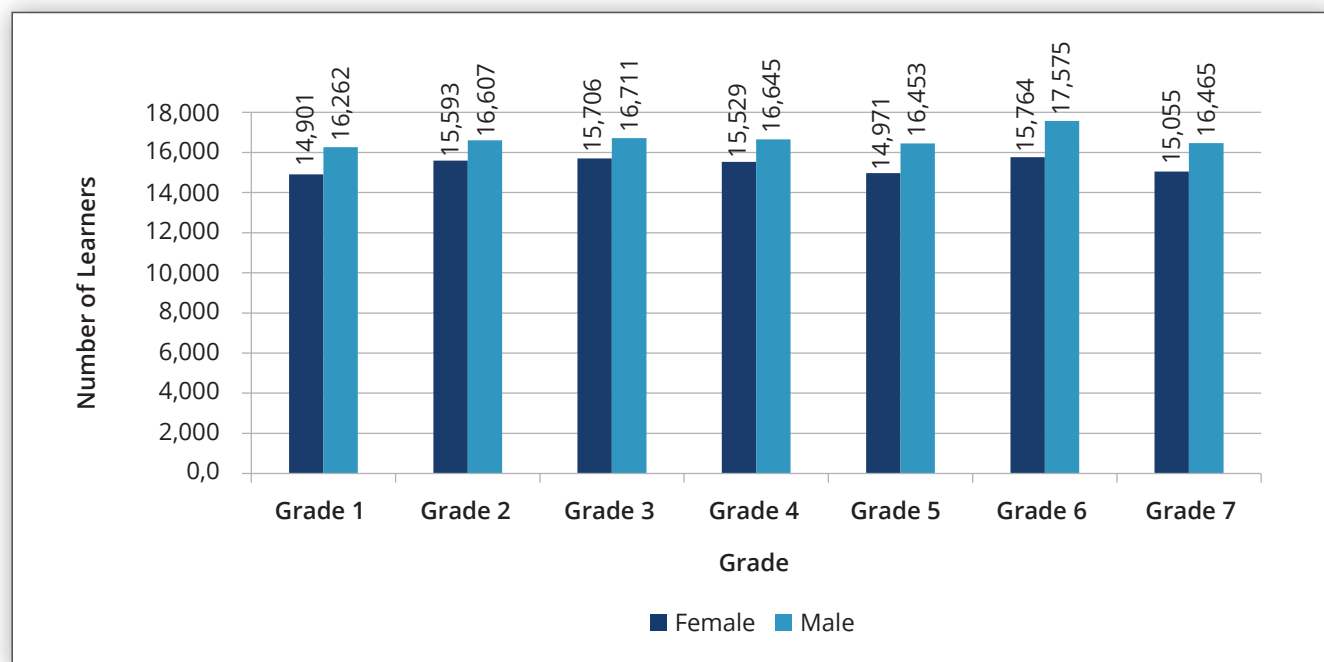
Year	Female	Male	Total	Growth (%)
2023	107,561	113,505	221,066	-
2024	108,568	114,333	222,901	+0.83%
2025	112,370	121,651	234,021	+4.99%

Table 3: Enrolment by sex, 2023 to 2025

Table 3 shows the primary enrolment trend over three years. Total enrolment shows an increasing rate over time with at least 5 percent from 222

901 in 2024 to 234 021 in 2025. Male enrolment exceeds female enrolment, aligning with national population dynamics.

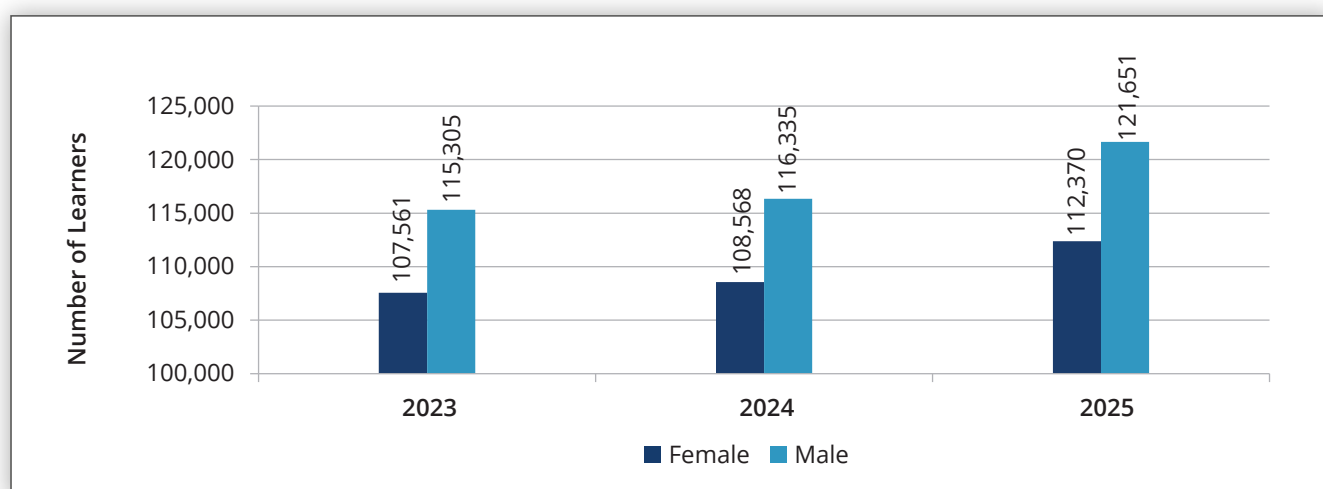
Figure 4: Primary Enrolments by Grade, Sex, 2025



Males continue to outnumber females across all primary grades as per the population dynamics of the country. Male enrolment in grade 6 is higher

than any other grade and which suggest high repetition rate in that grade.

Figure 5: Overall primary enrolments by years, sex 2023 to 2025



The figure above shows overall primary enrolments by sex from 2023 to 2025. Total enrolment is on an upward trajectory with females enrolment

increasing 107,561 in 2023 to 112,370 in 2025 and male enrolment from 115,305 in 2023 to 121,651 in 2025.

Year	Female	Male	Gender Parity Index (GPI)
2023	107,561	115,305	0.933
2024	108,568	118,335	0.917
2025	112,370	121,651	0.924

Table 4: Gender Parity Index, 2023 to 2025

Gender Parity Index over the years remains well below the **0.97** threshold for parity which is constant with population gender parity for the

ages of 6 to 13 years meeting the international standards for gender parity in primary education.

	GER	GIR	NER	NIR
Male	122.1	109.8	96.2	75.3
Female	115.0	102.9	95.3	79.2

Table 5: Gross enrolment, Gross intake, net enrolments, net intake rate by sex, 2025

The official age entry at primary is six years. The gross intake ratio and net intake ratio analyses the grade 1 enrolments over the population of six year olds in the country. The tables shows that learners start primary school already above/below the official age with females having notably higher net intake rate (79.2% ,75.3%). This suggests that girls are more likely than boys to begin their

education at the officially prescribed age. Both sexes have a GER exceeding 100% (with males at 122.1%, and females 115.0%). The Net Enrolment Ratio (NER) is very high for both, above 95%. This suggests that the country is nearing universal primary education, with very little gender disparity in overall participation.

Figure 6: Primary enrolments by region, sex, 2025

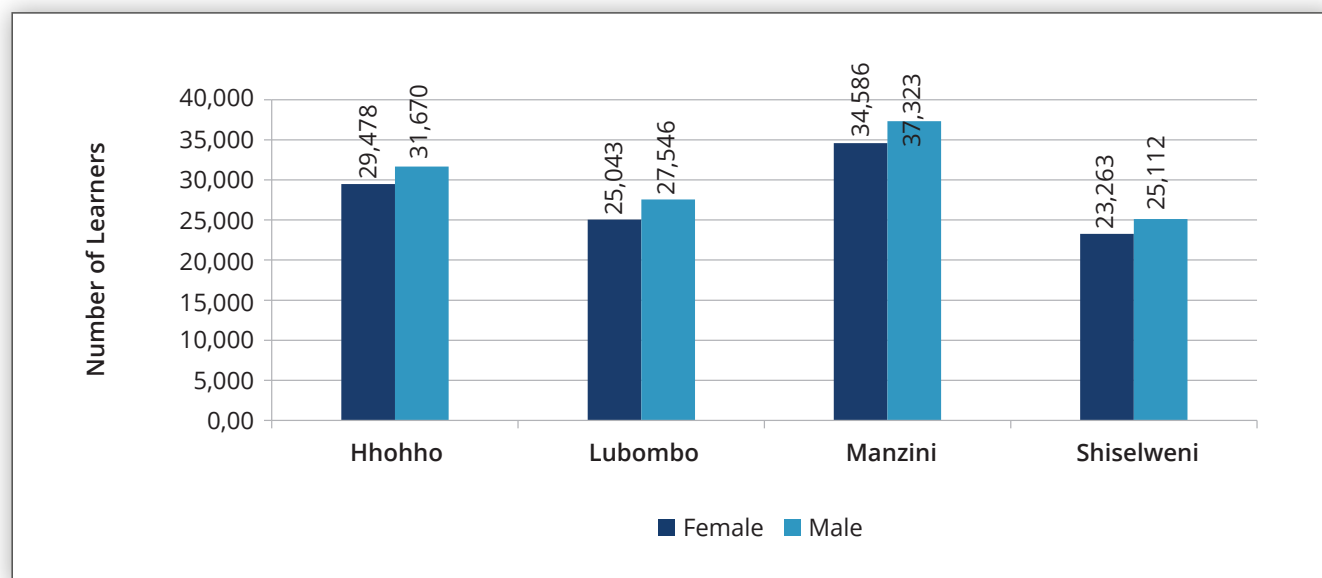
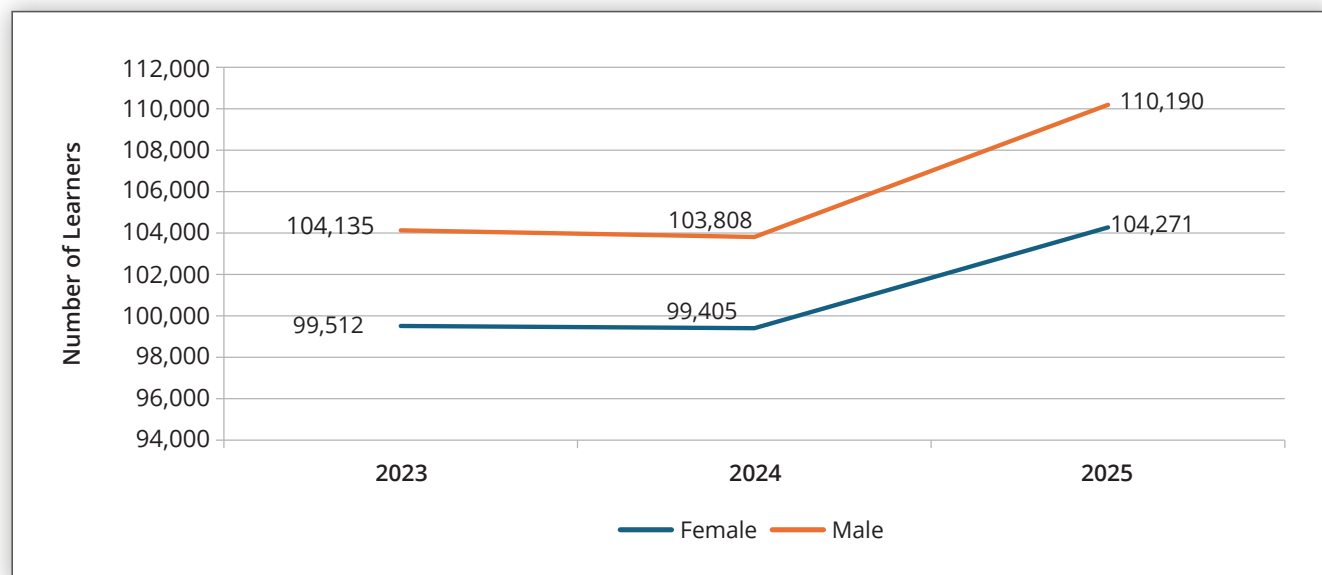


Figure 6 shows male and female primary school enrolments across the four regions. Manzini has the highest overall enrolment with over 71,000 learners, while Shiselweni has the lowest with about

47,000 learners. There is a consistent gender gap trend across all regions; male enrolment is higher than female enrolment.

Figure 7: Progression by grade, sex, 2023 to 2025



The graph tracks the total student progression over a three-year period. There was a drop in 2024 in the number of learner's progression for both males and females in 2023 and 2024 (from

104,131 to 103,800 and 99,512 to 98,405). There is a significant increase in 2025 with male enrolment jumps to 110,157 and female enrolment to 104,271.

4.3 Completion

For this report, the Ministry is reporting completion as the number of learners enrolled in the last grade

of primary (grade 7) and have been examined by ECESWA over the population of 12 year olds.

	2023		2024		2025	
	Female	Male	Female	Male	Female	Male
Grade 7 enrolment	13351	13232	14334	14655	15055	16465
ECESWA registered learners	13298	13113	15566	16628	15500	16952
Grade 7 exam passes	12362	11752	14613	14865	15427	16872
Completion rate	107.8	70.5	108.61	107.8	113.4	121.4

Table 6: Completion 2025 (ECESWA and last grade enrolment)

The completion rate is above 100 percent for 2025, this indicates the learners who sat and passed the

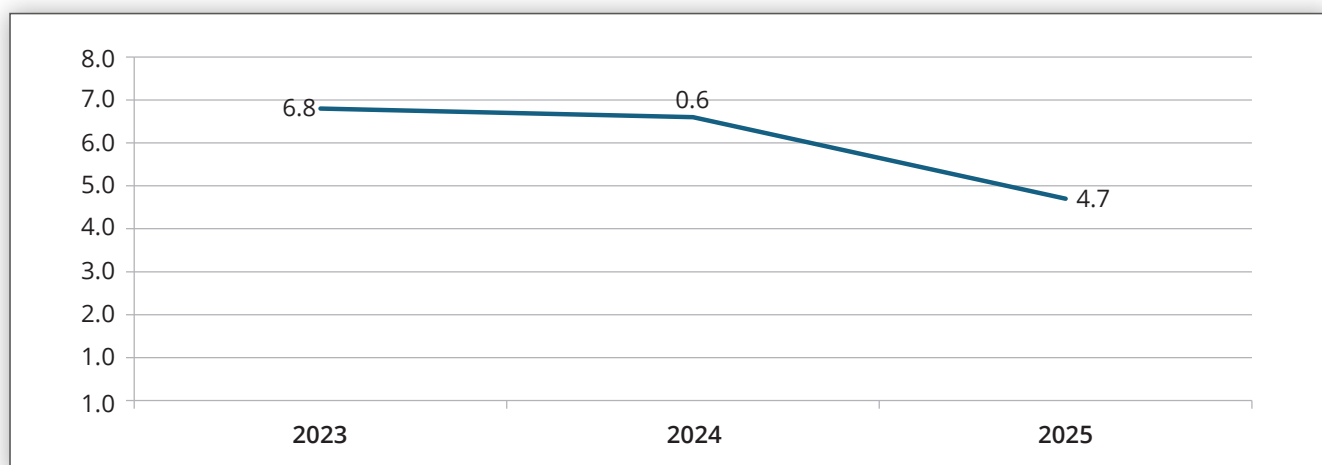
external exam are over aged. This is due to the late entry age at grade 1 and the repetition rates.

4.4 Repetition

Repetition rate is defined as the percentage of students who repeat a grade rather than progressing to the next. The policy states that

schools should maintain the rate of repetition at least 5 percent.

Figure 8: Repetition Rates by Years 2023-2025, lines



The line chart, in figure 8 shows a very positive trend regarding internal efficiency in the school system with significant improvement between 2023 and 2024, the repetition rate was relatively stagnant, dropping only slightly from 6.8% to 6.6%. In 2025,

there is a sharp decline to 4.7% which is line with the Ministry repetition policy of less than 5%. The system has successfully reduced the repetition rate by 2.1 percentage points over just two years.

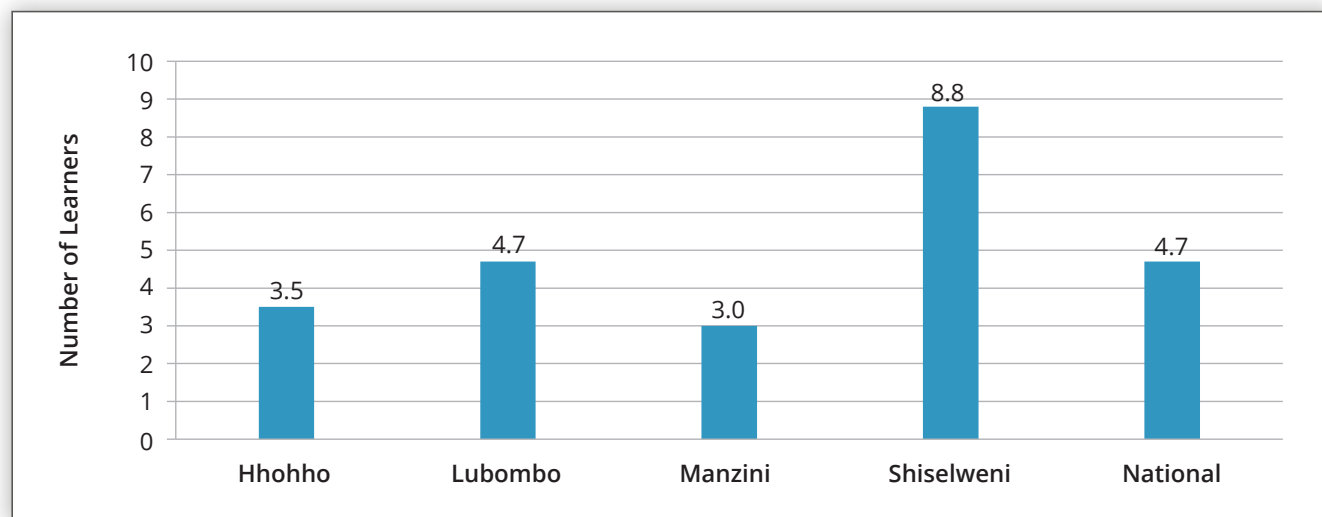
Repetition Rate			
Grade	Female	Male	Total
Grade 1	2.5	4.2	3.35
Grade 2	2.5	4.0	3.25
Grade 3	3.4	5.2	4.3
Grade 4	3.8	6.5	5.15
Grade 5	4.9	7.5	6.2
Grade 6	4.9	7.1	6.0
Grade 7	3.2	5.6	4.4
Total	3.6	5.7	4.7

Table 7: Repetition Rates by Grade, 2025

Table 7, shows that there is repetition across every grade, male learners have a significantly higher repetition rate than female learners (with 5.7% for males and 3.6% for females). Grade 5 has the

highest total repetition rate at 6.2% with grade 4 and Grade 6 following closely, indicating that the upper primary has more repeaters.

Figure 9: Repetition by Region



The most striking data point is Shiselweni's repetition rate of 8.8% as it is nearly double the

national average. Manzini has the lowest repetition rate in the country, followed by Hhohho (3.5%).

4.4 Drop-Out

Figure 10: Drop out by sex, years, 2023-2025

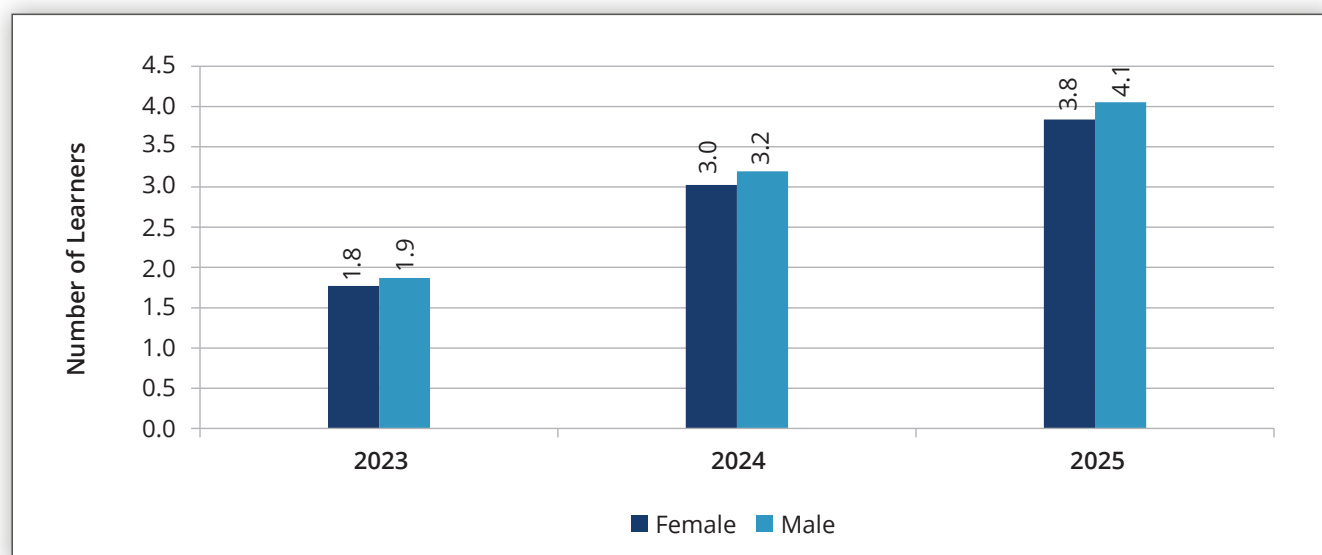


Figure 10 illustrates the percentage of students dropping out annually, disaggregated by sex. There is a significant upward trend in the dropout rates as they have more than doubled in just two years.

