National Labour Market Skills Project (NLMSP)

Shaping Tomorrow's Skills Today

Skills Anticipation Report

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List of Abbreviations

AAIP	Arena Animation International Programme
ACCA	Association of Certified Chartered Accountants
ACCP	Aptech Certified Computer Professional
ACNS	Diploma In Certified Network Specialist
AGOA	African Growth and Opportunity Act
AI	Artificial Intelligence
APIST	African Prime Institute for Science and Technology
AS Level	Advanced Subsidiary Level
AU	African Union
BQA	Botswana Qualifications Authority
BYAC	Bosco Youth Agriculture Centre
CAD	Computer-Aided Design
CAM	Computer-Aided Manufacturing
CAPI	Computer Assisted Personal Interviews
CAT	Certified Accounting Technician
CBET	Competency-Based Education and Training
CCP	Certified Computer Professional
CESA	Continental Education Strategy for Africa
CET	Continuing Education and Training
CHE	Council On Higher Education
CIMA	Chartered Institute of Management Accountant
CIT	Centre For International Technology
CRM	Customer Relationship Management
DHET	Department Of Higher Education and Training
DIVT	Department Of Industrial and Vocational Training
ECCDE	Early Childhood Care and Development Education
ECOT	Eswatini College of Technology
EEC	Eswatini Electricity Company
EMCU	Eswatini Medical Christian University
EMI	Eswatini Meat Industries
ERP	Enterprise Resource Planning
ESAMI	Eastern And Southern African Management Institute

ESHEC	Eswatini Higher Education Council
ESQF	Eswatini Qualifications Framework
ESRIC	Eswatini Royal Insurance Corporation
ETA	Eswatini Tourism Authority
ETS	Enterprise Training Support
EU	European Union
FAO	Food And Agriculture Organization
FSRA	Financial Services Regulatory Authority
GDP	Gross Domestic Product
GIS	Geographic Information System
GIYH	Government In Your Hand
HED	Higher Education Division
HRDC	Human Resource Development Council
ICDL	International Computer Driving Licence
ICT	Information And Communications Technology
IDM	Institute For Development Management
IFAC	International Federation of Accountants
ILO	International Labour Organization
IMF	International Monetary Fund
IPP	Independent Power Producers
ISCO	International Standard Classification of Occupations
ISEH	Information Security and Ethical Hacking
ISIC	International Standard Industrial Classification
ITU	International Telecommunication Union
JET-IP	Just Energy Transition Investment Plan
KNBS	Kenya National Bureau of Statistics
LMIS	Labour Market Information System
LMS	Learning Management System
LUTC	Limkokwing University of Creative Technology
MITC	Manzini Industrial Training Centre
MOE	Ministry Of Education
MSME	Micro, Small and Medium Enterprises
NDP	National Development Plan
NDS	National Development Strategy
NETIP	National Education and Training Improvement Programme
NHRDS	National Human Resource Development Strategy
NLMSP	National Labour Market Skills Project
NQF	National Quality Framework
NSA	National Skills Authority
NSDP	National Skills Development Plan
NSF	National Skills Fund
OECD	Organization For Economic Co-Operation and Development
PSTA	Professional Scientific and Technical Activities
PWD	People With Disabilities
QCTO	Quality Council for Trades and Occupations
RENAC	Royal Eswatini National Airways Corporation
RES	Royal Eswatini Sugar Corporation
RPL	Recognition Of Prior Learning
SACU	Southern African Customs Union
SADC	Southern African Development Community
SAM	Social Accounting Matrix
SANU	Southern African Nazarene University
SAQA	South African Qualifications Authority
SDG	Sustainable Development Goals
SDL	Skills Development Levy
SEMIS	School Education Management Information System
SETA	Sector Education and Training Authorities
SME	Small And Medium Enterprises
SMP	Sectoral Manpower Plans
SSA	Sub-Saharan Africa
SSG	Skillsfuture Singapore
STEM	Science, Technology, Engineering, And Mathematics
TIG	Tungsten Inert Gas
TVET	Technical And Vocational Education and Training
UAE	United Arab Emirates
UN	United Nations
UNWTO	United Nations World Tourism Organization
US	United States
USD	United States Dollar
WEF	World Economic Forum
WIL	Work-Integrated Learning
WTTC	World Travel and Tourism Council

Executive Summary

Eswatini continues to face significant skills mismatches and shortages across all priority sectors.

Left: ©ESEPARC, 2024

The National Skills Anticipation Study, commissioned by the Eswatini Higher Education Council (ESHEC) in partnership with ESEPARC and the Taiwan Technical Mission, provides a comprehensive review of current and future skills demand across key sectors of the Eswatini economy.

This study builds on the 2022 National Skills Audit. Although efforts have been made to address some gaps since 2022, the 2025 study confirms that Eswatini continues to face significant skills mismatches and shortages across all priority sectors.

Similar to the 2022 findings, employers in nearly all sectors still report widespread difficulties in finding appropriately skilled workers, with youth unemployment alarmingly high at 48.7%, slightly down from 58.2% reported in 2022, suggesting marginal improvement. The study found that total employment is projected to grow steadily from 260,356 in 2023 to 292,143 by 2034, reflecting a cumulative increase of approximately 12.2% over the 12-year period. This gradual growth in employment suggests a stable but slow-paced expansion of the economy, with key sectors contributing differently to overall job creation.

Agriculture and Agro-processing Sector

Agriculture remains a vital economic pillar in Eswatini, employing a significant portion of the population while contributing approximately 7.5% to the national GDP. Agriculture, Forestry, and Fishing constituted the second-largest sector, employing 59,640 persons in 2023 and 60,207 in 2024 — representing about 23% of the total employed population. The slight increase suggests that while agriculture remains critical for employment. Despite its importance, the sector faces mounting productivity challenges, primarily due to intensifying climate shocks including prolonged droughts, erratic rainfall patterns, and rising temperatures.

The study found that 62% of agricultural employers reported inadequate technical competencies among recent graduates, with this skills mismatch most pronounced in agro processing. Employers have identified climate-smart agriculture, agricultural biotechnology, value chain management, and digital agriculture as critical emerging skill areas currently undersupplied in the labour market. The 2022 Skills Audit also revealed the same results, with skills shortages hampering modernisation efforts across modern agronomy, irrigation engineering, agro-processing, and veterinary services. This shows that progress has not been made with regards to skills development in the agriculture and agro-processing sectors. The persistent mismatch between educational outputs and industry requirements continues to constrain productivity improvements and sector modernisation, particularly affecting smallholder farmers who constitute the majority of agricultural producers in the country.

Mining and Energy Sector

The study found that Mining and Quarrying had relatively low employment figures, increasing slightly from 993 in 2023 to 1,002 in 2024. More than half of employers claimed not to find suitably skilled candidates, and many employees lacked technical knowledge and digital skills now required for modern operations. Although underdeveloped, mining and energy hold potential for diversification. The sector offers opportunities in renewable energy, such as solar and hydropower, local training institutions have not developed relevant programmes, forcing employers to rely on foreign professionals to fill critical roles. The sector employs less than 1% of the workforce, and 75% of employers cite serious shortages in mining engineering, environmental management, and renewable energy technology. Skills gaps in geology, mineral processing, and solar and hydro energy systems are especially acute.

The emerging shift toward green energy highlights a need for training in sustainable energy and resource management, positioning Eswatini to contribute to regional energy security and economic diversification.

The 2021/2022 audit had already highlighted critical shortages of mining engineers, environmental specialists, and geologists, and pointed out the complete absence of local training in renewable energy. By 2025, 75% of employers still cited serious shortages, particularly in mining engineering, geology, environmental management, and renewable energy technology. Furthermore, more than half of employers continued to report that they could not find suitably qualified candidates and had to rely on foreign experts. Although opportunities in solar and hydropower have increased, local capacity remains underdeveloped, reflecting no measurable improvement since 2021/2022.

Manufacturing Sector

The manufacturing sector, contributing over 30% of GDP, faces growing demand for skilled workers in textiles, food processing, and wood products. Manufacturing also maintained stable employment, with 14,414 persons employed in 2023 and 14,551 in 2024. Despite its economic significance, 68% of firms surveyed reported acute skills shortages, notably in specialised engineering, industrial design, and machine operation. Almost one-third of employers stated that job seekers lacked practical skills required for factory work, and many employers expressed frustration that graduates lacked even basic industry knowledge. Graduates also reported that they were not exposed to innovation, problem-solving, or industrial technologies during their training, making them ill-prepared for employment in advanced manufacturing roles. The Skills Audit in 2022 also reported similar findings, with the manufacturing employers struggling to find skilled workers for engineering, quality control, and machine operation roles, and reported that many graduates lacked practical experience. Future demand emphasises automation, industrial digitisation, and quality assurance. The sector also needs technicians skilled in maintenance and robotics as manufacturing processes become more advanced. However, only 16% of surveyed graduates reported having relevant hands-on experience before employment.

Tourism Sector

In the tourism sector, although employers reported critical gaps in customer service, communication, and hospitality management, they also recognised the sector's strong potential to generate employment, especially for women and youth. Employers identified opportunities to grow niche areas such as eco-tourism, cultural tourism, and event management, which could attract more international visitors and support rural livelihoods if the workforce is trained to global service standards. Approximately, 71% of tourism employers highlighted that existing training institutions fail to provide practical, customer-oriented training, resulting in an ill-prepared workforce. In 2021/2022, employers identified shortages in hospitality management, culinary arts, and customer service, with limited focus on emerging markets like eco-tourism. In 2025, 71% of tourism employers still highlighted a lack of practical, customer-oriented training among graduates, mirroring previous complaints.

ICT

ICT and Education are pivotal to driving the country's innovation agenda, but current training provision is inadequate to meet future needs. Despite ICT being identified as a priority growth area, 85% of employers in this sector reported difficulties finding

qualified candidates, especially in software engineering, cybersecurity, and AI-related fields. In education, although employers reported shortages of STEM teachers and technical instructors. The need for educators in emerging fields such as robotics, renewable energy, and AI presents a chance to improve education outcomes and prepare young people for future industries. Future skill needs include e-learning development, cloud computing, and AI, yet only 19% of training institutions offer programmes aligned to these emerging technologies.

The Skills audit in 2022 reported difficulties for companies in sourcing software engineers, cybersecurity experts, and data scientists, while education faced shortages of STEM teachers and technical educators. To date, 85% of ICT employers still reported difficulty recruiting qualified candidates, with only 19% of training institutions offering AI or emerging tech programmes.

Wholesale and Retail Sector

Wholesale and retail were major employers of youth, accounting for over 14.7% of businesses surveyed, but 66% of employers reported low levels of customer service and inventory management skills among recruits. Employers acknowledged that the growth of e-commerce and digital platforms will open new business opportunities that can be harnessed if workers were trained in digital commerce, online customer engagement, and modern logistics systems. The 2022 audit report identified shortages in customer service, merchandising, and supply chain management. In 2025, 66% of employers still report that recruits lack customer service and inventory management skills. However, there is an emerging demand for e-commerce and digital logistics skills, reflecting shifts in market operations. This suggests that while core gaps persist, new areas of opportunity are emerging.

Finance and Insurance Sector

The finance and insurance sector, representing 7.7% of total employment, has been experiencing growing demand for professionals in risk management, actuarial sciences, fintech, and compliance. However, 74% of employers cited gaps in analytical thinking, data analysis, and financial technology. The study identified blockchain, mobile banking solutions, and cybersecurity for financial services as emerging skills. Yet, the training supply remains focused on traditional banking courses, with little adaptation to modern financial technologies. In 2022, employers struggled to find professionals in risk management, compliance, and fintech, and this has persisted into 2025, where 74% of employers still report gaps in financial technology, data analysis, and cybersecurity.

Professional, Scientific, and Technical Activities

According to the study findings, professional, scientific, and technical industries were also constrained by shortages of engineers, researchers, and data analysts. The industry highlighted the need for data scientists, statisticians, and urban planners, especially as Eswatini moves toward smart urban development. Importantly, industrial research and intellectual property management were critical gaps identified by sector stakeholders, limiting local innovation potential. In 2022, high demand was noted for engineers, data scientists, statisticians, and researchers, particularly for industrial R&D and urban planning. In 2025, over 80% of vacancies remain unfilled due to lack of qualified candidates, and data science, urban planning, and intellectual property management remain neglected by training institutions.

No progress has been recorded in filling these high-skill gaps essential for Eswatini's innovation capacity.

Construction Industry

The construction industry is one of Eswatini's largest employers, accounting for 31.7% of surveyed businesses, yet 69% of firms reported shortages in project management, and green building technology. With increased public and private infrastructure projects, including housing and roads, demand for skilled artisans, technicians, and construction managers is projected to grow. Emerging skills in sustainable construction, water conservation, and eco-friendly materials are also needed to align with global sustainability trends. In 2021/2022, the construction sector reported shortages in civil engineers, artisans, and project managers, with an emerging demand for green building skills. Unfortunately, 69% of firms still report difficulties recruiting engineers and artisans. Although demand for green and sustainable construction is growing, no formal training for these emerging skills has been developed, indicating continued stagnation.

Other sectors

The study identified widespread under-representation of persons with disabilities across all sectors, with their participation in the workforce remaining below 1%. Employers and training institutions failed to recognise the economic contribution of this group, and inclusive employment practices remained weak or absent. Limited public awareness and a lack of accessible training environments continued to exclude persons with disabilities from meaningful economic participation.

In the mining and energy women held fewer than 20% of jobs, and most of these were in low-skilled or support roles. Training in these sectors remains fragmented and fails to prepare workers for new service-oriented and green economy roles. The study recorded critical skills shortages in areas such as energy diversification, and geotechnical. The wholesale and retail sector employed a large share of the country's youth and women but failed to offer pathways into skilled and managerial positions. Local training institutions do not offer sufficient programmes in supply chain integration, merchandising, or digital commerce systems.

Across sectors, the study revealed that qualifications often did not align with industry needs. For instance, workers in real estate services lacked training in GIS mapping and property technology, while the arts and entertainment sector struggled to source talent in event technology, digital production, and cultural tourism promotion. The research also exposed scarce skills that were either completely missing or severely limited within the country. These included VIP and general pilots, palliative care doctors, health informatics specialists, and other digital skills.

The good news: most employers in the different sectors hired locals, driven by a commitment to supporting domestic employment. These findings demonstrated an urgent need to strengthen Eswatini's skills development ecosystem. The country must align training with labour market demands, actively promote gender and disability inclusion, and invest in priority occupations to support sustainable growth and social equity.

Key takeaways

- Most companies, except in limited areas of worker shortages, prefer to hire Emaswati.
- Some sectors remain gender-segregated, with certain roles being predominantly occupied by one gender due to historical, cultural, or societal influences. The mining, energy, and construction sectors in Eswatini continue to be male-dominated, with significantly fewer females participating in these industries.
- Companies now require specialised skills.
- Training institutions need to align with industry needs.

01 Introduction

This section presents an overview of the National Labour Market Skills Project (NLMSP) and its National Skills Anticipation Study. It explores Eswatini's current skills landscape, identifies gaps in education and training, and assesses future workforce demands. The analysis aligns with broader regional and global development frameworks that emphasize the role of skills in driving economic resilience and inclusive growth.

Introduction

Eswatini continues to face significant skills mismatches and shortages across all priority sectors.

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1.1 Background to the National Skills Anticipation Study

The Eswatini Higher Education Council (ESHEC) partnered with the Eswatini Economic Policy Analysis and Research Centre, and Taiwan Technical Mission to conduct a National Labour Market Skills Project (NLMSP). The Project sought to understand the current skills landscape within Eswatini and to forecast future skills requirements in alignment with evolving labour market dynamics, industrial growth, and sectoral demands.

The National Skills Anticipation study is part of the NLMSP, which focuses on evaluating specific industry skills and existing skills gaps and assessing local training institutions' capacity. It further forecasts short-term, medium-term, and long-term skills demand, identifies emerging skills and trades across the informal, public, and private sectors, and benchmarks global and regional best practices in skills development. The study also examines trends in technology, industry, demographics, and economic factors to anticipate changing labour market needs, while generating statistical data on skills mismatches, shortages, and surpluses. Furthermore, it evaluates the effectiveness of existing education and training programs against market demand and proposes a centralised skills database to aid stakeholders in planning major investment projects.

Skills have been advocated as the universal cure for economic and social challenges, and the anticipation of evolving skills needs plays an important role in ensuring that education and training deliver the required skills. The International Labour Organisation (ILO) (n.d.) highlights that many countries are experiencing a growing gap between the skills required in the labour market and those offered by the workforce despite increased investment in education, training and educational attainment. The misalignment between educational outcomes and labour market needs threatens economic productivity, innovation and social cohesion, thus necessitating proactive and dynamic skills development strategies. Countries that effectively anticipate and respond to the revolving skills demands are better positioned to drive sustainable economic growth, improve their employment rates and further decrease poverty and inequality. The African Union Agenda 2063 and The Southern African Development Community (SADC) Industrialisation Strategy (2015-2063) both highlight the need for a highly skilled labour force, particularly in science, technology, engineering, and mathematics (STEM), to drive industrialisation, enhance economic competitiveness, and promote inclusive growth.

Therefore, Eswatini like many other developing economies seeks to prioritise skills development to improve sustainable economic and social growth. The country has a predominantly young population with a high youth unemployment rate of 48.7%; nearly one in every two young people is unemployed (ILFS, 2023). The formidable rate of youth unemployment does not only reflect the limited capacity of the labour market to absorb young entrants but further highlights systemic issues in the alignment between education outcomes and market demands.

The current situation is further exacerbated by structural economic challenges, including limited industrial diversification, reliance on a few key sectors such as agriculture and manufacturing, and slow job creation rates in both formal and informal sectors. The agriculture sector for example has been particularly vulnerable to climate-related disruptions, including prolonged droughts and extreme weather conditions that directly impact crop yields and livestock productivity (IFAD, 2022). These challenges threaten food security and income stability for a large portion of the population dependent on subsistence and commercial farming (FAO, 2022).

The National Development Plan (NDP) 2023/24-2027/28 highlights that the Government of Eswatini (GoE) seeks to enhance social and human capital development to promote sustainable livelihoods and economic growth within Eswatini. The GoE prioritised inclusive education by constructing schools for learners with disabilities and expanding Technical and Vocational Education (TVET) to address skills mismatches. A notable milestone in Eswatini's Education is the official launch of the School Education Management Information System (SEMIS) which aims to streamline the collection, management and analysis of educational data to enable evidence-based decision-making and improve the efficiency, accountability and overall performance of the sector (NDP, 2023). The above-mentioned efforts are further reinforced by the Government's Plan of Action, which emphasises a comprehensive review of the education system, particularly higher education, to ensure that institutions like the University of Eswatini (UNESWA) align their academic programmes with labour market demands.

The GoE is working towards introducing a performance-based financing model for higher education institutions, which is expected to improve efficiency, accountability, and the overall quality of tertiary education in the country.

However, challenges such as low access to Early Childhood Care and Development Education (ECCDE), high dropout rates among vulnerable groups, poor retention in secondary education and limited access to post-secondary and vocational training persist (NDP, 2023). Quality education is hindered by inadequate teacher management, inequitable resource allocation, and a lack of data for evidence-based planning, particularly in the TVET sector. Financial constraints have further impacted infrastructure and STEM education, with declining education spending from 7% to 5.5% of GDP (NDP, 2023) and limited development investment. The Coronavirus pandemic (COVID-19) aggravated learning disruptions, increased dropout rates, and exposed the digital divide, as most public institutions lacked resources for online learning, unlike private schools. However, to address some of these issues, the GoE is looking into developing a Learning Management System (LMS) for continuous learning during emergencies and expanding internet access in schools (NDP, 2023). These efforts sought to build a resilient, inclusive, and future-ready education system that supports Eswatini's socio-economic transformation.

In light of the challenges and opportunities highlighted above, the National Skills Anticipation Study serves as an important tool to guide Eswatini's efforts to build a dynamic, adaptable and competitive workforce that can meet the evolving demands of the global labour market. The insights offered by this study will enable the GoE, policymakers, educators, industry stakeholders and policymakers to effectively address skills mismatches and align educational outcomes with Eswatini's economic priorities. Eswatini sought to position itself to achieve inclusive socio-economic transformation, reduce unemployment, particularly among the youth and build resilience against economic and environmental shifts. Therefore, this approach is important in ensuring that the country unlocks its full economic potential and long-term prosperity for all emaSwati.

1.2 Why Eswatini Needed to Conduct a National Skills Anticipation Study

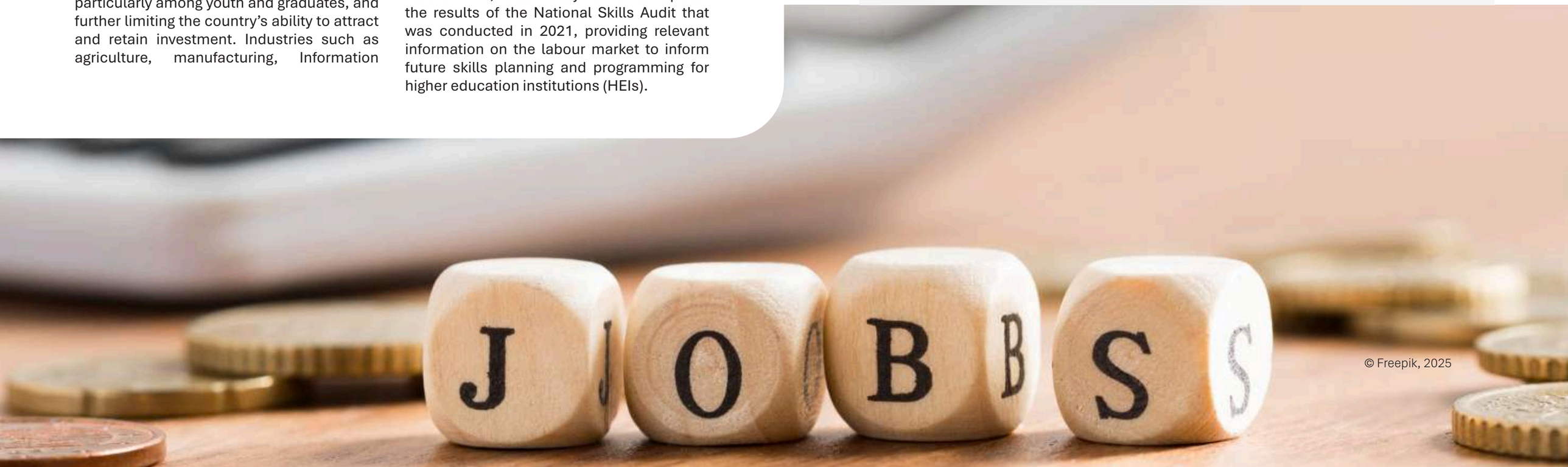
The National Skills Anticipation Study was initiated to address Eswatini's pressing need for accurate and forward-looking skills development. The Eswatini Higher Education Council (ESHEC), established in 2015 under the Higher Education Act No. 2 of 2013, plays an integral role in this endeavour by regulating and coordinating higher education to ensure that institutions produce programs that are responsive to Eswatini's socioeconomic needs. Eswatini has been identified as a country that has one of the world's highest skills mismatch indices (ILO, 2020), highlighting a chronic disparity between the skills produced by educational and training institutions and those demanded by the labour market. The evident misalignment has led to challenges in meeting the needs of key economic sectors, resulting in high unemployment rates, particularly among youth and graduates, and further limiting the country's ability to attract and retain investment. Industries such as agriculture, manufacturing, Information and Communications Technology (ICT), energy, and tourism face shortages of skilled labour, inhibiting productivity and innovation (ESEPARC,2022). The lack of relevant and up-to-date training programs, alongside limited opportunities for practical and technical skills development, has increased this gap thus leaving many graduates unprepared for the evolving demands of the workforce (ESEPARC, 2022).

Therefore, the National Skills Anticipation Study aims to provide comprehensive insights into Eswatini's strategic skills requirements. It seeks to inform government policies, guide employers, assist education and training providers, and advise individuals on current and future skills demands. The National Skills Anticipation Study is expected to provide a detailed profile of the key competencies required to make Eswatini competitive across all sectors of the economy such as agriculture, manufacturing, ICT, energy and mining, and tourism amongst others. Furthermore, this study aims to update the results of the National Skills Audit that was conducted in 2021, providing relevant information on the labour market to inform future skills planning and programming for higher education institutions (HEIs).

1.3 National Skills Anticipation Study Objectives

The objectives of the assignment are to:

1. Conduct a desktop analysis and evaluation of the overall skills gaps, mismatches and emerging skills in Eswatini as articulated by the Skills Audit Report of 2022.
2. Generate and provide statistical information regarding the skills shortages, surpluses, as well as present and future skills demands in the country.
3. Develop a sustainable framework and model that ESHEC can implement to align higher education with the country's present and future industrial, national and global skills requirements.
4. Benchmark with higher education councils in SADC to find ways to address the skills gaps and mismatches and prepare for emerging skills.
5. Engage higher education and training stakeholders, including those in various government ministries, industry and economic sectors, to get input on a workable model/ framework.



Literature Review

Anticipating future skills is essential for aligning education with real-world demand

Left © Freepik, 2025

02 Literature Review

This section explores the importance of forecasting skills demand in Eswatini's labour market. It highlights why anticipating future skills is vital for addressing youth unemployment, bridging the education-to-employment gap, and guiding national investment in human capital.

2.1 Global and Regional Best Practices for Addressing Skills Gaps and Mismatches in Higher Education

In an increasingly evolving global economy, developing a skilled and adaptable workforce is important. Countries such as Singapore, Germany, South Africa and Botswana have established strong skills development and anticipation initiatives that are driven by comprehensive national policies, strategic investments and strong collaborations between industry and the education sector. The above-mentioned countries recognise the importance of building a resilient and future-ready workforce. Globally, organisations like ILO, SADC, United Nations (UN), United Nations Educational, Scientific and Cultural Organisation (UNESCO) and The African Union (AU) emphasise the importance of skills development to unlock job potential and support transitions to greener economies. The ILO's initiatives promote decent work through improved skills development, providing technical assistance and policy advice to member states, and advocate for lifelong learning systems. These efforts aim to ensure that workers have the skills required to meet the demands of the changing labour market and contribute to sustainable economic growth. The UN Sustainable Development Goals (SDGs) also highlight the need for inclusive and equitable quality education and lifelong learning opportunities for all. Specifically, SDG 4 seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal encompasses various targets, including enhancing vocational and technical education, expanding access to education, and improving the quality of education to meet the evolving needs of the labour market.

UNESCO's Global Skills Academy which is aligned with the 2022-2029 UNESCO Strategy for TVET: Transforming TVET for Successful and Just Transitions aims to support youth and adults in building essential skills for improved employability and resilience. The Global Skills Academy provides access to high-quality training and education programmes, fostering partnerships with private sector companies, educational institutions, and governments to deliver relevant and up-to-date skills training. The initiative focuses on equipping learners with the skills needed to thrive in a rapidly changing world and supporting transitions to greener and more inclusive economies.

Skills development has been a priority for many SADC countries as they continuously work to bridge the gap between workforce supply and labour market demand. The region faces challenges related to skills mismatches, high youth unemployment, and the need for more responsive education and training systems. Considering that higher education councils and national skills authorities in SADC member states have implemented various policies and initiatives aimed at aligning education outcomes with economic needs. At the regional level, the SADC Protocol on Education and Training provides a broad framework for cooperation among member states to harmonise qualifications, improve TVET, and enhance workforce mobility. The protocol highlights the need for skills anticipation and sectoral workforce planning to ensure that national education and training systems are aligned with industrial development strategies. This has led to the establishment of qualifications frameworks across multiple SADC countries to enhance the comparability and recognition of skills, facilitating greater mobility of skilled workers within the region.

Furthermore, the AU's Continental Education Strategy for Africa (CESA) 2016-2025 aims to transform education and training systems to meet the demands of the 21st century and support sustainable development across the continent. CESA focuses on strengthening the capacity of education systems, promoting TVET, and fostering innovative and entrepreneurial skills. The strategy seeks to ensure that African countries can build resilient and adaptable workforces that can drive economic growth and development.

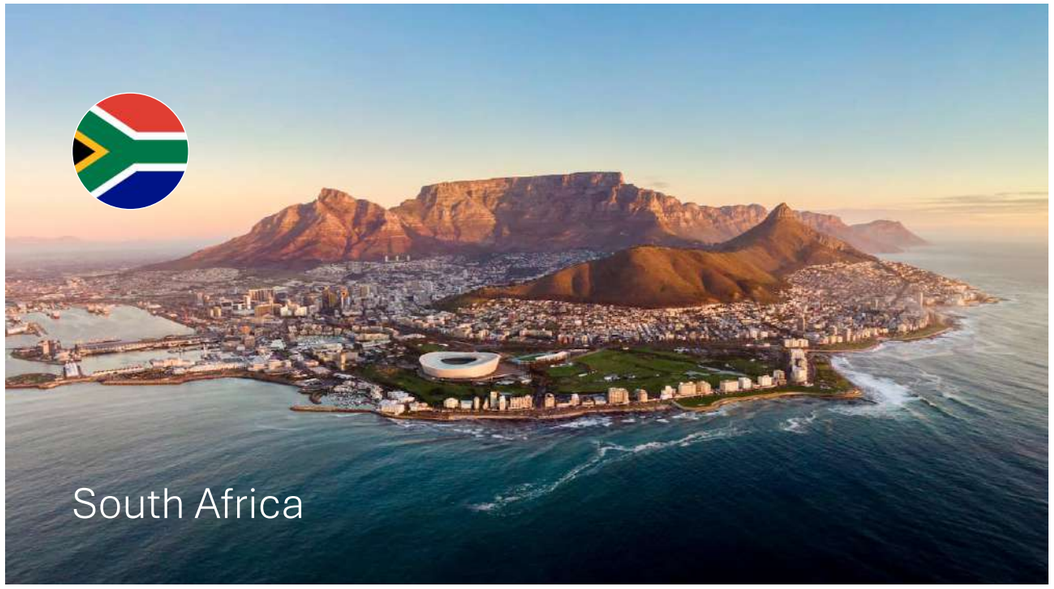
Case studies

The case studies section analyses how other countries address skills development challenges, particularly skills gaps, mismatches, and shortages. This section highlights best practices, innovations, and potential challenges that can inform Eswatini's approach to skills development by examining the structures, policies, and initiatives implemented in other countries globally and regionally. A key focus is on higher education councils, their role in regulating and guiding education and training systems, and the strategic interventions they utilise to ensure that graduates are adequately equipped for the evolving labour market. The analysis is structured into three key areas:

i. **The role of the higher education council in each country, outlining its mandate, governance structure, and approach to ensuring quality assurance and curriculum relevance**

ii. **The initiatives or projects implemented to address skills gaps, mismatches, and shortages, exploring targeted policies, training interventions, industry collaborations, and funding mechanisms aimed at bridging labour market disparities**

iii. **The lessons for Eswatini extract best practices that could be adapted to the local context while also identifying potential challenges that may arise from adopting similar models.**



South Africa's higher education system is regulated by the Council on Higher Education (CHE), established under the Higher Education Act of 1997. The CHE serves as an independent statutory body providing advice to the Minister of Higher Education and Training on all higher education matters and is responsible for quality assurance through its permanent committee, the Higher Education Quality Committee (HEQC) (Council on Higher Education, 2021). The CHE has developed a sophisticated quality assurance system that operates through institutional audits, programme accreditation, national reviews, and quality promotion initiatives. This multi-faceted approach has enabled the CHE to establish credibility within the sector and maintain high standards across diverse institutions (CHE, 2023). The framework integrates both compliance requirements and quality enhancement strategies, creating a balanced approach to quality management.

South Africa has successfully implemented research development frameworks that prioritise innovation and knowledge production. The CHE works closely with the National Research Foundation to ensure that higher education institutions contribute effectively to the national research and innovation agenda (Department of Science and Innovation, 2022). This integration of research policy with higher education oversight has strengthened South Africa's position as a research leader on the continent.

The CHE has developed sophisticated data collection and analysis capabilities through the Higher Education Management Information System (HEMIS). This system provides critical data for evidence-based decision-making, allowing for strategic interventions based on accurate information regarding student performance, institutional effectiveness, and sector-wide trends (DHET, 2023). The South African model incorporates formal structures for engagement with employers, professional bodies, and industry associations.

These mechanisms ensure that curriculum development and program design respond to evolving economic needs and technological changes. Advisory committees with industry representation proThe CHE faces criticism for creating excessive administrative workloads for institutions through its quality assurance processes. The compliance requirements have sometimes diverted institutional resources from teaching and research activities toward reporting and documentation (Bozalek & Boughey, 2021). This bureaucratic burden has been particularly challenging for smaller institutions with limited administrative capacity.

Despite strong policy frameworks, South Africa continues to experience challenges in implementing quality assurance measures consistently across all institutions. Resource disparities between historically advantaged and disadvantaged institutions have perpetuated quality variations within the system (Lange & Singh, 2022). The South African higher education system still struggles with producing graduates who fully meet industry requirements. Skills mismatches persist despite policy intentions, suggesting limitations in the effectiveness of industry-academia collaboration mechanisms (StatsSA, 2023). Accreditation and quality assurance processes in South Africa are often characterized by lengthy timelines, which can delay the introduction of new programs and slow the system's responsiveness to emerging economic needs (Higher Education South Africa, 2022).

Lessons for Eswatini

- Eswatini could benefit from strengthening ESHEC's operational independence while maintaining appropriate accountability measures. The South African CHE's statutory independence has enabled it to make difficult decisions based on quality considerations rather than political expedience (Council on Higher Education, 2023).
- ESHEC would benefit from developing robust data collection and analysis capabilities like South Africa's HEMIS. Establishing a comprehensive higher education information management system would support more strategic interventions and policy development.
- Eswatini should learn from South Africa's experience with regulatory burden by designing quality assurance processes that maintain rigorous standards without creating excessive administrative workloads. Streamlined procedures and focused requirements could help ESHEC avoid the bureaucratic challenges faced by the CHE.

Singapore's higher education system is primarily regulated by the Council for Private Education (CPE), which was established under the Private Education Act of 2009 and later became part of SkillsFuture Singapore (SSG) in 2016. For public institutions, quality oversight is provided by the Ministry of Education (MOE) through the Quality Assurance Framework for Universities (MOE, 2023). This approach has contributed to Singapore's reputation for educational excellence in the global arena.

The SkillsFuture initiative actively involves industry partners in curriculum development and review processes, ensuring that academic programs develop relevant competencies (SkillsFuture Singapore, 2023). This close alignment extends to program approval processes, where industry relevance is a core criterion for accreditation. The Singaporean quality assurance system also places strong emphasis on international benchmarking and global competitiveness. Institutions must demonstrate compliance with international standards, and quality assurance processes incorporate global best practices (Quality Assurance Council of Singapore, 2022). This international orientation has strengthened Singapore's position as a regional education hub and enhanced graduate mobility.

Singapore has implemented a robust research quality framework that incentivises high-impact research aligned with national priorities. The Academic Research Fund (ARF) and other funding mechanisms are closely integrated with quality assurance processes, creating a coherent approach to research development (National Research Foundation, 2023). This integration has positioned Singaporean institutions among the leading research centers in Asia.

The regulatory framework actively promotes innovation in educational delivery. Quality assurance processes include specific provisions for encouraging pedagogical experimentation while maintaining standards (MOE, 2022).

This balanced approach has enabled Singaporean institutions to innovate while ensuring quality outcomes for students. However, Singapore's quality assurance system involves multiple agencies and frameworks, creating a complex regulatory environment for institutions. This complexity can create administrative burdens, particularly for smaller institutions with limited resources (Lim, 2022).

The comprehensive quality assurance approach demands substantial financial and human resources. Singapore's significant investment in quality management infrastructure may be difficult for countries with more limited resources to replicate (Tan, 2022). Despite efforts to promote innovation, institutions sometimes report that compliance requirements can constrain experimental approaches to teaching and learning. Finding the optimal balance between quality assurance and educational innovation remains an ongoing challenge (Singapore Academy of Higher Education, 2023).

Lessons for Eswatini

- Eswatini could benefit from adopting Singapore's systematic approach to industry engagement in higher education governance. ESHEC should consider establishing formalized industry advisory mechanisms with substantive authority in program development and review processes. This would address current challenges with skills mismatches and enhance graduate employability.
- ESHEC could implement a skills-based qualification framework similar to Singapore's SkillsFuture initiative, ensuring that program accreditation explicitly addresses skills development and employment outcomes. This would help align Eswatini's higher education with economic development priorities.
- Recognising resource constraints, ESHEC should consider adapting Singapore's quality assurance framework through a phased implementation approach. This would allow for gradual capacity building while making steady progress toward comprehensive quality assurance coverage.
- While adopting elements of Singapore's international benchmarking approach, ESHEC needs to ensure that quality standards remain contextually appropriate for Eswatini's specific economic and social circumstances. The adaptation of international best practices to local conditions has been a key success factor in Singapore.

Germany's higher education quality assurance system operates within a federal structure where responsibility is shared between the federal government and the 16 states. The Foundation for the Accreditation of Study Programmes in Germany serves as the central coordinating body, established through an interstate treaty in 2017, following a ruling by the Federal Constitutional Court that reformed the previous system (Akkreditierungsrat, 2022). The Foundation oversees accreditation agencies and establishes framework guidelines for quality assurance while respecting the constitutional autonomy of higher education institutions.

Germany has implemented a comprehensive system that combines institutional accreditation with program-level review. This dual-level approach ensures both organisational quality capacity and specific program standards are maintained. The system incorporates significant input from academic peers, industry representatives, and student participation at all levels of the quality assurance process (German Rectors' Conference, 2023). This multi-stakeholder engagement enhances the legitimacy and effectiveness of quality determinations within the sector.

Germany has successfully integrated the European Standards and Guidelines (ESG) into its national quality assurance framework, facilitating international recognition of German qualifications. The German Qualifications Framework (DQR) aligns with the European Qualifications Framework, enhancing student mobility and degree recognition across borders (Federal Ministry of Education and Research, 2023). This international orientation has strengthened Germany's position as a leading provider of high-quality higher education in Europe. The German model places strong emphasis on institutional autonomy and academic freedom within a framework of accountability. Higher education institutions maintain significant control over their internal quality processes while demonstrating compliance

with national standards (German Council of Science and Humanities, 2022). This balance between autonomy and accountability has fostered innovative approaches to quality enhancement while maintaining rigorous standards.

The German quality assurance system incorporates an explicit focus on the employability of graduates through structured engagement with employers and industry associations. The dual study programs (combining academic study with workplace training) represent a particularly successful approach to ensuring skills relevance (Federal Institute for Vocational Education and Training, 2023). This integration of academic and vocational elements has contributed to Germany's relatively low graduate unemployment rates. Despite its strengths, the German system faces challenges related to its federal structure. Variations in state-level implementation of national frameworks can create complexity for institutions operating across state boundaries (Wissenschaftsrat, 2022). This federal complexity sometimes results in inconsistent application of quality standards and procedural requirements.

The German quality assurance system involves multiple actors and layers of review, creating administrative demands on institutions. The documentation requirements for both program and institutional accreditation can be resource-intensive, particularly for smaller institutions (German Association for Quality Management, 2023). These resource demands have prompted ongoing discussions about streamlining processes while maintaining comprehensive coverage. Although the German system aims for efficiency, accreditation processes often require significant time from application to decision. These extended timelines can constrain institutional responsiveness to rapidly evolving disciplines and labor market demands (Conference of Ministers of Education and Cultural Affairs, 2022). The system continues to seek balance between thorough review and timely decisions.

Lessons for Eswatini

- Eswatini could benefit from Germany's approach to balancing institutional autonomy with accountability requirements. ESHEC should consider developing a regulatory framework that respects institutional diversity while establishing clear quality expectations. This balanced approach would foster institutional ownership of quality processes while maintaining necessary oversight.
- ESHEC should adopt Germany's practice of meaningful stakeholder involvement in quality assurance processes. Incorporating representatives from academia, industry, and students in review panels would enhance the legitimacy and effectiveness of quality determinations in Eswatini.
- Germany's successful integration of European standards offers a model for Eswatini to align its quality assurance system with regional frameworks in Southern Africa. Developing compatibility with regional standards would enhance the international recognition of Eswatini qualifications and facilitate student mobility.
- ESHEC could learn from Germany's approach to employability through structured industry engagement in program development and review. Establishing formal mechanisms for employer input into curriculum design would help address skills mismatches in Eswatini's higher education outcomes.
- Eswatini should consider Germany's challenges with complex multi-layered processes when designing its quality assurance system. Developing streamlined procedures that maintain rigor without excessive administrative burden would enhance system effectiveness and institutional compliance.

The Tertiary Education Council (TEC) of Botswana has played a transformative role in shaping the country's tertiary education system to align with national development goals and international standards. TEC is tasked with planning, coordinating, and regulating tertiary education to ensure it is accessible, equitable, and globally competitive. Its efforts have led to significant improvements in institutional governance, infrastructure, and the quality of education delivery. TEC has actively engaged stakeholders such as government ministries, private sector entities, tertiary institutions, students, and international partners to develop policies that align with Botswana's aspirations to become a knowledge-based economy. These collaborations have fostered a shared vision for the sector's growth and positioned Botswana's tertiary education system to compete globally (Samboma, 2017).

However, TEC faces several challenges that affect its ability to fulfill its mandate effectively. One major issue is the fragmentation of regulatory bodies overseeing tertiary education. This fragmentation has negatively impacted access, quality, and relevance in the sector. For example, the Botswana Qualifications Authority (BQA) and Human Resource Development Council (HRDC) operate independently of TEC, creating overlaps and inefficiencies in governance. Another challenge is the over-reliance of public tertiary institutions on government funding, which limits their ability to innovate or diversify revenue streams. Additionally, TEC struggles with integrating tertiary education policies into broader socio-economic frameworks such as the National Qualifications Framework (NQF) and Skills Development Strategy. These gaps complicate efforts to align higher education outputs with labor market demands (Samboma, 2017).

TEC actively seeks solutions to address these challenges by promoting collaboration among regulatory bodies and encouraging institutions to diversify their funding sources. It emphasizes partnerships with private sector entities and industry leaders to develop alternative revenue streams such as research commercialization and consultancy services. TEC also advocates for continuous improvement in institutional governance and quality assurance processes through regular inspections and stakeholder consultations. By fostering innovation and collaboration across all facets of the tertiary education system, TEC demonstrates its commitment to driving sustainable development in Botswana's higher education sector while ensuring alignment with national priorities such as Vision 2036 (Samboma, 2017).

Lessons for Eswatini

- Harmonise qualifications with the Southern African Development Community (SADC) frameworks to enhance regional mobility and recognition of degrees.
- Address fragmentation by coordinating ESHEC's role with TVET bodies and the Qualifications Authority, avoiding overlaps seen in Botswana's TEC-BQA-HRDC governance challenges.
- Implement regular audits to ensure compliance with academic, governance, and financial standards.
- Leverage international benchmarks (e.g., SACMEQ, SADC protocols) to assess curriculum relevance and graduate outcomes.
- Reduce reliance on government funding by incentivising industry partnerships for research, internships, and curriculum co-design
- Encourage income diversification amongst tertiary institutions. Support institutions to monetize consultancy services, patents, and short courses.
- Establish a multi-sectoral advisory body involving employers, academia, and students to align programmes with labour market needs.
- Expand cross-border partnerships with SADC universities and global networks (e.g., UNESCO) for faculty exchange and joint research.
- Streamline approval processes for new institutions to avoid bureaucratic delays
- Conduct annual skills audits to identify shortages (e.g., ICT, healthcare) and adjust enrolment quotas accordingly.
- Mandate internships/apprenticeships for all tertiary students

The Role of ESHEC in Skills Development

The Eswatini Higher Education Council (ESHEC), established in 2015 under the Higher Education Act of 2013, has the critical mandate of regulating higher education in the Kingdom of Eswatini. ESHEC ensures that the post-secondary education system produces high-level knowledge workers capable of stimulating economic growth and development (Government of Eswatini, 2013). Through its regulatory functions, ESHEC develops and implements comprehensive quality assurance systems encompassing registration, accreditation, institutional audits, quality promotion, and standards development.

Since its establishment, ESHEC has made significant strides in fulfilling its mandate through several key achievements. The council has secured increased government subventions, which have enabled significant organisational development (Ministry of Education and Training, 2022). This enhanced funding has facilitated recruitment of specialised staff, development of strategic planning initiatives, and establishment of operational frameworks for quality assurance (ESHEC, 2021), even though still insufficient. The increased financial support demonstrates government recognition of ESHEC's crucial role in national development and skills formation strategies.

Building on this financial foundation, the council has developed comprehensive policy frameworks that support skills development throughout the higher education sector. The Council initiated the comprehensive Higher Education Policy to provide strategic direction for the sector and developed a National Research Strategy aimed at enhancing research capacity (ESHEC, 2022). ESHEC also designed frameworks to align academic programs with economic development needs (Ministry of Economic Planning and Development, 2023). These interconnected policy initiatives ensure higher education institutions produce graduates with skills relevant to national economic priorities.

ESHEC, © 2025

To implement these policies effectively, the Council has established robust quality assurance mechanisms, including institutional audit frameworks, program accreditation standards incorporating skills relevance criteria, and registration procedures for higher education institutions (ESHEC, 2020). These mechanisms have improved accountability and quality standards across the higher education sector, creating a foundation for sustainable skills development in Eswatini. Through this systematic approach to quality assurance, ESHEC continues to strengthen the link between higher education outcomes and national development priorities.

Despite these achievements, ESHEC faces several challenges in fulfilling its mandate effectively:

- Staff shortages have significantly impeded ESHEC's ability to fully implement its regulatory functions (ESHEC, 2023). This has resulted in delayed registration and accreditation processes, constrained capacity for conducting comprehensive institutional audits, and limited ability to monitor compliance with quality standards. These staffing constraints compromise ESHEC's ability to ensure consistent quality across the higher education sector.
- A gap exists in the level of collaboration between ESHEC, higher education institutions, and employers (Ministry of Labour and Social Security, 2023). Limited employer involvement in curriculum development and program design, insufficient mechanisms for gathering industry feedback, and inadequate structures for work-integrated learning experiences contribute to persistent skills mismatches between graduate competencies and labour market requirements.
- ESHEC struggles to effectively stimulate research and innovation within higher education institutions due to insufficient funding mechanisms, limited research infrastructure, and weak linkages between research activities and industry needs (National Commission for Research, Science and Technology, 2022). These limitations hinder the development of innovative capacity necessary for economic transformation.
- The Council faces challenges in facilitating the internationalisation of Eswatini's higher education, including limited frameworks for international qualification recognition and insufficient support for international academic partnerships (UNESCO, 2023). These gaps potentially restrict graduates' global mobility and competitiveness.

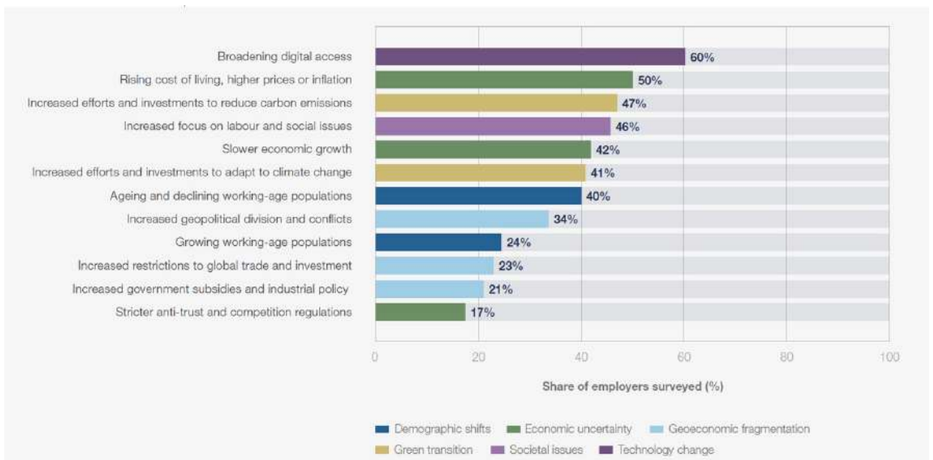
While ESHEC has made notable progress in establishing foundational regulatory frameworks and securing improved funding, significant challenges remain in fully realizing its mandate for skills development. Addressing staffing constraints, enhancing industry collaboration, and strengthening research capacity represent critical priorities for enhancing ESHEC's impact on Eswatini's skills ecosystem. With strategic interventions in these areas, ESHEC can more effectively ensure that higher education contributes meaningfully to national economic development and competitiveness.

2.2 Global Drivers of Change

The global labour market is set to go through transformative changes by 2030, the changes will be shaped by a series of macro trends which include technological advancements, the green transition economic uncertainties, geoeconomic fragmentation and demographic shifts. The above-mentioned trends will redefine the types of jobs available, but they will also drive the demand for new skills. ILO (n.d.) highlights that persistent skills mismatches not only hinder productivity but also increase inequality, showing the urgency of comprehensive skills anticipation and lifelong learning systems.

Technological change is one of the most outstanding drivers of labour market transformation, with innovations such as artificial intelligence (AI), robotics, big data, and digital automation revolutionising industries across the globe. The World Economic Forum (2025) highlights that technologies like AI and machine learning are expected to displace 9 million jobs while simultaneously creating 19 million roles in areas such as cybersecurity, software development, and data analysis (Figure 2.2.1). Furthermore, the acceleration of digital technologies is fostering a paradigm shift wherein traditional jobs are being reconfigured into hybrid roles that require both technical and soft skills such as critical thinking and adaptability. This dual effect highlights a growing skills mismatch as many workers are unprepared for jobs requiring advanced technical skills. The rapid pace of digitalisation is also creating gaps in technological literacy, leaving certain demographics, particularly low-income and rural populations, excluded from digital opportunities. ILO (n.d.) highlights the importance of improving access to digital education and training, particularly for marginalised groups, to bridge these gaps. Countries such as Singapore who have invested in digital skills infrastructure, have demonstrated the value of incorporating digital training platforms and sector-specific learning modules to address the growing demand for digital competencies through improvements in productivity and innovation.

Figure 2.2 1 Global drivers of change in business



Source: World Economic Forum Future of Jobs Report 2025

Global efforts to mitigate climate change and transition to sustainable economies are reshaping the labour market by driving the creation of green jobs in renewable energy, environmental protection, and sustainable manufacturing. Nearly half of surveyed employers in the World Economic Forum (2025) report anticipate that climate-related initiatives will transform their business models, highlighting the increasing demand for green skills in areas such as carbon reduction, renewable energy engineering, and environmental impact assessment. Moreover, as economies increasingly adopt green technologies, there is a growing expectation that the transition will require not only technical competencies but also innovative problem-solving skills that integrate sustainability principles into every facet of production and service delivery. However, the green transition also intensifies the skills mismatch as many workers in traditional sectors such as fossil fuels and heavy manufacturing lack the expertise required for emerging green roles. The World Economic Forum (2025) highlights that nearly 47% of businesses anticipate climate goals to drive business transformation, underscoring the need for green skills as economies transition toward sustainability. Reskilling initiatives ought to be prioritised to enable workers to transition into green jobs and support climate goals. Investments in education and training systems that incorporate sustainability principles can ensure that economies align workforce development with environmental objectives (ILO, n.d.).

Economic uncertainty further complicates the global employment landscape. Rising living costs, persistent inflation, and sluggish economic growth force businesses to adopt more cost-efficient workforce models, leading to both job creation in essential services and displacement in roles that are no longer economically viable.

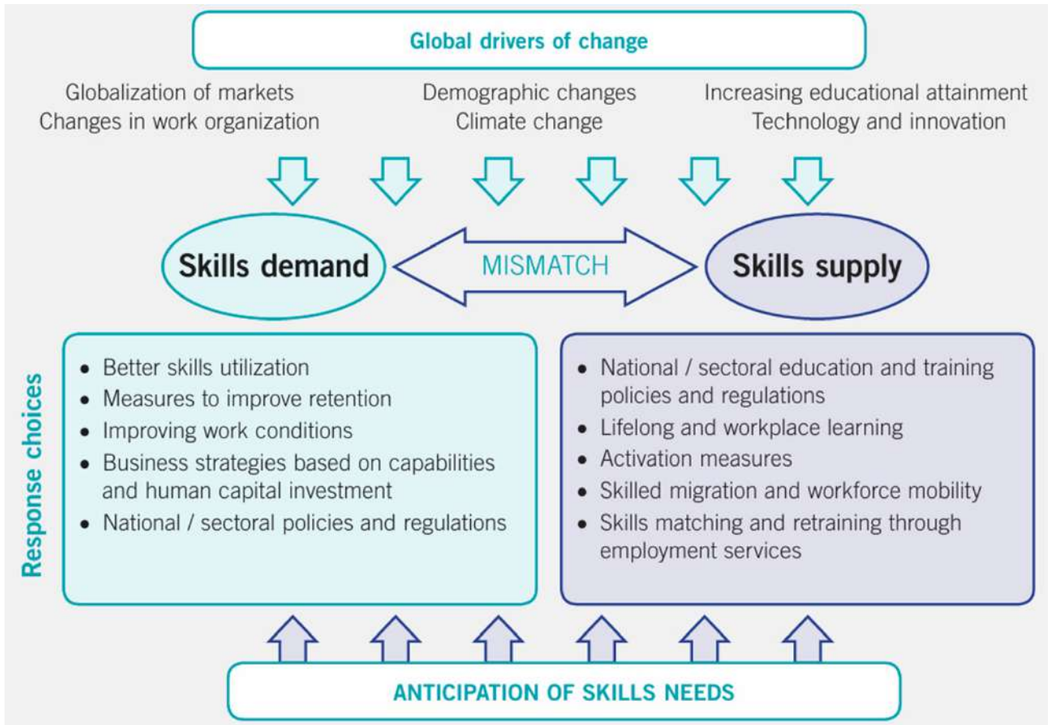
Even though inflationary pressures may moderate, the uneven recovery across sectors will drive companies to prioritise resilience, flexibility, and creative problem-solving skills among their employees. This evolving environment necessitates adaptive training programmes that can quickly respond to changing market dynamics and mitigate the risk of long-term unemployment. Geoeconomic fragmentation, characterised by escalating geopolitical tensions, trade restrictions, and shifts in industrial policies, is altering global supply chains and business models. Employers expect that these geopolitical disruptions will transform their operations, resulting in supply chain interruptions and shifts in global trade dynamics. Studies further highlight that these disruptions are not only prompting companies to reassess their risk management strategies but are also increasing the demand for skills in network security and cybersecurity, as organisations seek to protect their digital infrastructure against external threats. This trend reinforces the need for robust skills matching systems that can adapt to new geopolitical realities.

Demographic changes, including ageing populations in developed countries and expanding working-age cohorts in developing economies, are creating divergent labour market needs. Aging societies, particularly in Europe and East Asia, are driving demand for healthcare, elder care, and educational services. Conversely, countries in Africa face a pressing need to create jobs for their growing youth populations and designing regionally specific workforce strategies to address these disparities is important in this case. In developed economies, expanding training programmes in healthcare and social services can mitigate the impact of an ageing workforce.

In emerging economies, vocational education and entrepreneurial initiatives are crucial for creating opportunities for young workers and reducing unemployment. Demographic projections indicate that emerging economies will contribute the bulk of new workforce entrants in the coming decades, thereby intensifying the need for scalable vocational education and entrepreneurial initiatives to harness this demographic dividend.

In addition to these established trends, there is a growing recognition of the need for proactive skills anticipation. The ILO (2015) emphasises that effective skills anticipation systems rely on robust labour market information, advanced data analytics, and continuous social dialogue among stakeholders. This integrated approach (see Figure 2.2.2) enables governments and industries to identify potential skills shortages and mismatches well in advance, facilitating targeted policy interventions and training programmes that are both agile and responsive. Pilot projects in several countries have demonstrated that integrating big data analytics with traditional labour market surveys can significantly enhance the accuracy of skills forecasts, ultimately informing more effective human resource planning and economic policy. The interplay between technological advancements, the green transition, economic uncertainty, geoeconomic fragmentation, and demographic shifts is set to redefine the global labour market by 2030.

Figure 2.2 2: Global drivers of change and necessary responses to avoid future skills mismatches



Source: International Labour Office, n.d.

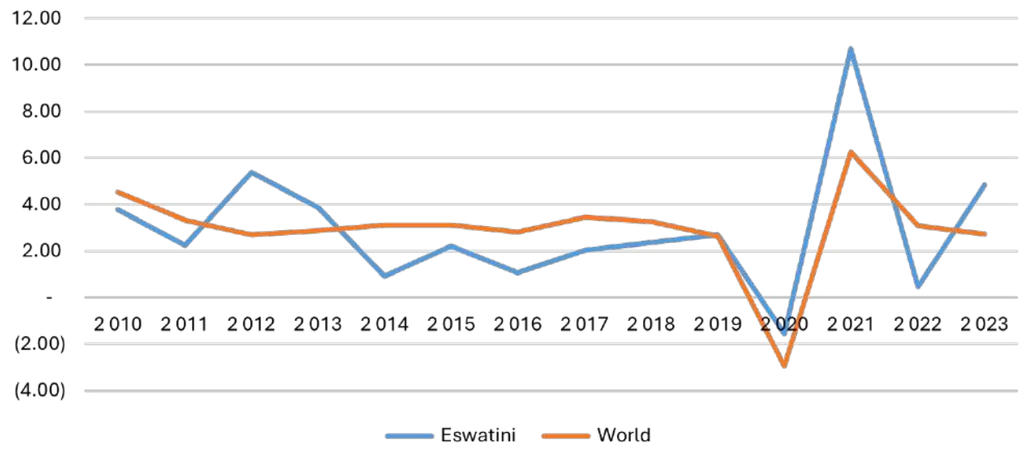
2.3 Overview of the Economy of Eswatini

Eswatini, a small but strategically located open economy, is positioned between South Africa and Mozambique in Southern Africa. Despite its modest geographic size, the country benefits from a diverse range of landforms and climatic conditions. This diversity supports a wealth of natural resources, including arable land, abundant water supplies, and mineral deposits, which are vital to the country's agriculture, manufacturing, and mining sectors. The country's landscape is particularly conducive to agricultural activities, with the cultivation of sugarcane, maize, and citrus fruits forming the backbone of the agricultural industry. These crops are important for both domestic consumption and export earnings. Additionally, the country's river systems and rainfall patterns provide a stable source of water for hydroelectric power generation while its mineral resources, such as coal and iron ore, also offer future opportunities for industrial expansion.

Over time, Eswatini's economic structure has shifted, with the services sector now accounting for more than half of the country's GDP. This shift represents a transition from the country's historic dependence on agriculture. Manufacturing remains a critical part of the economy, contributing roughly one-third of economic activity. Key manufacturing industries include textiles, wood products, and food processing. To diversify the economy, Eswatini has pursued regional trade agreements such as Common Market for Eastern and Southern Africa (COMESA), Southern African Customs Union (SACU), foreign investment, and infrastructure development. However, the country remains heavily dependent on South Africa for imports, exports, and remittances, making it vulnerable to regional economic fluctuations.'

With a population of approximately 1,2 million people, Eswatini faces challenges common to small economies, including limited domestic markets and a high dependency on external trade, particularly with South Africa, its largest trading partner. Despite these challenges, the country's economic indicators show signs of resilience. According to the World Bank the estimated per capita Gross Domestic Product (GDP) for 2023 stands at $3,823, reflecting moderate growth over recent years. Although Eswatini is classified as a lower-middle-income country, income inequality remains a concern, and poverty reduction continues to be a major priority for the government. In terms of recent economic performance, Eswatini's GDP growth recovered from a low of 0,5% in 2022 to an estimated 4,8% in 2023. This recovery was driven primarily by stronger performance in the services sector. Consumption is the primary driver of demand in the economy, making up 84% of GDP, with investment contributing 13% of GDP (African Economic Outlook, 2024). However, Eswatini faces ongoing challenges in improving its investment climate. Factors such as cumbersome regulations, inefficiencies in state-owned enterprises, and limited access to regional and international markets are barriers to higher investment levels. The comparison of Eswatini's economic growth trends with global averages, illustrated in Figure 0 1, largely follows the pattern of Global economic growth but with greater volatility in Eswatini's growth compared to the global average. Both Eswatini and the global economy experienced a sharp downturn around 2020, largely due to the economic impact of the COVID-19 pandemic. This was followed by a moderate recovery in subsequent years.

Figure 2.3-1: Eswatini and Global Economic Growth (2010 – 2023)



Source: IMF WEO, October 2024

2.4 Active Skills Development Policies, Initiatives, and Tools

Eswatini has made efforts to strengthen its skills development ecosystem through various policies, initiatives and strategic frameworks aimed at addressing skills gaps and enhancing employability. The country recognises the importance of human capital in driving economic growth and has prioritised workforce development in its efforts to bridge the disconnect between education and labour market demands. However, despite the efforts made by the GoE there remains the persistent disconnect between the skills supplied by educational institutions and those required by industries The GoE constantly reaffirms the governments dedication to addressing skills gaps and improving education outcomes, underscoring the need for an education system that equips emaSwati with the relevant competencies to drive industrialisation, entrepreneurship, and economic diversification.

As industries evolve in response to technological advancements and economic shifts, training programmes must be regularly updated to ensure that graduates are adequately prepared for the changing nature of work.

The NDP 2023/24–2027/28 articulates the government's vision for socio-economic development, with a strong emphasis on human capital enhancement. The plan identifies key growth sectors such as manufacturing, information and communications technology (ICT), agro-processing, and renewable energy, underscoring the necessity of equipping the workforce with industry-relevant skills to facilitate economic transformation. The NDP seeks to create employment opportunities, enhance productivity, and stimulate economic diversification by focusing on these high-potential industries.

However, despite the clear identification of priority sectors, the successful implementation of the NDP is constrained by inadequate funding for skills training, limited institutional capacity, and insufficient employer engagement in shaping education and training programmes. Many graduates from tertiary and vocational institutions continue to struggle with employability, highlighting the need for more structured work-integrated learning opportunities and improved mechanisms for matching skills supply with labour market demand. The Strategic Roadmap 2018–2023 complements the NDP by outlining actionable strategies to achieve these objectives, including strengthening TVET systems, promoting entrepreneurship, and fostering a culture of continuous learning. Yet, for these initiatives to be effective, stronger policy coordination and collaboration between government, industry, and educational institutions must be established.

A major challenge in Eswatini is the alignment of education outcomes with the dynamic needs of the labour market. The country's high youth unemployment rate of 48.7% (Eswatini Labour Force Survey, 2023) underscores systemic inefficiencies in education and training systems. Many graduates, despite having attained formal qualifications, find themselves either underemployed or unable to secure work in their chosen fields due to mismatches between their acquired competencies and industry requirements. This issue is further compounded by the slow responsiveness of education systems to technological changes, leading to a workforce that lacks the digital literacy and problem-solving skills needed in emerging industries. Furthermore, the absence of career guidance and labour market information systems in secondary and tertiary education results in students pursuing qualifications that have low employability prospects.

To address these gaps, greater efforts are required to integrate career counselling services, industry placements, and market-driven skills training within the formal education system to ensure that young people make informed career choices that align with current and future job market trends.

The review of the University of Eswatini (UNESWA) is a critical government initiative aimed at revitalising the institution to align with national development priorities and the evolving demands of the labour market. Recognising the need for a more dynamic and responsive higher education sector, the review seeks to assess and update academic programmes to ensure they produce graduates with skills that are relevant to the country's priority economic sectors, such as ICT, engineering, business development, and agriculture. This initiative is in response to concerns that many graduates struggle to find employment due to a mismatch between their academic training and industry requirements. As part of the review, there is a strong emphasis on incorporating industry partnerships into UNESWA's academic framework, ensuring that students gain practical experience through internships, research collaborations, and skills-based learning modules. The reforms aim to enhance research and innovation capacities at the university, fostering an environment that supports entrepreneurship and the commercialisation of knowledge. The government's vision is to transform UNESWA into a regional hub for academic excellence, attracting students and faculty from across SADC while positioning the institution to contribute meaningfully to Eswatini's economic transformation and global competitiveness. However, challenges such as outdated infrastructure, limited funding for research, and the need for curriculum modernisation must be addressed for these reforms to be successfully implemented.

The National Education and Training Sector Policy (2018) plays a crucial role in addressing these issues by ensuring that educational programmes are aligned with national development priorities. The policy highlights STEM education, technical and vocational training, and digital literacy as essential areas requiring fortification to meet the demands of a modern economy. Given the increasing global reliance on digital technologies, enhancing ICT skills at all levels of education is paramount to ensuring that Eswatini's workforce remains competitive. However, access to quality education remains highly unequal, particularly in rural areas, where inadequate infrastructure and resource constraints limit the ability of learners to acquire critical skills. While efforts have been made to expand technical and vocational education, the stigma associated with TVET continues to deter many young people from pursuing vocational pathways, contributing to an oversupply of university graduates in non-technical disciplines. In addition to policy frameworks, initiatives have been launched to enhance the quality and relevance of education and training in Eswatini.

The National Education and Training Improvement Programme (NETIP) is one such initiative, aiming to improve the quality of training curricula in TVET institutions through competency-based education and stronger industry linkages. NETIP ensures that graduates gain practical experience and develop workplace-ready skills by integrating apprenticeships, work-based learning, and hands-on training. However, the success of this initiative is largely dependent on the availability of resources, including modern training equipment, updated curricula, and skilled trainers. Many TVET institutions in Eswatini still face challenges in accessing up-to-date machinery and technology, which limits the effectiveness of practical training programmes. Furthermore, the low levels of employer engagement in vocational training reduce the opportunities available for students to gain real-world experience before entering the workforce. Strengthening collaboration between TVET institutions and industry leaders is therefore essential to ensuring that the training provided remains relevant and aligned with labour market needs. However, declining education expenditure, from 7% to 5.5% of GDP (NDP, 2023), has constrained the expansion of vocational training centres and restricted access to skills development for disadvantaged groups. The Recognition of Prior Learning (RPL) framework, which aims to provide formal certification to individuals with skills acquired through informal learning, has also faced delays in implementation due to funding constraints and weak institutional support. Expanding access to flexible and alternative learning pathways is essential in addressing skills shortages, particularly among workers in the informal sector who require formal qualifications to access better employment opportunities.

To improve accountability, efficiency, and overall educational outcomes, the government has introduced a performance-based financing model for higher education institutions in Eswatini. This approach seeks to allocate funding to universities and TVET institutions based on key performance indicators, such as graduate employability rates, research output, industry partnerships, and the ability to meet sector-specific labour demands. The performance-based model aims to incentivise institutions to prioritise quality teaching, skills development, and stronger linkages with the private sector by linking financial support to measurable outcomes. The model is also expected to encourage higher education institutions to develop more market-driven courses that equip students with skills aligned with

Eswatini's economic priorities. However, for this model to be effective, significant investment must be made in strengthening data collection and monitoring systems to track institutional performance accurately. The availability of reliable labour market information will be essential to ensure that institutions receive funding in proportion to their contributions towards reducing skills mismatches and unemployment. If properly implemented, this financing model has the potential to create a more dynamic and results-oriented higher education sector in Eswatini, ensuring that students graduate with the skills and competencies needed to thrive in a rapidly changing economy.

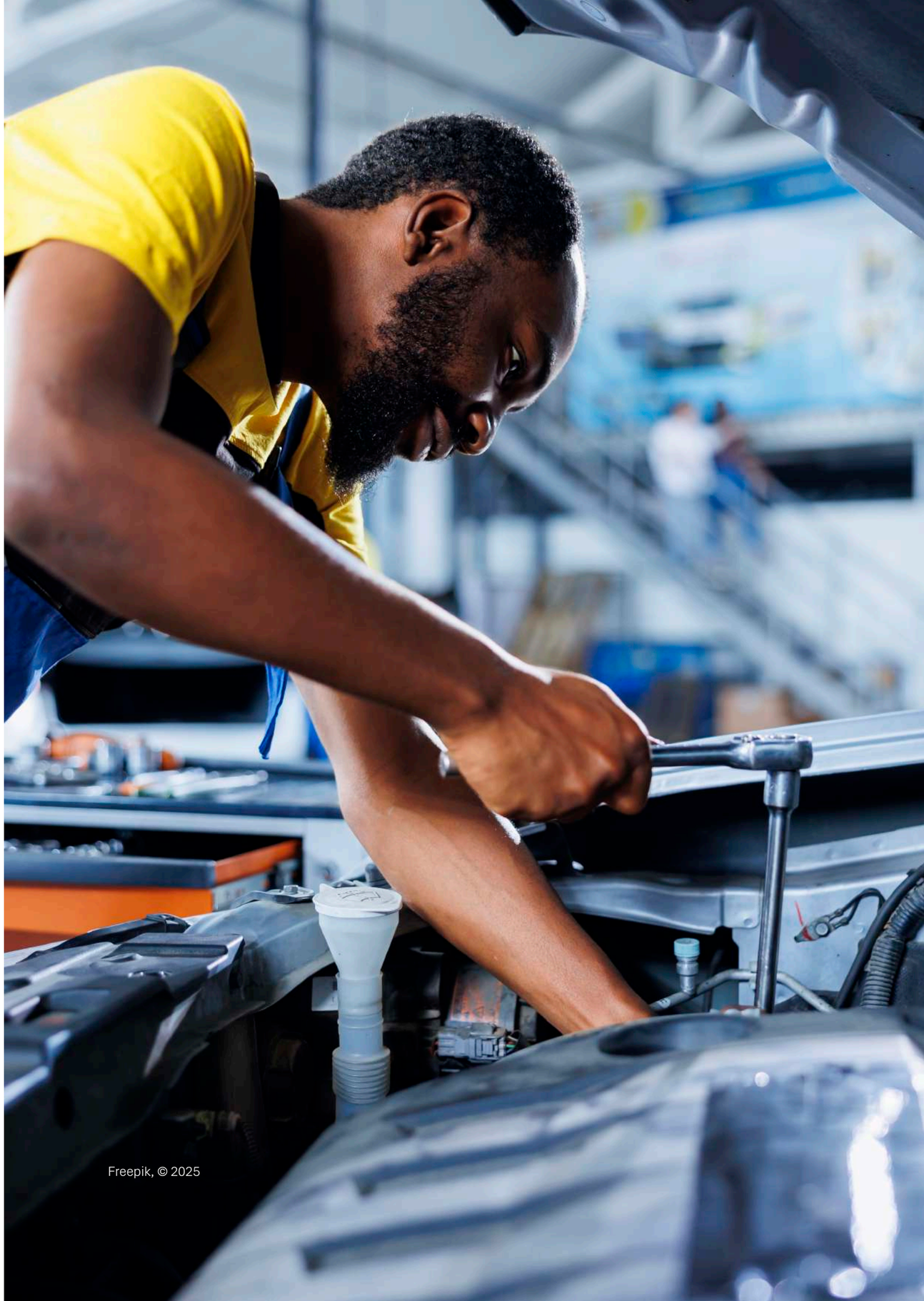
The Introduction of AS Level as part of Eswatini's new curriculum reform represents a transformative shift in the country's secondary education system, intending to improve the quality of education and better prepare students for tertiary education and the workforce. The AS Level curriculum places a greater emphasis on critical thinking, problem-solving, and analytical skills, particularly in STEM-related subjects, which are essential for driving innovation and industrial growth. This curriculum reform seeks to enhance academic preparedness and equip learners with a solid foundation for specialised career paths by exposing students to more advanced content in key subject areas. One of the most significant opportunities presented by the AS Level curriculum is its potential to improve the transition between secondary and tertiary education, reducing the dropout rate at the post-secondary level by ensuring students are better equipped to handle university coursework. The curriculum aligns with international education standards, making it easier for Eswatini students to pursue further studies abroad and compete in the global job market. However, the successful implementation of the AS Level curriculum requires adequate resources, including well-trained teachers, updated learning materials, and improved infrastructure, particularly in rural schools that may not have access to advanced laboratory equipment or digital learning tools. There is also a need for closer collaboration between secondary schools and tertiary institutions to ensure that the new curriculum adequately prepares students for higher education and technical careers. Addressing these gaps will be essential for maximising the benefits of AS-level education and ensuring that students graduate with skills that are relevant to the needs of a modern economy.

The Department of Industrial and ”ocat'onal Training (DIVT) plays a pivotal role in strengthening the TVET system in Eswatini, ensuring that vocational training remains a viable and competitive pathway for employment and entrepreneurship. Recognising the importance of equipping the workforce with practical, hands-on skills, DIVT has been spearheading efforts to expand access to TVET programmes through the establishment of new training centres and the enhancement of existing facilities. These efforts aim to accommodate more students and diversify course offerings to include emerging fields such as renewable energy, advanced manufacturing, and ICT-based trades. A key component of DIVT's strategy is the promotion of work-integrated learning, where students undergo internships, apprenticeships, and on-the-job training with industry partners to gain real-world experience before entering the labour market. This initiative has been instrumental in improving the employability of TVET graduates, as employers increasingly seek workers with practical skills rather than purely theoretical knowledge.

Furthermore, DIVT has been working to align vocational training with national and regional qualification frameworks, ensuring that TVET graduates possess certifications that are recognised both locally and internationally. The adoption of competency-based education and training (CBET) models is further enhancing the relevance of TVET programmes by ensuring that learners acquire specific skills that meet industry requirements. However, challenges such as outdated equipment, insufficient funding, and societal perceptions that favour academic education over vocational training continue to hinder the full realisation of TVET's potential. Addressing these issues will be crucial for ensuring that Eswatini's vocational training system remains a robust and competitive contributor to national workforce development.

To support data-driven decision-making in workforce planning, the Labour Market Information System (LMIS) has been developed to provide critical insights into sectoral skills demands, employment trends, and workforce dynamics. However, weak coordination, fragmented data collection mechanisms, and limited integration between policy actors have hindered its effectiveness. A well-functioning LMIS is critical for identifying skills shortages, forecasting future labour market trends, and informing education and training policies. Despite its potential, the limited accessibility and underutilisation of LMIS data by employers, educators, and policymakers have restricted its impact. There is a pressing need to strengthen institutional capacity for data management, enhance collaboration between government agencies, and improve the dissemination of labour market intelligence to ensure that skills development strategies are informed by reliable evidence.

