



NEWSLETTER

ESHEC
ESWATINI HIGHER
EDUCATION COUNCIL

ESHEC Newsletter | October to March 2025 | Volume 3 and 4

Ensuring relevance & excellence



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**National Labour Market
Skills Project (NLMSPP)**
Shaping Tomorrow's Skills Today



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EDITORIAL

Charting a Transformative Path for Higher Education in Eswatini

Welcome to the mid-year edition of the ESHEC Newsletter for Q2 and Q3 of 2024–2025. As we reflect on recent milestones, our commitment to advancing higher education in Eswatini remains steadfast. The past two quarters have been marked by bold steps toward aligning education with the nation's socio-economic development agenda—driven by meaningful stakeholder engagement, forward-thinking policy initiatives, and regional partnerships.

One of the landmark achievements during this period was the launch of the National Skills Anticipation Report (NSAR) in March 2025. Hosted by ESHEC at the Royal Villas in Ezulwini, the NSAR provides an evidence-based roadmap for addressing skills mismatches and preparing Eswatini's workforce for the future. By identifying emerging sectors and forecasting skill demands, the NSAR has laid the foundation for informed curriculum reforms, targeted training, and responsive accreditation strategies. The report's emphasis on soft skills, micro-credentials, and lifelong learning reinforces our strategic commitment to building a resilient, agile, and employable citizenry.

Equally transformative was the Eswatini Higher Education and Industry Symposium, which brought over 200 stakeholders together for critical dialogue on aligning educational

outcomes with market demands. The call for more integrated curricula, practical training, and industry-led mentorship resonated deeply. The consensus was clear: sustainable change will require collaboration, innovation, and shared accountability across all education and industry stakeholders.

In a significant regional development, ESHEC also welcomed the Council on Higher Education (CHE) from Lesotho for a benchmarking visit that culminated in the signing of a Memorandum of Understanding. This partnership underscores the value of cross-border collaboration in promoting shared excellence, harmonizing quality standards, and advancing institutional development in Southern Africa.

Looking ahead, ESHEC remains focused on delivering policies and partnerships that foster relevance, inclusion, and excellence in higher education. Our mandate goes beyond regulation—it's about creating a system where institutions thrive, learners are empowered, and education fuels national transformation.

As we advance, let us remain united in our vision: to shape a higher education ecosystem that is future-ready, innovation-led, and inclusive of all emaSwati.

– Dr. Loretta Mkhonta

Chief Executive Officer, ESHEC



ESHEC LAUNCHES THE NATIONAL SKILLS ANTICIPATION REPORT (NSAR)



Ezulwini, March 27, 2025 — Eswatini has taken a bold step toward aligning its education system with the needs of the modern economy. The National Skills Anticipation Report (NSAR), launched by the Eswatini Higher Education Council (ESHEC) at Royal Villas, outlines a clear strategy for bridging the country's persistent skills gap.

The report, developed in collaboration with ESEPARC and the Taiwan Technical Mission, builds on the 2021 National Skills Audit. It uses forecasting models to predict labour market demands and identify critical skills shortages. The ultimate goal? To ensure that Eswatini's youthful population is equipped to drive innovation, entrepreneurship, and inclusive economic growth.

"The NSAR aligns with our National Development Plan and responds to His Majesty King Mswati III's call for rapid transformation under the NKWE mandate," said the Minister of Education and Training, Owen Nxumalo, who officially launched the report.

Key Recommendations: A Call to Action

To meet future challenges, the NSAR urges Eswatini to:

- Expand **STEM and vocational training**
- Promote **lifelong learning** and **micro-credentials**
- Strengthen **government-industry-education partnerships**
- Embed **soft skills** in curricula across all education levels
- Encourage **gender equity** and break occupational stereotypes
- Encourage inclusivity of people with disabilities

"We're preparing to roll out short courses to help people gain targeted skills quickly," said Dr. Loretta Mkhonta, ESHEC CEO. *"This is part of a broader effort to align education with national economic plans."*

THE FUTURE OF WORK, SKILLS IN ESWATINI



...Insights from the National Skills Anticipation Report



Council (ESHEC) at the Royal Villas in Ezulwini.



Higher Education Institutions, and students.

With a median age of 22.2 years and 40 per cent of its population under 15 years old the Kingdom of Eswatini boasts one of the youngest demographics globally. This youthful populace represents a significant opportunity to harness a demographic dividend by cultivating a workforce, entrepreneurs, industrialists, and business leaders with skills aligned to modern industry needs. However, many young emaSwati currently lack the skills and competencies required by today's technology driven economy.