In 2023, rates were below 2% for the learners and by 2025, they reached 3.8% for females and 4.1% for males

Year	Learner Dropout by region, 2025			
	Hhohho	Lubombo	Manzini	Shiselweni
2023	916	763	1549	832
2024	1684	1305	2489	1459
2025	2225	1645	3067	1946

Table 8: Drop out numbers by region, 2025

Table 8 shows the number of learners who dropped out across the four regions from 2023 to 2025. Manzini has the highest number of dropouts in

absolute terms and Hhohho has the most relative increase, with dropout numbers nearly tripling since 2023.

	Reasons for drop out by sex , 2023-2025					
	2023		2024		2025	
	Female	Male	Female	Male	Female	Male
Relocation	1225	1275	2120	2204	2615	2725
Absconded	167	277	301	461	392	578
Repeated more than once	164	269	306	498	358	600
Sickness	72	60	123	123	203	190
School fees	82	100	100	120	161	189
Pregnancy	88	8	132	13	180	15
Substance Abuse	-	23	2	31	20	51
Death	52	67	71	112	90	149
Disciplinary or expelled	9	14	18	20	19	24
Abuse from home	31	32	54	53	68	58
Disability	10	21	19	33	39	100
Bullying	1	8	3	11	4	20

Table 9: Drop out by reason, 2023 to 2025

Table 9, reveals the underlying social and economic drivers behind the dropout trends. The primary reason for drop out is relocation with numbers rising from 2,500 learners in 2023 to over 5,300 in 2025. This suggests high family mobility or migration. There is also academic discouragement whereby "Repeated more than once" is a major factor, especially for males (600 compared to 358 females in 2025). This aligns with the repetition data showing more boys repeat a grade.

Economic Factors: Dropouts due to "School fees" have doubled since 2023, indicating increasing financial strain on households.

Gender-Specific Factors:

- **Pregnancy:** rising from 88 to 180 cases in three years.
- **Substance Abuse:** a significant number of males than females (51 , 20 learners) in 2025.
- **Absconded:** Male students are consistently more likely to simply stop attending without a formal reason given.

Figure 11: Total number of teachers by qualification, sex, 2023-2025

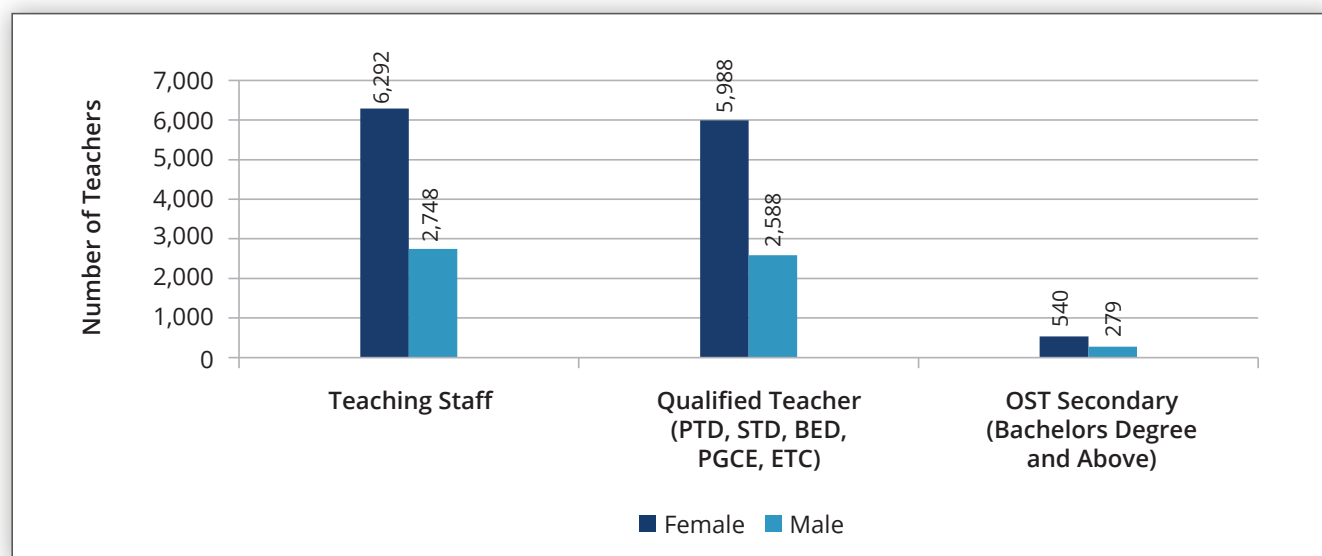


Figure 11 compares the composition of the teaching staff by sex and their qualification. There are more female teachers than male teachers with 6291 female teaching staff members compared to 2,748 males. About 94% of the teaching staff are qualified

teachers with teacher certificate and about 9% of the qualified teachers hold a post-secondary qualifications (Bachelor's degrees and above). The data shows that the majority of the teachers meet the national standards for qualification.

	Reasons for Attrition by Sex , 2023-2025															
	Resignation		Death		Promotion		Retirement		Transfer		Dismissal		Absconded		Other	
Year	Fe	Ma	Fe	Ma	Fe	Ma	Fe	Ma	Fe	Ma	Fe	Ma	Fe	Ma	Fe	Ma
2023	70	63	21	20	41	47	185	75	473	204	10	24	13	77	77	69
2024	97	67	23	24	47	50	137	60	281	163	4	9	23	15	142	116
2025	71	61	22	20	64	54	116	75	292	182	2	5	6	13	47	26

Table 10: Teacher attrition, reason, 2025

The table 10 shows more teachers are leaving their posted schools mostly due to transfer which is the leading cause of staff movement. In 2025, 474 teachers (292 female, 182 male) moved, a

significant increase from 2023. Retirement is also a major factor, even though the numbers have decreased notably, dropping from a total of 260 in 2023 to 191 in 2025.

CHAPTER 5

5.0 Secondary Education

Secondary education is the phase connecting primary school with either tertiary education and training or the workforce. It is meant to introduce learners into different specialized areas of knowledge while exposing them to possible careers. It thus plays a very critical role in shaping the learners for future careers, social and emotion growth. It is thus very important for EmaSwati learners to undergo secondary education and

training. it is therefore, the responsibility of the Government of Eswatini to ensure that the system is assured and monitored for efficiency, effectiveness, quality and relevance. It should be noted, however, that the system is currently undergoing a transformation which makes it to take between four to six years to complete. There are those learners who will complete in four take a further year to complete (Advanced Level).

Year	Female	Male	Total	Growth (%)
2023	62,727	58,063	120,790	
2024	63,128	57,808	120,936	0,12
2025	64,528	60,216	124,744	3,15

Table 11: Shows Growth

Secondary School enrolment increased between by 3.15 % between 2024 and 2025 and this aligns

with a similar trend observed for primary school during the same period.

Figure 12: Enrolment by Grade and Sex

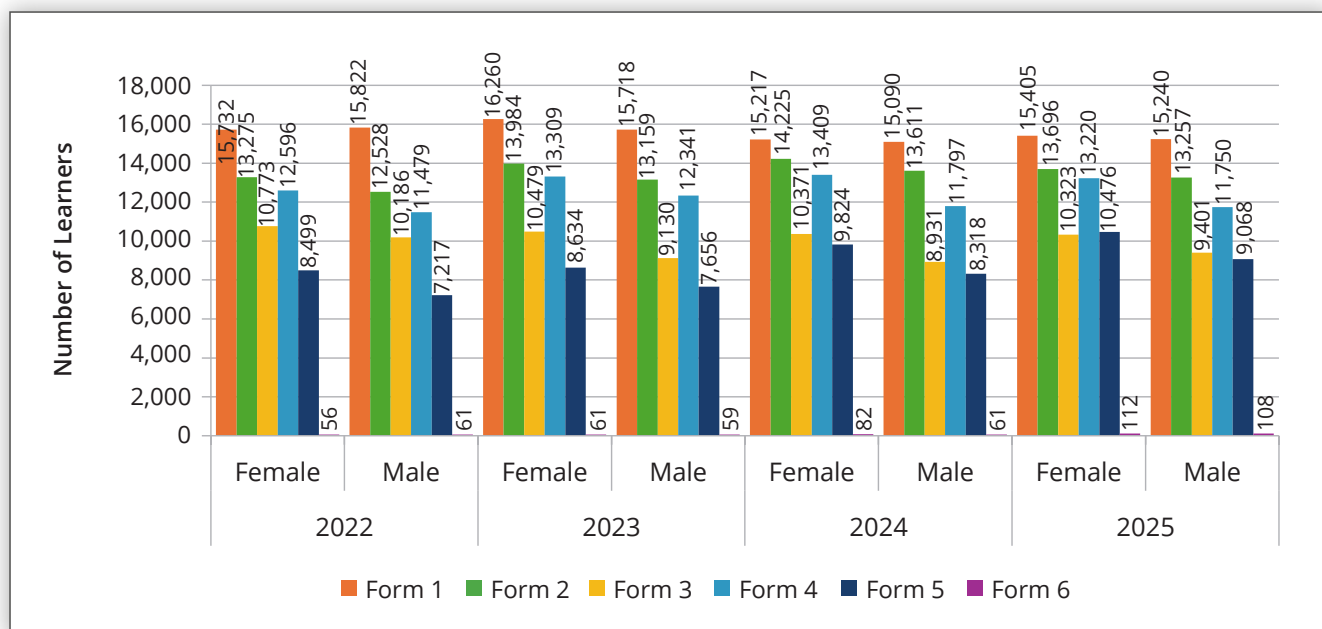
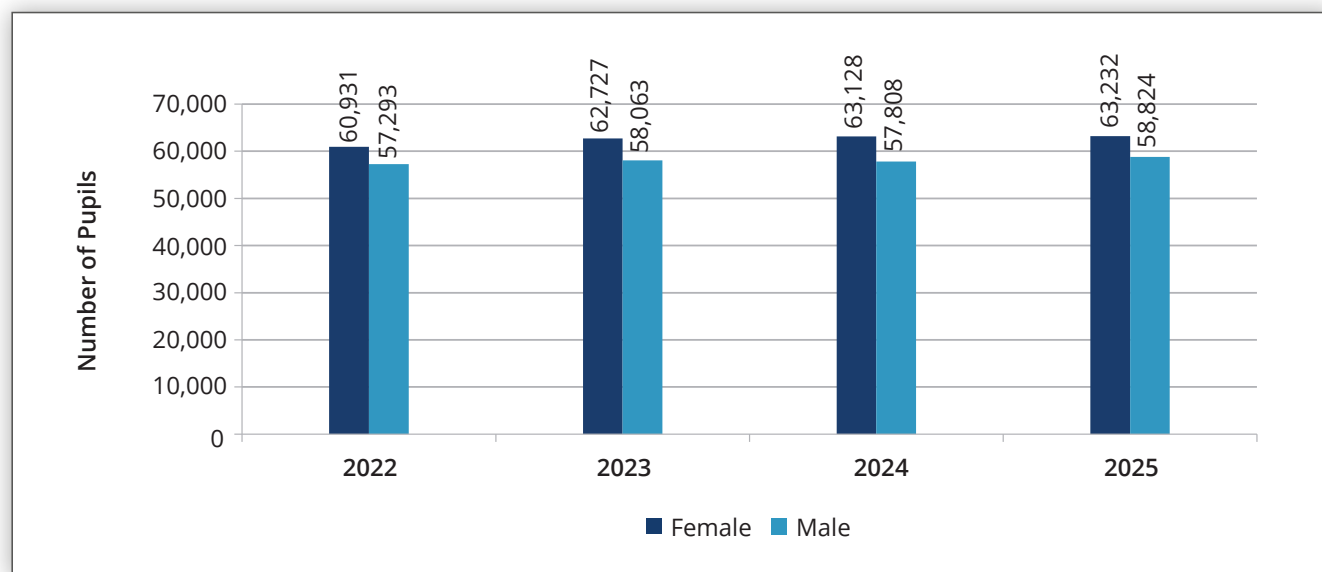


Figure 12, shows that on the overall, there were more girls enrolled in the secondary school system in the last four years though there were more boys

enrolled for Form 6 but only in 2022. This can be further illustrated in Figure 13 below.

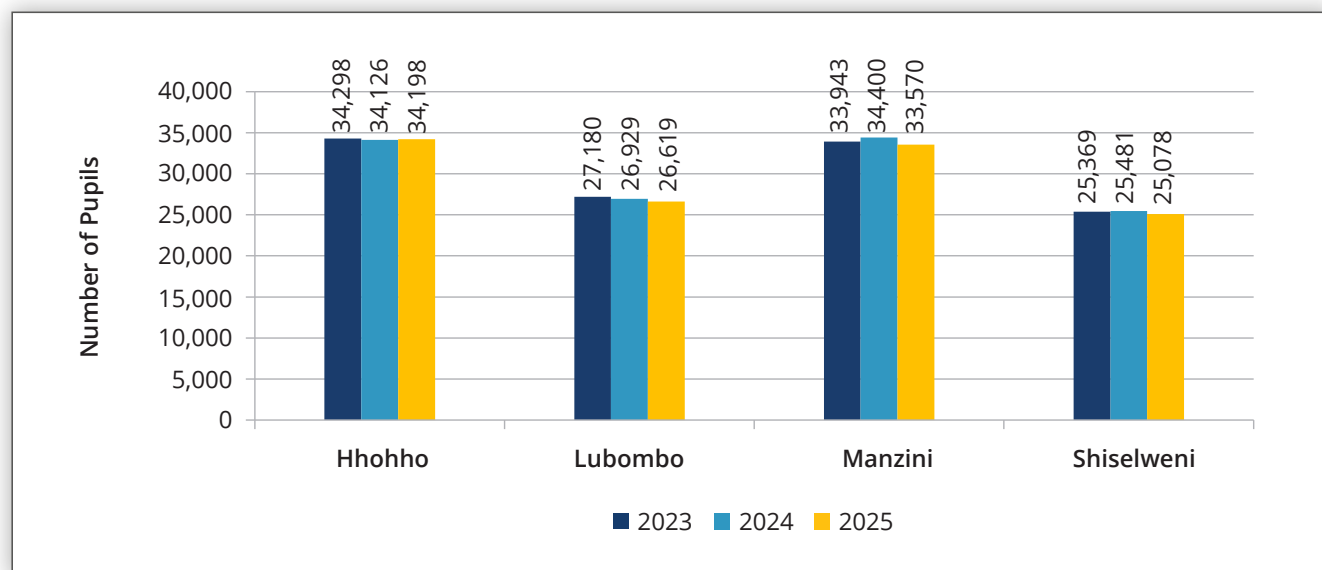
Figure 13: Gross Secondary School Enrolment by sex



These numbers contrast population statistics which show that for the school going ages there are more males than females. However, the data shows that secondary school is able to enrol more girls than

boys. There are various possible reasons for this including programs and services aimed at keeping the girl child at school than there are for boys.

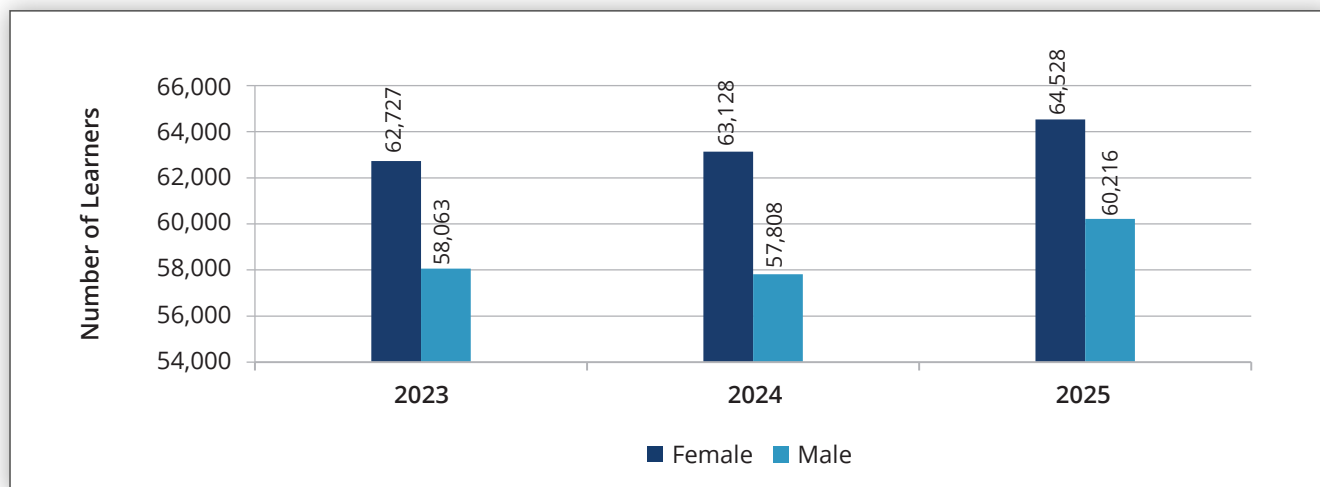
Figure 14: Enrolment by Region, 2023-2025



Enrolment in all the regions has been steady in the last three years. The Hhohho region has always had more enrolled learners followed by the Manzini

Region. The Shiselweni Region has had the least enrolments in the last three years.

Figure 15: Gross and Net Secondary Enrolments by sex

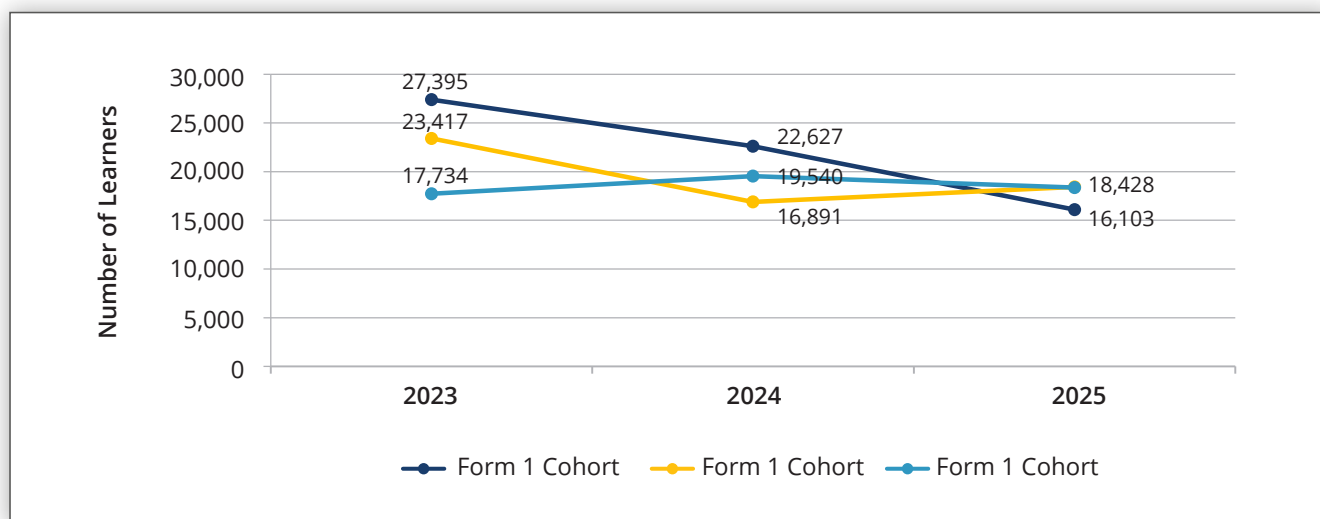


The Secondary school system has had more female learners than males in the last three years. For the female learners the numbers have been increasing for the last three years while for the males there was a decrease between 2023 and 2024. However, the enrolment for male learners increased again in 2025 though still remaining below that of female learners.

5.1 Transition

Transition rates from primary level (Grade 7) to lower secondary level (Form 1) was 87.7% for the academic year 2025. Though the rates according to sex were comparable but there were more males who transitioned with female learners at 86.6% while males were at 88.8%.

Figure 16: Progression by Grade



The data shows that there are learners who always fail in a given cohort. For instance, there were in 27,395 enrolled for Form 1 in 2023. This number was reduced to 22,627 for the same cohort in 2024 and 16,103 in 2025 when they were in Form 3.

However, for the cohort that was in Form 3 in 2023 the enrolment increased 1806 when they were in Form 4 before decreasing to 18,380 in 2025 when

they were Form 5. This suggest sizeable repetition especially at Form 4.

5.2 Completion Rates

5.2.1 Completion at Form 3

Figure 3, shows learners who set for the Junior Certificate Examinations in the last three years.

5.3 Completion at Form 3 by Sex

	2023		2024			2025			Total
	Female	Male	Total	Female	Male	Total	Female	Male	
Enrolment	10479	9130	19609	10371	8931	19302	10591	9679	20270
Registered for JC exam			18940			16777			17674
JC Candidate who sat for exam	10078	8481	18559	8840	7673	16513	9318	8047	17365
JC Failures	1704	1636		1388	1394		1533	1581	
JC Passes	8374	6845		7452	6279		7785	6466	

Table 12: Shows Completion at Form 3

Contrary to the primary school enrolment and transition rates, there now more female learners in the system than the males. Though the failure rates are comparable, there are more male failures in the last two years than their female counterparts. Furthermore, the data shows that there is a substantial number of Form three learners who dropout of school between the start of the school year (January) and the time of examination registration (usually March/April). For instance in 2025 there were 20,270 learners enrolled in January

but of these 17,674 registered for the examinations while 17,365 eventually sat for the examinations. From this data it could be posited that reasons for not registering for examinations include cost while there may be many reasons for registering and not sitting for the examinations.