Eswatini has also prioritised public-private partnerships (PPPs) to enhance skills development and workforce readiness. Collaborations between government, industry, and training institutions are essential in expanding apprenticeship programmes, creating internship opportunities, and establishing mentorship initiatives that provide students with practical workplace exposure. The country must focus on digital education, green economy competencies, and entrepreneurial training to build a future-ready workforce. The transition to a knowledge-based economy requires increased investments in research and development (R&D), technological innovation, and skills anticipation mechanisms to ensure that education systems remain aligned with global trends. Eswatini can create a skills development framework that is inclusive, demand-driven, and responsive to economic shifts by strengthening education-industry linkages, investing in modern training facilities, and enhancing policy coordination. Ultimately, a well-skilled and adaptable workforce will be instrumental in driving sustainable economic growth, improving employment rates, and enhancing the country's competitiveness in regional and global markets.



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03 Methodology

This section outlines the approach used to assess current and future skills needs in Eswatini, combining survey-based assessments with economic modelling to provide a comprehensive view of labour market dynamics.

Methodology

The skills anticipation study employed two distinct but complementary methods, i.e. a Survey based assessment and economic modelling analysis.

Left: UNESWA, © 2024

3.1 National Skills Survey

The Survey based methodology focused on conducting a national survey of employers, graduates and training institutions. The survey identified gaps between the skills currently supplied by local institutions of higher learning and skills demanded for the economy to function effectively. This emphasises areas where targeted training and education programs are needed to increase the nation's competitiveness and address future skill demands.

3.2 Skills Anticipation Model

The skills anticipation model focused on projecting the future skills demand based on the macro analysis of the Eswatini economy and the Social Accounting matrix of the country. The skills anticipation uses historical data to predict future skills demand based on the prospects for economic development (production) and productivity in the economy. This model informs the nationwide anticipation of future skills presented in section 14.

The results of the national skills survey were used to build the coefficients that represent the relationship between different commodities and occupation groups in the Eswatini economy. These coefficients were then fed into the Skills Anticipation Model, integrating the data to provide a detailed representation of the labour market across various occupation groups. The model incorporated elements of the 2022 Eswatini Social Accounting Matrix (SAM) and information from the labour force survey.

In essence, the Skills Anticipation Model provides a detailed view of the labour market, allowing for the identification of specific occupation groups that are in high demand.

By analysing the relationship between commodities and occupations, the model forecasts future labour requirements and identify areas where skill shortages may arise. This forward-looking approach enables policymakers, educators, and industry stakeholders to proactively address skill gaps and ensure that the workforce is prepared to meet the evolving needs of the economy.

3.3 Data Collection

Secondary data were gathered from national policy documents, labour market reports, and previous skills surveys. A document review was conducted to provide insights into the context of skills development in Eswatini, including the country's industrial development, economic trajectory, and education and training system. The secondary data sources reviewed included, but are not limited to, Eswatini Labour Force Surveys, the National Skills Audit 2022, and the National Development Plan. Additionally, the review examined Eswatini's policy landscape and its alignment with regional education and workforce development strategies. This alignment was a key focus, drawing insights from frameworks such as the SADC Industrialisation Strategy and Roadmap (2015–2063) and the African Union Agenda 2063, to ensure the report's relevance and applicability to the broader regional context.

Primary data was collected through key informant interviews and three structured questionnaires administered through Computer-Assisted Personal Interviewing (CAPI). The Training Institution Survey assessed the capacity, operational efficiency, and alignment of training institutions and skills centres with industry skills demand. A total of 34 institutions out of 46 registered institutions were surveyed, these are presented in Appendix 1. The survey evaluated key areas, including infrastructure and resources, program relevance and industry alignment, instructor qualifications, and institutional challenges.

A Graduate Tracer Survey was also conducted which examined the career paths and employment outcomes of graduates from Eswatini's tertiary institutions, focusing on employment status and job placement, job satisfaction, career progression, and the alignment between training and workplace requirements. The survey was conducted through a combination of online self-administered questionnaires and telephonic interviews. Due to a low response rate from the online survey, telephone follow-ups were conducted, resulting in 2,061 graduate responses across all four regions of Eswatini. The study targeted graduates who completed their tertiary education between 2018 and 2024.

An Employer Survey was conducted which assessed employers' perceptions on the labour force demand and supply. A total of 1,211organisations participated in the study, representing private companies, public sector entities, and non-governmental organisations (NGOs).

Table 3.3-1: Sectors of Surveyed Organisation

Row Labels	Count	%
Non-governmental organisation	40	3.30%
Parastatal	28	2.31%
Private Sector	1091	90.09%
Public Sector	52	4.29%
Grand Total	1211	100.00%

3.4 Study Limitation

A lack of generalisability of survey results due to nonresponse from certain groups of employers, graduates and training institutions. To minimise the impact of nonresponse the research team actively followed up on key institutions and employers to ensure they are covered in the analysis.

04 Eswatini Labour Market Analysis & General Findings

This section outlines key trends and shared challenges observed across all sectors, offering a snapshot of the broader patterns shaping sector performance.

Eswatini Labour Market Analysis & General Findings

Despite sectoral differences, the fundamentals remain aligned.

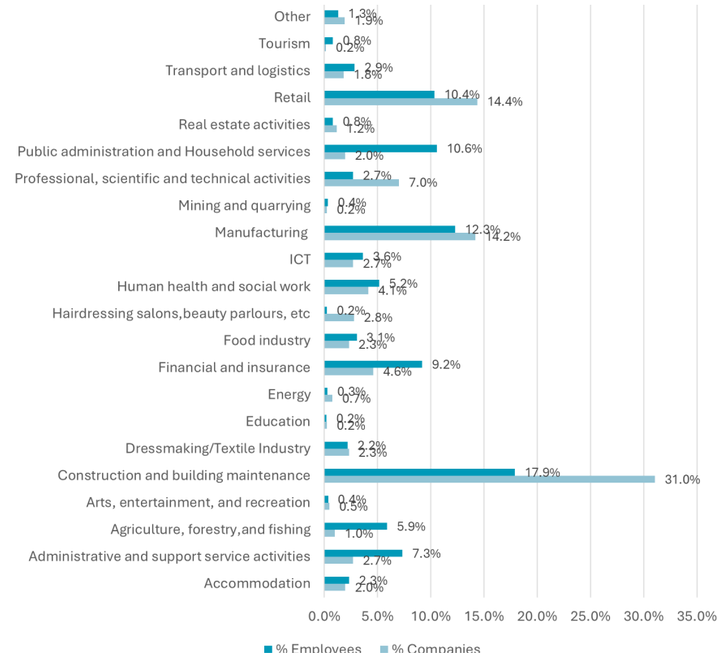
left: The World Camera, © 2024

4.1 Industry Demographics

The survey interviewed 1,211 businesses that participated in the Employer Survey spanning across different sectors of the Eswatini economy.

Figure 4.1.1 shows that most of the businesses that participated in the Survey were in the Construction and Building Maintenance (31.0%) sector, followed by the Retail sector (14.4%) and the Manufacturing sector (14.2%). Sectors that had the least representation in the data were Tourism (0.2%), Mining and Quarrying (0.3%), Education (0.3%), Arts, Entertainment, and Recreation (0.5%), and Energy (0.8%).

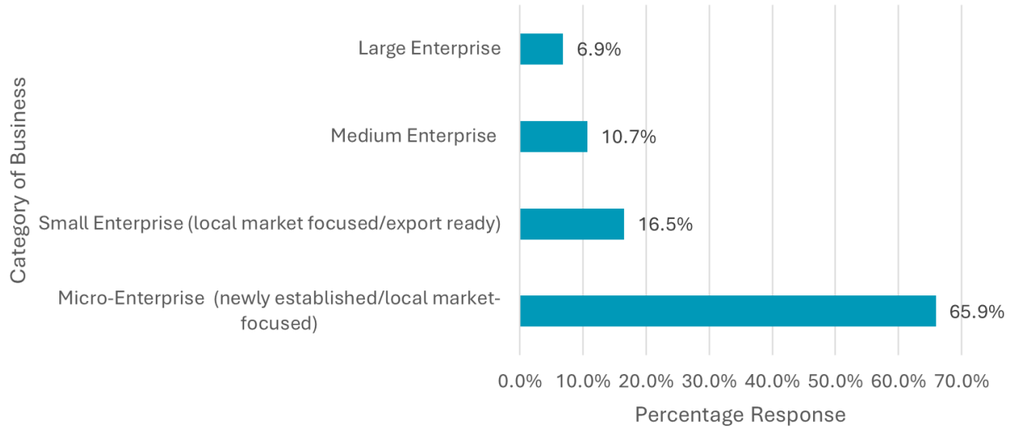
Figure 4.1.1: Sector Representation



Source: NLMSP Employer Survey Data, 2025

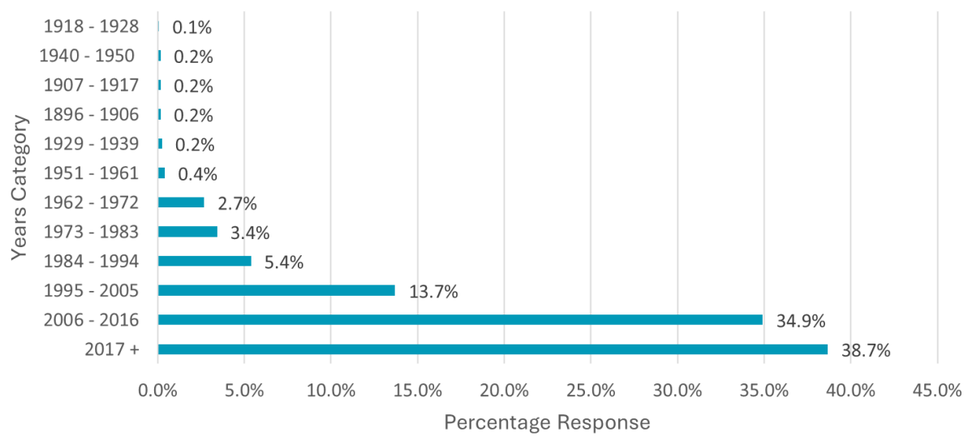
Figure 0 1 below shows the representation of businesses that participated in the Employer Survey in relation to size. The businesses that participated in the Survey were classified using the Eswatini National Policy for Micro, Small and Medium Enterprises (MSME) (2024-2029) categorisation of MSME. The majority (65.9%) of businesses were Micro-Enterprises (newly established/local market focused) with 0-10 employees. Almost seventeen percent of (16.5%) of the businesses were classified as Small Enterprises (local market focused/export ready) with 11-20 employees, 10.7% as Medium Enterprises with 21-60 employees, and 6.9% as large enterprises that fell outside the scope of MSMEs with 61+ employees. Most (38.7%) of the businesses interviewed for the Survey were newly established (2017 or later), while 34.9% were established between 2006 and 2016, and 13.7% established between1995 and 2005 (see Figure 0 2).

Figure 4.1-2: Business Representation by Size



Source: NLMSP Employer Survey Data, 2025

Figure 4.1-3: Year of Establishment

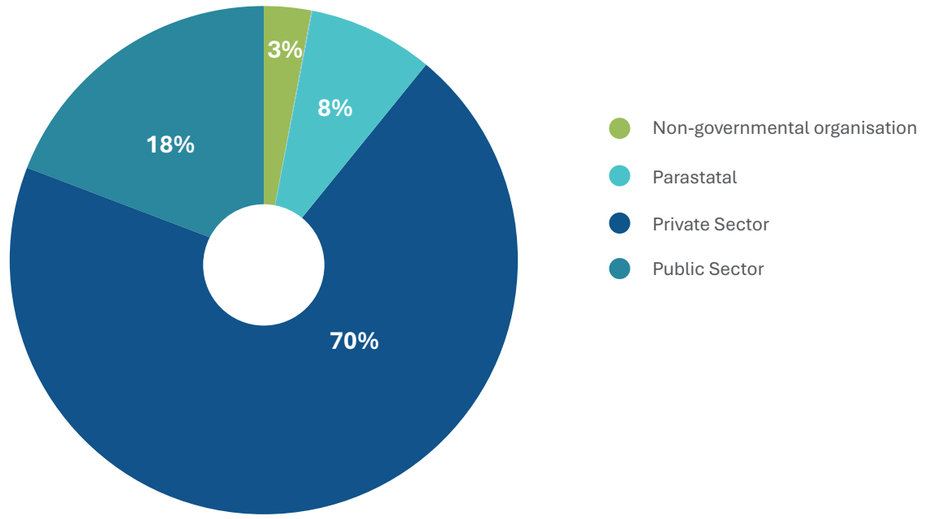


Source: NLMSP Employer Survey Data, 2025

4.2 Employers in Eswatini

Figure 0 3 shows employment distribution across various industries and sectors in Eswatini, categorized under Non-governmental Organisations (NGOs), Parastatals, Private Sector, and Public Sector. The analysis reveals that employment is heavily concentrated in the private sector, which accounts for 70% of total employees, followed by the public sector at 19%, parastatals at 8%, and NGOs at 3%.

Figure 4.1-4: Distribution of Employers in Eswatini



Source: NLMSP Employer Survey Data, 2025

The distribution of employers, as shown in Table 0 1, reveals a clear dominance of the private sector, which employs 70% of the workforce. Within the private sector, the Building and Construction industry emerges as the leading employer, accounting for 17.05% of total employment. This sector employs 7.84% of female workers, 23.91% of male workers, and 4.55% of employees with disabilities.

The African Development Bank reported that Eswatini's economy grew from 0.5% in 2022 to an estimated 4.8% in 2023, driven largely by the services and construction sectors (AfDB, 2024). This growth aligns with the heavy presence of the building and construction sector, which serves as a key driver of private sector employment and economic expansion. In the public sector, the Community, Social and Personal Services industry leads, employing 12.28% of the workforce, with 13.14% female, 10.25% male, and 18.18% disabled employees. Additionally, the Finance, Real Estate, and Business Services sector within the private sector employs 7.73% of the workforce, with a notable representation of female workers (10.10%) and employees with disabilities (31.82%).

Despite the strength of these leading employers, Eswatini's labour market is marked by significant challenges like skill deficiencies which further complicate the labour structure. The median unemployed person in Eswatini searches for a job for over a year (IMF, 2023), a symptom of an education system misaligned with market demands. In response, the National Development Plan prioritizes human capital development, with an emphasis on Science, Technology, Engineering, and Mathematics (STEM) fields and closing the gender gap in these areas (Government of Eswatini, 2023). The inclusion of persons with disabilities (PWDs) in the labour market shows both progress and disparities. PWDs constitute 13.4% of the population, with an unemployment rate of 26.6%, rising to 29% among women (AfDB, 2024). While sectors like NGOs (27.27%) and Finance, Real Estate, and Business Services (31.82%) show higher representation of disabled employees, the Building and Construction sector lags at 4.55%. This aligns with evidence that 83.7% of PWDs are economically inactive due to limited access to employment opportunities (World Bank, 2022).

Table 4.1-1: Detailed Distribution of Employers from Different Industries

Industry	% of Female Employees	% of Male Employees	% of employees with Disabilities	Total Employees %
Non-governmental organisation	**3.83**	**2.24**	**27.27**	**2.75**
Community, Social and Personal Services	2.80	1.46	27.27	1.89
Finance, Real Estate and Business Services	0.44	0.23	0.00	0.32
Other Agriculture (N.E.C)	0.18	0.15	0.00	0.15
Other Chemicals (Incl. Pharmaceuticals)	0.19	0.09	0.00	0.13
Subtropical Fruit Farming	0.22	0.31	0.00	0.27
Parastatal	**9.51**	**8.00**	**0.00**	**8.19**
Building and Construction	0.16	0.06	0.00	0.09
Community, Social and Personal Services	1.81	1.39	0.00	1.48
Finance, Real Estate and Business Services	3.45	2.53	0.00	2.76
Livestock Farming (Incl. Game Farming)	0.68	0.50	0.00	0.55
Other Agriculture (N.E.C)	0.70	1.87	0.00	1.33
Printing and Publishing	1.42	0.41	0.00	0.77
Transport, Storage and Communication	1.29	1.24	0.00	1.20
Private Sector	**67.32**	**76.37**	**50.00**	**70.07**
Beverages and Tobacco	0.11	0.12	0.00	0.11
Building and Construction	7.84	23.91	4.55	17.05
Cereal and Crop Farming (Incl. Maize)	0.04	0.01	0.00	0.02
Community, Social and Personal Services	6.65	5.08	4.55	5.58
Dairy Products	0.02	0.00	0.00	0.01
Electricity, Gas and Water	1.10	3.58	0.00	2.51
Energy and Other Minerals	0.15	0.47	4.55	0.33
Finance, Real Estate and Business Services	10.10	6.74	31.82	7.73
Forestry	0.13	0.19	0.00	0.16

Table Continues on Next Page

Industry *Continued*	% of Female Employees	% of Male Employees	% of employees with Disabilities	Total Employees %
Fruit, Vegetable, Oils and Fats Processing	0.11	0.05	0.00	0.07
Livestock Farming (Incl. Game Farming)	0.07	0.04	0.00	0.05
Machinery and Equipment (Incl. Electrical and Communication Machinery)	1.39	2.62	0.00	2.08
Meat and Fish	0.07	0.02	0.00	0.04
Metal Ores (Ferrous and Non-Ferrous incl. Platinum)	0.14	0.25	0.00	0.20
Metal Products (Incl. Basic Metal Products)	5.09	3.50	0.00	3.93
Motor Vehicles and Transport Equipment	2.42	6.85	4.55	4.96
Non-Metallic Mineral Products	0.00	0.12	0.00	0.07
Other Agriculture (N.E.C)	4.33	4.46	0.00	4.22
Other Chemicals (Incl. Pharmaceuticals)	0.96	0.75	0.00	0.80
Other Food Products (Bakery Products. Sugar, Coffee etc.)	2.68	2.29	0.00	2.35
Other Manufacturing (Incl. Furniture)	0.63	1.24	0.00	1.09
Petroleum Products	0.18	0.26	0.00	0.22
Poultry Farming (Incl. Eggs)	0.76	0.39	0.00	0.51
Precious Minerals (Gold, Diamonds, and Others)	0.00	0.01	0.00	0.00
Printing and Publishing	1.81	1.52	0.00	1.57
Textiles, Clothing and Footwear (Incl. Leather)	9.60	2.29	0.00	4.89
Trade, Catering and Accommodation	8.61	5.97	0.00	6.70
Transport, Storage and Communication	1.43	2.12	0.00	1.78
Wood and Paper	0.92	1.54	0.00	1.06
Public Sector	**19.35**	**13.39**	**22.73**	**18.99**
Building and Construction	0.01	0.01	0.00	0.01
Community, Social and Personal Services	13.14	10.25	18.18	12.28
Electricity, Gas and Water	0.11	0.15	0.00	0.13
Energy and Other Minerals	0.25	0.22	4.55	0.23
Finance, Real Estate and Business Services	4.57	2.15	0.00	3.30
Livestock Farming (Incl. Game Farming)	0.12	0.09	0.00	0.10
Motor Vehicles and Transport Equipment	0.15	0.13	0.00	0.13
Other Agriculture (N.E.C)	0.30	0.17	0.00	2.29
Printing and Publishing	0.36	0.08	0.00	0.18
Trade, Catering and Accommodation	0.28	0.10	0.00	0.29
Transport, Storage and Communication	0.06	0.04	0.00	0.07
Grand Total	**100.00**	**100.00**	**100.00**	**100.00**

4.3 Employment of People with Disabilities

The NLMSP findings on the employment of people with disabilities (PWD) are consistent with the findings noted in the National Skills Audit (2021), although based on a smaller sample. The NLMSP identified a total of 30 people with disabilities employed across the surveyed establishments, with the most respondents concentrated in higher-level occupational categories. Specifically, 33.3% were employed as legislators, senior officials, and managers, aligning with the Skills Audit finding that 50% of PWD were working in executive roles such as general managers, directors, principals, and CEOs. In addition, 23.3% of PWD in the NLMSP were working as professionals, which aligns with the Skills Audit's observation that some (9%) of PWD possess specialist or professional skills and that a combined 68% hold tertiary-level qualifications. These findings reinforce the argument that, with sufficient educational support and inclusion at the tertiary level, people with disabilities can and do occupy skilled and leadership positions in the labour market.

The ILFS (2023) reported a total of 3,569 employed people with disabilities, with 67.5% being women and 32.5% men, indicating not only gender disparities but also a wider distribution of PWD across the labour market. The NLMSP further reveals that PWD are not only engaged in leadership roles but are also present in diverse occupational categories. Beyond management and professional positions, PWD are working as clerks (3.3%), service and sales workers (6.7%), skilled agricultural and fishery workers (16.7%), and domestic workers (13.3%). Furthermore, findings from the NLMSP (2025) and ILFS (2023) highlight that, despite the relatively small proportion of PWD in employment, those who are employed often hold high-level and skilled positions. This challenges assumptions about the limited capabilities of PWD and underscores the importance of expanding inclusive education and employment policies. The educational attainment of PWD, as shown in the National Skills Audit (2021), further supports this, with many holding tertiary-level qualifications.

Table 4.2-1: Distribution of people with disabilities by level of occupation

Occupations	Count	%
Legislators, senior officials, and managers	10	33.3
Professionals	7	23.3
Clerks	1	3.3
Service workers and shop and market sales workers	2	6.7
Skilled agricultural and fishery workers	5	16.7
Domestic workers	4	13.3
Other	1	3.3
Total Number of Personnel	**30**	**100.0**

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05

Agriculture & Agroprocessing

Agriculture is central to Eswatini's economy, with strong links to exports and employment. This section explores the sector's skills landscape, labour market structure, and opportunities for growth through better alignment between training and industry needs.

Agriculture & Agroprocessing

Despite sectoral growth, the misalignment between training outputs and industry needs continues to limit job creation and investment

Left: Aleksandar Little Wolf,© 2025, Freepik

5.1 Introduction

Agriculture is Eswatini's economic mainstay, contributing about 9% to the country's real GDP (NDP 2023). The sector is strongly linked to the export-oriented manufacturing sector and sustains livelihoods of nearly 70% of the country's population. 14.1% of the labour force in Eswatini is absorbed by the agricultural sector (Integrated Labour Force Survey, 2023). A larger share of the employment emanates from commercial agriculture which is dominated by sugar, canned fruit and beef production for export. The significance of the sugar sector is evident in that it accounts for nearly five percent of GDP and about 20,000 jobs (IFC, 2022). Approximately 92% of the sugar output is exported to the SACU market, the EU, the US and other regional markets.

The forestry sector also plays a significant role in the Eswatini's economy and the environment. Forests cover approximately 33% of Eswatini's total land area, with commercial forestry constituting only 22.6% of total forestry. The sector accounts for about 1.3% of Eswatini's GDP, 5.9% of exports, and 14% of formal employment (ADB, 2023). Furthermore, the beef value chain is growing at a rapid rate, contributing 2.9% to the total GDP and 32% of total agricultural GDP, where Eswatini Meat Industries Limited (EMI) is the only licensed exporter of beef especially to the EU. Nevertheless, exports are considerably below the provided quota.

The skills landscape in Eswatini's agriculture and agro-processing sector is characterised by a mix of traditional agricultural knowledge and emerging practices. A growing demand for modern skills has been observed in areas such as agro-processing, sustainable resource management, data management and ICT. Significant opportunities for diversification also exist in the sugarcane and beef value chains (World Bank, 2020), while there is an anticipated 51% growth in roundwood demand in South Africa by 2030.

The value of sugar, beef and forestry products will considerably improve through processing, diversifying the products rather than exporting them in their raw forms.

Government efforts including the Agro-processing Strategy and the Meat and Meat Products Strategy are also to guide production in these sectors prioritised for development. This presents numerous potential employment opportunities in the agricultural and agro-processing sector, considering that employment is currently concentrated in low-value-added activities, such as crop production and livestock farming. New skills, technology, infrastructure and a climate that supports the growth of industries, entrepreneurship that can attract investments will be required to take advantage of potential employment opportunities. As articulated in the National Development Plan (2023-2028), enhancing agribusiness and Agro-processing to increase production and value addition is one key area that will boost long-term economic growth that will create numerous opportunities.

Despite all that, a divergence still exists between the skills produced by training institutions and those demanded by local employers. This misalignment has resulted in high unemployment rates among graduates and has limited the agricultural and agro-processing sector's ability to attract and retain investment. As such, poverty persists in part due to the lack of quality jobs, signifying the need to create additional formal jobs.

This section, therefore, presents a comprehensive analysis of the skills landscape in Eswatini's agriculture and agro-processing sector. This is through assessing the labour market structure, existing skills and their relevance, identifying mismatches and skills gaps between skills demanded and those supplied by training institutions as well as forecasting future skills needs. The findings presented will be instrumental in the development of a skilled workforce that meets the demands of a rapidly evolving agricultural sector that drives sustainable economic development.

5.2 Labour Market Structure

The results of the study revealed that about 2400 employees from 51 companies were included in the employer survey component for the agricultural and agro-processing sector. The labour market structure for the sector is characterized by both formal and informal employment, also dominated by primary agricultural activities. These include sugarcane farming, vegetable farming, sub-tropical fruit farming, livestock production, poultry farming, banana farming, forestry, among others.

Assessing the structure of the labour force within the agriculture and agro-processing, the results of the study demonstrate that 62% of males are employed in the sector in contrast to 38% females Table 0.2. This is corroborated by key findings of the ILFS (2021; 2023) reports, stating the percentage distribution of employed males in the agriculture and agro-processing sector is higher in contrast to that of females. Of the total labour force in this sector, 17% were temporary workers, 58% permanent workers, and 24% were engaged on seasonal basis. The higher share of seasonal workers is particularly expected due to the seasonal nature of agriculture. Agricultural activities including planting, harvesting, and processing in most cases have peak seasons that require a hike in labour. Therefore, temporary and seasonal workers provide the flexibility to fulfil these fluctuating demands without requiring a large permanent workforce. Interestingly, none of the employees within the labour force were disabled, despite the efforts that have been made by the government to promote inclusivity.

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Table 5.2.1 Employee Profile (Agriculture and Agro-processing Sector)

	Indicator	Value
Sectoral Absorption by Gender	Share of Females	37.97%
	Share of Males	62.03%
Employment Age	Preferred Average Age Group	26-30 Years 36-40 years
	Actual Average Age Group	36-40 Years
Sectoral Absorption by Nationality	Share of Swati Citizens	99.71%
	Share of Foreigners	0.29%
Type of Contract	Share of Temporary Workers	17.21%
	Share of Permanent Workers	58.44%
	Share of Seasonal Workers	24.35%
Workers Living with Disabilities	Share of People Living With Disabilities	0.00%
Qualifications	Minimum Qualifications Preferred by Employers	First stage of tertiary education. 1st degree (medium duration)
	Actual Minimum Qualifications Held by Employees	Certificate

Source: NLMSP Employer Survey Data, 2025

The labour market structure within Eswatini's agriculture and agro-processing sector is predominantly composed of a mature workforce, with most occupations concentrated within the 36 to 40-year age range. Leadership and management roles skew slightly older, with a modal age of 40–50 years, suggesting that experience remains a valued asset in decision-making and oversight functions across agricultural enterprises.The presence of foreign workers is minimal, limited exclusively to senior management roles. Imported professionals, primarily from South Africa and Mozambique, occupy leadership positions requiring advanced knowledge in business administration, banana farming, and carpentry. The reliance on foreign expertise in these areas is attributed to two factors: a divergence between local agricultural training and the practical techniques applied in commercial banana production, and the transfer of personnel from parent companies headquartered outside Eswatini. This highlights a targeted skills importation strategy, driven by technical gaps in local training and the operational needs of foreign-owned agribusinesses establishing branches in the country.

Table 5.2.1 Workforce Composition and Foreign Employment Trends in the Agriculture and Agro-processing Sector

Occupation	Modal Age Group (Years)	Foreign Workers	Imported Skill	Reason for Importing Workers	Countries of Origin
Legislators, Senior Officials, and Managers	40-50	7	• Business Management and Administration • Banana farming; Carpentry	• The company's South African foundation provides a readily available pool of personnel who can efficiently manage the new branch setup. • The method of banana farming is different from what is taught in Eswatini • Company's Origin	South Africa; Mozambique
Professionals	36-40	0	-	-	-
Technical & Associate Professionals	36-40	0	-	-	-
Clerks	31-35	0	-	-	-
Service Workers and Sales Workers	31-35	0	-	-	-
Craft & Related Trades Workers	36-40	0	-	-	-
Elementary Occupations	36-40	0	-	-	-
Domestic Workers	36-40	0	-	-	-

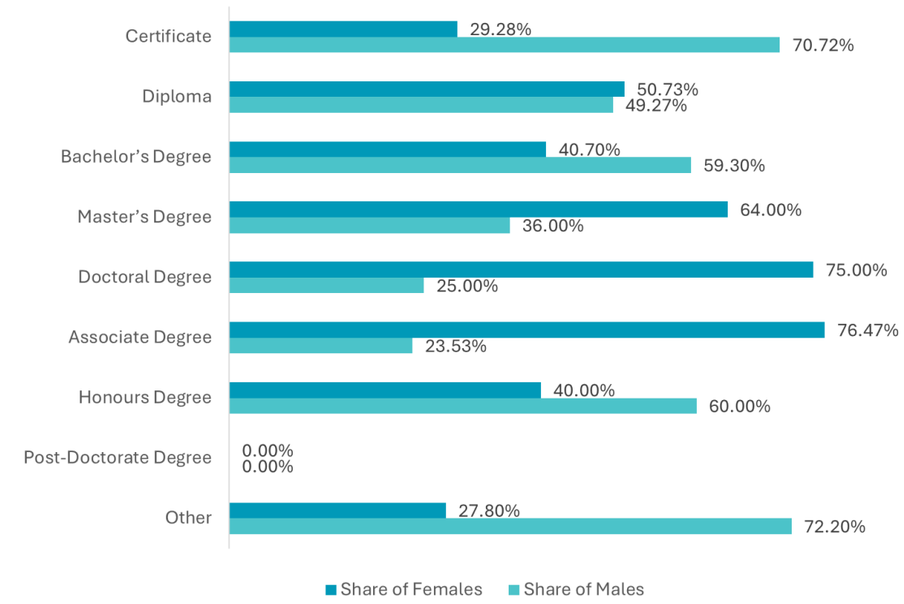
Source: NLMSP Employer Survey Data, 2025

5.3 Current Skills

Figure 5.3.1 reveals the qualification distribution in agriculture and agro-processing, showing a workforce heavily reliant on Certificates, with males holding a stronger presence. Females, however, dominate in Diplomas, Bachelor's, Master's, Doctoral, and Associate degrees. Honours degrees reflect a more balanced gender split, while Doctoral degrees, the highest qualification present, are scarce, and Post-Doctoral degree holders are absent, signalling a gap in advanced expertise.

This distribution highlights the sector's focus on practical skills, driven by its emphasis on primary agricultural activities with limited value addition and technology adoption. The scarcity of advanced degree holders may stem from talent migration abroad and the limited availability of specialized programs, such as those at the University of Eswatini. Bridging these gaps is crucial to attract and retain skilled professionals who can drive innovation, boost productivity, and transform the sector.

Figure 5.3.1 Distribution of Workforce by Qualifications (Agriculture and Agro-Processing)



Source: NLMSP Employer Survey Data, 2025

The agriculture and agro-processing workforce is dominated by men in trade, technical, and manual roles, while women are more present in clerical and some professional positions, mirroring the sector's reliance on practical skills over advanced expertise. Despite females holding more higher-level qualifications, they remain underrepresented in leadership and technical fields, suggesting barriers in translating education into opportunity. Globally, women in agrifood systems face similar constraints, with the FAO (2023) reporting that although women comprise a significant share of the agricultural workforce, they continue to be excluded from decision-making roles and higher-skilled technical positions due to structural inequalities, limited access to resources, and underinvestment in their upskilling. Overall, this structure reflects a sector still anchored in labour-intensive activities with limited innovation.

Table 5.2.1 Workforce Composition and Foreign Employment Trends in the Agriculture and Agro-processing Sector

Occupation	Survey Count Females	Survey Count Males	Actual Count Females	Actual Count Males
Legislators, senior officials, and managers	37	86	960	2 231
Professionals	94	159	2 439	4 125
Technical and associate professionals	25	65	649	1 686
Clerks	95	29	2 465	752
Service workers and shop and market sales workers	90	58	2 335	1 505
Skilled agricultural and fishery workers	13	49	337	1 271
Craft and related trades workers	131	249	3 398	6 460
Plant and machine operators and assemblers	1	27	26	700
Elementary Occupation	316	518	8 198	13 438
Domestic workers	27	33	700	856
Other	102	248	2 646	6 434
Total Number of Personnel	931	1521	24 152	39 459

Source: NLMSP Employer Survey Data, 2025

Table 5.3.2 outlines various fields of study and professions relevant to the agriculture and agro-processing sector, with key contributions from Biological Sciences for livestock and crop expertise, Physical Sciences and Engineering for machinery and infrastructure, and Horticulture for plant cultivation, all directly supporting production and processing. Computing skills like Statistics and IT aid data-driven farming and supply chain management, while Business and Management Studies drive the commercial aspects of agro-processing. Fields like Art and Social Sciences may have less direct impact through supporting ancillary functions.

Table 5.2.1 Workforce Composition and Foreign Employment Trends in the Agriculture and Agro-processing Sector

Field of Study	Specific Profession/Skill/Trade
Computing	Statistics; Science and Mathematics; Information Technology; IT Specialists; Data Capturers; Business Information Technology
Physical Sciences and Engineering	Welding and Boiler Making; Plumbing; Structural Engineering in Carpentry; Mechanical Engineering; Civil Engineering; Quantity Surveyor; Welding; Agriculture Engineering; Agricultural Biosystems Engineering; Engineering Drawing Officer
Biological Sciences	Animal Science; Veterinary Technician; Agriculture Specialist
Social Sciences	Social Science; Human Resources; Social Work; Administration; Spatial Science
Art and Design Studies	Graphic Design; Art and Designs; Sculptural Carpentry; Carpentry and Joinery; Woodworking Techniques; Upholstery; Draftsmen; Cabinet Maker
Business and Management Studies	Business Administration; Accounting and Finance; Accounting; Commerce; Sales; Clerical Staff; Corporate Finance; Financing; Director
Humanities	Education and Teaching
Other	Horticulture; Health and Safety Officer; Cleaner

Source: NLMSP Employer Survey Data, 2025

5.4 Skills Demand

Findings from 51 employers in the agriculture and agro-processing sector indicate that tertiary-level qualifications are primarily expected for high-skilled roles, particularly among managers and professionals. These roles require either medium-duration first degrees or advanced research-based qualifications, reflecting the technical and strategic nature of responsibilities in these occupations.

At the managerial level, competencies such as project management, entrepreneurship, food policy, and resource mobilization are highly sought after, reflecting the sector's transition toward commercial viability and value chain development. Professional roles demand a wide array of technical agricultural expertise complemented by digital and regulatory skills such as biosecurity, advanced IT, and food safety. This combination aligns with the growing need for resilient, sustainable, and tech-enabled farming systems.

For mid-level and technical occupations, emphasis is placed on practical engineering knowledge, ICT literacy, and problem-solving abilities, which are useful for the operational efficiency of agro-processing activities. At the operational level, the demand for skills in butchery, food handling, carpentry, welding, and machine operation points to the sector's continued integration of hands-on, production-based roles.

These skill demands are broadly aligned with Eswatini's National Development Plan (2023/24-2027/28) , which emphasizes the modernization and commercialization of agriculture, agribusiness development, and job creation through agro-industrial growth. The integration of entrepreneurial, technical, and STEM-related skills into agricultural roles reflects the country's development goal of transforming traditional agriculture into a productive, innovative, and youth-inclusive sector.

Table 5.4.1 Minimum Qualifications and Essential Skills by Occupation (Agriculture and Agro-processing)

Occupation	Preferred Minimum Qualification	Top Skills
Legislators, senior officials, and managers	• First stage of tertiary education, 1st degree (medium duration) • Second stage of tertiary education (leading to an advanced research qualification)	Business Management; Project Management; Leadership Skills; Market Development Manager; Resource Mobilization; Public Relations; Food Policy and Regulations; Public Health; Construction Project Management; Entrepreneurship in Food Business
Professionals	• First stage of tertiary education (short or medium duration) • First stage of tertiary education, 1st degree (medium duration) • Second stage of tertiary education (leading to an advanced research qualification)	Agronomy; Horticulture; Animal Science Dairy; Animal Husbandry and Livestock Management; Agricultural and Biosystems Engineering; Fluid Mechanics; Piping Codes and Standards; Irrigation Design; Soil and Water Conservation Engineering; Sustainable Agriculture; Biosecurity Consultant; Genetic Specialist; Technical Engineering; Dam Design Engineering; Material Science; Computer Science; Advanced Information Technology; Graphic Design; Tech Integration Specialist; Accounting; Food Marketing; Food Safety and Handling; Incubation Technician; Building Codes and Regulations; Materials and Methods
Technical and associate professionals	• First stage of tertiary education (short or medium duration) • First stage of tertiary education, 1st degree (medium duration) • Second stage of tertiary education (leading to an advanced research qualification)	Communication Skills; IT Skills; Technical Drawing; Blueprint Reading and Drafting; Information Communication and Technology; Problem Solving Skills; Initiative; Design and Technology; Construction Safety; Procurement and Supply Chain Management

Table 5.4.1 Continues on Next Page

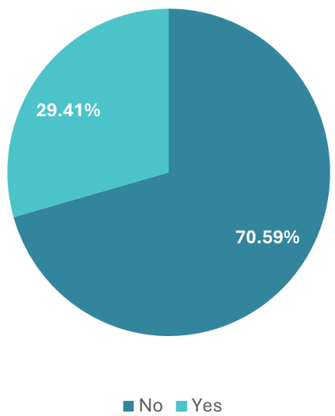
Occupation *Continued*	**Preferred Minimum Qualification**	**Top Skills**
Clerks	-	Customer Care; Customer Service Handling; Marketing and Sales
Service workers and shop and market sales workers	-	Butchery and Meat Processing; Meat Shop Management; Wine and Beverages Management; Food and Nutrition; Farm to Table Concepts; Consumer Science; Health and Safety; Extension Officer
Craft and related trades workers	-	Advanced Carpentry Techniques; Cabinet Making; Woodworking; Advanced Joinery Techniques; Wood Sculpting; Traditional Wood Carving; Material Science Furniture Design; Power Tool Proficiency; Timber Framing; Finish Carpentry; Formwork; Upholstery; Sewing; Welding
Plant and machine operators and assemblers	-	Machine Operator

Source: NLMSP Employer Survey Data, 2025

5.5 Skills Supply

Skills supply was measured through a combination of employer surveys, graduate surveys, and feedback from training institutions. The employer survey assessed whether companies engage with training institutions to provide feedback on the quality of skills supplied. Despite 29.41% of employers indicating regular engagement with training institutions to provide feedback on skills, there are significant challenges reported by institutions in aligning their programs with the evolving demands of the job market. Key barriers include financial constraints due to reliance on government funding, staff shortages, and a lack of resources to conduct necessary upskilling and workshops for instructors. These issues point to a misalignment between the education system and industry needs, which could impact the overall quality of the workforce in the long term.

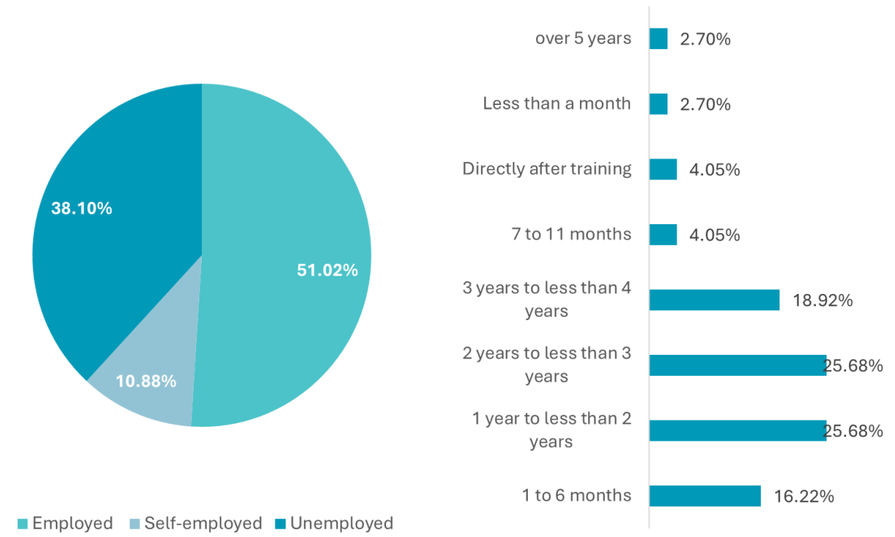
Figure 5.5.1 Company Feedback to Training Institutions on Skill Quality (Tourism)



Source: NLMSP Employer Survey Data, 2025

The graduate employment status data in the agricultural and agro-processing sectors reveals significant changes compared to the 2021 findings from the National Skills Audit Report. 51.02% of graduates are employed, a substantial rise from 31.4% in 2021, reflecting improved job opportunities in the sector. Self-employment has decreased slightly to 10.88% from 15.35% in 2021, indicating a shift away from entrepreneurial ventures. Unemployment has also declined to 38.10% from 53.2% in 2021, suggesting better labour market absorption for graduates. Among those who secured employment, the employment transition period highlights different outcomes for graduates with 25.68% finding jobs within 1 to less than 2 years, another 25.68% within 2 to less than 3 years, and 16.22% within 1 to 6 months. Only 2.70% took over 5 years, with 4.05% securing roles directly after training, pointing to a faster workforce integration compared to previous trends.

Figure 5.5.2 Employment Status and Employment Transition Period (Agriculture and Agro-processing)



Source: NLMSP Employer Survey Data, 2025

Table 5.5.2 highlights the range of agricultural and agro-processing programs offered by various institutions in Eswatini, alongside their respective enrolment capacities. While these institutions provide important vocational and higher education qualifications, the relatively low enrolment capacities for smaller institutions (BYAC, Mphisi Farm, APIST and MICT) indicate a potential limitation in scaling up training to meet sector demand. From the data it is seen that UNESWA remains a key institution in the agricultural and agro-processing sector, offering a wide range of undergraduate and postgraduate programs, with a relatively larger enrolment capacity.

Figure 5.5.2 Programmes offered by Training Institutions (Agriculture and Agro-Processing)

Institution	Programmes Offered	Enrolment Capacity
BOSCO Youth Agricultural Centre (BYAC)	Certificate in Horticulture; Certificate in Bee Keeping; Certificate in Pig Production; Certificate in Permaculture; Entrepreneurship	30
Mphisi Farm	Livestock Development; Alternative Livestock Production Systems; Crop Development; Alternative Crop Production Systems; Artificial Insemination Training; Specialized Training for Pig Farmers	25
African Prime Institute for Science and Technology (APIST)	Diploma in Agriculture and Community Development	26
Manzini Industrial Training Centre (MITC)	Certificate in Agriculture	15
University of Eswatini (UNESWA)	Bachelor of Agricultural Economics and Agribusiness Management; Bachelor of Agronomy; Bachelor of Science in Animal Science; Bachelor of Science in Agricultural Extension; Bachelor of Agricultural Education; Bachelor of Engineering in Agricultural and Biosystems Engineering; Master of Science in Agricultural Extension; Master of Science in Animal Science; Master of Science in Crop Protection; Master of Science in Horticulture; Master of Science in Agricultural Education; Master of Science in Agricultural and Applied Economics; Master of Science in Environmental Resource Management; Master of Science in Conservation Ecology	54

Source: NLMSP Employer Survey Data, 2025

5.6 Skills Gaps

This section examines the existing skills gaps within the agriculture and agro-processing sector, focusing on alignment with job requirements, underqualification, skill shortages, mismatches, and recruitment challenges. The analysis reveals that a significant proportion of employees across various occupations are well-aligned with job requirements, particularly in skilled agricultural and fishery workers, service workers, and machine operators. However, notable gaps remain in roles such as legislators, senior officials, and managers, and professionals, where a considerable percentage of employees are underqualified.

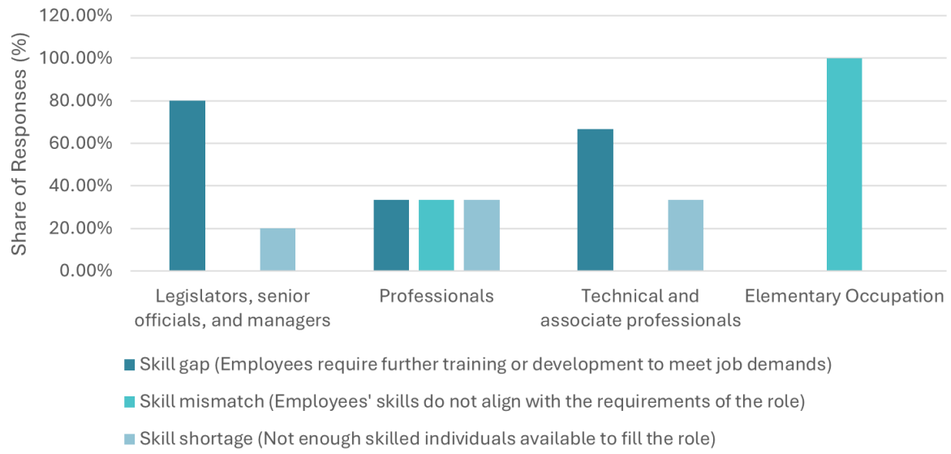
Figure 5.5.2 Employment Status and Employment Transition Period (Agriculture and Agro-processing)

Occupation	Employees Fully Aligned with Job Requirements (%)	Employees Underqualified for Positions (%)	Employees that Lack Technical/Practical Skills (%)
Legislators, senior officials, and managers	72.82	26.15	3.03
Professionals	72.05	21.21	6.74
Technical and associate professionals	90.91	9.09	0.00
Clerks	91.27	7.14	0.79
Service workers and shop and market sales workers	100.00	0.00	0.00
Skilled agricultural and fishery workers	100.00	0.00	0.00
Craft and related trades workers	97.63	2.37	0.00
Plant and machine operators and assemblers	100.00	0.00	0.00
Elementary Occupation	100.00	0.00	0.00
Domestic workers	91.43	4.29	4.29
Other	99.14	0.86	0.00

Source: NLMSP Employer Survey Data, 2025

Of the employees that are not fully aligned with job requirements, Figure 5.6.2 supports that skill gaps are prevalent in occupations like legislators and senior officials, and professionals. In particular, 33.33% of professionals and technical and associate professionals report both skill gaps and shortages, suggesting that these roles require further training and that there is a shortage of qualified individuals to fill these positions. Additionally, in elementary occupations indicate that workers' skills do not align with the sector's requirements. This misalignment may stem from inadequate training or insufficient qualification levels within this worker group.

Figure 5.6.2 : Skill Shortage, Gap, or Mismatch (Agriculture and Agro-processing)



Source: NLMSP Employer Survey Data, 2025

The sector also faces significant recruitment challenges. Senior officials and managers have trouble filling positions due to high competition from other employers, specialized sector requirements, and poor terms and conditions such as low pay. Professionals and technical roles also struggle with recruitment, where challenges include poor job performance by recruits and a lack of applicants with the necessary skills. These findings underscore the need for a more attractive and competitive working environment to retain and recruit skilled workers into the sector.

Table 5.6.2 Scarce Skills (Agriculture and Agro-Processing)

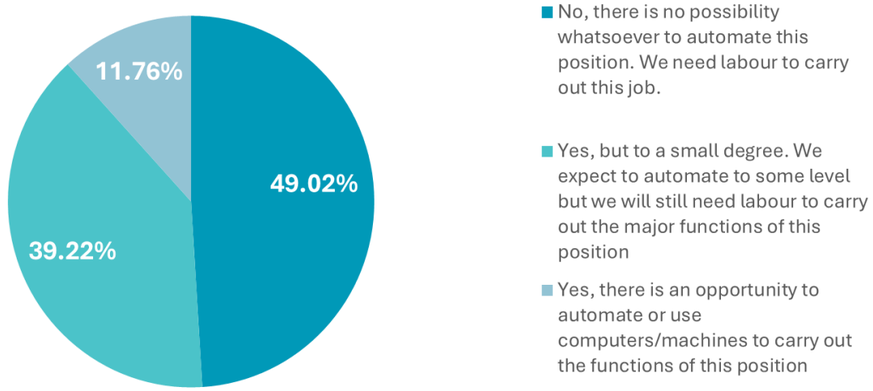
Occupation	Number of Vacant Positions	Main Reasons for Difficulty in Filling Position
Legislators, senior officials, and managers	9	• High competition from other employers • Highly specialized sector that requires expertise outside the country • Poor terms and conditions (e.g. pay) offered for post • Lack of work experience the company demands
Professionals	6	• Recruits perform poorly on the job when employed
Technical and associate professionals	3	• Low number of applicants with the required skills • High competition from other employers
Elementary Occupation	1	• Lack of qualifications the company demands

Source: NLMSP Employer Survey Data, 2025

5.7 Future/Emerging Skills

Globally, the agriculture and agro-processing sectors are experiencing significant shifts due to automation technologies. Based on the Trends Driving Automation on the Farm article (McKinsey & Company, 2023), these advancements aim to address challenges such as labour shortages, the need for increased productivity, and the demand for sustainable farming practices. Accordingly, employers were interviewed regarding their plans to automate key positions in the next 3-5 years. The majority of companies do not foresee complete automation of roles in the near future(49.02%) surveyed. While there is an inclination towards partial automation, some organizations (39.,22% of respondents) plan to integrate technology to enhance existing labour, maintaining the need for human expertise in core functions. The relatively small proportion of companies expecting full automation reflects a limited shift in this direction, at least within the next 3–5 years.

Figure 5.7.1 Automation of Positions in the Next 3-5 Years (Agriculture and Agro-Processing)



Source: NLMSP Employer Survey Data, 2025

Over the next few years, the agriculture and agro-processing sector will see growth in both managerial and technical roles. In managerial positions, farm management expertise will be sought, while professionals will need skills in environmental science, quality control, and supply chain management. There will also be a rising demand for roles that combine technical and business skills, like marketing and customer service.

The most significant growth will occur among technical and associate professionals cutting across a variety of skills from areas like meat preparation to piping systems and design. As automation and digital systems advance, specialized roles in system maintenance and operation will become increasingly important. Additionally, service workers with strong sales, communication, and seasonal agriculture expertise will remain essential to the sector's development.

Table 5.7.1 Industry Future Skills Needs (Agriculture and Agro-processing)

Occupation	Jobs Needed (1–3 yrs)	Jobs Needed (4–5 yrs)	Specific Skill/Profession
Legislators, senior officials, and managers	1	1	Farm manager
Professionals	46	42	Environmental science; Firefighter; Food and Nutrition; Information Technology; Animal Scientist ,Quality Control; Agronomy; Horticulture; Customer handling; IT skills; Business Management; Human Resource Management; Supply Chain Management; Animal science; Customer Service and Communication; Marketing; Soil Science; Agricultural and Biosystems Engineering (Grade 1)
Technical and associate professionals	66	102	Basic Meat Preparation and Processing; Supply Chain; Commercial Carpentry and Interior Construction; Graphic Design; Carpentry; Animal science; Agronomy; Incubation Technician; Marketing; Sales; Customer Service; Woodworking; Piping Systems and Design; Pipe Fitting Skills; Project Management (Grade 3)
Clerks	1	1	Data feeder
Service workers and shop and market sales workers	36	61	Sales; Cleaning; Selling; Framing Carpenter; Driving; Merchandise; cashier; Salesman; Communication Skills (Grade 2)
Skilled agricultural and fishery workers	31	1	Agronomy; Seasonal Agriculture experts
Craft and related trades workers	10	16	Process food; Motor mechanics; Carpentry (Grade 2)
Plant and machine operators and assemblers	12	16	Copper operator; Plant operator (Grade 2)
Other	3	5	Specialists

Source: NLMSP Employer Survey Data, 2025

5.8 Conclusion

The agriculture and agro-processing sector in Eswatini is characterized by a strong reliance on practical skills and a concentration of qualifications at the certificate level. Although women hold more advanced qualifications than men, they remain underrepresented in leadership and technical roles, highlighting a clear disconnect between education and opportunity. Addressing this gap will require targeted interventions such as leadership development programs for women, mentorship opportunities, and inclusive hiring practices. Skills gaps persist across managerial and professional roles, especially in agronomy, environmental science, and supply chain management. The limited alignment between training institutions and industry, evident from the small proportion of employers engaging with educators, contributes to graduates facing long transition periods into employment. Upskilling instructors, addressing funding constraints, and improving curriculum relevance are critical for enhancing the quality of supply.

Emerging roles in agri-tech, environmental services, and value chain logistics indicate a shift toward more technology-integrated and market-driven operations. However, automation is expected to complement rather than replace human labour in the short term, reinforcing the importance of building hybrid skill sets that blend technical, digital, and soft skills.

To remain competitive and inclusive, the sector must invest in demand-driven training, support continuous learning, facilitate knowledge transfer from foreign experts, and actively promote gender equity in leadership. These efforts will be key to unlocking productivity, expanding exports, and positioning agriculture and agro-processing as a dynamic pillar of Eswatini's economic transformation.

5.9 Recommendations

- Facilitate Skills Transfer: Use foreign expertise in areas like banana farming and agribusiness to mentor and train local workers.
- Upskill in Growth Areas: Train staff in agronomy, environmental science, supply chain, and customer service to meet future demands.
- Strengthen Employer–Training Institution Links: Increase collaboration to align training with job market needs—currently done by only 29% of employers.
- Promote Lifelong Learning: Encourage current workers to pursue short courses in sales, digital skills, and agribusiness to stay competitive.
- Guide Graduates Toward Future Roles: Direct students toward careers in IT for agriculture, environmental science, and agronomy.
- Build Market and Supply Chain Skills: Develop skills in logistics, marketing, and value chain management to support agro-processing growth and exports.

06 Mining and Energy

Mining and energy hold significant potential for job creation and industrial growth in Eswatini. As the country shifts towards renewable energy and formalises its mining sector, new skills are in demand.
This evolving landscape calls for a skilled workforce in engineering, environmental management, and energy technologies.

Mining and Energy

Powering Eswatini's future requires a skilled workforce that can mine sustainably and harness renewable energy

Left: Must see spots, © 2025

6.1 Introduction

The mining and energy sectors in Eswatini are pivotal for the country's economic diversification and sustainable development. Historically, mining has remained relatively underdeveloped despite the country's rich mineral endowment. However, there is a potential for the exploration and extraction of minerals such as iron ore, coal, gold, and crushed stone (Government of Eswatini, 2016). The Maloma Colliery is a key coal producer, primarily exporting high-quality anthracite coal to South Africa (Global Energy Monitor, 2021). Beyond coal, Eswatini hosts a variety of unexplored mineral reserves, including iron ore deposits at the Ngwenya and Maloma and manganese ore fields at Kubuta (Nature, 2024).

Recognising the importance of a well-regulated mining industry, Eswatini has developed a National Mining Policy aimed at aligning the sector with international standards and ensuring its competitiveness within the Southern African Development Community (SADC) framework (Government of Eswatini, 2019). Additionally, the country is currently reviewing its mining legislation to ensure alignment with the Constitution and national development strategies. These policy initiatives are essential for attracting investment and fostering responsible mining practices that balance economic growth with environmental protection.

While mining holds potential for economic expansion, the energy sector remains a significant challenge for Eswatini. The country heavily relies on imported electricity, primarily from South Africa, which exposes it to price volatility and supply disruptions (World Bank, 2020). The good news: Eswatini is endowed with renewable energy resources, including hydroelectric and solar power, which offer viable alternatives for reducing reliance on fossil fuels and enhancing energy security (International Renewable Energy Agency, 2019). The energy sector is anchored by the Eswatini Electricity Company (EEC), the national utility responsible for power generation, transmission, and distribution. Independent Power Producers (IPPs) are emerging, contributing to local generation, particularly in hydropower, solar, and biomass energy projects. IPPs include Ubombo Sugar Limited, which generates electricity from bagasse (a sugarcane byproduct), and Montigny Investments, which produces biomass energy from forestry waste. Additional IPPs will emerge as Eswatini moves towards its 50% renewable energy target by 2030.

To address these challenges, Eswatini has established the Energy Masterplan 2034, which outlines a vision for a diversified energy mix aimed at increasing domestic production and reducing reliance on imports (Government of Eswatini, 2019). This strategic framework aligns with projections that electricity demand will reach 334 MW by 2035, necessitating a significant expansion of the country's energy generation capacity (Energy Information Administration, 2020). Among the proposed initiatives is the development of coal-fired power plants, such as the Lubhuku Power Station, which is expected to enhance energy self-sufficiency and stimulate industrial growth (African Development Bank, 2018). However, these efforts must carefully balance economic development with environmental stewardship and social equity, ensuring alignment with global trends towards a just energy transition (United Nations, 2020).

By prioritising renewable energy technologies and sustainable mining practices, Eswatini can create new employment opportunities, foster industrialisation, and contribute to poverty alleviation. A well-integrated approach to mining and energy development can ultimately support the country's broader economic and social development goals, reinforcing its commitment to sustainability and long-term prosperity (World Bank, 2020).

6.2 Labour market structure

The study found that the mining and energy sector displays a striking gender imbalance in its workforce composition. The data has shown that males constitute 80.73% of the total workforce, while females account for 19.27% of employees in the sector. The skills audit conducted in 2022 also revealed similar findings. This disparity reflects the traditionally male-dominated nature of the industry, which can be attributed to the physical demands of many roles within the sector. Principal activities in the sector encompass permanent employment arrangements, which account for 82.58% of the workforce, while temporary workers represent 12.25% and seasonal workers comprise 2.83% of the total employment base. The age demographics of the currently employed workforce were primarily centred in the 35–40-year range, aligning with employers' preferred hiring age. However, the 2022 skills audit reported that companies in these sectors had previously preferred employees aged 41–50 years. The shift in age preferences may reflect employers' evolving needs, favouring younger workers who are perceived to bring greater adaptability, energy, or technological proficiency to meet current industry demands.

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Table 6.2.1: Market structure indicators

	Indicator	Value
Sectoral Absorption by Gender	Share of Males	80.73%
	Share of Females	19.27%
Employment Age	Preferred Average Age Group	35-40 Years
	Actual Average Age Group	35-40 Years
Sectoral Absorption by Nationality	Share of Swati Citizens	98.38%
	Share of Foreigners	0.31%
Type of Contract	Share of Temporary Workers	12.25%
	Share of Permanent Workers	82.58%
	Share of Seasonal Workers	2.83%
Workers Living with Disabilities	Share of People Living With Disabilities	0.21%
Qualifications	Minimum Qualifications Preferred by Employers	Bachelor's degree in engineering
	Actual Minimum Qualifications Held by Employees	Certificates

Source: NLMSP Employer Survey Data, 2024

The data indicates that employment of foreign nationals and individuals with disabilities within the mining and energy sector remains relatively limited, with only two employees identified as living with a disability and three foreign nationals across all occupational levels. People with disabilities were employed in both high-level management and elementary occupations, suggesting some level of inclusivity across different job tiers.

Foreign workers were primarily found in senior positions, particularly under the category of Legislators, Senior Officials, and Managers, with three individuals employed. The imported skills were in solar installation and geology, and these were sourced due to the unavailability of such specialised expertise locally. Workers in these roles originated from South Africa and Zimbabwe, highlighting the region's reliance on neighbouring countries for niche technical knowledge, particularly in renewable energy and geological sciences.

Table 6.2.2: Imported skills and people living with disability

	Number of people living with disability	Age	Number of foreigners	Imported skills	Reasons for importing workers	Country of origin for workers
Legislators, senior officials, and managers	1	40-50	3	Solar Installation; Geologist	Unable to find skill locally	South Africa, Zimbabwe
Professionals	0	35-40	0	0		
Technical and associate professionals	0	35-40	0	0		
Clerks	0	31-35	0			
Service workers and shop and market sales workers	0	35-40	0			
Skilled agricultural and fishery workers	0	0	0			
Craft and related trades workers	0	31-35	0			
Plant and machine operators and assemblers	0	31-35	0			
Elementary Occupation	1	35-40	0			
Domestic workers	0	31-35	0			
Other	0	35-40	2			
Total	**2**		**3**			

Source: NLMSP Training Institutions Survey Data, 2025

In the mining and energy sector in Eswatini, gender distribution across occupational levels revealed significant patterns of inequality and occupational segregation. Women dominated clerical and domestic roles, comprising over 95% of each, while men held a strong majority in technical, mechanical, and operational positions. For instance, over 80% of plant and machine operators and assemblers were male, while more than two-thirds of those in elementary and craft-related occupations were also men. Professional roles skewed heavily towards women, with 72.5% female representation, suggesting greater female participation in specialized roles such as engineers, geologists, or environmental specialists. On the other hand, leadership positions saw a near balance, with a slight female majority at 53.1%. This may reflect progress in gender inclusion at executive levels, though it could also indicate sector-specific policy shifts or targeted empowerment initiatives.

6.3 Current skills

The occupational distribution in Eswatini's mining and energy sector reflected significant gender disparities across various job levels, as shown in Table 6.3.1. While females held the majority in professional roles (72.5%) and clerical positions (95.4%), males dominated more technical, manual, and supervisory roles such as plant and machine operators (83.4% male), craft and related trades (68.5%), and elementary occupations (68.2%). Interestingly, more women than men occupied senior leadership and management roles (53.1% female), suggesting a promising shift towards gender diversity at the top, though this did not translate evenly across all occupational bands. Overall, the sector appeared to rely heavily on male labour for physical and operational roles, while administrative and professional tasks were increasingly carried out by women, highlighting both opportunities and gaps in gender representation across skill levels.

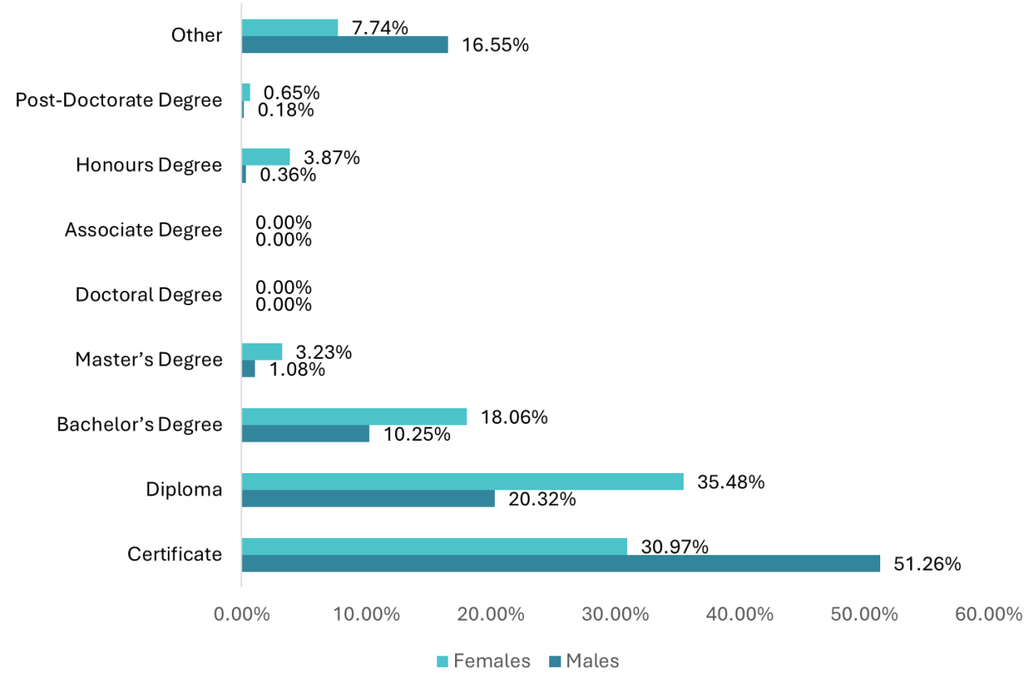
Table 6.3.1: Current skills by occupational level

Occupational level	Male	Female	Number of Males	Number of Females	Total
Legislators, senior officials, and managers	46.9%	53.1%	531	601	1133
Professionals	27.5%	72.5%	330	869	1198
Other	82.6%	17.4%	845	178	1023
Technical and associate professionals	60.2%	39.8%	808	534	1342
Clerks	4.6%	95.4%	48	1002	1050
Service workers, shop and market sales workers	63.6%	36.4%	351	200	551
Craft and related trades workers	68.5%	31.5%	776	356	1132
Plant and machine operators and assemblers	83.4%	16.6%	112	22	134
Elementary Occupation	68.2%	31.8%	287	134	421
Domestic workers	5.0%	95.0%	11	200	211

Source: NLMSP Training Institutions Survey Data, 2025

In terms of educational attainment, while men held a significant proportion of certificates, which pointed to a stronger representation in entry-level technical and vocational roles, women tended to pursue higher qualifications, with a larger percentage holding diplomas and bachelor's degrees compared to their male counterparts. This reflected a shift in the sector, where women increasingly engaged in specialised studies, possibly preparing for more advanced roles in the future. However, the minimal representation of doctoral and associate degrees across both genders suggested that the sector had yet to fully embrace high-level academic qualifications. The distribution also highlighted a clear gender divide in education, with men focused on technical certifications and women investing in formal education to progress in the sector.

Figure 6.3.1: Qualifications by gender



Employers in Eswatini's mining and energy sector actively hired a wide range of technical, scientific, and support skills to meet both operational and regulatory demands. Most hires were concentrated in engineering disciplines, particularly mechanical, electrical, and mining engineering, which formed the backbone of site operations and equipment maintenance. Energy and environmental roles also featured prominently, reflecting growing attention to sustainability and compliance, as seen in the recruitment of solar installers, environmental officers, and biosystems engineers. The sector also relied on IT specialists and technicians to support emerging digital, and automation needs. Health and safety expertise was consistently prioritised, especially in roles linked to construction safety and firefighting, underlining the high-risk nature of the industry. Meanwhile, support roles in business, law, and finance complemented the technical workforce by enabling sound management and regulatory adherence, while quarrying and coal-related trades remained crucial for extraction, processing, and materials testing operations.

Table 6.3.2: Skills hired

Field of study	Specific Skills / Trades
IT and Technical	Computer Science, Information Technology, IT Specialists, IT Technician, Telecommunications
Engineering	Chemical Engineering, Electrical Engineering, Environmental Engineering, Material Science, Welding, Mechanical Engineering, Mining Engineering
Energy and Environmental	Energy Management, Health and Safety Management, Solar Installer, Water Science, Biosystems Engineering, Environmental Compliance Officer, Forestry.
Construction and Safety	Construction Project Manager, Construction Safety Engineer, Steel Erection and Installation Technician, Safety Officer, Firefighter Control Officer
Science and Health	Analytical Chemistry, Biochemistry, Physics and Mathematics, Health and Safety.
Business and Finance	Accountant, Human Resources, Business Management, Finance, Management and Leadership, Public Relations
Art and Design Studies	Finishing and Surface Treatment; Sculptural Welding; Architect
Mining and Coal	Mining Engineers, Geologists, Coal Processing Technicians, Mine Safety Officers, Blasting Technicians, Coal Handling Plant Operators, Mechanical Fitters, Diesel Mechanics, Mine Surveyors, Heavy Equipment Operators (including Excavators, Loaders, etc.), and Maintenance Technicians.
Law	Compliance; Law
Quarrying and Stone	Quarry Managers, Crushing Plant Operators, Aggregate Technicians, Drilling Technicians, Rock Blasting Technicians, Environmental Compliance Officers, Site Safety Officers, Maintenance Technicians (for Crushers and Equipment), Materials Testing Technicians.

6.4 Skills demand

While the mining and energy sector in Eswatini emphasizes technical qualifications, particularly for professionals and technical workers, leadership roles have become more administrative over time. Senior officials and managers are now expected to possess a combination of advanced project management skills, administrative expertise, and technical knowledge. This shift reflects the evolving nature of leadership in the sector, where strategic oversight and decision-making, such as project management, data analysis, and civil engineering, are as crucial as the technical expertise in driving operational success. In contrast, professionals in the sector, such as geologists, engineers, and project managers, are increasingly required to hold first-stage tertiary qualifications, with a growing emphasis on fields like data analytics, advanced sales management, and digital systems for inventory and energy management. For technical and associate professionals, the demand for qualifications in areas like energy management, welding, and renewable energy engineering highlights the sector's focus on sustainability and efficiency. Craft and related trades workers, meanwhile, are expected to have qualifications in renewable energy technologies, while plant and machine operators are increasingly expected to be skilled in areas such as welding, electrical engineering, and heavy plant mechanics. At the lower occupational levels, such as elementary occupations, there is a clear preference for certifications in safety training and technical skills tailored to the mining and energy roles, with increasing emphasis on digital literacy and modern operational tools.

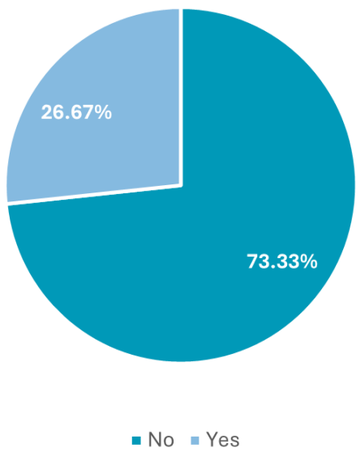
Table 6.4.1: Skills demanded

Occupational level	Preferred minimum qualification	Skills that should be continuously delivered by training institutions
Legislators, senior officials, and managers	Second stage of tertiary education (leading to an advanced research qualification)	Project Management and Technical Leadership; Water Science; Solar installation; Motor; Mechanics; Data analysis; Electrical Engineering; Electrical Engineering; Environmental sciences; Geotechnical side of Geology; Mechanical engineering; TLB Operator courses; Project Management; Civil Engineering.
Technical and associate professionals	First stage of tertiary education (short or medium duration)	Energy Management Systems; Chemical engineering; Electrical Engineering; Welding; Renewable engineering; Health and Safety;
Craft and related trades workers	Post-secondary, non-tertiary education, first stage of tertiary education (short or medium duration)	Renewable Energy Engineering and Technologies
Plant and machine operators and assemblers	Post-secondary, non-tertiary education First stage of tertiary education (short or medium duration)	Electrical Engineering; Welding; Renewable engineering;
Elementary Occupation	Lower secondary level of education Upper secondary level of education	Certificate in Safety Training, Technical Skills for mining and energy Roles, JCB training

6.5 Skill Supply

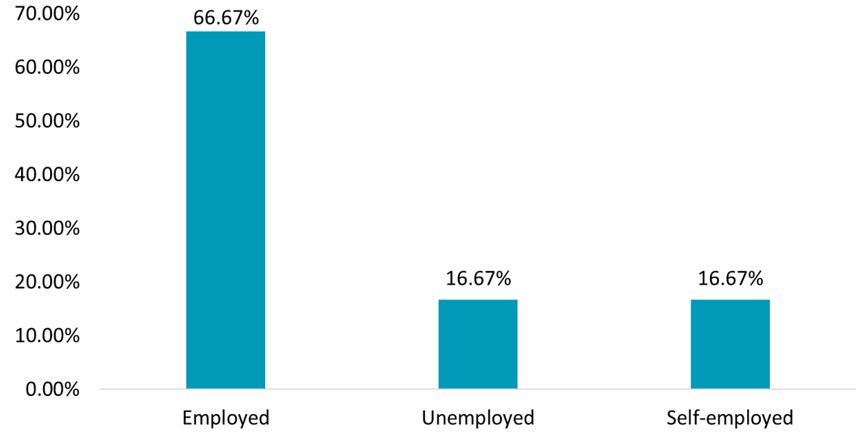
The preferred qualifications for each occupational level within the mining and energy sector in Eswatini reflect a need for both specialised technical expertise and practical skills tailored to specific roles. Legislators, senior officials, and managers are expected to have advanced research qualifications, with a focus on project management, technical leadership, and specialised fields like water science, electrical engineering, and civil engineering. Technical and associate professionals typically require a first-stage tertiary qualification (short or medium duration), with a preference for energy management systems, chemical and electrical engineering, welding, and renewable energy. Craft and related trades workers are expected to possess post-secondary education or short tertiary qualifications, with an emphasis on renewable energy engineering and technologies. Plant and machine operators also require post-secondary education, with a focus on electrical engineering, welding, and renewable energy. Finally, for elementary occupations, a secondary education level with certifications in safety training and technical skills specific to mining and energy roles, such as JCB training, is preferred. This skill demand pattern suggests a strong need for practical, industry-specific training to ensure a well-equipped workforce.

Figure 6.5.1: Employers interfacing with training institutions



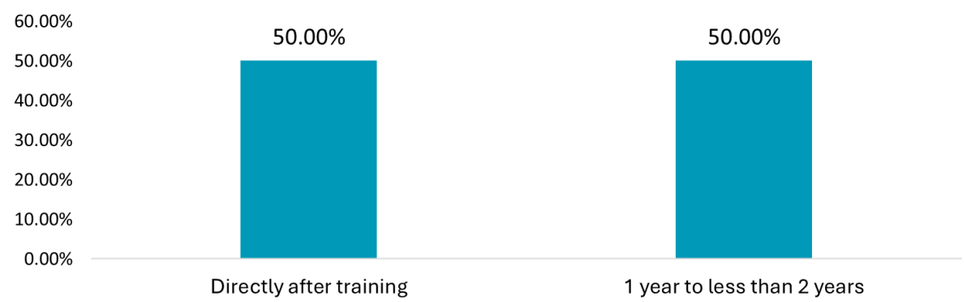
The data paints a picture of a relatively healthy job market for graduates in the mining and energy sector, with the majority employed, a small percentage unemployed, and a significant proportion pursuing self-employment. However, the unemployment rate could indicate areas where skills development or better alignment between training and job opportunities may be needed.