Recognising the pivotal role of human capital in driving economic growth and innovation. The government and its social partners continues to invest considerable resources to enhance education, employment and entrepreneurship opportunities nationwide.

Against this background, the groundbreaking National Skills Anticipation Report (NSAR) was launched on Thursday

27th March 2025, at a highly

successful event hosted by the Eswatini Higher Education

The NSAR was produced by the ESHEC in collaboration with ESEPARC and the Taiwan Technical Mission. The report follows the 2021 National Skills Audit and presents a forward-looking approach to aligning education with labour market demands. The model predicts unemployment trends in shrinking industries, aiding workforce planning. The Report provides detailed skill demand projections, identifies shortages, and offers a clear plan to align workforce development with economic needs.

A major highlight of the NSAR is the rising demand for soft skills alongside technical expertise. Employers across industries emphasise that communication, problem-solving, adaptability, and teamwork are essential for career success. Sectors such as tourism, retail, and finance face challenges in finding candidates with strong customer service and leadership skills, which are critical for business growth.

The Report was launched by Minister of Education and Training Owen Nxumalo in the event that was attended by a cross-section of participants including representatives from government, the private sector,

"The NSAR offers a thorough analysis of Eswatini's labour market and industry trends and the evolving demand for skills for the future across key sectors. It resonates with the views expressed by the nation during Sibaya, and also the clarion call by His Majesty King Mswati III for quick transformative actions under the NKWE mandate," said Minister Nxumalo.

"The Report aligns with the National Development Plan and the Government's Strategic Roadmap as it provides invaluable insights for policymakers, educators, employers, entrepreneurs and workers as Eswatini gears itself for future economic and societal advancements."

Principal Secretary Antony Masilela representing the Minister of Labour and Social Security Phila Buthelezi, commended the MoET for its commitment to addressing the critical skills gap.

"Every unemployed young person represents a lost opportunity, not just for them, but for our nation. With insights from the NSAR, it is crucial that educational institutions align their curricula with the needs of the labour market. We must work together with employers

to produce graduates who are not only knowledgeable but also equipped with practical skills for success," he said.

Phiwayinkhosi Ginindza, the Chairperson of the ESHEC Board thanked ESEPARC and the Taiwan Technical Mission for the partnership.

"The Report guides ESHEC in accrediting institutions to match industry needs. Next, we'll introduce micro-credentials to boost employability," Ginindza said.

"We urge industry leaders to engage with us—only through collaboration can we align education with market needs and prepare a globally competitive workforce."

Eswatini continues to struggle with a high skills mismatch index, as reported by the International Labour Organisation (ILO). Engineering and other technical fields remain underrepresented in the country's workforce, limiting national growth potential. While youth unemployment has dropped from 58.2 per cent in 2021 to 48.7 per cent, the need for proactive policies to sustain this improvement, cannot be over emphasised.

ESHEC CEO Dr. Loretta Mkhonta said a new survey to see how short courses (micro-credentials) can help people learn specific skills quickly was on the cards.

She stressed that primary, secondary, high school, and tertiary education should be aligned with industry trends to

equip graduates with relevant skills for a seamless transition into the workforce.

"The NSAR also integrates government economic plans, projecting the skills needed for key national projects. By fostering synergy between education, industry, and policy, this strategic approach supports economic growth and strengthens the country's capacity to meet emerging industry demands. The report also looks at future job trends and the skills needed for big national projects. By bringing



education, businesses, and government together, this plan will help grow the economy and create more opportunities for workers," she said.

Dr. Thabo Sacolo, Executive Director of ESEPARC, highlighted the transformative impact of the NSAR, describing it as a game-changer. The report equips institutions of higher learning with valuable insights to proactively design curricula that align with future labour market demands, ensuring graduates possess the skills needed in an evolving economy. Additionally, industry players stand to benefit as the predictive model enables them to anticipate shifts in

workforce requirements and strategically plan for emerging skills, fostering innovation and sustainable growth.

Speaking earlier, Mazambane Dlamini representing the Taiwan Technical Mission, emphasised the Report's crucial role in the Technical and Vocational Skills Certification Enhancements Project. Describing it as a game-changer, they highlighted how its recommendations guide future initiatives and help the government and partners showcase Eswatini's TVET sector's growth potential to funders. "The

Report offers clear evidence of critical skill development areas, reinforcing the need for ongoing investment," he said.

In an interview, the CEO of Business Eswatini, E. Nathi Dlamini, representing the private sector, voiced the frustration of employers.