The data shows a summary of learners who sat for the Eswatini General Certificate of Secondary Education (EGCSE) in the last three years.

Figure 17: Completion at Form 5

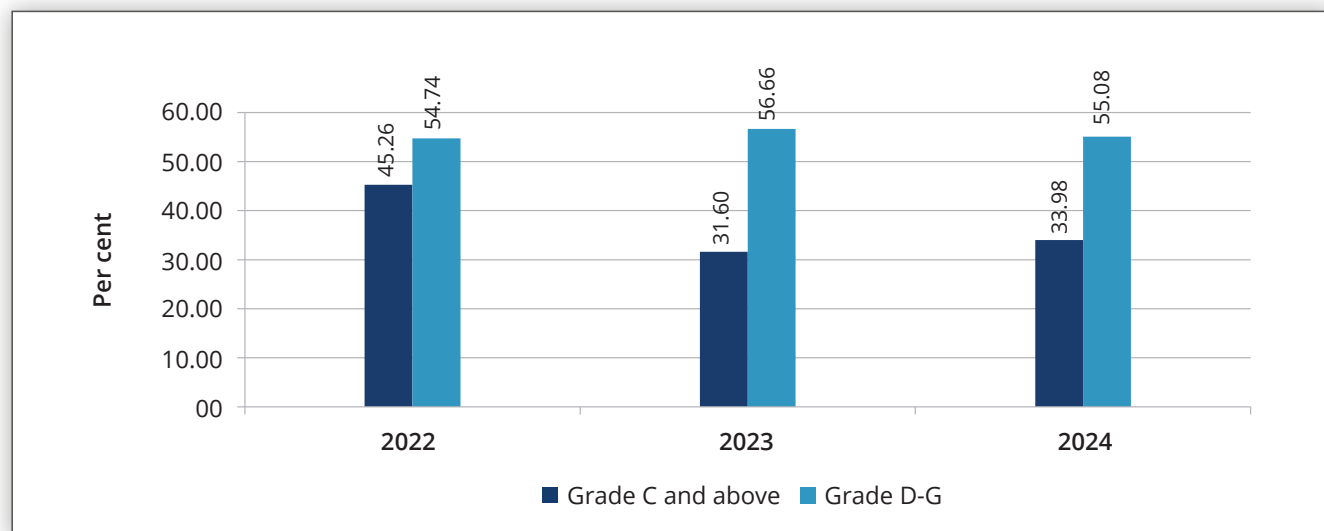


Figure 17, shows the performance of learners at the end of secondary education, that is after sitting for the Eswatini General Certificate of Secondary education. It should be noted that admission into a majority of higher education institutions requires a crediting a minimum of six subjects at Grade C or better. It can thus be noted that the number of

learners who attained higher education admission results in the last three years fluctuated between 45.3% and 31.6%. This shows that more than fifty percent of high school graduates are not able to proceed immediately to higher education and training. Figure 18 below shows performance at Grade c or better by sex.

Figure 18: Performance at Grade C or better by sex

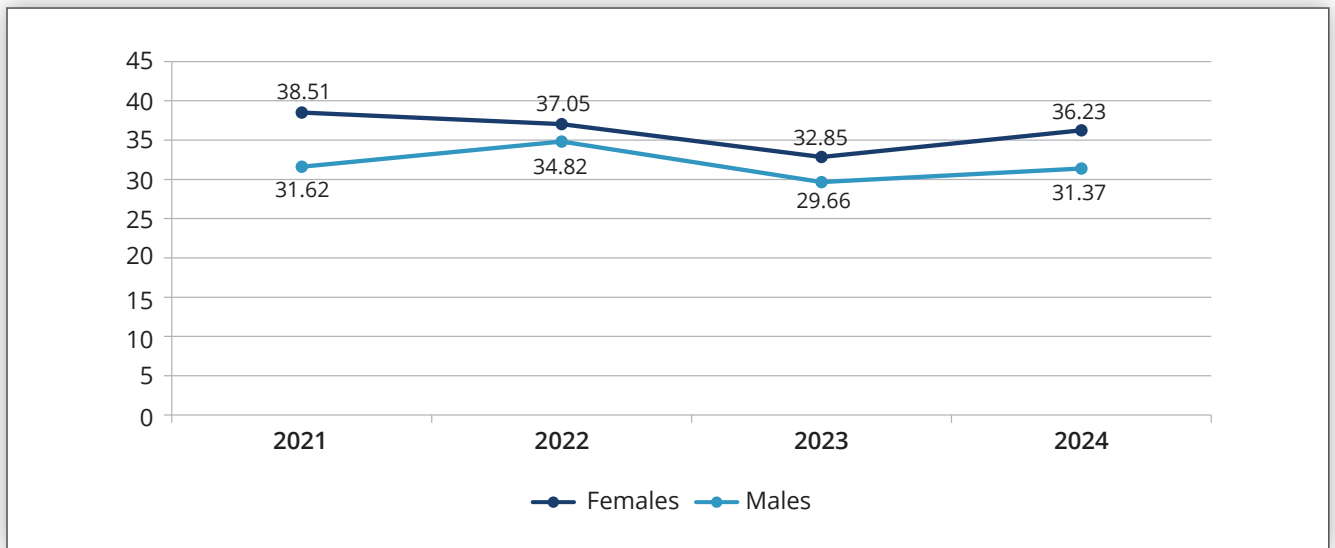
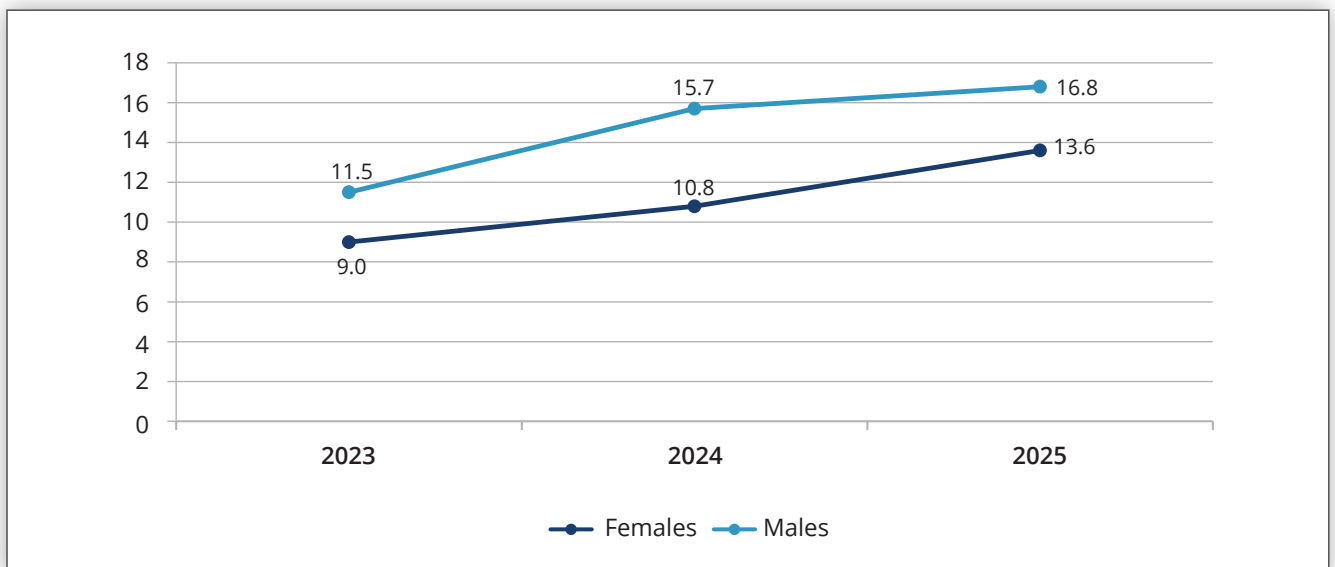


Figure 18, shows that females have been performing better than males for the school leaving examinations, especially when focusing on

the quality of results. The system is therefore able to produce more female learners who qualify for higher education than males.

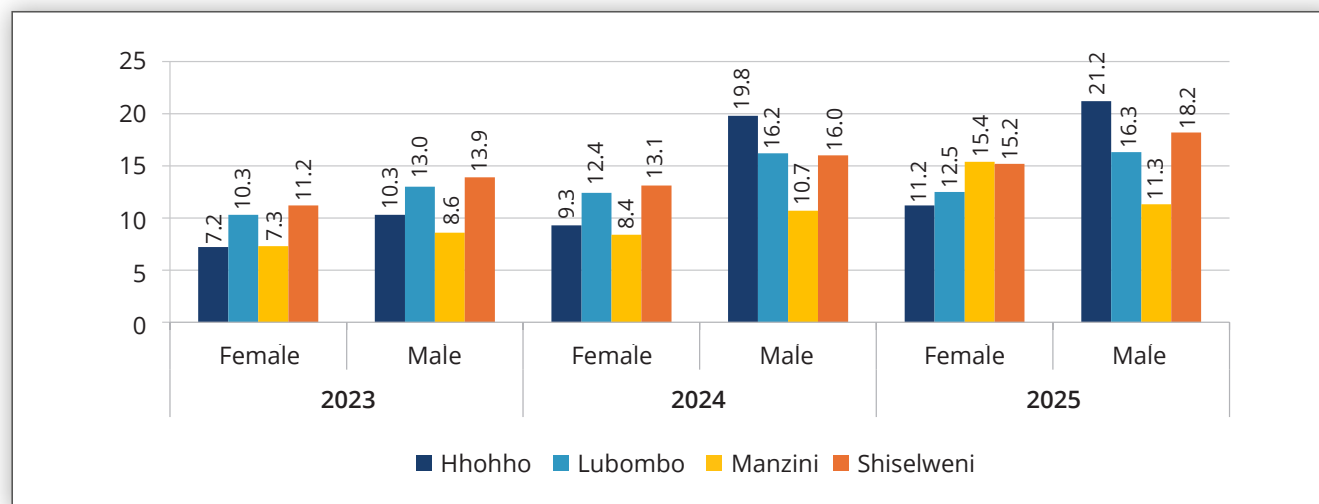
Figure 19: Repetition Rates



The data shows that more male learners repeat than females. However, the repetition rates are increasing for both female and male learners. It should however be noted that in 2024 and 2025 the

highest number of male repeaters came from the Hhohho Region while female repeaters came from the Shiselweni and Manzini Regions respectively as shown in figure 19.

Figure 20: Repetition Rates by Grade, 2024



In 2025 more learners repeated in the non-completing classes than in completing classes. For instance, repetition rates in Form 3 were the lowest

with the exception of Form 5. The Shiselweni and Lubombo Regions reported higher repetition rates than lower than the Manzini and Hhohho regions.

Regions	Form 1		Form 2		Form 3		Form 4		Form 5	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Hhohho	12,3	13,6	11,3	13,8	6,9	7,7	10,4	14,4	0,36	0,13
Lubombo	11,1	14,3	12,4	16,1	6,3	6,7	13,7	17,9	0,59	0,78
Manzini	33,2	8,7	8,8	9,1	3,3	4,6	7,4	7,6	0,06	0,5
Shiselweni	15,5	18,4	15,4	17,3	7	8,8	17,5	16,7	0,16	0,32

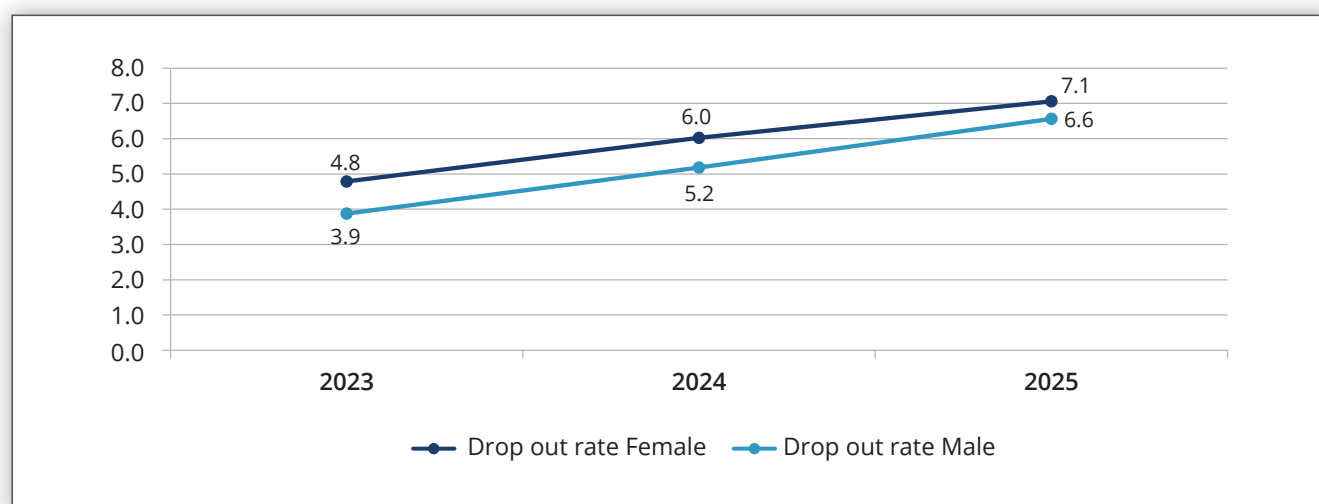
Table 13:

5.4 Drop-out rates by sex, years

Annual Education Census and end of phase examination data show that a majority of learners complete secondary education. However, there

are still those who drop out due to various reasons. Figure 8 shows dropout rates by sex in the last three years.

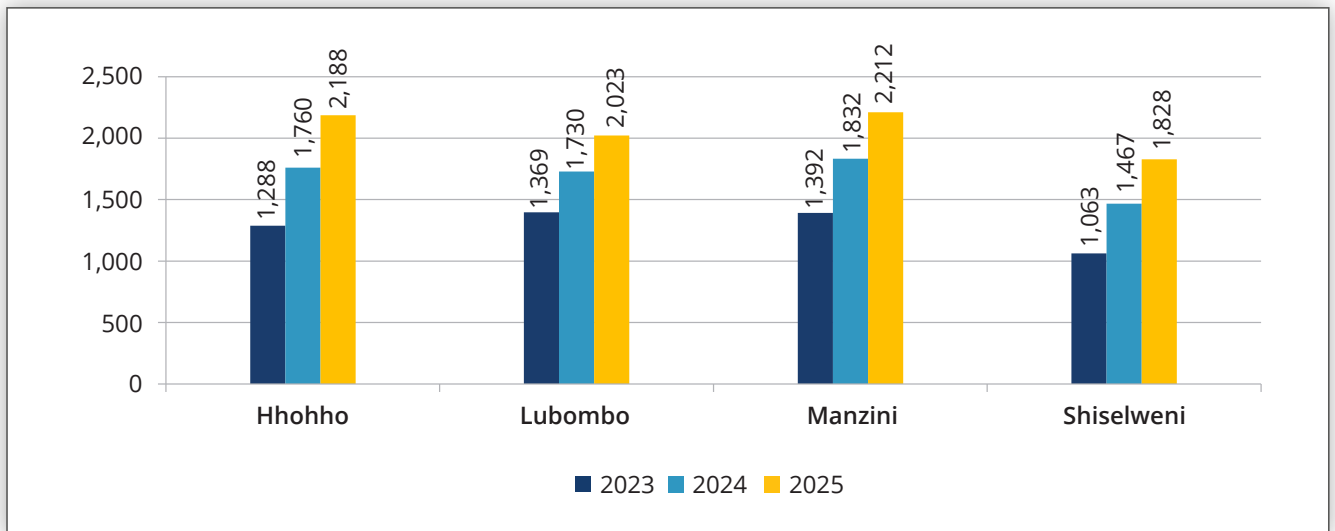
Figure 21: Dropout rates by sex



The data shows that dropout rates have been steadily increasing in the last three years with more girls dropping out. This implies the need to

strengthen interventions aimed at keeping learners within the school system

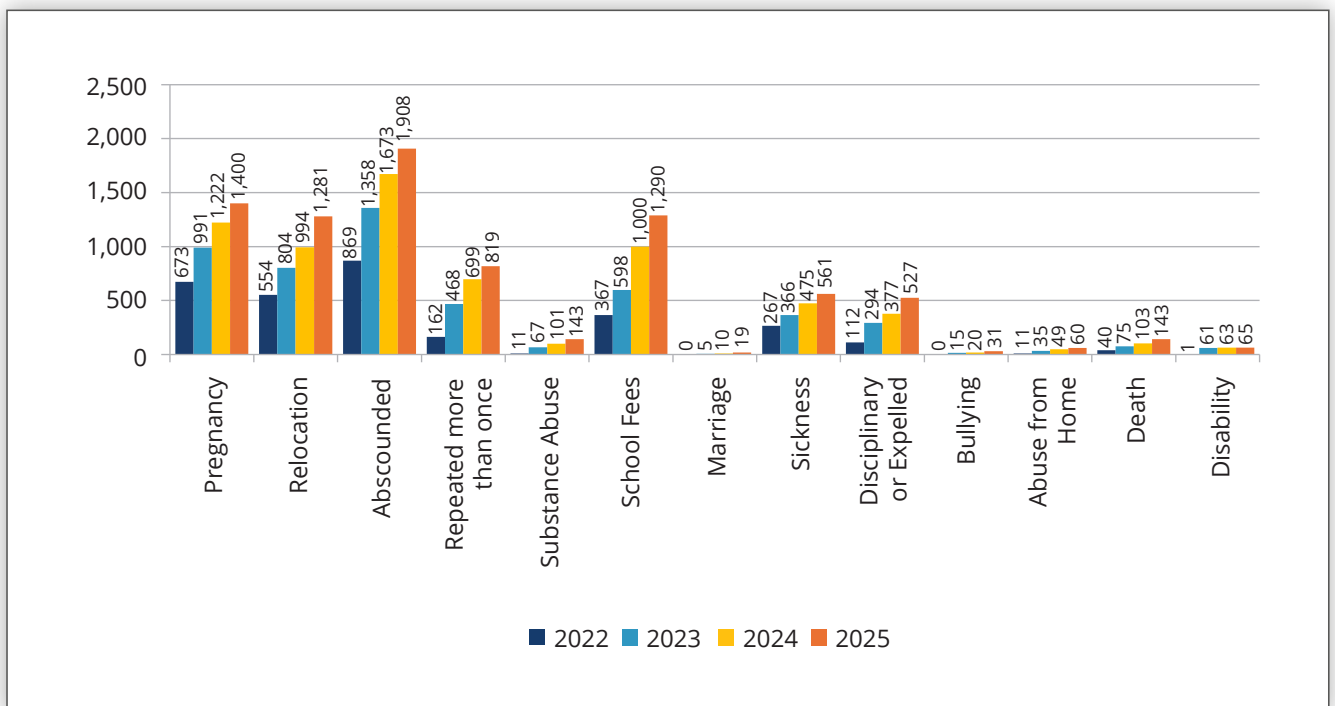
Figure 22: Dropout rates by regions



5.5 Reasons for dropping

There are various reasons cited for dropping out of school.

Figure 23: Reasons for dropping out of school



Cited reasons for dropping out include pregnancy, relocation, absconding, repetition and school fees. The higher repetition rates for females imply that

on the average, females form a majority of the population affected by these reasons.

5.4.1 The six most cited reasons for dropout

Year	Pregnancy		Relocation		Repeated more than once		Disciplinary Expulsion		Absconding		School Fees	
	Fem	Mal	Fem	Mal	Fem	Mal	Fem	Mal	Fem	Mal	Fem	Mal
2022	663	10	266	288	81	81	34	78	398	471	164	203
2023	964	27	413	391	213	255	119	175	614	744	283	315
2024	1170	52	518	476	306	393	132	245	743	930	481	519
2025	1336	64	632	649	361	458	169	358	842	1066	592	698

Table 14: The six most cited reasons for dropout

Table 14, shows that pregnancy is the leading reason for drop out. It should be noted that pregnancy generally should affect females only however data shows that it also affects males. It was reported that in some cases when the male learner is believed to have impregnated a female

he is also made to drop out of school. However, females remain the most affected by pregnancy, the incidence of which has been on the increase for the last four years. Another reason which seems to affect more females is relocation though the margins are not too wide.