Figure 6.5.2: Employment status of graduates



The employment status data for graduates in the mining and energy sector in Eswatini highlights a mixed experience in terms of job acquisition. Half of the graduates' secure employment directly after training, demonstrating that there is a demand for skilled workers in the sector and that training programs are aligned with industry needs. However, the other half faces a delay of one to two years before finding employment, which suggests that while there are opportunities, the market may not immediately absorb all trained professionals. This delay could be attributed to factors such as a limited number of job openings, or broader economic conditions, indicating the need for stronger alignment between training outcomes and labour market demands.

Figure 6.5.3: Time taken to get first employment



Eswatini faces critical training gaps in the mining and energy sectors, as no institutions currently offer specialised programs tailored to the expertise required in these industries. In mining, companies are left with no choice but to rely on foreign professionals or bear the financial burden of in-house training for roles such as mining engineering, geological surveying, and mineral processing due to the absence of formal training opportunities. Similarly, the energy sector struggles with the lack of structured programs in fields like petroleum engineering, renewable energy technologies, power systems engineering, and energy resource management, leaving sector-specific needs unmet. Although local institutions collectively enrolled approximately 1,025 students in programs related to engineering and environmental studies as of 2023, these offerings remain insufficient to address the specialised skill requirements in mining and energy. The findings from the 2022 skills audit reinforce this challenge, highlighting the absence of institutions equipped to produce the advanced competencies needed to support the growth of these sectors.

Figure 6.5.4: Skills supplied by local institutions in the sector

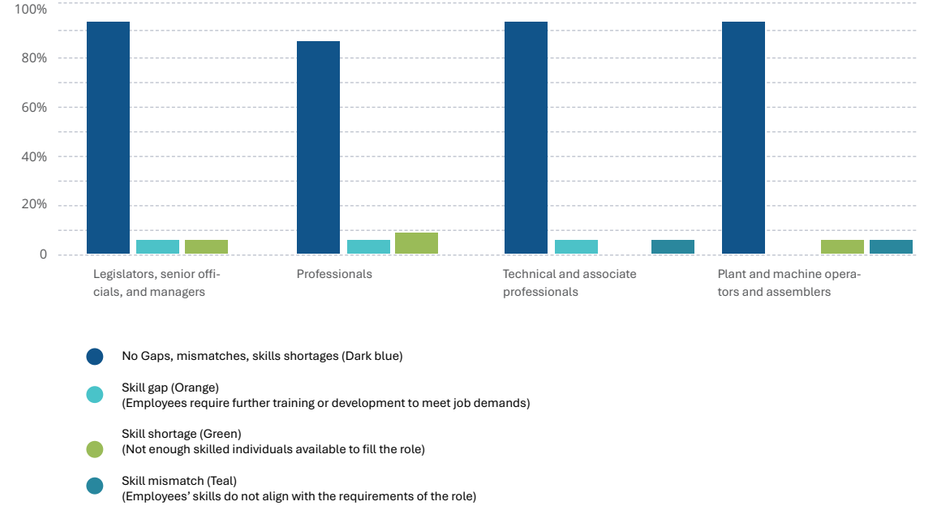
Training Institution	Programs offered Level of Qualification	Qualification	Enrolment per year
UNESWA	Leadership and sustainable energy programme	Certificate	
	Capacity Strengthening Certificate Program on Community Minigrid Development	Certificate	200
	Environmental health and water resources	Bachelor's degree	40
	Electrical and electronic engineering	Bachelor's degree	40
ECOT	Electrical engineering	Certificate, Diploma	480
Bethel Vocational Centre	Construction and building, welding design, electrical engineering	Certificate	
BSA training centre	Heavy and light motor vehicles, electrical engineering	Certificate	435
Total enrolment (as at 2023)			

Source: NLMSP Employer Survey 2025

6.6 Skills Gap

Employers experienced the most difficulty in finding qualified individuals for professional roles, while technical and machine operator positions had some instances where employees' skills did not fully align with job requirements. Despite these challenges, the workforce was largely well-matched to job demands. However, targeted training and hiring strategies could help address the remaining gap.

Figure 6.6.1: Skills deficiencies (mining and energy)



With regards to alignment, roles such as legislators, senior officials, managers, clerks, and service workers exhibited 100% alignment, indicating that the qualifications and skills of individuals in these positions met or exceeded industry expectations. This alignment suggested that these groups were well-prepared for their roles, requiring minimal additional training or upskilling. However, while many employees were appropriately skilled, certain groups like technical and associate professionals, craft and related trades workers, and plant and machine operators showed some gaps in alignment. Specifically, 95.12% of technical and associate professionals met job requirements, but 2.44% were underqualified, and 2.44% lacked necessary technical or practical skills. This small gap highlighted the need for specialized training to bridge these deficiencies.

Moreover, some occupations, such as craft and related trades workers (81.82% alignment) and plant and machine operators (80.00% alignment), demonstrated a more significant portion of underqualified employees. These employees, while generally skilled, would have benefited from further technical training or certification programs to ensure their abilities matched the evolving demands of the sector. For instance, plant and machine operators, with a 12% gap in necessary technical skills, required a focused effort on skill development to maintain safety and operational efficiency.

Figure 6.6.2: Skills alignment

While the overall workforce demonstrated good alignment with job expectations in the mining and energy sector, specialised roles within the sector are still facing challenges in recruitment, particularly due to a combination of skills shortages and insufficient practical experience. Vacancies like SHEQ Managers, Terminal Operators, and Projects Engineers were particularly difficult to fill, as there were not enough skilled candidates in fields such as Geosciences and Engineering. Similarly, positions such as the Energy Statistician were left vacant due to the lack of work experience required by employers, even though candidates had the relevant academic qualifications. These gaps indicate that while the workforce largely meets basic job requirements, there is a significant need for specialised training and experience to meet the sector's more advanced skill demands.

Table 6.6.1: Scarce skills

	Vacant Positions	Specific skills	Reason for vacancy	Field of study
Professionals	11	SHEQ Manager Terminal Operator Projects Engineer BTECH Geosciences Engineers Geologists	Not enough skilled individuals available to fill the role	Physical Sciences and Engineering
Technical and associate professionals	2	Energy statistician	Lack of work experience the company demands	Social Sciences
Total	13			

6.7 Emerging skills

The analysis of future skill needs in the mining and energy sector highlighted the growing demand for specialised professionals in the coming years. For professionals, positions like Health and Safety experts, Geologists, and Project Managers were projected to see a moderate increase in demand, with 14 jobs needed in the next 12 months to 3 years and 18 jobs in the following 4-5 years. This reflected a continuing focus on safety, geology, and project management as critical areas within the sector. Meanwhile, technical and associate professionals were expected to experience a more substantial increase in demand, with the number of jobs required nearly doubling over the next 4-5 years. Specific skills such as Energy Storage Specialists, Solar Installers, and Hydrologists (Grade 1) were expected to be particularly crucial as the industry shifted towards renewable energy solutions and advanced technologies.

Table 6.7.1: Industry future skills needed

	Number of Jobs needed in 12 months – 3 years	Number of Jobs needed in 4-5 years	Specific skill profession/ trade
Legislators, senior officials, and managers	0	0	0
Professionals	14	18	Health and safety, Geology, Project Manager
Technical and associate professionals	34	68	Energy storage specialist, Solar installer, Hydrologist (Grade 1)

6.8 Conclusion

Eswatini's mining and energy sector remains underdeveloped, with most jobs concentrated in support roles such as drivers, electricians, and plant operators. The absence of skilled technical and professional roles, including geologists, mining engineers, and energy specialists, points to a sector still lacking the capacity to drive meaningful industrial growth.

Most workers hold mid-level certificates, but there are no occupational qualifications tailored specifically for the mining or energy sectors. As a result, the training system continues to produce general tradespeople rather than the specialised workforce needed to meet evolving industry demands. Despite these gaps, the energy sub-sector presents a real opportunity. With rising demand and growing interest in renewable energy, Eswatini needs to develop local expertise in solar power, energy efficiency, and grid maintenance.

6.9 Recommendations

- As Eswatini moves toward energy self-sufficiency, the country should invest in building a skilled workforce in renewable energy technologies. Priority areas include solar PV systems, energy auditing, grid maintenance, and off-grid solutions that support rural electrification.
- While large-scale mining is not currently being pursued, Eswatini should maintain baseline capacity in key mining occupations to ensure readiness if future policy shifts occur. This includes developing flexible, modular training in geology, mineral exploration, and environmental management.
- The country lacks occupational qualifications tailored to the energy sector. There is an urgent need to design accredited programmes at NQF Levels 4 to 6 for roles such as renewable energy technicians, energy system designers, and maintenance supervisors.
- Technical training centres need updated equipment and well-trained instructors to deliver relevant, hands-on learning in energy-related disciplines. Strategic investment in infrastructure and teaching capacity will be essential to scale up energy skills development.
- The energy sector remains male-dominated. Policies that support women's access to technical training, including outreach, financial support, and gender-sensitive learning environments, will help close the gap and expand the talent pool.
- Energy employers should be actively involved in shaping training programmes. Structured partnerships between training institutions and the energy industry will ensure curriculum relevance, improve graduate employability, and support workplace-based learning.

07 Manufacturing

The manufacturing sector stands as a cornerstone of Eswatini's economic strength, driving industrialisation, job creation, and innovation. With its broad range of industries and growing export base, manufacturing plays a critical role in advancing the country's development ambitions and expanding opportunities for economic transformation.

Manufacturing

The manufacturing sector is a pillar of Eswatini's economy, driving industrialisation, employment, and innovation

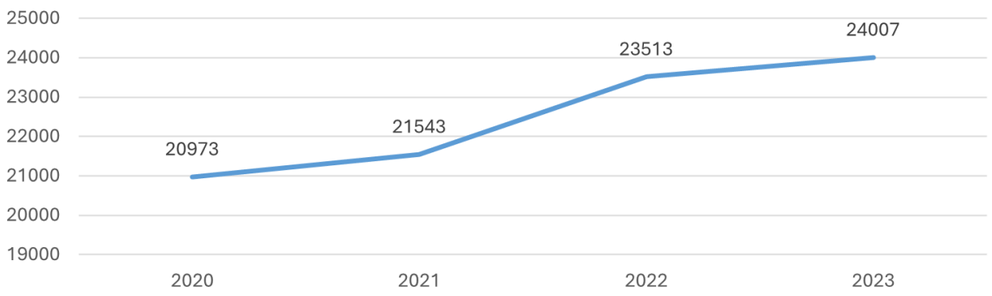
Left: ESEPARC, © 2023

7.1 Introduction

The manufacturing sector is a pillar of Eswatini's economy, driving industrialisation, contributing approximately 37% of the country's GDP, and serving as a major source of employment and innovation (Central Bank of Eswatini Annual Report, 2023). As a critical component of the local economy, it is a key focus of economic policy due to its potential to stimulate growth, attract foreign investment, and foster industrial expansion and industrialisation. The sector encompasses a diverse range of industries, including agro-processing, textiles, and apparel, as well as food and beverages, wood, and paper manufacturing. These industries not only fuel domestic growth but also underpin export earnings through both domestic and export-oriented activities. Key subsectors, particularly sugar refining and textile manufacturing, benefit from Eswatini's strategic membership in trade blocs such as SADC and AGOA, which provide critical access to export markets in the United States and South Africa.

In the country, the manufacturing sector is an important employment engine, with the textile and apparel industry employing over 20,000 workers (Central Bank Company Survey, 2023). In 2022, the sector, which represents 27.0% of companies reporting labour statistics, recorded a 9.9% increase in employment, indicating steady growth. The growth was driven primarily by robust external demand and investments in new production lines in food processing (Eswatini Company Survey, 2023). The sustained growth emphasises the need to strategically transform the manufacturing base into a more diversified industrial and services ecosystem that can harness innovation and technological advancements.

Figure 7.1.1: Employment Trends in the Manufacturing Sector



Source: CBE Company Survey Report 2023

Despite its contributions to economic growth and employment, Eswatini's manufacturing sector faces several challenges that hinder its full potential. One major constraint is limited industrial diversification with the industry being heavily concentrated in a few subsectors such as agro-processing and textiles, it remains vulnerable to external shocks, fluctuating demand, and trade policy changes.

Furthermore, infrastructure gaps, including inconsistent energy supply, high production costs, and inadequate logistics networks, present significant constraints to industrial expansion. Another key challenge is the skills gap, as the sector increasingly requires advanced manufacturing expertise, including automation, precision engineering, data-driven production, and digital manufacturing technologies. However, many local training institutions have not fully adapted their curricula to equip workers with these high-tech and industry-specific skills, creating a mismatch between labour market needs and workforce capabilities. Without targeted skills development initiatives, the sector may struggle to sustain long-term growth, attract investment, and remain competitive in the evolving global market.

Eswatini's Post-COVID-19 Economic Recovery Plan and National Development Strategy (NDS) emphasise the manufacturing sector as a key economic revitalisation and sustainable growth driver. The post-COVID-19 plan prioritises industrial diversification and local value addition to strengthen domestic production. This transformation will create opportunities to engage Eswatini's youth, especially those involved in Technical and Vocational Education and Training (TVET). To support this initiative, targeted projects are being implemented to enhance youth employment and skills development within the manufacturing sector. At the same time, the NDS outlines a long-term vision for economic development by enhancing industrial capacity, fostering innovation, and investing in infrastructure to create a competitive manufacturing ecosystem. These frameworks intend to promote inclusive economic growth, create employment opportunities, and position Eswatini as a regional manufacturing hub. As the manufacturing sector expands, this growth will drive demand for specific skills, inevitably necessitating a shift in skills development to ensure that the workforce is equipped to meet the evolving needs of the industry.

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7.2 Labor Market Structure

Regarding the labour market structure in this sector, the study found that it is male-dominated, with men accounting for 57.67% of the workforce. This marks a shift from the findings of the 2021 Skills Audit, reinforcing that males are now more prevalent across the sector, particularly in skilled and supervisory roles. Women, by comparison, are more concentrated in clerical, service, and lower-skilled occupations. The National Skills Audit similarly revealed a gendered occupational distribution, with men dominating technical and executive functions, while women were more likely to fill semi-skilled and elementary roles. Furthermore, the workforce is largely composed of Swati nationals (99.18%), indicating limited reliance on foreign labour and suggesting that domestic training systems are supplying much of the sector's talent. Interestingly, the average worker falls within the 31–35 age group, slightly younger than the preferred 35–40 bracket possibly reflecting the recruitment of younger, less experienced workers, which could have implications for productivity and the need for targeted upskilling initiatives.

Table 7.2.1: Labour Market Structure

Indicator		Value
Sectoral Absorption by Gender	Share of Females	42.33%
	Share of Males	57.67%
Employment Age	Preferred Average Age Group	35-40 Years
	Actual Average Age Group	31-35 Years
Sectoral Absorption by Nationality	Share of Swati Citizens	99.18%
	Share of Foreigners	0.82%
Type of Contract	Share of Temporary Workers	5.46%
	Share of Permanent Workers	94.21%
	Share of Seasonal Workers	0.32%
Workers Living with Disabilities	Share of People Living With Disabilities	0.00%
Qualifications	Minimum Qualifications Preferred by Employers	First stage of tertiary education (short or medium duration
	Actual Minimum Qualifications Held by Employees	Certificate

Source: NLMSP Employer Survey (2025)

Table 7.2.2 reveals that imported skills in the manufacturing sector are limited to a small number of occupations, with only 28 foreign workers employed across various technical and managerial roles. Most of these are concentrated among legislators, senior officials, and managers, as well as craft and related trades workers, and technical professionals, reflecting persistent local skills gaps in specialised areas such as welding, waterproofing, carpentry, and quality control. These skills were mainly sourced from countries like Mozambique, South Africa, Germany, and India, with the predominant reasons being the absence of local expertise and founder affiliations. Notably, no persons with disabilities were reported across any occupation, underscoring continued exclusion.

Table 7.2.2: Imported Skills by Occupation

Occupation	No. Disability	Age	Number of Imported	Imported skill	Reason	Country
Legislators, senior officials, and managers	0	40-50	17	Flooring and waterproofing; radiator repair; carpentry; Level 5 Management and Leadership; construction and engineering principles in aluminium; business management and administration; shoe making; welding skills; quality control.	Founder of the business; Lack of expertise in hair production	South Africa; Mozambique; Germany; India; Congo; Taiwan
Professionals	0	35-40	17	Flooring and waterproofing; radiator repair; welding; shoe making; construction principles; engineering principles in aluminium; Level 5 Management and Leadership; business management; business administration; quality control	Owner of the business	South Africa; Mozambique; Germany; India; Congo; Taiwan
Technical and associate professionals	0	35-40	3	Waterproofing; Welding skills; Print Colour Matching and Calibration	Lack of the right skills locally	South Africa; Mozambique
Craft and related trades workers	0	35-40	6	Carpentry	Founder of the business	Mozambique
Other	0	31-35	2	Welding	Related to business owner	Mozambique
Total	0		28			

Source: NLMSP Employer Survey (2025)

7.3 Current Skills

The analysis of the labour market structure shows that most of the skills in the sector are categorised under elementary occupation level positions. Table 7.3.1 shows that Males are predominantly employed in skilled and technical roles such as craft and related trades workers (271), technical and associate professionals (224), and legislators, senior officials, and managers (188). In contrast, females are more represented in clerical (76) and service and sales roles (255). Interestingly, elementary occupations recorded the highest numbers for both males (655) and females (693), highlighting a concentration of the workforce in low-skilled roles. This suggests both a gendered division of labour and a possible skills gap in higher-skilled professions.

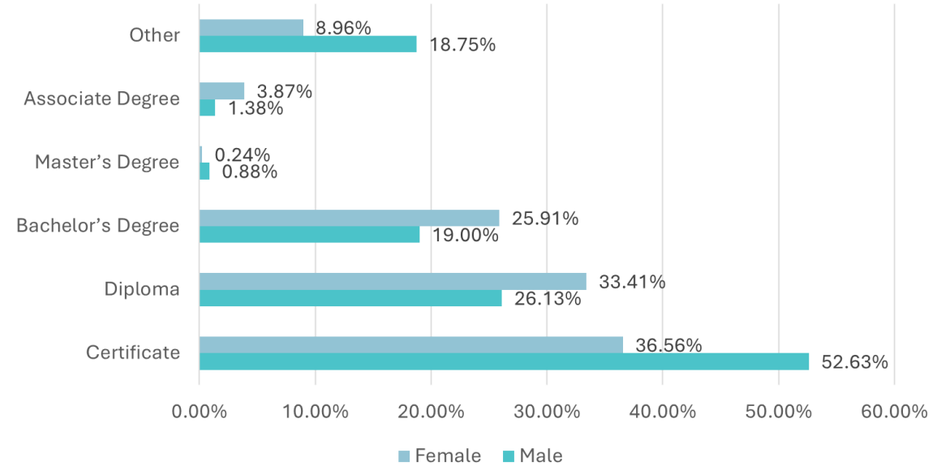
Table 7.3.1: Labour Force by Occupation and Gender

Occupation	Male	Female
Legislators, senior officials, and managers	188	68
Professionals	170	95
Technical and associate professionals	224	63
Clerks	22	76
Service workers and shop and market sales workers	203	255
Craft and related trades workers	271	68
Plant and machine operators and assemblers	95	19
Elementary Occupation	655	693
Domestic workers	8	22
Other	145	95
Total	1981	1454

Source: NLMSP Employer Survey (2025)

The study found that qualifications in this sector are concentrated at the certificate level, with 52.63% of males and 36.56% of females holding such qualifications, suggesting a reliance on practical, entry-level skills. While men (25.91%) dominate overall numbers, women exhibit higher attainment at the bachelor's level, suggesting stronger academic qualifications among female workers. This is consistent with ILO (2023) and UNESCO (2022) findings, which note that women in lower-skilled sectors often pursue formal education as a pathway to upward mobility, while men tend to enter the workforce earlier with minimal credentials. Master's degrees remain uncommon, and the high proportion of males in the "Other" category (18.75%) may point to informal or non-traditional training routes not captured by conventional qualification frameworks.

Figure 7.3.1: Labour Force by Occupation and Gender



Source: NLMSP Employer Survey (2025)

In terms of field-to-skill alignment, Table 7.3.2 shows that Physical Sciences and Engineering contribute the most technically diverse and industrially relevant skills, including welding, plumbing, civil engineering, and machine operation highlighting the sector's dependence on practical, hands-on expertise. Computing offers a wide skillset ranging from IT support and systems analysis to digital marketing, reflecting the sector's growing digital needs. Art and Design Studies provide a rich variety of artisanal and creative skills such as beadwork, upholstery, and graphic design, supporting both cultural industries and informal markets.

Table 7.3.2: Field of Study and Associated Skills

Field of Study	Specific Skills
Mathematics	Woodwork; Data scientist; Quantitative reasoning; Numeracy skills
Computing	Information technology; Marketing officer; Quality systems; Accounting; Hacking; Sales and marketing; Data analyst; Assistant; Network software engineering; Systems analyst; IT technician; Computing
Physical Sciences and Engineering	Welder; Welding; Quantity surveyor; Mechanical engineering; Auto electrics; Boiler making; Plumbing; Refrigeration; Electrical engineering; Metallurgy; Architectural engineering; Structural engineering; Carpentry; Chemical engineering; Welding engineering; Motor mechanic; Sign engineering; Civil engineering; Automotive engineering; Industrial engineering; Machinery repair; Chemistry; Plant and machine operation; Mixing; Manufacturing; Electrician
Biological Sciences	Health and safety; Environmental health and safety; Refrigeration and air conditioning; Food science
Social Sciences	Occupational health and safety; Psychology; Public relations and communication; Social impact research; Human resources; Health and safety officer; Bachelor of Science
Art and Design Studies	Beadwork; Beads artisan; Electrical wiring; Upholstery; Surface finishing; Sculptural carpentry; Woodworking techniques; Graphic design; Metal sculpture; Creative multimedia; Journalism and media; Shoe repair; Crafting; Traditional attire making; Cabinet making; Fence manufacturing; Paving and landscaping; Creativity; Art and design
Business and Management Studies	Business studies; Finance; Accounting and finance; Office management; Building studies; Administration; Human resources; Clerical work; Secretariat; Level 5 Management and Leadership; Economics; Sales; Marketing; Commerce; Director
Other	Quality assurance; Hospitality management; Supply chain and logistics; Artisanship; Waterproofing

Source: NLMSP Employer Survey (2025)

4 Skills Demand

Current industry needs can also be deduced from understanding the industry's preferred qualifications and specialisations for the different positions across the occupational levels. The study found that current industry demand for skills strongly emphasises technical specialisation across all occupational levels, with clear expectations for both qualifications and continuous skills development. For professionals, a first stage tertiary qualification is preferred, with mechanical engineering identified as a key skill highlighting the sector's reliance on foundational technical expertise.

Technical and associate professionals are expected to hold higher qualifications ranging from upper secondary to advanced tertiary levels supported by applied skills in electrical engineering, marketing and procurement, and industrial design. For plant and machine operators and assemblers, the preferred minimum qualification remains at the first stage of tertiary education, with welding being a priority skill.

These findings align with the Skills Audit, which similarly showed that qualifications and specialisations are sector-specific, particularly at higher occupational levels where a mix of managerial and technical expertise is required. Meanwhile, at lower levels, such as elementary occupations, the industry generally requires less complex skills, with minimal qualifications mismatch reported except at the executive level, where the demand for dual-specialisation remains high.

Table 7.4.1: Skills and Qualification Demands by Occupation

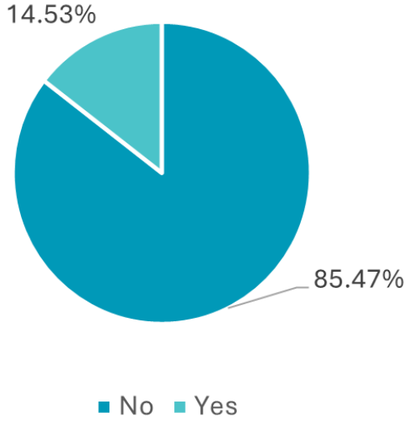
Occupation	Preferred minimum qualification	Skills to be continuously delivered by training Institution
Legislators, senior officials, and managers	Second stage of tertiary education (leading to an advanced research qualification	Inventory Management; Operations and Quality Management; Safety; Maintain Production Equipment
Professionals	First stage of tertiary education (short or medium duration)	Mechanical engineering
Technical and associate professionals	Second stage of tertiary education (leading to an advanced research qualification); Upper secondary level of education	Electrical engineering, Marketing and Procurement, Designing for industrial companies
Plant and machine operators and assemblers	First stage of tertiary education (short or medium duration)	Welding
Clerks	First stage of tertiary education, 1stdegree (medium duration)	Garment Costing; Garment Quality Control; Inventory Management
Plant and Machine Operators and Assemblers	First stage of tertiary education (short or medium duration)	MRP; Textile Technology; Plant and Machine Operating; Maintain Production Equipment
Elementary Occupations	Post-secondary, non-tertiary education	Upholstery; Basket Weaving; Basic Food Science

Source: NLMSP Employer Survey (2025)

7.5 Skill Supply

The study, through a Higher Education (HE) institution survey, found that a considerable number of institutions do offer programmes tailored to the local manufacturing sector. However, alignment between training institutions and industry remains limited. Only 14.53% of companies reported engaging with training providers to offer feedback on the quality of skills supplied, while a significant 85.47% do not. This weak linkage contributes to a persistent disconnect between graduate competencies and evolving labour market needs. Several institutions cited key challenges in adapting their programmes to meet industry demands. These include inadequate infrastructure particularly for vocational and TVET programmes limited research budgets, and a lack of resources to respond to rapid technological changes. Some institutions are relatively new and struggle with low visibility among employers, while others face financial strain due to low student enrolment. Collectively, these barriers hinder the agility of training providers in updating curricula and expanding offerings in line with industry expectations, underscoring the urgent need for structured collaboration and investment in institutional capacity.

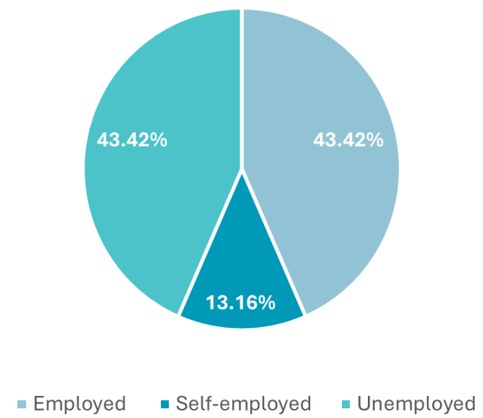
Figure 7.5.1: Industry Engagement with Training Institutions



Source: NLMSP Employer Survey (2025)

Graduate employment outcomes in the sector are evenly split between employed (43.42%) and unemployed (43.42%), indicating a significant absorption gap for new entrants into the labour market. Only 13.16% of graduates reported being self-employed, suggesting limited entrepreneurial activity or barriers to starting businesses in the sector. The high unemployment rate among graduates, despite the presence of industry-relevant programmes, underscores a potential mismatch between training outputs and labour market demand. It also reinforces the need for stronger linkages between training institutions and employers to improve graduate employability and promote work-readiness.

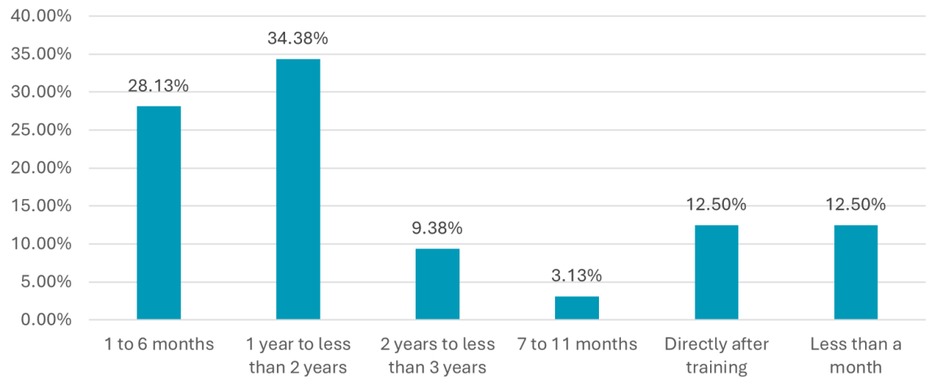
Figure 7.5.2: Graduate Employment Status



Source: NLMSP Employer Survey (2025)

The study found that the majority of graduates experience a delayed transition into employment, with 34.38% securing jobs between 1 and 2 years after completing training and 28.13% within 1 to 6 months. Immediate employment remains low, with only 12.5% hired directly after training. These delays suggest a misalignment between training outcomes and labour market needs, echoing ILO (2023) findings, which highlight that limited employer engagement and insufficient work-readiness are key barriers to graduate employment in developing economies. This suggests the need for stronger industry linkages, internships, and job placement programs to accelerate graduate absorption into the workforce.

Figure 7.5.3: Graduates' Employment Transition



Source: NLMSP Employer Survey (2025)

Currently, training institutions are offering a diverse range of programmes relevant to the manufacturing sector, particularly in technical and ICT-related disciplines. Most programmes are offered at the certificate and diploma levels, reflecting the sector's demand for hands-on, practical skills over advanced academic qualifications. Institutions like VOCTIM and MITC are particularly focused on vocational training, with high enrolments in trades such as automotive engineering, metalwork, carpentry, and refrigeration aligning well with the skills demand identified earlier. Notably, VOCTIM alone accounts for over 100 students across multiple programmes, while Amadi and Limkokwing show strong enrolment figures in ICT and hospitality-related fields. In total, the data shows 416 students currently enrolled in manufacturing-relevant programmes across the listed institutions. This indicates a moderate supply pipeline, though heavily concentrated in lower NQF-level qualifications, suggesting a potential gap in higher-level technical and engineering expertise needed for supervisory and professional roles in the sector.

Figure 7.5.4: Skills supplied in tertiary institutions

Training Institution	Programme offered	Enrolment	Level of qualification
Advanced School of Information Technology	Diploma in Certified Computer Professional (ACCP)	20	Diploma
Amadi	Information Technology	50	Certificate
Botho University	Bachelor of Science in Computing	30	Bachelor's degree
CIT	Bachelor's degree	20	Diploma
CITEC College	ICT Systems Support	15	Certificate; Diploma; Associate degree
ECOT	National Diploma in Automotive Engineering (Light)	20	Diploma
Global University College	Certificate in Logistics and Supply Chain	6	Certificate
	Diploma in Information Computer Technology	21	Diploma
VOCTIM	Automotive Engineering, National Certificate (NQF Level 2)	50	Certificate
	Wood Trades, National Diploma (NQF Level4)	12	Certificate
	Certificate in Air-Conditioning and Refrigeration (NQF Level 2)	26	Certificate
Limkokwing University of Creative Technology	Associate degree in Hotel Management	30	Associate degree
	Bachelor of Science in Information Technology	30	Bachelor's degree
MITC	Certificate in Metal Work	25	Certificate
	Certificate in Auto Electrical Engineering	11	Certificate
	Certificate in Upholstery	25	Certificate
	Certificate in Carpentry & Joinery	25	Certificate

Source: NLMSP Higher Education Institution Survey (2025)

7.6 Skills Gaps

Table 7.6.1 shows that, in general, the majority of companies and enterprises in the manufacturing sector report experiencing no significant skills gaps, shortages, or mismatches, as there is an adequate supply of relevant skills within the industry.

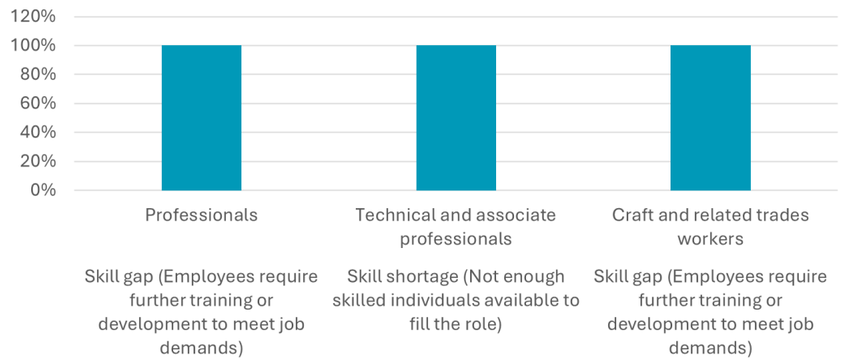
Table 7.6.1: Skills Gap

Occupation	Role Alignment %	Skill Gap %	Underutilized skills %
Legislators, senior officials, and managers	96.36	2.02	1.62
Professionals	98.13	1.12	0.75
Technical and associate professionals	99.58	0.42	0.00
Clerks	98.51	0.00	1.49
Service workers and shop and market sales workers	91.3	3.26	5.43
Skilled agricultural and fishery workers	99.78	0.00	0.22
Plant and machine operators and assemblers	98.76	0.41	0.83
Elementary Occupation	98.20	0.00	1.80
Domestic workers	92.61	0.70	6.68
Other	96.43	3.57	0.00

Source: NLMSP Higher Education Institution Survey (2025)

While the general supply of skills may be adequate, professionals and craft and related trades workers require further training to meet job demands, pointing to internal skill gaps rather than shortages. In contrast, the shortage among technical and associate professionals aligns with findings of delayed graduate employment and limited training infrastructure, suggesting a pipeline issue in producing enough qualified individuals for these roles. This reinforces the need for continuous upskilling and stronger alignment between training institutions and industry.

Figure 7.6.1: Skills Gaps and Shortages by Occupation



Source: NLMSP Employer Survey (2025)

Table 7.6.2 highlights skills shortage across various occupations. For professional positions, specifically the Safety Officer role, the vacancy exists with no stated reason, indicating potential turnover or internal dynamics. Employers require expertise in Biological Sciences for this position. Technical and associate professional vacancies Pattern Machine Operators and Sales Managers remain unfilled due to a low number of applicants possessing the necessary skills in Physical Sciences and Engineering. Similarly, craft and related trade occupations face skill shortages for Boilermakers, primarily due to inadequate skilled applicants with backgrounds in Art and Design Studies.

Table 7.6.2: Skills Shortages and Vacancy

Occupation	Vacant Position	Reason for vacancy	Skills Required	Field of study
Professionals	1	No reason	Safety Officer	Biological Sciences
Technical and associate professionals	2	Low number of applicants with the required skills	Experience in using pattern machine; Sales Manager	Physical Sciences and Engineering
Craft and related trades workers	1	Low number of applicants with the required skills	Boiler maker	Art and Design Studies

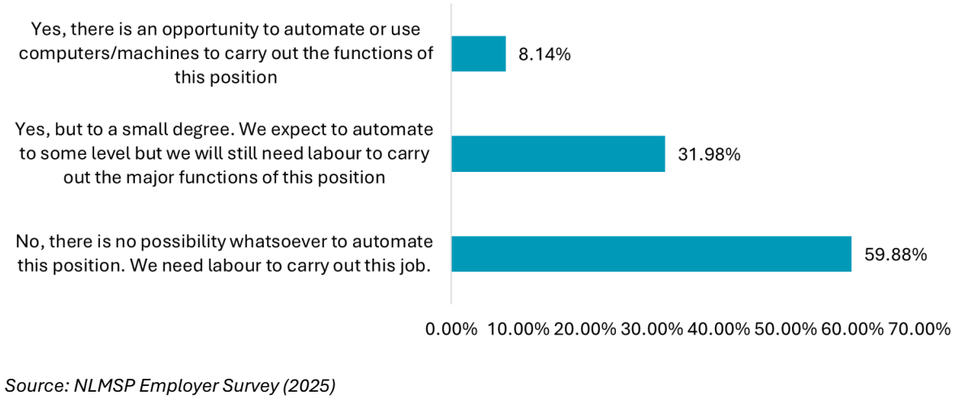
Source: NLMSP Employer Survey (2025)

7.7. Emerging Skills

The global manufacturing landscape is rapidly evolving, with many countries, particularly developed economies, adopting Fourth Industrial Revolution (4IR) technologies such as artificial intelligence, cognitive automation, advanced analytics, and robotics to enhance productivity and efficiency. These technologies are reshaping traditional manufacturing processes, paving the way for smart factories that rely on data-driven decision-making and automated production systems. For Eswatini to remain competitive in the global and regional manufacturing industry, it must embrace and invest in 4IR technologies while equipping its workforce with the necessary technical and digital skills. The country's future in advanced manufacturing will depend on strategic investments in mechanical engineering, industrial automation, digital technologies, and innovation-driven training programs. Through prioritising these areas, Eswatini can prepare its workforce for high-value manufacturing roles, ensuring that its youth are well-positioned to participate in modern, technology-driven production environments.

Employers reported that 59.88% of positions in the sector cannot be automated at all, highlighting a strong dependency on manual labour. This reinforces findings by the ILO (2022), which show that in many developing economies, especially in manufacturing, tasks remain highly physical or context-specific, making automation costly or impractical. The limited automation potential suggests that investment in human capital remains critical, and upskilling the workforce is more urgent than replacing it with technology.

Figure 7.7.1: Automation Feasibility



Source: NLMSP Employer Survey (2025)

Table 7.7.1 summarises the specific skills needed according to companies and the number of jobs projected to be available within set timeframes. It shows strong demand for leadership and management, mechanical engineering, heavy plant operation, and automotive engineering skills. Notably, technical and associate professionals account for the highest projected demand, with 238 jobs needed within 12 months to 3 years and 410 more within 4–5 years, reflecting the sector's reliance on skilled trades and mid-level technical expertise. Other high-demand areas include craft and related trades workers (84 jobs in the short term, 151 in the longer term) and service workers (65 and 120, respectively), particularly in welding, customer service, and installation.

Table 7.7.1: Industry Future Skills

Occupation	Number of Jobs needed in 12 months – 3 years	Number of Jobs needed in 4-5 years	Specific skill profession/trade
Legislators, senior officials, and managers	2	10	Sales Managers
Professionals	120	153	Welding Engineering; Welding Techniques; Robotic Welding; Additive Manufacturing and Welding (Grade 2); Graphic Design; Carpentry; Engineering Design; Artificial Intelligence (AI) Specialist; Mechanical Engineering; Automotive Engineering; Chemistry and Material Science; Electrical Engineering; Supervision; Project Management; Mobile Network Data Science; Upholstery; Customer Service and Communication; Motor Vehicle Engineering; Mechanic; Electrician; Shoe Making; Thermodynamics; Accountant.
Technical and associate professionals	238	410	Welding; Welding Techniques; Structural Welding; Welding Project Management Skills; Fabrication and Assembly; Boiler Making; Mechanical Engineering; Motor Mechanics; Pneumatics and Hydraulics; Electrical Engineering; Electrical Technician; Electric Motor Rewinding and Repair; Refrigeration and Air Conditioning; Electronics; Industrial Engineering; Quality Control; Quality Control Skills; Carpentry (industrial use); Cabinet Making (production line); Upholstery (furniture/textile manufacturing); Leatherworking and Craftsmanship; Programming (for industrial automation); Printing Technology; Pattern Machine Operation; Technician; Vocational Skills.
Clerks	2	6	Accounting; Procurement officers
Service workers and shop and market sales workers	65	120	Framing Carpenter; Certified Welder; 0; Manual Dexterity; Heavy Driving Skills; Heavy Plant Driving skills; Communication and customer service.; Mechanical engineering; Installation Specialist (Grade 2)
Craft and related trades workers	84	151	Beadwork; Cable joining; Tailoring and Fashion Design; Carpentry; Welding; Refrigeration and air-conditioning; Carpentry; Joinery; Air conditioning and refrigeration; Upholsterers; Welder; Crafting; Handicrafts; Upholstery; Sewing; Welding in Argon; Fabrication; Art and Design;
Plant and machine operators and assemblers	66	97	Boiler Making; Turning and Fitting; Environmental Health Specialist; Mechanical engineering; Mechanical; Electrical; Machine Operation Skills; Machine Operation; Troubleshooting skills; Mechanical aptitude;
Elementary Occupation	27	40	Fabrication and steel; Sales (Grade 2)
Domestic workers	4	8	Hospitality
Total Number of Personnel	2	1	Stoichiometry
None	0	0	N/A
Other	21	35	Welding; Beadwork; Carpentry (Grade 3)
Total	**631**	**1031**	

7.8 Conclusion

The manufacturing sector remains a critical pillar of Eswatini's economy, contributing approximately 37% of GDP and employing a significant of the working-age population, with dominance in textiles, apparel, and food production. Despite this, the sector faces structural challenges including skills shortages in mid- to high-level occupations, limited automation capacity, and weak alignment between training institutions and labour market demands. The workforce is predominantly male (57.67%), though females make up the majority in low-income, elementary roles. Most employees possess certificate-level qualifications, with 52.63% of males and 36.56% of females holding them, while bachelor's degrees are more common among females. Graduate employment outcomes reveal delays, with 34.38% taking over a year to secure work, and only 14.53% of employers engaging with training institutions to shape curricula. While skill gaps are low overall, key shortages persist for roles like safety officers, boilermakers, and sales managers. Looking ahead, the sector must embrace Fourth Industrial Revolution technologies, prioritising skills in mechanical engineering, automation, and digital manufacturing to ensure competitiveness. Bridging training gaps, expanding mid-level technical education, and enhancing institutional-industry collaboration will be essential to strengthen productivity, innovation, and resilience in the sector.

7.9 Recommendations

- Strengthen national coordination through sector skills councils to formalise industry training institution collaboration.
- Invest in TVET infrastructure and equipment to support practical, industry-relevant training.
- Actively engage in curriculum development and skills planning with training institutions.
- Offer structured workplace learning opportunities such as internships, apprenticeships, and mentorship programmes.
- Invest in upskilling and continuous training, especially for mid-level technical and managerial staff.
- Align programmes with industry needs by conducting regular consultations with employers.
- Expand offerings at diploma and degree levels in high-demand areas like engineering, ICT, and manufacturing technology.
- Develop partnerships with industry and international institutions to upgrade teaching capacity and access new technologies.
- Pursue technical upskilling in high-demand areas such as safety, quality control, automation, and maintenance.
- Enhance soft skills (communication, adaptability, critical thinking) to complement technical qualifications.
- Stay informed about emerging industry trends to maintain relevance in a shifting job market.
- Prioritise investment in high-demand skills areas such as mechanical engineering, IT, milling, and operations management.
- Address underutilisation of skills in roles such as domestic and service workers by creating upskilling pathways.

08 Tourism

Tourism in Eswatini stands as a dynamic driver of economic growth, resilience, and employment. With visitor numbers steadily rebounding post-pandemic, the sector benefits from government support and improved connectivity. Building a skilled and adaptable workforce remains key to sustaining momentum and enhancing regional competitiveness.

Tourism

Fueling Eswatini's economy, the sector supports thousands of jobs and strengthens the country's ties to the global travel network.

Left: UNDP Eswatini, © 2021

8.1 Introduction

The tourism sector in Eswatini has consistently proven to be a viable sector for economic development and growth, relying on an array of skills that amplify its potential. As reported by the Eswatini Tourism Authority (ETA), Eswatini welcomed 502,541 visitors in 2022, contributing E623 million to the economy (23.9% of GDP), and supported 9,023 jobs, primarily in accommodation, restaurants, arts, entertainment, and recreation. By 2024, visitor numbers rose by 12.2%, showcasing a robust rebound to pre-pandemic levels.

Key enablers include government support through health and safety protocols, technology integration, community-based tourism and improved air connectivity (Eswatini Tourism Authority, 2024). In early 2021, the ETA and the Royal Eswatini National Airways Corporation (RENAC) formed a partnership to promote travel into the country through joint marketing initiatives.

Social media engagement has also played a crucial role in raising global awareness of the unique travel opportunities available in Eswatini. Additionally, the establishment of Eswatini Air in 2022 has significantly enhanced travel, connecting the country to key regional hubs such as Johannesburg, Durban, Cape Town, and Harare.

This aligns with broader trends in global tourism growth, based on United Nations World Tourism Organization (UNWTO) data, international tourism receipts globally surged back to reach the USD1 trillion milestone in 2022, a 50% growth relative to 2021. Furthermore, the World Travel and Tourism Council (WTTC) underscores that the travel and tourism sector contributed a significant 9.1% to global GDP in 2023. This contribution is projected to rise to 11.1% by 2034, reflecting the sector's growth trajectory. Notably, African destinations have experienced a remarkable rebound, with international arrivals recovering to 96% of pre-pandemic levels, (UN Tourism,2024).

While these growth trends demonstrate the sector's resilience in navigating geopolitical disputes, recessions, and other global economic challenges, Eswatini faces distinct hurdles. The country competes with regional destinations that offer affordable yet high-quality tourism experiences. Rising cost-of-living pressures may reduce domestic leisure travel, while seasonal fluctuations in visitor numbers create instability in revenue and employment. Additionally, sustainability concerns are becoming increasingly important, with travellers prioritizing eco-friendly tourism and community-based initiatives (Eswatini Tourism Authority, 2023).

These challenges underscore the need for a skilled and adaptable workforce to sustain the industry's growth. Tourism is an inter-industrial sector, offering job opportunities across hospitality, accommodation, transportation, entertainment, food and beverage, and attractions (Aynalem et al., 2016). The SADC Tourism Skills Gap Report (2023) highlighted the most and least required proficiency skills within the tourism sector, identifying communication skills and customer service skills as the most highly demanded across the board, while culinary skills and event planning and management are the least required. Sales skills, marketing skills, digital skills, and cultural awareness lie at the midpoint, showcasing the nuanced and evolving skill landscape in the region. To remain competitive, Eswatini must align its skills development strategies with broader SADC trends.

A critical global trend affecting tourism employment is digitalisation. The rise of artificial intelligence (AI), data analytics, and online booking platforms is changing how tourists plan, experience, and engage with travel services (Eswatini Tourism Authority, 2023). Consequently, tourism professionals must develop new competencies in technology integration, digital marketing, and data-driven decision-making. Additionally, the rising emphasis on sustainability requires professionals to incorporate eco-friendly practices and cultural awareness into their services.

Understanding the supply, demand, and gaps in tourism-related skills is essential for both the industry and educational institutions. This report provides a comprehensive assessment of Eswatini's tourism skills landscape, drawing insights from three key surveys conducted with employers, graduates, and training institutions.

8.2 Labour Market Structure

The total number of employees in the tourism sector, as per the employer survey, stands at about 900 employees. This workforce is distributed across various occupations, with a gender breakdown of 41.4 % male and 58.6% female employees. The data indicates a relatively balanced gender representation, though certain occupations show a higher concentration of one gender over the other Table 8.2.1.

The tourism workforce in Eswatini is significantly local, with approximately 98.4% being Swati citizens and only 1.6% foreign nationals, which can indicate that employers can find skilled local workers without needing to import much talent. However, inclusivity remains a challenge, as there were no people living with disabilities in the survey workforce, suggesting barriers in workplace accessibility and limited targeted hiring initiatives. In terms of employment stability, 82.6% of workers hold permanent positions, while the rest are temporary and seasonal, reflecting the sector's fluctuating demand.

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Table 8.2.1 : Employee Profile in the Tourism Sector

	Indicator	Value
Sectoral Absorption by Gender	Share of Females	58.61%
	Share of Males	41.39%
Employment Age	Preferred Average Age Group	36-40 Years
	Actual Average Age Group	36-40 Years
Sectoral Absorption by Nationality	Share of Swati Citizens	98.38%
	Share of Foreigners	1.61%
Type of Contract	Share of Temporary Workers	17.22%
	Share of Permanent Workers	82.58%
	Share of Seasonal Workers	0.20%
Workers Living with Disabilities	Share of People Living With Disabilities	0.00%
Qualifications Held by Employers	Minimum Qualifications Preferred by Employers	First stage of tertiary education, 1st degree (medium duration)
	Actual Minimum Qualifications Held by Employees	

Source: NLMSP Employer Survey (2025)

Employer responses indicate that employees aged 31 to 35 years form the largest share of the tourism workforce, with most surveyed employers identifying this as the dominant age group (see Table 8.2.2). In contrast, fewer employers reported a significant presence of younger (26-30 years, 11.36%) and older (40-50 years, 15.91%) employees. This suggests a lower representation of early-career professionals and those nearing retirement in the sector. The relatively small proportion of younger workers may reflect challenges in attracting fresh graduates or a delayed transition from education to employment within the industry.

A breakdown of modal age groups by occupation further highlights this trend. According to employers, senior roles such as Legislators, Senior Officials, and Managers, as well as Professionals, are commonly filled by individuals in the 36-40 years range, reflecting the experience required for leadership positions. Similarly, service-oriented occupations, such as Service Workers and Domestic Workers, also fall within this age range, indicating a relatively mature workforce in customer-facing roles. Mid-level roles, including Technical and Associate Professionals, Clerks, Craft and Related Trades Workers, and Plant and Machine Operators, tend to cluster in the 31-35 years range. This suggests that employees in these roles may either be mid-career professionals or at a transition point toward more senior responsibilities. This suggests a structured career progression within the tourism sector, where employees typically gain experience in mid-level roles before advancing to managerial positions.

Table 8.2.2 : Workforce Composition and Foreign Employment Trends in the Tourism Sector

Occupation	Workers with Disability	Modal Age Group (Years)	Foreign Workers	Reason for Importing Workers	Countries of Origin
Legislators, Senior Officials, and Managers	0	36-40	4	Business ownership and Family Ties	Portugal, Indonesia
Professionals	0	36-40	12	Company Origin	Indonesia
Technical & Associate Professionals	0	31-35	0	-	-
Clerks	0	31-35	0	-	-
Service Workers and Sales Workers	0	36-40	0	-	-
Craft & Related Trades Workers	0	31-35	1	Demonstrates expertise and acts in trustworthiness	Mozambique
Elementary Occupations	0	31-35	2	Trustworthy and skilled	Mozambique
Domestic Workers	0	31-35	0	-	-
Other	0	31-35	0	-	-

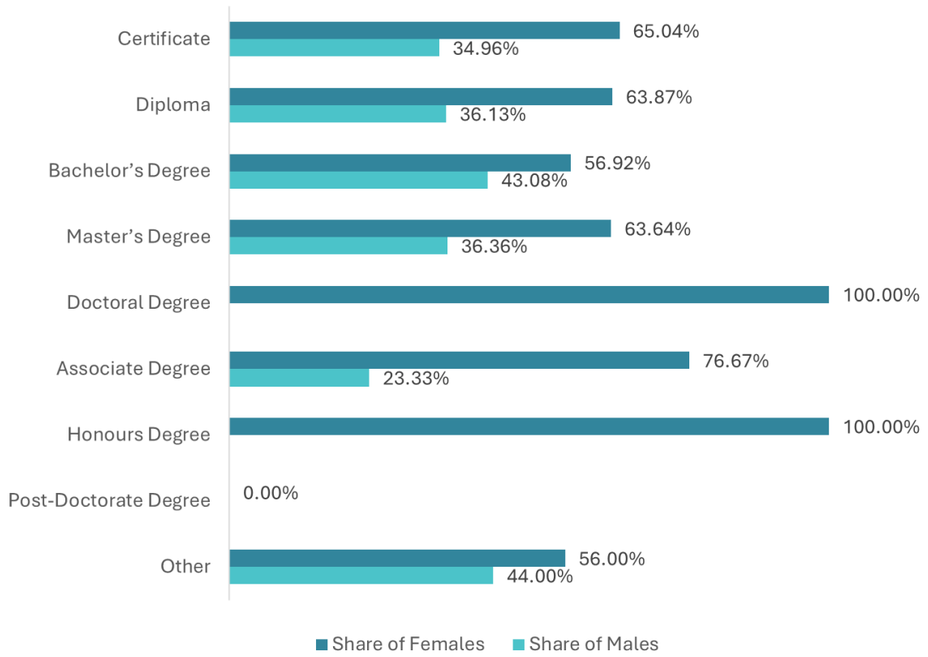
Source: NLMSP Employer Survey (2025)

8.3 Current Skills

The current skills landscape in the tourism sector reflects a strong reliance on mid-level qualifications, with most employees holding certificates, diplomas, or bachelor's degrees. This suggests that industry demand is primarily centred on practical, applied skills rather than advanced academic credentials. While associate degrees contribute to workforce competencies, the limited presence of postgraduate qualifications, such as master's and doctoral degrees, indicates fewer roles with specialized knowledge or research-based skills. The near absence of post-doctorate qualifications further highlights a skills ecosystem geared toward operational proficiency rather than high-level innovation or technical specialization.

Alongside formal education, digital literacy has become an essential competency as technology continues to reshape the tourism sector. The Online Travel Market Report (Research and Markets, 2024) emphasizes the role of smart devices and high-speed internet in driving industry growth, reinforcing the need for adaptable digital skills. Employer perceptions indicate a generally positive outlook, with most (61.4%) rating employees' digital competencies as "Good" . However, there remains room for improvement, particularly for roles where technological proficiency is increasingly integral to service delivery and business operations.

Table 8.3.1 : Distribution of Workforce by Qualifications



Source: NLMSP Employer Survey (2025)

The tourism sector in Eswatini reflects some variation in gender representation across different occupational categories. Service workers and shop sales roles employ the highest number of people, with more women than men. Similarly, clerical roles and professional positions, such as those in business and management, show a higher share of female employees, highlighting the sector's emphasis on customer engagement and administrative functions.

However, differences in gender representation appear in certain roles. While elementary occupations are more balanced, men are slightly more represented in craft-related trades. This pattern, where female dominance in service and management coexists with male dominance in skilled trades, aligns with findings from the 2018 World Bank report, 'Comparing the Impact of All-Inclusive and Non All-Inclusive Tourism Models on the Quality of Jobs for Women,' which highlights persistent occupational segregation despite high female sector participation.

Table 8.3.2 : Current Gender Distribution Across Occupations in the Tourism Sector (Survey and Actual Numbers)

Occupation	Female	Male	Actual Female	Actual Male
Legislators, senior officials, and managers	63	51	1 407	1 139
Professionals	97	60	2 167	1 340
Technical and associate professionals	50	38	536	335
Clerks	42	12	1 117	849
Service workers and shop and market sales workers	175	99	938	268
Craft and related trades workers	36	21	3 909	2 211
Elementary Occupation	95	115	804	469
Domestic workers	18	3	2 122	2 569
Other	24	15	402	67
Total Number of Personnel	582	411	13 000	9 181

Source: NLMSP Employer Survey (2025)

The workforce in Eswatini's tourism sector benefits from a broad spectrum of interdisciplinary skills, extending beyond tourism-specific training. Table 8.3.3 classifies the sector's current skills, as listed by industry employers. Business and Management Studies dominate, with key competencies in Tourism and Hotel Management, Customer Service, Marketing, Event Management, and Human Resources, highlighting the industry's service-oriented nature.

Additionally, fields such as Computing, Physical Sciences and Engineering, and Art and Design Studies contribute technical and creative capabilities that provides an operational backbone to the sector. The presence of skills indirectly-related to the sector suggests a degree of labour mobility, where workers adapt transferable competencies for tourism roles. This highlights the sector's ability to absorb diverse skills while potentially reflecting an undersupply of specialized tourism training.

Table 8.3.3 : Workforce Specific skills by Field of Study

Field of Study	Specific profession/skill/Trade
Computing	IT Specialist; Computer Studies; Information Technology; Business Information Technology
Physical Sciences and Engineering	Electrical Engineering; Food Science and Nutrition Technology; Electronics and Telecommunications Engineering; Civil engineering; Geology
Biological Sciences	Environmental Health; Conservation and ecology
Social Sciences	Tourism and Hospitality; Psychology; Housekeeping; Human Resources Officer; Spa
Art and Design Studies	Plumbing; Hospitality Designer; Crafting; Traditional attire making; Creative Multimedia; Culinary Skills
Business and Management Studies	Bookkeeping and Accounting; Tourism and Hotel Management; Accounting and Finance; Marketing; Housekeeping Management; Business Management; Managers; Customer service; Customer handling; Supervisors; Human Resources Management; Event Management; Operations Manager
Humanities	Journalism and Mass Communication
Law	Labour and Criminal law
Other	Culinary Skills; Chef

Source: NLMSP Employer Survey (2025)

Artisans' presence is minimal, but diverse. Among the 44 employers who were questioned on the type of artisans present in their employee set, 3.0% of responses identified cooking as the most common trade skill. Other artisan skills include pattern making, sewing, plumbing, electrical wiremen, and carpentry/joinery, each selected in 2.3% of responses, alongside a range of other trades such as bricklaying, electrical trade, and welding, each noted in 2.0% of responses. In contrast, a significant proportion of responses (13.3%) reported "None" for artisan types, indicating low artisan absorption, favouring service roles. Outsourcing of artisan work is likely due to cost, flexibility, or limited full-time need.

8.4 Skills Demand

The assessment of skills demand in the tourism sector was based on two key indicators derived from the employer survey conducted among 44 businesses. Employers were asked to indicate the preferred minimum qualification by occupation and to identify courses or skills that should be delivered by the education system to meet the needs of the sector.

Survey findings show that demand for formal education is present across the sector. Managers and professionals, who based on the survey account for 24.5% of the workforce, are expected to hold tertiary-level qualifications. For managers, employers prefer qualifications at diploma or degree level, with a focus on business-related specialisations. The most frequently mentioned skills include financial management, leadership, and entrepreneurship, indicating the need for strategic and operational capabilities at the top of the employment hierarchy.

Professionals are also expected to have advanced qualifications. Employers value knowledge in areas such as accounting and finance, information systems, public relations, and sustainability practices.

Mid-tier occupations, which include technical professionals, clerks, and service workers, make up 37.6% of the workforce. Although qualification levels for these roles vary, the focus on applied digital and customer service skills is consistent. Employers highlight the need for training in hospitality IT systems, digital marketing, e-commerce, customer relations, and front office operations. These results point to an evolving tourism landscape that requires both interpersonal and technological agility.

At the lower end of the occupational structure, domestic workers, elementary workers, and craft-related workers together represent 26.1% of jobs. These roles continue to rely on vocational and practical skills. The most frequently cited areas include culinary arts, housekeeping, beautician services, and practical crafts. Even at this level, employers signal the importance of structured training to raise service quality and productivity.

A small proportion of employers highlighted emerging skills in green hospitality. Although this group represents only 3.5% of total employment, the recommendations point to an expanding role for sustainability in tourism operations. Overall, the survey findings indicate that employers are looking for a workforce equipped with both formal qualifications and specialised competencies. This underscores the importance of strengthening partnerships between industry and education providers, with a focus on practical, future-fit skills that align with the sector's transformation.

Table 8.4.1 Minimum Qualifications and Essential Skills by Occupation

Occupation	Preferred Minimum Qualification	Top Skills
Legislators, senior officials, and managers	-First stage of tertiary education (short or medium duration)	Business Management Studies; Businesses Management; Leadership and Human Resource Management; Financial Management; Revenue Management; Entrepreneurship; Conflict Resolution
Professionals	-First stage of tertiary education, 1st degree (medium duration) - Second stage of tertiary education (leading to an advanced research qualification)	Accounting and Finance; Financial Management in Hospitality; Business Intelligence; Information Science; Technology Information Courses; Public Relations; Travel Regulations and Legal Aspects; Sustainable Resource Management
Technical and associate professionals		Hospitality Information Systems; Digital Marketing and Social Media Management; Graphic Design; Creative Multimedia; E-commerce in Hospitality; Security Training Courses; First Aid and CPR
Clerks		Front Office Operations; Airline Ticketing
Service workers and shop and market sales workers	-Post-secondary, non-tertiary education -Upper secondary level of education	Customer Relationship Management; Marketing and Sales ; Language and Communication Skills; Social Media Management
Craft and related trades workers		Culinary Arts; Wood Sculpting; Traditional Wood Carving; Art and Design; Practical Arts; Beautician; Chefs
Elementary Occupation		Housekeeping Management
Other		Green Hospitality Practices

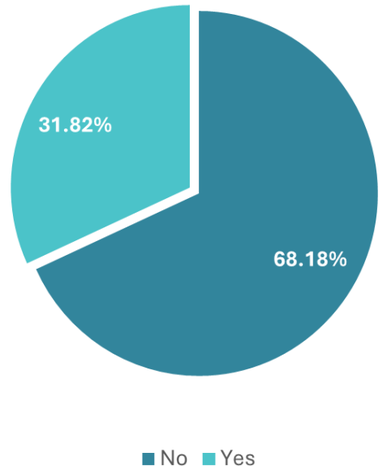
Source: NLMSP Employer Survey (2025)

8.5 Skills Supply

Skills supply in the tourism sector was assessed through employer feedback, training institutions, and graduate outcomes to provide a view of the education-to-employment pipeline and available training.

Employers were asked whether they engage with training institutions to provide feedback on the quality of graduates. 68.2% of respondents reported active engagement (see Figure 8.5.1). This indicates most businesses have at least some level of communication with education providers, although just under a third remain disconnected.

Figure 8.5.1 : Company Feedback to Training Institutions on Skill Quality



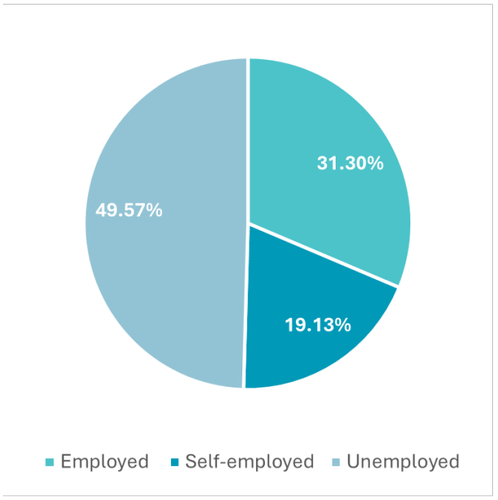
Source: NLMSP Employer Survey (2025)

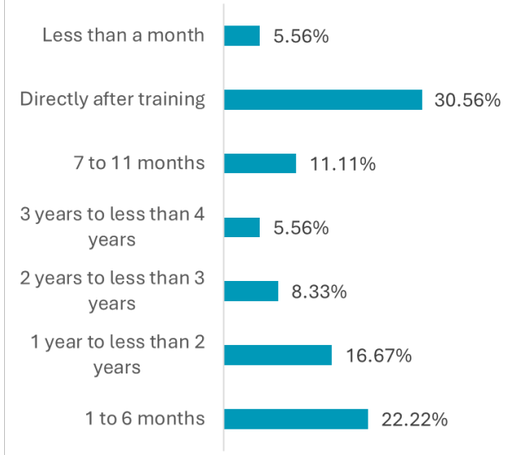
Training institutions themselves report a range of structural challenges that limit their ability to respond to labour market shifts. The most cited issues include a lack of financial resources, inadequate infrastructure, and the absence of key industry tools and technologies. Institutions also noted limited collaboration with professional bodies, which restricts access to up-to-date standards and field-specific guidance.

These factors constrain responsiveness and limit innovation in programme delivery. Instructor upskilling is inconsistent across institutions. Some report attending workshops once or twice a year, while others rely on invitations from regulatory bodies to access training. Where regular local workshops exist, participation appears departmental and infrequent. This uneven investment in faculty development may weaken the ability of institutions to adapt teaching methods and course content to a rapidly evolving sector.

Graduate outcomes reflect a gradual improvement in employment absorption compared to previous years. 2024 survey data shows that 49.6% of tourism graduates were unemployed at the time of the survey, while 31.3% were employed and 19.1% self-employed (see Figure 8.5.2). Employment transitions have accelerated since 2021. In 2024, 30.6% of graduates secured jobs immediately after training, up from 26.1% in 2021. A notable increase was observed among those employed within 1 to 6 months (22.2% in 2024 compared to 8.7% in 2021), and fewer graduates experienced long delays, only 16.7% waited between 1 to 2 years, down from 39.1% in 2021. This shift indicates improved absorption capacity in the labour market.

Figure 8.5.2 : Employment Status and Employment Transition Period





Source: NLMSP Employer Survey (2025)

Training provision remains concentrated in a small number of institutions offering certificate, diploma, and associate degree programmes in tourism and hospitality (see Table 8.5.1). While core operational areas such as hotel management, accommodation, and food services are well covered, global trends and employer feedback points to a growing demand for digital, environmental, and business skills not yet fully integrated into existing programmes.

Table 8.5.1 : Programmes offered by Training Institutions in the Tourism Sector

Training Institution	Programmes Offered	Level Of Qualification
Corporate Development Training Centre (CDTC),	House Keeping Accommodation Studies Fundamentals of Hotel and Catering Industry	Certificate
	Restaurant Services	Certificate
	Hospitality Management	Diploma
Limkokwing University of Creative Technology (LUTC)	Events Management	Associate Degree
	Hotel Management	Associate Degree
Workers College	Tourism and Business Studies	Certificate
Eswatini College of Technology	Tourism and Hospitality Management	Diploma

Source: NLMSP Employer Survey (2025)

Overall, the findings suggest a moderate level of alignment between education and employment, but with significant room for improvement. The high unemployment rate among graduates, combined with limited training infrastructure and inconsistent upskilling of instructors, implies a need for more targeted investments in curriculum development, faculty training, and institutional partnerships with industry. Increasing employer involvement in curriculum design and creating clearer pathways into employment could enhance outcomes and better prepare graduates for the evolving demands of the tourism sector.

8.6 Skills Gap

Survey responses from employers indicate that the majority of employees in the tourism sector are well-aligned with their job requirements. Across most occupations, a high proportion of employees are considered fully aligned with job requirements, particularly in operational and lower-skilled roles. Craft and related trades workers, elementary occupations, and domestic workers all reported a high alignment level. This suggests that for many routine roles, current training provision is largely sufficient.

However, gaps emerge in more technical or knowledge-intensive occupations. Among technical and associate professionals, only 68.5% of employees were reported as fully aligned, with 31.5% considered underqualified. Professionals also show a moderate level of misalignment, with 9.7% underqualified. These trends may indicate a growing need for upskilling in roles that demand specialized or evolving competencies.

Table 8.6.1 : Employee Alignment and Skill Levels by Occupations

Occupation	Fully Aligned with Job Requirements (%)	Underqualified Employees (%)	Lacking Technical/ Practical Skills (%)
Legislators, senior officials, and managers	99.10	0.00	0.90
Professionals	90.30	9.70	0.00
Technical and associate professionals	68.50	31.50	0.00
Clerks	92.70	7.30	0.00
Service workers and shop and market sales workers	93.90	5.50	0.70
Craft and related trades workers	100.00	0.00	0.00
Elementary Occupation	100.00	0.00	0.0
Domestic workers	100.00	0.00	0.00

Source: NLMSP Employer Survey (2025)

Further breakdowns among occupations with reported skills issues show that for legislators and senior officials, gaps are mostly developmental, reflecting the need for leadership training and industry-specific management skills (see Figure 8.6.2. Among professionals, employers reported a somewhat even split between skills gaps and mismatches, suggesting that while training may exist, it may not always be aligned with the daily demands of tourism enterprises. Service workers, by contrast, face both mismatches and shortages which can point out to insufficient practical preparation for the roles.

Figure 8.6.1 : Employee Alignment and Skill Levels by Occupations

Source: NLMSP Employer Survey (2025)

In support, vacancy data shows that unfilled positions were concentrated in senior and professional categories, with 10 vacant managerial roles and 9 professional roles. The main barrier to filling these vacancies was a lack of work experience and, in some cases, poor on-the-job performance, highlighting a disconnect between academic qualifications and workplace readiness. Additionally, three vacancies among service workers were attributed to the unattractive nature of the roles, including shift work and similar experience-related concerns.

Table 8.6.3 : Scarce Skills

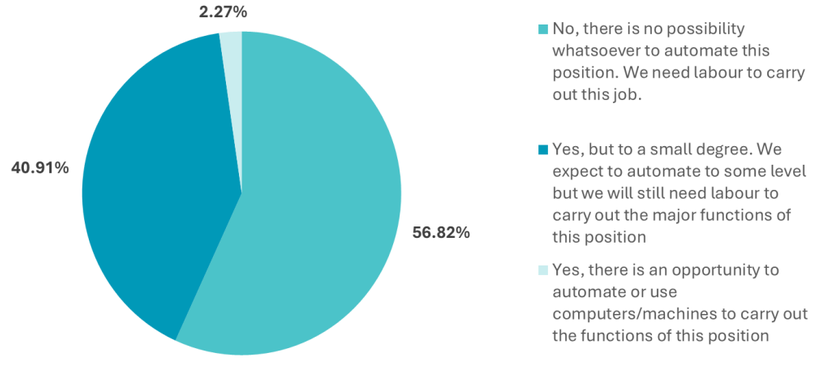
Occupation	Number of Vacant Positions	Main Reasons for Difficulty in Filling Position
Legislators, senior officials, and managers	10	-Lack of work experience the company demands
Professionals	9	- Lack of work experience the company demands -Recruits perform poorly on the job when employed
Service workers and shop and market sales workers	3	-Job entails shift work/unsociable hours -Lack of work experience the company demands

Source: NLMSP Employer Survey (2025)

8.7 Future/Emerging Skills

The tourism sector anticipates modest but targeted changes in the structure of its workforce over the next five years. Based on employer responses, 56.8% reported no possibility of automating any roles in the near future, emphasizing the sector's continued dependence on human labour, particularly for service-oriented and customer-facing functions. Another 40.9% foresee limited automation, mostly in support roles, indicating that while some digital tools may be integrated, most core responsibilities will remain labour driven. Only 2.3% of employers envision full automation potential, reinforcing the idea that tourism's human-centric nature continues to resist large-scale mechanization.

Figure 8.7.1 Automation of Positions in the Next 3-5 Years



Source: NLMSP Employer Survey (2025)

Over the next five years, the tourism sector is expected to see rising demand across technical, professional, and service-oriented roles, driven by both sector growth and increasing job complexity. The sharpest growth is projected among technical and associate professionals with 64 new positions expected by 2029, particularly those skilled in digital marketing, IT, culinary arts, and customer service.

Professional roles will continue to grow steadily, especially in fields such as consumer science, sustainability, event management, and digital booking systems, reflecting the sector's shift toward specialized services and environmental responsiveness. At the same time, service and sales roles remain essential, though now with greater emphasis on safety, dexterity, and personalised guest care. Persistent demand in crafts and domestic services underscores the lasting value of artisanal and cultural skills, particularly in heritage and boutique tourism.

Table 8.7.2 : Industry Future Skills Needs

Occupation	Jobs Needed (1–3 yrs)	Jobs Needed (4–5 yrs)	Specific Skill/Profession
Legislators, senior officials, and managers	1	0	Hotel Management; Business Management
Professionals	15	19	Consumer Science; Environmental Science; Food and Nutrition Technology; Information Science; Event Management; Reservations Agent
Technical and associate professionals	25	39	Digital Marketing; Culinary Skills; Facility Management; IT Specialists; Customer Service
Service workers and shop and market sales workers	21	35	Waitressing; Hospitality Operations; Security for Guest Protection; Manual Dexterity
Craft and related trades workers	13	23	Crafting; Handicrafts (Grade 1); Practical Arts
Domestic workers	10	14	Housekeeping Management; Professional Cleaning
Other	36	57	Cross-cutting skills across sustainability, green tourism, and multi-lingual communication

Source: NLMSP Employer Survey 2025

Overall, the findings suggest that while the tourism sector is not on a trajectory toward full automation, it is evolving to require more digitally literate, customer-focused, and multi-skilled workers. The rise in demand for IT specialists, digital marketing skills, and facility managers points to a hybrid future where technology supports but many not replace human work. For policymakers and training institutions, this highlights the importance of embedding digital and soft skills across all hospitality and tourism-related programs, to prepare workers for increasingly complex and interdisciplinary roles.

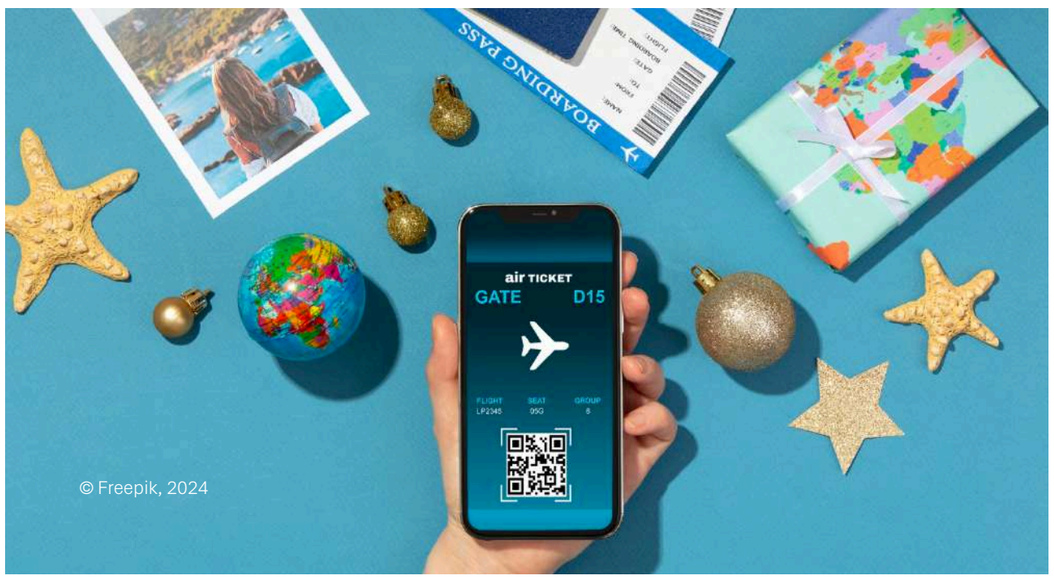
8.8 Conclusion

The assessment of skills demand, supply, and gaps in Eswatini's tourism sector reveals a dynamic and rapidly evolving industry. Key findings highlight an increasing requirement for a diverse range of competencies, especially in technical, professional, and service-oriented roles. A significant trend is the rising demand for advanced expertise in areas such as digital marketing, IT, culinary arts, and facility management, particularly among technical professionals. This shift points to the need for employees who combine technological proficiency with high-quality customer service.