Figure 24: Teacher Pupil Ratio

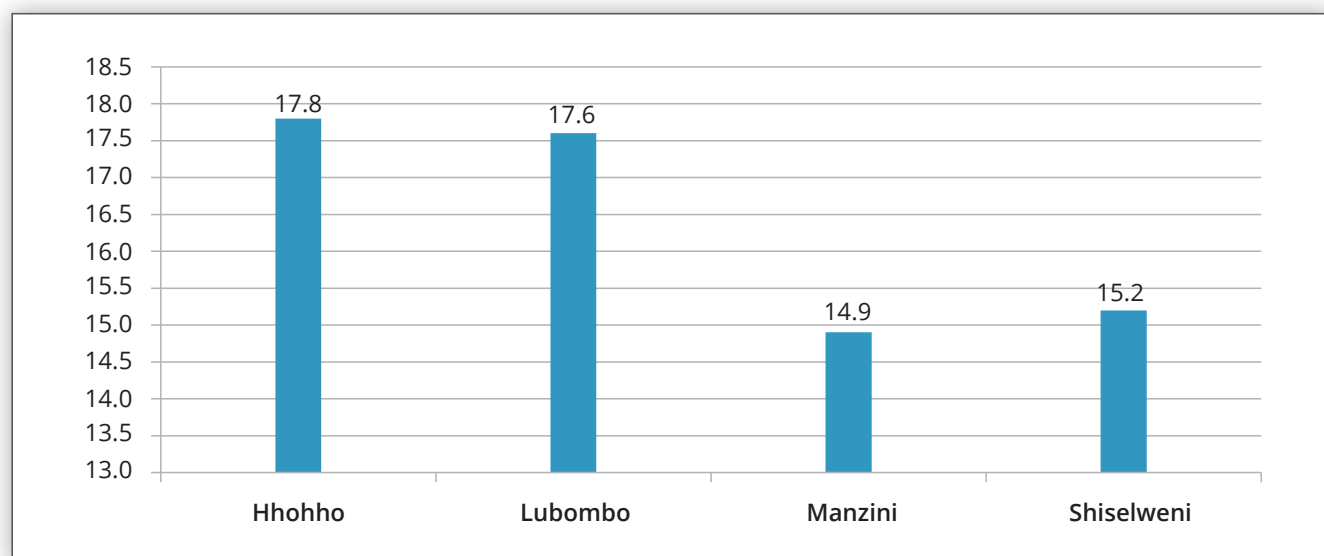


Figure 24, shows that the pupil to teacher ratio at secondary education is far less than the policy dictates of 1:25. The Hhohho region is the highest with 1:18 while the Manzini region has the lowest with 1:15. This is further corroborated by findings of a Report on Teacher Deployment at Secondary

School Level (2025) which states that approximately 62% of teachers at secondary school had teaching loads below that stipulated by policy (40 periods of 40 minutes within a five-day cycle). It further reported that only about 6% were found to have loads exceeding the expected maximum.

Total number of teachers by sex

Year	Region	Number of Teachers		
		Female	Male	Total
2023	Hhohho	1,097	960	2,057
	Lubombo	822	750	1,572
	Manzini	1,168	1,080	2,248
	Shiselweni	763	898	1,661
2024	Hhohho	1,122	990	2,112
	Lubombo	849	751	1,600
	Manzini	1,175	1,117	2,292
	Shiselweni	799	893	1,692
2025	Hhohho	1,057	1,021	2,078
	Lubombo	845	749	1,594
	Manzini	1,207	1,103	2,310
	Shiselweni	801	869	1 670

Table 15: Total number of teachers by sex

5.6 Qualified Teachers

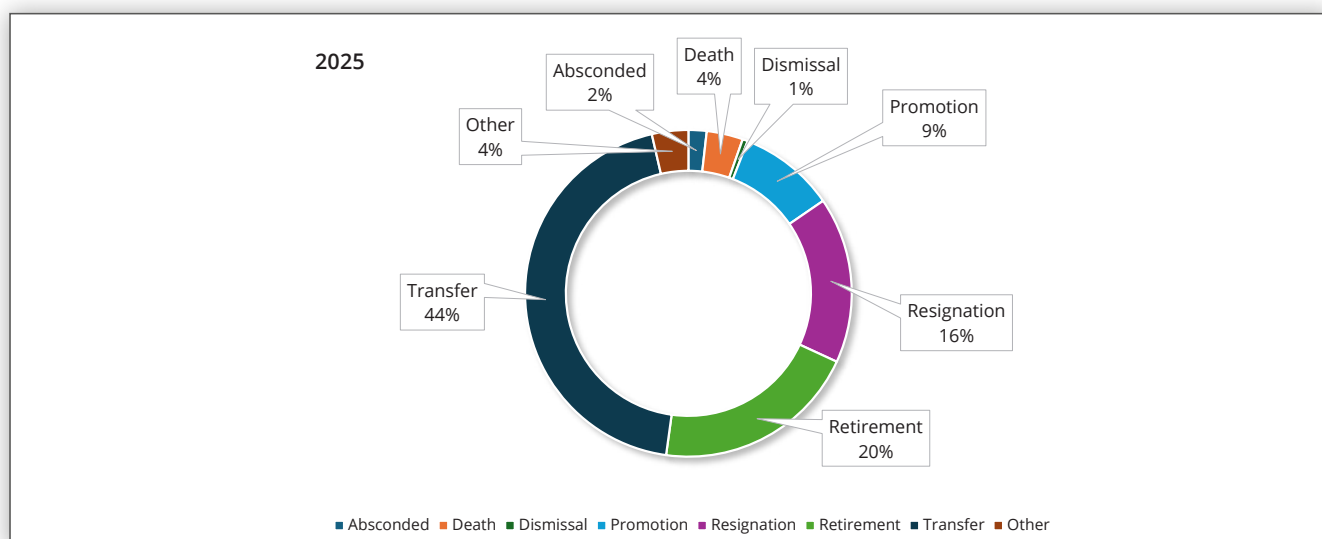
For the current reporting period there were 7503 teachers in secondary schools most of which were female. From these about 73% were

qualified teachers to teach at secondary school and more female teachers were qualified as shown in table 16.

	Total Number of Teachers	Number of staff with Qualified Post Secondary (Bachelors degree and above)	Number of staff Qualified as Teacher (PTD, STD, BEd, PGCE etc)
Female	3889	1136	2753
Male	3614	926	2688
Total	7503	2062	5441

Table 16: Qualified teachers

Figure 25: Teacher attrition



CHAPTER 6

6.0 NON-FORMAL EDUCATION

6.1 Alternative General Education and Training

In an effort to increase access to education and training, the Ministry of Education and Training mandated the Sebenta National Institute and Emlalatini Development Centre to offer alternative general education and training. This was meant to cater for all the learners who may not be in a position to enrol in the 'normal' schools due to various reasons. Hence such institutions service the marginalised and vulnerable out of school youth and adults.

6.2 Enrolment at Sebenta National Institute

The Sebenta National Institute currently offers alternative to primary education and training. These learners are given the opportunity to then sit for the Eswatini Primary Certificate Examinations which then enables them to either continue with alternative education for secondary school or join the main stream. The following tables show the enrolment for the last Grade which is equivalent to the last grade of Primary school in the last two years.

Grade 7 (2024)		Grade 7 (2025)	
Males	Females	Males	Females
12	17	18	23

Table 17: Gross enrolment for alternative primary education

Teaching Staff	
Male	Female
4	2

Table 18: Teaching Staff for Alternative primary education

6.3 Enrolment at Emlalatini Development Centre

Emlalatini Development Centre offers alternative to secondary education and training through distance education. Learners are given the opportunity to sit for the Junior Certificate Examinations and Eswatini General Certificate of Secondary education. The following tables show the enrolment for the last of lower and upper secondary education.

Form 3 (2024)		Form 5 (2024)		Form 3 (2024)		Form 5 (2025)	
Males	Females	Males	Females	Males	Females	Males	Females
86	156	157	362	50	58	98	175

Table 19: Gross Enrolment at Emlalatini Development Centre

Teaching Staff	
Males	Females
2	7

Table 20: Teaching staff for Alternative Secondary Education at Emlalatini

CHAPTER 7

7.0 Post-School Education and Training (PSET)

The PSET sub-sector in Eswatini consists of the Technical Vocational Education and Training (TVET), Adult Education and Lifelong Learning, Tertiary Education. Post-school education and training is aimed at equipping students with skills and

competencies necessary for them to transition into the labour market and to venture into production. For this report, the data was collected in public Regional Education centres, Skills Centres, TVET colleges as well as in all public tertiary institutions.

Trade	2023			2024			2025			No. of Inst.
	Mal	Fem	Tot	Mal	Fem	Tot	Mal	Fem	Tot	
Welding and Fabrication	27	7	82	45	38	175	76	19	215	
Electrical Wiring	68	21	262	57	28	96	75	50	202	3
Fashion and Design & Sewing	8	143	702	4	150	705	4	132	411	9
Plumbing	60	38	122	79	44	374	87	39	246	3
Secretarial	9	44	53	4	62	66	7	19	26	3
Upholstery	5	5	29	7	8	19	14	13	60	2
Culinary Art	2	119	121	4	155	159	7	77	84	8
Motor Mechanic	101	15	116	100	20	120	105	19	124	6
Air-Con and Refrigeration	8	2	10	9	3	12	11	1	12	1
Carpentry and Joinery	65	4	115	61	6	46	66	9	102	5
Agriculture	16	17	33	18	12	30	15	6	21	4
Computer	7	70	107	14	88	102	12	26	62	6
Fencing	0	0	32	0	0	32	0	0	15	1
Building and Construction	24	9	19	25	8	19	23	0	45	3
Computer Hardware & Programming	2	16	18	2	10	12	6	8	14	1
Panel Beating	14	2	16	14	2	16	16	0	16	1
Auto Electrical	18	0	18	18	0	18	17	2	19	1
Beauty Therapy	0	23	0	0	23	23	0	0	0	1
Customer Care & Communication	8	37	45	4	43	47	6	19	25	1
TOTAL	442	572	1900	465	700	2065	547	439	1699	

Table 21: TVET

NB: One Institution provided data without distribution by sex

Table 21, shows evolution of enrolments in all skills centres by trade, from the table above the key observations are that from 2023 to 2024 total enrolments in public skills centres have been increasing from 1900 students to 2065 students and then declined to 1699 in 2025. Moreover, it can be observed that enrolled females were more than males in the past two years and the situation changed in 2025 where males 547 became more than females 439. Females dominate in fields such as Fashion, Design and Sewing, Culinary Arts, computer hardware, secretarial and programme, there is also a noticeable decrease in appetite for females to enrol in courses such as Air-conditioning and Refrigeration, panel beating.

7.1 Higher Education

The Higher Education Institution (HEI) sub sector in Eswatini is regulated by the Higher Education Act of 2013 through the Eswatini Higher Education Council and the Eswatini Qualifications Authority

(EQA). HEI is any institution providing higher education through full-time, part time or distance mode. The HEI are:

- (i) **Universities:** They offer advanced learning in many branches, confer degrees and include research
- (ii) **Colleges:** They offer Certificates and Diplomas in multiple fields of study
- (iii) **Institutes:** They offer professional, arts, science or technology related courses and they can be part of a University
- (iv) **Academy:** They offer specialities in a single field e.g. Police, Arts, Military.

7.1.1 Enrolments by faculty by level of qualification offered

This section shows qualifications offered by different institutions in different faculties for the two years. The tables also show the different courses and programmes offered in the different institutions.

Good Shepherd

Enrolment	2023			2024		
	Male	Female	Total	Male	Female	Total
Certificate	29	81	110	23	85	108
Diploma	80	135	215	65	135	200

GRADUATES	2023			2024		
	Male	Female	Total	Male	Female	Total
Certificate	21	41	62	34	45	79
Diploma	36	54	90	18	23	41

Teaching Staff	2023			2024		
	Male	Female	Total	Male	Female	Total
	6	10	16	6	10	16

Ngwane College

Enrolment	2023			2024		
	Male	Female	Total	Male	Female	Total
Diploma	215	360	575	192	378	570

Graduates	2023			2024		
	Male	Female	Total	Male	Female	Total
Diploma	76	93	169	81	124	205

Teaching Staff	2023			2024		
	Male	Female	Total	Male	Female	Total
	15	30	45	17	33	50

William Pitcher College

Enrolment	2023			2024		
	Male	Female	Total	Male	Female	Total
Diploma	203	277	480	243	260	503

Graduates	2023			2024		
	Male	Female	Total	Male	Female	Total
Diploma	52	92	144	59	68	127

Teaching Staff	2023			2024		
	Male	Female	Total	Male	Female	Total
	23	30	53	23	30	53

VOCTIM

Enrolment	2023			2024		
	Male	Female	Total	Male	Female	Total
Diploma	158	49	207	156	55	211

Graduates	2023			2024		
	Male	Female	Total	Male	Female	Total
Diploma	106	24	130	40	22	62

Teaching Staff	2023			2024		
	Male	Female	Total	Male	Female	Total
	20	6	26	20	6	26

SCOT

Enrolment	2023			2024		
	Male	Female	Total	Male	Female	Total
Diploma	247	139	386	213	128	341

Graduates	2023			2024		
	Male	Female	Total	Male	Female	Total
Diploma	217	169	386	194	110	304

Teaching Staff	2023			2024		
	Male	Female	Total	Male	Female	Total
	36	12	48	40	13	53

LIMKOKWING

Enrolment	2023			2024		
	Male	Female	Total	Male	Female	Total
Diploma	397	633	1030	338	518	856

Graduates	2023			2024		
	Male	Female	Total	Male	Female	
Diploma	357	429	786	396	497	893

Teaching Staff	2023			2024		
	Male	Female	Total	Male	Female	Total
	40	29	69	43	29	72

AMADI

Enrolment	2024		
	Male	Female	Total
Diploma	4	40	44
Bachelor	29	79	108

Graduates	2024		
	Male	Female	Total
Diploma	1	20	21
Bachelor			

Teaching Staff	2024		
	Male	Female	Total
	22	12	34

SANU

Enrolment	2023			2024		
	Male	Female	Total	Male	Female	Total
Certificate	1	5	6	2	6	8
Diploma	286	646	932	369	493	862
Bachelor	301	338	639	342	383	725

Graduates	2023			2024		
	Male	Female	Total	Male	Female	Total
Certificate	1	3	4	0	0	0
Diploma	155	172	327	145	177	322
Bachelor	71	81	152	49	59	108

Teaching Staff	2023			2024		
	Male	Female	Total	Male	Female	Total
			0	39	36	75

IDM

Enrolment	2023			2024		
	Male	Female	Total	Male	Female	Total
Certificate	19	21	40	7	9	16
Diploma	41	94	135	36	72	108
Bachelor	20	38	58	13	21	34

Graduates	2023			2024		
	Male	Female	Total	Male	Female	Total
Certificate	19	21	40	7	9	16
Diploma	41	94	135	36	72	108
Bachelor	20	38	58	13	21	34

Teaching Staff	2023			2024		
	Male	Female	Total	Male	Female	Total
	32	16	48	31	16	47

UNESWA

Enrolment	2024		
	Male	Female	Total
Certificate	74	124	198
Diploma	25	43	68
Bachelor	2891	3341	6232
Masters & PHD	208	258	466

Graduates	2024		
	Male	Female	Total
Certificate	48	135	183
Diploma	8	9	17
Bachelor	399	604	1003
Masters & PHD	8	10	18

Teaching Staff	2024		
	Male	Female	Total
			138

CHAPTER 8

8.0 CRITICAL ENABLING INFRASTRUCTURE

	Basic Hand Washing Facilities		
	Schools with access to Basic hand washing facilities with running water	Schools with access to Basic hand washing facilities with soap	Schools with access to Basic hand washing facilities with toilet paper
Primary	551	332	261
Secondary	246	137	135

Table 22: Basic Hand Washing Facilities

Nationally, 551 primary schools have running water, only 332 have soap and 261 have toilet paper whilst 246 secondary schools have running water, 137 have soap, and 135 have toilet paper.

Number of Teachers Accommodated	
Primary Schools	4,264
Secondary Schools	3,318

Table 23: Number of Teachers Accommodated

Table 23 shows the number of teachers accommodated by the education level. Only 47

percents teachers are accommodated at primary level and 45 percent accommodated at secondary level.

Main type of water supply			
	Piped Water	Water from other sources	No Water
Primary Schools	115	503	0
Secondary Schools	70	219	0

Table 24: Main type of Water Supply

8.1 Water from other sources

	River	Harvested	Well	Borehole	Tankered
Primary Schools	71	213	70	318	141
Secondary Schools	30	98	23	178	83

Table 25: Source of Water Supply

Table 24 shows that in primary schools, only 115 rely on piped water while 503 depend on other sources and with secondary schools, 70 use piped water and 219 relying on alternatives. The use

of water from other sources does not necessary mean each school uses one source , other schools use more than one source for water supply.

Figure 26: Water from other Sources for Secondary Schools, 2023 - 2025

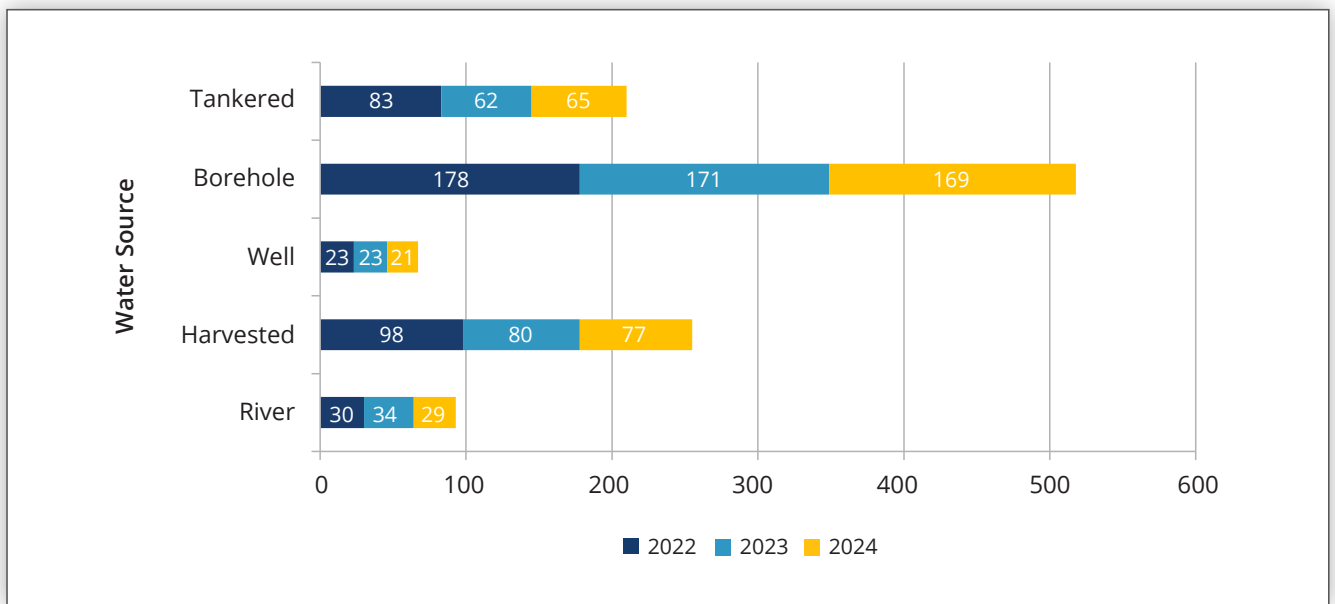


Figure 27: Water from Other Sources for Primary Schools, 2023 - 2025

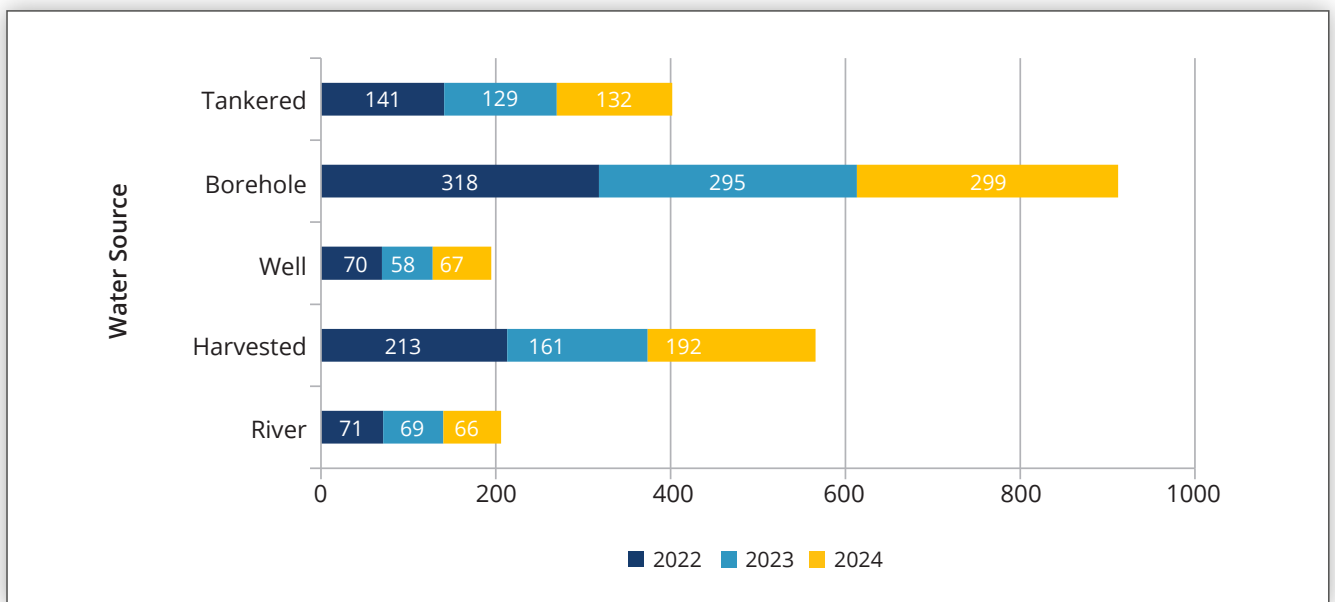


Figure 26 shows that in secondary schools, boreholes are the dominant alternative source in 2025 (178), followed by harvested water (98). Figure 27 shows that in primary schools, boreholes (318)

and harvested water (213) are most common. The trend indicates growing dependence on boreholes and harvested water, which are less reliable and more costly to maintain.

Figure 28: POWER

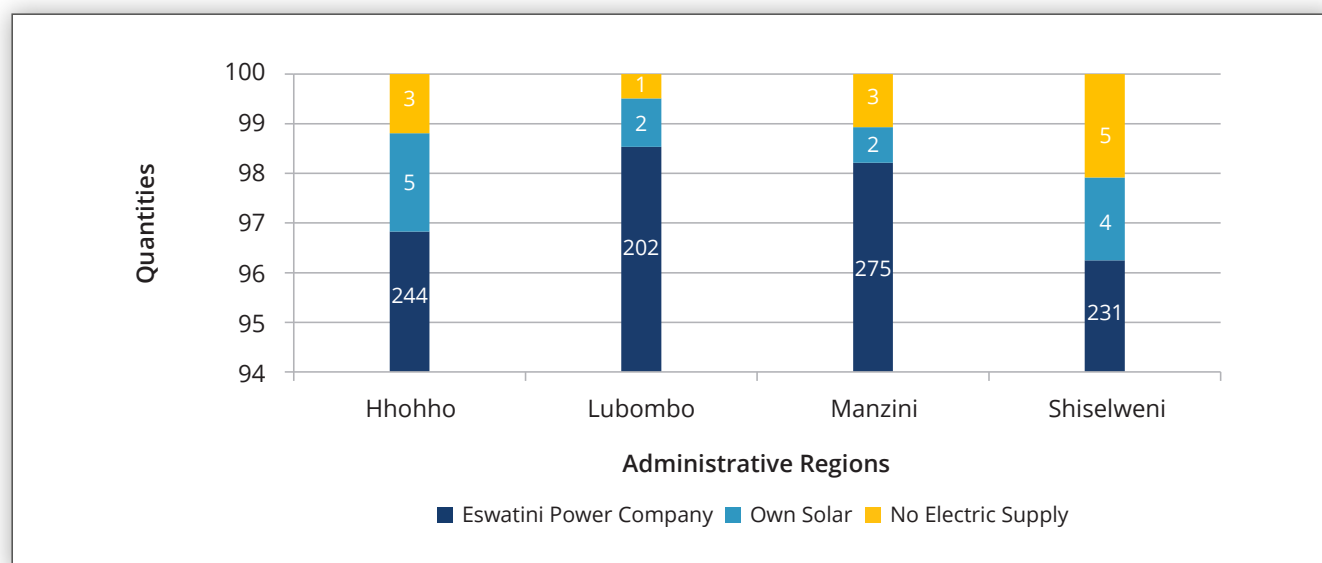


Figure 28 shows power supply distribution. The Eswatini Power Company dominates, with Manzini having the highest supply (275) and Lubombo

the lowest (202). Solar adoption is negligible, and Shiselweni has the highest number of schools without electricity (5).

Figure 29: Internet for Pedagogical Purposes

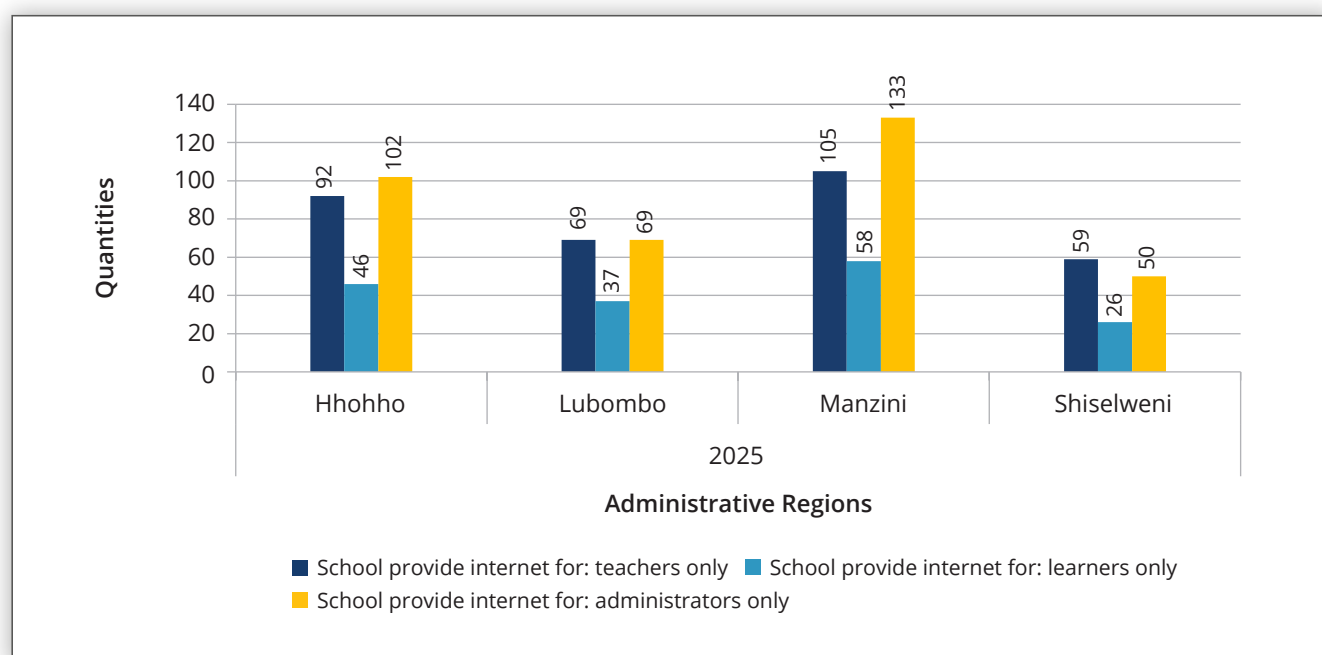


Figure 30: Internet for Pedagogical Purposes

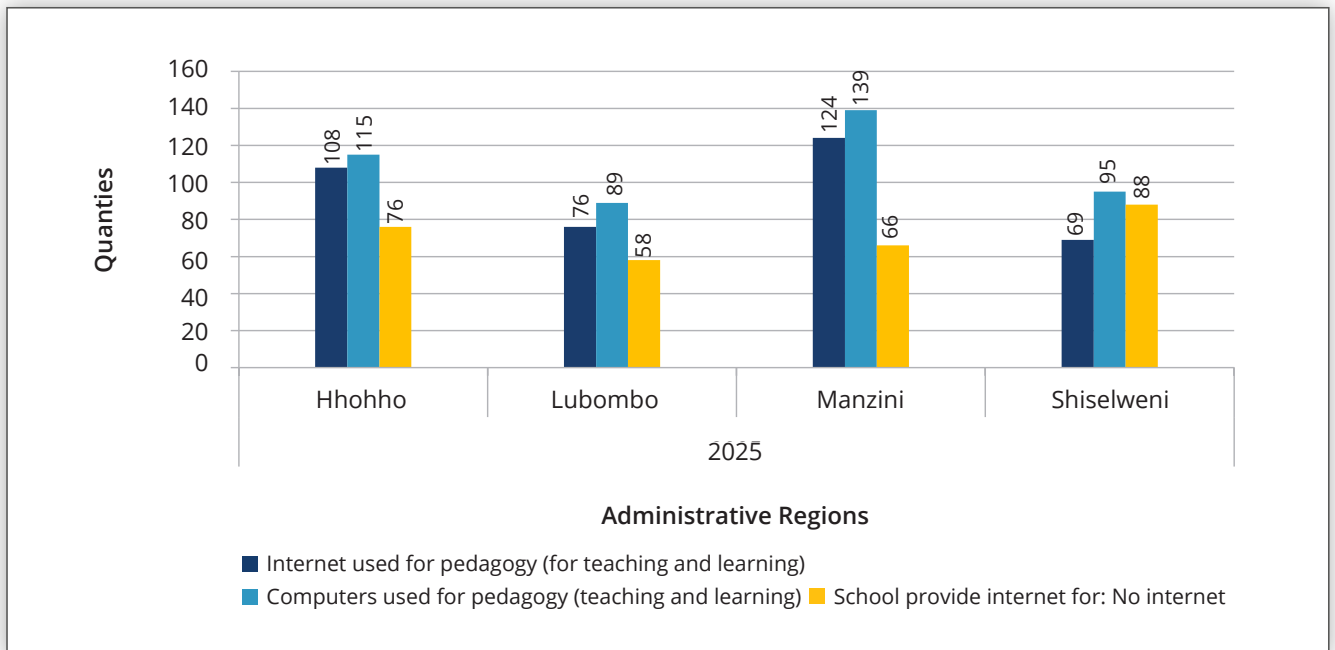


Figure 30 shows internet provision for pedagogy. Manzini leads across all categories, while Shiselweni consistently lags. Figure 33 shows that Manzini also leads in computer use for pedagogy,

while Shiselweni has the highest number of schools without internet (88). These figures highlight a digital divide.

Figure 31: Ramps, SEN

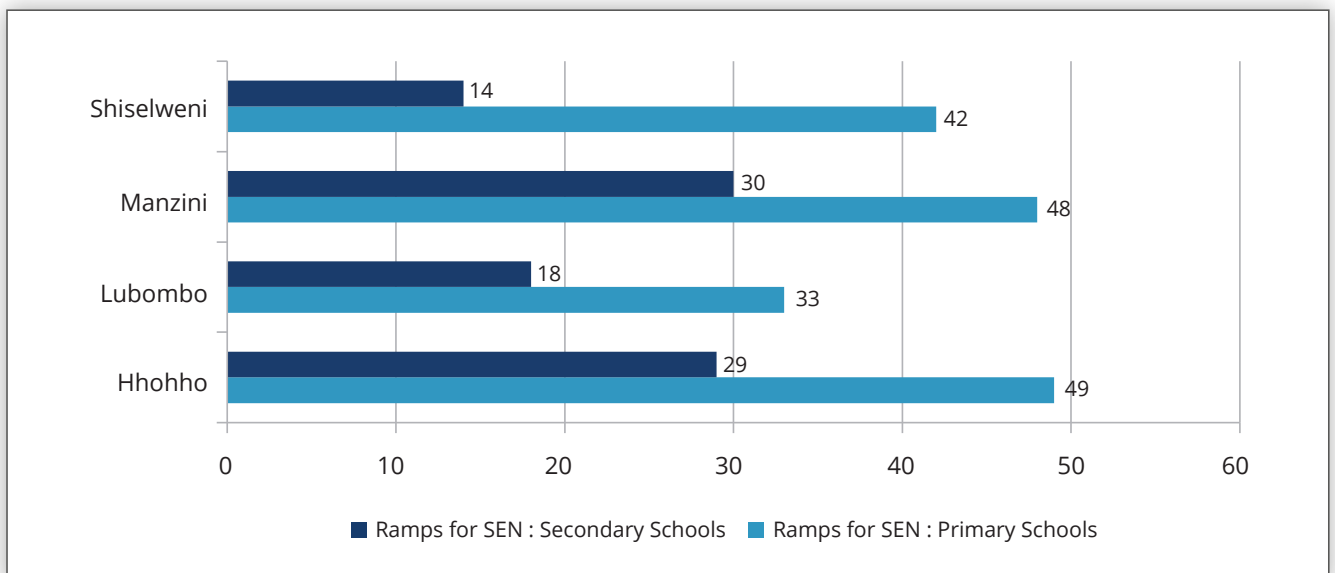


Figure 32: Adapted Infrastructure for Students with Disabilities

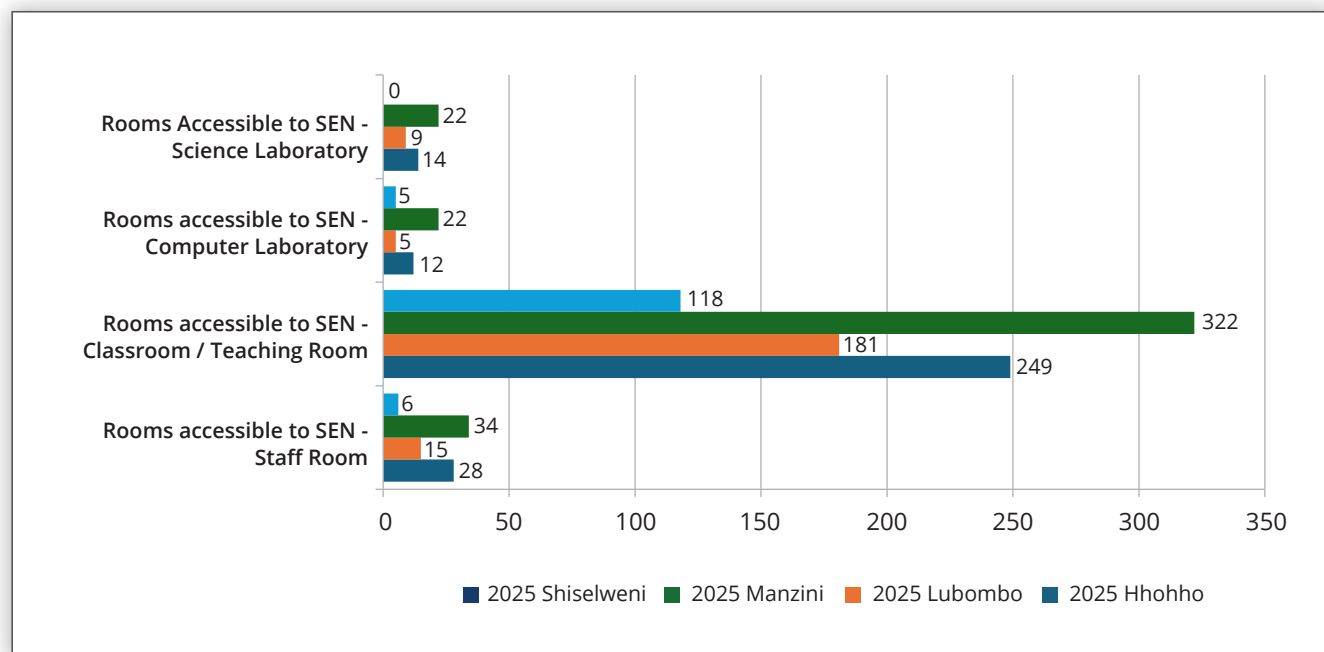


Figure 31 shows ramps for SEN learners. Manzini leads, while Shiselweni has the lowest provision. Figure 32 shows adapted infrastructure, with

Manzini having the highest number of accessible classrooms and laboratories, while Shiselweni has none in science labs

Figure 33: PSA - Learner Classroom Ratio

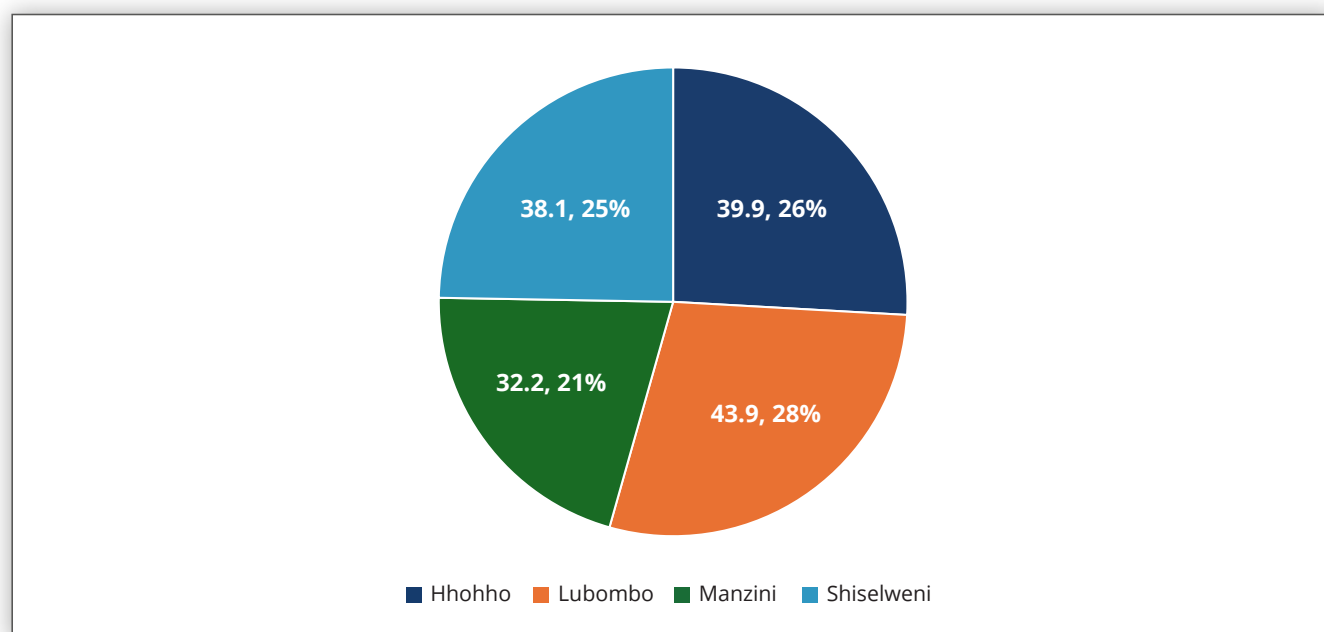


Figure 33 shows learner classroom ratios. Lubombo has the highest ratio (43.9), indicating

overcrowding, while Manzini has the lowest (32.2).

Figure 34: Toilets for Learners, Primary

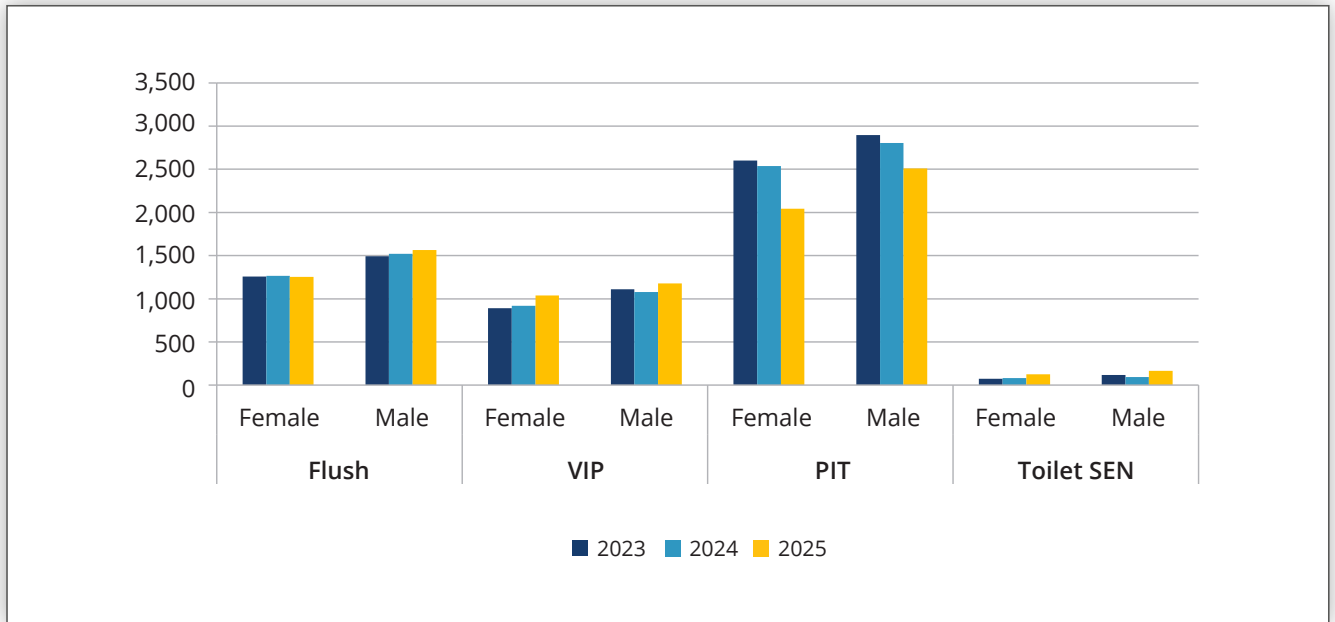
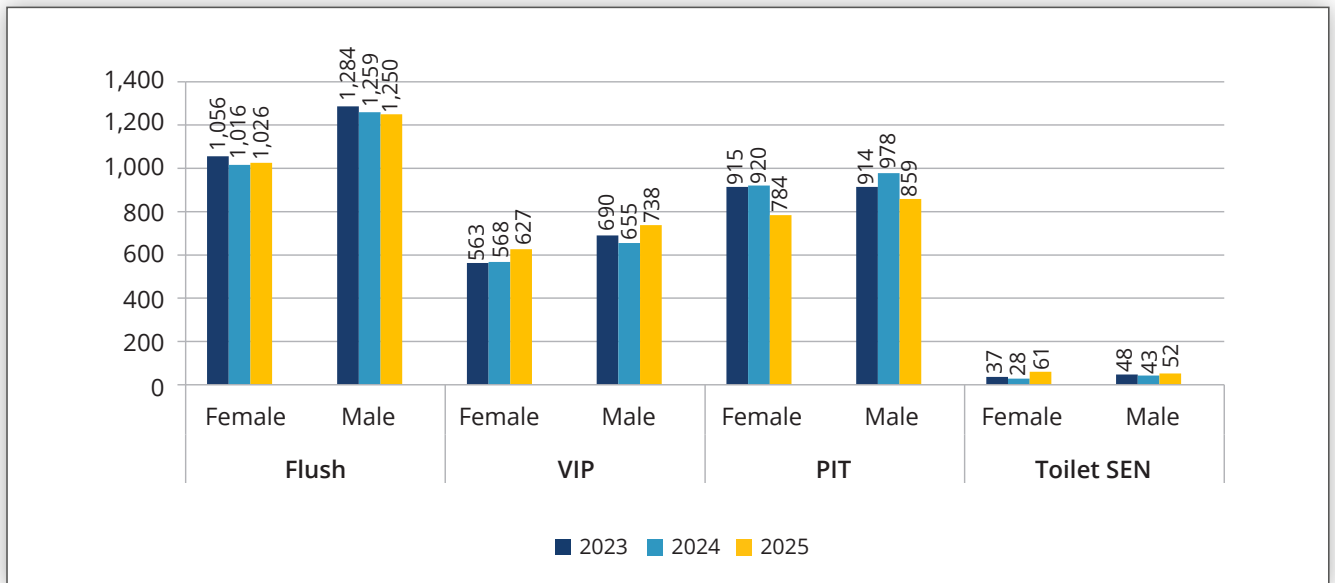


Figure 35: Toilet for Learners, Secondary



Figures 34 & 35 shows toilets for learners in bar graphs, which show provision between 2023 and 2025. SEN toilets have increased over time, but remain limited compared to general toilets. For

example, in 2025 primary schools had 124 female and 165 male SEN toilets, while secondary schools had 61 female and 52 male.