Emerging roles in sustainability, environmental sciences, and digital technologies demonstrate the sector's response to global challenges like climate change and the need for digitized services. In addition, professions related to consumer science and event management reflect the growing importance of specialized services in response to changing traveller expectations. The future workforce in Eswatini's tourism industry is likely to be more integrated with technology and environmentally conscious.

Despite these positive developments, challenges persist in aligning educational outcomes with industry requirements. Skills gaps remain, particularly in digital, technical, and green areas, underscoring the need for targeted training programs. As automation and digital tools become more prevalent, the demand for highly skilled labour will continue to rise, necessitating a shift in educational focus and ongoing professional development.

In terms of employment, the transition from training to work has improved, but delays still exist, particularly in specialized fields. The future of the tourism workforce will be shaped by technological advancements, requiring new qualifications and the development of skills aligned with emerging trends. Stakeholders, including educational institutions, employers, and policymakers, must collaborate to enhance curricula, provide targeted training, and ensure the workforce is equipped to meet the challenges of a changing industry.



8.9 Recommendations

- Enhance the Integration of Digital and Green Skills Across All Occupation Levels: Given the increasing reliance on digital platforms and growing concern for sustainability-focused practices in the tourism sector, it is essential to equip both current and future workers with digital literacy, green hospitality practices, and technology-driven customer service skills. This can be achieved by integrating these competencies into training programs, vocational education, and professional development, ensuring the workforce is prepared for the evolving demands of a modern, sustainable tourism industry.
- Education, Training Institutions, and Employers: Align curricula with market needs by prioritizing practical, digital, and customer service skills (e.g., digital marketing, IT, hospitality systems, culinary arts) through stronger employer engagement. Employers should deepen collaboration, provide feedback on graduate performance, and invest in on-the-job training to address skill gaps, especially in technical and associate professional roles.
- Current Workforce, Prospective Students, and Jobseekers: Support continuous professional development in customer experience, digital platforms, and soft skills (e.g., communication, leadership) for the workforce. Encourage students and jobseekers to pursue technical and professional tourism roles with programs integrating digital skills, sustainability, and practical experience to boost competitiveness and job readiness.
- Policy Makers and Skills Development Agencies: Monitor employment trends and strengthen feedback loops between employers and educators to address underemployment and skill mismatches early.

Information & Communication Technology (ICT)

Eswatini has articulated an ambitious digital agenda through the GIYH platform and broadband expansion efforts

Left: © ESEPARC & UNDP, 2024

09 Information and Communication Technology (ICT)

Eswatini's Information and Communication Technology (ICT) sector is increasingly recognised as a strategic enabler of national development, offering pathways for economic diversification, public service reform, and inclusive growth.

9.1 Introduction

Eswatini's Information and Communication Technology (ICT) sector is increasingly recognised as a strategic enabler of national development, which offers opportunities for economic diversification, public service reform, and inclusive growth. Like many developing countries, Eswatini has recognised the enabling role of digital transformation, particularly in the wake of the COVID-19 pandemic, which highlighted the need for resilient, connected systems. National planning frameworks, such as the National Development Plan (2023/4–2027/8), the Post-COVID-19 Economic Recovery Plan, and the Strategy for Sustainable Development and Inclusive Growth (2022–2030), identify ICT as a strategic enabler of development. Technical assessments, including the World Bank's Digital Economy Diagnostic Study (2022), the Digital Readiness Assessment (DRA) (2024), and the emerging Digital Eswatini Strategy, have sought to evaluate and guide progress across key foundational areas, namely infrastructure, platforms, digital financial services, skills, and entrepreneurship.

Recent developments outlined in the 2025 Budget Speech reflect the Government of Eswatini's growing commitment to digital transformation as a strategic pillar for national development. Central to this agenda is the Government in Your Hand (GIYH) platform—an integrated e-government initiative developed in partnership with Google and formalised through a Memorandum of Understanding (MoU) with the United Arab Emirates (UAE). The initiative seeks to streamline service delivery by digitising government functions and expanding access through the provision of free Wi-Fi in 48 Tinkhundla centres, alongside the ongoing rollout of a national fibre-optic backbone. These infrastructure efforts aim to close the digital access gap, particularly in underserved rural areas.

In contrast, the government has prioritised digital skills development through the establishment of coding academies targeting 300,000 emaSwati, as well as training programmes for 50 teachers to strengthen digital capacity within the education sector. Other initiatives include the creation of technology academies in collaboration with global firms such as Amazon, aimed at facilitating access to advanced ICT training and supporting broader workforce development. These efforts are set against the backdrop of Eswatini's youthful demographic, with 65 percent of the population under the age of 35 (UN, 2023), positioning human capital investment as a core component of the country's digital transformation strategy.

Findings from these assessments converge on a common observation that while Eswatini has articulated an ambitious digital agenda epitomised by the GIYH platform and efforts to expand broadband infrastructure, implementation has been uneven and impeded by structural and institutional constraints. For example, the DRA positions Eswatini at the "Systematic" stage of digital maturity, reflecting some consistency in advancing public sector digitalisation and legal frameworks but also revealing critical deficiencies in connectivity, digital literacy, and institutional capacity. Even though 90 percent of the population is covered by mobile broadband, penetration remains low, at just 35 percent (World Bank, 2022), largely due to affordability constraints, weak competition in the telecoms sector, and limited uptake of digital platforms and services.

The regulatory environment has improved with the enactment of different regulatory frameworks, such as the Data Protection Act (2022) and the Computer Crime and Cybercrime Act (2022), which lay foundational safeguards for the digital economy. However, there are gaps in enforcement, consumer protection, and the regulation of emerging technologies. Similarly, while mobile money usage has expanded rapidly, reaching 71 percent of adults, the broader digital financial services ecosystem remains underdeveloped, and there is limited trust in digital transactions. Civic participation through digital platforms is growing but remains limited by infrastructure disparities and skills gaps, especially among rural and marginalised groups. In education and skills development,

The contributions of this sector to national growth are undeniable. The revised NDS also stresses the need for digital literacy and the introduction of ICT syllabi at primary and secondary levels, access to ICT in schools, and the development of an online learning environment ICT penetration in Eswatini would also be fast-tracked if the country were to leverage on its demographic dividend. Eswatini has a young population that would ease the uptake of technologies and sustain a diverse and robust ICT sector. In turn, allow the young people in Eswatini to gain digital skills that would enable them to get wage employment or create start-up businesses.

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9.2 Labour Market Structure

The study found that the ICT sector in Eswatini currently exhibits a relatively balanced gender distribution, with 51.07% male and 49% female participation an improvement from the 56.9% male and 43.1% female split reported in the 2021 Skills Audit. The sector remains fully reliant on domestic talent, with 100% of employees being Swati nationals, indicating no current dependence on foreign labour. Employment structures reflect a high level of job stability, with 89.3% of workers on permanent contracts, 10% on temporary terms, and only 0.7% engaged seasonally. However, inclusion of persons with disabilities remains a concern, with representation dropping to just 0.10%, down from 0.49% in the Skills Audit. This decline aligns with the UNDP (2024) DRA, which highlighted ongoing challenges for people with disabilities, particularly in accessing and using digital technologies.

Table 9.2.1: Labour Market Structure

	Indicator	Value
Sectoral Absorption by Gender	Share of Females	49.00%
	Share of Males	51.00%
Employment Age	Preferred Average Age Group	31- 40
	Actual Average Age Group	35-40
Sectoral Absorption by Nationality	Share of Swati Citizens	100%
	Share of Foreigners	0.00%
Type of Contract	Share of Temporary Workers	10.00%
	Share of Permanent Workers	89.30%
	Share of Seasonal Workers	0.70%
Workers Living with Disabilities	Share of People Living With Disabilities	0.10%
Qualifications	Minimum Qualifications Preferred by Employers	Bachelor's degree
	Actual Minimum Qualifications Held by Employees	Bachelor's degree

Source: NLMSP Employer Survey (2025)

The inclusion of persons with disabilities remains a concern, with representation dropping to 0.10%, down from 0.49% in the Skills Audit. This decline aligns with the UNDP (2024) DRA, which highlighted ongoing challenges for people with disabilities, particularly in accessing and using digital technologies.

The absence of foreign nationals in the current study also marks a shift from the 2.96% foreign workforce reported in 2021, which included ICT specialists from Zimbabwe and South Africa, suggesting an increasing preference for locally sourced expertise. These trends underscore both progress in gender representation and persistent gaps in inclusion and workforce diversity that need targeted attention.

Table 9.2.2: Occupation with preferred age group

Occupation	No. Disability	Age
Legislators, senior officials, and managers	0	40-50
Professionals	0	35-40
Technical and associate professionals	0	35-40
Clerks	0	31-35
Service workers and shop and market sales workers	0	35-40
Skilled agricultural and fishery workers	0	-
Craft and related trades workers	0	35-40
Plant and machine operators and assemblers	0	35-40
Elementary Occupation	1	35-40
Domestic workers	0	40-50
Other	0	35-40
Total	1	

Source: ESEPARC, NLMSP Employer (2024)

9.3 Current Skills

Analysis of the current industry skills and skills demanded in ICT gives a clearer picture of the ICT labour market. The study found that while the ICT sector shows an almost equal gender split (510 males, 490 females), occupational distribution reveals key disparities. Technical and associate professionals are dominated by males (215) compared to 133 females, reflecting the continued male lead in core technical roles, a trend consistent with global ICT labour market patterns (ILO, 2022). Conversely, females outnumber males in professional roles and are significantly more present in clerical positions (49 vs. 9), suggesting that women remain concentrated in mid-level and support functions. Notably, there is no representation in craft or related trades for either gender, which may indicate the sector's limited engagement in hands-on or infrastructure-based ICT roles. These findings point to occupational segregation that persists despite gender parity in overall numbers, and they underscore the need for targeted efforts to support women's participation in core technical fields.

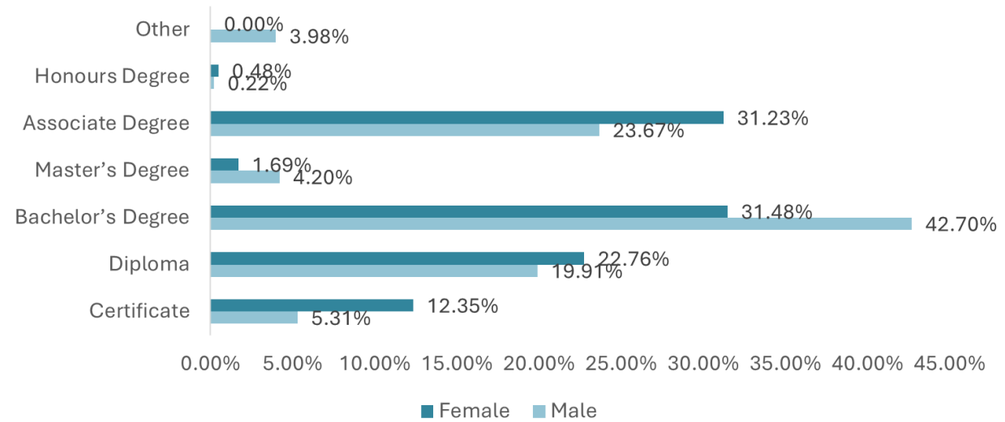
Table 9.3.1: Gender Distribution by Occupation

Occupation	Male	Female
Legislators, senior officials, and managers	67	32
Professionals	115	152
Technical and associate professionals	215	133
Clerks	9	49
Service workers and shop and market sales workers	30	40
Craft and related trades workers	0	0
Plant and machine operators and assemblers	1	0
Elementary Occupation	25	0
Domestic workers	38	62
Other	4	22
Total	510	490

Source: NLMSP Employer Survey (2025)

Figure 9.3.1 shows that the most common qualification in the ICT sector is a Bachelor's degree, predominantly held by males (42.70%), reflecting the sector's reliance on higher education for core roles. This is followed by Associate degrees, where females lead with 31.23%, and Diplomas, also more common among females (22.76%). Postgraduate qualifications remain limited, with Master's degrees more frequently held by males (4.20%), while Honours degrees are rare, with a slight female lead at 0.48%. These findings suggest strong tertiary education attainment across the sector, though a gendered trend persists in qualification levels and advancement.

Figure 9.3.1: Qualification Levels by Gender



Source: NLMSP Employer Survey (2025)

In terms of field-to-skill alignment, the ICT sector draws heavily from Computing, with key skills such as information technology, software development, and GIS forming the backbone of technical operations. Physical Sciences and Engineering contribute specialised skills in electrical and sound engineering, supporting infrastructure and systems functions. Meanwhile, Art and Design Studies and Social Sciences supply creative and media-focused roles like journalism, graphic design, and mass communication, reflecting the sector's growing integration with digital content production.

Table 9.3.2: : Field of study and associated skills

Field of Study	Specific Skill
Mathematics	Statistics
Computing	Information Technology; Computer Science; Software developers; Director; Broadcasting Engineer; Geographic Information System
Physical Sciences and Engineering	Structural engineering; Electronics Engineering; Electrical Engineering; Electrical trade; Electrical engineering; Sound Engineering
Social Sciences	Journalist; Mass Media and Journalism
Art and Design Studies	Journalism; Creative Multimedia; Graphic Designer; Graphic Design
Other	TV production; TV and Film Production; Broadcasting; Marketing and Sales.; Driver

Source: NLMSP Employer Survey (2025)

9.4 Skills Demand

Ascertaining skills demands in every sector is important as industry demands may differ from the employee skills or the skills absorbed by employers. In some instances, employers hire the available skills in the labour market, which might differ from the preferred skills, which are what normally leads to skills deficiencies. Table 9.4.1 reports that the ICT sector prioritises tertiary-level education across key occupations, with a strong emphasis on advanced technical skills. Professionals are expected to hold at least a first degree, with Advanced Information Technology identified as a core skill area. Technical and associate professionals require even higher qualifications, typically postgraduate, with a focus on specialised competencies such as Geographic Information Systems (GIS). Clerical roles also demand post-secondary education, with Information Technology being the key skill.

Table 9.4.1: Preferred Qualifications and Training Needs by Occupation

Occupation	Preferred minimum qualification	Skills to be continuously delivered by training Institution
Legislators, Senior Officials, and Managers	Second stage of tertiary education (leading to an advanced research qualification)	Director; Management and Information Technology; Marketing; Accounting; Software Engineering; Software Developers; Junior System Analyst and Developer
Professionals	First stage of tertiary education, 1st degree (medium duration)	Advanced Information Technology. Data Analyst; Statistics;
Technical and associate professionals	Second stage of tertiary education (leading to an advanced research qualification)	Geographic Information System; Audio Technician; Broadcasting Engineer; Technical Troubleshooting
Clerks	First stage of tertiary education (short or medium duration)	Information technology; Basic IT Tools
Skilled Agricultural and Fishery Workers	First stage of tertiary education (short or medium duration)	GIS (for precision agriculture); MIS (for tracking and reporting)
Elementary Occupations	First stage of tertiary education (short or medium duration)	Basic IT Literacy

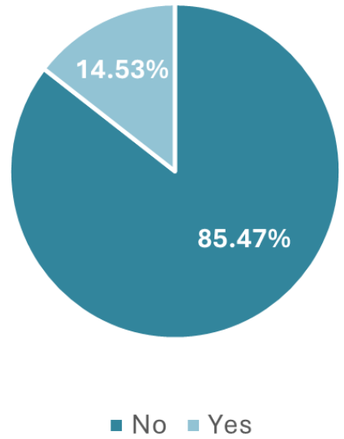
Source: NLMSP Employer Survey (2025)

9.5 Skill Supply

Education plays a critical role in the development of the ICT sector, with the responsibility for skills development extending across all levels of the education system, including primary education. Early exposure to ICT not only enhances learning outcomes by improving access to information but also familiarises learners with basic digital skills, laying a solid foundation for those who will pursue further studies in ICT and related fields.

Despite its importance, the current study reveals significant weaknesses in the link between the education system and industry. Figure 9.5.1 shows that only 14.53% of companies in the ICT sector provide feedback to training institutions on the quality of skills supplied, while 85.47% do not. This lack of engagement highlights a critical disconnect that may contribute to skill mismatches and the slow integration of graduates into the labour market. As the ILO (2023) stresses, structured collaboration between employers and training institutions is essential for aligning curricula with real-world labour market needs.

Figure 9.5.1: Industry Engagement with Training Institutions

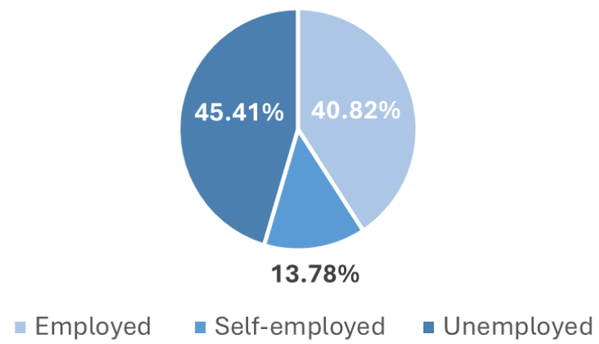


Source: NLMSP Employer Survey (2025)

Compounding this issue are several challenges reported by training institutions themselves. These include insufficient funding for infrastructure, limited government support for learning resources and equipment, and student affordability issues, particularly around tuition fees. Institutions also struggle with shortages of qualified staff and inadequate staff development, making it difficult to keep pace with evolving ICT skill demands. Furthermore, a lack of stakeholder engagement and limited financial contributions from industry further restrict the ability of institutions to respond to the needs of the sector.

Figure 9.5.2 reveals a concerning trend in the ICT sector, with 45.41% of graduates unemployed, pointing to serious gaps in graduate absorption despite the sector's growing relevance. This high unemployment rate suggests a mismatch between the skills produced by training institutions and the actual demands of the labour market—an issue further compounded by the previously reported lack of engagement between employers and training providers. While 40.82% are employed full-time, this is not sufficient to absorb the sector's output, especially given the high volume of tertiary-level qualifications.

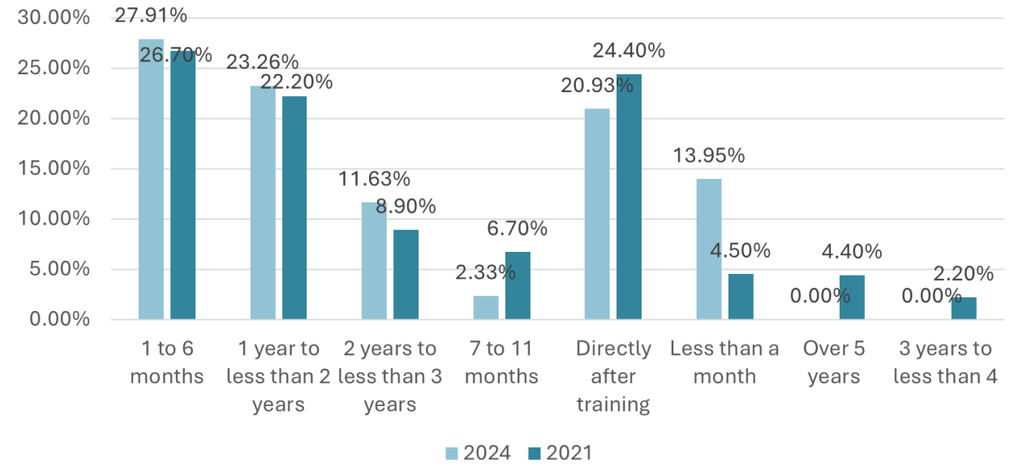
Figure 9.5.2: Employment Status



Source: NLMSP Graduate Survey (2025)

The majority of ICT graduates continue to secure employment within 1 to 6 months after completing training, with 27.91% placed in 2024, slightly above the 26.7% reported in 2021. While this suggests relative consistency in short-term absorption, a notable share of graduates still face delayed entry into the labour market. In 2024, 23.26% found jobs within 1 to 2 years, highlighting persistent challenges in transitioning from training to employment. Encouragingly, the proportion of graduates employed in less than a month increased significantly from 4.5% in 2021 to 13.95% in 2024, reflecting progress in immediate placement or stronger institutional-industry linkages. However, delays extending beyond a year remain for some graduates, signalling a continued need for improved career support systems, internship opportunities, and curriculum alignment to reduce friction between graduation and employment. Overall, the sector is making moderate progress in shortening the time it takes for some graduates to find employment, but systemic issues continue to hinder full and timely labour market integration.

Figure 13.5.3: Graduates' Employment Transition



Source: NLMSP Graduate Survey (2025)

Figure 13.5.1 below shows that ICT training in Eswatini is primarily concentrated at the bachelor's and associate degree levels, reflecting the sector's demand for advanced digital skills. Institutions such as Botho University, IDM, and Limkokwing University dominate in bachelor-level offerings, while IDM also leads in associate degree enrolments. Certificate and diploma programmes remain relevant, particularly for entry-level roles. In total, 390 students are currently enrolled in ICT-related programmes across the listed institutions, indicating a robust supply pipeline. However, this output must be matched with improved graduate absorption strategies to prevent oversaturation and ensure alignment with labour market demand.

Table 13.5.1: Skills supplied in tertiary institutions

Training Institution	Programme offered	Enrolment	Level of Qualification
Advanced School of Information Technology	Diploma in Certified Computer Professional(ACCP)	20	Diploma
	Diploma in Arena Animation International Programme (AAIP)	20	Diploma
	Diploma in Information Security and Ethical Hacking (ISEH)	20	Diploma
	Diploma in Certified Network Specialist (ACNS)	20	Diploma
African Prime Institute for Science and Technology	Diploma in Health Records and Information Technology	26	Diploma
	Certificate in Electronics and Telecommunications	18	Certificate
Amadi	Information Technology	50	Certificate
Botho University	Bachelor of Science in Network Security and Computer Forensics	30	Bachelor's degree
	Bachelor of Science in Computing	30	Bachelor's degree
	Bachelor of Science in Mobile Computing	30	Bachelor's degree
ECOT	Diploma in Information Computer Technology	21	Diploma
IDM	Bachelor of Science in Information Technology	25	Bachelor's degree
	Associate Degree in Information Technology	70	Associate degree
	Associate Degree in Business Information Technology	60	Associate degree
Limkokwing University of Technology	Bachelor of Science in Information Technology	30	Bachelor's degree

Source: NLMSP Higher Education Institution Survey (2025)

Table 9.6.1 shows that, in general, the majority of companies and enterprises in the ICT sector report experiencing no significant skills gaps, shortages, or mismatches, as there is an adequate supply of relevant skills within the industry.

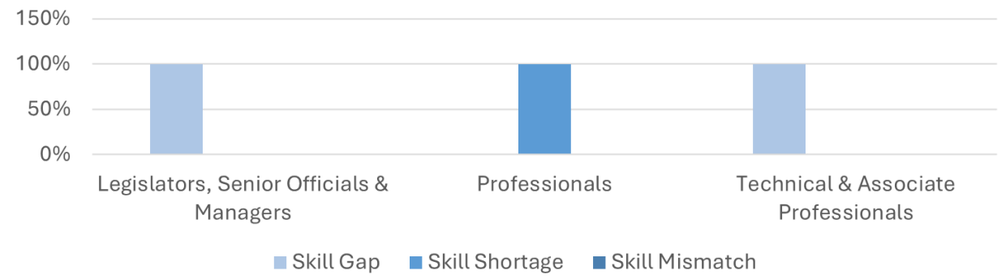
Table 9.6.1: Skills Gap

Occupation	Role Alignment %	Skill Gap %	Underutilized skills %
Legislators, senior officials, and managers	98.86	0.00	1.14
Professionals	99.25	0.00	0.75
Technical and associate professionals	100.00	0.00	0.00
Clerks	100.00	0.00	0.00
Service workers and shop and market sales workers	95.00	1.67	3.33
Skilled agricultural and fishery workers	94.20	1.45	4.35
Plant and machine operators and assemblers	100.00	0.00	0.00
Elementary Occupation	100.00	0.00	0.00
Domestic workers	74.49	18.37	7.14
Other	57.69	3.85	38.46

Source: NLMSP Employer Survey (2025)

Figure 9.6.1 shows that Legislators, Senior Officials & Managers, and Technical & Associate Professionals are primarily affected by skill gaps, while Professionals face a skill shortage. No skill mismatches are reported across the categories. This highlights a need for upskilling in leadership and technical roles, and more qualified entrants into professional occupations.

Figure 9.6.1: Skills Gaps and Shortages by Occupation



Source: NLMSP Employer Survey (2025)

The study reveals that vacancies among Professionals and Technical & Associate Professionals are primarily due to a lack of work experience, despite candidates having relevant qualifications in Business, Management, and Computing. This reflects a skills gap in practical, job-ready experience. Meanwhile, the vacancy among Clerks stems from a low number of applicants, despite the demand for computing skills, suggesting either limited supply or low role attractiveness.

Table 9.6.2: Skills Shortages and Vacancy

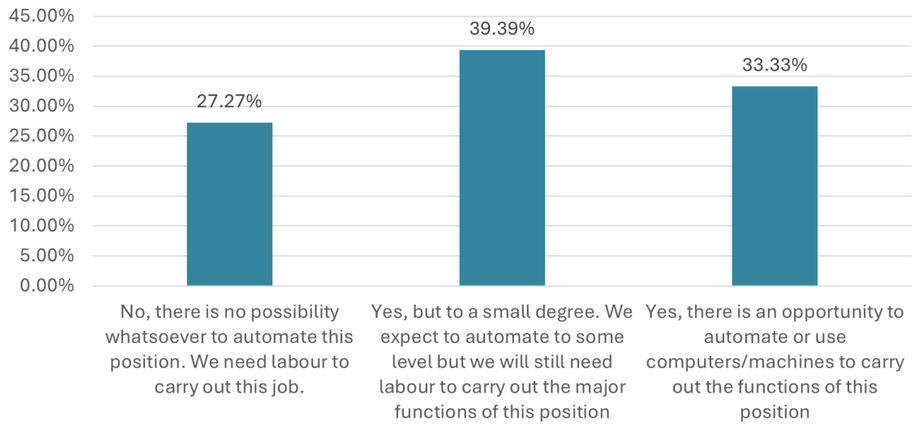
Occupation	Vacant position	Reason for vacancy	Field of study
Professionals	2	Lack of work experience the company demands	Business and Management Studies (include Economics); computing
Technical and associate professionals	1	Lack of work experience the company demands	Business and Management Studies (include Economics)
Clerks	1	Low number of applicants generally	Computing

Source: NLMSP Employer Survey (2025)

9.7 Emerging Skills

The data suggests that a significant portion of companies are considering automation but to varying extents. 39.39% of companies plan to automate to a smaller degree in the next 3-5 years, indicating a cautious approach towards automation, likely aiming to enhance efficiency without completely overhauling their current systems. 33.33% of companies see an opportunity to automate, which reflects a recognition of the potential benefits of automation but does not necessarily mean immediate implementation plans. This trend aligns with global research highlighting the rise of automation and its impact on workforce skill demands. According to the World Economic Forum (2023), emerging skills include analytical thinking, technological literacy, and adaptability as companies increasingly adopt automation technologies to improve productivity and resilience.

Table 9.6.2: Skills Shortages and Vacancy



Source: NLMSP Employer Survey (2025)

Table 9.7.1 shows a growing demand for skilled professionals across various occupations over the next five years. Technical and associate professionals have the highest projected growth, with job needs increasing from 74 to 122, driven by demand for skills in IT, programming, AI, and digital media production. Professionals also show a significant rise, particularly in graphic design, business, journalism, and marketing, reflecting the digitalisation of services. Leadership and IT skills are essential for managers, while clerks and service workers require digital marketing and social media proficiency. The consistent need for graphic design and journalism under "other" occupations further highlights the cross-sector importance of creative and communication skills.

Table 9.7.1: Industry Future Skills

Occupation	Number of Jobs needed in 12 months – 3 years	Number of Jobs needed in 4-5 years	Specific skill profession/trade
Legislators, senior officials, and managers	4	3	Leadership and change management skills; Management information technology
Professionals	26	48	Graphic Design; Research; IT Officer; Marketing; Newsroom; Business Management; Economics; Leadership; Developers; Publishers; Sales Specialist; Writers; Editor; Journalism and Mass Media Management; Warehousing Management Systems
Technical and associate professionals	74	122	Information Technology; Electrical and Electronics Engineering; Programming skills; Software development skills; Computer Science; Technical proficiency; Photography; TV and Film Production; Artificial Intelligence; Journalism; Management Information Systems (MIS); Sales and Marketing; Videography; Broadcasting Technology; Visual Production; Materials Handling and Equipment Training; Cyber Security
Clerks	1	1	Sales and marketing
Service workers and shop and market sales workers	3	5	Social media
Other	6	7	Graphic designing; Journalism

Source: NLMSP Employer Survey (2025)

9.8 Conclusion

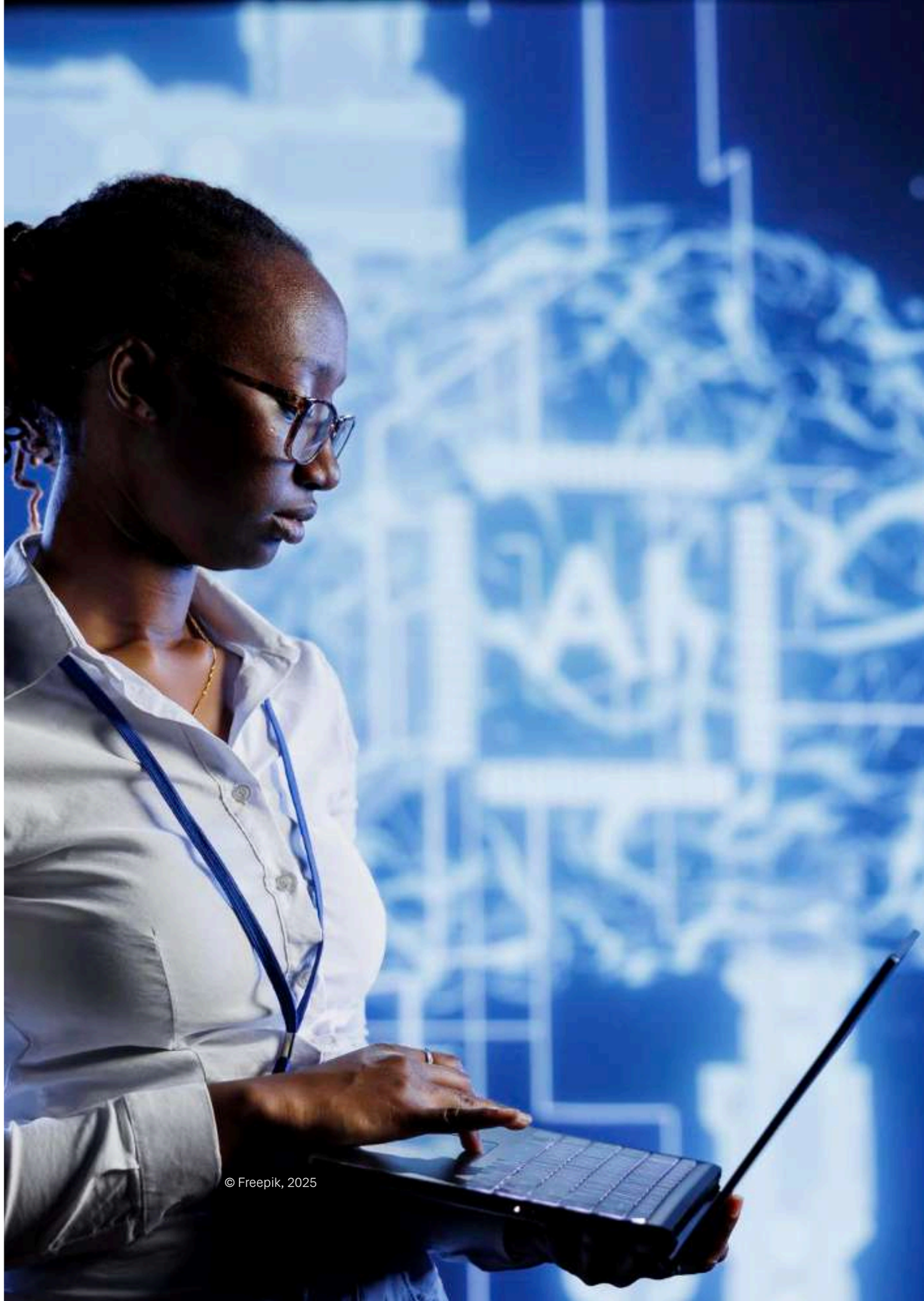
The ICT sector in Eswatini is poised to play a pivotal role in national development, supported by strong government initiatives such as the Government in Your Hand (GIYH) platform and partnerships with global tech firms. However, despite 90% mobile broadband coverage, actual usage remains low at 35%, highlighting persistent affordability and access challenges.

Labour market data further reveals that 45.41% of ICT graduates remain unemployed pointing to a serious disconnect between education outputs and industry demands. Moreover, only 14.53% of companies provide feedback to training institutions, reinforcing this gap and the need for stronger industry-academia collaboration.

On a positive note, technical and associate professionals show the highest projected job growth, increasing from 74 to 122 jobs over the next five years driven by demand in fields like IT, programming, AI, and digital media. Similarly, professionals are expected to grow from 26 to 48 roles, especially in business, journalism, and digital marketing. The workforce is also gradually balancing by gender, but women remain underrepresented in core technical roles, and only 0.10% of workers are persons with disabilities. To fully harness ICT's potential, Eswatini must prioritise targeted upskilling, promote inclusive participation, and foster continuous feedback loops between employers and training providers.

9.9 Recommendations

- Strengthen enforcement and implementation of existing digital policies, such as the Data Protection Act and Cybercrime Act.
- Expand support for digital infrastructure in rural areas to close the broadband usage gap.
- Engage consistently with training institutions to inform curriculum relevance and practical skill development.
- Offer reskilling/upskilling opportunities aligned with emerging technologies such as AI, cybersecurity, and GIS.
- Align academic curricula with labour market needs, with emphasis on practical, job-ready training in high-demand areas like programming, software development, and analytics.
- Introduce mandatory work-integrated learning (WIL) components such as internships or cooperative education in all ICT-related programs.
- Invest in faculty development and ICT lab infrastructure to keep pace with evolving industry technologies.
- Actively pursue internships, freelance opportunities, and industry certifications to gain experience alongside formal education.
- Focus on acquiring emerging skills such as data analytics, cybersecurity, AI, and digital communication.
- Software Development: Strengthen local capabilities in software engineering and systems design and encourage startup incubation.
- Data & Analytics: Promote specialisation in GIS, statistics, and business intelligence, especially for use in agriculture, health, and planning.
- Broadcasting & Hardware Systems: Modernise training for technicians in broadcast engineering and audio-visual production.



10 Wholesale & Retail Trade; Repair of Motor Vehicles

The wholesale and retail sector is Eswatini's largest employer, driven by MSMEs and a strong female workforce. From car dealerships to supermarkets, the sector plays a major role in shaping jobs and business opportunities across the country.

Wholesale & Retail Trade; Repair of Motor Vehicles

Wholesale and retail trade powers Eswatini's economy, with women and MSMEs leading the charge

Left: © Taiwan Technical Mission (ICDF), 2025

10.1 Introduction

According to the International Standard Industrial Classification of All Economic Activities (ISIC), Rev.4., of 2008, the wholesale and retail sector includes wholesale and retail sale (i.e. sale without transformation) of any type of goods and the rendering of services associated with the sale of these goods. Wholesaling and retailing are the final steps in the distribution of goods. This sector also includes all activities (except manufacture and renting) related to motor vehicles and motorcycles, including lorries and trucks, such as the wholesale and retail sale of new and second-hand vehicles, the repair and maintenance of vehicles and the wholesale and retail sale of parts and accessories for motor vehicles and motorcycles (ISIC Rev.4, 2008). Moreover, this sector also includes activities such as washing, polishing of vehicles etc, and pharmaceutical products. However, it does not include the retail sale of automotive fuel and lubricating or cooling products (ISIC Rev.4, 2008). The Eswatini wholesale and retail sector, on the other hand, comprises of car dealerships, fuel retailers, supermarkets, wholesale and retail of construction materials, and pharmaceutical products (MEPD & CBE, 2023).

The International Labour Organization (ILO) estimates that in 2020 the retail and commerce sector contributed more than 420.5 million jobs to overall global labour markets, the Asia and the Pacific Region contributing the highest number of people to that total (239 million jobs) (ILO, 2023). This sector is highly feminised, contributing 15.5% of the global female workforce as against 11.7% of the global male workforce. While, across the world, there are more male workers (53%) than female workers (46%) in the sector (ILO, 2023).

In Africa, female workers accounted for 58% of total employment in wholesale and retail trade the largest share of female workforce across ILO regions (ILO, 2023). According to the Eswatini Integrated Labour Force Survey (ILF) 2023, the wholesale and retail trade; repair of motor vehicles and motorcycles accounted for the largest percentage (17.9%) of employed population by economic activity, followed by Agriculture, forestry, and fishing accounting for 14.1% and manufacturing with 16.6%. Percentage distribution of employed population by sex from the Eswatini ILFS (2023) results shows that female contributed to 21.4% of employment in the sector compared to males (14.5%). Eswatini FinScope Blended MSME Survey results (FinMark, 2023) show that 43% of MSME's are in wholesale and retail, followed by agriculture/farming with 22%.

10.2 Labour Market Structure

The wholesale and retail sector in Eswatini appeared to be largely localised, with an overwhelming majority of employees being Swati citizens and only a marginal share of foreign nationals. The sector exhibited a notable gender imbalance, with males making up two-thirds of the workforce, suggesting either gendered occupational segregation or structural barriers limiting female participation in certain job categories. The average age group of employees, ranging from 35 to 40 years, matched employer preferences. A high proportion of workers were employed on a permanent basis although temporary and seasonal contracts remained necessary to accommodate fluctuations in demand, particularly during peak retail cycles.

A more pressing issue emerged around the misalignment between the qualifications employers preferred and those actually held by employees. While employers favoured candidates with first-stage tertiary education, the current workforce largely possessed certificate-level qualifications, exposing a gap that could hinder both career progression and overall sectoral efficiency. Additionally, the inclusion of persons living with disabilities remained minimal at just 0.21%, pointing to the need for more inclusive employment policies and targeted support measures.

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Table 10.2.1:current labour market structure

	Indicator	Value
Sectoral Absorption by Gender	Share of Males	66.10%
	Share of Females	33.90%
Employment Age	Preferred Average Age Group	35-40 Years
	Actual Average Age Group	35-40 Years
Sectoral Absorption by Nationality	Share of Swati Citizens	98.63%
	Share of Foreigners	1.37%
Type of Contract	Share of Temporary Workers	8.37%
	Share of Permanent Workers	96.59%
	Share of Seasonal Workers	4.40%
Workers Living with Disabilities	Share of People Living With Disabilities	0.21%
Qualifications	Minimum Qualifications Preferred by Employers	First stage of tertiary education (short or medium duration)
	Actual Minimum Qualifications Held by Employees	Certificates

In Eswatini's wholesale and retail sector, a small number of foreign workers are employed across various occupational levels, primarily due to the scarcity of specialized skills locally. For instance, in managerial and professional roles, workers from countries such as Pakistan, Portugal, and South Africa are hired to fill gaps in areas like business management, automotive engineering, and IT, with the main reason being the unavailability of these skills in the local labor market. Similarly, technical and associate professionals, such as spray painters, have been imported from Mozambique, primarily for their high proficiency and experience. The service workers and shop sales roles also saw the inclusion of foreign workers from Mozambique, driven by the founders' foreign origins. However, despite the presence of these foreign skills, there is a noticeable absence of workers with disabilities in the sector, reflecting a potential area for inclusive employment practices. Moreover, the modal age group across most occupational levels is 35-40 years, indicating a somewhat mature workforce, with few younger workers entering the sector.

Table 10.2.2: Imported skills and people living with disabilities

Occupational level	Number of Workers with Disabilities	Modal Age Group (Years)	Number of Foreign Workers	Imported Skills	Reasons for Importing Workers	Countries of Origin
Legislators, senior officials, and managers	0	40-50	29	Business Management and Administration; IT Specialist; Trade skills; Supply Chain Specialist; Mechanical Engineers; Sales; Business Management and Administration; Automotive Engineering; Automotive Technology; Retail management; Painting	Lack of skill locally; Skill is scarce in Eswatini; Scarce skills in Eswatini; Business owners; Could not get locals.	Pakistan; Portugal; Zimbabwe; South Africa; United States of America; United Kingdom; South Africa; Zambia; Mozambique; Germany.
Professionals	0	35-40	3	Mechanics; Accounting and Finance; Automotive Engineering	Already had the skills; It was easily available as she is related to the director; We had a shortage in the skills.	Did not import any skill, employee was already living in the country; Zambia; Mozambique
Technical and associate professionals	0	35-40	2	Spray painting; Spray painting	High proficiency, experience and performance reasons	Mozambique
Clerks	0	31-35	0			
Service workers and shop and market sales workers	5	35-40	2	Spray painting	The founders of the company are foreigners	Mozambique
Skilled agricultural and fishery workers	0		0			
Craft and related trades workers	0	31-35	0			
Plant and machine operators and assemblers	0	31-35	0			
Elementary Occupation	1	35-40	0			
Domestic workers	0	35-40	0			
Other	0	35-40	3	Spray painting	Employers could not find the skill locally.	Mozambique

10.3 Current skills

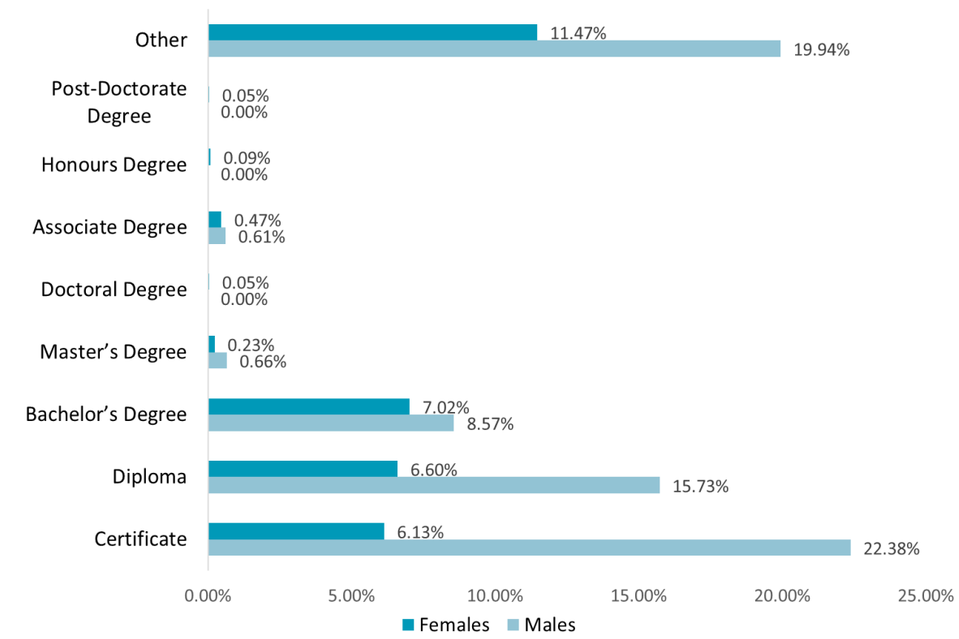
The wholesale and trade sector displayed a deeply gendered occupational structure that reflected both historical labour divisions and entrenched workplace practices. Men consistently occupied high-value and leadership positions, while women concentrated in support, clerical, and service roles that traditionally offered less mobility and lower pay. Men dominated the top occupational levels. They held nearly three-quarters of all roles classified as legislators, senior officials, and managers. This dominance signalled that the leadership pipeline in the sector remained largely inaccessible to women. Employers continued to promote men into decision-making roles, possibly due to gender bias, limited mentorship for women, or a lack of inclusive promotion systems. Even in professional and technical categories - where formal qualifications typically mattered most - men significantly outnumbered women. In technical and associate professional roles, men accounted for more than 90% of the workforce. This imbalance suggested that women either lacked access to technical training or employers sidestepped them for such positions, reinforcing the perception that technical roles were more suitable for men.

Table 10.3.1: Current skills in the wholesale and retail sector

Occupational level	Males	Females	Number of Males	Number of Females	Total
Legislators, senior officials, and managers	74.56%	25.44%	2689	918	3607
Professionals	68.88%	31.12%	2847	1287	4134
Technical and associate professionals	91.78%	8.22%	2942	264	3206
Clerks	22.54%	77.46%	675	2320	2995
Service workers and shop and market sales workers	48.54%	51.46%	3670	3891	7561
Skilled agricultural and fishery workers	0.00%	0.00%	0	0	0
Craft and related trades workers	94.62%	5.38%	1856	105	1962
Plant and machine operators and assemblers	100.00%	0.00%	337	0	337
Elementary Occupation	79.67%	20.33%	3596	918	4514
Domestic workers	24.39%	75.61%	105	327	432
Other	88.98%	11.02%	1107	137	1244

The analysis of qualifications in the wholesale and retail sector reveals a workforce predominantly composed of males with lower-level qualifications. At the same time, female representation remains low across all levels of qualification. Figure 6.7.1 shows that male employees are more likely to hold certificate and diploma qualifications, which are typically associated with semi-skilled roles. This confirms the earlier observation that the sector heavily relies on general officer and elementary occupations, where males dominate numerically and in terms of qualifications.

Figure 10.3.1: Qualifications by gender



The study revealed that the wholesale and retail sector in Eswatini heavily relied on skills from business management and technical fields, particularly in administration, marketing, and sales. These areas were well-aligned with the educational qualifications, with business graduates seamlessly integrating into roles like procurement and sales, where their expertise in management and marketing proved beneficial. Technical qualifications in IT and engineering were found to be increasingly valuable for roles in logistics and technical support, but these positions were limited compared to the high demand in other sectors. Social science graduates, though fewer in number, filled essential human resources, health, and safety roles, showcasing the need for these skills in maintaining operational efficiency in the sector.

Table 10.3.2: Specific skills/ trades

Field of Study	Specific Skills/ Trades
Mathematics	Statistics; Computer science; Manager; Diploma in Accounting; Accounting; Vehicle Performance Specialist; Problem solving; Teaching; Numeracy skills; Performance Tuner; Chattered Accountant
Computing	Automotive Software Developer; Business Information Technology; Computing; Certificate in Secretarial and Computer; IT specialist; Sales Clerk; IT Technician; Certificate in Computing; Technician; Critical thinking skills; Typing; Systems controller; Marketing; Pastel; Microsoft; Data entry; IT Specialist; IT Technician/ General manager; Computer and Environmental
Physical Sciences and Engineering	Panel Beating; Mechanical engineering; Tyre Repair and Cleaning; Spray Painting; Plumbing; Auto electrical engineering; Motor Mechanic; Welder Trade; ; Hydraulic fitter; Heavy Plant Mechanic; Electrical engineering; Motor mechanic; Civil Engineering; Automotive Engineering; Project Management; Mechanics; Automotive Engineer; Engineering; Civil engineering; Technicians; Mechanic engineering; Glass Cutting; Motor Vehicle Engineering; Civil Engineering and Building Studies; Motor Mechanics; Mechanical Engineering; Quantity Surveyor; Analytic skills; Fridge and air-conditioning; Driving fork lift; Panel beating; Light motor mechanics; Mechanical; Tyre repair; Air Mechanic; Spray painting; Motor engineering; Panel Beater; Collision Repair Technician; Automotive Glass Techniques; Physical Science and Engineering; Agricultural Biosystems Engineering.
Social Sciences	Occupational Health and Safety; Public Relations and Communications; Secretarial Studies; Advertising; Community Development; Human Resources Officer; Social Science
Art and Design Studies	Spray Painting; Architecture; Panel Beating; Multimedia; Graphic Design; Catering and Deco; Cleaner; Driver; Fine art and welding; Culinary; Spray painting; Illustration and Drafting; Panel Beating and spray painting;
Business and Management Studies	Auctioneer; Business administration; Warehouse and Inventory Management; Accounting and Finance; Marketing; Business Management and Administration; Procurement; Administrator; Warehouse Management; Sales; Accounting; Business Analyst; Finance Manager; Bookkeeping and Accounting; Automative Engineering; Human resources; Leadership and management; Commerce; Secretarial Studies; Clerk; Sales representatives; Marketing Management; Human Resource Management; Administration; Sales agent; Certificate in Secretarial Studies; Transport Management in local government.
Law	Legal Studies
Other	Basic Meat Preparation (Blockman); Service workers; Health and Safety Management; TV and film skills; and Welding

10.4 Skills Demand

The skills landscape across occupational levels in Eswatini's wholesale and retail sector revealed a diverse and increasingly technical set of demands. At the higher end of the occupational spectrum (legislators and professionals) the sector required a strong foundation in business management, finance, information technology, engineering, and specialised automotive-related skills. These roles called for first-stage tertiary or full degree-level qualifications, with a continued emphasis on project management, advanced diagnostics, computerised systems, and customer-focused disciplines.

For technical and associate professionals as well as clerks, training institutions needed to continue developing practical competencies in vehicle maintenance, electrical systems, digital marketing, and administrative support. As the demand for technology integration in sales, stock management, and operations increased, digital literacy and health and safety emerged as common threads across occupational categories. Lower-level occupations such as service workers, tradespeople, plant operators, and elementary staff still required substantial technical upskilling in specialised trades—ranging from mixology and welding to heavy machinery operation and food safety. Even domestic workers were increasingly expected to have formal training in household management, care services, and first aid.

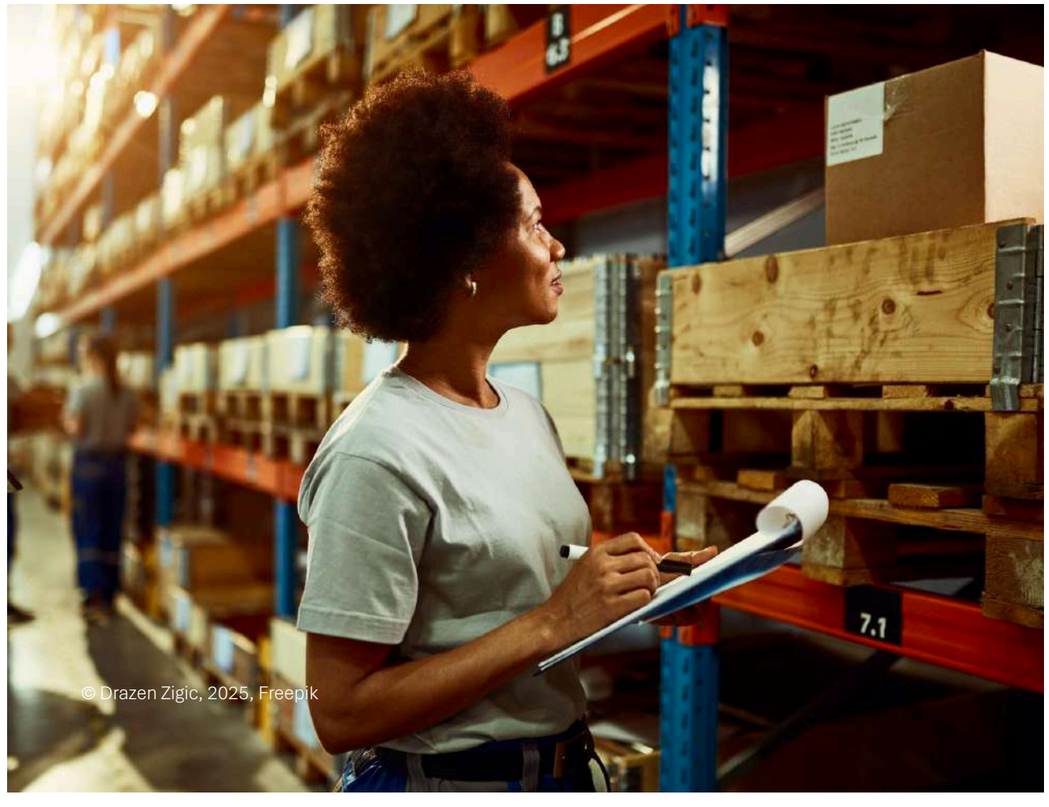


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Table 10.3.2: Specific skills/ trades

Occupational Level	Preferred Skills	Skills that Should Continue to be Delivered
Legislators	First stage of tertiary education, 1st degree (medium duration)	Accounting, Finance, IT, Motor Mechanic, Agricultural Biosystems Engineering, Fluid Mechanics, Piping Codes and Standards, Automotive Engineering and Body Repair, Business Management, Computer Skills, Commerce, Customer Care and Handling, Procurement, Stock Controlling, Emission Courses, Pharmacy, Project Management, Sales and Marketing Courses.
Professionals	First stage of tertiary education (short or medium duration), 1st degree (medium duration)	Accounting, Advanced Information Technology, Advanced Plumbing Techniques, Airbrush Techniques, Auto Electrical Mechanic, Automotive Engineering, Automotive Aftermarket Industry, Automotive Electrical Technician, Automotive Spray Painting, Business Management, Car Mechanics, Computerized Engine Management Systems, Computerized Vehicle Diagnostics, Customer Service Excellence, Data Analysis for Tyre Performance, Digital Literacy, Electrical Systems and Diagnostics, Electronics and Electrical Systems, Engine Repair and Management, Glass Fitting, Industrial Spray Painting Techniques, Inventory Management, Marketing, Mechanical Engineering, Motor Mechanic Trade, Painting, Pharmacy Practice and Patient Care, Procurement, Public Health, Retail Management, Run-Flat Tyre Technology, Sales and Marketing, Spray Painting, Technical Skills Development, Tyre Pressure Monitoring Systems, Vehicle Body Repairs, Warehouse Management.
Technical and Associate Professionals	First stage of tertiary education (short or medium duration)	Automotive Diagnostics, Vehicle Maintenance and Repair, Electrical Systems, Digital Marketing, Business Administration, Inventory Management, Hydraulics and Pneumatics, Technology in the Restaurant Industry, Industrial Equipment Handling, Project Management, Occupational Health and Safety.
Clerks	First stage of tertiary education, 1st degree (medium duration), Post-secondary, non-tertiary education	Customer Experience, Data Entry, Digital Literacy, Digital Marketing for Tinting, Inventory Management, Occupational Health and Safety, Marketing, Retail Management, Customer Service Excellence, Sales and Marketing, Procurement.

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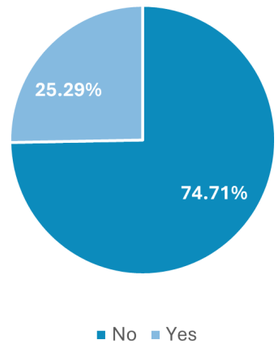
Occupational Level Contunued	Preferred Skills	Skills that Should Continue to be Delivered
Service Workers and Market Sales Workers	Post-secondary, non-tertiary education	Nutrition Fundamentals, Food Safety and Handling, Customer Service Skills, Digital Literacy, Entrepreneurship, Occupational Health and Safety, Marketing, Customer Care, Sales, Service Excellence, Food Ethics, Sustainable Practices in Food Service.
Craft and Related Trades Workers	First stage of tertiary education (short or medium duration); Post-secondary, non-tertiary education	Mixology, Welding, Upholstery, Carpentry, Spray Painting, Plumbing, Painting, Automotive Body Repair, Heavy Machinery Operation, Fabrication, Artistic Spray Painting, Special Effects Tinting, Metalwork, Woodwork.
Plant and Machine Operators and Assemblers	First stage of tertiary education (short or medium duration)	Vehicle Maintenance and Repair, Machinery Operation, Heavy Plant Mechanics, Hydraulics and Pneumatics, Electrical and Electronic Systems, Automotive Engineering, Electrical Systems Diagnostics, Mechanical Equipment Maintenance, Industrial Equipment Handling.
Elementary Occupation	Post-secondary, non-tertiary education	Basic Computer Skills, Basic Mechanics, Food Safety and Handling, General Maintenance, Cleaning, Security, Driving, Customer Service, Retail Management Skills, Basic Digital Literacy, Warehouse Handling, Elementary Data Entry.
Domestic Workers	Post-secondary, non-tertiary education	Housekeeping Skills, Basic Nutrition, Home Safety, Food Preparation, Cleaning, Child Care, Elderly Care, Laundry, General Household Maintenance, Basic First Aid, Communication Skills.

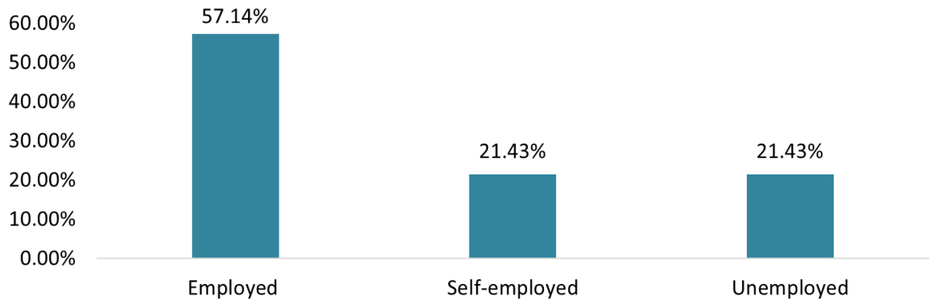
With regards to organisations and their relationship with training institutions, the data shows that most organisations in the wholesale and trade sector in Eswatini (74.71%) did not engage with training institutions, while a smaller proportion (25.29%) did. This reflected a trend where most companies did not actively collaborate with educational or training bodies to enhance their workforce's skills. As a result, many businesses in the sector missed out on opportunities to utilise institutional resources for workforce development, potentially limiting the sector's ability to stay competitive and adapt to industry changes.

Figure 10.4.1: Organisations interfacing with training institutions



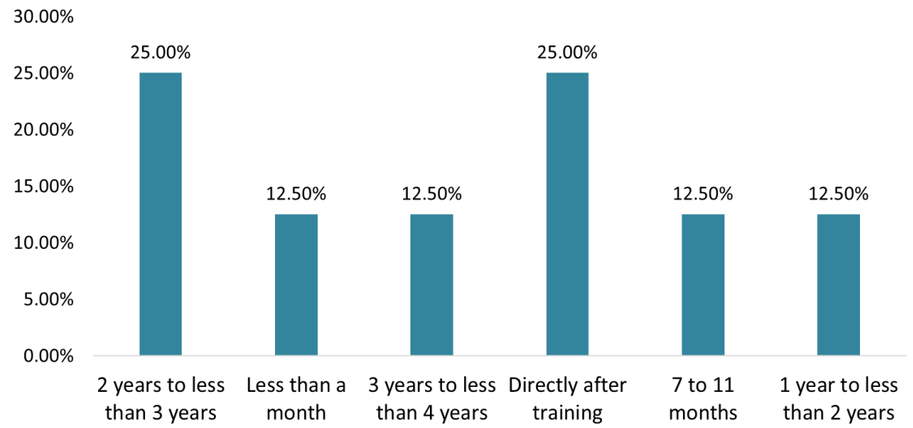
In terms of employment, study found that slightly more than half of the graduates (57.14%) were employed after completing their studies, showing that a majority of them were able to secure work. However, 21.43% of graduates were self-employed, indicating an entrepreneurial approach among some, likely driven by gaps in the formal job market or personal ambitions. The remaining 21.43% were unemployed, pointing to potential challenges graduates faced in finding suitable employment opportunities. The results suggests a need for stronger alignment between the skills developed through education and the specific demands of the job market in Eswatini.

Figure 10.4.2: Graduates employment status



However, there was a broad variation in how long it took graduates to secure employment. While 25% of graduates found work immediately after training, a similar percentage (25%) faced a delay of 2 to 3 years. The other groups, including those who took 7 to 11 months, 1 to 2 years, and 3 to 4 years to secure employment, showed a more spread-out experience, with delays being common across various timelines. These patterns point to a potentially sluggish job market, challenges in aligning graduates' skills with available opportunities, and the need for more targeted employment support to shorten the time between graduation and employment.

Figure 10.4.3: Time taken to get employment by employed graduates



Higher education institutions have traditionally been the bedrock for preparing graduates for the workforce (Hay, 2020); (Molebatsi, 2021). The relationship between academia and industry is paramount to ensure that graduates are not only 'job ready' but also 'future ready'. Ensuring graduates are 'job ready' entails equipping them with the skills and knowledge currently in demand (Jackson, 2018). For instance, with the rise of e-commerce, students might undergo practical training in digital marketing tools, data analytics, and online customer engagement strategies (Penprase, 2018; Purnomo, 2023).

Several higher education institutions in Eswatini offer programs relevant to the wholesale and retail sectors, with prospective students able to earn certificates, diplomas, associate degrees, bachelor's degrees, and master's degrees. Table 10.4.1 shows that a majority of the programmes are offered at the certificate level and diploma levels of qualification. Botho University, AMADI University College, Eastern and Southern African Management Institute (ESAMI), Eswatini Medical Christian University (EMCU), Institute for Development Management (IDM), Regent Business School, Workers College are the only institutions offering bachelor's degrees in commerce (Accounting), Business Administration, Pharmacy, Human Resources Management, Supply Chain Management. Some of the institutions listed above offer master's degree programs in Business Administration, Human Resource Management, Procurement and Supply Chain Management. The Training Institutions Survey found that the institutions of higher education listed in Table 10.4.1 enrolled a total of 1,845 students in the different programmes.

Table 10.4.2: Relevant Programmes Supplied by Training Institutions for Wholesale and Retail Sector

Training Institutions	Programmes	Enrolment	Level of Qualification
AMADI University College	Commerce (Accounting)	50	Bachelor's Degree
	Management Purchasing and Logistics	50	Certificate
BOSCO Youth Agriculture Centre (BYAC)	Introduction to Computer Skills	2	Certificate
Botho University	Commerce in Accounting	30	Bachelor's Degree
	Business Administration / Management	30	Bachelor's Degree
	Association of Certified Chartered Accountants (ACCA)	30	Certificate
	CIMA (Chartered Institute of Management Accountant)	30	Certificate
BSA Training Centre	Catering	3	Certificate
	Electric Engineering	35	Certificate
	Heavy Motor Vehicle	35	Certificate
	Welding	1	Certificate
	Business Studies	4	Certificate
Centre for International Technology and Consultancy (CIT)	Certified Accounting Technician (CAT)	60	Certificate, Diploma, Advanced Diploma
	Human Resource	20	Diploma
	Purchasing and Supply	20	Diploma
	Marketing	20	Diploma
Eastern and Southern African Management Institute (ESAMI)	Business Administration	20	Bachelor's Degree, Master's Degree
	Human Resources Management	10	Master's Degree
	Procurement and Supply Chain Management	1	Master's Degree
Eswatini College of Technology (ECOT)	Electrical Engineering	30	Diploma
	Automotive Engineering (Light)	4	Diploma
	Automotive Engineering (Heavy)	5	Diploma
	Vehicle Body Repair	6	Diploma
	Human Resource Management	9	Diploma
	Office Management and Technology	10	Diploma
	Mechanic Engineering	25	Diploma

Table Continues on Next Page

Training Institutions *Continued*	Programmes	Enrolment	Level of Qualification
Eswatini Medical Christian University (EMCU)	Pharmacy	160	Bachelor's Degree
Global University College	Human Resource Management	1	Certificate
	Business Management/ Administration	5	Certificate
	Logistics and Supply Chain	6	Certificate
	Accounting and Finance	8	Certificate
	Secretarial and Office Management	4	Certificate
Gwamile Voctim	Automotive Engineering	50	Certificate
	Commercial Studies	50	Diploma
	Electrical Engineering	26	Diploma
	Mechanical Engineering	50	Diploma
	Electronics	50	Certificate
Hillside College	Human Resources Management	25	Certificate
	Electrical Engineering	25	Certificate
	Mechanical Engineering	25	Certificate
Institute for Development Management (IDM)	Business Administration	20	Master's Degree
	Human Resources Management	50	Diploma, Bachelor's Degree
	Accounting and Business Studies	30	Diploma
Limkokwing University of Creative Technology (LUTC)	Public Relations	50	Associate Degree
	Business Information Technology	60	Associate Degree
	Business Management	50	Associate Degree
Manzini Industrial Training Centre (MITC)	Motor Mechanics	25	Certificate
	Panel Beating & Spray Painting	25	Certificate
	Computer Studies (ICDL)	25	Certificate
	Auto Electrical Engineering	25	Certificate
Mananga Centre for Regional Integration and Management Development	Financial Accounting	40	Diploma

Table Continues on Next Page

Training Institutions *Continued*	Programmes	Enrolment	Level of Qualification
Regent Business School	Business Administration/ Management	75	Higher Certificate, Bachelor's Degree, Master's Degree
	Commerce	50	Bachelor's Degree, Honours
	Supply Chain Management	25	Bachelor's Degree
	Human Resource Management	25	Bachelor's Degree
	Accounting	2	Bachelor's Degree
Southern African Nazarene University (SANU)	Business Management and Entrepreneurship	90	Diploma
	Pharmacy	51	Diploma, Bachelor's Degree
Ubombo Technical College (U-Tech College)	Financial Management	10	Certificate
	Marketing Management	10	Certificate
	Business Management	10	Certificate
Workers College	Accounting and Finance	51	Diploma, Bachelor's Degree
Providence International Training Institute	Electrical & Electronics Engineering	10	Certificate, Diploma
	Business Studies	1	Certificate, Diploma
Resource College	Electrical Engineering	10	Certificate

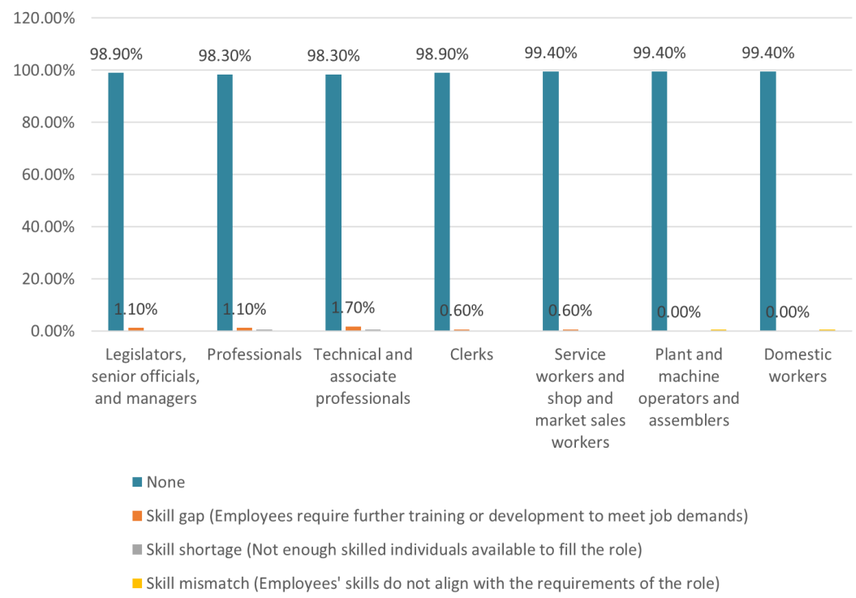
Source: NLMSP Training Institutions Survey Data, 2024

NB: Programmes with no enrolment figures indicated by the training institution were excluded even if they offer the relevant skills.

10.5 Skills Gap

Employers experienced the most difficulty in finding qualified individuals for professional roles, while technical and machine operator positions had some instances where employees' skills did not fully align with job requirements. Despite these challenges, the workforce was largely well-matched to job demands. However, targeted training and hiring strategies could help address the remaining gap.

Figure 10.5.1: Skills deficiencies



While most workers in the wholesale and retail sector appeared well aligned with their occupational roles, particularly among technical, elementary, and operational roles (see Table 10.5.1), a notable qualification gap remained, especially at professional and managerial levels. Despite employers expressing a preference for candidates with a first degree or equivalent tertiary education, many employees continued to hold only certificate-level qualifications. This discrepancy suggested that while practical skills might have enabled workers to perform their current tasks effectively, the absence of higher-level formal education likely contributed to underqualification and underutilisation, particularly among professionals, clerks, and trades workers. These gaps pointed to a need for upskilling initiatives and formalised career progression pathways to meet the evolving demands of the sector.

Table 10.5.1: Skills alignment

Occupation	Fully aligned	Underqualified	Lack of necessary skills	Underutilised
Legislators, senior officials, and managers	84.35%	13.20%	1.71%	0.73%
Professionals	74.55%	13.41%	4.77%	7.27%
Other	82.24%	16.82%	0.00%	0.93%
Technical and associate professionals	97.51%	1.25%	0.62%	0.62%
Clerks	82.62%	10.16%	5.57%	1.64%
Service workers and shop and market sales workers	96.96%	2.03%	0.29%	0.72%
Skilled agricultural and fishery workers	0.00%	0.00%	0.00%	0.00%
Craft and related trades workers	78.53%	18.32%	2.09%	1.05%
Plant and machine operators and assemblers	100.00%	0.00%	0.00%	0.00%
Elementary Occupation	96.81%	3.19%	0.00%	0.00%
Domestic workers	90.57%	3.77%	3.77%	1.89%

Table 10.5.2 shows the number of vacancies in each occupation, the skills required to fill the vacancy, and the reasons for the vacancy. There was a total of 15 vacancies reported by Employers in the wholesale and retail sector, most (6) of which were in the technical and associate professionals' category. Vacancies were also reported in managerial positions (2), professionals (2), clerical work (2), and in lower-level occupations (3). Most of the vacancies were created due to lack of work experience demanded by the employer, a lack of interest in the job when advertised, and the lack of required qualification from potential candidates. There is a clear mismatch between the skills and experience that employers seek and the skills and experience that potential candidates possess. These results point to broader issues of skill development and workforce readiness, not just in the wholesale and retail sector, but across the economy.

Table 10.5.2: Vacancies and Reasons for Vacancies

Occupations	Number of vacancies	Skills Required	Reason for Vacancy
Legislators, Senior Officials, Managers	2	Accounting & Finance; Communication Skills	Lack of work experience the company demands
Professionals	2	Accountant; Business Analytics	Low number of applicants with the required skills; Not enough people interested in doing this type of job
Technical and associate professionals	6	Mechanical Engineering; Graphic Designer; Information Technology	Recruits perform poorly on the job when employed; Lack of work experience the company demands; Low number of applicants with the required skills
Clerks	2	Bookkeepers	There is no reason
Craft and related trades workers	1	Motor Mechanic	Lack of work experience the company demands
Elementary Occupation	1	Quality Control	Lack of qualifications the company demands
Domestic workers	1	Cleaner	There is no reason

10.6 Emerging skills

In Eswatini's wholesale and retail sector, the projected demand for jobs over the next five years pointed to a significant shift toward technologically driven and customer-centric roles (see Table 10.6.1). From entry-level to high-level occupations, the emphasis consistently fell on digital skills, smart systems, and enhanced operational efficiency. Professionals and technical associates were projected to experience the most notable growth, with a rising need for expertise in data analytics, online marketing, software integration for vehicle systems, and sustainable operations. This indicated that businesses were increasingly leaning on technology to streamline supply chains, improve customer experiences, and remain competitive. Clerical and sales roles also evolved, requiring familiarity with e-payment systems, CRM software, and mobile POS tools, highlighting the sector's ongoing digitisation and the push for real-time customer engagement.