CHAPTER 9

9.0 Public Spending on Education

9.1 Public recurrent education spending by education level

Activity	2022/2023	2023/2024	2024/2025
Primary	1,528,634,272	1,841,462,752	1,852,105,010
Secondary	1,438,433,544	1,451,208,756	1,357,569,510
TVET	62,270,041	70,314,296	85,963,973
Tertiary	1,105,154,913	1,223,788,322	1,233,104,084
Other	262,294,738	257,189,165	240,423,062
ECCDE	5,753,985	3,950,849	2,785,420
Total	4,402,541,493	4,847,914,140	4,771,951,059
Activity	2022/2023	2023/2024	2024/2025
Primary	34.7%	38.0%	38.8%
Secondary	32.7%	29.9%	28.4%
TVET	1.4%	1.5%	1.8%
Tertiary	25.1%	25.2%	25.8%
Other	6.0%	5.3%	5.0%
ECCDE	0.1%	0.1%	0.1%
Total	100%	100%	100%

Table 26: Public recurrent education spending by education level

The shares of public recurrent spending in relation to sub-sectors have varied in the Financial Year 2024/25 with some sub sectors financing increasing, some decreasing and some being relatively stable. The table above shows that primary education remained the sub-sector with the largest expenditure as a percentage education spending reaching 38.8% in 2025, worth noting also

is that this is the sub-sector that accommodates the largest share of students in the basic education system. Secondary education spending decreased relatively reaching 28.4% in 2025. ECCDE remained relatively stable at 0.1% even in 2025 and other. TVET and Tertiary Education spending increased reaching 1.8% and 25.8% in 2025 respectively.

9.2 Public education spending by economic classification

Wage spending overshadows non-wage spending by a very big margin, and their relative shares in public recurrent spending have remained similar over the last four years. Wages range from 57-59% between 2022/23 and 2025/26 and outweigh non-wage spending which is about 39% (table 26). Under the assumption that 90% of subsidies to universities go towards staff salaries, the salary

share would go up to almost 80%. Whereas spending on grants and subsidies is high at 29-31% of total recurrent spending, especially at tertiary level, spending on materials and supplies is very low at only 4-5% which includes primary school textbooks which has the highest enrollment rates. This affects the availability of teaching and learning materials and equipment in schools.

Public Education Spending (current E)			
	2022/2023	2023/2024	2024/2025
Wages	2,664,552,708	2,941,889,422	2,859,549,895
Non-Wages	1,737,988,786	1,906,024,718	1,912,401,162
Grants	478,928,283	545,840,801	543,533,025
Subsidies	1,001,664,122	1,161,509,041	1,107,524,041
Materials and Supplies	257,396,381	198,674,876	261,344,096
Capex	79,153,000	102,780,000	128,335,000
Total	4,481,694,494	4,950,694,140	4,900,286,057
Public Education Spending (% of total)			
	2022/2023	2023/2024	2024/2025
Wages	59%	59%	58%
Non-Wages	39%	39%	39%
Grants	11%	11%	11%
Subsidies	22%	23%	23%
Materials and Supplies	6%	4%	5%
Capex	2%	2%	3%
Total	100%	100%	100%

Table 27: Trend in public spending by economic classification

The share of public education resources spent on teacher salaries is high for primary and secondary education while the share spent on materials and supplies is very low. Salaries as a share of total public recurrent education spending is about 77% for primary to 86% for secondary education (table 27). For these two levels the spending on materials and supplies as a share of public recurrent spending is very small: 9% for primary and a mere 1% for

secondary. Grants and subsidies for these levels account for 13-14% of total recurrent spending, this is mainly comprised of FPE grants for primary education and OVC education grants for secondary education. Public provision of ECCD education is limited, therefore, recurrent spending at this level is extremely low (E5.5 million), and salaries make up 21%, materials and supplies 78%, and grants and subsidies only 1% of public recurrent spending.

CHAPTER 10

10.0 Conclusion and Recommendations

10.1 Conclusion

10.1.1 ECCDE

- The introduction of Grade zero has been implemented in 420 public schools in 2025 and only 386 public schools and 21 private schools responded to the 2025 AEC questionnaire.
- The Government has employed at least 40 teachers in the year 2024/25, on a permanent basis.
- Participation at ECCDE remains at 34% which suggest that many children are likely to enter the school system without ECCDE.
- Grade zero is still not covered under the Free Primary Education program hence not entirely state funded though the Government provides meals, infrastructure, teaching and learning material.
- A relatively balanced gender parity in Grade 0 enrolment was observed across all regions.
- Hhohho and Manzini regions show the highest total enrolments and this is aligned with enrolment patterns for both primary and secondary education.

10.1.2 Primary Education

- **Enrolment:** The Manzini Region was reported to have the highest number of enrolled learners.
- **Repetition:** There was a noticeable repetition drop in 2025 to below 5% which is line with the ministry's repetition policy.
- **Targeting Boys:** The data suggests that male students are nearly 1.6 times more likely to repeat a grade than their female counterparts. There is need to strengthen interventions

programs that encourage the male child to remain in school.

- **The Grade 5 Bottleneck:** Grade 5 stands out as a critical point where learners struggle the most as we have a higher number of repeaters.
- **Dropout Rates:** There is a significant upward trend in the dropout rates as they have more than doubled in just two years. In 2023, rates were below 2% for the learners and by 2025, they reached 3.8% for females and 4.1% for males.
- **Progression Rates:** There is a significant increase in 2025 with male enrolment jumped to 110,157 and female enrolment to 104,271.
- **Teacher Qualification:** About 94% of the teaching staff are qualified teachers with teacher certificate and about 9% of the qualified teachers hold a post-secondary qualifications (Bachelor's degrees and above).

10.1.3 Secondary Education

- **Enrolment:** Secondary School enrolment increased between by 3.15 % between 2024 and 2025 with the Hhohho Region having enrolled the most learners while the Shiselweni Region enrolled the least.
- **Gender Parity:** There are more female learners enrolled in the secondary school system than males much against the population statistics which show that for the school going ages there are more males than females.
- **Failure Rates:** For any of the observed cohorts the numbers of enrolled learners at the beginning always decreases by the time the reach the last Grade level. This shows that there are learners who always fail in a given cohort, and this failure rate is always above the threshold allowable by the repetition policy.

- **Learner Performance:** Female learners perform better than males for both lower and upper secondary school examinations, including on the quality of results. The system is therefore able to produce more female learners who qualify for higher education than males.
- **Repetition:** Generally, there are more male repeaters in the secondary school system. It is concerning, however to note that the repetition rates are increasing for both female and male learners with the Shiselweni Region having the most repeaters.
- **Dropout Rates:** These have been steadily increasing in the last three years with more girls dropping out. Cited reasons for dropping out include pregnancy, relocation, absconding, repetition and school fees.
- **Learner Ages:** Generally, boys are overaged in the school system than girls. This is further supported by the higher number of boys attending primary school than girls both in rural and urban areas.
- **Out of School Learners:** On the average 17% of secondary school going age learners are not attending school.
- **Transition Rates:** There are more female learners who transition from primary school to lower secondary.
- **Teaching Pupil Ratio:** Teacher pupil to teacher ratio at secondary education is far less than the policy dictates of 1:25. The Hhohho region is the highest with 1:18 while the Manzini region has the lowest with 1:15. Only about 6% of teachers were found to have loads exceeding the expected maximum.
- **Teacher Qualification:** about 73% of the teachers in the system were qualified to teach at secondary school and more were female.

10.1.4 Non Formal Education

- **Offering:** non Formal Education is offered for all levels similar to the formal stream.
- **Enrolment:** the numbers enrolled for non-formal education do not tally with those who

drop out of the formal system. Furthermore, the non-usage of unique identifiers for learners in the formal system makes it very difficult to track them through the non-formal education system as well.

10.1.5 Post-Secondary Education

- **Enrolment:** on the average the total enrolment in all skills centres have increased in the last though a slight decline was observed in 2025.
- **Gender Parity:** generally, there were more enrolled females than males, a picture which slightly changed in 2025 where there more males enrolled. This shows that the decrease in enrolment affected females the most.

10.2 Recommendations

10.2.1 ECCDE

- Participation in ECCDE still remains low hence there is need to accelerate efforts to fully integrate Grade 0 into the Free Primary Education Programme.
- Though some teachers have been employed by the Government, it is still imperative to accelerate efforts to recruit Grade 0 teachers to cover all primary schools.
- There is need for continuously conduct sensitization campaigns on the importance of investment in early childhood particularly early reading.

10.2.2 Primary Education

- Initiatives to keep children at school need to be strengthened to the systemic persistent challenges faced by this subsector. Such initiatives include:
 - ✓ Enforcing aspirations of Eswatini General Education Curriculum Framework and the National Education Sector Policy especially on repetition
 - ✓ Enforcing regulations on top-up fees
 - ✓ Improving food distribution
- There is need to strengthen the school health programme to minimise dropout due to sickness.

10.2.3 Secondary Education

- Strengthen the provision of psycho-social support services to reduce the incidence of absconding which eventually leads to dropping out of school.
- Operationalise aspirations of the National Education Sector Policy on repetition which seems to be a persistent challenge for this subsector.
- Regulate secondary school fees to ensure equitable access and retention.

- Investigate the higher repetition rates at change of phase, that is, at Form 1 and Form 4 against the very high pass rates at Grade 7 and Form 3.

10.2.4 Non Formal Education

- Strengthen support to non-formal and alternative further education and training.

10.2.5 Post-Secondary Education

- Strengthen support for technical and vocational education, skills training including non-formal skills training to cater for the more than 90% of learners who do not progress to higher education and training.



**2026 REPORT ON 16th DAY SCHOOL SURVEY
MINISTRY OF EDUCATION AND TRAINING
EDUCATION MANAGEMENT INFORMATION
SYSTEM UNIT (EMIS UNIT)**



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 97.7 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

Reporting Rates	Primary – 98.6% Secondary-97%
Number of schools that reported on 16th day survey	Primary – 663 Secondary – 323
Enrolment Numbers	Pre-Primary – 12 980 Primary – 223 945 Secondary – 122 077
Gross Enrolment Ratio	Pre-Primary Primary Secondary
Gender Parity Index	Pre-Primary – 1.02 Primary – 1.09 Secondary – 0.92
Number of Teaching Staff	Primary Secondary

Number of non-teaching Staff	Primary – 1 993 Secondary – 1 893
Pupil Classroom Ratio	Primary Secondary

Education Institutions

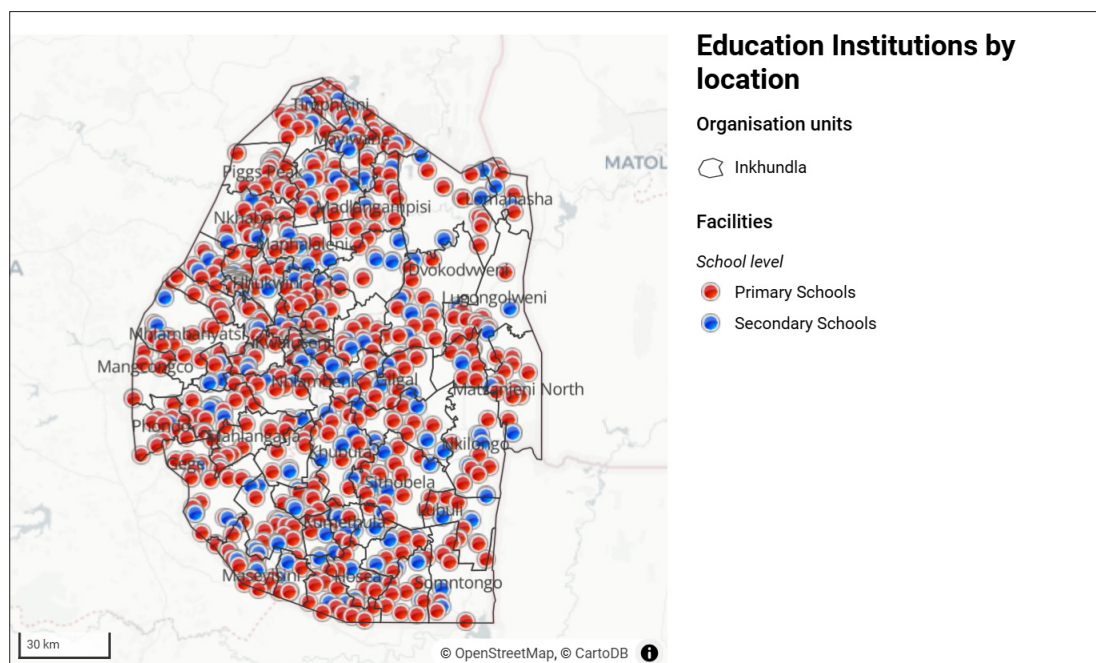


Figure 36: Education Institutions by Location

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

Table 29: 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	95.2	100
Secondary Schools	100	100	89.9	100
Overall Reporting Rate	100	100	92.6	100

Table 30: Reporting rates by region

The overall reporting rate for the 16th day school surveys is 97.7%, with at least three regions

reaching 100% reporting rates except for Manzini on both education levels.

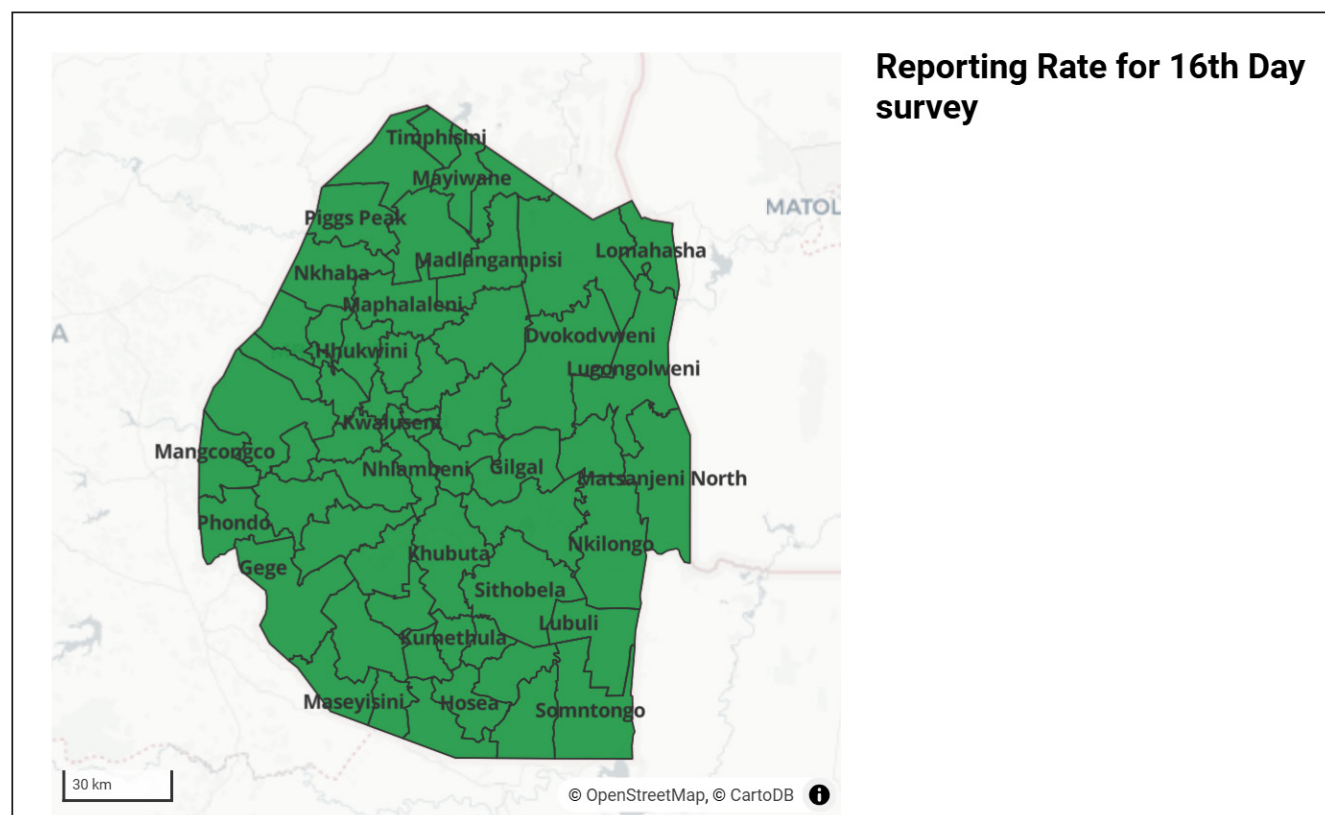


Figure 37: Reporting Rate for 16th Day survey

Learner Enrolment 2026

	Pre-primary	Primary	Secondary	Special Education Needs Program
Hhohho	3,942	58,076	34,225	218
Lubombo	2,695	49,451	28,267	126
Manzini	3,008	69,561	33,433	209
Shiselweni	3,335	46,857	26,152	110
National	12,980	223,945	122,077	663

Table 31: Enrolment by Education Level and Region

Table 31 shows the number of learner enrolment 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 223 945 with secondary education level at 122 077 and pre-primary education level at 12 980. For this report, pre-primary is grade 0

classes that are in primary schools that reported for this academic year. Learners enrolled at schools with Special Education Needs Program are 663. 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.

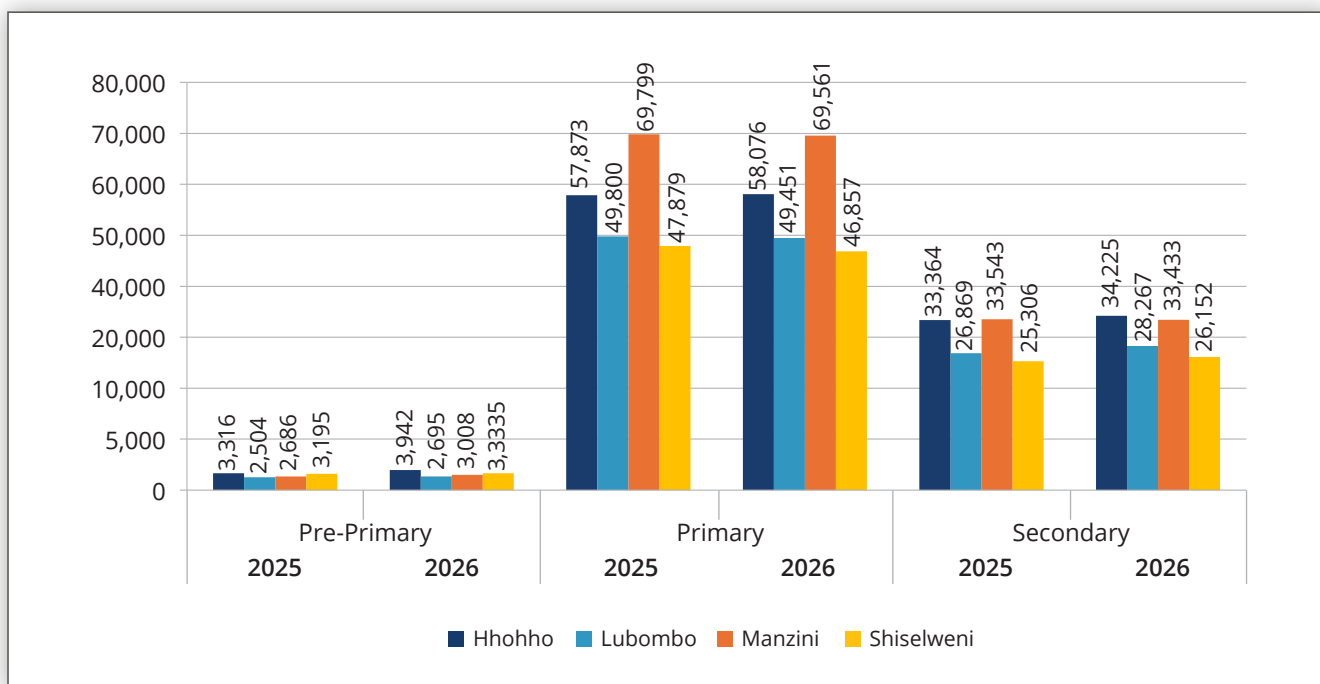


Figure 38: Enrolment by region, 2025 -2026

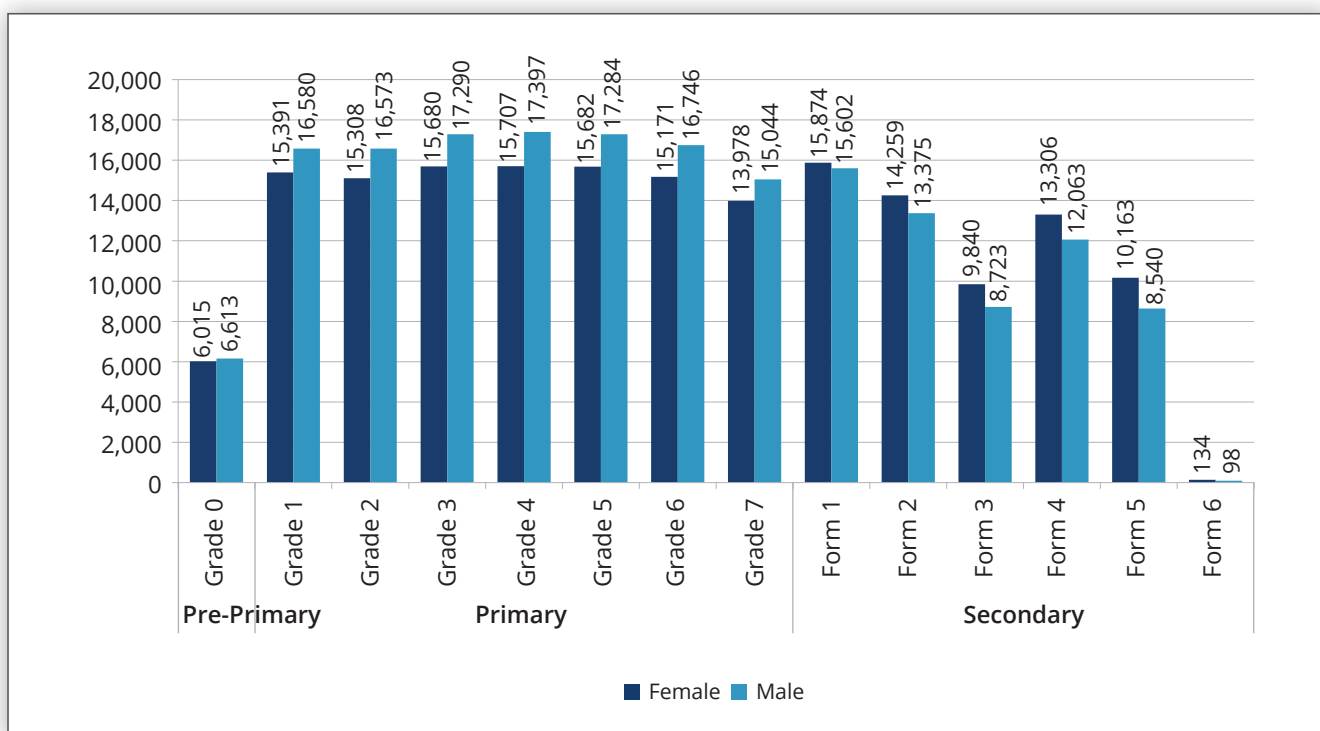


Figure 39 : Learner enrolment by class, education level and sex

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.

Table 32 : Learner enrolment by education level and schools' ownership

	Pre-Primary		Primary		Secondary	
	Public Schools	Private Schools	Public Schools	Private Schools	Public Schools	Private Schools
Hhohho	3 423	393	54 272	2 818	32 595	1 403
Lubombo	2 275	317	43 028	5 449	25 497	1 827
Manzini	2 313	541	65 071	3 121	31 318	1 150
Shiselweni	3 203	37	45 534	308	24 571	-
National	11 214	1 288	207 905	11 696	113 981	4 380
	12 980		223 945		122 077	

Public schools are schools that are supported by the Government and that includes Community schools, Mission (Faith-based) schools, Government

schools. Private schools are those independent with no support from the Government. More learners are enrolled in public schools in the country

STAFF 2025

Staff includes both Teaching and Non-Teaching Staff in the surveyed schools. Teaching staff is disaggregated by sex, region and employee type.

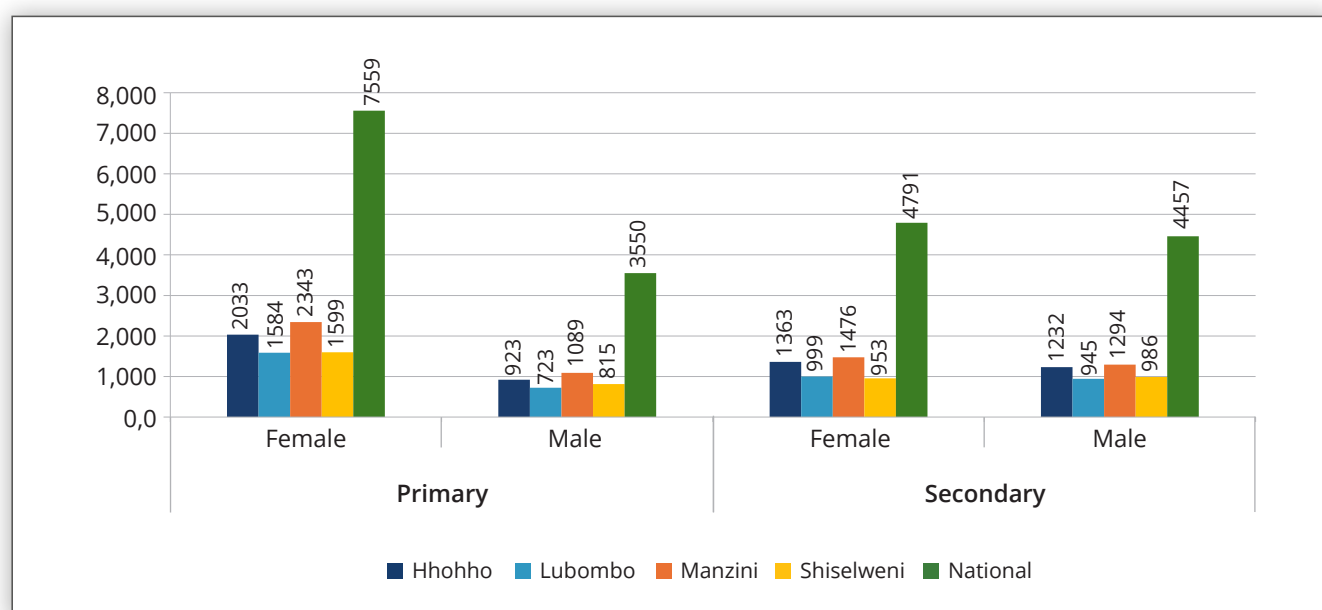


Figure 40: Number of teaching staff by sex, region and education level

The figure shows there are more female teachers than males at primary level. While females dominate the primary level, there are more males in secondary education. Nationally, staff numbers

remain highest in the Hhohho and Manzini regions. The primary education level employs a larger workforce than secondary education.

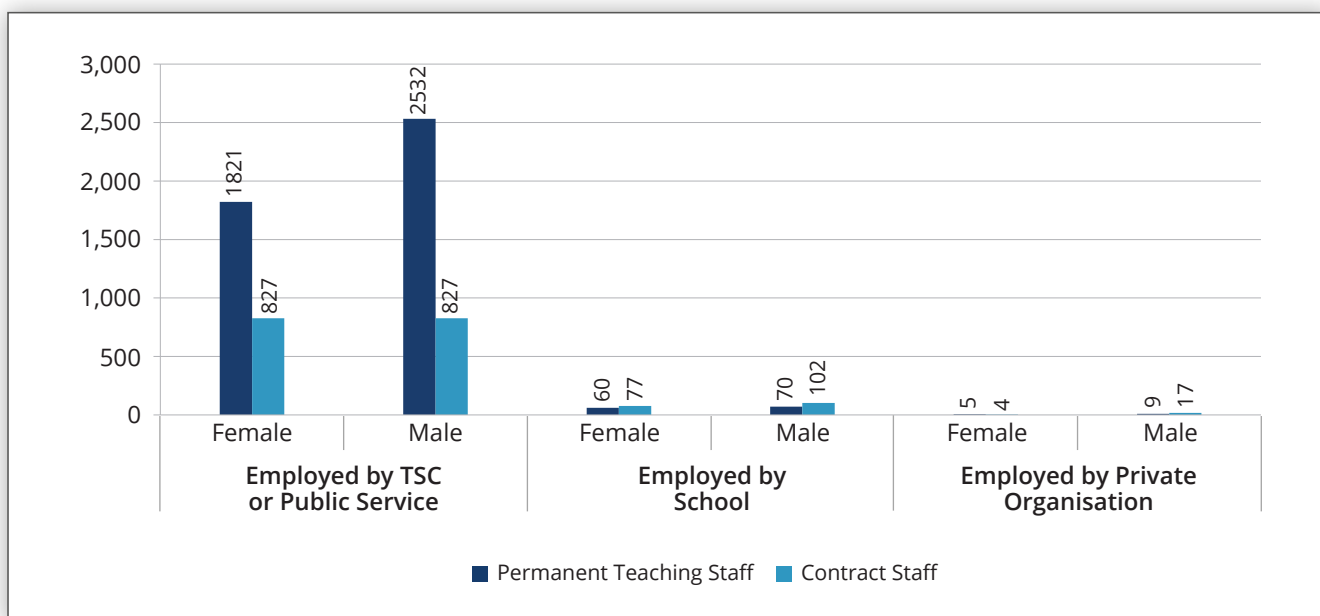


Figure 41: Secondary Teaching Staff by Sex and Employer type

The government is the largest employer for the education workforce. Figure 42 and 43 shows Secondary and Primary teaching staff distribution by sex and employer type based on the 2026 16th day survey data. The primary teaching workforce is significantly larger than the secondary workforce, particularly among female staff. There are more

females teachers in both level. However, the gap is much wider in Primary education (5,166 female vs. 2,310 male permanent staff) than in Secondary (2,821 female vs. 2,532 male permanent staff). The TSC or Public Service is the big primary employer for both levels with permanent positions dominate the TSC/Public Service category.

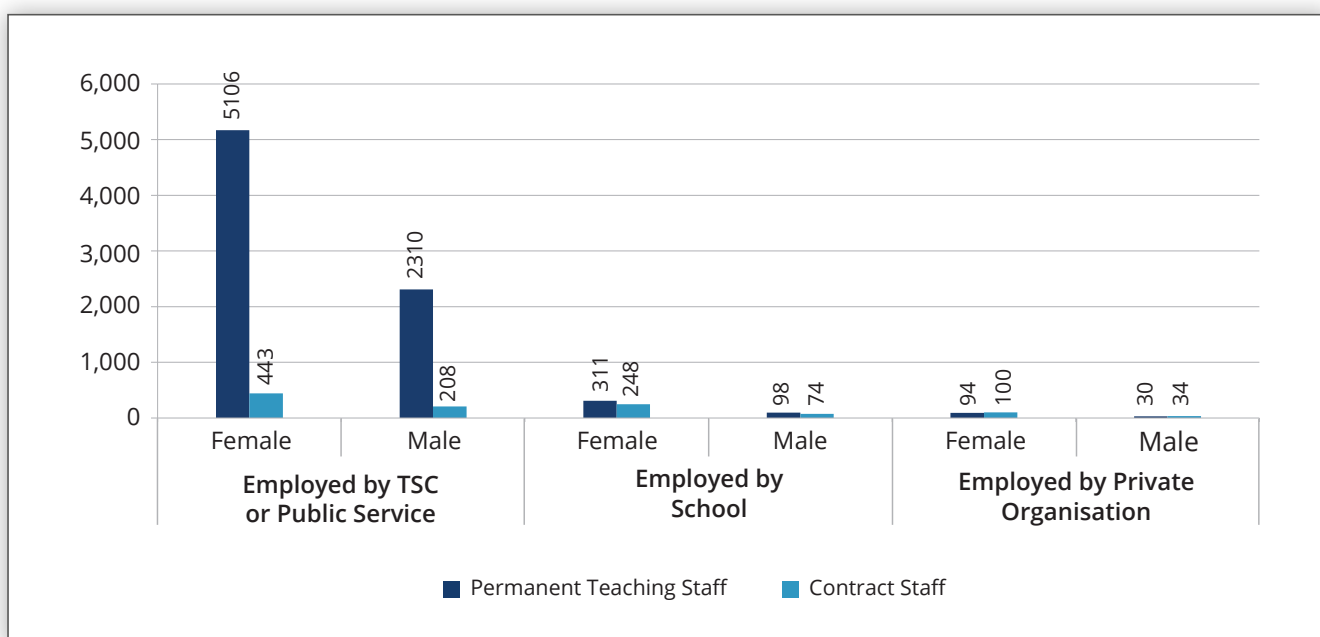


Figure 42: Primary Teaching staff by Sex and Employer Type

Trend Analysis on 16th Day Survey (2024 & 2026)

Enrolment

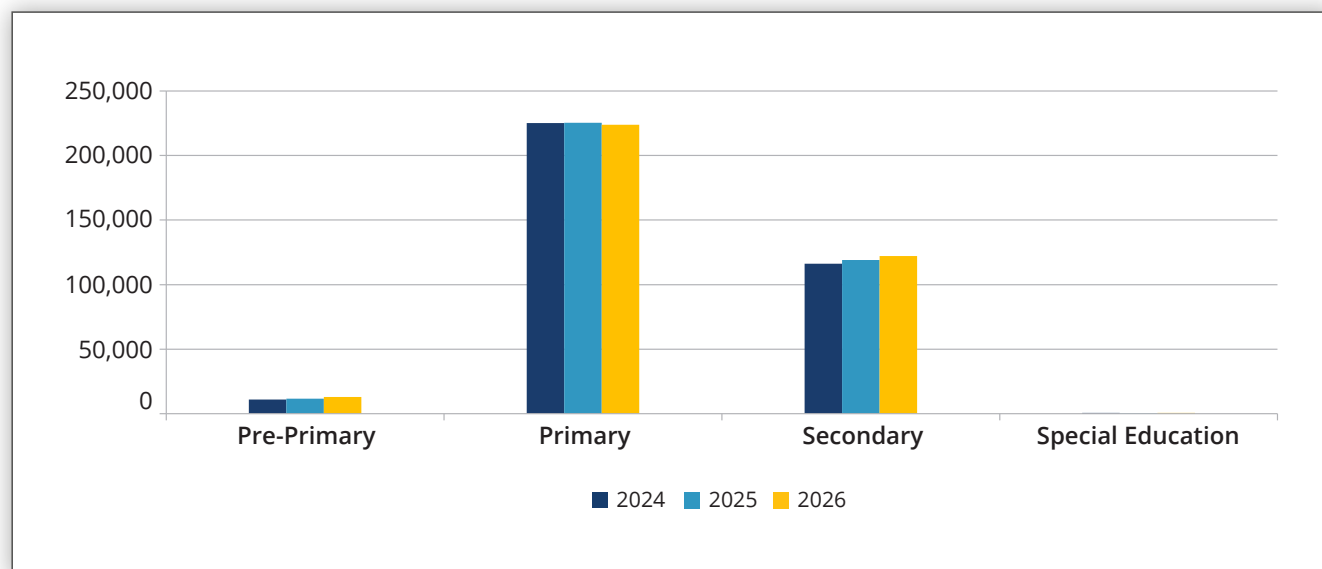


Figure 43: Enrolments by Education Level, 2024-2026

Enrollment Trends by Education Level

The figure shows steady growth in learners populations across the education levels particularly in pre-primary and special education. Pre-primary and secondary has the most consistent percentage increase. The data shows decreasing trend for education levels over the three-year period (2024–2026). Primary enrollment remains high. However, it is there downward trend, moving from 225,074 in 2024 to 222,945 in 2026.

Secondary Education level shows consistent year-on-year increases, rising from 116,133 to 122,172. This suggests improved transition rates from primary to secondary school. Enrollment in pre-primary has seen notable growth, increasing from 10,984 to 12,480. This indicates a successful push for early childhood education and increased parental demand.

Region	2024				2025				2026			
	Pre-primary	Primary	Secondary	Special Education	Pre-primary	Primary	Secondary	Special Education	Pre-primary	Primary	Secondary	Special Education
Hhohho	2827	57371	33148	96	3316	57873	33364	70	3942	58076	34225	218
Lubombo	2454	50614	25867	85	2504	49800	26869	90	2695	49451	28267	126
Manzini	2842	68978	32343	276	2686	69799	33543	195	3008	69561	33528	209
Shiselweni	2861	48111	24797	94	3195	47879	25306	120	3335	46857	26152	110

Table 33: Enrolment by Education Level and Region

There is a significant upward trend in Special Education enrollment across all regions. Notably, numbers in Hhohho more than doubled from 96 (2024) to 218 (2026). Hhohho region, enrollment grew by nearly 40% (from 2,827 in 2024 to 3,942

in 2026). Primary enrollment remains the largest segment but shows slower, incremental growth. Secondary enrollment is also growing steadily, particularly in the Lubombo and Shiselweni regions

	2024			2025			2026		
	Staff Employed by TSC or Public Service	Staff Employed by School	Staff Employed by Private organisation	Staff Employed by TSC or Public Service	Staff Employed by School	Staff Employed by Private organisation	Staff Employed by TSC or Public Service	Staff Employed by School	Staff Employed by Private organisation
Permanent teaching staff	12984	701	271	13175	1830	214	13009	631	181
Contract staff	2034	603	231	2305	500	190	2367	614	182
Non-teaching staff	1260	3224	185	825	3336	252	92	3893	146

Table 34: Staff by Employer Type

The staffing table highlights a shift in how educational personnel are employed and the types of roles being filled with permanent teaching staff employed by the TSC (Teaching Service Commission) or Public Service whereby Governments remains the big employer for the education sector.). Contract staff saw a noticeable increase from 2,034 in 2024 to 2,367 in 2026.

There has been a significant increase in non-teaching staff employed by school services, rising from 3,224 in 2024 to 3,893 in 2026. This may indicate an increased focus on administrative support, security, or maintenance at the school level. Employment by private organizations for both teaching and non-teaching roles are showing a decreasing trend.

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Annexure

Annual Education Census Tables

Primary Enrolment

The tables below show data from the Annual Education Census (AEC 2022 to 2024) on primary enrolments by region, grade and sex.

	2023			2024			2025		
	Female	Male	Sub-Total	Female	Male	Sub-Total	Female	Male	Sub-Total
National	107877	115674	223551	108893	116673	225566	109,882	118,896	228,778
Hhohho	27915	30143	58058	28135	30278	58413	29,101	31,183	60,284
Lubombo	23784	25341	49125	24058	26200	50258	33,571	36,276	69,847
Manzini	32750	34936	67686	33257	35228	68485	23,947	26,325	50,272
Shiselweni	23428	25254	48682	23443	24967	48410	23,263	25,112	48,375

Table 35: Primary enrolment by sex, region for 2022 - 2024

Year	Female	Male	Total
2023	107877	115674	223551
2024	108893	116673	225566
2025	109,882	118,896	228,778

Table 36: Primary enrolment by sex, 2022-2024

Grade	2023	2024	2025
Grade 1	32144	32729	31,163
Grade 2	30624	31575	32,200
Grade 3	29416	31829	32,417
Grade 4	32204	30581	32,174
Grade 5	38039	33680	31,424
Grade 6	34436	36105	33,339
Grade 7	26688	29067	31,520

Table 37: Primary enrolment by grade, 2022-2024

Grade	Sex	2023					2024					2025				
		Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini
Grade 1	Female	4112	3372	4813	3364	4232	3435	4871	3336	3,983	3,046	4,599	3,901	3,983	3,046	4,599
	Male	4195	3609	5124	3555	4371	3723	5184	3577	4,176	3,379	5,033	3,276	4,176	3,379	5,033
Grade 2	Female	3905	3273	4683	3209	4060	3308	4799	3360	4,208	3,177	4,665	3,119	4,208	3,177	4,665
	Male	4249	3285	4728	3292	4235	3537	4959	3317	4,274	3,518	5,074	3,295	4,274	3,518	5,074
Grade 3	Female	3692	3063	4441	3181	4030	3365	4808	3263	4,151	3,336	4,665	3,170	4,151	3,336	4,665
	Male	3801	3197	4728	3313	4375	3521	4965	3503	4,227	3,561	5,073	3,401	4,227	3,561	5,073
Grade 4	Female	3767	3362	4702	3309	3616	3159	4626	3312	3,912	3,293	4,779	3,206	3,912	3,293	4,779
	Male	4162	3803	5326	3773	3963	3415	4943	3545	4,375	3,496	4,857	3,509	4,375	3,496	4,857
Grade 5	Female	4406	4021	5307	4012	3831	3597	4876	3469	3,616	3,239	4,656	3,204	3,616	3,239	4,656
	Male	5120	4615	5998	4560	4308	4152	5460	3986	4,019	3,536	5,003	3,606	4,019	3,536	5,003
Grade 6	Female	4309	3706	4980	3497	4307	3748	5273	3830	3,833	3,495	4,645	3,447	3,833	3,495	4,645
	Male	4727	4092	5202	3923	4847	4359	5603	4133	4,356	3,942	5,138	3,751	4,356	3,942	5,138
Grade 7	Female	3724	2987	3824	2856	4059	3437	4004	2873	4,058	3,278	4,328	3,022	4,058	3,278	4,328
	Male	3889	2740	3830	2838	4179	3502	4114	2906	4414	3807	4811	3056	4414	3807	4811

Table 38: Primary enrolment by sex, grade and region, 2023 - 2025

Repetition

The tables below show data from the AEC (2022-2024) on the number of repeaters by region, sex and grade. The information about repeaters is previous years' data for the reporting period.