Table 10.6.1: Industry future skills needed

Occupation	Number of Jobs Needed (12 Months – 3 Years)	Number of Jobs Needed (4 – 5 Years)	Emerging Skill Profession/Trade
Legislators, senior officials, and managers	5	20	E-commerce strategy; Sustainable business leadership; Digital procurement; Data-driven decision making; Financial forecasting; Change management; Customer experience strategy; Business Managament, Chartered Accountant
Professionals	177	259	Data analytics; Digital inventory systems; Advanced sales management; Pharmaceutical retail knowledge; Automotive diagnostics; Online marketing; Business intelligence tools; Supply chain digitization; HR analytics; Sustainable retail operations; Customer journey mapping; Retail pharmacy systems; Agile project management
Technical and associate professionals	326	521	Automotive electronics; Tyre technology and repair; Advanced welding techniques; Inventory data management; POS maintenance; Smart logistics; Electric vehicle repair; Software integration for vehicle systems; Panel beating with environmental standards; Graphic design for retail displays; Advanced warehouse operations; Environmental health and safety auditing; Packaging technology; Digital platform management
Clerks	12	20	E-payment systems; Retail data entry; CRM software; E-invoicing; Stock management software; Basic data visualisation tools; Mobile POS operation; Digital filing systems
Service workers and shop sales workers	121	214	Online customer service; Mobile-based selling platforms; Digital payment handling; Basic social media marketing; Customer retention techniques; Electric scooter repair basics; Food safety handling for retail; In-store experience design; Product knowledge training; Upselling techniques

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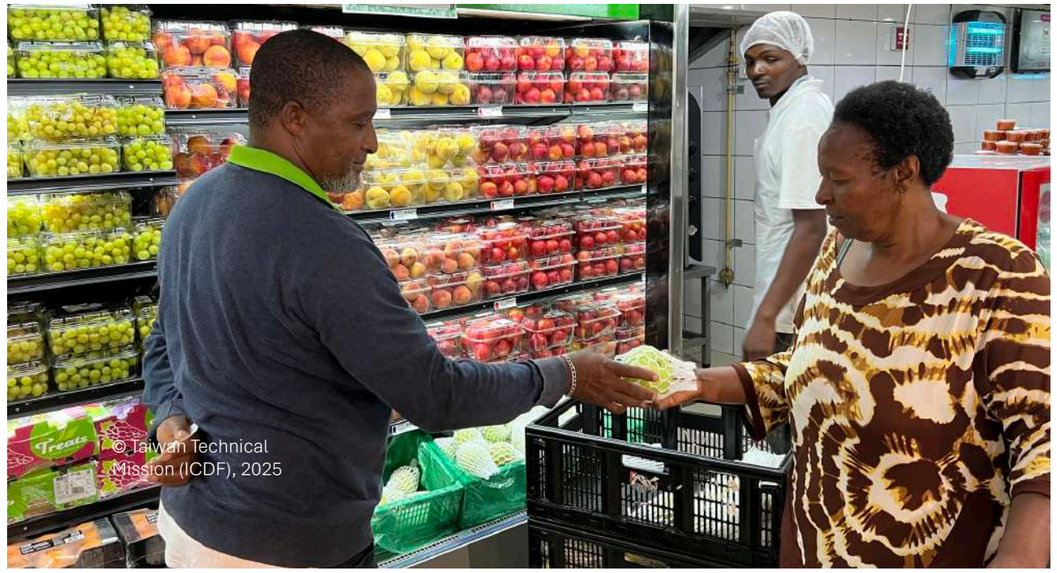
Occupation *Continued*	Number of Jobs Needed (12 Months – 3 Years)	Number of Jobs Needed (4 – 5 Years)	Emerging Skill Profession/Trade
Skilled agricultural and fishery workers	0	0	0
Craft and related trades workers	36	31	Spray painting for auto-retail; Smart diagnostics; Panel finishing; Energy-efficient welding; Electric motor repair; Advanced tinting; Glass fitting with safety standards; EV component servicing; Automotive AC installation
Plant and machine operators and assemblers	71	107	Forklift digital navigation; Auto part installation; EV battery handling; Heavy-duty plant control panels; Smart tyre installation tools; Vehicle sensor alignment; Maintenance of diagnostic machines; Safety compliance in automation
Elementary Occupation	11	12	Mobile cleaning tools; Digital cash register basics; Inventory tagging tools; Modern packaging; Store sanitation procedures; Hygiene compliance training
Domestic workers	150	300	Retail-specific sanitation; Stockroom cleaning procedures; Waste sorting and recycling; Inventory area maintenance; Fire safety training
Other	24	38	Smart plumbing systems; Retail maintenance services; Paint and finish technologies; Diagnostic support roles; General repair services tailored for retail environment



10.7 Conclusion

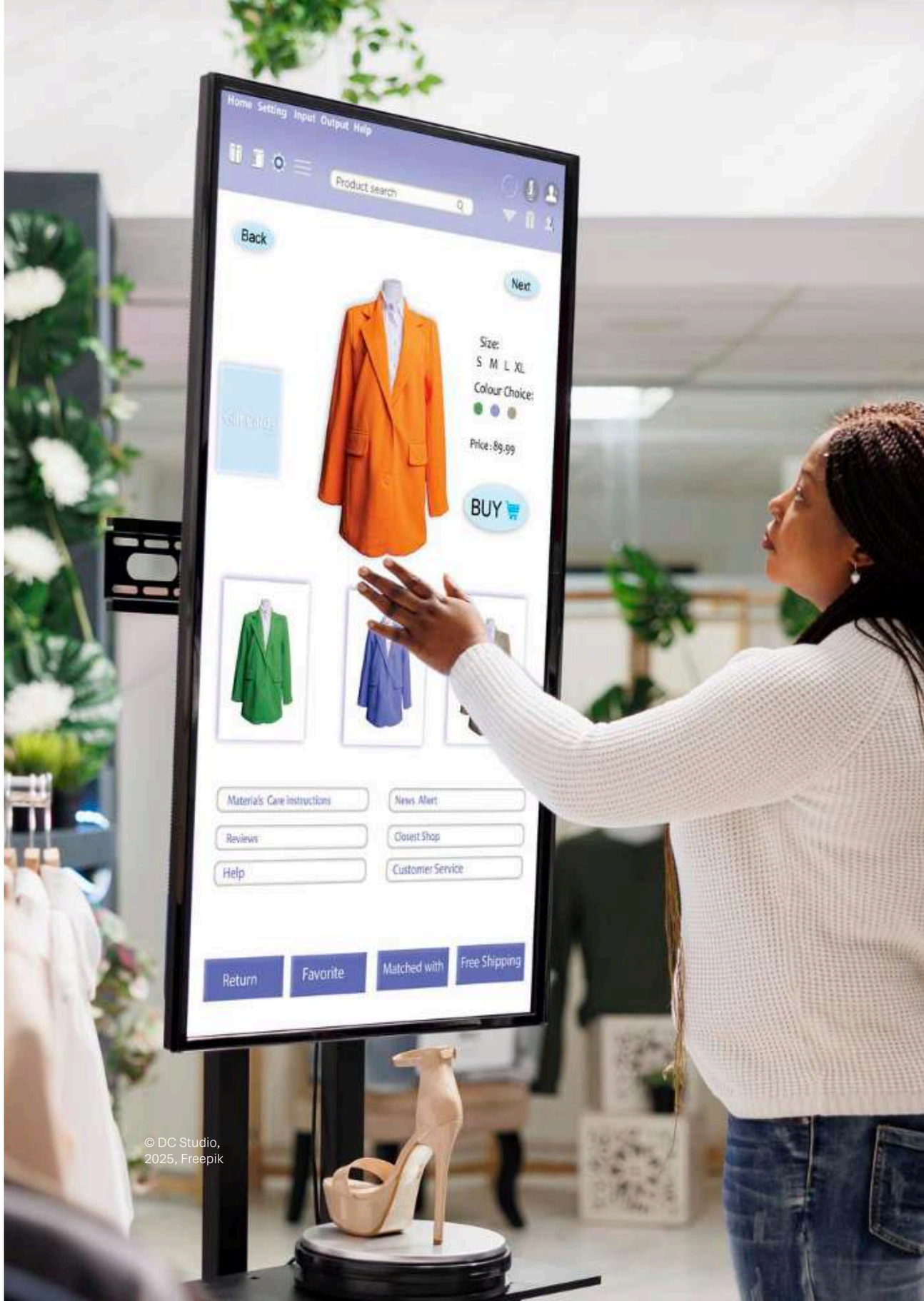
The wholesale and retail sector remains one of Eswatini's largest sources of employment, particularly for youth and women. However, the sector is dominated by low-wage, low-skill roles with limited career progression. Most workers are employed as shop assistants, cashiers, and merchandisers, and few transition into higher-skilled positions such as buyers, store managers, or supply chain coordinators. This reflects both limited access to training and a lack of clearly defined occupational pathways within the sector.

The data showed a strong reliance on certificate-level qualifications, with minimal uptake in middle- to higher-level skills. This skills ceiling hinders both worker mobility and sector innovation. While retail is increasingly shaped by digital technologies, data-driven customer engagement, and integrated supply chains, these emerging skill areas are largely absent from current workforce capabilities. The lack of formal occupational qualifications tailored to these shifts leaves both job seekers and employers at a disadvantage.

Despite these challenges, the sector presents real opportunities for transformation. Regional market integration, digital platforms, and shifts in consumer expectations are reshaping how retail functions. To respond, Eswatini must move beyond traditional retail training and urgently invest in skills that support logistics, online commerce, customer experience design, and retail analytics.

10.8 Recommendations

- Given the rising importance of digital platforms for retail and wholesaling, a targeted focus on enhancing digital literacy is essential. Training programmes should prioritise e-commerce, digital marketing, and online customer service. Retailers should be equipped with the skills to engage in online platforms, facilitating a smoother transition to omnichannel operations.
- As customer expectations evolve, skills in customer relationship management, sales techniques, and personalised service should be emphasised.
- Retailers must invest in training their workforce in supply chain management, especially as demand for efficiency, speed, and transparency increases. This includes the adoption of new logistics technologies, inventory management, and stock forecasting.
- As sustainability becomes a more prominent concern, retailers should focus on training their employees in sustainable retail practices. This includes understanding sustainable sourcing, waste reduction, energy-efficient technologies, and green product lines. Upskilling in these areas can differentiate businesses in the marketplace while meeting the growing demand for environmentally conscious products and services.
- As gender representation is an important consideration in the workforce, training programmes should be designed with gender responsiveness in mind. Encourage more women and other underrepresented groups to take up leadership roles in retail and wholesale sectors, ensuring equal access to professional development opportunities.



11 Finance & Insurance

Eswatini's financial and insurance sector forms a critical backbone of the economy, led by key banking institutions and supported by a diverse range of financial entities. Together, they drive financial stability, economic activity, and growth across the country.

Finance & Insurance

Eswatini's financial sector brings together banks, financial institutions, markets, and payment systems to drive the economy.

Left: © Freepik, 2025

11.1 Introduction

The financial and insurance sector in Eswatini plays a vital role in the country's economic landscape, which is characterized by a complex interplay between various financial entities. Eswatini's financial system comprises the banking industry, non-bank financial institutions (NBFIs), financial markets, and the payment system, each contributing uniquely to the economy. These components work together to facilitate financial intermediation, risk management, and economic stability. However, the system is characterized by overlaps between the banking and non-bank financial sectors, a legacy of their historical interconnectedness and shared role in providing financial services. Financial markets and the payment system, play complementary roles in ensuring the smooth functioning of the economy (Fakudze, 2019).

At the heart of the banking industry is the Central Bank of Eswatini, which oversees and regulates the commercial banking sector in accordance with the Central Bank Order of 1979. This industry is composed of four main commercial banks: Eswatini Bank, First National Bank Eswatini, Standard Bank Eswatini, and Nedbank Eswatini. These banks function as deposit-taking intermediaries, facilitating financial intermediation and supporting economic activities (Fakudze, 2019). The regulatory framework established by the Central Bank aims to ensure the stability and transparency of banking operations, although challenges such as financial literacy among the population persist.

The non-bank financial industry underwent significant reforms following 2010, which marked a turning point in regulatory oversight. The establishment of the Financial Services Regulatory Authority (FSRA) in 2012 was a crucial development that delineated the non-bank financial sector from the banking industry. The FSRA is mandated to supervise non-bank financial institutions, which do not accept deposits but engage in various forms of financial intermediation, including savings and credit cooperatives, retirement funds, and the insurance market. This segmentation has encouraged a more structured regulatory environment, promoting stability and accountability within the sector, as highlighted by Fakudze (2019).

The financial markets in Eswatini facilitate the transfer of funds from net savers to borrowers, thereby stimulating investment and enhancing liquidity. However, these markets are still in a developmental phase and are characterized by fragmentation, with activities coordinated by both the Central Bank and the FSRA. The money market and capital market are the two main active segments (Fakudze, 2019). The payment system in Eswatini is essential for facilitating financial transactions, comprising both cash and non-cash payment methods. Cash payments involve the physical exchange of money, while non-cash transactions utilize instruments such as cheques, credit and debit cards, and electronic funds transfers (Fakudze, 2019). The efficiency of the payment system is critical for enhancing financial inclusion, yet challenges remain in reaching underserved populations, particularly in rural areas.

The insurance industry evolved through two distinct phases, a liberal pre-1973 era followed by a restrictive pre-2005 period, closing off in a more open market environment. Prior to 1973, several foreign insurance companies operated in the country. In 1973, the government consolidated short-term insurance companies into the Eswatini Royal Insurance Corporation (ESRIC), acquiring a 41% stake in the entity. Since then, foreign firms have re-entered the market, and most insurance companies are now foreign-owned, operating under a conglomerate group structure. As of 2019, there were 10 general insurance companies in Eswatini (The World Bank, 2022).

The Eswatini Royal Insurance Company (ESRIC) dominates the non-life insurance segment, accounting for a substantial share of premiums and assets in the market (The World Bank, 2022). However, the overall insurance penetration remains low, with only 8% of adults possessing a short-term insurance product. This situation is concerning, especially given that a significant portion of the population experiences major risk events, yet only a small fraction utilizes insurance as a risk management tool (The World Bank, 2022).

While financial literacy levels in Eswatini are low, with around 27% of adults demonstrating limited financial capability. This lack of understanding regarding insurance products and their benefits contributes to low uptake rates, as many individuals resort to informal financial coping mechanisms during crises (CFI, 2019).

Moreover, disaster-related insurance products are often deemed unaffordable by the majority, further limiting access to essential financial protections. The average monthly premium for property insurance can be prohibitively high, representing a substantial portion of the income of many potential policyholders (The World Bank, 2022). However, Eswatini is currently exploring microinsurance as a viable solution to improve access to affordable insurance products. The introduction of microinsurance guidelines in 2017 aimed to create a more inclusive insurance landscape by lowering capital requirements and simplifying regulatory compliance (The World Bank, 2022).

11.2 Labour Market Structure

The finance and insurance sector demonstrates a slight female dominance, with 52.53% of the workforce being women, compared to 47.47% men. This indicates a relatively balanced gender distribution, though leaning towards a female-majority sector. The age profile of the workforce is notably concentrated within the 36-40 year age bracket, both in terms of employer preference and actual employee demographics.

The sector Is largely composed of Eswatini citizens, who make up 99.76% of the workforce. This indicates a high level of local absorption and limited reliance on foreign talent and also supports national employment strategies.

Furthermore, the sector is highly formalized, as shown by the dominance of permanent contracts, which cover 88.67% of employees. Temporary and seasonal workers constitute 11.05% and 0.28% of the workforce, respectively. This can be indicative of job stability and reflects the structured and long-term nature of roles within the finance and insurance industry. Such stability enhances employee retention and improves institutional knowledge and continuity.

However, the representation of workers living with disabilities is significantly low, at only 0.24% of the workforce. This highlights a significant gap in inclusivity, indicating the need for focused efforts to enhance accessibility and create more employment opportunities for individuals with disabilities in this sector. An alignment in this sector was noted, regarding qualifications expected by employers and qualifications held by employees. Employers in this sector prefer employees with a first stage of tertiary education, specifically a first degree.

Table 11.2.1 Employee Profile (Finance and Insurance)

	Indicator	Value
Sectoral Absorption by Gender	Share of Females	52.53%
	Share of Males	47.47%
Employment Age	Preferred Average Age Group	36-40 years
	Actual Average Age Group	36-40 Years
Sectoral Absorption by Nationality	Share of Swati Citizens	99.76%
	Share of Foreigners	0.24%
Type of Contract	Share of Temporary Workers	11.05%
	Share of Permanent Workers	88.67%
	Share of Seasonal Workers	0.28%
Workers Living with Disabilities	Share of People Living With Disabilities	0.24%
Qualifications	Minimum Qualifications Preferred by Employers	First stage of tertiary education. 1st degree (medium duration)
	Actual Minimum Qualifications Held by Employees	Bachelors' degree

Source: NLMSP Employer Survey (2025)

The survey data reveals a strong local presence in this sector, as only one clinical professional was imported from South Africa due to a lack of qualified locals. However, this scarcity of imported skills at the mid-level professional stage indicates that the local finance and insurance sector is largely self-sufficient in meeting its demands and roles. In contrast, senior roles represent a different scenario, with six individuals imported from countries like Zimbabwe, Ghana, and South Africa to fill critical positions such as directors, consultants in auditing, and financial literacy. The reasons for outsourcing these skills vary, including the unavailability of such expertise in Eswatini and the need to establish international partnerships. For example, two directors from Ghana and Zimbabwe were outsourced due to their expertise in accounting, while one clinical professional from South Africa was brought due to lack of local individuals the certificate or licence in the clinical profession.

Table 11.2.2 Workforce Composition and Foreign Employment Trends (Finance and Insurance)

Occupation	Modal Age Group (Years)	Foreign Workers	Imported Skill	Reason for Importing Workers	Countries of Origin
Legislators, Senior Officials, and Managers	40-50	5	-Director -Financial Literacy -Auditing and Accounting -Principal consultant	-Experts in the accounting field - Appropriate qualifications and experience in handling loan portfolios - Skill is scarce in Eswatini	Zimbabwe; Ghana; South Africa
Professionals	35-40	1	-Clinical professional	- Absence of individuals with certificate or license in the clinical profession	South Africa
Technical & Associate Professionals	31-35	0	-	-	-
Clerks	35-40	0	-	-	-
Service Workers and Sales Workers	35-40	0	-	-	-
Skilled agricultural and fishery workers	35-40	0	-	-	--
Plant and machine operators and assemblers	35-40	0	-	-	-
Elementary Occupations	31-35	0	-	-	-
Domestic Workers	35-40	0	-	-	-

Source: NLMSP Employer Survey (2025)

11.3 Current Skills

This section measures current skills in Eswatini's finance and insurance sector through a survey of 55 employers. In leadership roles, males hold a slight advantage, with 618 males versus 551 females. While women are breaking into traditionally male-dominated executive positions, the gender gap persists at the top. In professional roles, women outnumber men, with 665 females compared to 597 males in the survey, indicating strong female representation in specialized, advanced roles. However, in technical and associate positions, males dominate (348 to 281), which could impact future leadership pipelines if not addressed. Clerical roles show strong female dominance (662 females to 180 males), while service and sales positions remain balanced (319 females to 337 males). Plant operators and elementary occupations are overwhelmingly male, reflecting gender stereotyping in roles involving physical labour. Finally, domestic worker positions are predominantly female (61 to 9), while the "Other" category is male dominated (145 to 44), suggesting that men hold a wider range of specialized roles.

Table 11.3.1 Current Gender Distribution, Surveyed vs. Actual Data (Finance and Insurance)

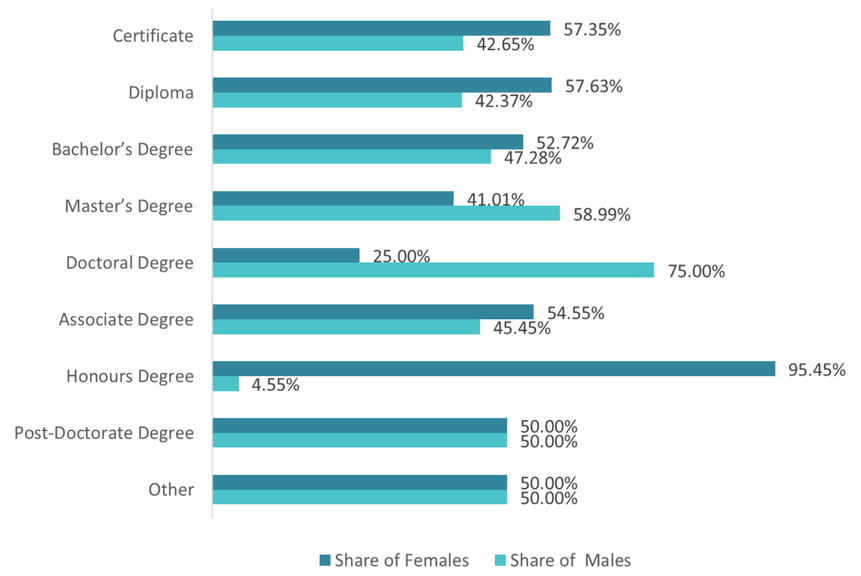
Occupation	Survey Count Females	Survey Count Males	Actual Count Females	Actual Count Males
Legislators, senior officials, and managers	190	213	551	618
Professionals	665	597	1 930	1 732
Technical and associate professionals	97	120	281	348
Clerks	228	62	662	180
Service workers and shop and market sales workers	110	116	319	337
Skilled agricultural and fishery workers	5	9	15	26
Plant and machine operators and assemblers	1	15	3	44
Elementary Occupation	7	25	20	73
Domestic workers	21	3	61	9
Other	15	50	44	145
Total Number of Personnel	1339	1210	3 885	3 511

Source: NLMSP Employer Survey (2025)

At the certificate and diploma levels, there is a noticeable male dominance, with males holding 57.35% and 57.63% of qualifications respectively. This suggests that more men are entering the finance and insurance sector through vocational training routes. However, the trend begins to shift at the bachelor's degree level, where women slightly outnumber men, holding 52.72% of qualifications compared to 47.28% for men. This indicates greater female representation at the undergraduate level, reflecting progress in gender balance within tertiary education.

The distribution shifts again at higher qualification levels. At the master's degree level, males dominate with 58.99% while females represent only 41.01%. The gap widens further at the doctoral level, where 75% of holders are male. The most significant disparity appears at the honours degree level, with males holding 95.45% of these qualifications. These trends point to potential barriers for women in advancing beyond undergraduate education, possibly linked to financial constraints, caregiving responsibilities, or institutional limitations. In contrast, associate degrees show a relatively balanced distribution, with 54.55% male and 45.45% female, and an equal 50/50 gender split is observed for post-doctorate and "other" qualifications.

Figure 11.3.1 Distribution of Workforce by Qualifications (Finance and Insurance)



Source: NLMSP Employer Survey (2025)

Table 11.3.2 highlights how different academic fields contribute specific skillsets to the finance and insurance sector. Mathematics forms the analytical backbone, supporting roles in accounting, bookkeeping, and data science. Computing skills, particularly in IT, database management, and software development are essential for digital finance, cybersecurity, and fintech innovation. Physical sciences and engineering offer practical competencies relevant to risk assessment and underwriting, especially in high-value asset insurance. Biological sciences, though less central, support roles in health and disability insurance through nursing, counselling, and environmental science. Social sciences and humanities contribute to human resources, economics, communication, and regulatory functions, while law provides critical expertise in compliance, contract negotiation, and legal risk mitigation. Business and management studies supply a wide range of core skills, finance, insurance, leadership, auditing, and sales, making it the most comprehensive feeder field. Medicine supports case management in health finance, aligning medical knowledge with insurance service delivery.

Table 11.3.2 Workforce Specific skills by Field of Study (Finance and Insurance)

Field of Study	Specific Profession/Skill/Trade
Mathematics	Research skills; Accounting; Data scientist; Bookkeeping
Computing	Information Technology; Computer science; Information Technology Director; Database Management; Microsoft; IT Specialist; Software developer
Physical Sciences and Engineering	Occupational Health and Safety; Mechanical engineering; Chemistry; Building Studies; Chemical Engineering
Biological Sciences	Nursing; Environment science; Physical Therapist; Counselling
Social Sciences	Human Resources Officers; Secretarial Studies; Social work; Economics; Sociology; Statistical Analysis; Social Science; Law; Communication
Business and Management Studies	Principal consultant; Sales agent; Business Administration and Leadership; Human Resource Management; Agri-business and economics; Finance; Insurance; Customer handling; Financial Management; Bachelors in Commerce; Financial Analyst; Membership administrator; Implementation Officers; Public Relations; Internal Audit; Director; Senior manager in business development
Humanities	Human Resources
Law	Lawyer; Legal Studies; Problem-solving; Contract Law; Commercial Law; Legal Counsel; Legal Consultant
Medicine	Case Management

Source: NLMSP Employer Survey (2025)

11.4 Skills Demand

The skills demand in the finance and insurance sector, as outlined in Table 11.4.1, shows the sector's growing complexity and its shift toward knowledge-intensive, multidisciplinary functions. Across occupational levels, there is a strong emphasis on tertiary education, with many roles requiring at least a first-degree qualification, and others demanding advanced postgraduate credentials.

For legislators, senior officials, and managers, the associated skill set ranging from business development and project management to digital transformation and emotional intelligence shows that senior roles are no longer limited to traditional management duties. Leaders in the sector are now expected to drive innovation, manage complex stakeholder relationships, and navigate financial risk in a dynamic, tech-driven environment. Skills such as negotiation, public relations, and emotional intelligence also suggest a strong demand for soft skills alongside technical capability.

Professionals within the sector also require a strong educational foundation, with preferences for bachelor's and master's degrees, and specialized certifications like CPA, CMA, and CFA. The skills demanded in this category span a wide range, from core financial competencies like accounting and auditing to specialized areas such as forensic accounting, financial inclusion, and data analytics.

Technical and associate professionals are increasingly expected to possess skills in high-demand tech areas such as cybersecurity, artificial intelligence, and software development. This demonstrates the sector's shift toward digital transformation, where roles that were once seen as supporting functions now require advanced ICT competencies. Qualifications in information technology, especially when paired with certifications like CIS or knowledge of programming languages, are crucial for safeguarding financial systems, driving automation, and enhancing service delivery. The inclusion of procurement and logistics also shows that supply chain awareness is vital in certain insurance and financial products, particularly those dealing with asset protection or trade.

Clerical roles, while requiring slightly lower qualifications (sometimes non-tertiary post-secondary education), still depend on a defined set of administrative and financial skills such as bookkeeping, accounting, and office management. Service and sales workers reflect the most diverse qualification requirements, ranging from upper secondary education to tertiary degrees. The demand for skills in advertising, marketing, and specialized insurance services shows a growing focus on customer engagement, product diversification, and market competitiveness. Interpersonal and communication skills remain central, in these roles.

For skilled agricultural and fishery workers, the skill demand is specific and narrow focused on agricultural economics. These workers play a major role in sectors like agribusiness insurance and rural finance, where understanding agricultural systems and market dynamics is essential for assessing risk and designing responsive financial products. Craft and related trades workers, particularly those involved in mortuary services, require specialized but less conventional skills such as embalming and grief counselling. While these roles may not be widespread, they represent specialized service areas that support product offerings in life and funeral insurance.

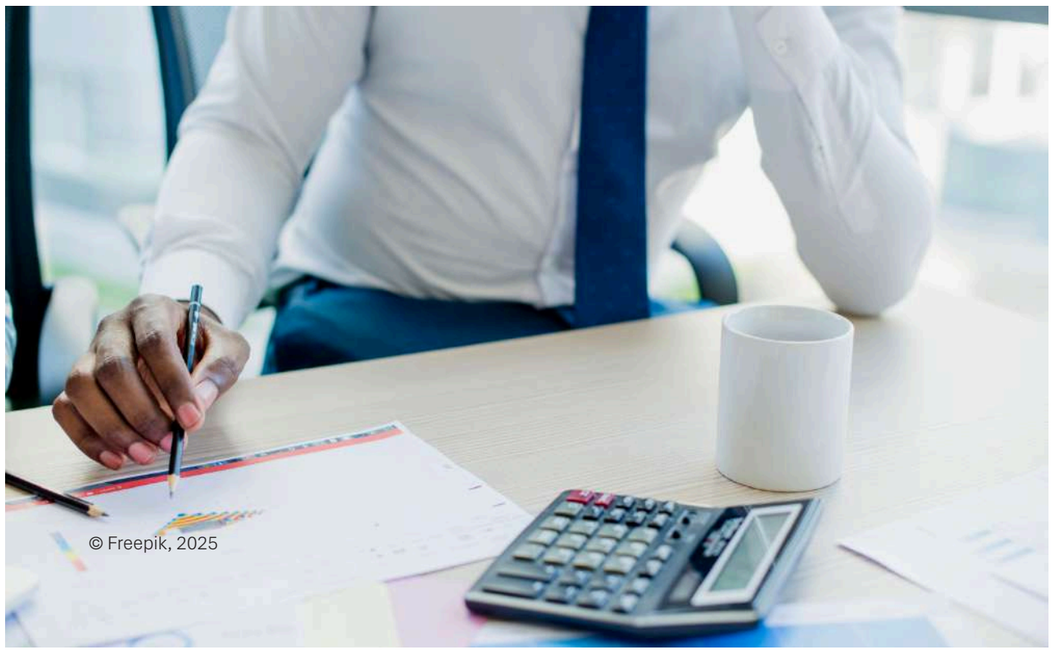


Table 11.4.1 Minimum Qualifications and Essential Skills by Occupation (Finance and Insurance)

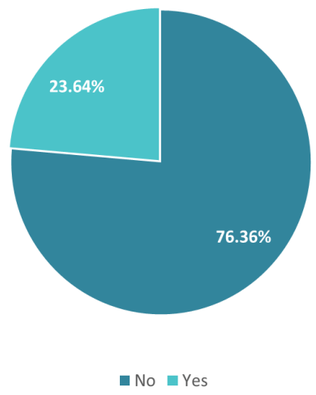
Occupation	Preferred Minimum Qualification	Top Skills
Legislators, senior officials, and managers	-First stage of tertiary education, 1st degree (medium duration) -Second stage of tertiary education (leading to an advanced research qualification)	Business Management; Business Development; Entrepreneurship; Project Management; Digital Transformation; Risk Management; Corporate Finance; Public Relations; Negotiation and Communication Skills; Emotional Intelligence
Professionals	- First stage of tertiary education (short or medium duration); First stage of tertiary education, 1st degree (medium duration) - Second stage of tertiary education (leading to an advanced research qualification)	Accounting and Finance; Certified Public Accounting (CPA); Certified Management Accounting (CMA); Chartered Accountants; Forensic Accounting and Intelligence; Financial Inclusion; Ethics in Finance; Chartered Financial Analyst (CFA); Economics; Econometrics; Law; Legal; Commercial Law; Auditing; Taxation; Data Analysis; Data Analytics; Statistics; Bachelor of Commerce; Banking; Social Sciences; Nursing; Clinical; Public Health
Technical and associate professionals	-First stage of tertiary education (short or medium duration) -First stage of tertiary education, 1st degree (medium duration)	Information Technology; Information Technology in Agriculture; Cyber Security; Certified Information Systems (CIS); Artificial Intelligence; Software Design; Python; Procurement; Supply Chain; Logistics
Clerks	-First stage of tertiary education (short or medium duration) - First stage of tertiary education, 1st degree (medium duration) - Post-secondary, non-tertiary education	Bookkeeping and Accounting; Administration; Finance and Administration; Presentations
Service workers and shop and market sales workers	-First stage of tertiary education, 1st degree (medium duration) - Upper secondary level of education	Sales and Marketing; Advertising; Insurance; Specialized Insurance Courses; Customer Service; Interpersonal Skills; Communication
Skilled agricultural and fishery workers		Agricultural Economics
Craft and related trades workers		Mortuary Boxes; Mortician; Embalming Skills; Grief Counselling Skills

Source: NLMSP Employer Survey (2025)

11.5 Skills Supply

Skills supply in the finance and insurance sector was assessed through a combination of employer, training institution, and graduate surveys. Employers were asked whether they engage with training providers to offer feedback on the quality of skills supplied. Figure 11.5.1 shows that the alignment between training institutions and industry remains limited. Only 23.6% of employers reported interfacing with training providers to give feedback on the quality of skills supplied. This weak industry-education linkage limits the responsiveness of training programs to evolving labour market demands, risking continued skill mismatches.

Figure 11.5.1 Company Feedback to Training Institutions on Skill Quality (finance and Insurance)



Source: NLMSP Employer Survey (2025)

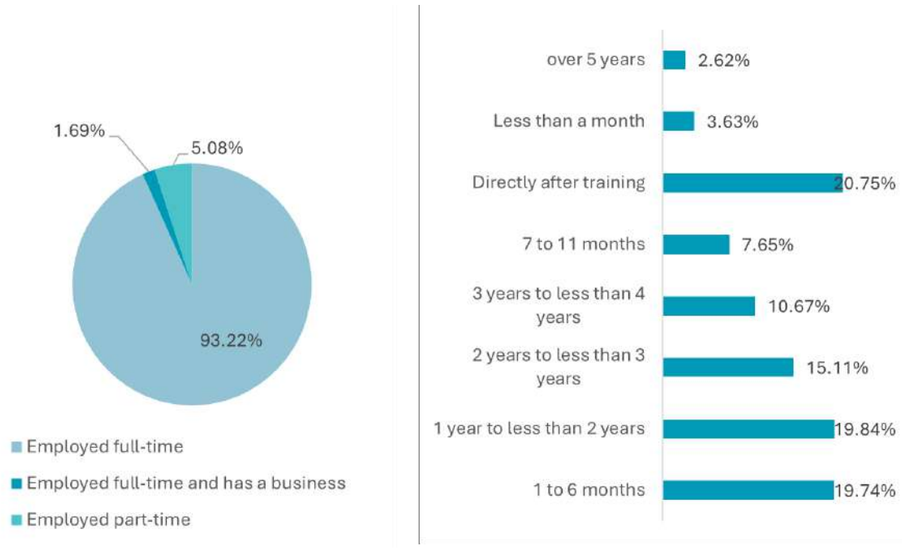
Training institutions were surveyed on the frequency of instructor upskilling and the challenges they face in aligning programs with changing labour market needs.Instructors in the finance and insurance training sector undergo professional development at varying and inconsistent intervals, reflecting a lack of uniform standards across institutions. While some instructors benefit from regular training such as quarterly participation in both local and international workshops others receive formal training only once every three to six years. A few institutions conduct annual training or monitor instructors through biannual key performance indicators tied to professional development targets. This disparity in training frequency suggests that not all educators are equally equipped to respond to the sector's rapidly evolving demands.

Institutions face significant challenges in aligning their programs with the rapidly changing demands of the job market. A key obstacle is limited financial and material resources, which restrict institutions from updating curricula, adopting new technologies, or accessing contemporary industry tools and insights. This lack of funding also affects research capacity, which is vital for keeping academic content relevant and data-driven.

Furthermore, industries often show reluctance to engage in curriculum revisions unless they are assured of the institution's accreditation status, leading to minimal feedback loops. Some institutions also indicated that government response to feedback is slow or ineffective, and that industries themselves often do not understand the role they play in programme accreditation. The lack of graduate tracking mechanisms adds to the problem, with some institutions unable to determine whether their students are employed in the market or if their training aligns with employer expectations. There are also concerns over outdated skillsets among staff and the difficulty in replacing underperforming personnel with more qualified educators, due to institutional or legal constraints. Resistance to change from within institutions, especially around "unlearning" obsolete practices, further slows adaptation to emerging industry needs.

About 59 graduates shared their current employment status and how long it took them to secure their first job after completing training. Employment reflects a relatively positive picture with most (93%) of graduates are employed full-time, with a small share engaged in part-time work or combining employment with entrepreneurship. Yet, the transition into employment is slow for many. While 19% secured jobs immediately after training, 54% took a year or more to find employment. Compared to National Skills Audit report in 2021, where 53% found jobs directly after training and only 12% took a year or more, there is a marked decline in immediate placements and a longer overall transition period, suggesting persistent structural bottlenecks in labour absorption.

Figure 11.5.2 Employment Status and Employment Transition Period (Finance and Insurance)



Source: NLMSP Employer Survey (2025)

Table 11.5.1 presents an overview summary of the training institutions in Eswatini's finance and insurance sector, detailing their courses and enrolment capacities. The table shows a mix of certificate, diploma, and bachelor's-level qualifications, reflecting a tiered approach to skills development in the finance and insurance sector. Certificate and diploma programs dominate, with eight out of eleven offerings, showing a focus on vocational and mid-level skills training. This aligns with findings from King and Palmer who mentioned that skills supply in developing economies, where technical and vocational education and training (TVET) is emphasized to address immediate labor market needs (King & Palmer, 2010). For example, CIT's three-tiered CAT programs and Workers College's Diploma in Accounting and Finance cater to foundational and intermediate skills, potentially supplying technicians and mid-level professionals to the insurance and finance industries.

The average lecturer-to-student ratio across all institutions is approximately 1:10, which aligns with global standards for higher education but masks significant variations. For example, the Institute for Development Management (IDM) and Global University College have ratios of 1:20 and 1:15, respectively, which are less favourable and could hinder effective learning. According to UNESCO (2015), a favourable lecturer-to-student ratio is essential for effective learning outcomes, particularly in specialized fields like finance and accounting, where practical skills and critical thinking are paramount. The International Federation of Accountants (IFAC, 2020) also emphasizes the importance of adequate staffing and resources to ensure that graduates meet global competency standards.

Table 11.5.1 Programmes offered by Training Institutions (Finance and Insurance)

Institution	Programmes Offered	Enrolment Capacity
AMADI University College	Bachelor of Commerce in Accounting	50
	Accounting and Finance	50
Botho University	Bachelor of Commerce in Accounting	30
Centre for International Technology (CIT)	Certificate in Accounting Technician CAT	20
	Diploma in CAT	20
	Advanced Diploma in CAT	20
Global University College	Certificate in Accounting and Finance	8
Institute for Development Management (IDM)	Diploma in Accounting and Business Studies	30
Mananga Centre for Regional Integration and Management	Diploma in Financial Accounting	40
Ubombo Technical College (U-Tech)	Diploma in Financial Management	10
Workers College	Diploma in Accounting and Finance	50

Source: NLMSP Employer Survey (2025)

11.6 Skills Gaps

To assess workforce readiness in the finance and insurance sector, employers were asked to reflect on employees' alignment with their current job requirements. For employees with identified skills issues, employers were further asked to specify the nature of the challenge, whether it was skills gap, shortage or mismatch. The finance and insurance sector in Eswatini appears to have a relatively well-qualified workforce, with most employees across occupations reported as fully aligned with their job requirements. Professionals, managers, and technical staff showed particularly strong alignment, with virtually no employees lacking technical or practical skills in these categories (see Figure 11.6.1).

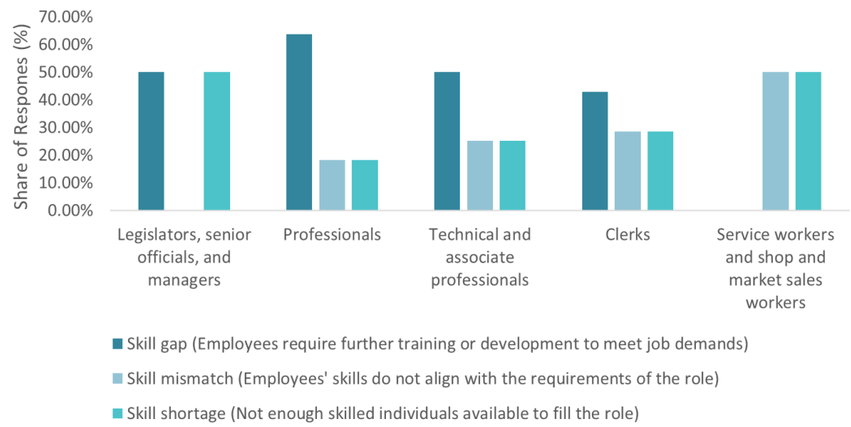
Table 11.6.1 Employee Alignment and Skill Levels by Occupations (Finance and Insurance)

Occupation	Employees Fully Aligned with Job Requirements (%)	Employees Underqualified for Positions (%)	Employees that Lack Technical/Practical Skills (%)
Legislators, senior officials, and managers	98.51	1.49	0.00
Professionals	99.66	0.34	0.00
Technical and associate professionals	97.65	2.35	0.00
Clerks	98.29	1.03	0.68
Service workers and shop and market sales workers	100.00	0.00	0.00
Skilled agricultural and fishery workers	100.00	0.00	0.00
Plant and machine operators and assemblers	100.00	0.00	0.00
Elementary Occupation	96.88	0.00	3.13
Domestic workers	95.83	0.00	4.17
Other	100.00	0.00	0.00

Source: NLMSP Employer Survey (2025)

However, subtle gaps still exist and point to a level of structural and developmental issues. Among professionals, the most affected group in terms of volume, nearly two-thirds of skill-related concerns are due to skills gap with the need for further training. Additionally, a share of professionals face skill mismatches or shortages, suggesting a lag between training outputs and changing job content. For senior officials and managers, the challenge is more evenly split, half of the skill concerns stem from gaps that can be closed through development, while the other half relate to difficulty sourcing candidates with the necessary leadership qualities, experience, or sector-specific expertise. Technical and associate professionals reflect similar patterns, with skill gaps and shortages noted equally. Clerical workers also show relatively high alignment but still require support in bridging skills. Lastly, service and sales roles, though fewer in number, highlight concerns around skill mismatches and shortages.

Figure 3.6.2 : Skill Shortage, Gap, or Mismatch (Finance and Insurance)



Source: ESEPARC, NLMSP Employer Survey 2024

In addition to examining workforce alignment and skill gaps, employers in the finance and insurance sector identified difficulties in filling existing vacancies. Professionals are the hardest roles to fill, not necessarily due to a lack of qualifications, but because of low interest in the roles and poor performance once hired. Technical roles face shortages due to limited local expertise and work experience gaps, especially in specialized areas. Clerical positions also show experience gaps, despite being traditionally seen as easier to fill. Managerial vacancies are affected by candidates lacking the right attitude or sufficient leadership experience.

Table 3.6.1 Scarce Skills (Finance and Insurance)

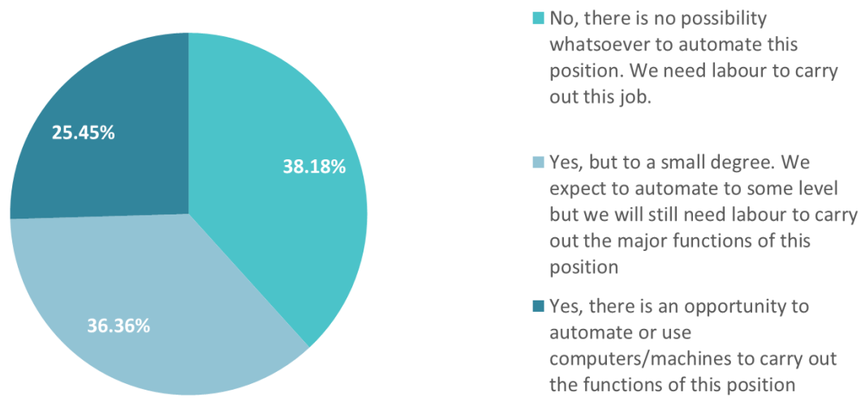
Occupation	Number of Vacant Positions	Main Reasons for Difficulty in Filling Position
Legislators, senior officials, and managers	13	-Low number of applicants with the required attitude, motivation or personality - Lack of work experience and qualifications the company demands
Professionals	67	-Recruits perform poorly on the job when employed -Not enough people interested in doing this type of job
Technical and associate professionals	16	-Lack of work experience the company demands -Highly specialized sector that requires expertise outside the country
Clerks	15	-Lack of work experience the company demands

Source: NLMSP Employer Survey (2025)

11.7 Future/Emerging Skills

Out of 55 employers surveyed in the finance and insurance sector, just over a quarter indicated that there is no possibility of automating roles in the next 3–5 years, citing a continued need for human labour. However, a significant portion reported that they plan to introduce automation to a small degree, using technology to support, rather than replace existing jobs. About a quarter indicated a strong possibility of automating functions entirely.

Figure 11.7.1 Automation of Positions in the Next 3-5 Years (Finance and Insurance)



Source: NLMSP Employer Survey (2025)

In the finance and insurance sector, the most substantial growth over the next few years is expected among professionals, especially in areas such as accounting, finance, taxation, IT, data protection, and digital finance. There is also growing demand for soft skills like negotiation and communication, alongside specialized capabilities such as sign language interpretation, highlighting a shift toward more inclusive and client-focused services. Technical and associate professionals will also be in greater demand, particularly in data analysis, risk management, and IT, underscoring the sector's increasing reliance on data-driven decision-making and resilience against cyber risks. Managerial roles are projected to grow at a modest pace, with business management and regulatory compliance emerging as key competencies to navigate evolving financial frameworks. Clerical and administrative roles will remain relatively stable but will require upskilling in records management, office administration, and digital tools as automation continues to influence routine functions. Meanwhile, service and sales workers will maintain a critical role in customer outreach, advisory, and business consulting, driven by the sector's ongoing need for human interaction and client relationship management.

Table 11.7.2 Industry Future Skills Needs (Finance and Insurance)

Occupation	Jobs Needed (1–3 yrs)	Jobs Needed (4–5 yrs)	Specific Skill/Profession
Legislators, senior officials, and managers	7	8	Business management; Regulatory compliance
Professionals	165	244	Accounting; Finance; Auditing; Information Technology; Marketing; Econometrics; Tax specialization; Data protection; Sign language interpretation; Human resources; Financial analysis; Negotiation; Digital finance; Nursing; Law; Research; Economics
Technical and associate professionals	49	90	Information Technology; Data analysis; Computer science; Civil engineering; Health and safety; Risk management; Agri-business; Mortuary science
Clerks	20	19	Bookkeeping; Records management; Office administration; Data entry
Service workers and shop and market sales workers	26	21	Sales; Marketing; Business consulting; Communication

Source: NLMSP Employer Survey (2025)

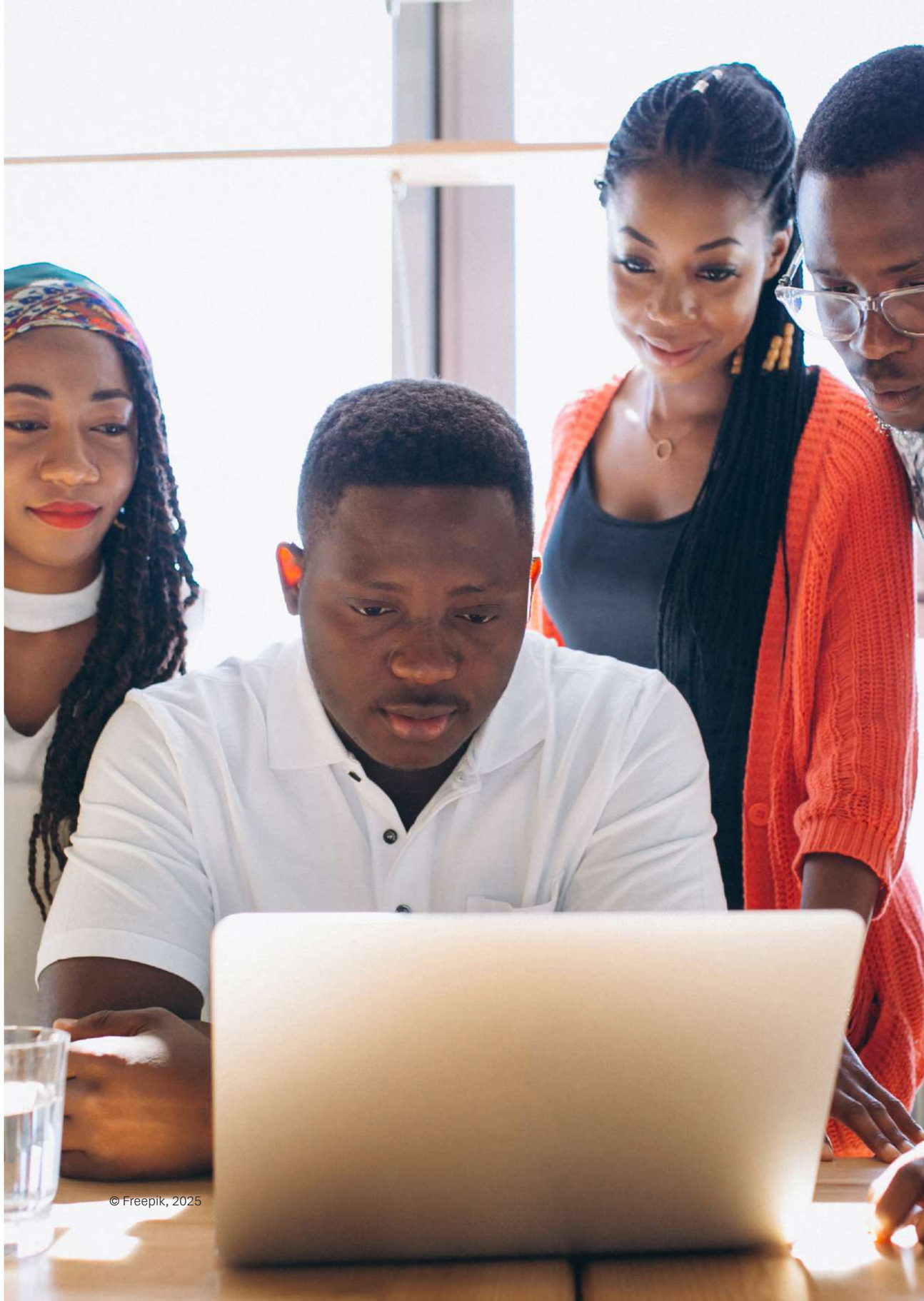
11.8 Conclusion

In conclusion, the findings from the finance and insurance sector in Eswatini reveal both progress and significant challenges. The sector shows a growing demand for specialized skills, especially in areas such as digital finance, cybersecurity, and data analysis, reflecting the global trends towards technological innovation. However, there is a clear gap in the supply of higher-level qualifications, with a dominance of certificate and diploma-level training. This highlights a critical need for investment in advanced education and professional development to meet the sector's evolving needs. Despite the increasing representation of women in professional roles, there remains a substantial gender gap in leadership and senior management positions, suggesting that women face barriers to progressing beyond mid-level roles. This calls for targeted initiatives to address these barriers, such as mentorship programs, leadership training, and policies that support gender equity in career advancement.

Training institutions face several challenges, including inadequate resources, misalignment with industry needs, and limited collaboration with professional bodies. These gaps hinder the sector's ability to produce graduates with the necessary skills to meet the demands of the modern finance and insurance landscape. Strengthening partnerships between institutions and industry stakeholders, along with providing targeted upskilling opportunities, would help bridge these gaps. Finally, while soft skills such as emotional intelligence, communication, and leadership are increasingly valued, the sector's workforce must also adapt to the growing demand for technical proficiency, particularly in areas related to digital transformation. Addressing these challenges will require a concerted effort from all stakeholders, government, employers, and educational institutions, to create a more inclusive, skilled, and competitive workforce capable of meeting the sector's future needs.

11.9 Recommendations

- Enhance Gender Equity in Leadership: Promote initiatives that support women's progression into leadership and executive roles, addressing barriers such as mentorship, access to networking, and career development opportunities in the finance and insurance sector.
- Targeted Skills Development Programs: Encourage collaboration between employers, training institutions, and professional bodies to offer specialized training programs that align with the rapidly evolving demands of digital finance, cybersecurity, and data analytics, ensuring a well-equipped workforce.
- Strengthen Disability Inclusion: Implement policies and practices that improve the employment opportunities for individuals with disabilities, such as accessible workplace infrastructure, inclusive hiring practices, and specialized training programs.
- Support Professional Development and Certifications: Increase support for employees pursuing higher qualifications and certifications, such as CPA, CFA, or risk management, through employer-sponsored educational programs and professional development opportunities.
- Based on projected future skills needs, employees and graduates should prioritize upskilling in cybersecurity, artificial intelligence, and data analytics, areas expected to be in high demand over the next 3–5 years, while also enhancing communication and problem-solving skills to adapt to the sector's digital and client-focused transformation.



Professional Scientific & Technical Activities

Professional services drive economic growth by lowering costs and spreading knowledge.

Left: © Freepik, 2025

12 Professional Scientific & Technical Activities

The professional, scientific, and technical services sector in Eswatini and globally is at the forefront of innovation, fueled by expertise in fields like engineering, law, and technology. As digital transformation accelerates, the sector is reshaping skills demand and driving economic growth.

12.1 Introduction

This industry encompasses activities requiring high levels of expertise, such as research and development (R&D), engineering, architectural services, environmental consulting, legal and accounting services, and specialized technical consulting. Globally, the professional scientific and technical activities industry drives innovation through advancements in Industry 4.0 technologies like AI, biotechnology, and renewable energy. This sector is highly developed in regions like North America, Europe, and East Asia due to substantial R&D investments (World Economic Forum [WEF], 2023).

Employment in this sector is growing at 5-7% annually in tech-driven fields, though automation displaces routine roles, shifting demand toward cognitive tasks.

The Future of jobs report 2025 states that in the year 2030 only 31% of the jobs in this industry will be conducted by humans compared to 52% today due to automation. Big Data Specialists and AI and Machine Learning Specialists are among the job roles with the larges projected industry demand, while AI and big data, technological literacy, creative thinking, and cybersecurity are leading the list of skills seen as increasingly in use over the next five years. This demonstrates that changes in technology and growth in the use of AI will cause a shift in the labour market for professional services globally.

The professional services sector contributes significantly to economic development by lowering transactions costs and by creating spillovers of knowledge to other industries (Dihel, 2010). Accounting, engineering, legal, technology and design, and business services are important intermediate inputs in the production cycle of any sector. They play a critical role in enhancing efficiency, ensuring compliance with regulations, improving product quality, fostering innovation, and facilitating seamless operations across industries. However, increasing informality and the status of business regulation in Africa restrict the demand for professional services. Moreover, skill mismatches at technician and skilled professional levels are a serious issue across professions in all African countries. Nevertheless, countries continue to make strides towards encouraging the development of relevant skills in professional services through programmes in STEM, manufacturing and industrial development policies, investments in infrastructure and advances in ICT.

In Eswatini, the professional services sector accounted for 2% of the total establishments in the country in 2019, a total of 545 companies according to the Eswatini Economic Census Industry Survey (CSO, 2019). With a turnover of over one billion emalangeni (E1,606,485,540) and over 3,078 employees in 2019, the sector experienced a 10% increase in employment over the last four years, employing 3, 385 people in 2023 (CSO, 2019; ILFS, 2023). However, challenges include rapid technological change, talent scarcity, high R&D costs, limited skill supply due to a few training institutions and poor labour market data.

Other challenges are associated with Eswatini's weak education system, brain drain, and insufficient infrastructure.

In Eswatini, the professional services sector is nascent, focusing on agriculture and basic technical services with gaps in the provision of high-quality skills in many sectors of the economy. For example, the World bank reports a lack of professional services in procurement planning and execution, affecting digitisation of the government procurement in Eswatini (World Bank, 2025) and reliance on exported professional skill.

To address these challenges, recent efforts to increase industrial development through private sector-driven growth have increased opportunities for job creation and economic diversification, driving the country towards more investment in advanced technical training, research and development, and digital transformation initiatives to support long-term economic growth (World bank, 2022). Moreover, deliberate efforts to invest in the energy sector, government initiatives, regional trade, and international partnerships also strengthen the foundation for developing skills in this sector. However, slow progress is expected without significant investment.

12.2 Labour Market Structure

The professional scientific and technical activities (PSTA) sector constitute largely companies in the engineering, architecture, business development, consultancy, accounting marketing and design fields. The representation of gender in the sector shows that there is a significant proportion (64.5%) of the total number of employees that are male compared to 35.5% females Table 12.2.1. The total number of employees in the sector is around 757 according to survey results, form a total of 86 companies.

Table 12.2 1: Key indicators

	Indicator	Value
Sectoral Absorption by Gender	Share of Females	35.5%
	Share of Males	64.5%
Employment Age	Preferred Average Age Group	
	Actual Average Age Group	36-40 years old
Sectoral Absorption by Nationality	Share of Swati Citizens	97.76%
	Share of Foreigners	2.24%
Type of Contract	Share of Temporary Workers	3.83%
	Share of Permanent Workers	95.77%
	Share of Seasonal Workers	0.41%
People Living with Disability		0.26%
Qualifications	Preferred	
	Actual	Bachelor's degree (46.3%)

Source: NLMSP Employer Survey (2025)

12.3 Current skills

Table 12.3.1 shows that high-level skills are not readily available locally, leading to the importation of professionals from neighbouring countries like South Africa and Zimbabwe. For example, skills in conveyance, architecture, and mechanical engineering are often imported due to local shortages. The primary reasons for importing skills include the inability to find specific expertise locally, the need for experienced personnel, and the presence of owner relatives with the required skills.

Table 12.3 1: PSTA Current labour force by occupation

Occupation	No. Disability	Age	Imported	Imported skill	Reason	Country
Legislators, senior officials, and managers	2	41-50	12	Conveyance, architecture	Unable to find skill locally, owner of company	South Africa, Zimbabwe
Professionals	2	36-40	4	Law in the extractive industry, Degree in taxation	Unable to find skill locally	Zimbabwe
Technical and associate professionals	0	36-40	12	Mechanical engineering	Personnel were more experienced in the field, owner relative	Zimbabwe
Clerks	0	31-35	0			
Service workers and shop and market sales workers	0	36-39	0			
Skilled agricultural and fishery workers	0	36-40	0			
Craft and related trades workers	0	31-35	0			
Plant and machine operators and assemblers	0	36-40	0			
Elementary Occupation	0	36-40	2	General labour		Mozambique
Domestic workers	0	36-40	0			
Other	0	41-50	4	Automotive engineering, motor mechanic	Self-employed	Mozambique, Zambia
Total	4		**34**			

Source: NLMSP Employer Survey (2025)

Assessing the professional services skills in Eswatini, there is a notable gender disparity, with significantly more males than females in the workforce. There are more males in senior and managerial positions compared to females, while generally more professionals at the professional and technical skills levels. Females account for 23.24% of the legislative, senior official and managerial positions compared to 76.76% males. According to table 12.3.2 more females are found in the clerk positions compared to only 69 at the technical and associate levels.

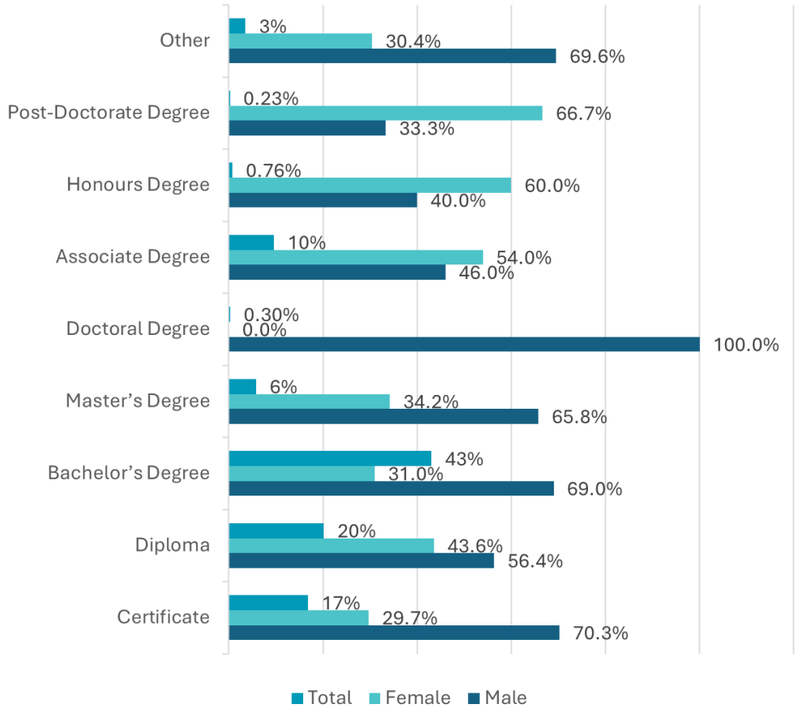
Table 12.3.2: Occupation by sex

Occupation	Male	Female	Total
Legislators, senior officials, and managers	1 208	366	1 575
Professionals	1 585	1 030	2 615
Technical and associate professionals	1 080	69	1 149
Clerks	119	773	891
Service workers and shop and market sales workers	198	79	277
Skilled agricultural and fishery workers	10	0	10
Craft and related trades workers	89	0	89
Plant and machine operators and assemblers	50	0	50
Elementary Occupation	198	149	347
Domestic workers	20	158	178
Other	297	50	347
Total	4 854	2 674	7 528

Source: Skills anticipation model 2025

According to qualification level and field of study, Figure 12.3.1 depicts that 43.1% of the professionals in professional services hold Bachelor's degree qualifications and 20.2% hold Diploma qualifications. This indicates that the current level of education in the sector has not seen much improvement since the 2022 Skills Audit, which revealed that the majority of employees held bachelor's degree qualifications. The skills structure within this sector is influenced by several factors, including educational attainment, industry demands, and the availability of local expertise. Hence, this may demonstrate a lack of improvement in skills supply in the past 4 years.

Figure 12.3 1: Employees by qualification



Source: NLMSP Employer Survey (2025)

Business and management studies (38%) and Physical Sciences and Engineering (23%) fields account for the largest representations of qualified professionals, while Biological Sciences (1.6%) and English and Cultural Studies (0.7%) account for the least. Table 12.3.4 depicts the most common skill sets in the economy. In physical sciences, these are related to engineering and construction industry while business management and accounting are common as well. The supply of these skills generally aligns with the availability of training institutions offering such programmes locally.

Table 12.3.4: Employee field of study and specific skill

Field of Study	Specific Skill
Mathematics	manager; numeracy skills; maths and statistics;
Computing	computer science, information communication technology; data analysis; archiving; it technicians; software developer; software designer; technology in quantity surveying
Physical Sciences and Engineering	electrical engineering; civil engineering; sound engineering; motor mechanic; automotive engineering; mechanical engineering; auto electrical engineer; architecture; project managers; consultant; civil engineer; steel fixer; building and construction manager; quantity surveying; hydraulics; construction project management; property evaluation;
Biological Sciences	health and safety; forestry; agricultural economics
Social Sciences	public policy and governance; problem solving; change management; statistics; economic and international trades; agri-business and economics
English and Cultural Studies	English; internal communications manager
Art and Design Studies	graphic design
Business and Management Studies	international tourism; business management; accountant; finance manager; leadership and business management; human resources management; managing director; management information system; procurement and supply chain; marketing and sales; administrators; business information technology; office administration; events management
Humanities	public relations specialists; teaching; humanities; education; communications specialist
Law	criminal law; attorney or lawyer; bachelor of law; government conveyancer; compliance and risk manager; masters in law; legal specialist; LLB
Other	tourism; secretarial studies; risk control

Source: NLMSP Employer Survey (2025)

12.4 Skills Demand

The growth of infrastructure projects has increased the demand for civil, mechanical, and electrical engineers in Eswatini. Table 12.4.1 shows the distribution of employee preferred skills in the professional, scientific and technical services sector. The Table shows that professionals second stage tertiary education qualifications are required for legislators, senior officials and managers in this sector, while first degree (medium duration) are required for professionals and technically skilled personnel.

Table 12.4 1: Industry skills demand

	PREFERRED MINIMUM QUALIFICATION	PREFERRED FIELD OF STUDY
Legislators, senior officials, and managers	Second stage of tertiary education (leading to an advanced research qualification)	Bachelor's degree in Statistics, Database management, bachelor's degree in business management, Mathematical skills, Policy analysis skills
Professionals	First stage of tertiary education (1st degree (medium duration)	Accounting, bachelor's degree in law, Computer science, Machine learning, Information systems, Architecture, Drafting, regulatory compliance
Technical and associate professionals	First stage of tertiary education (short or medium duration)	Degree in Architecture, Documentation, IT technician, welding, Diploma in Law, turner mechanic, Automotive engineering, Civil engineering, fire alarm systems
Clerks	First stage of tertiary education (short or medium duration)	Bachelor's degree in public administration, computer skills, finance and accounting Diploma Public Administration
Craft and related trades workers	First stage of tertiary education (short or medium duration)	Certificate in Spray Painting, Surface preparation, Equipment handling, Paint mixing
Plant and machine operators and assemblers	First stage of tertiary education (short or medium duration)	Diploma in Business administration, Drivers license
Elementary Occupation	Upper secondary level of education	Form 3

Source: NLMSP Employer Survey (2025)

12.5 Skills supply

Universities and colleges in Eswatini, such as the University of Eswatini, play a crucial role in developing professional skills. These institutions offer programs in fields like engineering, business administration, and health sciences. Technical and vocational education and training (TVET) institutions provide specialized skills training in areas such as mechanical engineering, information technology, and automotive/electrical engineering. However, professional development courses for engineers, medical specialists, lawyers, accountants, IT specialists, scientific research training programs, technical skills training in specific fields like engineering design, data analysis, software development, and specialized vocational training programs requiring advanced technical knowledge

Examining the skills supplied in the country against industry demand, Table 12.5.1 demonstrates that there is a substantial number of students that graduate from training centres, colleges and universities annually. However, registration varies per programme, nonetheless, the skills that relate to PSTA industries are highlighted on Table 12.5.1. The table shows that training institutions offer mostly business management and administration programmes and information technology/ICT courses.

However, there is a limited supply of Masters and PhD programmes, with only UNESWA and Springfield registering accredited Masters and PhD programmes as of 2025. PSTA programmes cover architectural programmes, business and marketing, engineering programmes, Law, research, project management, ICT and design. Table 12.5.1 presents the different training institutions that offer such programmes in Eswatini, a majority of the programmes are certificate and Diploma level training programmes, which are required at lower levels of the occupational hierarchy according to Table 12.5.1. However, only 36% of industry players report having relationships with local training institutions compared to 64% who do not.

Table 12.5 1: PSTA Skills Supplied by local training institutions

Training Institution	Programs offered	Qualification	Enrolment
ECOT	Electrical and electronics, automotive engineering light and heavy, mechanical engineering, quantity surveying, architectural technology, civil engineering, computer science	Diploma	1,044
Gwamile VOCTIM	Mechanical and manufacturing engineering, business and accounting, automotive engineering, electrical engineering, building and construction	Diploma	289
Institute of Development management	Information Technology, Freight Forwarding and Customs Compliance,	Certificate, Diploma,	480
UNESWA	Agriculture, Commerce, Consumer Science, Humanities, Science, Social Science, Physical Sciences and Engineering, Biological sciences	Masters, bachelor's degree, Certificate Post-graduate Certificate	8,084
Limkokwing University of Technology	Business management, Information technology, graphic design, business IT, professional design, architectural design, International business	Associate degree, Bachelor's Degree	
Advanced School of IT	Certified Computer Professional (CCP), Arena Animation International Programme (AAIP), Certified Network Specialist (ACNS), Information Security and Ethical Hacking (ISEH)	Diploma	199
Botho University Eswatini Campus	Science in network security and computer forensics, science in computing, commerce in accounting, business administration in business management, mobile computing, health information management	Bachelor's degree	275
Eastern And Southern African Management Institute (ESAMI)	Business administration, project management, management	Masters, Diploma	10

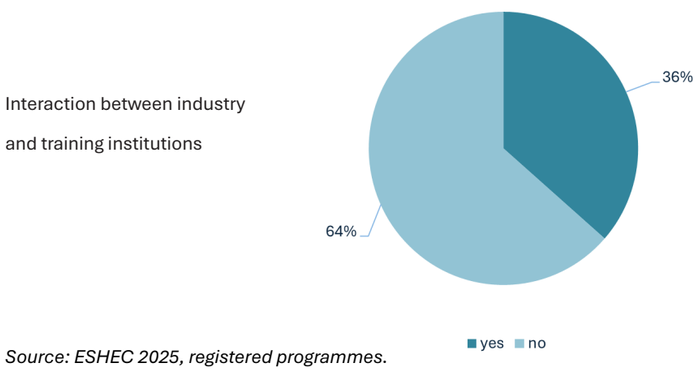
Table Continues on Next Page

Training Institution	Programs offered	Qualification	Enrolment
Mananga centre for regional integration and management development	Marketing, computer engineering, financial accounting, public sector accounting, project management	Diploma, certificates	2,922
Regent	Business management	Higher certificate	967
Springfield research university	Business Administration in Supply Chain Management and Logistics, Law, computer science, actuarial science and mathematics, engineering and technology, business management, economics	PhD, masters, bachelor's degree	10
Bethel vocational centre	Construction and building, welding design, electrical engineering	Certificate	
BSA training centre	Heavy and light motor vehicle, electrical engineering	Certificate	435
Total enrolment (as at 2023)			14,715

Source: ESHEC 2025, registered programmes.

With persistently high levels of youth unemployment in Eswatini, it becomes evident that while the labour supply may be substantial, absorption remains low due to factors such as slow economic growth, a limited number of companies, and low demand for employees – available vacancies. This highlights the urgent need for enhanced entrepreneurial training programs to foster job creation, complementing the existing employment opportunities. According to the ILFS 2023, the labour force absorption rate in Eswatini stands at 32.8%, with a notable gender disparity: women have a lower absorption rate at 29.9% compared to men at 36.2%.

Figure 12.5 1: Student graduation rates in 2023

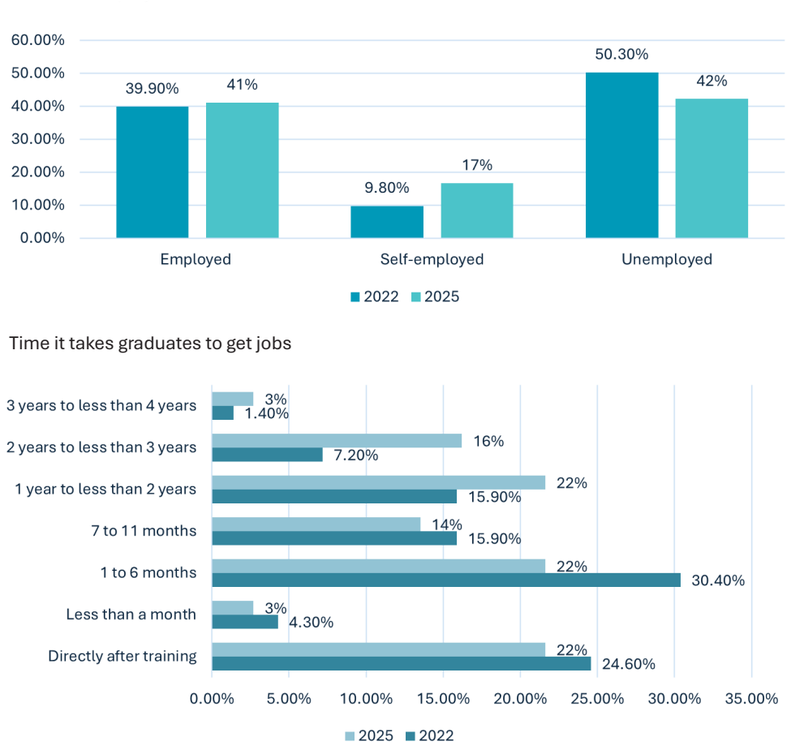


Source: ESHEC 2025, registered programmes.

The graduate survey further corroborates the growing challenges in the labour market, showing an increase in the number of learners in the sector who remain unemployed for longer periods compared to the 2022 survey. Notably, the percentage of students who secure employment after three years rose from 1.4% in 2021 to 3% in 2025, and those employed within two to three years increased significantly from 7.2% to 16%. However, the percentage of graduates finding jobs within one to six months of graduation declined sharply, from 30.4% to 22%, underscoring the escalating scarcity of jobs in the sector and the lower labour market absorption rate.

Interestingly, the number of unemployed graduates in the sector mirrors the percentage of employed graduates, both standing at 42%. Among employed graduates, 51% hold contractual positions, 35% are in permanent employment, 8% have temporary jobs, and 5% are engaged in casual work. Sector-wise, 62% of PSTA graduates are employed in the private sector, compared to 24% in the public sector, 11% in the informal sector, and a mere 3% in civil society. This represents a substantial shift in employment dynamics: in 2021, private sector employment accounted for 42%, while public sector jobs dominated at 47.8%. The data highlights a significant increase in private sector job creation, with 66% of companies affirming that graduates possess market-appropriate skills.

Figure 12.5 2: Graduate survey findings



Source: NLMSP Graduate Survey (2025)

12.6 Skills Gaps

Table 12.6.1 shows the disparities in the skills gaps within different companies in the sector. Whereas a significant proportion of employers (above 90%) report that their employee's skills align with their roles, a small proportion of employers underqualification employees, skill gap and underutilise the skills of their employees. These demonstrates the presence of skill mismatches within the labour force, however, not as pronounced as previous years. Most of the plant and machine operators (25%), and crafts and related trades personnel (22.22%) are underqualified, while the elementary occupations are underutilised.

Table 12.6.1: Employee skills alignment

Occupations	Role Alignment %	Underqualified%	Skill Gap %	Underutilized skills %
Legislators, senior officials, and managers	94.44	3.09	1.23	1.23
Professionals	97.69	0.00	1.54	0.77
Technical and associate professionals	92.04	7.08	0.88	0.00
Clerks	86.52	7.87	3.37	2.25
Service workers and shop and market sales workers	100.00	0.00	0.00	0.00
Skilled agricultural and fishery workers	100.00	0.00	0.00	0.00
Craft and related trades workers	77.78	22.22	0.00	0.00
Plant and machine operators and assemblers	75.00	25.00	0.00	0.00
Elementary Occupation	89.19	5.41	0.00	5.41
Domestic workers	100.00	0.00	0.00	0.00
Other	76.74	2.33	0.00	20.93

Assessing the skill gaps, mismatches, and shortages in the industry, it is evident that skill gaps remain a significant challenge for most employers, as employees often require additional training or development to meet the demands of their roles (Figure 12.6.1). These gaps are observed across all levels of employment. However, skill mismatches—where employees' skills fail to align with the requirements of their roles—have shown a decline compared to previous years. Notably, skill mismatches are now predominantly found among professionals and technical and associate professionals. While shortages are observed among plant and machine operators and assemblers, professionals and legislators, senior officials and managers more prominently.

Figure 12.6 1: Skill gaps, mismatches and shortages in the PSTA

Source: NLMSP Employer Survey (2025)

Table 12.6.2 shows that there are 36 vacant positions, with technical and associate professionals (13) and professionals (11) accounting for the majority of these vacancies. These vacancies are considered scarce because employers find it difficult to fill these positions. Poor career progression or lack of prospects for employees is a recurring reason across multiple occupational groups, including legislators, senior officials, managers, technical professionals, and clerks. This suggests systemic issues in workforce development and career structures, making it harder to attract and retain talent. and mostly people with Law, physical science and engineering qualifications. Specific to positions such as legislators, managers, and plant and machine operators, this points to a mismatch between available jobs and the number of qualified candidates.

Table 12.6 2: Scarce skills

Occupation	Vacant Positions	Reason for vacancy	Field of study
Legislators, senior officials, and managers	5	Poor career progression / lack of prospects Low number of applicants with the required skills	Social Sciences Physical Sciences and Engineering
Professionals	11	Not enough people interested in doing this type of job Lack of qualifications the company demands Poor career progression / lack of prospects	Law Business and Management Studies (include Economics) Computing Art and Design Studies
Technical and associate professionals	13	Poor career progression / lack of prospects	Law Art and Design Studies Physical Sciences and Engineering
Clerks	5	Poor career progression / lack of prospects	Business and Management Studies (include Economics) Computing
Craft and related trades workers	1	Skilled workers in niche fields reaching retirement	Art and Design Studies
Plant and machine operators and assemblers	1	Low number of applicants generally	Business and Management Studies (include Economics)
Total	**36**		

12.7 Future/Emerging Skills

At least 24% of the surveyed enterprises have identified emerging roles and skills in their companies. Figure 12.7.1 shows some of the skills that companies have identified as new and emerging. These include data and analysis specialists, software and IT skills such as software engineering, cybersecurity and networking, legal skills include people specialising in ethics and compliance. Data analysts are the most represented skill requirement for the future with 5% of the companies mentioning this skill while all other skills are mentioned by atleast 2.3% of the companies.

Figure 12.7 1: New and emerging skills

- Data and analytics - data analyst, data scientist in automotive, data analytics, legal data analyst
- Software and IT - software and systems engineer, cybersecurity specialist, networking and communications specialist, information technology specialist
- Engineering and manufacturing - advanced manufacturing specialist, electrification and hybrid technologist, sustainability engineer
- Marketing and branding - digital marketer, marketing automation specialist, branding specialists
- Legal and compliance - legal designer, legal compliance, ethics and compliance officer, notary public service
- Creative and design - designer, creative directors, 3D presentation
- Automotive and electrification - electric and hybrid vehicles specialist, autonomous vehicle technologist, software engineer for automotive systems

Source: NLMSP Employer Survey (2025)

These responses highlight the growing need for digital proficiency, computer literacy, and the ability to work with new technologies. Employees must now be comfortable using technology for tasks like design, project management, and data analysis. For example, automotive mechanics now require knowledge of car diagnostic software, while architects and designers need to transition from 2D to 3D modelling. Therefore, there is a growing demand for employees who can use programs such as Excel for accounting, specialized software for engineering, and digital tools for contract analysis. This shift indicates that many traditional job roles now require additional technical expertise.

Employers in the survey predict that at least 69% of the companies will increase the overall skill needed in their organisation in the next 3-5 years, 26% will remain static, and 5% will decrease. Table 12.7.2 summarises the specific skills needed according to the companies and the number of jobs that will be available in that given period. The table shows that leadership and management skills, mechanical engineering skills, heavy plant skills and automative engineering. Given the 36 possible employment positions based on vacancies and 221 jobs in 7 months – 3 years based on anticipated need or demand among 86 companies this means that the sector produces an estimated 1,629 jobs in the first 3 years of graduation among 545 companies.

Table 12.7 2: Industry Future Skills Need

Occupation	Number of Jobs needed in 12 months – 3 years	Number of Jobs needed in 4-5 years	Specific skill profession/ trade	Trade testing level required
Legislators, senior officials, and managers	16	24	Research, Human resources; Accountant, marketing, Automotive; Building surveying; Property maintenance; Building information management Business Management; Economics	grade 1 - Automotive
Professionals	67	91	Health and safety; Computer Science; IT; Financial Management, accounting, financial consultants; Architecture; Electrical engineering; Automotive engineering; Civil engineering; Property evaluation; Procurement and Supply chain; Law; Constitutional law; Commercial law; Marketing and communication; Technology in law; Mechanical engineering; Legal Compliance Officer; Civil law; Multimedia; People Management skills; Drafts person; Social Specialists	grade 1- Architecture; grade 2 – electrical engineering; grade 1- Mechanical engineering; grade 3 - Social specialists
Technical and associate professionals	100	138	Information Communication Technology; Graphic Design; Automotive Engineering; Research; Electrical engineering; Copywriters; Mechanical Engineering; Maintenance manager; Property Evaluation; Building/ construction studies; Draft Technician; Architecture; Law; BIM Skills; Leadership and Management; Quantity Surveying; Turner mechanist; Fire Alarm programmer; Cyber Security Officer; Data scientists	Automotive engineering – grade 1; Electrical engineering grade 2; mechanical engineering -grade 3; turner mechanist- grade 2
Clerks	12	13	Clerk and Transport officer; Bookkeepers; Business management; Customer service skills; Office administrator; Community Leadership Skill	Bookkeepers – grade 2
Service workers and shop and market sales workers	1	0	Procurement and stores	
Craft and related trades workers	1	1	Spray Painting	Grade 2
Plant and machine operators and assemblers	26	39	Mechanics, heavy plant, Automotive systems and engineering; automotive electrical engineering	Heavy plant – grade 1; automotive systems and engineering – grade 3; automotive electrical engineering – grade 3

Source: NLMSP Employer Survey (2025)

When asked if any of the companies in the sector will automate their services, 49% said no, 36% said yes but to a small degree and 14% said yes, they are willing to automate some functions in the company. This implies that the pace of technological adoption varies, and some sectors in are lagging in digital transformation. However, all industry players concur that technology, and automation will affect business as usual, calling for industry and employee shifts in adapting to the changing environment. For instance, employers point out that due to the rapid evolution of technology, employees must commit to lifelong learning. While technology has increased efficiencies, enhanced analysis, simplified tasks, enhanced communication it has also increased the negative effects. For example, employers realise that it affects critical thinking, where employees that rely too much on technology fail to develop analytical and problem-solving skills, architects and designers mention that software has made them lazier, leading to subpar designs.

12.8 Conclusion

Eswatini's professional, scientific, and technical activities (PSTA) sector demonstrates both challenges and opportunities. The sector employs approximately 3,385 people across 545 companies, with a turnover exceeding E1.6 billion, yet it faces significant challenges, including skill shortages, gender disparities, and reliance on imported expertise which hinder its growth and competitiveness. Notably, men dominate the workforce at 64.5%, compared to 35.5% for women, and 46.3% of employees hold at least a bachelor's degree. The Graduate survey reveals that 42% of graduates remain unemployed, with only 22% securing jobs within six months of graduation, down from 30.4% in 2021. This decline reflects the sector's low labour absorption rate and a growing scarcity of jobs. Among employed graduates, 51% are on contractual terms, while 62% work in the private sector, a significant increase from 42% in 2021, illustrating the shifting dynamics in private sector led-employment creation.

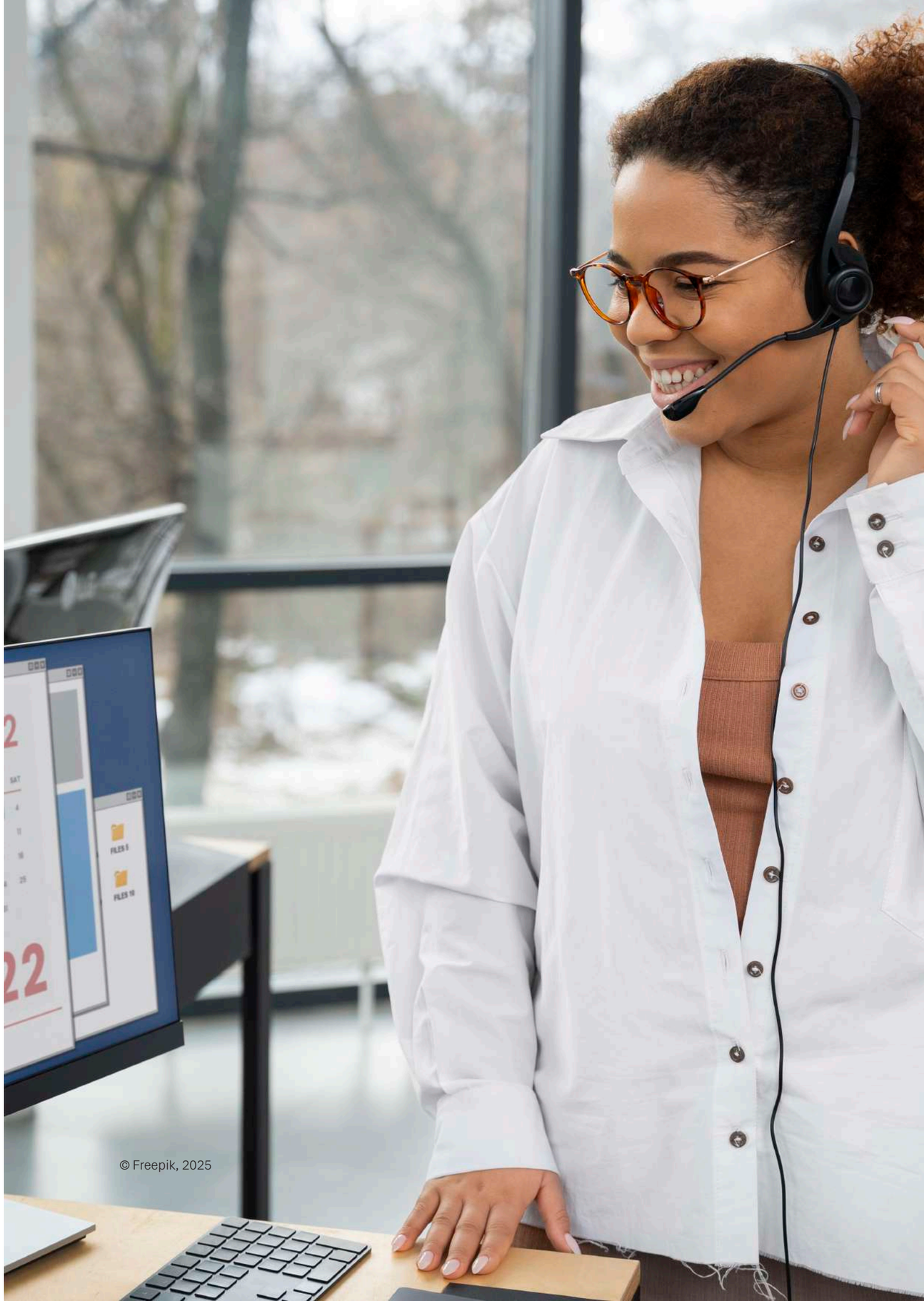
The sector's demand for technical and engineering skills has surged due to infrastructure projects, with a forecasted 37% growth in technical skills demand. However, gaps remain in industry-specific skills, soft skills like teamwork and communication, and practical technical skills, which employers highlight as lacking in many candidates. Scarce skills, particularly in physical sciences, engineering, and law, continue to limit the sector's potential. Employers report challenges with attracting qualified candidates due to poor career progression and the limited availability of local talent.

However, emerging skills such as data analytics, software engineering, cybersecurity, and advanced manufacturing have been identified as critical for the future of the sector. The adoption of Industry 4.0 technologies, including artificial intelligence and big data, is expected to reshape labour demands, emphasising the need for advanced technical skills and digital literacy. However not without fault, as automation presents both challenges and opportunities, with some roles being displaced while others—such as AI specialists and machine learning engineers—are created, and employers raising concerns about the loss of critical thinking, problem-solving and practical application.

Therefore, efforts to address these challenges should include aligning training programs with market demands, expanding entrepreneurial initiatives, and investing in digital and technical education. Of great importance is enhancing technical and vocational education, promoting lifelong learning, and fostering innovation which will be key to preparing the workforce for the evolving job market. On the other hand, the private sector's expanding role presents an opportunity to improve labour absorption and align Eswatini's workforce with emerging global trends. Hence, through targeted interventions and strategic partnerships, the PSTA sector can drive sustainable economic growth and enhance its contribution to national development.

12.9 Recommendations

- Expand digital literacy training programs to upskill employees and prevent job losses.
- Develop policies to support lifelong learning, particularly for older workers at risk of displacement.
- Balance digital and practical learning approaches to maintain critical thinking and problem-solving abilities.
- Introduce and expand entrepreneurship programs to equip graduates with the skills to create jobs rather than rely solely on existing opportunities. This will help address low labour absorption rates and stimulate job creation.
- Increase the capacity of Technical and Vocational Education and Training (TVET) institutions to deliver industry-relevant skills, including technical and practical training tailored to current market demands.
- Integrate soft skills training—such as teamwork, customer handling, and communication—into the curriculum to better align graduate capabilities with employer expectations.
- Support and incentivize private sector development, as it has demonstrated an increased capacity to absorb graduates. Policies encouraging private sector investment could further enhance employment opportunities.
- Establish stronger collaborations between public and private sectors to bridge the skills gap and ensure that graduates are equipped with market-appropriate skills through work placements, internships, and training programs.
- Implement targeted measures to improve labour absorption rates among women, addressing barriers and fostering greater inclusivity in the workforce.
- Conduct regular graduate surveys and labour market assessments to identify trends and challenges. This data can inform evidence-based policymaking and interventions to better align education and employment.



13 Construction

The construction sector in Eswatini continues to be a critical pillar of economic growth, providing essential infrastructure and employment opportunities. Although it remains a key driver for development, the industry faces growing structural and financial constraints that impact its overall performance and long-term sustainability.

Construction

Despite its economic significance, the industry faces structural and financial challenges limiting its growth potential

Left: © ESEPARC, 2024

13.1 Introduction

The construction industry in Eswatini is one of the major drivers of economic growth and employment, playing a critical role in developing national infrastructure and jobs in Eswatini. As an important sector in the economy, it enables the expansion of roads, residential and commercial buildings, and industrial facilities, serving as a foundation for various industries and supporting broader economic growth. Parastatals and the private sector have taken a larger share of ongoing registered projects, with parastatals contributing 69% and the private sector 11% in 2023/24, while the government's share decreased to 18% (CIC, 2025). The construction sector's contribution to GDP decreased to 3.0% as of 2023, a notable drop from previous years (4.23% in 2016).

Even though construction activities like the International Convention Centre (ICC) and the Mpakeni Dam project provided a boost to the industry in late 2023, overall growth remained stagnant, increasing by only 0.2% year-on-year (CIC, 2023).

Despite its economic significance, the industry faces structural and financial challenges limiting its growth potential. The industry is dominated by small and medium enterprises (SMEs), which represent 64.22% of registered contractors, while only 2.56% are large enterprises. Employment trends indicate a 3.6% decline in the total workforce, with the sector employing 11,082 workers as of March 2024, compared to 11,492 in the previous year (CIC, 2025). Furthermore, temporary employment now accounts for 65% of the workforce, reflecting the industry's reliance on project-based contracts. Construction firms, particularly SMEs, struggle with delayed payments, limited access to capital, and an uneven distribution of tenders (ESEPARC, 2024).

For some local contractors, securing government contracts remains a challenge due to stringent qualification criteria and bureaucratic hurdles. The problem is further compounded by the lack of financial instruments tailored to the construction sector, making it difficult for firms to access working capital or finance large-scale projects (ESEPARC, 2024).

There remains a skills gap in critical technical professions, including mechanical and electrical engineering, project management, and quality assurance. This skills deficit has led to an increasing reliance on foreign expertise, particularly in specialised fields. Foreign contractors accounted for 53.7% of the total value of ongoing projects, largely due to their dominance in civil works (91%), mechanical works (82%), and high-voltage electrical installations (85%) (CIC, 2025). ESEPARC (2024) also states that local contractors feel disadvantaged by current policy frameworks, which do not adequately support their participation in high-value contracts. This limitation restricts opportunities for skills transfer and local industry growth, preventing the emergence of competitive domestic firms capable of executing large-scale projects.

The construction industry is undergoing a transition through the review of the legislative frameworks that guide the regulation of the industry, with increased emphasis on sustainable construction, inclusive sector growth, digital technologies, and climate-resilient infrastructure.

Many countries are moving towards green building standards, incorporating energy-efficient materials and environmentally sustainable construction practices. The National Development Plan (NDP) and Eswatini's commitment to the Sustainable Development Goals (SDGs) specifically Goal 9 (Industry, Innovation, and Infrastructure), Goal 11 (Sustainable Cities and Communities), and Goal 13 (Climate Action) emphasise the need for a skilled workforce that can support green construction, energy-efficient building designs, and infrastructure resilience.

13.2 Labour Market Structure

The sector's labour market continues to be dominated by male employees, with 83.16% male and 16.84% female representation, aligning with findings from the National Skills Audit (2022). While this represents a significant gender imbalance, it highlights the need for more targeted efforts to increase women's participation in the sector. The preferred employment age group among employers is 30–35 years, yet the actual average age group remains slightly higher, at 35–40 years, suggesting a slower entry of younger professionals into the workforce. The National Skills Audit (2022) similarly found that younger workers (18–25 years) are mostly in elementary roles. Employment remains largely formalised, with 64.18% of workers on permanent contracts, 24.33% on temporary contracts.

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Table 13.2.1: Labour Market Structure

	Indicator	Value
Sectoral Absorption by Gender	Share of Females	16.84%
	Share of Males	83.16%
Employment Age	Preferred Average Age Group	31-35
	Actual Average Age Group	35-40
Sectoral Absorption by Nationality	Share of Swati Citizens	98.85%
	Share of Foreigners	1.15%
Type of Contract	Share of Temporary Workers	24.33%
	Share of Permanent Workers	64.18%
	Share of Seasonal Workers	11.50%
Workers Living with Disabilities	Share of People Living With Disabilities	0.60%
Qualifications	Minimum Qualifications Preferred by Employers	Diploma
	Actual Minimum Qualifications Held by Employees	Certificates

Source: NLMSP Employer Survey (2025)

The labour market data shows that the majority of Eswatini's workforce across occupations is filled by local talent, with limited reliance on foreign labour, which is concentrated in a few technical and managerial roles. A total of 21 foreign workers were reported, primarily in Legislators, Senior Officials and Managers (9 individuals) and Plant and Machine Operators (5 individuals), with most coming from South Africa, Mozambique, Zimbabwe, and Malaysia. These imported workers bring specialised skills such as engineering, quantity surveying, tyre specialisation, and civil construction, with reasons ranging from a lack of local expertise to ownership-based employment decisions.

In terms of inclusivity, the data indicates that only 3 employees living with disabilities are represented across the entire occupational landscape, highlighting a major gap in equitable labour participation. Notably, no persons with disabilities were reported in key growth areas such as professionals, technical trades, or service roles, reinforcing the urgent need for inclusive hiring practices and accessible workplace policies to ensure broader workforce representation.

Table 13.2.2: Imported Skills by Occupation

Occupation	No. Disability	Age	Number of Imported	Imported skill	Reason	Country
Legislators, senior officials, and managers	3	40-50	9	Building construction; accounting; quantity surveying; engineering; electrical engineering; business management and administration; civil engineering; architecture.	Company owner	Mozambique; South Africa; Zimbabwe; Malaysia
Technical and associate professionals	0	35-40	3	Plant and Machinery skills	Lack of skill locally	South Africa
Craft and related trades workers	0	35-40	2	Tyre specialist	No specific reason	Mozambique
Plant and machine operators and assemblers	0	31-35	5	civil engineering;	Lack of skill local	South Africa
Elementary Occupation	0	35-40	2	Concrete Work	Skill is Labour intensive and requires strong personnel	Mozambique
Total	**3**		**21**			

Source: NLMSP Employer Survey (2025)

13.3 Current Skills

The analysis of the labour market structure reveals that a significant portion of employment in the sector remains concentrated in elementary occupations, particularly among male workers. Table 13.3.1 shows that males dominate in skilled and technical occupations such as craft and related trades workers (917), technical and associate professionals (436), and legislators, senior officials, and managers (437). In contrast, female employment is notably higher in clerical positions (172) and among professionals (164). The elementary occupation category records the highest numbers for both males (913) and females (87), underlining a substantial portion of the workforce engaged in low-skilled roles. This distribution illustrates a persistent gendered division of labour and indicates potential skills gaps in mid-to-high-level professional and technical occupations, particularly for female workers.

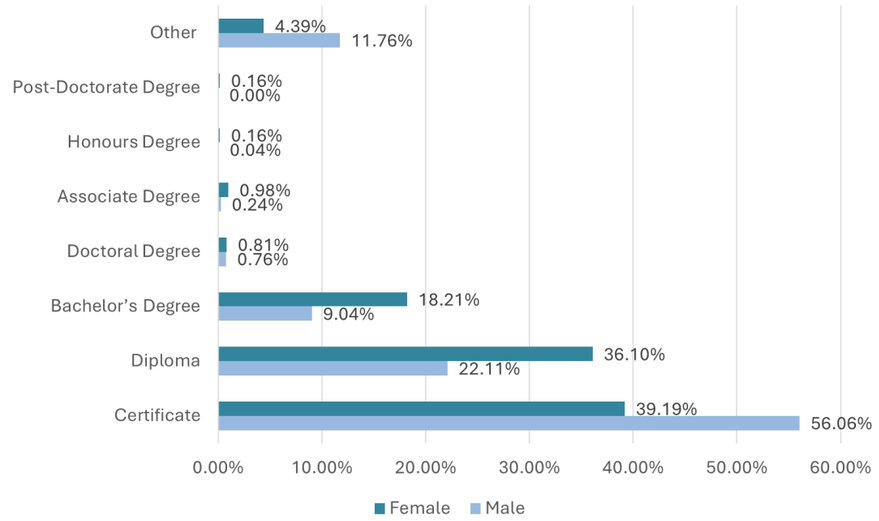
Table 13.3.1: Labour Force by Occupation and Gender

Occupation	Male	Female
Legislators, senior officials, and managers	437	98
Professionals	348	164
Technical and associate professionals	436	128
Clerks	36	172
Service workers and shop and market sales workers	131	21
Craft and related trades workers	917	41
Plant and machine operators and assemblers	217	1
Elementary Occupation	913	87
Domestic workers	23	45
Other	660	77
Total	4118	834

Source: NLMSP Skills Anticipation (2025)

Qualifications within the construction sector indicates a strong concentration at the certificate level, where 56.06% of males and 39.19% of females hold such qualifications. This trend highlights a sectoral reliance on practical, entry-level credentials, reflecting the operational nature of construction roles. While males dominate overall employment, they are particularly overrepresented in certificate-level and “Other” qualification categories (11.76%), suggesting reliance on informal or non-traditional training routes. In contrast, females show stronger representation at higher qualification levels, notably with 18.21% holding bachelor’s degrees compared to 9.04% of males. Higher qualifications such as master’s or doctoral degrees remain rare, indicating limited academic pathways within the sector.

Figure 13.3.1: Distribution of Qualifications by Gender



Source: NLMSP Employer Survey (2025)

In terms of field-to-skill alignment, Table 13.3.2 shows that Physical Sciences and Engineering provide the most technically diverse skills in the construction sector, including plumbing, welding, and civil engineering. Computing supports digital transformation through IT support and data analysis, while Art and Design Studies contribute creative skills like carpentry and drafting. Business and Management fields supply administrative and financial expertise, and Social Sciences, Law, and Medicine offer critical support in safety, compliance, and occupational health, reflecting the sector’s broad and multidisciplinary skill demands.

Table 13.3.2: Field of Study and Associated Skills

Field of Study	Specific Skills
Mathematics	Quantity surveying; Cost estimation and budgeting; Pattern recognition; Quantitative reasoning; Electrical safety inspection; Bricklaying
Computing	Construction IT support; Data analysis; Site technician; Software engineering; Computer science
Physical Sciences and Engineering	Electrical engineering; Electrician; Civil engineering; Quantity surveying; Bricklaying; Electrical wiring; Plumbing; Mechanical engineering; Architectural drafting; Welding; Installation and maintenance (e.g. air-conditioning, refrigeration); Painting; Project management; Auto electrical engineering; Construction management; Chemical engineering; Structural engineering; Environmental engineering; Welding and fabrication; Glass fitting; Plant operation; Architecture; Foreman; Field supervision
Social Sciences	Safety officer; Human resources; Environmental health and safety; Construction economics
Art and Design Studies	Bricklaying; Carpentry; Architecture; Interior design; Plumbing; Painting; Drafting; Architectural technology
Business and Management Studies	Accounting; Finance; Commerce; Admin work; Reception; Business administration; Marketing; Office administration; Human resources management; Construction project management; Operations; Bookkeeping; Payroll; Clerk; Secretary; Supply chain management
Law	Law; Health and safety law
Medicine	First aid; Occupational health and safety
Other	Security systems installation; Fire alarm installation; General labour

Source: NLMSP Employer Survey (2025)

13.4 Skills Demand

Skills demanded by employers in the construction sector vary significantly by occupational level, with higher-tier positions requiring more advanced qualifications. As shown in Table 13.4.1, legislators, senior officials, and managers are expected to hold second-stage tertiary qualifications, such as master's degrees, and possess high-level competencies like strategic planning, construction project management, and occupational health and safety. Professionals and technical personnel typically require first-stage tertiary education either short or medium duration with key skills including civil and electrical engineering, quantity surveying, welding, HVAC systems, and fire prevention. Clerical and service roles tend to require post-secondary, non-tertiary education, focusing on skills such as architecture, documentation, and basic electrical theory, while elementary occupations rely heavily on upper secondary education and vocational skills like plumbing, bricklaying, and machinery maintenance.

Table 13.4.1: Skills and Qualification Demands by Occupation

Occupation	Preferred minimum qualification	Skills to be continuously delivered by training Institution
Legislators, Senior Officials, and Managers	Second stage of tertiary education (leading to an advanced research qualification)	Occupational Health and Safety; Quantity Surveying (management level); Strategic Planning; Construction Project Management
Professionals	First stage of tertiary education (short or medium duration); First stage of tertiary education, 1st degree (medium duration); Upper secondary level of education	Air Conditioning Studies; Health and safety; Civil engineering; Electric Engineering; Electronics; Quantity Surveying
Technical and associate professionals	First stage of tertiary education (short or medium duration); First stage of tertiary education, 1st degree (medium duration)	Civil Engineering; Welding; Project Management; HVAC Systems; Fire Prevention and System Works; Technical, Electrical Skills and Computer Literacy
Clerks	First stage of tertiary education (short or medium duration)	Architecture; Project Documentation and Reporting
Service workers and shop and market sales workers	Post-secondary, non-tertiary education; Upper secondary level of education	Basic Electrical Theory All types of Engineering
Elementary Occupation	Post-secondary, non-tertiary education; Upper secondary level of education	Vocational Skills; Bricklaying; Plumbing; Machinery Maintenance

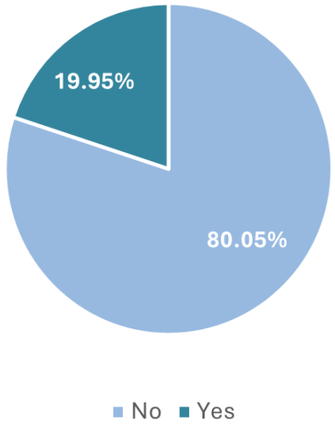
Source: NLMSP Employer Survey (2025)

When comparing existing employee skills to those required by employers, it is evident that hiring preferences are shifting from basic post-secondary certificates to more specialised and higher-level qualifications. Grade-tested competencies and national diplomas or degrees are increasingly favoured over general certificates, particularly for professional and technical roles. There is also an observable oversupply of general first-degree academic qualifications, which often do not match sector-specific needs. The emphasis is now on medium-duration qualifications that deliver expert, experience-based skills. Notably, in addition to engineering capabilities, project management proficiency significantly enhances employability, indicating the value of integrated technical and managerial training within the sector.

13.5 Skill Supply

Ensuring the right match between workforce competencies and industry demands is essential for building a robust construction sector. However, as shown in figure 13.5.1 only 19.95% of companies currently engage with training institutions to provide feedback on the quality of skills being supplied. This lack of interaction limits the sector's ability to shape relevant, job-ready training. Strengthening collaboration between employers and training providers is critical to reduce skills mismatches, improve employability, and enhance the sector's overall efficiency and resilience.

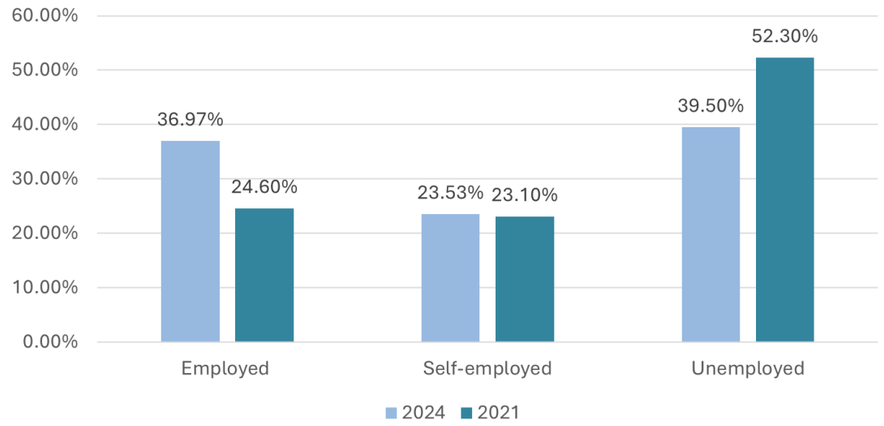
Figure 13.5.1: Industry Engagement with Training Institutions



Source: NLMSP Employer Survey (2025)

The study found that graduate employment in the construction sector has improved since the 2021 Skills Audit Report. Notably, the proportion of employed graduates rose from 24.6% to 36.97%, reflecting better responsiveness of training programmes to industry demands. At the same time, unemployment decreased from 52.30% to 39.50%, suggesting growing absorption of skilled graduates into the workforce. While these trends are encouraging, the still-elevated unemployment rate underscores the ongoing need to strengthen industry-training institution linkages and ensure that graduates acquire both technical and work-readiness skills aligned with sector needs.

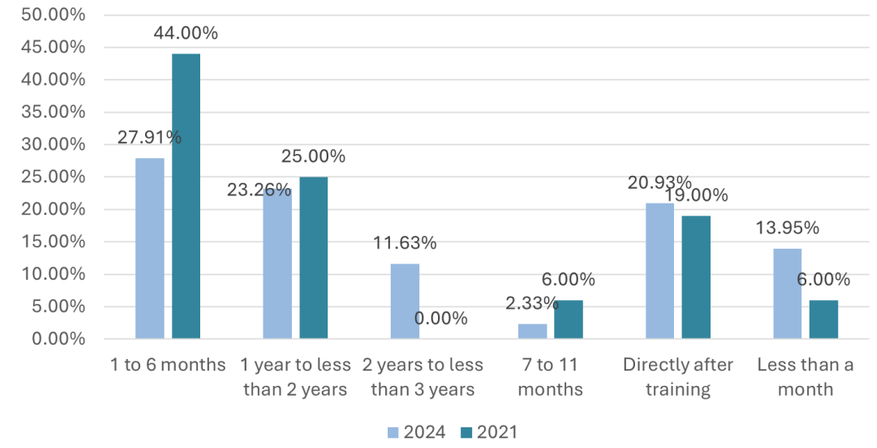
Figure 13.5.2: Graduate Employment Status



Source: NLMSP Graduate Survey (2025)

The study found that graduates are securing employment faster compared to those in the 2021 Skills Audit Report. Notably, the percentage of graduates employed directly after training rose slightly from 19.00% to 20.93%, and those finding jobs in less than a month more than doubled from 6.00% to 13.95%. Additionally, fewer graduates waited 1 to 6 months in 2024 (27.91%) compared to 2021 (44.00%), indicating improved labour market responsiveness. These trends suggest that efforts to align training with industry needs may be reducing job search time, though a portion of graduates still face extended delays, with 11.63% in 2024 waiting 2 to 3 years before employment highlighting ongoing gaps for some qualifications or fields

Figure 13.5.3: Graduates' Employment Transition



Source: NLMSP Graduate Survey (2025)

The major institutions that supply skills for the construction sector include ECOT, VOCTIM, UNESWA, and BSA Training Centre. ECOT offers a range of diploma-level programmes in key technical areas such as electrical engineering, civil engineering, building and construction, quantity surveying, and architectural technology, with annual enrolments ranging between 25 and 30 learners per programme. VOCTIM provides National Diploma qualifications (NQF Level 4) in electrical and civil engineering, with a combined enrolment of 76 learners. Similarly, Hillside College and BSA Training Centre focus on certificate-level training in plumbing, electrical engineering, and health and safety, each enrolling around 25 to 35 learners per programme. Other institutions such as MITC and African Prime Institute contribute through targeted certificates in building construction and architectural technology. At the higher education level, Botho University and ESAMI offer degree and postgraduate qualifications in health information management and project management, respectively.

Table 13.5.4: Skills supplied in tertiary institutions

Training Institution	Programme offered	Enrolment	Level of Qualification
African Prime Institute for Science and Technology (APIST)	Certificate in Architectural Technology	25	Certificates; Diploma
BSA Training Centre	Certificate in Health and Safety	35	Certificate
	Certificate in Plumbing	35	Certificate
	Certificate in Health and Safety	35	Certificate
	Certificate in Electrical Engineering	35	Certificate
CIT	Diploma in Project Management	20	Diploma
ECOT	Diploma in Electrical Engineering	30	Diploma
	Diploma in Building and Construction	25	Diploma
	Diploma in Civil Engineering	25	Diploma
	Diploma in Quantity Surveying	25	Diploma
	Diploma in Architectural Technology	25	Diploma
VOCTIM	Electrical Engineering, National Diploma (NQF Level 4)	26	Certificate
	National Diploma (NQF Level 4)	50	Certificate
Hillside College	Electrical Engineering	25	Certificate
	Civil Engineering	25	Certificate
MITC	Certificate in Building Construction	20	Certificate
	Certificate in Plumbing	25	Certificate
Botho University	Bachelor of Science in Health Information Management	30	Bachelor's degree
ESAMI	Master of Science in Project Management	10	Master's degree

Source: NLMSP Higher Education Institution Survey (2025)

13.6 Skills Gaps

The findings indicate that most employees in the construction industry possess the appropriate skills for their roles, with high role alignment across all occupations. However, notable skill gaps persist, particularly among technical and associate professionals, who show the highest gap at 7.56%, mainly due to a lack of industry experience and inadequate technical or practical skills. This suggests that tertiary institutions may not be equipping graduates with sufficient hands-on competencies. Additionally, employers also cite a lack of specialization and expert-level skills, further widening the gap.

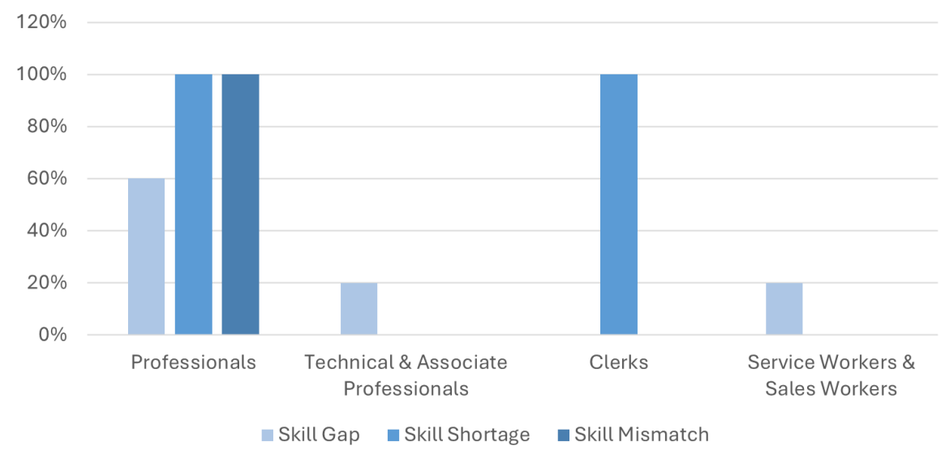
Table 13.6.1: Skills Gap

Occupation	Role Alignment %	Skill Gap	Underutilized skills
Legislators, senior officials, and managers	97.67%	1.16%	1.16%
Professionals	97.93%	0.41%	1.66%
Technical and associate professionals	97.07%	7.56%	1.90%
Clerks	99.82%	0.18%	0.00%
Service workers and shop and market sales workers	96.57%	1.96%	1.47%
Skilled agricultural and fishery workers	99.28%	0.00%	0.72%
Plant and machine operators and assemblers	99.43%	0.34%	0.23%
Elementary Occupation	100.00%	0.00%	0.00%
Domestic workers	92.32%	1.02%	0.11%
Other	100.00%	0.00%	0.00%

Source: NLMSP Employer Survey (2025)

Figure 13.6.1 below shows that professionals experience the highest combined levels of skill shortages and mismatches alongside a significant skill gap. Technical and associate professionals, as well as service and sales workers, show lower skill gaps, with no recorded shortages or mismatches. Interestingly, clerks face skill shortage, despite no reported skill gap or mismatch, suggesting recruitment challenges rather than deficiencies in current employees' capabilities.

Figure 13.6.1: Skills Gaps and Shortages by Occupation



Source: NLMSP Employer Survey (2025)

Table 13.6.2 reveals that professionals and technical/associate professionals have the highest number of vacancies (3 each), primarily due to a lack of work experience, low applicant numbers, and competition from other employers. In the case of professionals, poor job conditions such as pay also contribute to unfilled roles. Clerk vacancies are minimal, with the shortage linked to a general lack of applicants, while service and sales worker roles remain vacant due to insufficient qualifications in areas like driving and manual dexterity. This highlights a recurring theme of experience and qualification mismatches across occupations.

Table 13.6.2: Skills Shortages and Vacancy

Occupations	Vacant Position	Required skills	Reason of vacancy
Professionals	3	An Agent that will have experience in the construction industry, evaluating day to day work in the sites; Engineering; marketing	Lack of work experience the company demands; Low number of applicants with the required skills; Poor terms and conditions (eg, pay) offered for post
Technical and associate professionals	3	Engineering; Graphic Design skills; IT Specialist	Lack of work experience the company demands; Too much competition from other employers
Clerks	1	Accounting	Low number of applicants generally
Service workers and shop and market sales workers	2	Driving; Manual dexterity	Lack of qualifications the company demands;

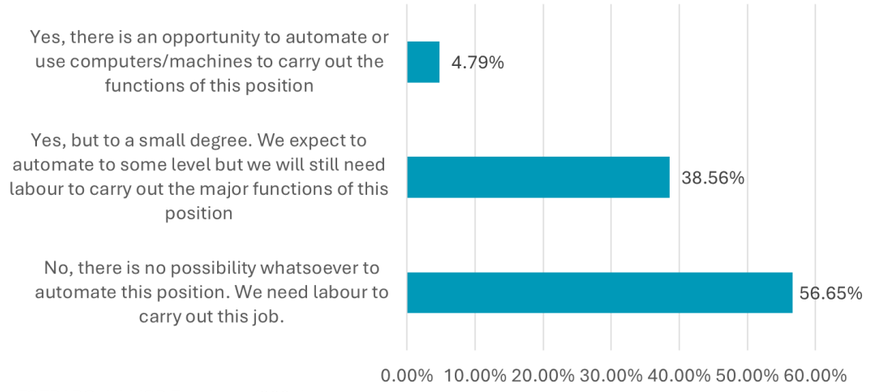
Source: ESEPARC, NLMSP Employer (2024)

13.7 Emerging Skills

The transition towards sustainable and resilient infrastructure is at the forefront of global development priorities, with increasing emphasis on green construction, renewable energy integration, and climate-adaptive urban planning. As governments and industries align with net-zero emissions targets, the construction sector must rethink traditional building practices by adopting energy-efficient designs, eco-friendly materials, and digital innovations such as Building Information Modelling (BIM) and smart infrastructure technologies. This transformation is not only reshaping construction processes but also redefining the skills landscape, demanding a workforce that is proficient in sustainable engineering, carbon-neutral construction techniques, and advanced project management tools. The shift towards low-carbon and circular construction economies further underscores the need for enhanced technical competencies, regulatory expertise, and cross-disciplinary collaboration among industry professionals. Future infrastructure development will require greater integration of AI-driven design, waste reduction strategies, and climate risk mitigation frameworks, ensuring that new projects are both environmentally responsible and economically viable. These evolving demands highlight the urgent need for specialised training, curriculum modernisation, and strategic workforce planning to equip professionals with the expertise needed to drive Eswatini's construction industry towards a sustainable and digitally advanced future.

The findings indicate that automation in Eswatini's construction sector remains limited, with 56.65% of employers stating there is no possibility of automating certain positions due to the labour-intensive nature of the industry (see figure However, 38.56% foresee partial automation, suggesting that while some tasks can be digitised or mechanised, human labour remains essential for core construction functions. Only 4.79% of firms anticipate full automation, reflecting the slow adoption of robotics, AI-driven construction processes, and digital project management tools. These trends align with global findings, where automation in construction lags sectors like manufacturing due to the complexity of on-site work and reliance on skilled trades. Moving forward, increased investment in digital construction technologies, automation-friendly skills training, and improved industry adaptability will be crucial in determining how automation reshapes Eswatini's construction workforce.

Figure 13.7.1: Automation Feasibility



Source: ESEPARC, NLMSP Employer (2025)

Table 13.7.1: Industry Future Skills

Occupation	Number of Jobs needed in 12 months – 3 years	Number of Jobs needed in 4-5 years	Specific skill profession/trade
Legislators, senior officials, and managers	8	11	Civil engineering; Business management; Business administration; Analytical skills
Professionals	249	377	Building studies; Electrical engineering; Accounting; Marketing; Civil engineering; Operations; Health and safety; Interior design; Accounting and finance; Argon welding; Bricklaying; Project management; Financial management; Marketing management; Electricians; Automotive systems; Warehouse management; Water management; Safety officer; Supply chain management; Hydraulics engineering; Electrical systems; Painting instruction; Agricultural biosystems and engineering; Architecture and design; Construction management; Quantity surveying; Building and construction; Engineering; Technical skills; Management skills; Electrical and electronic engineering; Business management; Civil works; Refrigeration and air conditioning; Plumbing; Mechanical engineering
Technical and associate professionals	483	822	Electrical trade; Civil engineering; Electrician; Information technology; Electrical engineering; IT technician; Quantity surveying; Bricklaying; Blockwork; Painting; Tiling; Plumbing; Carpentry; Building surveyor; Construction site management; Quantity survey; Electrical wiring; Structural engineering; Electrical work; Mechanical engineering; Construction management; Plastering; Vocational trades; Boiler making; Turning and fitting; Welding; Technician; Supply chain; Safety and risk management; Inventory management; Auto electrical engineering; Interior design; Air conditioning and refrigeration techniques; Construction technology; Construction drone operation; Construction safety; Architecture and design; Construction data analysis; Maintenance; Track maintenance; Graphic design; Security system configuration; Plant operation
Clerks	8	9	Administrators; Business management; Clerical support staff; Cashier
Service workers and shop and market sales workers	35	62	Cement mixing; Manual dexterity; Digital marketing specialist; Construction manager; Advanced construction project managers; Driver; Stock keepers; Health and safety; Marketing skills; Accounting and communication

Table Continues on Next Page

Occupation	Number of Jobs needed in 12 months – 3 years	Number of Jobs needed in 4-5 years	Specific skill profession/trade
Craft and related trades workers	301	387	Bricklaying; Electrical trade; Welding; Carpentry; Boiler-making; Concrete handling; Artisan; Electrical wiring; Plumbing; Plant operation; Refrigeration and air conditioning; Ceiling and tile installation; Ventilation installation; Electrical engineering; Interior design; Cable joints and termination; Interior painting; Plastering; Painting; Manual dexterity; Creativity; Security system installation; Flooring; Electrician; Rigging; Maintenance; Building; Aluminium construction; Mechanical engineering; Aluminium welding
Plant and machine operators and assemblers	27	51	Bricklaying; Motor vehicle driving skills; TLB Operators; Plant and machine operators; Heavy plant machinery operator; Physical Science and Engineering (Grade 2)
Elementary Occupation	87	120	General labour; Cement mixing; Artisan's assistant; Labourers; Concrete hand; Bricklaying; Rigger; Sand, cement and water mixing; Painting; Bricklaying; Cleaner (Grade 2)
Other	3	5	Electrical wiring (Grade 2)
Total	**1201**	**1844**	

Source: Source: NLMSP Graduate Survey (2025)

13.8 Conclusion

The labour market structure in Eswatini's construction sector remains heavily gender-skewed, with males accounting for 83.16% of the workforce and females only 16.84%. Men dominate technical and skilled roles such as craft and related trades, technical associate professionals, and plant operators, while women are more concentrated in clerical and professional occupations. The industry also shows a preference for workers aged 30–40, with limited participation from youth and people living with disabilities. While most positions are filled by Swati citizens, foreign workers are present in high-level or highly specialised roles, particularly where local skills are lacking—such as civil engineering, quantity surveying, and plant operations.

Despite high role alignment across most occupations, the sector faces notable skill gaps especially among technical professionals driven by inadequate practical training, lack of specialisation, and poor engagement between training institutions and industry. Only 19.95% of employers report collaborating with training providers, which hampers curriculum responsiveness. While graduate employment has improved since 2021, a significant portion still lacks the experience and applied skills needed for industry integration. Moving forward, the sector must focus on strengthening work-readiness, developing future-oriented skills in green construction and digital technologies, and expanding inclusive employment practices to close skills gaps and enhance the competitiveness of Eswatini's construction workforce.

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13.9 Recommendations

- Revise and implement policies that encourage local contractors to participate in high-value contracts, thus enabling skills transfer and fostering competitive domestic firms.
- Provide targeted financial instruments and grants to small and medium-sized enterprises (SMEs) in the construction sector to improve access to capital, reduce delays in payments, and support large-scale projects.
- Prioritize in-house training programs to bridge the existing skills gaps, particularly in technical areas like mechanical and electrical engineering, project management, and quality assurance.
- Collaborate with training institutions to create apprenticeship and internship opportunities that provide hands-on experience and better align graduates' skills with industry needs.
- Educational institutions, particularly vocational and technical training centres, should align curricula with the construction sector's evolving demands, focusing on practical skills in high-demand areas like project management, digital technologies, and green construction.
- Increase collaboration between educational institutions and construction firms/industry to ensure the relevance of training programs. This includes offering industry-relevant certifications and incorporating emerging technologies such as Building Information Modelling (BIM) and sustainability practices into courses.
- Seek out internships, apprenticeships, and volunteer opportunities that provide practical experience in construction-related fields, enhancing their employability and reducing the skills gap.
- Invest in further education in areas such as civil engineering, project management, and renewable energy to enhance their skill set and meet the growing demands of the industry.
- Embrace green building standards, energy-efficient designs, and eco-friendly materials to align with global sustainability goals. Specialized training in these areas should be made widely available.
- Invest in digital tools such as BIM, construction drones, and automated machinery to enhance efficiency, reduce costs, and improve safety.

14 Other Services

The Other Services sector in Eswatini, covering health, public administration, household services, beauty, arts, real estate, and transport, plays a crucial role in daily life, driving economic activity and creating jobs across skill levels.

Other Services

These sectors provide essential services that enable economic activities and create employment at various skill levels

Left: © Freepik, 2025

14.1 Introduction

The Other Services sector is an integral component of the economy of Eswatini, encompassing a diverse range of industries such as Administrative and Support Services, Human Health and Social Work, Public Administration, Household Services, Hairdressing and Beauty, Arts and Entertainment, Real Estate, and Transport and Logistics. These sectors provide essential services that enable economic activities and create employment at various skill levels. The sector remains one of the sources of employment with employees primarily established in Administrative and Support Services, Public Administration, and Human Health and Social Work.

Administrative and Support Services offer an extensive array of activities that facilitate business operations, including office administration, security services, and employment agencies.

This sector enhances efficiency in public as well as private enterprises by integrating non-core activities, allowing businesses to focus on their core activities. It is characterized by high managerial and organisational skill demands with employees often requiring specialized training for administrative coordination, human resource management, and facilities upkeep.

Hairdressing and Beauty Services is an expert area of the industry with an interest in personal grooming, care, and well-being. The industry is rooted to a large extent on vocational training and experience, with an industry workforce largely composed of self-employed operators and small businesses. The industry presents extensive entrepreneurial opportunity, most notably for women, and allows wider economic participation.

Human Health and Social Work is a key field in the Other Services sector, providing fundamental healthcare and welfare services. It includes hospitals, clinics, social work services, and community health programs that all require professionally trained personnel capable of medical, caregiving, and administrative functions. Since the industry influences public health and social welfare, ensuring an uninterrupted chain of trained experts is a prime concern.

Arts and Entertainment form part of leisure and cultural activities, including creative sectors such as theatre, music, and event management. The sector is dynamic and attracts a pool of workers with diverse skill levels, ranging from artistic talent to technical production abilities. It further boosts tourism and national branding and therefore plays an important role in economic diversification.

Real Estate Activities involve property management, brokerage, and development services. The industry involves financial management acumen, property assessment, and legal adherence to compete in the evolving real estate environment. The sector is key in facilitating investment in the construction of residential facilities, business infrastructure, and industrial development and later influencing urban planning and economic growth of countries.

Transport and Logistics are also a key facilitator of economic activity to cater for goods and human transit. Freight transport, passenger transport, and logistics management form this industry, as well as air transport services connecting Eswatini to regional and international markets. The industry requires workers with experience in operations management, fleet planning, and logistics planning to provide the services anticipated in a growing economy. Economically effective transport infrastructure and logistics services are a requirement, connecting businesses to markets and enabling effective supply chains.

Some of the primary challenges facing the Other Services sector include the disconnection between business requirements and employee skills. The employers observe that it is hard to identify specialists with competencies, particularly in business functions, administrative control, and client services. Some other sectors such as transport and logistics, and real estate, identify a difficulty in recruiting professionals with experience with new technology and modern business practices. The persistence of such skills deficits underscores the need for better collaboration between training organizations and industry stakeholders to ensure that education programs evolve alongside evolving labour market requirements.

14.2 Labour market structure

Across the sectors, there was a consistent mismatch between preferred and actual workforce age, with employers generally favouring younger workers (particularly ages 26–30 in service-based sectors), but employing older individuals (36–40) in practice. Gender distribution varied significantly by industry. For example, female dominance was most pronounced in personal care services like hairdressing and beauty, while sectors like real estate and transport remained male-dominated. Interestingly, even in sectors that preferred higher qualifications, such as real estate and logistics, many employees only held certificates, suggesting a potential skills gap or a shortage of appropriately qualified candidates. Administrative and support services employed mostly certificate holders despite the increasing complexity of tasks in that space, possibly indicating underinvestment in training. The presence of foreign workers was highest in hairdressing and entertainment, pointing to local gaps in niche service skills or labour supply. In contrast, sectors like real estate and public administration had almost exclusive reliance on Swati nationals.

Table 14.2.1: Labour Market structure

Indicator	Administrative and support service activities	Arts, entertainment, and recreation	Hairdressing salons, beauty parlours, etc	Human Health and Social Work	Public administration and Household services (cleaning, laundry, etc.)	Real estate activities	Transport and logistics	Other	Overall
Share of Males	61.80%	59.20%	15.40%	51.50%	55.60%	65.30%	63.80%	54.10%	57.40%
Share of Females	38.20%	40.80%	84.60%	48.50%	44.40%	34.70%	36.20%	45.90%	42.60%
Preferred Average Age Group	26-30	26-30	26-30	36-40	36-40	36-40	36-40	36-40	36-40
Actual Average Age Group	36-40	36-40	36-40	36-40	36-40	36-40	36-40	36-40	36-40
Share of Swati Citizens	99.60%	92.20%	80.00%	98.00%	99.20%	100.00%	99.50%	98.60%	98.80%
Share of Foreigners	0.40%	7.80%	20.00%	2.00%	0.80%	0.00%	0.50%	1.40%	1.20%
Actual Minimum Qualifications Held by Employees	Certificate	Bachelor's Degree	Certificate	Bachelor's Degree	Certificate	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree	Certificate

Imported skills

In the administrative and support services sector, imported skills included systems development, marketing, business management, and avionics. These skills were mostly brought in by company owners or investors from countries such as Kenya, Zambia, and South Africa. Some of the skills-like avionics-were not commonly taught in local tertiary institutions, necessitating their importation.

In hairdressing and beauty services, managerial and specialised therapist skills were often imported due to family ties or company origins, with founders coming from countries such as Indonesia, Mozambique, and the USA. This trend reflected the influence of foreign entrepreneurship and diaspora networks in the local beauty industry. The human health and social work sector showed the highest demand for imported professionals, particularly medical doctors, laboratory specialists, and public health experts. Many of these professionals held advanced qualifications, including PhDs, which remained scarce locally. The shortage of such specialised health expertise, coupled with the presence of international health organisations, led to the recruitment of expatriates from countries including Canada, Mozambique, and the USA. While Eswatini does train medical doctors, the supply did not meet demand, especially for certain sub-specialities, hence the continued importation of talent in this field.

In transport and logistics, foundational leadership and aviation-related skills were imported due to their unavailability locally.

14.3 Skills demand

The Administration and Support Services sector in Eswatini demonstrated a growing reliance on a formally educated workforce, signalling a shift away from informal or purely experience-based employment models. Employers appeared to favour qualifications that blended administrative capabilities with technical or sector-specific competencies. This trend suggested that even in roles traditionally seen as routine or manual, such as clerical work or service provision, there was an expectation of foundational business or technical knowledge. The emphasis on degrees across most occupations reflected not only a demand for operational efficiency but also an effort to professionalise the sector and improve service delivery.

Table 14.3.1: Skills demand in the administrative and services sector

Occupational Group	Preferred minimum qualification	Preferred qualifications
Legislators, senior officials, and managers	First stage of tertiary education, 1st degree (medium duration)	Bachelor of science in mechanical engineering, Bachelor's degree in human resource management, Bachelor's degree in law, Bachelor's Degree in Community Development
Professionals	First stage of tertiary education, 1st degree (medium duration)	Bachelor of Arts Degree in Psychology, bachelor's degree in Community Development, Bachelor's Degree in Community Development
Technical and associate professionals	First stage of tertiary education, 1st degree (medium duration)	Sports Physiology and Exercise, Diploma in Graphic Design, Diploma in call center
Clerks	Post-secondary, non-tertiary education	Bachelor's degree in Business accounting, Diploma in Secretarial Studies,
Service workers and shop and market sales workers	Upper secondary level of education	Grade 12 and English Language proficiency, Diploma in mechanical engineering
Elementary Occupation	Upper secondary level of education	Driver
Domestic workers	Post-secondary, non-tertiary education	Cleaners
Other	Second stage of tertiary education (leading to an advanced research qualification)	Bachelor's degree in Land economics

In the Arts, Entertainment and Recreation sector, the demand for skills extended beyond traditional artistic talent to include a mix of creative, technical, and managerial expertise. Employers preferred qualifications that supported the commercial and operational side of the industry, such as arts management, project coordination, marketing, and cultural policy. Technical roles increasingly required digital and multimedia competencies like audio engineering, cinematography, and animation, reflecting the industry's shift towards more technologically driven production methods. Even support roles such as clerks and service workers were expected to have training in event coordination, administration, and customer engagement specific to creative environments. This blend of creative and business-oriented skills pointed to a sector that was evolving towards professionalisation, structured performance, and commercial viability.

Table 14.3.1: Table Skills demand in the Arts, Entertainment and Recreation

Occupational Group	Preferred Minimum Qualification	Preferred Qualifications
Legislators, senior officials, and managers	Second stage of tertiary education (leading to an advanced research qualification)	Bachelor's Degree in Arts Management, Project Management in Entertainment, Strategic Leadership in Creative Industries, Cultural Policy Development, Event Management, Financial Management for the Arts, International Arts Administration.
Professionals	First stage of tertiary education, 1st degree (medium duration)	Bachelor's Degree in Performing Arts, Bachelor's Degree in Theatre Arts, Bachelor's Degree in Fine Arts, Bachelor's Degree in Music, Bachelor's Degree in Film Production, Arts Education, Cultural Studies, Music Production, Fashion Design, Graphic Design, Photography, Archiving and Records Management.
Technical and associate professionals	Second stage of tertiary education (leading to an advanced research qualification)	Bachelor's Degree in Audio Engineering, Master's in Digital Media, Advanced Diploma in Cinematography, Bachelor's Degree in Animation, Film Editing, Lighting Design, Stage Management, Multimedia Arts, Fashion Technology, Set Design, Digital Arts, Creative Writing, Sports Management, Cultural Heritage Studies.
Clerks	First stage of tertiary education (short or medium duration)	Diploma in Event Management, Diploma in Administration, Office Management in Arts & Entertainment, Performing Arts Administration, Arts Administration and Marketing, Digital Marketing for Arts, Cultural Event Documentation, Theatre Box Office Management.
Service workers and shop and market sales workers	Upper secondary level of education	Grade 12 with a focus on Creative Arts, Event Coordination, Customer Service in Arts and Entertainment, Visual Merchandising for Arts & Cultural Goods, Knowledge of Music/Art History, Interactive Media Support, Customer Engagement in the Arts, Stage Hands, Front-of-House Assistance in Theatres and Concert Venues.
Elementary Occupation	Second stage of tertiary education (leading to an advanced research qualification)	Certificate in Heavy Duty Driving for Film Sets, Sound and Lighting Technician Training, Set Construction, Film Production Assistant, Art Handling and Installation, Warehouse Management for Theatre Equipment.
Domestic workers	Post-secondary, non-tertiary education	Certificate in Household Management for Arts Professionals, Event Space Cleaning, Safety Protocols for Creative Spaces, Theatre and Film Set Maintenance, Hospitality for Creative Events, First Aid and Safety Training in Arts Events.

The Human Health and Social Work sector in Eswatini showed a preference for a diverse set of qualifications that blended health sciences with administrative, legal, and communication skills. While professionals such as doctors, nurses, optometrists, and radiographers remained essential, the inclusion of degrees in human rights, law, data analysis, and marketing reflected a sector responding to broader social determinants of health and increased accountability to the public. Leadership and managerial roles were supported by degrees in development studies, finance, and marketing, pointing to a growing need for strategic governance in healthcare delivery. Technical and associate professionals were expected to have capabilities in ICT and public relations, indicating that health systems were becoming more digitised and communicative. Overall, the sector revealed a trend toward multidisciplinary competence, where health workers needed both technical expertise and soft skills to manage increasingly integrated and people-centred health systems.

Table 14.3.2: Skills demand in the Human Health and Social Work

Occupational Group	Preferred Minimum Qualification	Skills that should continue to be delivered
Legislators, senior officials, and managers	First stage of tertiary education, 1st degree (medium duration)	Bachelor of Arts in Development Studies, Degree in Finance Management, Degree in Marketing
Professionals	First stage of tertiary education, 1st degree (medium duration)	Bachelor of Arts in Human Resource Management, Bachelor of Commerce, Bachelor's Degree in Human Rights Management, Bachelor of Medicine and Bachelor of Surgery (MBChB), Bachelor's degree in data analysis, Bachelor's degree in Nursing, Bachelor's Degree in optometry, Degree in Marketing, Degree in Medicine, Bachelor 's Degree in Radiography, Languages, Law, Medical laboratory technologist
Technical and associate professionals	First stage of tertiary education, 1st degree (medium duration)	Associate Degree in Public Relations and Communications, Bachelor of Science in Information Technology, Bachelor of Science in Information Technology, Associate Degree in Public Relations and Communications, Social Science
Clerks	First stage of tertiary education, 1st degree (medium duration)	Secretariat
Elementary Occupation	First stage of tertiary education (short or medium duration)	Safety and hygiene
Domestic workers		Diploma in Health and Safety

In the Real Estate Services sector, the preferred qualifications reflected the sector's strong orientation toward business development, client relations, and estate management. Leadership roles required a solid grounding in human resources and general business management, suggesting that operational oversight, tenant relations, and workforce coordination were increasingly formalised. At the professional level, the emphasis on sales and marketing skills highlighted the competitive and client-driven nature of the real estate market in Eswatini, where professionals were expected to promote properties effectively and manage customer relationships. Interestingly, even for elementary occupations, the sector preferred candidates with customer service capabilities and basic security training.

Table 14.3.3: Skills demand in the Real Estate Services

Occupational Group	Preferred Minimum Qualification	Qualifications that should continue be delivered
Legislators, senior officials, and managers	First stage of tertiary education, 1st degree (medium duration)	Bachelor's degree in human resources management, Business manager
Professionals	First stage of tertiary education, 1st degree (medium duration)	Bachelor's degree in sales and marketing
Elementary Occupation	First stage of tertiary education (short or medium duration)	Security Training for Estates; Entry-level Customer Service Skills

In the Transport and Logistics sector, the preferred qualifications indicated a structured and professionalised approach to workforce development. Management-level roles require advanced education in transport management or logistics, reflecting the complexity of supply chain coordination and the strategic importance of efficiently moving goods. At the professional and technical levels, degrees and diplomas in logistics, transport operations, and fleet management were prioritised. Clerical positions required administrative competence specific to logistics support. For service and elementary occupations, the sector leaned toward short courses in customer service, safety, and driving skills, especially for light and heavy-duty drivers.

Table 14.3.4: Skills demand in the Transport and logistics

Occupational Group	Preferred Minimum Qualification	Qualifications That Should Continue to Be Produced
Legislators, senior officials, and managers	First stage of tertiary education, 1st degree (medium duration)	Advanced degrees in Transport Management, Logistics, or Business Administration with a focus on transport operations.
Professionals	First stage of tertiary education, 1st degree (medium duration)	Degrees in Transport Operations, Logistics Management, or related fields.
Technical and associate professionals	First stage of tertiary education, 1st degree (medium duration)	Diplomas in Transport Operations, Supply Chain Management, or Fleet Management.
Clerks	First stage of tertiary education, 1st degree (medium duration)	Certificates in Office Administration, Logistics Support.
Service workers and shop and market sales workers	Post-secondary, non tertiary education	Short courses or vocational training in customer service or logistics operations.
Elementary Occupation	Upper secondary level of education	Short courses in basic transport operations and safety protocols. Drivers - Light and Heavy duty

14.4 Skills Supply

Eswatini's diverse educational landscape, which supports the development of both technical and professional skills, is reflected in the availability of training programs across various industries. To ensure that varying levels of expertise are met across sectors, institutions offer qualifications ranging from certificates to doctorates. With programs in Business Administration, Management, and Development Studies offered by organizations like UNESWA, ECOT, Regent Business School, and the Institute of Development Management, administrative and support-related fields predominate in higher education offerings. These programs, which cover certificate, diploma, bachelor's, and postgraduate levels, are a reflection of ongoing institutional investment and long-standing demand.

In the Arts, Entertainment & Recreation industry, training is supplied in programmes such as Creative Multimedia, Design, Journalism and Mass Communication, Film and Television Production, and Arts in Languages and Linguistics. Institutions offering these qualifications include Limkokwing University, UNESWA, and ECOT, mainly at the diploma, associate degree, bachelor's, and master's levels.

The Human Health and Social Work sector is one of the most well-supported areas for training. Institutions such as UNESWA, SANU, EMCU, and Good Shepherd College offer a wide array of programs in Nursing, Public Health, Social Work, Medical Laboratory Science, Occupational Health and Safety, and Psychology. These range from certificate and diploma levels to postgraduate degrees, helping build a robust pipeline of skilled professionals for the national healthcare system.

In the Transport and Logistics sector, qualifications are available in Automotive/Mechanical Engineering, Technical Training, Freight Forwarding and Customs Compliance, and Supply Chain Management. Institutions such as ECOT, Springfield Research University, IDM, and BSA Training Centre provide these programmes at various levels. While traditional transport-related training forms the bulk of current offerings, it is worth noting the recent development of aviation as an emerging industry within the sector. The establishment of the Eswatini Civil Aviation Authority (ESWACAA) in 2009 has created a regulatory foundation for this sub-sector; however, training programmes related to aviation are not yet reflected in the institutions' current curricula.

Other sectors, including theology, humanities, security, and community development, also have access to academic programs. Institutions like UNESWA, SANU, African Christian College, and Emmanuel Wesleyan Bible College offer a mix of certificates and bachelor's degrees, ensuring a continued supply of qualified professionals for service-oriented careers.

Table 14.4.1: Local Institutions Supplying Skills to the Other Services

Industry	Key Programs (From Listed Institutions)	Qualification	Institutions
Administrative & Support Service Activities	Business Administration, Management, Development Studies, Human Resource Management	Doctorate, Master's, Bachelor's Degree, Associate degree, Diploma, Certificate, Higher certificate	African Prime Institute of Science and Technology (APIST), Regent Business School (RBS), Eswatini College of Technology (ECOT), Institute of Development Management (IDM), Eastern and Southern African Management Institute (ESAMI), Limkokwing University, Springfield Research University, Southern African Nazarene University (SANU), University of Eswatini (UNESWA)
Arts, Entertainment & Recreation	Creative Multimedia, Design, Arts in Languages and Linguistics, Journalism and Mass Communication	Masters, Bachelor's degree, Associate Degree, Diploma	Eswatini College of Technology (ECOT), Limkokwing University, University of Eswatini (UNESWA)
Hairdressing, Beauty & Personal Care	Beauty Therapy & Aesthetics	Diploma	Emergency Medical Rescue College (EMRC)
Human Health & Social Work	Nursing, Public Health, Social Work, Medical Laboratory Science, Occupational Health and Safety, Psychology	Masters, Bachelor's degree, Post Diploma, Diploma, Post Graduate Certificate, Certificate	University of Eswatini (UNESWA), Eswatini Medical Christian University (EMCU), Good Shepherd Catholic College of Health Sciences, Southern African Nazarene University (SANU), Emergency Medical Rescue College (EMRC), Muna Health Life Institute, Springfield Research University, Institute of Development Management (IDM) BSA Training Centre, Institute of Research Management and Development (IRDM), Emmanuel Wesleyan Bible College,

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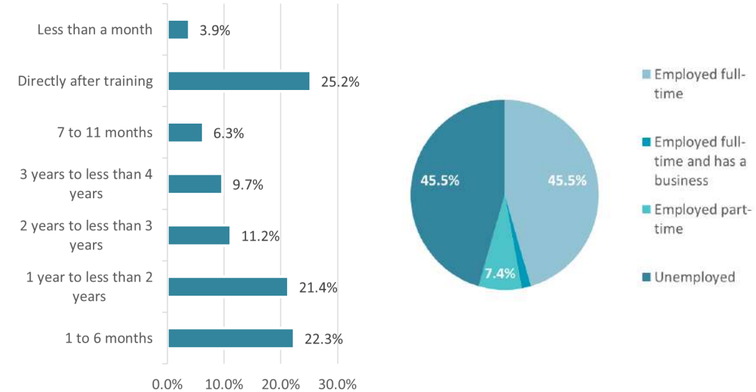
Industry	Key Programs (From Listed Institutions)	Qualification	Institutions
Public Administration & Household Services	Disaster Management	Diploma	Emergency Medical Rescue College (EMRC)
Transport & Logistics	Automotive/Mechanical Engineering, Technical Training, Freight Forwarding and Customs Compliance, Supply chain management	Bachelor's Degree, Diploma, Certificate	Springfield Research University, Institute of Development Management (IDM), Eswatini College of Technology (ECOT), Gwamile Vocational and Commercial Training Institute, BSA Training Centre, Institute of Research Management and Development (IRDM)
Other Services	Theology, Religious Studies, Humanities, Security Management, Community Development	Bachelor's Degree, Certificate	University of Eswatini (UNESWA), Institute of Development Management (IDM), Emmanuel Wesleyan Bible College, African Christian College Southern African Nazarene University (Sanu),

Source: ESHEC 2025, registered programmes

The training landscape across the Other Services sector demonstrates a strong institutional supply of skills, particularly in fields such as public administration, health, logistics, and the creative industries. Graduate employment results (see, Figure 0 3), however, indicate that there is still an uneven transition from school to the workforce. Just 45.5% of graduates work full-time, 7.4% work part-time, and 1.6% work full-time and run their own business. Most graduates experience delayed entry, with over 40% waiting more than a year to find employment, despite the fact that 25.2% are absorbed immediately after completing their training.

Despite the availability of pertinent credentials, this employment lag suggests a potential mismatch between institutional training and employers' real-world requirements. Employers most frequently report that graduates lack technical and practical competencies (15.4%), industry-related skills (19.0%), and communication skills (12.6%). These results imply that, even though training facilities offer a wide theoretical and academic foundation, work-readiness and applied components in current programs still need to be strengthened in order to enhance graduates' integration into the workforce.

Figure 14.4.1: Graduate survey findings



Source: NLMSP Graduate Survey 2025

14.5 Skills gap

The study revealed significant scarce skills across several key sectors in Eswatini. In the administrative and support services sector, there were notable gaps in advanced ICT systems, procurement compliance, and business process optimisation. The arts, entertainment, and recreation sector faced a shortage of skilled professionals, particularly in event production management, audio/visual technology, and cultural heritage project management. Similarly, in hairdressing and beauty, there was a demand for certified beauty therapists and specialists in natural haircare. In public administration, the study identified shortages in policy analysts, urban planners, and e-governance specialists. The transport and logistics sector was hindered by a lack of rail drivers, commercial pilots, logistics coordinators, and mechanics with expertise in modern fleet systems.

Table 14.5.1: Scarce skills

Sector	Scarce Skills
Administrative & Support Service Activities	- Office administrators with advanced ICT and ERP skills - Procurement officers with compliance and supply chain knowledge - Records management specialists with digital archiving capability - Operations and facilities managers - Business process analysts - Call centre supervisors with CRM system proficiency
Arts, Entertainment & Recreation	- Event production and stage managers - Audio/visual technicians - Lighting and sound engineers - Digital content creators (video, animation, editing) - Cultural heritage project managers - Arts administrators with fundraising and marketing skills
Hairdressing, Beauty & Personal Care	- Cosmetologists certified in advanced beauty treatments - Natural haircare specialists - Beauty therapists with wellness service integration - Spa technicians and massage therapists - Salon managers trained in compliance and business operations - Trainers for beauty skills development
Human Health & Social Work	- Professional and specialised doctors (e.g. oncologists) -Surgeons; neurosurgery, orthopaedic surgery, and paediatric surgery

Sector	Scarce Skills
Public Administration & Household Services	- Monitoring and evaluation (M&E) specialists - Environmental health practitioners - Government accountants and financial analysts - Records and e-governance system officers - Home-based carers with certified health training - Childminders with early childhood care knowledge
Transport & Logistics	- Warehouse managers with inventory control skills - Vehicle mechanics trained in modern fleet systems - Rail drivers and operators - Aircraft maintenance technicians - Commercial pilots (general and VIP) - Air traffic controllers - Aviation safety and regulatory officers

14.6 Emerging skills

In Eswatini, emerging skills across key sectors reflect a measured transition toward more structured, tech-assisted, and service-oriented work environments—though this shift remains uneven and highly context-dependent. Rather than advanced technologies, the near future is likely to see growth in entry-level digital literacy, mobile-based service delivery, and basic data handling across fields such as health, logistics, and administration. Skills in telehealth coordination, digital scheduling, and community-level data reporting are beginning to gain traction in the health and social work sector, especially in response to rural service delivery challenges. In administrative and support services, demand is slowly building for proficiency in standard office software, virtual collaboration, and simple workflow tools, often driven by donor-funded projects or regional integration efforts. Public administration is beginning to explore digital records and citizen-facing platforms, but widespread e-governance remains aspirational. Meanwhile, sectors such as real estate, logistics, and household services are likely to see emerging needs around mobile communication, customer service, compliance awareness, and informal digitisation, rather than fully-fledged systems. Across the board, emerging skills in Eswatini are less about technological leaps and more about enabling foundational digital practices, improved service delivery, and greater adaptability to evolving social and economic demands.

Table 14.6.1: Emerging Skills

Sector	Emerging Skills
Administrative and Support Services	- Business process automation - Virtual office administration - CRM and client tracking systems - Knowledge of data privacy and compliance - Scheduling and workflow optimisation using software - Use of cloud-based HR and finance tools
Human Health and Social Work	- Telehealth service delivery - Community data collection using digital platforms - Mobile diagnostics and screening support - Health informatics for rural clinics - Trauma-informed care and mental health first aid - Expanded scope caregiving (elderly, disability, palliative)
Public Administration	- Digital public service delivery - Use of open-source statistical tools for policy analysis - Skills in managing decentralised e-governance platforms - Data literacy and dashboard use for planning - Regulatory technology understanding - E-participation facilitation and online consultation tools
Household Services	- Safe use of domestic smart appliances - Infection prevention in home environments - Nutritional planning for health-specific needs - Assisted living caregiving skills - Mobile payment and scheduling app usage - Emotional intelligence and trust-building in households

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Sector	Emerging Skills
Hairdressing and Beauty	- Skin and hair analysis using digital tools - Knowledge of non-invasive aesthetic techniques (e.g., dermaplaning) - Use of e-booking and digital marketing - Personalised beauty product recommendation - Wellness and holistic service integration - Green beauty product application and trends
Arts and Entertainment	- Online content monetisation (YouTube, TikTok) - Event tech management (QR check-ins, livestreaming) - Virtual performance and exhibition formats - Social media advertising skills - Audio/visual editing for mobile production - Digital storytelling and local heritage branding
Real Estate Services	- Digital property listing and marketing - GIS literacy for land-use planning - Knowledge of PropTech platforms (virtual tours, property CRMs) - Sustainable construction awareness - Legal literacy in land and property rights - Energy audit and green building compliance basics
Transport and Logistics	- GPS-based fleet management - Basic supply chain optimisation tools - E-commerce logistics and last-mile delivery coordination - Use of mobile apps for delivery tracking and routing - Warehouse automation basics (e.g., barcode scanning) - Vehicle telematics and maintenance scheduling

14.7 Conclusion

The Other Services sector in Eswatini represents a diverse and essential component of the economy, encompassing Administrative and Support Services, Human Health and Social Work, Arts and Entertainment, Real Estate, Transport and Logistics, and personal service industries like Hairdressing and Beauty. The sector analysis reveals several critical challenges and opportunities facing these industries. A persistent skills gap exists across all subsectors, with employers consistently reporting mismatches between academic qualifications and practical workplace competencies. While educational institutions offer relevant theoretical programs, graduates often lack the technical, industry-specific, and communication skills demanded by employers. This is evidenced by delayed employment transitions, with over 40% of graduates waiting more than a year to find suitable employment despite having formal qualifications.

The sector continues to face gender disparity issues, with certain industries remaining heavily gender-segregated. For example, while hairdressing and beauty services are predominantly female (84.6%), sectors like real estate, transport and logistics, and administrative services remain male-dominated (61-65%). This points to persistent cultural and structural barriers to gender equality in the workforce.

Employers across subsectors demonstrate a preference for hiring Emaswati (98.8% overall), showing a commitment to domestic employment. However, certain specialised skills, particularly in healthcare, aviation, and specialized beauty services, continue to be imported due to local shortages. The analysis also highlights an emerging transition toward digital integration and service enhancement across all subsectors, though at varying paces. While advanced technologies remain aspirational, basic digital literacy, mobile-based service delivery, and foundational data handling are gradually being adopted throughout the sector.

14.8 Recommendations

- Establish mentorship frameworks that pair students with industry professionals to provide practical, hands-on training.
- Create industry-specific skills laboratories in educational institutions that simulate real workplace environments and challenges.
- Establish formal sectoral advisory councils with representation from employers, educators, and policymakers to regularly review and update curriculum content.
- Integrate emerging skills like digital literacy, service innovation, and data management into existing training programs.
- Develop short, specialised courses focused on addressing identified scarce skills such as systems development, specialised healthcare, and aviation
- Create nationally recognised certification programs for high-demand specialised roles in beauty services, entertainment technology, and logistics.