	2023	2024	2025	2026
National	15165	14764	10677	15165
Hhohho	2435	2342	2010	2435
Lubombo	2982	2640	2364	2982
Manzini	4922	4006	2051	4922
Shiselweni	4826	5776	4252	4826

Table 39: Number of repeaters by regions, 2022-2026

	2023		2024		2025	
	Female	Male	Female	Male	Female	Male
Hhohho	957	1478	954	1388	704	1,306
Lubombo	1209	1773	1049	1591	863	1,501
Manzini	1956	2966	1626	2380	758	1,293
Shiselweni	2027	2799	2287	3489	1,605	2,647
National	6149	9016	5916	8848	3,930	6,747

Table 40: Number of Primary learners repeating by sex, 2022-2024

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
2023	Hhohho	184	96	214	374	561	686
	Lubombo	236	215	315	496	661	700
	Manzini	383	287	549	889	1221	1262
	Shiselweni	402	264	578	926	1205	1175
	National	1205	862	1656	2685	3648	3823
2024	Hhohho	168	154	266	379	537	431
	Lubombo	316	278	332	436	623	348
	Manzini	294	307	474	720	920	958
	Shiselweni	605	432	704	1018	1298	1330
	National	1383	1171	1776	2553	3378	3067
2025	Hhohho	118	158	253	291	356	453
	Lubombo	240	242	255	320	504	429
	Manzini	234	172	280	349	391	383
	Shiselweni	514	456	593	622	857	918
	National	1,106	1,028	1381	1582	2108	2,183

Table 41: Number of Primary repeaters by grade and region, 2022-2024

Drop Outs

The tables below show data from the AEC (2022-2024) on the number of drop-outs/ learners who have left school by region, sex and grade. The information about drop-outs is previous years' data for the reporting period.

		2023				2024				2025			
Reasons for Drop-out	Sex	Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini	Shiselweni
Relocation	Female	320	222	208	488	572	376	376	809	751	453	525	899
	Male	320	174	266	528	618	362	425	812	751	475	592	918
Pregnancy	Female	19	26	30	13	26	40	47	19	38	47	63	32
	Male		8			1	9	1	2	1	10	2	2
School fees	Female	7	1	17	57	12	1	19	74	26	1	26	115
	Male	17	1	28	54	21	1	28	78	35	2	39	122
Sickness	Female	15	15	18	24	25	28	41	29	31	33	52	87
	Male	10	11	12	27	24	26	37	36	30	36	47	77
Substance Abuse	Female					1		1		1		1	18
	Male	1	17	1	4	3	18	2	8	4	18	3	26
Marriage	Female	1		1		1		1		14		1	
		1		1		1		1		4		1	1
Disciplinary nor expelled	Female	1	8			8	10			8	10	1	
	Male	4	6	1	3	5	11	1	3	5	12	2	5
Bullying	Female	1				2			1	3			1
	Male	1	3	2	2	2	3	4	2	8	4	6	2
Abuse from home	Female	2	14	5	10	10	20	11	13	13	22	11	22
	Male	5	9	13	5	11	11	22	9	11	14	23	10

Table 42: Number of learner dropouts by reasons, sex and region, 2022-2024

Region	2023	2024	2025
Hhohho	1934	2469	2225
Lubombo	1485	1920	1645
Manzini	2504	3104	3107
Shiselweni	1603	2161	1946

Table 43: Number of learner drop-out by region, 2022-2024

Year	Hhohho		Manzini		Lubombo		Shiselweni	
	Female	Male	Female	Male	Female	Male	Female	Male
2023	919	1015	759	726	1139	1365	711	892
2024	1179	1290	945	975	1451	1653	983	1178
2025	1076	1149	1459	1648	785	860	869	1077

Table 44: Number of Learner drop-outs by Sex and Region, 2022-2024

Grade	2023		2024		2025	
	Female	Male	Female	Male	Female	Male
Grade 1	403	407	533	530	535	545
Grade 2	450	472	569	610	530	568
Grade 3	509	521	650	669	558	635
Grade 4	551	624	701	767	644	672
Grade 5	586	678	780	906	711	901
Grade 6	589	791	805	1032	763	944
Grade 7	440	505	558	628	448	469

Table 45: Number of Learner drop-out by Grade and Sex

Teaching Staff

The tables below show the number of teaching and non-teaching staff by region and sex at primary level.

	2023	2023	2025
National	8,880	8,948	9,277
Hhohho	2,405	2,410	2,435
Lubombo	1,849	1,879	1,902
Manzini	2,694	2,695	2,907
Shiselweni	1,932	1,964	2,033

Table 46: Number of Primary Teachers by Region, 2022-2024

Year	Female	Male
2023	6,201	2,679
2024	6,237	2,711
2025	6,461	2,816

Table 47: Number of Primary Teachers by Sex, 2022-2024

Year	Gross Enrolment Ratio (GER)	(GER) Female	(GER) Male	Gross Intake Ratio (GIR)	(GIR) Female	(GIR) Male
2023	116,8	113,9	119,7	121,1	119,	123,1
2024	115,7	112,8	118,6	107,5	105,5	109,4
2025	118,6	115,0	122,1	106,4	102,9	109,8

Table 48: Primary Gross Enrolment Ratio (GER) and Gross Intake Ratio (GIR) Gross

Year	Grade 7 Enrolment (AEC)			eSwatini Exams Council EPC (Grade 7)		
	Female	Male	Total	Registered	Examined	Passed
2023	13391	13297	26688	26647	26411	24331
2024	14373	14701	29074			
2025	14691	16097	30788			

Table 49: Last Grade Enrolment_AEC and eSwatini Examination Council for Primary

Secondary

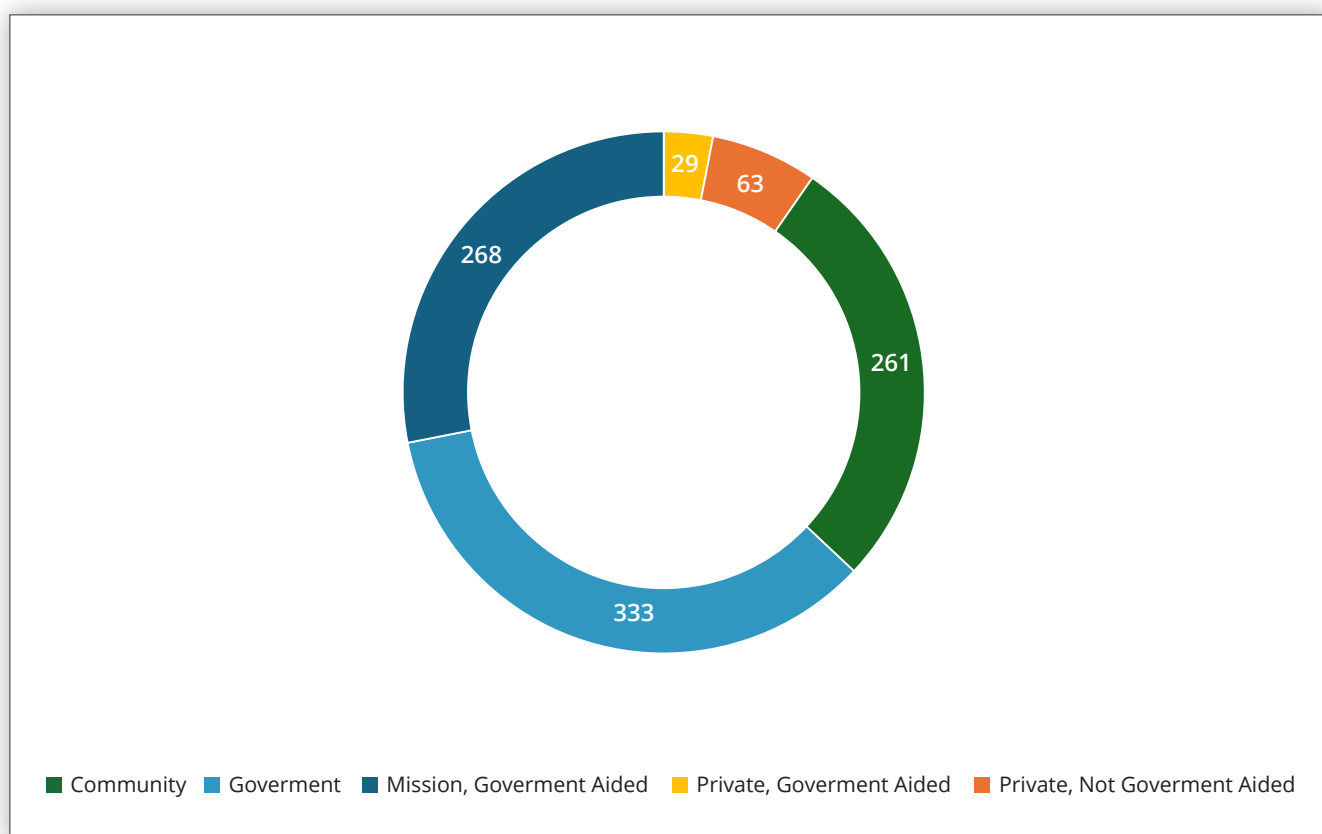


Figure 44: Secondary schools by institution type, 2022-2024

Secondary Enrolment

The tables below show data from the Annual Education Census (AEC 2023 to 2025) on secondary enrolments by region, grade/form and sex.

	2023			2024			2025		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
National	62727	58063	120790	63128	57819	120947	61950	57515	119465
Hhohho	17533	16765	34298	17640	16486	34126	17648	16550	34198
Lubombo	14179	13001	27180	14030	12910	26940	13783	12836	26619
Manzini	17923	16020	33943	18195	16205	34400	17527	16043	33570
Shiselweni	13092	12277	25369	13263	12218	25481	12992	12086	25078

Table 50: Number of learner enrolment by sex and region, 2023-2025

Form	2023	2024	2025
Form 1	31978	30314	30026
Form 2	27143	27836	26381
Form 3	19609	19303	19040
Form 4	25650	25208	24669
Form 5	16290	18143	19129

Table 51: Number of learner enrolment by grade, 2023-2025

Year	Lower Secondary		Upper Secondary	
	Female	Male	Male	Female
2023	40,723	38,007	21,943	19,997
2024	39,813	37,632	23,233	20115
2025	38,509	36,938	23,329	20,469

Table 52: Number of enrolment by level and sex, 2023-2025

Form	Sex	2023					2024					2025				
		Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini
Form 1	Female	4399	3910	4404	3547	4264	3518	4162	3273	4647	3844	4105	3133			
	Male	4409	3719	4141	3449	4239	3478	3926	3447	4768	3801	3898	3160			
Form 2	Female	3840	3225	4047	2872	3845	3352	3985	3043	4022	3289	3801	2887			
	Male	3886	2993	3609	2671	3762	3172	3781	2896	3930	3173	3644	2834			
Form 3	Female	2982	2284	3095	2118	3017	2156	3181	2011	3119	2240	3152	2080			
	Male	2637	2057	2617	1819	2718	1886	2699	1635	2892	2133	2935	1719			
Form 4	Female	3743	2932	3657	2977	3640	2960	3783	3028	3842	2859	3679	3035			
	Male	3497	2674	3285	2885	3321	2565	3224	2687	3474	2491	3327	2676			
Form 5	Female	2508	1828	2720	1578	2792	2041	3084	1908	3269	2236	3171	2006			
	Male	2277	1558	2368	1453	2385	1805	2575	1553	2810	1946	2672	1825			

Table 53: Number of enrolment by sex, region and grade ,2023-2025

Repetition

The tables below show data from the AEC (2022-2024) on the number of repeaters by region, sex and grade. The information about repeaters is previous years' data for the reporting period.

	2023 Form 1	2023 Form 2	2023 Form 3	2023 Form 4	2023 Form 5	2024 Form 1	2024 Form 2	2024 Form 3	2024 Form 4	2024 Form 5
Hhohho	9,8	10,3	5,5	12,2	2,9	13,4	12,8	8,5	15,	2,7
Lubombo	14,4	12,9	7,4	16,1	1,6	15,2	17,4	10,6	20,7	1,6
Manzini	9,0	8,7	6,6	11,9	1,3	10,9	10,9	7,6	13,5	1,5
Shiselweni	13,8	13,8	8,6	19,3	1,4	16,4	17,5	11,0	18,3	1,9
Total	11,8	11,4	7,0	14,9	1,8	14,0	14,7	9,4	16,9	1,9

Table 54: Repetition rates at Secondary School between 2023 and 2024

Year	Form 1	Form 2	Form 3	Form 4	Form 5
2023	4126	3304	1927	3961	621
2024	5743	4075	2061	4431	699
2025	6,926	4,435	2,047	4,401	396

Table 55: Number of learner repeaters by grade

Region	Sex	Number of secondary learners repeating			
		2023	2024	2025	
Hhohho	Female	1475	1741	1,970	
	Male	1977	3448	3,500	
Lubombo	Female	1608	1896	1,755	
	Male	1944	2237	2,101	
Manzini	Female	1517	1637	2,808	
	Male	1695	1910	1,829	
Shiselweni	Female	1735	1934	2,022	
	Male	1991	2209	2,220	

Table 56: secondary learners repeating by sex and region, 2022-2024

Drop-Outs

The tables below show data from the AEC (2022-2024) on the number of drop-outs/ learners who have left school by region, sex and grade. The information about drop-outs is previous years' data for the reporting period.

	2023	2024	2025
National	5139	6726	8251
Hhohho	1288	1721	2188
Lubombo	1396	1738	2023
Manzini	1392	1800	2212
Shiselweni	1063	1467	1828

Table 57: Number of learner drop out by region

	2023		2024		2025	
	Female	Male	Female	Male	Female	Male
Hhohho	749	539	974	747	916	787
Lubombo	807	589	972	766	893	759
Manzini	759	633	969	831	944	894
Shiselweni	603	460	825	642	898	641
National	2918	2221	3740	2986	3651	3081

Table 58: Number of learner drop out by sex and region

Form	Female	Male	Female	Male	Female	Male
Form 1	735	646	946	874	908	964
Form 2	742	562	926	792	949	816
Form 3	503	329	631	394	551	339
Form 4	725	532	972	760	1022	818
Form 5	206	143	270	175	214	139
Form 6		5		6		5

Table 59: Number of learner drop out by sex and grade

Reasons for Drop-out	Sex	2023				2024				2025			
		Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini	Shiselweni
Relocation	Female	31	18	68	72	69	48	80	114	101	99	100	133
	Male	28	24	47	55	61	47	69	88	125	90	106	131
Repeated more than once	Female	36	67	25	36	67	92	70	42	77	104	86	59
	Male	51	77	26	38	104	100	85	59	123	113	101	76
Pregnancy	Female	161	239	151	142	223	308	236	191	259	326	361	227
	Male	4	3	2	8	8	9	14	11	10	13	19	12
School fees	Female	54	28	22	86	113	53	55	176	164	66	70	217
	Male	55	34	32	93	124	73	61	175	200	94	84	238
Sickness	Female	37	21	18	23	49	54	36	43	64	62	49	57
	Male	19	20	7	12	25	28	13	20	36	39	21	28
Substance Abuse	Female	7	5	5	3	8	6	5	10	11	6	5	10
	Male	8	16	5	10	15	18	14	17	24	21	21	37
Absented	Female	76	78	99	116	140	104	142	154	172	125	168	199
	Male	79	103	137	150	140	166	179	226	181	191	212	280
Abuse from home	Female	8	2	5	7	11	4	9	7	16	6	10	8
	Male	1	1	1	1	3	2	3	1	4	3	3	1
Bullying	Female		2	1	3	1	2	2	3	4	2	2	5
	Male		1	5	3	1	2	5	4	7	2	5	4
Death	Female	3	6	5	7	5	8	10	8	12	14	18	11
	Male	7	3	3	7	11	8	8	11	15	13	9	17
Disciplinary or expelled	Female	12	62	10	13	20	63	12	15	31	78	22	16
	Male	16	55	17	33	38	76	32	45	62	120	58	65

Table 60: Number of learner dropouts by reasons, sex and region, 2022-2024

		Number of Secondary Education Teaching Staff		Number of Secondary Education Non-Teaching	
Year	Region	Female	Male	Female	Male
2023	Hhohho	1097	960	278	224
	Lubombo	822	750	232	191
	Manzini	1168	1080	347	318
	Shiselweni	763	898	202	172
2024	Hhohho	1122	990	251	210
	Lubombo	849	751	253	235
	Manzini	1175	1117	367	313
	Shiselweni	799	893	186	164
2025	Hhohho	1,057	1,021	269	231
	Lubombo	845	749	206	209
	Manzini	1,207	1,103	360	290
	Shiselweni	801	869	203	170

Table 61: Number of teaching and non-teaching staff by region

		Number of Teaching Staff		
Year		Female	Male	Total
2023		3850	3688	7538
2024		3945	3751	7696
2025		3910	3742	7652

Table 62: Number of teachers by sex

Year	Lower Secondary Education				Senior Secondary Education			
	Gross Enrolment Ratio		Gross Intake Ratio (GIR)		Gross Enrolment Ratio		Gross Intake Ratio (GIR)	
	Female	Male	Female	Male	Female	Male	Female	Male
2023	103,3	93,6	123	115,6	85,7	78,4	103,2	92,4
2024	100,4	92,3	114,2	110,3	90,3	75,5	103,3	87,9
2025								

Table 63: Gross Enrolment ratio and Gross Intake ratio for Lower and Senior Secondary level

Year	Last Grade Enrolment Form 3_AEC			ESwatini Examination Council_JC		
	Female	Male	Total	Registered	Examined	Passed
2023	10479	9130	19609	18940	18559	15590
2024	10365	8938	19303			13731
2025	10004	9036	19040			14251

Table 64: Gross Enrolment ratio and Gross Intake ratio for Lower and Senior Secondary level

Year	Last grade enrolment Form 5_ AEC			ESwatini Examination Council EGCSE
	Female	Male	Total	Registered
2023	8634	7656	16290	16162
2024	9825	8318	18143	
2025	10260	8869	19129	

Table 65: Number of Form 5 enrolment and number of learners registered for EGCSE

Population Projections

The table below show the projected population for the school going age for both primary and secondary from 6 years to 17 year old

Ages	2023			2024			2025		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
6	13385	13159	26544	15413	15045	30458	14995	14626	29621
7	13850	13644	27494	13402	13175	26577	15422	15055	30477
8	14007	13779	27786	13867	13660	27527	13414	13187	26601
9	13999	13747	27746	14024	13795	27819	13879	13671	27550
10	13907	13618	27525	14008	13752	27760	14029	13797	27826
11	13785	13466	27251	13905	13612	27517	14004	13745	27749
12	13785	13331	27011	13784	13459	27243	13901	13605	27506
13	13680	13224	26822	13679	13325	27004	13781	13451	27232
14	13598	13224	26682	13597	13218	26815	13676	13318	26994
15	13459	13037	26496	13521	13114	26635	13579	13191	26770
16	13351	12901	26252	13418	12979	26397	13484	13063	26547
17	13236	12764	26000	13311	12844	26155	13381	12929	26310

Table 66: The projected population for the school going age for both primary and secondary from 6 years to 17 year old

Education Pyramid 2025

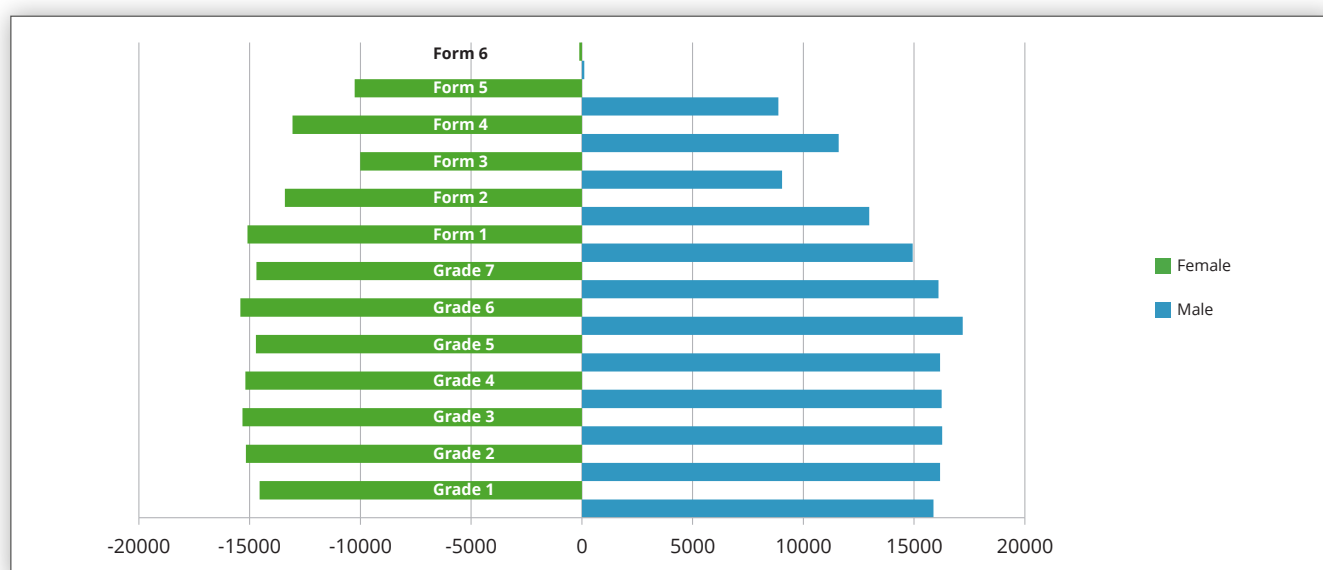


Figure 45:

NOTES

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