- Support the development of modular certification pathways that allow workers to progressively build credentials while employed.
- Establish centres of excellence that focus on scarce skills in healthcare specialties, aviation, and digital content creation.
- Implement targeted outreach and scholarship programs to attract underrepresented genders into traditionally segregated fields.
- Develop mentorship and support networks for women in male-dominated sectors like transport, real estate, and administrative management.
- Create workplace policies that support work-life balance and career advancement opportunities for all genders.
- Establish a centralised labour market information system specific to the Other Services sector.
- Conduct annual skills audits and forecasting exercises to identify evolving skills needs.
- Create feedback mechanisms for employers to regularly report on graduate performance and skills adequacy.
- Develop targeted digital skills training for service workers at all levels, focusing on industry-specific applications.
- Create public-private partnerships to improve access to digital tools and training resources.
- Establish specialised programs in high-demand areas such as health informatics, digital content creation, and logistics systems.
- Create incubation programs specifically for service-based businesses in personal care, entertainment, and support services.
- Provide business management training tailored to the needs of service sector entrepreneurs.
- Establish mentorship networks connecting established business owners with emerging entrepreneurs.
- Establish dedicated training tracks for identified scarce skills in aviation, specialized healthcare, and entertainment technology.
- Create scholarship programs targeting students pursuing careers in high-need fields such as oncology, neurosurgery, and commercial aviation.
- Develop cross-border educational partnerships to bring specialised training to Eswatini.

15 Education

The education sector in Eswatini is a cornerstone of the nation's socio-economic development, supporting human capital formation, poverty reduction, social cohesion, and sustainable economic growth. It is strategically aligned with national, regional, continental, and global development frameworks, while remaining a major employer and a critical area for investment and skills development.

Education

The education sector is a pillar of Eswatini's socio-economic development, driving human capital formation, poverty reduction, and sustainable growth.

Left: © Freepik, 2025

15.1 Introduction

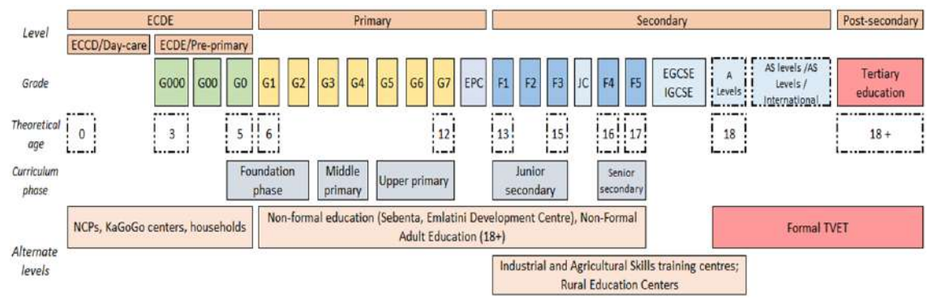
The education sector in Eswatini remains a foundational pillar of the nation's socio-economic development, playing a central role in human capital formation, poverty reduction, social cohesion, and sustainable economic growth. Strategically positioned within the National Development Strategy (NDS), the National Development Plan (NDP) 2022–2028, and the Education Sector Strategic Plan (ESSP) 2022–2034, the sector also aligns with broader regional and continental development goals. At the regional level, Eswatini supports the Southern African Development Community (SADC) vision of enhancing access to quality education and promoting skills development for regional integration and economic competitiveness. At the continental level, the country is aligned with the African Union's Agenda 2063 and the Continental Education Strategy for Africa (CESA 2016–2025), both of which prioritize inclusive, equitable, and quality education as key drivers of Africa's transformation. Globally, Eswatini's education efforts are guided by the UN Sustainable Development Goals, particularly SDG 4, which advocates for inclusive and equitable quality education and lifelong learning opportunities for all.

Eswatini has demonstrated strong fiscal commitment to education, allocating E5 billion (17.01% of the national budget) to the sector in the 2024/2025 financial year (Eswatini National Budget, 2024/2025). Education remains one of the country's largest employment sectors, engaging approximately 21,104 individuals across teaching, administration, curriculum development, and educational support services (Eswatini Economic Census, 2019).

Despite this investment, the sector continues to grapple with challenges in workforce capacity and skills alignment. There is a persistent and growing demand for qualified professionals, particularly in science, technology, engineering, and mathematics (STEM) education, special needs education, digital pedagogy, and school leadership. Moreover, there is a critical need for continuous professional development to upskill the existing teaching workforce and ensure they are equipped to meet the demands of modern, technology-integrated classrooms and competency-based curricula

Eswatini's education system is structured across four tiers: Early Childhood Care and Education (ECCE), including daycare centres, preschools, community-based centres, and Grade 0 followed by primary, secondary, and post-school education and training (PSET). The PSET level encompasses all post-secondary institutions, including Technical and Vocational Education and Training (TVET) and Adult Education and Lifelong Learning (AELL).

Figure 15.1.1: Education System in Eswatini



Source: Education Sector Analysis (World Bank 2021)

Despite key advancements such as the Free Primary Education (FPE) programme and the rollout of Grade 0 in public schools, Eswatini's education sector continues to face persistent and multifaceted challenges. The COVID-19 pandemic exacerbated existing inequalities, particularly in rural and underserved communities, where limited digital infrastructure severely restricted access to remote learning. The World Bank (2021) Education Sector Analysis identified a deepening learning crisis characterised by high repetition and dropout rates, poor foundational literacy and numeracy outcomes, and inadequate learner progression. Compounding these issues are overcrowded classrooms, outdated curricula, teacher shortages in critical subjects such as STEM and special needs education, and insufficient investment in school infrastructure and instructional materials (UNESCO, 2023).

The education sector in Eswatini continues to grapple with a significant mismatch between educational outputs and the dynamic needs of the labour market. While the system is structured and governed by formal pathways, it often falls short in producing graduates with the technical, digital, and pedagogical competencies required for the 21st-century economy particularly in high-demand areas such as STEM, vocational training, and special needs education. This misalignment is further compounded by limited investment in teacher development, outdated curricula, and insufficient integration of digital tools in pedagogy. Without the right skills in teaching, curriculum design, and educational leadership, the sector cannot effectively prepare learners for productive participation in a modern, innovation-driven economy.

Strengthening education quality through targeted investment in teacher training, digital education, and inclusive learning strategies is essential. A skills-ready education sector not only drives academic achievement but also contributes to national goals by enhancing workforce productivity, fostering innovation, and supporting inclusive and sustainable socio-economic transformation (African Union, 2021; OECD, 2022). To address these issues, a strategic focus is required on improving educational quality, aligning curricula with market needs, strengthening public-private partnerships, and adopting innovative financing models. Enhancing the education system's responsiveness to both economic and societal demands will be pivotal in ensuring inclusive and sustainable development. Therefore, this section provides an audit of skills in the education sector and presents a detailed analysis of the sector's labour market structure and trends.

15.2 Labour Market Structure

The education sector in Eswatini is a major source of employment, with a workforce composition that reflects gendered trends across different education levels. At the primary level, the sector is heavily feminised, with women accounting for nearly 70.00% of the workforce, aligning with global patterns that show higher female representation in foundational teaching roles. In secondary education, gender distribution is more balanced, with women comprising 51.30% and men 48.70% of staff. Interestingly, in higher education, the trend shifts, with male staff making up 55.30% of academic positions, while women are slightly more represented in non-academic roles (44.70%). These figures suggest that while women dominate teaching roles at lower levels, their representation decreases in senior academic roles, highlighting a potential gender gap in career progression within the sector. This distribution also reflects broader labour market dynamics and societal gender roles, with implications for skills planning, professional development, and leadership pipelines in education.

Table 15.2.1 Labour market structure

Education class	Variable	Number	%
primary	Male	2711	30.30%
	Female	6237	69.70%
	Total	8948	100.00%
Secondary	Male	3751	48.70%
	Female	3945	51.30%
	Total	7696	100.00%
higher education	Academic staff	1282	55.30%
	Non-academic staff	1038	44.70%

Source: Eswatini Education Census (2021) & ESHEC Basic Data (2024)

Worth noting is that out of the 8,948 teachers at the primary level, approximately 80.60% possess the appropriate qualifications, while at the secondary level, about 73.28% of teachers are suitably qualified (Eswatini Education Census, 2021). Although these figures indicate that a significant proportion of the teaching workforce meets the required standards, the presence of unqualified teachers remains a cause for concern. This is particularly critical in a sector that plays a foundational role in shaping the country's human capital. When educators themselves lack the appropriate skills, it creates a skills mismatch that undermines the quality of education and learner outcomes.

15.3 Current Skills

Identifying the need for current industry skills was one of the key objectives of the National Skills Anticipation. Ascertaining the skills demand in Eswatini's education sector is crucial, given its role in driving human capital development and national transformation. The sector encompasses a wide range of skills across teaching, support, and administrative roles. Current skills include Primary and Secondary School Teachers with qualifications such as the Primary Teacher's Diploma or Secondary Teacher's Certificate; TVET Instructors with technical diplomas and pedagogical training; and Higher Education Lecturers typically holding a master's degree or higher. Educational support roles include School Administrators who often possess a bachelor's in education with additional leadership training; Curriculum Specialists and Education Inspectors, usually holding degrees in curriculum studies or educational supervision; and Teacher Trainers with advanced qualifications in pedagogy. Administrative and policy roles include Education Planners and Policy Analysts, generally requiring a background in education planning or public policy, and Data Clerks who support EMIS systems with qualifications in ICT or statistics. This diverse skill set reflects the sector's capacity to support both foundational and transformative education initiatives across the country.

Table 15.3.1: Current skills and qualifications

Category	Current Skills/ Professions	Description	Qualification Required
Teaching Staff	Primary and Secondary School Teachers	Core instructional staff delivering curriculum at general education levels	Primary Teacher's Diploma or Secondary Teacher's Certificate (STC); B.Ed for secondary level
	TVET Instructors	Educators focused on technical and vocational training in practical fields	Diploma/Degree in technical field + TVET pedagogy certificate
	Higher Education Lecturers	Subject matter experts teaching at tertiary institutions	Master's degree (minimum), PhD preferred for senior posts
Educational Support Services	School Administrators (Principals, Deputy Principals)	Oversee daily school operations, management, and leadership	Bachelor's in education or administration + Leadership/ Management certificate
	Curriculum Specialists	Develop and review school curricula to ensure content alignment and relevance	Bachelor's or Master's in Curriculum Studies or Education
	Education Inspectors	Monitor teaching standards, curriculum compliance, and institutional performance	Bachelor's in education + experience in teaching/supervision
	Teacher Trainers	Responsible for initial teacher education and in-service professional development	Bachelor's or Master's in Education; specialization in teacher training
Administrative and Policy Roles	Education Planners & Policy Analysts	Support national and institutional education planning and reform strategies	Bachelor's or master's in education planning, Policy, or Economics
	Data Clerks	Manage and input education data, though often lacking full technical expertise	Diploma in ICT, Statistics, or related field; EMIS/DHIS2 training an advantage

Table 15.3.2 highlights the current scarce skills that are in high demand but limited supply across various levels of the system. These include professionals in early childhood development, STEM education, inclusive education, and technical subject areas critical for economic transformation and 21st-century learning.

Table 15.3.3: Scarce Skills

Specific Skill
- Qualified ECCDE educators and Grade 0 teachers
- STEM teachers (Science, Technology, Engineering, Mathematics)
- Special Education Needs (SEN) educators
- Educational Psychologists and School Counsellors
- Child Care and Early Childhood Care Administrators
- Educators in Hospitality, Mathematics, Science, ICT, and Entrepreneurship
- Horticulture and Financial Intelligence specialists
- Library and Archiving Specialists

Source: ESEPARC, NLMSP Employer Survey (2025)

15.4 Skills Demand

The demand for skilled professionals in Eswatini's education sector is largely shaped by the number of institutions and learner enrolments across primary, secondary, and higher education levels. As of the latest data, the country has 1,020 education institutions serving over 367,000 learners, with 665 primary schools accommodating the largest share of enrolment (225,427 learners), followed by 314 secondary schools (120,947 learners) and 41 higher education institutions (21,601 learners). The average teacher-to-student ratios of 1:25 at primary, 1:16 at secondary, and 1:10 in higher education indicate increasing learner needs and more personalised teaching at higher levels. These ratios are critical indicators of teacher workload and help inform the planning of recruitment, training, and deployment. According to the Eswatini National Skills Audit (2021), while there is currently an adequate supply of teachers, the distribution of these professionals across regions and levels remains uneven, and there is an increasing need for subject-specialist educators in STEM, inclusive education, and digital pedagogy.

Table 15.4.1: Institutional Capacity and Enrolment Statistics

Number of institutions	Number of institutions	Enrolment	Average teacher to student ratio
Primary	665	225427	01:25
Secondary	314	120947	01:16
higher education	41	21601	01:10
Total	1020	367975	

Source: Eswatini Education Census (2021) & ESHEC Basic Data (2024)

The future demand for education professionals is expected to be driven not only by enrolment trends but also by policy reforms, curriculum changes, and emerging skills needs. The increasing emphasis on competency-based curricula, ICT integration, and inclusive education has created a shift in required teaching competencies, necessitating continuous professional development and the re-skilling of in-service educators. Research highlights that teacher quality and relevant training are among the strongest determinants of student learning outcomes (UNESCO, 2023). Moreover, the relatively low number of higher education institutions poses challenges in producing a steady pipeline of specialised academic staff, particularly at postgraduate level. To sustain and enhance education sector performance, strategic investments in teacher training colleges and the expansion of TVET and higher education offerings are essential. Building a skilled, adaptable education workforce remains critical to aligning the sector with national development priorities and the broader socio-economic transformation agenda (OECD, 2022; African Union, 2021).

15.5 Skill Supply

Table 15.5.1 shows the range of training institutions in Eswatini that contribute to the supply of qualified educators across the education sector. These institutions offer certificate, diploma, and bachelor's degree programmes in areas such as primary and secondary education, early childhood development, educational leadership, and adult education. High-enrolment institutions like William Pitcher Teacher Training College and Ngwane Teacher Training College lead in producing diploma-level graduates, while universities such as UNESWA and IDM provide specialised bachelor's programmes in education and management. This diverse training infrastructure supports the ongoing development of the education workforce, though gaps in alignment with evolving classroom and policy needs remain a priority for national planning

Table 15.5.1: Skills Supplied in Tertiary Institution in Education

Training Institution	Programs offered Level of Qualification	Qualification	Enrolment
AMADI	Primary Teachers Diploma	Diploma	100
	Bachelor of Education (Foundation)	Bachelor's degree	100
CIT	Primary Teachers Diploma	Dilpoma	50
CITEC College	Primary Teachers Diploma	Dilpoma	21
Global University College	Primary Teachers Diploma	Dilpoma	10
IDM	Bachelor of Educational Management and Leadership	Bachelor's degree	30
Ngwane Teacher Training College	Certificate in Early Childhood Education	Certificate	30
	Diploma in Primary Education	Diploma	570

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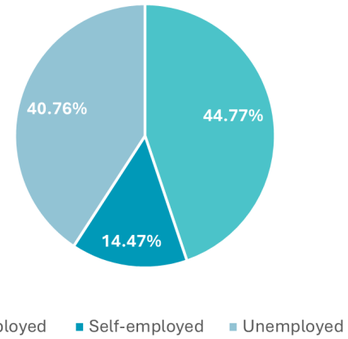
Training Institution	Programs offered Level of Qualification	Qualification	Enrolment
SANU	Diploma in Early Childhood Development and Education	Diploma	50
	Diploma in Primary Education	Diploma	200
	Bachelor of Education in Leadership and Management of Inclusive Education	Bachelor's degree	100
William Pitcher Teacher Training College	Diploma in Secondary Education	Diploma	580
Workers College	Primary Teachers Diploma	Diploma	150
	Secondary Teachers Diploma	Diploma	150
	Early Childhood Teachers Diploma	Diploma	150
UNESWA	Certificates in Adult Education	Certificate	1000
	Post Graduate Certificate in Education	Diploma	
	Diploma in Adult Education	Diploma	
	Bachelor of Education (Primary)	Bachelor's degree	
	Bachelor of Education (Secondary)	Bachelor's degree	

Source: NLMSP Higher Education Institution Survey (2025)

The chart shows the employment status of education graduates in Eswatini, revealing critical insights into the sector's labour market dynamics. According to the data, 44.77% of graduates are employed, while 40.76% remain unemployed, and 14.47% are self-employed. This means more than half (55.23%) of education graduates are either jobless or have resorted to creating their own employment a concerning indicator for a sector traditionally known for absorbing a large number of professionals. This trend reflects a saturation in the education labour market, where the supply of qualified educators exceeds the demand, especially in general primary and secondary teaching roles. In response, the Government of Eswatini (GoE) has reduced the number of scholarships awarded for teacher training, a strategic move aimed at curbing the oversupply and re-aligning training outputs with actual market demand

Figure 15.5.1: Graduates' employment status



Source: NLMSP Graduate Survey (2025)

15.6 Skills Gap

Despite progress in expanding access to education, Eswatini's education sector faces critical skills gaps that undermine quality and inclusivity. There is a shortage of qualified early childhood educators and administrators, particularly in ECCDE and Grade 0, limiting early learning outcomes. The scarcity of specialised STEM educators continues to affect learner readiness for the demands of a modern, tech-driven economy. Additionally, the sector lacks TVET and industry-based trainers, resulting in graduates who are ill-prepared for practical, labour market-relevant roles. A significant gap also exists in educational psychology and counselling, where limited access to trained professionals negatively impacts student wellbeing. Most pressing, however, is the acute shortage of special needs education specialists, which hampers efforts to implement inclusive education and support diverse learning needs.

Table 15.6.1: Skills Gap

Skill Gap Area	Current Gap Education Sector
Early Childhood Educators and Administrators	Insufficient qualified professionals in ECCDE and Grade 0, limiting early foundational learning and development.
Specialized STEM Educators	Shortage of qualified teachers in science, mathematics, technology, and engineering, affecting learner preparedness for modern economic demands.
TVET and Industry-Based Trainers	Inadequate number of trainers in practical and vocational skills, causing a mismatch between industry needs and educational output.
Special Needs Education Specialists	Severe deficit of specialized educators to support learners with disabilities and diverse learning needs, hindering inclusive education.
Digital and Online Teaching Experts	Scarcity of educators proficient in online teaching methodologies and digital tools, slowing the adoption of effective remote learning solutions.
Curriculum and Assessment Designers	Limited expertise in designing competency-based curricula, leading to outdated teaching methods and assessments.

15.7 Emerging Skills

Table 16.7.1 presents key future-oriented roles needed to support digital transformation, inclusive financing, curriculum reform, teacher management, and system resilience. These skills will be vital for ensuring a high-performing, inclusive, and adaptable education sector aligned with both national and global development goals.

Table 15.7.1: List of future skills

Skills Area
Educational Management Information System (EMIS) specialists
- Competency-based curriculum development experts
- Digital learning system developers and online education specialists
- Monitoring and Evaluation (M&E) specialists for education programs
- Teacher Development and Management professionals
- Specialists in inclusive and equitable education financing
- Resilience and Crisis Preparedness educators
- English language instruction experts for foundational grades
- Curriculum, Instruction, and Assessment Designers
- Educational Leadership specialists
- Sports Management professionals

15.8 Conclusion

The education sector in Eswatini remains central to the country's development strategy, with a strong public investment of E5 billion (17.01% of the national budget) in 2024/25 and a broad reach across 1,020 institutions serving nearly 368,000 learners. While access has improved, particularly through initiatives like Free Primary Education and the introduction of Grade 0, the sector faces persistent challenges in quality, relevance, and labour market alignment. The workforce is gender-skewed at the primary level, with 69.70% female teachers, while higher education roles show a reverse trend, with 55.3% male academic staff. Skills shortages are most pronounced in early childhood education, special needs education, STEM, and TVET instruction, areas critical for national transformation and inclusive growth. Although approximately 80.00% of primary and 73% of secondary teachers are qualified, unqualified educators remain a concern for learning outcomes. Moreover, a worrying 55.23% of education graduates are either unemployed (40.76%) or self-employed (14.47%), reflecting an oversupply in general education training and weak demand in the job market. The sector must now focus on aligning training with demand, bridging the gap in emerging and specialised skills, and building a resilient, tech-ready, and inclusive education workforce to meet the needs of Eswatini's evolving economy and social landscape.

15.9 Recommendations

- Strengthen policy frameworks to address skills gaps in ECCDE, STEM, special needs, and TVET education.
- Align scholarship allocations with labour market needs to avoid oversupply in saturated areas like general primary education.
- Support curriculum reforms towards competency-based learning and integrate digital learning systems across all education levels.
- Participate in curriculum development to ensure training reflects the evolving needs of schools and learners.
- Provide continuous professional development opportunities for staff, especially in digital teaching and inclusive practices.
- Expand programme offerings in high-demand areas such as STEM, ECCDE, special education, and TVET instruction.
- Improve alignment with labour market demands through tracer studies and stakeholder consultations.
- Strengthen capacity for online and blended learning to build resilience in service delivery
- Continuously update knowledge through online learning platforms and professional development workshops.
- Explore self-employment and educational entrepreneurship in underserved areas, including early childhood and adult education.
- Prioritise the recruitment and retention of professionals in STEM, TVET, and special needs education.
- Encourage innovation in curriculum design, resilience education, and sports and arts education to foster holistic learner development.

16 Skills Anticipation Model

The skills anticipation model for Eswatini provides insights into projected employment trends from 2025 to 2052, reflecting expected economic growth, sectoral shifts, and policy influences. The forecasts suggest steady job creation across occupational categories, a growing demand for leadership roles, and highlight areas where targeted interventions may be needed to address rising unemployment.

Skills Anticipation Model

The analysis shows that growth across sectors varies based on the size of the sector and its relationship to other sectors

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16.1 Introduction

This section presents the findings from the skills anticipation model. Tables 16.1, 16.2 and 16.3 present the projected skill demand in Eswatini based on projected economic development, labour market structural changes and anticipated growths, driven both by local and global investments and policies. The section provides a trend analysis of job opportunities that will be created from 2025 – 2052 provided the economy continues to grow at a steady rate. The analysis shows that growth across sectors varies based on the size of the sector and its relationship to other sectors. Moreover, predicted skills demand will also be affected by policy decisions and future growth patterns, hence for the longer periods this model needs to be updated to ensure accurate estimations.

16.2 Employment forecast from 2025-2033

A summary of some of the findings presented in table are shown on Table 16.2.1 which reveals a steady growth across most occupational categories from 2025 to 2033, with notable increases in executive positions. This trend suggests a gradual rise in leadership demand. The rise in management roles, particularly directors, chief executives, and general managers, highlights growing demand for managerial and operational oversight, possibly reflecting an expansion of businesses or sectors. Table 16.2.1 also shows a gradual increase in unemployment, which could suggest potential challenges in job creation or workforce absorption in the coming years, which is currently a pressing issue today. This might require targeted policy interventions or initiatives to boost employment opportunities.

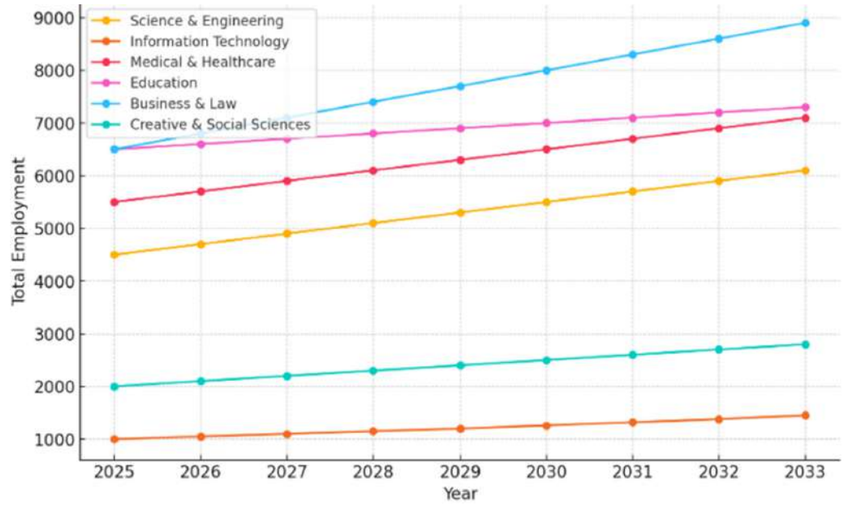
Table 16.2 1: Employment trends from 2025 to 2033

Category	2025	2026	2027	2028	2029	2030	2031	2032	2033
Unemployed	135,718	137,100	138,513	139,952	141,443	142,948	144,469	146,004	147,554
Legislative and Leadership Roles	1,055	1,083	1,110	1,138	1,166	1,194	1,223	1,252	1,283
Directors and Executives	2,811	2,877	2,935	2,996	3,055	3,116	3,180	3,246	3,313
Production and Operations Management	4,565	4,684	4,801	4,920	5,039	5,159	5,280	5,402	5,525
Finance and Administration	1,898	1,962	2,019	2,080	2,139	2,200	2,266	2,332	2,403
Sales and Marketing	899	927	951	976	1,002	1,028	1,056	1,083	1,113
Logistics and Computing	847	873	898	924	950	977	1,005	1,033	1,059
General Management	8,929	9,174	9,406	9,648	9,891	10,136	10,388	10,592	10,795
Specialized Science Fields	12	12	13	13	13	14	14	15	15

Specialised roles, such as physicists and astronomers, will only grow marginally, indicating limited expansion in niche scientific fields. Which may signal a lack of focus on niche fields or limited investments in research and development, where currently investment in research and development is below the recommended 1% of GDP. These trends indicate areas where strategic workforce planning, education, and industry support could be directed to balance growth and opportunities more evenly across sectors.

Figure 16.2.1 categorises some of the forecast data into six main fields, namely, science and engineering, information technology, medical and healthcare, education, business and law, and creative and social sciences. The forecast indicates continued developments across most professions, with especially high demand in engineering fields such as electrical, civil, and mechanical engineering. Similarly, healthcare professions—including nurses, doctors, and pharmacists—and business roles, such as accountants, economists, consultants, and legal professionals, are projected to grow significantly, aligning with trends discussed in sections 12 and 7. The IT sector, encompassing computer programmers and system analysts, is expected to see moderate expansion. While education professionals (primary, secondary, and post-secondary teaching) are anticipated to see a consistent but slower growth.

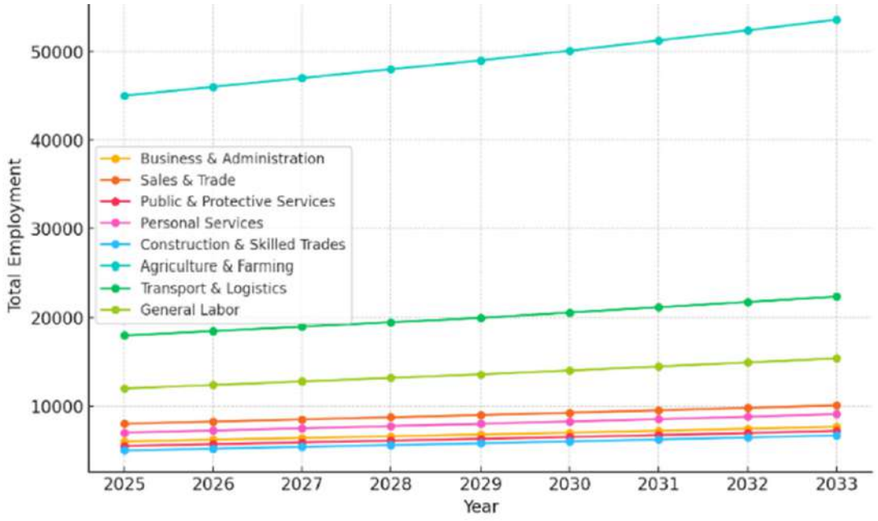
Figure 16.2 1: Employment forecast by occupation from 2025-2033



The creative sector (artists, writers, and journalists) on the other hand experiences modest increases, while some niche fields like traditional medicine and religious professions show slow but steady growth. This suggests a rising need for STEM, healthcare, and business professionals, likely driven by technological advancements and economic expansion in these sectors, in the near future, which is aligned to current government initiatives to liberalise the broadcasting sector, increase investments from the private sector and increase digital literacy and digitisation through the government digitalisation strategy – government in your hand initiative.

Figure 16.2.2 indicates consistent growth in all categories, with farmhands, elementary sales, and service occupations leading in employment numbers. Agriculture and farming remain the largest employment sector, reflecting the continued reliance on agricultural labour. Transport and logistics (drivers, crane operators, and freight handlers) are expected to rise due to urbanisation and trade expansion. On the other hand, personal services, including hospitality, childcare, and personal care, continue to experience steady demand. Meanwhile, public services such as police, fire, and security roles exhibit moderate yet crucial growth, highlighting their ongoing importance. Business and administration and public and protective services grow gradually, driven by economic development and the need for effective governance. Construction and skilled trades and general labour show consistent growth, fuelled by infrastructure projects and industrial expansion. These trends emphasise the need for skills development and workforce planning to meet labour market demands effectively.

Figure 16.2 1: Employment forecast by occupation from 2025-2033



16.3 Factors that can change the forecast

The future of labour markets and employment landscapes is shaped by a myriad of dynamic factors that can significantly alter projections. Understanding these influences is crucial for anticipating challenges and identifying opportunities. This section explores key drivers that hold the potential to reshape workforce demands. Each of these factors presents unique implications for job creation, skills requirements, and sectoral developments, highlighting the need for adaptive strategies in an evolving global economy.

1. **Economic growth and industry shifts** have a strong bearing on the demand and supply of goods and services in the economy. Changes in production factors could directly affect skill demand. A strong economy may boost job creation, while economic downturns can slow hiring.
2. **Technological advancements and automation** have been identified as key drivers of industrial transformation globally and in this study. The study finds that automation, AI, robotics, and digital transformation could increase demand for IT and engineering roles while reducing demand in manual and repetitive jobs.
3. **Education and skills supply** will affect labour market structure if educational institutions fail to produce enough skilled professionals, shortages may arise in critical fields like healthcare, engineering, and IT.
4. **Government policies and regulatory** changes in labour laws, tax policies, or trade agreements can affect employment in certain sectors.

5. **Demographic changes and workforce trends** such as an aging population may increase demand for healthcare workers, while youth unemployment could rise if job creation does not keep pace.
6. **The effects of climate change and sustainability initiatives** and the transition to a green economy may create new jobs in renewable energy and environmental sciences but reduce employment in traditional industries.
7. **Globalisation and outsourcing trends** can impact local job markets by creating more jobs though foreign direct investment or result in jobs losses especially for lower-level jobs which may be outsourced to lower-cost regions – reducing employment opportunitiescommunication for labour-intensive industries.

16.4 Informing Higher education programming and skills development

As the demands of the labour market evolve, higher education institutions (HEIs) must play a pivotal role in equipping graduates with the skills and knowledge needed for emerging industries. By aligning academic curricula with industry requirements, enhancing technical and vocational education, and fostering a culture of lifelong learning, HEIs can prepare individuals for the challenges and opportunities ahead. This section outlines tailored approaches for various sectors that emphasise innovation, sustainability, and practical skills development that can be considered in programme design and development by HEIs. These efforts are essential to ensure a resilient and adaptable workforce capable of meeting the demands of a dynamic global economy.

Agriculture & Farming

- Introduce precision agriculture courses covering hydroponics, climate-smart farming, and agri-tech.
- Expand agribusiness management programs to equip students with skills in value chain development and agri-finance.
- Strengthen partnerships with research institutions and agribusinesses to provide hands-on training and internships.
- Offer certifications in sustainable farming practices and climate resilience.

Transport & Logistics

- Develop specialized programs in supply chain management, logistics technology, and fleet management.
- Introduce driver training academies focused on eco-friendly and automated transport systems.
- Enhance port and freight management training, including customs clearance and international trade logistics.
- Offer certifications in drone technology and autonomous vehicle operations.

Sales & Trade

- Strengthen entrepreneurship and digital marketing courses to prepare students for the growing e-commerce sector.
- Introduce programs in customer relationship management (CRM) and retail analytics.
- Incorporate financial literacy and trade negotiation training into business curricula.
- Provide vocational training in street vending and market-oriented sales strategies.

Business & Administration

- Expand courses in data analytics, fintech, and business intelligence.
- Introduce blockchain and financial technology (FinTech) certifications.
- Enhance public administration and governance training to support public sector development.
- Offer leadership and executive education programs to support SME growth and management.

Personal Services (Hospitality, Childcare, and Wellness)

- Establish culinary schools with a focus on food science, nutrition, and sustainable hospitality.
- Expand childcare training programs, including early childhood development and special needs education.
- Offer beauty and wellness certifications, including cosmetology, spa therapy, and holistic wellness coaching.
- Develop tourism management programs, focusing on ecotourism and cultural heritage.

Construction & Skilled Trades

- Expand TVET (Technical and Vocational Education and Training) programs in plumbing, carpentry, welding, and electrical engineering.
- Offer specialized training in green building technologies, energy-efficient construction, and smart infrastructure.
- Integrate digital construction skills such as Building Information Modeling (BIM) and automation in construction.
- Establish apprenticeship programs in partnership with industry leaders.

Public & Protective Services

- Strengthen law enforcement and emergency response training, including cybercrime investigations.
- Develop courses in disaster management, cybersecurity, and forensic science.
- Offer leadership and ethics training for public administration professionals.
- Introduce fire safety and occupational health certifications.

General Labor & Industrial Skills

- Expand manufacturing and industrial technology programs to meet the growing demand for skilled workers.
- Introduce robotics and automation training for machine operators.
- Develop programs in waste management, recycling, and environmental sustainability.
- Provide soft skills training in teamwork, problem-solving, and communication for labour-intensive industries.

16.5 Conclusion

The skills anticipation model presented in this document highlights critical trends and actionable insights for shaping Eswatini's workforce development. The section presents forecast data from 2025 – 2052 on tables 16.1, 16.2 and 16.3 below. A snapshoot of some of the findings from 2025 to 2033 underscore an expanding demand for management and leadership roles, with notable increases in directors, chief executives, and general managers. However, a persistent rise in unemployment is also observed which indicates potential challenges in workforce absorption.

Furthermore, the analysis identifies key drivers of labour market transformation, such as technological advancements and automation. These have emerged as pivotal forces, increasing demand for IT and engineering roles while potentially reducing opportunities in manual and repetitive tasks, both surveyed employers and global skills initiatives report automation and AI as major drivers of change and transformation in labour market supply and demand. Additionally, demographic shifts and the transition to a green economy point to significant future demand in sectors such as healthcare, renewable energy, and environmental sciences.

The findings emphasise the need for higher education institutions to align programming with evolving industry demands, fostering skills in fields like precision agriculture, green construction, and digital technologies. Collaborative strategies among stakeholders—ranging from policymakers to educational institutions—are essential to address sectoral disparities and ensure sustainable growth. As a result it is worth noting that anticipating future needs and investing in skills development, can help Eswatini build a resilient and adaptable workforce prepared to thrive in a dynamic global economy.

16.6 Recommendations

- Regularly update labour market forecasts to adapt to changes.
- Strengthen partnerships between government, industry, and education to ensure workforce readiness.
- Encourage lifelong learning and professional development.
- Implement targeted policies that support emerging sectors and mitigate job losses in declining industries.
- Diversify economic sectors, invest in resilient industries (e.g., technology, renewable energy), and implement policies that encourage job growth.
- Invest in reskilling and upskilling programs to prepare workers for emerging technologies and automation-resistant roles.
- Expand STEM and vocational training and create international scholarship programs to develop expertise.
- Advocate for policies that support job creation, encourage innovation, and facilitate entrepreneurship and foreign investment.
- Develop youth employment programs, provide incentives for healthcare careers, and encourage flexible work models for professionals.
- Support green skills training, invest in sustainable industries, and promote eco-friendly construction and agriculture.
- Strengthen domestic industries, create incentives for local businesses, and improve the competitiveness of the workforce through digital skills training.

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Table 16. 1: Eswatini Skills Anticipation for 2025 - 2034

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
	Occupation	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)
		Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
	Occupation	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)
		Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
1	Not part of workforce (Unemployed)	135718	137100	138513	139952	141443	142948	144469	146004	147554	149117
2	Legislators	109	112	115	118	121	124	128	131	135	138
3	Senior government officers	202	209	216	223	230	237	244	252	260	268
4	Traditional chiefs and heads of villages	535	548	559	571	583	595	607	620	633	646
5	Senior officers of political party organisations	11	11	12	12	12	12	13	13	13	14
6	Senior officers of humanitarian and other special-interest organisations	198	203	208	214	219	224	230	236	242	247
7	Directors and chief executives	2811	2877	2935	2996	3055	3116	3180	3246	3313	3379

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
8	Production and operations managers/department managers in agriculture, forestry and mining	244	247	249	252	254	257	259	262	264	267
9	Production and operations managers/department managers in manufacturing	489	502	514	527	539	552	565	579	593	607
10	Production and operations managers/department managers in building and construction	362	374	385	397	408	420	433	446	460	473
11	Production and operations managers/department managers in wholesale and retail trade	437	451	464	478	491	505	520	535	551	566
12	Production and operations managers/department managers in hotels; restaurants and other catering and accommodation services	409	422	433	445	457	469	482	495	509	523
13	Production and operations managers/department managers in transport; storage and communications	55	56	58	59	60	62	63	65	66	68
14	Production and operations managers/department managers in business services	777	799	819	840	861	882	904	927	951	974

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
15	Production and operations managers/department managers in personal care; cleaning and related services	32	32	33	34	35	35	36	37	38	39
16	Production and operations managers/department managers not elsewhere classified	361	370	377	385	392	400	409	417	426	434
17	Finance and administration managers/department managers	630	649	667	685	703	721	741	761	782	803
18	Personnel and industrial relations managers/department managers	1268	1313	1352	1395	1436	1479	1525	1572	1621	1669
19	Sales and marketing managers/department managers	880	907	931	956	981	1006	1033	1061	1089	1117
20	Advertising and public relations managers/department managers	19	20	20	21	21	22	23	23	24	25
21	Supply and distribution managers/department managers	614	633	651	670	688	707	727	747	768	789
22	Computing services managers/department managers	233	240	247	254	261	268	275	283	291	299
23	Research and development managers/department managers	50	52	53	55	56	58	59	61	62	64

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
24	Other managers/department managers not elsewhere classified	114	117	120	124	127	130	134	137	141	144
25	Corporate managers not elsewhere classified	20	21	21	22	22	23	24	24	25	26
26	General managers in agriculture and forestry	977	1007	1033	1061	1089	1117	1147	1178	1210	1241
27	General managers in manufacturing	1487	1532	1573	1617	1659	1703	1750	1798	1847	1895
28	General managers in construction	1010	1046	1079	1113	1147	1182	1219	1258	1298	1338
29	General managers in wholesale and retail trade	1925	1988	2044	2104	2162	2222	2287	2353	2422	2489
30	General managers of hotels; restaurants and other catering or accommodation services	773	797	819	842	864	887	912	937	963	988
31	General managers in transport; storage and communication	222	229	235	242	248	255	262	270	277	285
32	General managers of business services	592	611	628	646	663	681	700	720	741	761
33	General managers in personal care; cleaning and related services	20	21	21	22	23	23	24	25	26	26

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
34	General managers not elsewhere classified	23	24	25	25	26	27	27	28	29	30
35	Physicists and astronomers	12	12	13	13	13	14	14	15	15	15
36	Meteorologists	9	9	9	10	10	10	10	11	11	11
37	Chemists	72	74	76	79	81	84	87	89	92	95
38	Geologists and geophysicists	22	23	24	25	26	26	27	28	29	30
39	Mathematicians and related professionals; Analysts and methodology research	31	33	34	35	36	37	38	39	41	42
40	Statisticians	318	330	340	352	363	374	386	399	412	424
41	Computer systems designers and analysts	22	23	23	24	25	25	26	27	28	28
42	Computer programmers	221	228	234	241	247	254	260	268	275	282
43	Computing professionals	318	328	337	347	356	366	376	387	398	408
44	Architects; town and traffic planners	313	325	335	346	356	367	379	391	403	416
45	Civil engineers	351	362	372	382	392	402	413	425	436	447
46	Electrical engineers	516	532	547	563	578	594	611	628	646	663
47	Electronics and telecommunications engineers	120	124	127	131	134	138	142	146	150	154
48	Mechanical engineers	502	518	532	548	563	578	595	612	629	646
49	Chemical engineers	91	94	97	100	103	106	109	113	117	120

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
50	Mining engineers; Metallurgists and related professionals	6	6	6	6	6	6	6	7	7	7
51	Land surveyors; Cartographers and other surveyors	42	43	44	45	46	48	49	50	52	53
52	Industrial/production engineers; Quantity surveyors;	323	334	345	356	366	377	389	401	413	426
53	Physical sciences technologists	135	140	144	148	153	157	162	167	172	176
54	Scientist	3	3	3	4	4	4	4	4	4	4
55	Biologists; botanists; zoologists and related professionals	11	11	12	12	12	12	13	13	13	14
56	Biological sciences; Chemical sciences; Medical sciences; Physical sciences and Veterinary sciences	177	183	189	194	200	205	211	217	224	230
57	Agronomists; food scientists and related professionals; Agriculture; forestry, Natural sciences technologists, Technicians	1436	1479	1518	1560	1599	1640	1684	1729	1775	1821
58	Medical practitioners; physicians; Medical specialists and Medical occupations not elsewhere classified	1384	1426	1464	1504	1543	1583	1625	1669	1714	1759

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
59	Dentists (general); Dental specialists and Other dental occupations	30	31	31	32	33	34	35	36	37	38
60	Veterinarians	17	17	18	19	19	20	20	21	22	22
61	Pharmacists	295	305	314	323	332	342	352	362	373	384
62	Nursing and midwifery professionals; Nursing services managers and Professional nurses	962	993	1022	1052	1081	1111	1143	1177	1211	1244
63	Technikon; teacher training; technical and other colleges; university and other higher education institutions teaching professionals and Other post-secondary education teaching professionals	1322	1335	1348	1362	1376	1390	1404	1419	1433	1448
64	Secondary education teaching professionals	1431	1446	1460	1475	1491	1506	1522	1538	1554	1570
65	Primary education teaching professionals	1612	1627	1642	1657	1673	1689	1705	1722	1738	1754
66	Pre-primary education teaching professionals	10	10	10	10	10	10	11	11	11	11
67	Special education teaching professionals	45	46	46	46	47	47	48	48	49	49
68	Education methods specialists	26	26	26	26	27	27	27	27	28	28

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
69	School inspectors	37	37	37	38	38	38	39	39	39	40
70	Accountants and related accounting occupations; Accounting occupations not elsewhere classified; Auditors and related occupations and Articled clerks with accountant/auditor	3740	3900	4049	4208	4362	4521	4694	4874	5061	5247
71	Personnel and careers professionals; Consultants: management/personnel	556	580	603	627	651	675	702	729	758	787
72	Business professionals not elsewhere classified; Consultants	495	515	533	553	572	592	613	635	658	681
73	Advocates; attorneys and related occupations; Lawyers/attorneys and related occupations; Advocates/barristers; Prosecutors and Articled clerks	877	913	947	982	1017	1052	1091	1131	1172	1214
74	Judges and magistrates; Judges ; and Magistrates	12	13	13	14	14	15	15	16	16	17
75	Other Legal professionals	159	164	169	174	179	184	189	194	200	206
76	Archivists and curators	6	6	6	6	6	7	7	7	7	8

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
77	Librarians and related information professionals	180	187	193	200	207	214	221	229	237	245
78	Economists	989	1031	1070	1112	1152	1194	1239	1287	1336	1384
79	Sociologists; anthropologists and related professionals	15	16	16	17	17	18	19	19	20	21
80	Philologists; translators and interpreters	18	19	20	20	21	22	23	23	24	25
81	Psychologists; Psychometricians and Psycho-technicians	63	65	67	69	71	73	76	78	80	83
82	Social work professionals	233	242	251	260	268	277	287	297	307	317
83	Authors; journalists and other writers; Editors; Reporters; journalists; Writers; poets; playwrights and Other writers; commentators; proofreaders	206	213	220	228	235	242	250	258	266	274
84	Sculptors; painters and related artists	230	238	246	254	262	271	280	289	298	308
85	Composers; musicians and singers	67	70	72	75	77	80	82	85	88	91
86	Choreographers and dancers	21	22	23	23	24	25	26	27	27	28
87	Film; stage and related actors and directors	45	47	48	50	51	53	54	56	58	60
88	Religious professionals	253	262	271	280	289	298	308	318	329	339

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
89	Other professionals not elsewhere classified	58	60	62	64	66	68	71	73	76	78
90	Natural science technicians	73	76	79	81	84	87	90	93	96	99
91	Civil engineering technicians; Technicians; engineering; civil; Assistants; technical and civil engineering	627	650	671	693	715	737	761	786	812	838
92	Electrical engineering technicians; Technicians; engineering; electrical; Assistants; technical; electrical engineering	1607	1673	1734	1798	1861	1926	1996	2069	2144	2219
93	Electronics and telecommunications engineering technicians; Assistants; technical and electronic engineering	792	825	856	888	920	953	988	1025	1063	1101
94	Mechanical engineering technicians; Technicians; engineering; mechanical; Assistants; technical and mechanical engineering	376	392	407	423	438	454	471	489	508	526
95	Chemical engineering technicians	29	30	32	33	34	35	37	38	40	41
96	Mining and metallurgical technicians	9	9	9	10	10	10	11	11	12	12
97	Draughtspersons	26	27	28	29	30	31	32	34	35	36

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
98	Physical and engineering science technicians not elsewhere classified; Technicians; physical and engeneering science; Assistants; technical; engineering; not elsewhere classified	41	43	44	45	47	48	50	52	54	55
99	Computer assistants	127	132	137	142	146	151	156	162	167	173
100	Photographers and image recording equipment operators; Sound recording equipment operators	262	272	282	292	302	312	323	334	346	357
101	Broadcasting and telecommunications equipment operators	17	18	19	20	20	21	22	23	24	25
102	Medical equipment operators	135	141	147	153	159	165	172	179	186	194
103	Aircraft pilots and related associate professionals; Air transport supervisors; Aircraft pilots; Navigators and Flight engineers	28	29	30	31	32	33	34	35	36	38
104	Air traffic controllers	6	6	6	6	6	7	7	7	7	8
105	Building and fire inspectors	0	0	0	0	0	0	0	0	0	0
106	Safety; health and quality inspectors; Inspectors; safety and health	672	701	728	756	784	812	843	876	909	942

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
107	Life science technicians; Biological science and Medical science	0	0	0	0	0	0	0	0	0	0
108	Agronomy and forestry technicians; Technicians;Agronomy and forestry;Assistants;technical and agriculture	0	0	0	0	0	0	0	0	0	0
109	Farming and forestry advisers/ consultants	30	31	32	33	34	35	36	37	39	40
110	Optometrist' assistants	34	35	36	37	38	40	41	42	44	45
111	Sanitarians	0	0	0	0	0	0	0	0	0	0
112	Dieticians and nutritionists	22	23	24	25	26	27	28	29	30	31
113	Optometrists and opticians	11	12	12	13	13	13	14	14	15	15
114	Dental assistants	58	61	63	66	68	70	73	76	79	82
115	Physiotherapists and related associate professionals; Physiotherapists; Masseurs; Therapists not elsewhere classified; Radiographers; diagnostic and therapeutic; Chiropractors; Podiatrists and Supplementary medical professions not elsewhere classified	393	409	424	440	456	472	490	508	527	546
116	Veterinary assistants	49	51	53	55	57	59	61	63	66	68
117	Pharmaceutical assistants	334	348	360	373	385	398	413	427	442	457

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
118	Modern health associate professionals (except nursing) not elsewhere classified; Homeopaths; Therapists; speech; Therapists; occupational and Health services professions not elsewhere classified	6	6	6	6	6	7	7	7	7	7
119	Nursing associate professionals; Nurses; senior; Nurses; not elsewhere classified (nursing assistants/aids included under personal care and related workers)	1005	1043	1078	1115	1151	1188	1228	1270	1312	1355
120	Midwifery associate professionals	897	932	963	997	1029	1063	1099	1137	1175	1214
121	Traditional medicine practitioners	226	235	243	252	260	269	278	288	298	308
122	Faith healers	17	18	18	19	20	20	21	22	23	24
123	Primary education teaching associate professionals	3131	3161	3192	3223	3256	3289	3322	3356	3390	3424
124	Pre-primary education teaching associate professionals	185	187	189	190	192	194	196	197	199	201
125	Special education teaching associate professionals	85	85	86	87	88	89	89	90	91	92
126	Other teaching associate professionals	54	55	55	56	56	57	57	58	58	59

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
127	Teaching associate professionals not elsewhere classified	647	653	659	665	672	678	684	691	697	704
128	Securities and finance dealers and brokers	741	773	803	835	866	898	933	970	1007	1045
129	Insurance representatives	499	520	539	560	580	600	622	646	670	694
130	Estate agents	399	414	429	444	459	475	491	509	526	544
131	Travel consultants and organisers	44	46	48	49	51	53	55	57	59	61
132	Technical and commercial sales representatives	493	512	530	549	567	586	606	628	650	671
133	Buyers	1059	1102	1142	1184	1225	1268	1314	1361	1411	1460
134	Appraisers; valuers and auctioneers	134	140	145	151	156	162	168	174	181	187
135	Trade brokers	139	145	151	157	164	170	177	184	191	199
136	Clearing and forwarding agents	28	30	31	32	33	34	35	36	38	39
137	Employment agents and labour contractors	11	12	12	13	13	13	14	14	15	15
138	Business services agents	234	244	253	263	272	282	293	304	316	327
139	Administrative secretaries and related associate professionals	2961	3081	3192	3311	3425	3544	3673	3806	3944	4081

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
140	Legal and related business associate professionals; Legal business professions and Other business professions	158	165	170	177	182	189	195	202	209	216
141	Bookkeepers and accountant	1251	1301	1348	1398	1446	1496	1550	1606	1665	1722
142	Statistical; mathematical and related associate professionals	136	141	146	151	156	161	166	172	178	184
143	Administrative associate professionals not elsewhere classified	8	8	9	9	9	10	10	10	11	11
144	Customs and border inspectors	76	79	81	84	87	90	93	96	100	103
145	Government social benefits officers	109	114	118	123	127	132	137	142	148	153
146	Government licensing officers	108	112	116	121	125	129	134	138	143	148
147	Customs; tax and related government associate professionals not elsewhere classified	16	17	18	18	19	20	20	21	22	23
148	Police inspectors and detectives	158	164	169	175	181	186	193	199	206	212
149	Social work associate professionals	337	350	361	374	385	397	411	424	438	452

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
150	Decorators and commercial designers; Product; industrial designers; Textile/ clothing/ fashion designers; Interior designers; Graphics designers and Designers not elsewhere classified	954	995	1033	1074	1113	1154	1199	1245	1293	1341
151	Radio; television and other announcers	44	46	47	49	50	52	54	56	58	60
152	Street; nightclub and related musicians; singers and dancers	17	17	18	19	19	20	21	21	22	23
153	Athletes; sportspersons and related associate professionals	282	293	303	313	323	334	345	357	369	381
154	Art; entertainment and sport associate professionals not elsewhere classified	164	170	176	183	189	195	202	209	216	224
155	Religious associate professionals	453	471	487	505	522	539	558	578	598	618
156	Other associate professionals not elsewhere classified	12	13	13	14	14	15	15	16	16	17
157	Stenographers and typists	134	139	145	150	155	161	167	173	180	186
158	Data entry operators	449	465	480	496	512	527	545	562	581	599
159	Calculating-machine operators	7	7	8	8	8	8	9	9	9	10

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
160	Secretaries	508	528	545	564	582	601	622	643	665	687
161	Accounting and bookkeeping clerks	629	655	679	705	731	757	786	815	846	876
162	Statistical finance clerks	1573	1632	1685	1742	1798	1856	1918	1983	2049	2115
163	Stock clerks	1224	1279	1330	1384	1438	1493	1553	1616	1682	1747
164	Production clerks	326	338	348	360	371	382	395	408	421	434
165	Transport clerks	293	304	314	325	336	346	358	370	383	395
166	Library and filing clerks	532	553	572	593	613	633	656	679	703	727
167	Mail carriers and sorting clerks	74	77	80	83	86	89	92	96	99	103
168	Coding; proof-reading and related clerks	79	82	85	88	91	94	98	101	104	108
169	Other office clerks and clerks not elsewhere classified (except customer services clerks)	0	0	0	0	0	0	0	0	0	0
170	Cashiers and ticket clerks	1103	1146	1185	1226	1267	1309	1354	1401	1449	1497
171	Tellers and other counter clerks	130	135	139	144	148	153	158	164	169	175
172	Bookmakers and croupiers	56	58	60	62	64	66	68	70	72	75
173	Pawnbrokers and moneylenders	77	80	83	86	88	91	94	97	101	104
174	Debt-collectors and related workers	155	161	166	172	178	184	191	197	204	211

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
175	Travel agency and related clerks	41	42	43	45	46	48	49	51	53	54
176	Receptionists and information clerks	758	787	814	842	870	899	930	962	995	1028
177	Telephone switchboard operators	85	88	91	95	98	101	105	108	112	116
178	Customer services clerks not elsewhere classified	28	29	30	31	32	33	34	35	36	38
179	Travel attendants and travel stewards	107	111	114	118	122	125	129	134	138	142
180	Transport conductors and transport occupations nec	241	250	258	266	274	283	292	301	311	320
181	Travel guides	156	161	166	172	177	183	188	194	201	207
182	Housekeepers and related workers	1136	1186	1232	1281	1329	1379	1433	1489	1547	1606
183	Cooks	1245	1293	1337	1384	1429	1477	1528	1581	1636	1690
184	Waiters; waitresses and bartenders	2055	2130	2198	2271	2342	2415	2494	2576	2660	2743
185	Tavern and shebeen operators	428	447	465	484	503	523	544	566	589	612
186	Child-care workers	1636	1697	1753	1813	1872	1932	1997	2065	2135	2203
187	Institution-based personal care workers; Nursing aids; Ambulance men and first-aid attendants	634	658	681	705	728	752	778	805	833	860

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
188	Home-based personal care workers	983	1023	1060	1099	1137	1177	1220	1265	1311	1357
189	Personal care and related workers not elsewhere classified	661	687	710	735	759	785	812	840	869	898
190	Hairdressers; barbers; beauticians and related workers; Beauticians and Hairdressers	2035	2114	2185	2262	2337	2414	2498	2584	2674	2763
191	Undertakers and embalmers	107	111	115	118	122	126	130	134	139	143
192	Other personal services workers not elsewhere classified	42	44	45	47	48	50	52	54	56	57
193	Fire-fighters	225	233	240	248	256	264	272	281	290	299
194	Police officers; traffic officers; Police officers and Traffic officers	2201	2287	2367	2453	2535	2621	2713	2809	2908	3006
195	Prison guards	265	277	288	300	311	323	336	350	364	378
196	Armed forces	783	811	836	864	890	917	946	977	1008	1038
197	Protective services workers not elsewhere classified; Rangers and game wardens	168	174	180	186	191	197	204	210	217	224
198	Shop salespersons and demonstrators; Salespersons; Petrol pump and filling station attendants	1994	2066	2132	2203	2271	2341	2416	2495	2575	2655
199	Stall and market salespersons	1232	1276	1317	1360	1402	1445	1491	1539	1589	1637

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
200	Spaza shop owner	1468	1521	1570	1621	1671	1723	1778	1835	1894	1952
201	Field crop and vegetable growers (farm owners and skilled farm workers)	14646	15123	15600	16115	16653	17209	17803	18417	19053	19691
202	Tree and shrub crop growers (farm owners and skilled farm workers)	878	901	925	950	976	1003	1032	1062	1092	1122
203	Gardeners; horticultural and nursery growers (farm owners and skilled farm workers)	296	306	315	326	337	348	360	372	385	398
204	Mixed crop growers (farm owners and skilled farm workers)	8814	9109	9404	9723	10057	10402	10770	11152	11548	11945
205	Dairy and livestock producers (farm owners and skilled farm workers)	447	462	476	492	508	525	543	562	581	601
206	Poultry producers (farm owners and skilled farm workers)	1350	1389	1427	1468	1511	1555	1601	1650	1699	1749
207	Apiarists and sericulturists (farm owners and skilled farm workers)	78	80	82	85	87	90	93	96	99	102
208	Market-oriented animal producers and related workers not elsewhere classified (farm owners and skilled farm workers)	66	68	70	72	74	76	79	81	84	86

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
209	Market-oriented crop and animal producers (farm owners and skilled farm workers)	333	343	354	365	377	389	403	416	430	444
210	Forestry workers and loggers; Forestry workers and Loggers	1632	1681	1729	1781	1835	1890	1949	2011	2074	2137
211	Charcoal burners and related workers	746	766	786	807	829	852	877	902	927	953
212	Inland and coastal waters fishery workers	68	69	70	70	71	72	73	74	75	76
213	Hunters and trappers	31	32	32	32	33	33	33	34	34	35
214	Subsistence farmers	52787	53615	54429	55294	56183	57087	58035	58999	59981	60947
215	Miners and quarry workers (including apprentices/trainees)	768	789	807	826	845	864	885	906	927	948
216	Shot-firers and blasters (including apprentices/trainees)	32	33	33	34	34	35	35	36	36	37
217	Stone splitters; cutters and carvers (including apprentices/trainees)	59	60	60	61	62	63	64	65	66	67
218	Builders; traditional materials	2869	2946	3012	3081	3150	3219	3294	3371	3449	3526
219	Bricklayers and stonemasons (including apprentices/trainees)	1438	1490	1534	1581	1628	1676	1728	1781	1837	1891
220	Concrete placers; concrete finishers and related workers (including apprentices/trainees)	97	101	105	109	112	116	121	125	130	134

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
221	Carpenters and joiners (including apprentices/trainees)	1481	1539	1589	1642	1694	1749	1807	1868	1931	1993
222	Building frame and related workers not elsewhere classified (including apprentices/trainees)	0	0	0	0	0	0	0	0	0	0
223	Roofers (including apprentices/trainees)	482	497	509	523	536	549	564	578	594	609
224	Floor layers and tile setters (including apprentices/trainees)	491	509	525	542	559	576	595	614	634	654
225	Glaziers (including apprentices/trainees)	27	28	29	30	31	32	34	35	36	37
226	Plumbers and pipe fitters (including apprentices/trainees)	646	673	697	723	748	774	803	832	863	893
227	Building and related electricians (including apprentices/trainees)	969	1016	1057	1101	1145	1191	1240	1292	1346	1400
228	Painters and related workers (including apprentices/trainees)	750	782	810	840	869	900	933	968	1004	1040
229	Varnishers and related painters (including apprentices/trainees)	32	34	35	36	37	39	40	41	43	44

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
230	Building structure cleaners (including apprentices/trainees)	44	46	47	49	51	52	54	56	58	60
231	Metal moulders and coremakers (including apprentices/trainees)	19	20	21	22	22	23	24	25	25	26
232	Welders and flamecutters (including apprentices/trainees)	124	129	133	137	141	145	150	155	159	164
233	Sheet-metal workers (including apprentices/trainees)	86	89	92	96	99	102	106	110	113	117
234	Structural-metal preparers and erectors (including apprentices/trainees)	44	46	47	49	51	52	54	56	57	59
235	Riggers and cable splicers (including apprentices/trainees)	44	46	48	49	51	52	54	56	58	60
236	Blacksmiths;hammersmiths and forging-press workers (including apprentices/trainees)	77	80	83	86	89	92	95	98	102	105
237	Tool-makers and related workers (including apprentices/trainees)	54	56	58	60	62	65	67	69	72	74
238	Machine-tool setters and setter-operators (including apprentices/trainees)	32	33	34	36	37	38	39	41	42	44

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
239	Metal wheel-grinders; polishers and tool sharpeners (including apprentices/trainees)	48	49	51	53	54	56	58	60	62	64
240	Motor vehicle mechanics and fitters (including apprentices/trainees)	803	828	849	871	893	915	939	964	990	1015
241	Aircraft engine mechanics and fitters (including apprentices/trainees)	11	12	12	12	13	13	13	14	14	15
242	Industrial machinery mechanics and fitters (including apprentices/trainees)	506	523	538	554	570	586	604	622	641	659
243	Electrical mechanics and fitters (including apprentices/trainees)	652	675	694	714	734	755	777	800	823	847
244	Electronics fitters (including apprentices/trainees)	584	602	618	635	652	669	687	706	725	744
245	Electronics mechanics and servicers (including apprentices/trainees)	502	518	532	546	561	576	592	608	625	642
246	Telegraph and telephone installers and servicers (including apprentices/trainees)	52	54	55	56	58	59	61	63	64	66

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
247	Electrical line installers; repairers and cable jointers (including apprentices/trainees)	383	397	409	422	434	447	461	475	490	504
248	Metal; machinery and related trades workers not elsewhere classified (including apprentices/trainees)	54	55	57	58	59	60	61	63	64	65
249	Precision-instrument/instrument makers and repairers (including apprentices/trainees)	22	22	23	23	24	24	25	25	26	26
250	Musical instrument makers and tuners (including apprentices/trainees)	16	17	17	18	18	18	19	19	20	20
251	Jewellery and precious-metal workers (including apprentices/trainees)	26	27	28	29	29	30	31	32	32	33
252	Abrasive wheel formers; potters and related workers (including apprentices/trainees)	136	140	143	146	149	152	156	159	163	166
253	Glass-makers; cutters; grinders and finishers (including apprentices/trainees)	135	138	141	143	146	149	152	155	158	161

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
254	Glass; ceramics and related decorative painters (including apprentices/trainees)	19	20	20	20	21	21	22	22	23	23
255	Handicraft workers in wood and related materials (including apprentices/trainees)	17	18	18	19	19	20	20	21	21	22
256	Handicraft workers in textile; leather and related materials (including apprentices/trainees)	158	163	167	172	176	181	186	191	196	201
257	Compositors; typesetters and related workers (including apprentices/trainees)	12	13	13	13	14	14	14	15	15	16
258	Printing engravers and etchers (including apprentices/trainees)	23	24	24	25	26	26	27	28	29	30
259	Photographic and related workers (including apprentices/trainees)	49	51	52	53	55	56	58	59	61	62
260	Bookbinders and related workers (including apprentices/trainees)	10	10	10	11	11	11	11	12	12	12
261	Silk-screen; block and textile printers (including apprentices/trainees)	12	12	13	13	14	14	14	15	16	16

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
262	Butchers; fishmongers and related food preparers (including apprentices/trainees)	866	899	927	957	986	1017	1050	1084	1119	1154
263	Millers; bakers; pastry-cooks and confectionery makers (including apprentices/trainees)	853	884	911	940	968	997	1028	1061	1094	1127
264	Fruit; vegetable and related product preservers (including apprentices/trainees)	152	158	163	169	175	181	187	194	201	207
265	Food and beverage tasters and graders (including apprentices/trainees)	72	75	78	81	83	86	89	92	96	99
266	Tobacco preparers and tobacco products makers (including apprentices/trainees)	18	18	18	18	18	19	19	19	19	19
267	Cabinetmakers and related workers (including apprentices/trainees)	156	161	166	171	176	181	187	193	199	205
268	Woodworking-machine setters and setter-operators (including apprentices/trainees)	27	29	30	31	32	33	34	35	36	37
269	Basketry weavers; brush makers and related workers (including apprentices/trainees)	156	162	168	173	179	184	191	197	204	210

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
270	Weavers; knitters and related workers (including apprentices/trainees)	160	166	172	178	184	190	197	204	211	218
271	Tailors; dressmakers and hatters (including apprentices/trainees)	310	321	331	341	351	361	373	384	396	408
272	Textile; leather and related material pattern-makers and cutters (including apprentices/trainees)	168	174	180	186	192	198	204	211	218	224
273	Sewers; embroiderers and related workers (excluding apprentices/trainees)	1875	1943	2002	2064	2126	2190	2258	2329	2402	2475
274	Upholsterers and related workers (including apprentices/trainees)	105	110	114	118	123	128	133	138	143	149
275	Shoemakers and related workers (including apprentices/trainees)	35	36	37	39	40	41	43	45	46	48
276	Other craft and related trades workers not elsewhere classified (including apprentices/trainees)	158	165	171	177	184	191	198	206	214	222
277	Mining plant operators (crusher, conveyors)	11	11	11	12	12	12	12	13	13	13

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
278	Mineral ore and stone processing plant operators (gravel/ limestone)	5	5	6	6	6	6	6	6	6	6
279	Well drillers and borers and related workers	11	11	11	11	12	12	12	12	13	13
280	Ore and metal furnace operators	11	11	11	12	12	12	12	13	13	13
281	Metal melters and casters and rolling-mill operators	5	5	5	5	5	5	5	6	6	6
282	Metal drawers and extruders	0	0	0	0	0	0	0	0	0	0
283	Glass and ceramics kiln and related machine operators	11	11	11	12	12	12	13	13	13	14
284	Wood-processing plant operators	55	57	58	60	61	63	64	66	68	70
285	Paper-pulp plant operators	0	0	0	0	0	0	0	0	0	0
286	Papermaking plant operators	0	0	0	0	0	0	0	0	0	0
287	Crushing; grinding and chemical mixing machinery operators	56	58	60	62	64	66	68	71	73	75
288	Chemical heat-treating plant operators	0	0	0	0	0	0	0	0	0	0
289	Chemical filtering and separating equipment operators	16	17	17	18	18	19	19	19	20	20
290	Petroleum and natural gas refining plant operators	0	0	0	0	0	0	0	0	0	0

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
291	Chemical-processing plant operators not elsewhere classified	0	0	0	0	0	0	0	0	0	0
292	Power-production plant operators	6	6	6	6	7	7	7	7	8	8
293	Incinerator; water-treatment and related plant operators	51	53	54	56	58	60	62	64	66	68
294	Machine-tool operators	97	100	104	107	111	114	118	123	127	131
295	Cement and other mineral products machine operators	40	42	43	44	46	48	49	51	53	55
296	Pharmaceutical and toiletry products machine operators	0	0	0	0	0	0	0	0	0	0
297	Ammunition and explosive products machine operators	0	0	0	0	0	0	0	0	0	0
298	Metal finishing; plating and coating machine operators	21	22	23	24	25	26	27	28	29	30
299	Chemical products machine operators not elsewhere classified	22	23	24	25	25	26	27	28	29	30
300	Rubber products machine operators	0	0	0	0	0	0	0	0	0	0
301	Plastic products machine operators	34	36	37	39	40	41	43	45	46	48
302	Wood products machine operators	51	51	51	51	51	52	52	52	52	52

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
303	Printing machine operators	23	24	25	26	27	28	29	30	31	32
304	Paper products machine operators	12	12	12	13	13	14	15	15	16	16
305	Fibre preparing; spinning and winding machine operators	58	60	63	65	68	70	73	76	79	82
306	Steam-engine and boiler operators	69	72	74	77	80	83	86	89	92	96
307	Weaving and knitting machine operators	59	61	64	66	68	71	73	76	79	81
308	Sewing-machine operators	1532	1595	1651	1711	1770	1832	1899	1968	2039	2111
309	Bleaching; dyeing and cleaning-machine operators	11	12	12	13	13	14	14	15	15	16
310	Fur and leather-preparing machine operators	0	0	0	0	0	0	0	0	0	0
311	Shoemaking and related machine operators	6	6	6	6	7	7	7	7	8	8
312	Textile; fur and leather products machine operators not elsewhere classified	312	325	337	350	363	376	391	406	421	437
313	Meat and fish-processing machine operators	87	90	92	95	98	101	104	108	111	115
314	Dairy products machine operators	48	50	52	54	56	58	61	63	65	68

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
315	Grain and spice milling machine operators	171	178	185	191	198	205	212	220	228	236
316	Baked goods; cereal and chocolate products machine operators	23	24	25	26	26	27	28	29	30	31
317	Fruit; vegetable and nut-processing machine operators	23	24	24	25	26	27	28	29	30	31
318	Sugar production machine operators	171	178	184	191	197	204	212	219	227	235
319	Tea;coffee;and cocoa-processing machine operators	1	1	1	1	1	1	1	1	2	2
320	Brewers; wine and other beverage machine operators	46	48	49	51	53	55	57	59	61	63
321	Mechanical machinery assemblers	56	59	60	62	64	66	69	71	73	75
322	Electrical equipment assemblers	172	179	185	192	199	206	213	221	230	238
323	Electronic equipment assemblers	51	53	54	56	58	59	61	63	65	67
324	Metal; rubber and plastic products assemblers	65	67	69	71	73	75	77	79	82	84
325	Wood and related products assemblers	457	475	492	509	527	545	565	585	607	628
326	Paperboard; textile and related products assemblers	50	51	52	54	55	56	57	58	59	60

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
327	Other machine operators and assemblers not elsewhere classified	427	441	454	467	480	493	507	522	537	552
328	Locomotive engine drivers	5	6	6	6	6	6	6	6	7	7
329	Railway brakers; signallers; shunters and related workers	11	11	11	12	12	12	13	13	13	14
330	Taxi drivers; informal	6626	6855	7070	7299	7529	7766	8020	8283	8555	8825
331	Motor cycle drivers	55	57	59	60	62	64	66	68	70	72
332	Car; taxi and van drivers	2236	2313	2384	2461	2538	2617	2701	2789	2880	2970
333	Bus drivers	934	960	984	1009	1034	1060	1087	1116	1145	1173
334	Heavy truck and lorry drivers	6451	6637	6810	6994	7177	7365	7566	7772	7984	8194
335	Motorised farm and forestry plant operators	775	799	821	845	869	893	920	947	975	1002
336	Earth-moving and related plant operators	163	168	173	178	183	188	194	200	206	212
337	Crane; hoist and related plant operators	99	102	105	108	111	114	117	120	124	127
338	Lifting-truck operators	560	579	597	617	636	656	678	700	723	746
339	Ships' deck crews and related workers	0	0	0	0	0	0	0	0	0	0
340	Street food vendors and related workers	6984	7210	7421	7645	7870	8102	8349	8605	8869	9130
341	Street vendors; non-food products	3934	4077	4211	4354	4498	4647	4806	4972	5143	5313

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
342	Door-to-door and telephone salespersons	122	126	130	135	139	144	149	154	159	164
343	Shoe cleaning and other elementary street services occupations	425	438	449	461	474	486	499	513	527	541
344	Domestic helpers and cleaners	5128	5170	5212	5255	5299	5344	5389	5434	5480	5526
345	Helpers and cleaners in offices; hotels and other establishments	8440	8511	8582	8655	8731	8807	8884	8961	9039	9117
346	Hand-launderers and pressers	114	119	124	129	133	138	143	148	153	159
347	Building caretakers	543	564	583	602	621	640	661	683	705	727
348	Vehicle; window and related cleaners	391	404	417	429	441	453	466	480	494	507
349	Messengers; package and luggage porters and deliverers	742	770	795	821	846	872	899	928	957	986
350	Doorkeepers; watchpersons and related workers	2529	2622	2705	2792	2873	2957	3048	3141	3237	3332

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
351	Vending-machine money collectors; meter readers and related workers	168	175	182	188	194	201	208	215	223	230
352	Garbage collectors	145	151	156	161	165	170	175	181	186	192
353	Sweepers and related labourers	928	966	1000	1035	1069	1103	1140	1179	1219	1258
354	Elementary sales and services occupations not elsewhere classified	45	47	48	50	52	53	55	57	59	60
355	Farmhands and labourers	25398	26347	27192	28081	28915	29775	30702	31658	32644	33615
356	Forestry labourers	1410	1462	1508	1556	1602	1649	1699	1751	1805	1858
357	Fishery; hunting and trapping labourers	0	0	0	0	0	0	0	0	0	0
358	Mining and quarrying labourers	168	174	180	186	191	197	203	209	216	222

	Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
359	Construction and maintenance labourers: roads; dams and similar constructions	1083	1125	1163	1203	1241	1280	1322	1365	1409	1454
360	Building construction labourers	3277	3408	3525	3648	3764	3883	4013	4146	4284	4421
361	Assembling labourers	10	10	11	11	11	12	12	13	13	13
362	Hand-packers and other manufacturing labourers	9093	9473	9814	10173	10512	10862	11241	11633	12040	12441
363	Hand or pedal vehicle drivers	12	13	13	14	14	15	16	16	17	18
364	Freight handlers	820	855	886	919	950	982	1017	1053	1090	1127
365	Unspecified	44	46	47	48	49	51	52	53	55	56
	Total	**421628**	**431583**	**440935**	**450811**	**460622**	**470691**	**481393**	**492397**	**503712**	**514946**

Source: NLMSP Graduate Survey (2025)

Table 16. 1: Eswatini Skills Anticipation for 2035 - 2043

		2035	2036	2037	2038	2039	2040	2041	2042	2043
	Occupation	**Total employment (number)**	**Total employment (number)**	**Total employment (number)**	**Total employment (number)**	**Total employment (number)**	**Total employment (number)**	**Total employment (number)**	**Total employment (number)**	**Total employment (number)**
		Forecast	**Forecast**	**Forecast**	**Forecast**	**Forecast**	**Forecast**	**Forecast**	**Forecast**	**Forecast**
1	Not part of workforce (Unemployed)	150695	152287	153894	155517	157156	158811	160483	162168	163870
2	Legislators	141	145	148	151	155	158	162	166	170
3	Senior government officers	276	283	291	299	307	316	325	335	345
4	Traditional chiefs and heads of villages	659		683	695	708	721	735	750	765
5	Senior officers of political party organisations	14	14	15	15	15	16	16	16	17
6	Senior officers of humanitarian and other special-interest organisations	253	259	264	270	276	282	289	296	303
7	Directors and chief executives	3443	3506	3568	3630	3693	3761	3834	3908	3985
8	Production and operations managers/department managers in agriculture, forestry and mining	269	272	274	276	279	281	284	287	289
9	Production and operations managers/department managers in manufacturing	620	634	647	660	674	688	704	720	737
10	Production and operations managers/department managers in building and construction	486	499	512	525	538	553	568	584	601
11	Production and operations managers/department managers in wholesale and retail trade	581	596	611	626	641	658	676	694	713

		2035	2036	2037	2038	2039	2040	2041	2042	2043
12	Production and operations managers/department managers in hotels; restaurants and other catering and accommodation services	536	549	562	575	588	602	618	634	650
13	Production and operations managers/department managers in transport; storage and communications	69	71	72	74	75	77	79	81	82
14	Production and operations managers/department managers in business services	997	1019	1041	1063	1086	1111	1137	1165	1192
15	Production and operations managers/department managers in personal care; cleaning and related services	39	40	41	42	42	43	44	45	46
16	Production and operations managers/department managers not elsewhere classified	442	450	458	466	474	483	492	502	512
17	Finance and administration managers/department managers	823	843	862	882	902	924	948	972	997
18	Personnel and industrial relations managers/department managers	1717	1764	1810	1857	1906	1959	2015	2074	2135
19	Sales and marketing managers/department managers	1145	1172	1199	1226	1254	1284	1316	1349	1384
20	Advertising and public relations managers/department managers	26	26	27	28	28	29	30	31	32
21	Supply and distribution managers/department managers	810	830	850	871	891	914	938	963	989
22	Computing services managers/department managers	306	314	322	329	337	345	354	364	373
23	Research and development managers/department managers	66	67	69	70	72	74	76	78	80

		2035	2036	2037	2038	2039	2040	2041	2042	2043
24	Other managers/department managers not elsewhere classified	148	152	155	159	162	166	170	175	179
25	Corporate managers not elsewhere classified	26	27	28	28	29	30	31	31	32
26	General managers in agriculture and forestry	1271	1302	1331	1361	1392	1426	1461	1498	1536
27	General managers in manufacturing	1943	1990	2036	2083	2132	2184	2239	2297	2357
28	General managers in construction	1376	1415	1453	1492	1532	1575	1622	1670	1720
29	General managers in wholesale and retail trade	2555	2621	2685	2750	2818	2890	2969	3050	3133
30	General managers of hotels; restaurants and other catering or accommodation services	1013	1038	1063	1087	1113	1140	1170	1200	1232
31	General managers in transport; storage and communication	292	300	307	314	322	330	338	347	357
32	General managers of business services	780	800	819	839	859	880	903	928	952
33	General managers in personal care; cleaning and related services	27	28	29	29	30	31	32	33	34
34	General managers not elsewhere classified	31	31	32	33	34	34	35	36	37
35	Physicists and astronomers	16	16	16	17	17	18	18	18	19
36	Meteorologists	11	12	12	12	12	13	13	13	14
37	Chemists	98	101	103	106	109	112	115	119	122
38	Geologists and geophysicists	31	32	32	33	34	35	36	37	38
39	Mathematicians and related professionals;Analysts and methodology research	43	44	45	47	48	49	51	52	54
40	Statisticians	437	449	462	474	487	501	516	532	548
41	Computer systems designers and analysts	29	30	30	31	32	33	33	34	35

		2035	2036	2037	2038	2039	2040	2041	2042	2043
42	Computer programmers	289	296	303	310	317	324	333	341	350
43	Computing professionals	419	430	440	450	461	473	485	498	511
44	Architects; town and traffic planners	428	440	452	464	476	490	504	519	535
45	Civil engineers	459	470	480	491	503	515	528	541	555
46	Electrical engineers	681	698	714	731	749	768	788	809	830
47	Electronics and telecommunications engineers	158	162	165	169	173	177	182	187	192
48	Mechanical engineers	663	680	696	713	730	748	768	789	810
49	Chemical engineers	124	127	130	134	137	141	145	150	154
50	Mining engineers; Metallurgists and related professionals	7	7	8	8	8	8	8	8	9
51	Land surveyors; Cartographers and other surveyors	54	56	57	58	60	61	63	64	66
52	Industrial/production engineers; Quantity surveyors;	438	450	462	474	486	500	514	529	545
53	Physical sciences technologists	181	186	191	196	201	206	212	218	224
54	Scientist	4	4	4	5	5	5	5	5	5
55	Biologists; botanists; zoologists and related professionals	14	14	15	15	15	15	16	16	17
56	Biological sciences; Chemical sciences; Medical sciences; Physical sciences and Veterinary sciences	236	242	248	254	260	267	274	282	289
57	Agronomists; food scientists and related professionals; Agriculture; forestry, Natural sciences technologists, Technicians	1865	1910	1952	1996	2041	2090	2142	2196	2251

		2035	2036	2037	2038	2039	2040	2041	2042	2043
58	Medical practitioners; physicians; Medical specialists and Medical occupations not elsewhere classified	1802	1845	1887	1929	1973	2020	2071	2124	2177
59	Dentists (general); Dental specialists and Other dental occupations	39	40	41	42	43	44	45	46	47
60	Veterinarians	23	24	24	25	26	27	27	28	29
61	Pharmacists	394	405	415	425	436	447	460	473	486
62	Nursing and midwifery professionals; Nursing services managers and Professional nurses	1277	1310	1342	1375	1409	1445	1484	1525	1566
63	Technikon; teacher training; technical and other colleges; university and other higher education institutions teaching professionals and Other post-secondary education teaching professionals	1463	1478	1493	1508	1523	1539	1554	1570	1586
64	Secondary education teaching professionals	1587	1603	1620	1637	1654	1671	1688	1706	1723
65	Primary education teaching professionals	1771	1788	1805	1822	1839	1856	1874	1891	1909
66	Pre-primary education teaching professionals	11	11	11	11	11	11	12	12	12
67	Special education teaching professionals	50	50	51	51	52	52	53	53	54
68	Education methods specialists	28	28	29	29	29	29	30	30	30
69	School inspectors	40	40	41	41	42	42	42	43	43
70	Accountants and related accounting occupations; Accounting occupations not elsewhere classified; Auditors and related occupations and Articled clerks with accountant/auditor	5430	5614	5795	5982	6174	6384	6612	6851	7098

		2035	2036	2037	2038	2039	2040	2041	2042	2043
71	Personnel and careers professionals; Consultants: management/personnel	815	843	871	900	930	962	998	1035	1073
72	Business professionals not elsewhere classified; Consultants	704	726	748	771	795	820	848	877	906
73	Advocates; attorneys and related occupations; Lawyers/attorneys and related occupations; Advocates/barristers; Prosecutors and Articled clerks	1254	1295	1335	1376	1419	1465	1515	1567	1622
74	Judges and magistrates; Judges ; and Magistrates	17	18	19	19	20	20	21	22	22
75	Other Legal professionals	211	217	222	227	233	239	246	252	259
76	Archivists and curators	8	8	8	9	9	9	9	10	10
77	Librarians and related information professionals	253	261	268	276	284	293	303	313	323
78	Economists	1432	1481	1528	1577	1627	1682	1742	1804	1869
79	Sociologists; anthropologists and related professionals	22	22	23	24	24	25	26	27	28
80	Philologists; translators and interpreters	26	27	27	28	29	30	31	32	33
81	Psychologists; Psychometricians and Psycho-technicians	85	88	90	92	95	97	100	103	106
82	Social work professionals	328	338	348	358	368	380	392	405	418
83	Authors; journalists and other writers; Editors; Reporters; journalists; Writers; poets; playwrights and Other writers; commentators; proofreaders	282	291	298	307	315	324	334	344	354
84	Sculptors; painters and related artists	317	327	336	345	355	365	376	388	400
85	Composers; musicians and singers	94	97	100	103	106	109	113	116	120

		2035	2036	2037	2038	2039	2040	2041	2042	2043
86	Choreographers and dancers	29	30	31	32	32	33	34	35	36
87	Film; stage and related actors and directors	62	63	65	67	69	71	73	75	77
88	Religious professionals	350	360	370	380	391	402	415	428	441
89	Other professionals not elsewhere classified	81	83	86	88	91	93	96	100	103
90	Natural science technicians	102	105	108	111	115	118	122	126	130
91	Civil engineering technicians; Technicians; engineering; civil; Assistants; technical and civil engineering	863	887	912	937	963	991	1021	1052	1085
92	Electrical engineering technicians; Technicians; engineering; electrical; Assistants; technical; electrical engineering	2292	2366	2439	2513	2590	2674	2765	2860	2958
93	Electronics and telecommunications engineering technicians; Assistants; technical and electronic engineering	1138	1176	1213	1251	1290	1332	1379	1427	1477
94	Mechanical engineering technicians; Technicians; engineering; mechanical; Assistants; technical and mechanical engineering	544	563	581	599	618	639	662	686	710
95	Chemical engineering technicians	43	44	45	47	48	50	52	54	56
96	Mining and metallurgical technicians	13	13	13	14	14	15	15	16	16
97	Draughtspersons	37	38	39	41	42	43	45	46	48
98	Physical and engineering science technicians not elsewhere classified; Technicians; physical and engeneering science; Assistants; technical; engineering; not elsewhere classified	57	59	60	62	64	66	68	70	72
99	Computer assistants	178	183	189	194	200	206	213	219	227

		2035	2036	2037	2038	2039	2040	2041	2042	2043
100	Photographers and image recording equipment operators; Sound recording equipment operators	369	380	392	403	415	428	442	457	472
101	Broadcasting and telecommunications equipment operators	25	26	27	28	29	30	31	32	34
102	Medical equipment operators	201	208	215	223	230	239	248	257	267
103	Aircraft pilots and related associate professionals; Air transport supervisors; Aircraft pilots; Navigators and Flight engineers	39	40	41	42	43	44	46	47	49
104	Air traffic controllers	8	8	8	9	9	9	9	10	10
105	Building and fire inspectors	0	0	0	0	0	0	0	0	0
106	Safety; health and quality inspectors; Inspectors; safety and health	975	1008	1041	1074	1109	1146	1187	1230	1274
107	Life science technicians; Biological science and Medical science	0	0	0	0	0	0	0	0	0
108	Agronomy and forestry technicians; Technicians;Agronomy and forestry;Assistants;technical and agriculture	0	0	0	0	0	0	0	0	0
109	Farming and forestry advisers/consultants	41	42	43	45	46	47	49	50	52
110	Optometrist' assistants	46	48	49	50	52	53	55	57	58
111	Sanitarians	0	0	0	0	0	0	0	0	0
112	Dieticians and nutritionists	32	33	34	35	36	37	38	39	41
113	Optometrists and opticians	16	16	17	17	18	18	19	20	20
114	Dental assistants	84	87	90	93	96	99	102	106	110

		2035	2036	2037	2038	2039	2040	2041	2042	2043
115	Physiotherapists and related associate professionals; Physiotherapists; Masseurs; Therapists not elsewhere classified; Radiographers; diagnostic and therapeutic; Chiropractors; Podiatrists and Supplementary medical professions not elsewhere classified	564	583	601	620	639	660	683	707	732
116	Veterinary assistants	70	72	75	77	79	82	85	88	91
117	Pharmaceutical assistants	472	487	502	516	532	549	567	586	605
118	Modern health associate professionals (except nursing) not elsewhere classified; Homeopaths; Therapists; speech; Therapists; occupational and Health services professions not elsewhere classified	8	8	8	8	9	9	9	9	10
119	Nursing associate professionals; Nurses; senior; Nurses; not elsewhere classified (nursing assistants/aids included under personal care and related workers)	1397	1438	1479	1521	1564	1611	1662	1715	1769
120	Midwifery associate professionals	1251	1289	1326	1364	1403	1446	1492	1540	1589
121	Traditional medicine practitioners	318	327	337	347	357	368	380	392	405
122	Faith healers	24	25	26	27	27	28	29	30	31
123	Primary education teaching associate professionals	3458	3493	3528	3563	3599	3635	3671	3708	3745
124	Pre-primary education teaching associate professionals	203	205	206	208	210	212	214	216	218
125	Special education teaching associate professionals	93	94	95	95	96	97	98	99	100

		2035	2036	2037	2038	2039	2040	2041	2042	2043
126	Other teaching associate professionals	60	60	61	61	62	62	63	64	64
127	Teaching associate professionals not elsewhere classified	711	717	724	731	738	745	752	759	766
128	Securities and finance dealers and brokers	1082	1119	1156	1194	1233	1275	1321	1370	1420
129	Insurance representatives	717	741	764	788	813	839	869	899	931
130	Estate agents	562	579	596	614	632	652	673	696	719
131	Travel consultants and organisers	63	65	67	69	71	73	76	78	81
132	Technical and commercial sales representatives	693	714	735	757	779	803	830	857	885
133	Buyers	1508	1557	1604	1653	1704	1759	1818	1881	1945
134	Appraisers; valuers and auctioneers	194	200	206	213	220	227	235	243	252
135	Trade brokers	206	213	220	228	236	244	253	263	273
136	Clearing and forwarding agents	40	42	43	44	46	47	49	50	52
137	Employment agents and labour contractors	16	16	17	17	18	18	19	20	20
138	Business services agents	338	350	361	373	385	397	412	426	442
139	Administrative secretaries and related associate professionals	4217	4352	4485	4622	4764	4917	5084	5258	5438
140	Legal and related business associate professionals; Legal business professions and Other business professions	223	230	237	244	252	259	268	277	286
141	Bookkeepers and accountant	1779	1836	1892	1950	2009	2074	2144	2217	2292
142	Statistical; mathematical and related associate professionals	190	196	201	207	213	220	227	234	242

		2035	2036	2037	2038	2039	2040	2041	2042	2043
143	Administrative associate professionals not elsewhere classified	11	12	12	12	13	13	13	14	14
144	Customs and border inspectors	106	109	113	116	119	123	127	131	135
145	Government social benefits officers	159	164	170	175	181	187	194	201	208
146	Government licensing officers	153	158	163	168	173	178	184	190	197
147	Customs; tax and related government associate professionals not elsewhere classified	24	25	26	26	27	28	29	30	32
148	Police inspectors and detectives	219	225	232	238	245	252	260	268	277
149	Social work associate professionals	466	479	493	506	520	536	552	569	587
150	Decorators and commercial designers; Product; industrial designers; Textile/ clothing/ fashion designers; Interior designers; Graphics designers and Designers not elsewhere classified	1388	1436	1482	1531	1580	1634	1693	1755	1819
151	Radio; television and other announcers	61	63	65	67	69	71	73	75	78
152	Street; nightclub and related musicians; singers and dancers	23	24	25	26	26	27	28	29	30
153	Athletes; sportspersons and related associate professionals	393	405	417	428	441	454	468	483	499
154	Art; entertainment and sport associate professionals not elsewhere classified	231	238	245	252	260	268	276	286	295
155	Religious associate professionals	638	658	677	697	718	740	764	789	815
156	Other associate professionals not elsewhere classified	18	18	19	19	20	20	21	22	22
157	Stenographers and typists	193	199	206	212	219	226	234	242	251

		2035	2036	2037	2038	2039	2040	2041	2042	2043
158	Data entry operators	616	634	651	669	687	707	729	751	774
159	Calculating-machine operators	10	10	10	11	11	11	12	12	12
160	Secretaries	708	729	750	772	794	818	844	871	899
161	Accounting and bookkeeping clerks	906	937	966	997	1028	1063	1100	1139	1179
162	Statistical finance clerks	2180	2244	2308	2373	2440	2512	2591	2673	2757
163	Stock clerks	1811	1876	1940	2006	2074	2148	2229	2314	2402
164	Production clerks	447	460	473	485	499	513	529	545	562
165	Transport clerks	407	419	431	444	456	470	485	500	516
166	Library and filing clerks	750	774	797	820	845	871	900	930	961
167	Mail carriers and sorting clerks	107	110	114	117	121	125	129	134	138
168	Coding; proof-reading and related clerks	111	115	118	122	125	129	133	138	142
169	Other office clerks and clerks not elsewhere classified (except customer services clerks)	0	0	0	0	0	0	0	0	0
170	Cashiers and ticket clerks	1545	1592	1638	1686	1735	1788	1846	1906	1968
171	Tellers and other counter clerks	180	186	191	196	202	208	214	221	228
172	Bookmakers and croupiers	77	79	81	83	86	88	91	93	96
173	Pawnbrokers and moneylenders	107	110	113	116	119	123	127	131	135
174	Debt-collectors and related workers	218	225	232	239	246	254	262	271	280
175	Travel agency and related clerks	56	58	59	61	63	65	67	69	71
176	Receptionists and information clerks	1060	1093	1124	1157	1191	1227	1267	1308	1350
177	Telephone switchboard operators	120	123	127	131	135	139	143	148	153

		2035	2036	2037	2038	2039	2040	2041	2042	2043
178	Customer services clerks not elsewhere classified	39	40	41	42	44	45	46	48	49
179	Travel attendants and travel stewards	147	151	155	159	163	168	173	179	184
180	Transport conductors and transport occupations nec	329	339	348	357	367	377	389	400	413
181	Travel guides	213	219	225	231	237	244	251	259	267
182	Housekeepers and related workers	1663	1721	1778	1837	1897	1963	2035	2111	2189
183	Cooks	1743	1797	1849	1903	1958	2019	2084	2152	2222
184	Waiters; waitresses and bartenders	2825	2907	2987	3069	3154	3245	3344	3447	3553
185	Tavern and shebeen operators	635	658	680	704	728	754	783	813	844
186	Child-care workers	2271	2339	2406	2474	2544	2620	2703	2789	2877
187	Institution-based personal care workers; Nursing aids; Ambulance men and first-aid attendants	887	915	941	969	997	1028	1061	1095	1131
188	Home-based personal care workers	1403	1448	1493	1539	1586	1638	1694	1752	1812
189	Personal care and related workers not elsewhere classified	926	955	983	1011	1041	1073	1108	1144	1181
190	Hairdressers; barbers; beauticians and related workers; Beauticians and Hairdressers	2850	2938	3023	3111	3202	3300	3407	3518	3633
191	Undertakers and embalmers	147	152	156	160	164	169	174	180	185
192	Other personal services workers not elsewhere classified	59	61	63	65	67	69	71	73	76
193	Fire-fighters	307	316	325	333	342	352	363	373	385

		2035	2036	2037	2038	2039	2040	2041	2042	2043
194	Police officers; traffic officers; Police officers and Traffic officers	3102	3199	3294	3392	3492	3601	3720	3843	3971
195	Prison guards	392	406	420	434	449	465	483	501	520
196	Armed forces	1069	1099	1128	1158	1190	1223	1260	1297	1336
197	Protective services workers not elsewhere classified; Rangers and game wardens	231	237	244	250	257	264	272	281	289
198	Shop salespersons and demonstrators; Salespersons; Petrol pump and filling station attendants	2733	2811	2888	2966	3047	3134	3229	3327	3428
199	Stall and market salespersons	1685	1733	1780	1829	1878	1932	1990	2050	2112
200	Spaza shop owner	2010	2067	2123	2181	2240	2303	2373	2445	2519
201	Field crop and vegetable growers (farm owners and skilled farm workers)	20329	20975	21617	22280	22963	23692	24472	25281	26118
202	Tree and shrub crop growers (farm owners and skilled farm workers)	1152	1183	1213	1243	1275	1308	1344	1381	1419
203	Gardeners; horticultural and nursery growers (farm owners and skilled farm workers)	411	424	436	450	463	478	494	510	527
204	Mixed crop growers (farm owners and skilled farm workers)	12343	12746	13147	13561	13988	14444	14932	15440	15965
205	Dairy and livestock producers (farm owners and skilled farm workers)	620	640	659	680	700	723	746	771	796
206	Poultry producers (farm owners and skilled farm workers)	1798	1848	1897	1948	2000	2055	2114	2175	2238
207	Apiarists and sericulturists (farm owners and skilled farm workers)	105	108	111	114	117	121	124	128	132

		2035	2036	2037	2038	2039	2040	2041	2042	2043
208	Market-oriented animal producers and related workers not elsewhere classified (farm owners and skilled farm workers)	89	92	94	97	99	102	105	109	112
209	Market-oriented crop and animal producers (farm owners and skilled farm workers)	458	473	487	501	516	532	549	567	586
210	Forestry workers and loggers; Forestry workers and Loggers	2199	2263	2326	2390	2457	2528	2603	2681	2762
211	Charcoal burners and related workers	978	1004	1029	1055	1082	1111	1141	1172	1204
212	Inland and coastal waters fishery workers	77	78	79	80	81	82	83	84	85
213	Hunters and trappers	35	36	36	36	37	37	38	38	38
214	Subsistence farmers	61898	62845	63772	64713	65667	66672	67728	68807	69903
215	Miners and quarry workers (including apprentices/trainees)	969	989	1009	1029	1050	1072	1096	1120	1145
216	Shot-firers and blasters (including apprentices/trainees)	38	38	39	39	40	40	41	41	42
217	Stone splitters; cutters and carvers (including apprentices/trainees)	68	69	70	71	71	72	73	74	75
218	Builders; traditional materials	3601	3675	3747	3820	3895	3975	4061	4150	4240
219	Bricklayers and stonemasons (including apprentices/trainees)	1945	1998	2050	2104	2159	2218	2282	2348	2417
220	Concrete placers; concrete finishers and related workers (including apprentices/trainees)	139	143	148	152	157	162	167	173	179
221	Carpenters and joiners (including apprentices/trainees)	2054	2115	2175	2236	2299	2368	2442	2519	2598

		2035	2036	2037	2038	2039	2040	2041	2042	2043
222	Building frame and related workers not elsewhere classified (including apprentices/trainees)	0	0	0	0	0	0	0	0	0
223	Roofers (including apprentices/trainees)	623	638	652	667	681	697	714	732	750
224	Floor layers and tile setters (including apprentices/trainees)	674	693	712	732	752	773	797	821	846
225	Glaziers (including apprentices/trainees)	39	40	41	43	44	46	47	49	51
226	Plumbers and pipe fitters (including apprentices/trainees)	924	954	983	1014	1045	1079	1116	1155	1195
227	Building and related electricians (including apprentices/trainees)	1454	1508	1561	1616	1673	1735	1803	1873	1947
228	Painters and related workers (including apprentices/trainees)	1075	1110	1145	1180	1217	1257	1300	1346	1392
229	Varnishers and related painters (including apprentices/trainees)	46	47	49	50	52	54	55	57	59
230	Building structure cleaners (including apprentices/trainees)	62	64	66	68	70	73	75	78	80
231	Metal moulders and coremakers (including apprentices/trainees)	27	28	29	29	30	31	32	33	34
232	Welders and flamecutters (including apprentices/trainees)	169	174	178	183	188	193	199	205	211
233	Sheet-metal workers (including apprentices/trainees)	121	125	129	132	136	141	145	150	155
234	Structural-metal preparers and erectors (including apprentices/trainees)	61	63	65	66	68	70	72	75	77

		2035	2036	2037	2038	2039	2040	2041	2042	2043
235	Riggers and cable splicers (including apprentices/trainees)	62	63	65	67	69	71	73	75	78
236	Blacksmiths;hammersmiths and forging-press workers (including apprentices/trainees)	109	112	115	119	122	126	131	135	139
237	Tool-makers and related workers (including apprentices/trainees)	77	79	82	84	87	89	92	96	99
238	Machine-tool setters and setter-operators (including apprentices/trainees)	45	46	48	49	51	52	54	56	58
239	Metal wheel-grinders; polishers and tool sharpeners (including apprentices/trainees)	66	67	69	71	73	75	78	80	82
240	Motor vehicle mechanics and fitters (including apprentices/trainees)	1039	1063	1087	1111	1136	1162	1191	1220	1250
241	Aircraft engine mechanics and fitters (including apprentices/trainees)	15	16	16	16	17	17	18	18	19
242	Industrial machinery mechanics and fitters (including apprentices/trainees)	677	695	712	730	749	769	790	812	835
243	Electrical mechanics and fitters (including apprentices/trainees)	869	892	914	937	960	985	1012	1040	1069
244	Electronics fitters (including apprentices/trainees)	763	781	799	818	837	857	879	901	925
245	Electronics mechanics and servicers (including apprentices/trainees)	658	675	691	707	723	741	761	780	801
246	Telegraph and telephone installers and servicers (including apprentices/trainees)	67	69	71	72	74	75	77	79	81

		2035	2036	2037	2038	2039	2040	2041	2042	2043
247	Electrical line installers; repairers and cable jointers (including apprentices/trainees)	519	533	547	561	576	591	609	626	644
248	Metal; machinery and related trades workers not elsewhere classified (including apprentices/trainees)	66	68	69	70	71	72	74	75	77
249	Precision-instrument/instrument makers and repairers (including apprentices/trainees)	27	27	28	28	29	29	30	30	31
250	Musical instrument makers and tuners (including apprentices/trainees)	21	21	22	22	23	23	24	24	25
251	Jewellery and precious-metal workers (including apprentices/trainees)	34	35	35	36	37	38	39	39	40
252	Abrasive wheel formers; potters and related workers (including apprentices/trainees)	169	173	176	179	183	186	190	194	198
253	Glass-makers; cutters; grinders and finishers (including apprentices/trainees)	164	166	169	172	175	178	181	184	188
254	Glass; ceramics and related decorative painters (including apprentices/trainees)	23	24	24	25	25	26	26	27	27
255	Handicraft workers in wood and related materials (including apprentices/trainees)	22	23	23	24	24	25	25	26	26
256	Handicraft workers in textile; leather and related materials (including apprentices/trainees)	206	211	216	221	226	232	238	244	250
257	Compositors; typesetters and related workers (including apprentices/trainees)	16	16	17	17	17	18	18	19	19
258	Printing engravers and etchers (including apprentices/trainees)	30	31	32	33	33	34	35	36	37

		2035	2036	2037	2038	2039	2040	2041	2042	2043
259	Photographic and related workers (including apprentices/trainees)	64	66	67	69	70	72	74	76	78
260	Bookbinders and related workers (including apprentices/trainees)	13	13	13	14	14	14	15	15	15
261	Silk-screen; block and textile printers (including apprentices/trainees)	17	17	17	18	19	19	20	20	21
262	Butchers; fishmongers and related food preparers (including apprentices/trainees)	1189	1223	1256	1291	1326	1365	1406	1449	1493
263	Millers; bakers; pastry-cooks and confectionery makers (including apprentices/trainees)	1160	1192	1224	1256	1289	1325	1364	1405	1446
264	Fruit; vegetable and related product preservers (including apprentices/trainees)	214	221	228	234	242	249	257	266	275
265	Food and beverage tasters and graders (including apprentices/trainees)	102	105	109	112	115	119	123	127	131
266	Tobacco preparers and tobacco products makers (including apprentices/trainees)	20	20	20	20	20	20	21	21	21
267	Cabinetmakers and related workers (including apprentices/trainees)	211	216	222	228	234	240	247	254	262
268	Woodworking-machine setters and setter-operators (including apprentices/trainees)	39	40	41	42	44	45	46	48	49
269	Basketry weavers; brush makers and related workers (including apprentices/trainees)	217	223	230	236	243	250	258	266	275
270	Weavers; knitters and related workers (including apprentices/trainees)	225	233	240	247	254	262	271	280	289

		2035	2036	2037	2038	2039	2040	2041	2042	2043
271	Tailors; dressmakers and hatters (including apprentices/trainees)	419	431	442	454	466	478	492	507	521
272	Textile; leather and related material pattern-makers and cutters (including apprentices/trainees)	231	238	244	251	258	266	274	282	291
273	Sewers; embroiderers and related workers (excluding apprentices/trainees)	2546	2616	2686	2756	2829	2908	2993	3081	3172
274	Upholsterers and related workers (including apprentices/trainees)	154	160	165	170	176	182	189	196	203
275	Shoemakers and related workers (including apprentices/trainees)	49	51	53	54	56	58	60	62	64
276	Other craft and related trades workers not elsewhere classified (including apprentices/trainees)	230	237	245	253	261	270	280	290	301
277	Mining plant operators (crusher, conveyors)	13	14	14	14	14	15	15	15	15
278	Mineral ore and stone processing plant operators (gravel/ limestone)	6	7	7	7	7	7	7	7	7
279	Well drillers and borers and related workers	13	13	14	14	14	14	15	15	15
280	Ore and metal furnace operators	13	14	14	14	14	15	15	15	15
281	Metal melters and casters and rolling-mill operators	6	6	6	6	6	7	7	7	7
282	Metal drawers and extruders	0	0	0	0	0	0	0	0	0
283	Glass and ceramics kiln and related machine operators	14	14	14	15	15	15	16	16	16
284	Wood-processing plant operators	71	73	75	76	78	80	82	84	86
285	Paper-pulp plant operators	0	0	0	0	0	0	0	0	0
286	Papermaking plant operators	0	0	0	0	0	0	0	0	0

		2035	2036	2037	2038	2039	2040	2041	2042	2043
287	Crushing; grinding and chemical mixing machinery operators	77	80	82	84	87	89	92	95	98
288	Chemical heat-treating plant operators	0	0	0	0	0	0	0	0	0
289	Chemical filtering and separating equipment operators	21	21	22	22	23	23	24	24	25
290	Petroleum and natural gas refining plant operators	0	0	0	0	0	0	0	0	0
291	Chemical-processing plant operators not elsewhere classified	0	0	0	0	0	0	0	0	0
292	Power-production plant operators	8	8	9	9	9	9	10	10	10
293	Incinerator; water-treatment and related plant operators	70	72	74	76	79	81	83	86	89
294	Machine-tool operators	135	139	143	148	152	157	162	167	173
295	Cement and other mineral products machine operators	57	58	60	62	64	66	68	70	73
296	Pharmaceutical and toiletry products machine operators	0	0	0	0	0	0	0	0	0
297	Ammunition and explosive products machine operators	0	0	0	0	0	0	0	0	0
298	Metal finishing; plating and coating machine operators	31	32	33	34	36	37	38	40	41
299	Chemical products machine operators not elsewhere classified	30	31	32	33	34	35	36	37	38
300	Rubber products machine operators	0	0	0	0	0	0	0	0	0
301	Plastic products machine operators	49	51	53	54	56	58	60	62	64

		2035	2036	2037	2038	2039	2040	2041	2042	2043
302	Wood products machine operators	53	53	53	53	53	54	54	54	54
303	Printing machine operators	33	35	36	37	38	39	41	42	44
304	Paper products machine operators	17	17	18	19	19	20	21	21	22
305	Fibre preparing; spinning and winding machine operators	85	88	91	94	97	101	105	108	113
306	Steam-engine and boiler operators	99	102	106	109	112	116	120	124	129
307	Weaving and knitting machine operators	84	87	90	92	95	98	102	105	109
308	Sewing-machine operators	2181	2252	2321	2393	2467	2547	2634	2724	2817
309	Bleaching; dyeing and cleaning-machine operators	16	17	17	18	18	19	19	20	21
310	Fur and leather-preparing machine operators	0	0	0	0	0	0	0	0	0
311	Shoemaking and related machine operators	8	8	9	9	9	9	10	10	10
312	Textile; fur and leather products machine operators not elsewhere classified	452	467	483	498	514	532	551	571	592
313	Meat and fish-processing machine operators	118	121	124	128	131	135	139	143	147
314	Dairy products machine operators	70	73	75	78	80	83	86	89	92
315	Grain and spice milling machine operators	244	252	260	268	276	285	295	305	315
316	Baked goods; cereal and chocolate products machine operators	33	34	35	36	37	38	39	41	42
317	Fruit; vegetable and nut-processing machine operators	32	33	34	35	36	37	38	39	41
318	Sugar production machine operators	243	251	258	266	274	283	293	303	313

		2035	2036	2037	2038	2039	2040	2041	2042	2043
319	Tea;coffee;and cocoa-processing machine operators	2	2	2	2	2	2	2	2	2
320	Brewers; wine and other beverage machine operators	65	67	69	71	74	76	79	81	84
321	Mechanical machinery assemblers	78	80	82	84	87	89	92	95	98
322	Electrical equipment assemblers	246	254	262	270	278	288	298	308	319
323	Electronic equipment assemblers	68	70	72	74	76	78	80	82	84
324	Metal; rubber and plastic products assemblers	86	88	91	93	95	98	100	103	106
325	Wood and related products assemblers	648	669	690	711	733	757	782	809	836
326	Paperboard; textile and related products assemblers	61	63	64	65	66	67	68	70	71
327	Other machine operators and assemblers not elsewhere classified	567	581	596	610	625	641	659	677	695
328	Locomotive engine drivers	7	7	7	7	7	8	8	8	8
329	Railway brakers; signallers; shunters and related workers	14	14	14	15	15	15	16	16	17
330	Taxi drivers; informal	9093	9363	9629	9902	10183	10486	10811	11148	11496
331	Motor cycle drivers	74	75	77	79	81	84	86	88	91
332	Car; taxi and van drivers	3059	3149	3237	3328	3421	3522	3630	3742	3858
333	Bus drivers	1201	1230	1257	1285	1314	1345	1378	1412	1447
334	Heavy truck and lorry drivers	8401	8609	8812	9020	9234	9462	9706	9958	10217
335	Motorised farm and forestry plant operators	1029	1057	1084	1111	1140	1170	1203	1236	1271
336	Earth-moving and related plant operators	217	223	229	235	241	248	255	262	269

		2035	2036	2037	2038	2039	2040	2041	2042	2043
337	Crane; hoist and related plant operators	131	134	137	141	144	148	152	156	160
338	Lifting-truck operators	769	791	814	837	861	887	914	943	972
339	Ships' deck crews and related workers	0	0	0	0	0	0	0	0	0
340	Street food vendors and related workers	9389	9649	9905	10168	10437	10727	11037	11359	11690
341	Street vendors; non-food products	5482	5653	5821	5994	6173	6365	6572	6787	7009
342	Door-to-door and telephone salespersons	169	174	180	185	190	196	203	209	216
343	Shoe cleaning and other elementary street services occupations	555	568	582	596	610	625	641	658	675
344	Domestic helpers and cleaners	5573	5619	5666	5714	5762	5810	5858	5907	5956
345	Helpers and cleaners in offices; hotels and other establishments	9196	9276	9356	9437	9519	9601	9683	9767	9851
346	Hand-launderers and pressers	164	169	174	180	185	191	198	205	212
347	Building caretakers	748	770	791	812	834	858	884	911	939
348	Vehicle; window and related cleaners	521	534	547	560	574	588	604	620	637
349	Messengers; package and luggage porters and deliverers	1015	1043	1071	1099	1128	1160	1194	1230	1266
350	Doorkeepers; watchpersons and related workers	3425	3517	3608	3700	3795	3898	4009	4124	4243
351	Vending-machine money collectors; meter readers and related workers	237	245	252	259	267	275	284	293	303
352	Garbage collectors	197	202	208	213	218	224	231	237	244
353	Sweepers and related labourers	1297	1336	1374	1413	1453	1496	1543	1592	1643
354	Elementary sales and services occupations not elsewhere classified	62	64	66	68	69	71	74	76	78

		2035	2036	2037	2038	2039	2040	2041	2042	2043
355	Farmhands and labourers	34569	35521	36449	37400	38377	39434	40576	41764	42986
356	Forestry labourers	1909	1961	2011	2063	2116	2173	2235	2299	2365
357	Fishery; hunting and trapping labourers	0	0	0	0	0	0	0	0	0
358	Mining and quarrying labourers	229	235	241	247	254	260	268	276	284
359	Construction and maintenance labourers: roads; dams and similar constructions	1497	1540	1583	1626	1671	1719	1772	1826	1882
360	Building construction labourers	4555	4689	4820	4954	5092	5242	5405	5574	5748
361	Assembling labourers	14	14	15	15	15	16	16	17	17
362	Hand-packers and other manufacturing labourers	12837	13233	13620	14019	14429	14874	15357	15861	16381
363	Hand or pedal vehicle drivers	18	19	19	20	21	22	22	23	24
364	Freight handlers	1164	1200	1236	1272	1310	1351	1396	1442	1490
365	Unspecified	58	59	60	62	63	65	66	68	70
	Total	**526072**	**537228**	**548218**	**559472**	**570997**	**583285**	**596384**	**609923**	**623829**

Table 16. 1: Eswatini Skills Anticipation for 2044 - 2052

		2044	2045	2046	2047	2048	2049	2050	2051	2052
	Occupation	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)	Total employment (number)
		Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
1	Not part of workforce (Unemployed)	165587	167321	169071	170838	172621	174421	176237	178071	179928
2	Legislators	175	179	183	188	193	198	203	208	212
3	Senior government officers	355	366	377	388	400	412	424	437	449
4	Traditional chiefs and heads of villages	780	796	812	828	845	862	879	896	913
5	Senior officers of political party organisations	17	18	18	19	19	19	20	20	21
6	Senior officers of humanitarian and other special-interest organisations	310	318	325	333	341	349	357	366	374
7	Directors and chief executives	4062	4141	4222	4305	4389	4474	4562	4651	4734
8	Production and operations managers/department managers in agriculture, forestry and mining	292	295	298	300	303	306	309	312	315
9	Production and operations managers/department managers in manufacturing	754	771	789	807	826	845	864	884	903
10	Production and operations managers/department managers in building and construction	618	636	654	673	692	711	732	753	772

		2044	2045	2046	2047	2048	2049	2050	2051	2052
11	Production and operations managers/department managers in wholesale and retail trade	733	753	774	795	817	840	863	886	909
12	Production and operations managers/department managers in hotels; restaurants and other catering and accommodation services	667	685	703	721	740	759	779	799	818
13	Production and operations managers/department managers in transport; storage and communications	84	86	88	90	92	94	97	99	101
14	Production and operations managers/department managers in business services	1221	1250	1280	1311	1343	1375	1408	1442	1473
15	Production and operations managers/department managers in personal care; cleaning and related services	47	48	49	50	51	52	53	54	55
16	Production and operations managers/department managers not elsewhere classified	522	532	542	553	564	575	586	597	608
17	Finance and administration managers/department managers	1023	1049	1076	1104	1132	1162	1192	1222	1251
18	Personnel and industrial relations managers/department managers	2197	2262	2328	2396	2466	2538	2613	2689	2761

		2044	2045	2046	2047	2048	2049	2050	2051	2052
19	Sales and marketing managers/ department managers	1419	1455	1491	1529	1568	1608	1649	1690	1730
20	Advertising and public relations managers/department managers	33	34	35	36	37	38	39	40	41
21	Supply and distribution managers/department managers	1015	1042	1070	1099	1128	1159	1190	1222	1251
22	Computing services managers/ department managers	383	393	404	414	425	437	448	460	471
23	Research and development managers/department managers	82	84	86	88	90	93	95	98	100
24	Other managers/department managers not elsewhere classified	184	188	193	198	203	208	214	219	224
25	Corporate managers not elsewhere classified	33	34	35	36	37	38	39	40	41
26	General managers in agriculture and forestry	1575	1615	1656	1698	1741	1786	1831	1877	1921
27	General managers in manufacturing	2417	2480	2544	2610	2677	2747	2818	2890	2959
28	General managers in construction	1771	1824	1879	1935	1993	2053	2114	2178	2237
29	General managers in wholesale and retail trade	3219	3307	3397	3490	3585	3683	3784	3888	3985
30	General managers of hotels; restaurants and other catering or accommodation services	1264	1297	1331	1365	1401	1438	1475	1514	1550

		2044	2045	2046	2047	2048	2049	2050	2051	2052
31	General managers in transport; storage and communication	366	376	386	396	407	418	429	440	451
32	General managers of business services	978	1004	1030	1058	1086	1115	1145	1176	1204
33	General managers in personal care; cleaning and related services	35	36	37	38	39	40	41	42	43
34	General managers not elsewhere classified	38	39	40	41	42	43	45	46	47
35	Physicists and astronomers	19	20	20	21	21	22	22	23	23
36	Meteorologists	14	14	15	15	16	16	16	17	17
37	Chemists	126	130	134	138	142	146	151	155	159
38	Geologists and geophysicists	40	41	42	43	45	46	47	49	50
39	Mathematicians and related professionals;Analysts and methodology research	56	57	59	61	63	65	67	69	70
40	Statisticians	565	583	600	619	638	657	677	698	718
41	Computer systems designers and analysts	36	37	38	39	40	41	42	43	44
42	Computer programmers	359	368	377	387	397	407	418	428	438
43	Computing professionals	525	539	554	568	584	599	615	632	647
44	Architects; town and traffic planners	551	568	585	602	620	639	658	678	697
45	Civil engineers	569	584	599	614	630	646	663	680	695

		2044	2045	2046	2047	2048	2049	2050	2051	2052
46	Electrical engineers	853	875	899	923	948	973	999	1026	1051
47	Electronics and telecommunications engineers	197	202	207	213	219	224	230	236	242
48	Mechanical engineers	832	854	877	901	925	950	976	1002	1027
49	Chemical engineers	159	164	169	174	179	184	190	195	201
50	Mining engineers; Metallurgists and related professionals	9	9	9	10	10	10	10	11	11
51	Land surveyors; Cartographers and other surveyors	68	69	71	73	75	77	79	81	83
52	Industrial/production engineers; Quantity surveyors;	561	577	594	612	630	648	667	687	706
53	Physical sciences technologists	230	237	243	250	257	264	272	280	287
54	Scientist	5	5	6	6	6	6	6	6	6
55	Biologists; botanists; zoologists and related professionals	17	17	18	18	19	19	19	20	20
56	Biological sciences; Chemical sciences; Medical sciences; Physical sciences and Veterinary sciences	297	305	314	322	331	340	350	359	368
57	Agronomists; food scientists and related professionals; Agriculture; forestry, Natural sciences technologists, Technicians	2308	2366	2425	2487	2549	2614	2680	2747	2811

		2044	2045	2046	2047	2048	2049	2050	2051	2052
58	Medical practitioners; physicians; Medical specialists and Medical occupations not elsewhere classified	2233	2289	2348	2407	2469	2531	2596	2662	2724
59	Dentists (general); Dental specialists and Other dental occupations	48	49	51	52	53	55	56	58	59
60	Veterinarians	30	31	32	33	34	35	36	37	38
61	Pharmacists	500	514	528	543	558	574	590	607	622
62	Nursing and midwifery professionals; Nursing services managers and Professional nurses	1609	1653	1699	1745	1793	1842	1893	1945	1993
63	Technikon; teacher training; technical and other colleges; university and other higher education institutions teaching professionals and Other post-secondary education teaching professionals	1602	1618	1634	1651	1668	1684	1701	1718	1736
64	Secondary education teaching professionals	1741	1759	1777	1796	1814	1833	1852	1871	1890
65	Primary education teaching professionals	1927	1945	1963	1982	2000	2019	2038	2057	2076
66	Pre-primary education teaching professionals	12	12	12	12	12	12	13	13	13

		2044	2045	2046	2047	2048	2049	2050	2051	2052
67	Special education teaching professionals	54	55	55	56	56	57	57	58	58
68	Education methods specialists	31	31	31	31	32	32	32	33	33
69	School inspectors	44	44	44	45	45	46	46	46	47
70	Accountants and related accounting occupations; Accounting occupations not elsewhere classified; Auditors and related occupations and Articled clerks with accountant/auditor	7354	7620	7895	8180	8476	8782	9099	9428	9741
71	Personnel and careers professionals; Consultants: management/personnel	1113	1154	1197	1242	1288	1335	1385	1437	1485
72	Business professionals not elsewhere classified; Consultants	937	969	1002	1037	1072	1108	1146	1185	1223
73	Advocates; attorneys and related occupations; Lawyers/attorneys and related occupations; Advocates/barristers; Prosecutors and Articled clerks	1678	1736	1796	1858	1922	1989	2058	2129	2197
74	Judges and magistrates; Judges ; and Magistrates	23	24	25	25	26	27	28	29	30
75	Other Legal professionals	267	274	281	289	297	305	314	322	331
76	Archivists and curators	10	11	11	11	12	12	12	13	13
77	Librarians and related information professionals	334	345	357	368	381	393	406	420	432

		2044	2045	2046	2047	2048	2049	2050	2051	2052
78	Economists	1936	2006	2078	2152	2229	2309	2392	2478	2560
79	Sociologists; anthropologists and related professionals	29	30	31	32	34	35	36	37	38
80	Philologists; translators and interpreters	34	36	37	38	39	41	42	43	45
81	Psychologists; Psychometricians and Psycho-technicians	109	113	116	120	123	127	130	134	138
82	Social work professionals	432	446	460	475	491	507	524	541	557
83	Authors; journalists and other writers; Editors; Reporters; journalists; Writers; poets; playwrights and Other writers; commentators; proofreaders	365	376	388	399	412	424	437	451	463
84	Sculptors; painters and related artists	413	426	439	453	467	481	496	512	527
85	Composers; musicians and singers	124	128	132	137	141	146	151	156	160
86	Choreographers and dancers	37	39	40	41	42	43	45	46	47
87	Film; stage and related actors and directors	80	82	84	87	90	92	95	98	101
88	Religious professionals	455	469	484	499	514	530	547	564	580
89	Other professionals not elsewhere classified	106	110	113	117	121	124	128	133	137
90	Natural science technicians	134	138	142	147	152	157	162	167	172

		2044	2045	2046	2047	2048	2049	2050	2051	2052
91	Civil engineering technicians; Technicians; engineering; civil; Assistants; technical and civil engineering	1118	1153	1188	1225	1263	1301	1342	1383	1422
92	Electrical engineering technicians; Technicians; engineering; electrical; Assistants; technical; electrical engineering	3059	3164	3273	3386	3502	3622	3747	3875	3998
93	Electronics and telecommunications engineering technicians; Assistants; technical and electronic engineering	1529	1583	1638	1696	1755	1817	1881	1947	2010
94	Mechanical engineering technicians; Technicians; engineering; mechanical; Assistants; technical and mechanical engineering	736	762	790	818	847	878	909	942	973
95	Chemical engineering technicians	58	60	62	64	66	69	71	74	76
96	Mining and metallurgical technicians	17	17	18	19	19	20	21	22	22
97	Draughtspersons	49	51	53	55	56	58	60	62	64

		2044	2045	2046	2047	2048	2049	2050	2051	2052
98	Physical and engineering science technicians not elsewhere classified; Technicians; physical and engeneering science; Assistants; technical; engineering; not elsewhere classified	75	77	80	82	85	87	90	93	96
99	Computer assistants	234	241	249	257	266	274	283	292	301
100	Photographers and image recording equipment operators; Sound recording equipment operators	488	504	521	538	556	574	593	613	632
101	Broadcasting and telecommunications equipment operators	35	36	38	39	40	42	44	45	47
102	Medical equipment operators	277	288	299	310	322	335	348	361	374
103	Aircraft pilots and related associate professionals; Air transport supervisors; Aircraft pilots; Navigators and Flight engineers	50	52	53	55	57	58	60	62	64
104	Air traffic controllers	10	11	11	11	12	12	13	13	13
105	Building and fire inspectors	0	0	0	0	0	0	0	0	0
106	Safety; health and quality inspectors; Inspectors; safety and health	1320	1367	1417	1468	1521	1576	1632	1691	1747
107	Life science technicians; Biological science and Medical science	0	0	0	0	0	0	0	0	0

		2044	2045	2046	2047	2048	2049	2050	2051	2052
108	Agronomy and forestry technicians; Technicians;Agronomy and forestry;Assistants;technical and agriculture	0	0	0	0	0	0	0	0	0
109	Farming and forestry advisers/ consultants	53	55	57	58	60	62	64	66	68
110	Optometrist' assistants	60	62	64	66	68	70	72	74	77
111	Sanitarians	0	0	0	0	0	0	0	0	0
112	Dieticians and nutritionists	42	44	45	47	48	50	52	53	55
113	Optometrists and opticians	21	22	22	23	24	25	26	26	27
114	Dental assistants	114	118	122	126	131	136	140	145	150
115	Physiotherapists and related associate professionals; Physiotherapists; Masseurs; Therapists not elsewhere classified; Radiographers; diagnostic and therapeutic; Chiropractors; Podiatrists and Supplementary medical professions not elsewhere classified	758	784	812	840	870	901	932	965	996
116	Veterinary assistants	94	97	100	104	107	111	115	119	123
117	Pharmaceutical assistants	625	646	668	690	713	737	762	787	811

		2044	2045	2046	2047	2048	2049	2050	2051	2052
118	Modern health associate professionals (except nursing) not elsewhere classified; Homeopaths; Therapists; speech; Therapists; occupational and Health services professions not elsewhere classified	10	10	11	11	11	12	12	12	13
119	Nursing associate professionals; Nurses; senior; Nurses; not elsewhere classified (nursing assistants/aids included under personal care and related workers)	1826	1884	1944	2005	2069	2135	2203	2273	2340
120	Midwifery associate professionals	1640	1693	1747	1803	1861	1921	1983	2047	2107
121	Traditional medicine practitioners	418	432	446	461	476	491	508	524	540
122	Faith healers	32	33	34	35	37	38	39	40	42
123	Primary education teaching associate professionals	3782	3820	3858	3896	3935	3973	4013	4052	4093
124	Pre-primary education teaching associate professionals	220	222	224	226	228	230	232	234	236
125	Special education teaching associate professionals	101	102	103	104	105	106	107	108	109
126	Other teaching associate professionals	65	66	66	67	67	68	69	69	70

		2044	2045	2046	2047	2048	2049	2050	2051	2052
127	Teaching associate professionals not elsewhere classified	773	780	787	795	802	809	817	824	832
128	Securities and finance dealers and brokers	1472	1526	1582	1640	1700	1762	1827	1894	1958
129	Insurance representatives	963	997	1032	1068	1106	1145	1185	1227	1266
130	Estate agents	742	767	793	819	846	874	903	933	962
131	Travel consultants and organisers	84	87	90	93	96	99	103	106	110
132	Technical and commercial sales representatives	914	945	976	1008	1041	1076	1111	1148	1183
133	Buyers	2011	2080	2152	2225	2302	2381	2462	2547	2627
134	Appraisers; valuers and auctioneers	261	270	279	289	300	310	321	333	343
135	Trade brokers	283	294	305	317	329	341	354	368	381
136	Clearing and forwarding agents	54	56	58	59	61	64	66	68	70
137	Employment agents and labour contractors	21	22	22	23	24	25	26	26	27
138	Business services agents	458	474	491	509	527	546	565	586	605
139	Administrative secretaries and related associate professionals	5624	5817	6016	6222	6435	6656	6884	7120	7344

		2044	2045	2046	2047	2048	2049	2050	2051	2052
140	Legal and related business associate professionals; Legal business professions and Other business professions	296	306	316	326	337	348	360	372	383
141	Bookkeepers and accountant	2371	2451	2535	2622	2711	2804	2900	2999	3093
142	Statistical; mathematical and related associate professionals	250	258	266	275	284	293	302	312	322
143	Administrative associate professionals not elsewhere classified	15	15	16	16	17	17	18	19	19
144	Customs and border inspectors	140	144	149	154	159	164	170	175	180
145	Government social benefits officers	216	224	232	241	249	258	268	278	287
146	Government licensing officers	204	210	218	225	233	240	249	257	265
147	Customs; tax and related government associate professionals not elsewhere classified	33	34	35	37	38	40	41	43	44
148	Police inspectors and detectives	285	294	304	313	323	333	344	355	365
149	Social work associate professionals	605	624	644	664	685	706	728	751	772
150	Decorators and commercial designers; Product; industrial designers; Textile/ clothing/ fashion designers; Interior designers; Graphics designers and Designers not elsewhere classified	1885	1954	2025	2098	2175	2254	2336	2421	2502

		2044	2045	2046	2047	2048	2049	2050	2051	2052
151	Radio; television and other announcers	80	83	86	88	91	94	97	100	103
152	Street; nightclub and related musicians; singers and dancers	31	32	33	34	35	37	38	39	40
153	Athletes; sportspersons and related associate professionals	515	532	549	566	584	603	623	643	661
154	Art; entertainment and sport associate professionals not elsewhere classified	305	315	325	336	347	359	371	383	394
155	Religious associate professionals	842	870	899	929	960	991	1024	1058	1090
156	Other associate professionals not elsewhere classified	23	24	25	26	27	27	28	29	30
157	Stenographers and typists	260	269	279	288	299	309	320	332	342
158	Data entry operators	798	822	847	873	900	928	956	985	1013
159	Calculating-machine operators	13	13	14	14	14	15	15	16	16
160	Secretaries	928	957	988	1020	1053	1086	1121	1157	1191
161	Accounting and bookkeeping clerks	1221	1264	1309	1356	1404	1453	1505	1558	1609
162	Statistical finance clerks	2844	2934	3027	3122	3221	3323	3428	3537	3639
163	Stock clerks	2493	2588	2687	2789	2895	3006	3120	3239	3352
164	Production clerks	579	596	615	634	653	673	694	715	735
165	Transport clerks	532	549	567	585	603	623	642	663	682
166	Library and filing clerks	993	1026	1060	1095	1132	1169	1208	1249	1287

		2044	2045	2046	2047	2048	2049	2050	2051	2052
167	Mail carriers and sorting clerks	143	148	153	159	164	170	176	182	188
168	Coding; proof-reading and related clerks	147	152	157	162	167	173	179	185	190
169	Other office clerks and clerks not elsewhere classified (except customer services clerks)	0	0	0	0	0	0	0	0	0
170	Cashiers and ticket clerks	2032	2099	2167	2238	2311	2386	2464	2544	2620
171	Tellers and other counter clerks	235	243	251	259	267	275	284	293	302
172	Bookmakers and croupiers	99	102	105	109	112	115	119	122	126
173	Pawnbrokers and moneylenders	139	143	148	152	157	162	167	172	177
174	Debt-collectors and related workers	289	299	309	319	330	341	352	364	375
175	Travel agency and related clerks	73	75	78	80	83	85	88	91	93
176	Receptionists and information clerks	1394	1440	1486	1535	1585	1636	1689	1744	1797
177	Telephone switchboard operators	158	163	169	174	180	186	192	199	205
178	Customer services clerks not elsewhere classified	51	53	54	56	58	60	62	64	65
179	Travel attendants and travel stewards	190	196	202	208	214	221	227	234	241
180	Transport conductors and transport occupations nec	425	438	451	465	479	493	508	524	538
181	Travel guides	275	283	292	301	310	319	329	339	348

		2044	2045	2046	2047	2048	2049	2050	2051	2052
182	Housekeepers and related workers	2269	2353	2441	2531	2624	2722	2822	2927	3026
183	Cooks	2294	2369	2447	2526	2609	2694	2782	2873	2959
184	Waiters; waitresses and bar-tenders	3663	3776	3892	4012	4136	4263	4395	4530	4658
185	Tavern and shebeen operators	877	910	945	981	1019	1058	1099	1141	1182
186	Child-care workers	2969	3063	3160	3261	3365	3472	3582	3696	3804
187	Institution-based personal care workers; Nursing aids; Ambu-lance men and first-aid atten-dants	1168	1206	1245	1286	1328	1371	1416	1462	1506
188	Home-based personal care workers	1875	1940	2007	2076	2148	2222	2298	2378	2453
189	Personal care and related work-ers not elsewhere classified	1220	1259	1301	1343	1387	1432	1479	1528	1573
190	Hairdressers; barbers; beauti-cians and related workers; Beau-ticians and Hairdressers	3751	3874	4000	4131	4265	4405	4549	4697	4838
191	Undertakers and embalmers	191	197	203	209	215	222	229	236	243
192	Other personal services workers not elsewhere classified	78	81	84	86	89	92	95	98	101
193	Fire-fighters	396	408	421	433	446	460	474	488	502
194	Police officers; traffic officers; Police officers and Traffic offi-cers	4103	4239	4380	4526	4677	4832	4993	5159	5317

		2044	2045	2046	2047	2048	2049	2050	2051	2052
195	Prison guards	540	560	582	604	627	651	676	701	726
196	Armed forces	1376	1418	1460	1504	1550	1596	1644	1694	1741
197	Protective services workers not elsewhere classified; Rangers and game wardens	298	307	317	326	336	347	357	368	379
198	Shop salespersons and demon-strators; Salespersons; Petrol pump and filling station atten-dants	3533	3640	3751	3866	3984	4105	4230	4360	4482
199	Stall and market salespersons	2176	2242	2310	2380	2452	2527	2603	2682	2757
200	Spaza shop owner	2595	2674	2755	2839	2925	3014	3105	3200	3289
201	Field crop and vegetable growers (farm owners and skilled farm workers)	26983	27877	28801	29756	30743	31764	32819	33909	34990
202	Tree and shrub crop growers (farm owners and skilled farm workers)	1458	1498	1539	1581	1624	1669	1715	1762	1809
203	Gardeners; horticultural and nursery growers (farm owners and skilled farm workers)	544	562	581	600	620	640	661	683	705
204	Mixed crop growers (farm owners and skilled farm workers)	16508	17070	17652	18253	18875	19519	20185	20874	21557
205	Dairy and livestock producers (farm owners and skilled farm workers)	823	850	878	907	937	968	1000	1033	1066

		2044	2045	2046	2047	2048	2049	2050	2051	2052
206	Poultry producers (farm owners and skilled farm workers)	2303	2369	2438	2508	2581	2655	2732	2811	2889
207	Apiarists and sericulturists (farm owners and skilled farm workers)	136	140	144	149	153	158	163	167	172
208	Market-oriented animal producers and related workers not elsewhere classified (farm owners and skilled farm workers)	115	119	122	126	130	134	138	142	146
209	Market-oriented crop and animal producers (farm owners and skilled farm workers)	604	624	644	665	687	709	732	756	779
210	Forestry workers and loggers; Forestry workers and Loggers	2845	2931	3019	3110	3203	3300	3399	3502	3603
211	Charcoal burners and related workers	1237	1271	1305	1341	1378	1416	1454	1494	1534
212	Inland and coastal waters fishery workers	86	87	88	89	90	92	93	94	95
213	Hunters and trappers	39	39	40	40	41	41	42	42	43
214	Subsistence farmers	71018	72151	73303	74473	75663	76872	78102	79351	80569
215	Miners and quarry workers (including apprentices/trainees)	1171	1197	1223	1251	1279	1307	1336	1366	1394
216	Shot-firers and blasters (including apprentices/trainees)	43	43	44	45	45	46	47	48	48

		2044	2045	2046	2047	2048	2049	2050	2051	2052
217	Stone splitters; cutters and carvers (including apprentices/trainees)	76	78	79	80	81	82	83	84	85
218	Builders; traditional materials	4333	4428	4524	4623	4724	4828	4933	5041	5140
219	Bricklayers and stonemasons (including apprentices/trainees)	2487	2559	2634	2711	2790	2871	2955	3041	3121
220	Concrete placers; concrete finishers and related workers (including apprentices/trainees)	185	192	198	205	212	219	227	235	242
221	Carpenters and joiners (including apprentices/trainees)	2680	2765	2852	2942	3035	3131	3230	3332	3426
222	Building frame and related workers not elsewhere classified (including apprentices/trainees)	0	0	0	0	0	0	0	0	0
223	Roofers (including apprentices/trainees)	769	788	807	827	848	869	890	912	933
224	Floor layers and tile setters (including apprentices/trainees)	872	899	926	954	984	1014	1045	1077	1106
225	Glaziers (including apprentices/trainees)	53	55	57	59	61	63	65	68	70
226	Plumbers and pipe fitters (including apprentices/trainees)	1236	1279	1323	1369	1417	1466	1516	1569	1618
227	Building and related electricians (including apprentices/trainees)	2023	2103	2186	2272	2361	2454	2550	2651	2745

		2044	2045	2046	2047	2048	2049	2050	2051	2052
228	Painters and related workers (including apprentices/trainees)	1441	1491	1543	1596	1652	1710	1769	1831	1888
229	Varnishers and related painters (including apprentices/trainees)	61	63	66	68	70	72	75	78	80
230	Building structure cleaners (including apprentices/trainees)	83	86	89	92	95	98	102	105	109
231	Metal moulders and coremakers (including apprentices/trainees)	35	37	38	39	40	41	43	44	45
232	Welders and flamecutters (including apprentices/trainees)	217	223	230	237	244	251	258	266	273
233	Sheet-metal workers (including apprentices/trainees)	160	165	171	176	182	188	195	201	207
234	Structural-metal preparers and erectors (including apprentices/trainees)	79	82	84	87	90	92	95	98	101
235	Riggers and cable splicers (including apprentices/trainees)	80	83	85	88	91	94	97	100	103
236	Blacksmiths;hammersmiths and forging-press workers (including apprentices/trainees)	144	149	154	159	164	170	176	181	187
237	Tool-makers and related workers (including apprentices/trainees)	102	106	109	113	117	121	125	129	133
238	Machine-tool setters and setter-operators (including apprentices/trainees)	59	61	63	65	68	70	72	75	77

		2044	2045	2046	2047	2048	2049	2050	2051	2052
239	Metal wheel-grinders; polishers and tool sharpeners (including apprentices/trainees)	85	88	90	93	96	99	102	105	108
240	Motor vehicle mechanics and fitters (including apprentices/trainees)	1281	1313	1345	1379	1413	1448	1484	1520	1554
241	Aircraft engine mechanics and fitters (including apprentices/trainees)	19	20	20	21	22	22	23	24	24
242	Industrial machinery mechanics and fitters (including apprentices/trainees)	859	883	908	933	960	987	1014	1043	1070
243	Electrical mechanics and fitters (including apprentices/trainees)	1098	1129	1160	1192	1225	1259	1294	1330	1363
244	Electronics fitters (including apprentices/trainees)	948	973	998	1023	1050	1077	1105	1133	1159
245	Electronics mechanics and servicers (including apprentices/trainees)	822	843	865	888	911	935	960	985	1008
246	Telegraph and telephone installers and servicers (including apprentices/trainees)	83	85	87	89	92	94	96	99	101
247	Electrical line installers; repairers and cable jointers (including apprentices/trainees)	663	683	702	723	744	766	788	811	832

		2044	2045	2046	2047	2048	2049	2050	2051	2052
248	Metal; machinery and related trades workers not elsewhere classified (including apprentices/trainees)	78	80	81	83	84	86	88	89	91
249	Precision-instrument/instrument makers and repairers (including apprentices/trainees)	32	32	33	34	34	35	36	36	37
250	Musical instrument makers and tuners (including apprentices/trainees)	25	26	27	27	28	29	29	30	31
251	Jewellery and precious-metal workers (including apprentices/trainees)	41	42	43	44	45	46	48	49	50
252	Abrasive wheel formers; potters and related workers (including apprentices/trainees)	202	206	211	215	220	224	229	234	238
253	Glass-makers; cutters; grinders and finishers (including apprentices/trainees)	191	195	198	202	206	210	214	217	221
254	Glass; ceramics and related decorative painters (including apprentices/trainees)	28	28	29	29	30	30	31	32	32
255	Handicraft workers in wood and related materials (including apprentices/trainees)	27	28	28	29	30	31	31	32	33

		2044	2045	2046	2047	2048	2049	2050	2051	2052
256	Handicraft workers in textile; leather and related materials (including apprentices/trainees)	256	263	270	277	284	291	299	306	314
257	Compositors; typesetters and related workers (including apprentices/trainees)	20	20	21	21	22	22	23	23	24
258	Printing engravers and etchers (including apprentices/trainees)	38	39	40	41	42	43	44	46	47
259	Photographic and related workers (including apprentices/trainees)	80	82	84	86	88	91	93	95	98
260	Bookbinders and related workers (including apprentices/trainees)	16	16	16	17	17	18	18	19	19
261	Silk-screen; block and textile printers (including apprentices/trainees)	22	22	23	24	25	25	26	27	28
262	Butchers; fishmongers and related food preparers (including apprentices/trainees)	1539	1586	1634	1684	1736	1789	1844	1900	1952
263	Millers; bakers; pastry-cooks and confectionery makers (including apprentices/trainees)	1489	1533	1578	1625	1673	1723	1774	1827	1875
264	Fruit; vegetable and related product preservers (including apprentices/trainees)	284	294	303	314	324	335	346	358	369

		2044	2045	2046	2047	2048	2049	2050	2051	2052
265	Food and beverage tasters and graders (including apprentices/ trainees)	136	140	145	150	155	160	165	171	176
266	Tobacco preparers and tobacco products makers (including apprentices/trainees)	21	21	22	22	22	22	23	23	23
267	Cabinetmakers and related workers (including apprentices/ trainees)	269	277	285	293	302	311	320	329	338
268	Woodworking-machine setters and setter-operators (including apprentices/trainees)	51	53	55	56	58	60	62	64	66
269	Basketry weavers; brush makers and related workers (including apprentices/trainees)	283	292	302	311	321	331	342	353	363
270	Weavers; knitters and related workers (including apprentices/ trainees)	299	309	319	330	341	352	364	376	388
271	Tailors; dressmakers and hatters (including apprentices/trainees)	536	552	568	585	602	619	637	656	673
272	Textile; leather and related material pattern-makers and cutters (including apprentices/trainees)	300	309	319	328	339	349	360	371	381
273	Sewers; embroiderers and related workers (excluding apprentices/trainees)	3265	3362	3461	3563	3668	3777	3888	4003	4109

		2044	2045	2046	2047	2048	2049	2050	2051	2052
274	Upholsterers and related workers (including apprentices/ trainees)	211	219	227	236	244	253	263	273	282
275	Shoemakers and related workers (including apprentices/trainees)	66	68	71	73	76	78	81	84	86
276	Other craft and related trades workers not elsewhere classified (including apprentices/trainees)	312	323	335	347	360	373	386	401	414
277	Mining plant operators (crusher, conveyors)	16	16	16	17	17	17	18	18	18
278	Mineral ore and stone processing plant operators (gravel/ limestone)	7	8	8	8	8	8	8	8	9
279	Well drillers and borers and related workers	16	16	16	16	17	17	17	18	18
280	Ore and metal furnace operators	16	16	16	17	17	17	18	18	18
281	Metal melters and casters and rolling-mill operators	7	7	8	8	8	8	8	8	9
282	Metal drawers and extruders	0	0	0	0	0	0	0	0	0
283	Glass and ceramics kiln and related machine operators	17	17	18	18	18	19	19	20	20
284	Wood-processing plant operators	88	90	92	95	97	100	102	105	107
285	Paper-pulp plant operators	0	0	0	0	0	0	0	0	0

		2044	2045	2046	2047	2048	2049	2050	2051	2052
286	Papermaking plant operators	0	0	0	0	0	0	0	0	0
287	Crushing; grinding and chemical mixing machinery operators	101	104	107	110	114	117	121	125	128
288	Chemical heat-treating plant operators	0	0	0	0	0	0	0	0	0
289	Chemical filtering and separating equipment operators	25	26	27	27	28	29	29	30	31
290	Petroleum and natural gas refining plant operators	0	0	0	0	0	0	0	0	0
291	Chemical-processing plant operators not elsewhere classified	0	0	0	0	0	0	0	0	0
292	Power-production plant operators	11	11	11	12	12	13	13	14	14
293	Incinerator; water-treatment and related plant operators	92	94	97	100	104	107	110	114	117
294	Machine-tool operators	178	184	190	196	203	209	216	223	230
295	Cement and other mineral products machine operators	75	78	80	83	86	89	92	95	98
296	Pharmaceutical and toiletry products machine operators	0	0	0	0	0	0	0	0	0
297	Ammunition and explosive products machine operators	0	0	0	0	0	0	0	0	0
298	Metal finishing; plating and coating machine operators	43	44	46	48	49	51	53	55	57

		2044	2045	2046	2047	2048	2049	2050	2051	2052
299	Chemical products machine operators not elsewhere classified	39	40	41	43	44	45	46	48	49
300	Rubber products machine operators	0	0	0	0	0	0	0	0	0
301	Plastic products machine operators	67	69	72	74	77	79	82	85	88
302	Wood products machine operators	54	54	55	55	55	55	55	56	56
303	Printing machine operators	45	47	49	51	52	54	56	58	60
304	Paper products machine operators	23	24	25	26	27	28	29	30	31
305	Fibre preparing; spinning and winding machine operators	117	121	126	131	135	141	146	151	157
306	Steam-engine and boiler operators	133	138	143	148	153	159	164	170	176
307	Weaving and knitting machine operators	112	116	120	124	129	133	138	143	147
308	Sewing-machine operators	2914	3014	3118	3225	3336	3451	3569	3692	3808
309	Bleaching; dyeing and cleaning-machine operators	21	22	23	24	25	25	26	27	28
310	Fur and leather-preparing machine operators	0	0	0	0	0	0	0	0	0
311	Shoemaking and related machine operators	11	11	12	12	12	13	13	14	14

		2044	2045	2046	2047	2048	2049	2050	2051	2052
312	Textile; fur and leather products machine operators not elsewhere classified	613	635	658	682	707	732	759	786	813
313	Meat and fish-processing machine operators	152	156	161	166	171	176	181	187	192
314	Dairy products machine operators	96	99	103	107	111	115	119	124	128
315	Grain and spice milling machine operators	326	337	349	361	373	386	399	413	426
316	Baked goods; cereal and chocolate products machine operators	43	45	46	48	50	51	53	55	57
317	Fruit; vegetable and nut-processing machine operators	42	43	45	46	48	49	51	53	54
318	Sugar production machine operators	324	335	346	358	370	382	396	409	422
319	Tea;coffee;and cocoa-processing machine operators	2	2	2	2	2	3	3	3	3
320	Brewers; wine and other beverage machine operators	87	90	93	96	100	103	107	110	114
321	Mechanical machinery assemblers	101	104	107	111	114	118	121	125	129
322	Electrical equipment assemblers	330	341	353	366	378	392	405	419	433
323	Electronic equipment assemblers	87	89	92	94	97	100	103	105	108

		2044	2045	2046	2047	2048	2049	2050	2051	2052
324	Metal; rubber and plastic products assemblers	109	112	115	118	121	124	128	131	135
325	Wood and related products assemblers	865	895	925	957	989	1023	1058	1094	1129
326	Paperboard; textile and related products assemblers	72	74	75	77	78	80	81	83	84
327	Other machine operators and assemblers not elsewhere classified	714	734	754	775	796	818	840	863	885
328	Locomotive engine drivers	8	8	9	9	9	9	9	10	10
329	Railway brakers; signallers; shunters and related workers	17	17	18	18	19	19	19	20	20
330	Taxi drivers; informal	11855	12226	12609	13003	13411	13831	14265	14712	15144
331	Motor cycle drivers	93	96	99	101	104	107	110	113	116
332	Car; taxi and van drivers	3977	4100	4227	4358	4493	4632	4776	4924	5067
333	Bus drivers	1483	1520	1557	1596	1635	1676	1718	1760	1801
334	Heavy truck and lorry drivers	10482	10755	11035	11323	11618	11921	12232	12551	12858
335	Motorised farm and forestry plant operators	1306	1343	1381	1420	1459	1500	1543	1586	1628
336	Earth-moving and related plant operators	277	285	293	301	310	319	328	337	346
337	Crane; hoist and related plant operators	164	169	173	178	183	188	193	198	203
338	Lifting-truck operators	1003	1034	1066	1100	1134	1170	1207	1244	1281

		2044	2045	2046	2047	2048	2049	2050	2051	2052
339	Ships' deck crews and related workers	0	0	0	0	0	0	0	0	0
340	Street food vendors and related workers	12031	12382	12744	13117	13500	13895	14302	14721	15125
341	Street vendors; non-food products	7239	7477	7722	7975	8237	8508	8788	9077	9356
342	Door-to-door and telephone salespersons	223	230	238	245	253	262	270	279	287
343	Shoe cleaning and other elementary street services occupations	693	711	729	749	768	788	809	830	850
344	Domestic helpers and cleaners	6006	6055	6106	6156	6207	6259	6310	6362	6415
345	Helpers and cleaners in offices; hotels and other establishments	9935	10020	10106	10193	10280	10368	10456	10545	10635
346	Hand-launderers and pressers	219	226	234	242	250	259	268	277	286
347	Building caretakers	968	997	1028	1059	1091	1125	1159	1194	1227
348	Vehicle; window and related cleaners	655	672	691	709	729	748	769	790	809
349	Messengers; package and luggage porters and deliverers	1304	1343	1383	1424	1466	1510	1555	1601	1645
350	Doorkeepers; watchpersons and related workers	4365	4490	4620	4752	4889	5030	5175	5324	5462
351	Vending-machine money collectors; meter readers and related workers	313	323	334	345	356	368	380	392	404
352	Garbage collectors	251	258	266	273	281	289	298	306	314

		2044	2045	2046	2047	2048	2049	2050	2051	2052
353	Sweepers and related labourers	1695	1749	1805	1862	1921	1983	2046	2111	2171
354	Elementary sales and services occupations not elsewhere classified	81	83	86	88	91	94	97	100	102
355	Farmhands and labourers	44244	45539	46873	48245	49658	51112	52609	54150	55585
356	Forestry labourers	2433	2503	2575	2650	2726	2804	2885	2968	3045
357	Fishery; hunting and trapping labourers	0	0	0	0	0	0	0	0	0
358	Mining and quarrying labourers	292	300	309	318	327	337	347	357	366
359	Construction and maintenance labourers: roads; dams and similar constructions	1940	2000	2062	2125	2190	2258	2327	2399	2466
360	Building construction labourers	5928	6113	6305	6502	6706	6916	7132	7355	7564
361	Assembling labourers	18	19	19	20	20	21	22	22	23
362	Hand-packers and other manufacturing labourers	16918	17473	18047	18639	19251	19882	20535	21209	21839
363	Hand or pedal vehicle drivers	25	26	27	28	29	30	31	33	34
364	Freight handlers	1540	1591	1644	1699	1756	1814	1875	1937	1996
365	Unspecified	71	73	75	77	79	81	83	85	87
	Total	**638119**	**652798**	**667880**	**683375**	**699298**	**715660**	**732475**	**749757**	**766343**

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Appendix

Private Training Institution	Public Training Institution
African Christian College	Advanced School of Information Technology
African Prime Institute for Science and Technology (APIST)	Eastern and Southern African Management Institute (ESAMI)
AMADI University College	Eswatini College of Technology (ECOT)
BOSCO Youth Agricultural Centre (BYAC)	Eswatini Cooperative Development College (ECODEC)
Botho University	Eswatini Medical Christian University
BSA Training Centre	Good Shepard College of Nursing
Centre for International Technology and Consultancy (CIT)	Gwamile Voctim
CITEC College	Institute for Development Management (IDM)
Emergency Medical Rescue College	Manzini Industrial Training Centre (MITC)
Global University College	Mpisi Farm
Hillside College	Ngwane Teacher Training Colleg
Limkokwing University of Creative Technology (LUTC)	Southern African Nazarene University (SANU)
Mananga Centre for Regional Integration and Management Development	William Pitcher Teacher Training College
Muna Health Life Institute	
NOSA Eswatini	
Providence International Training Institute	
Regent Business School	
Resource College	
Sicobho Skills Centre	
Ubombo Technical College (U-Tech College)	
Workers College	

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