"We desperately need technical skills. Engineers, artisans, digital specialists—these are the jobs of the future, and the future is now. But our higher education institutions continue to produce graduates in fields that are no longer aligned to the rapidly changing industrial landscape. It's time, and perhaps long overdue, that we speedily realign our training offering with the realities of the harsh job market," Dlamini said.

Presenting the study, ESEPARC's Tengetile Hlophe stressed that the accuracy of the Report's projections depends on economic growth and the successful rollout of government-led industry

development projects. She also highlighted the need to break cultural and social stereotypes that restrict certain jobs to specific sexes, emphasising that achieving real progress requires prioritising gender equity and shifting societal attitudes.

A key takeaway from the discussion was the growing demand for soft skills alongside technical expertise. Employers across industries highlighted communication, problem-solving, adaptability, and teamwork as crucial for career success. Many sectors, including tourism, retail, and finance, struggle to find candidates with strong customer service and leadership skills—both essential for business growth.

A Focus on Lifelong Learning

To address these emerging challenges, the Report underscores the importance of lifelong learning. Upskilling and reskilling opportunities are critical not only for workers and entrepreneurs but also for employers striving to maintain competitiveness.

Educational and training systems in Eswatini play a pivotal role in aligning workforce and entrepreneurship skills with economic and social demands.

Key areas of focus include:

- Expanding training programmes and opportunities for priority sectors like science, engineering, IT, healthcare, and the creative and social sciences as they are the key skills needed to drive Eswatini's job market over the

next eight years.

- Promoting soft skills such as communication, teamwork, problem-solving, and leadership, and cross-sector skills like project management, data analysis, and marketing.
- Regular updates to labour market forecasts, stronger government-industry-education partnerships. Encouraging cross-sector skills like project management, data analysis, and marketing.
- Expanding STEM and vocational training, supporting job creation and entrepreneurship, and promoting green skills and sustainable industries are also essential measures.

BUILDING A FUTURE-READY WORKFORCE, ENTREPRENEURS

The NSAR provides a clear roadmap for addressing Eswatini's labour market and entrepreneurship challenges. By fostering a culture of continuous learning, promoting innovation, and investing in skills development, Eswatini can build a workforce and cadre of entrepreneurs that is not only resilient but also ready to thrive in a changing world.

Sector-Specific Findings and Recommendations

The Report spells out key sectors requiring urgent skills development interventions:

- Agriculture and Forestry: Skills in climate-smart agriculture, biotechnology, and value chain management

are critical. Only 20% of employers in the sector are considering automation, highlighting the need for digital transformation.

- Mining & Energy: The sector struggles with gender imbalance (72% male, 28% female), and many technical skills are outsourced due to local training gaps.
- Manufacturing: Despite contributing 30% to GDP, most employees occupy low-wage positions. Skills in industrial automation, food safety, and Artificial Intelligence-driven quality control are needed.
- Tourism: With a 23.9% contribution to GDP, this industry requires skills in digital marketing, technology integration, and cultural liaison.
- ICT and Education: Eswatini's push to train more women in ICT is bearing fruit, but continuous upskilling is necessary to remain competitive in a digital economy.

The report also highlights scarce skills such as advanced manufacturing, electrification, hybrid technology, sustainability engineering, digital marketing, and legal compliance.



NATIONAL LABOUR MARKET TVET ASSESSMENT REPORT VALIDATED

The Eswatini Higher Education Council (ESHEC), in collaboration with the Taiwan Technical Mission and the Eswatini Economic Policy Analysis and Research Centre (ESEPARC), hosted the validation of the National Labour Market TVET Assessment Report on Wednesday, February 5, 2025. The event took place at the Emafini Country Skills Project and provided key insights into the technical and vocational education and training (TVET) landscape in Eswatini.

The assessment focused on evaluating the current state of TVET programs, identifying skills gaps, and exploring ways to enhance workforce readiness. Stakeholders from various sectors participated in discussions aimed at aligning TVET education with labour market demands to ensure that graduates acquire relevant and in-demand skills.

The findings of the report are expected to guide policy development and reforms in Eswatini's TVET sector, supporting efforts to strengthen skills development and improve employment opportunities for citizens. The validation event marked an important step toward shaping a more responsive and dynamic TVET system in the country.



EMBEDDING ICT SKILLS WITHIN TERTIARY EDUCATION



By Sphiwa Nsibande

Characterized by the convergence of digital and physical technologies, higher education must evolve to keep pace. This era demands a new skillset blending technical proficiency with critical thinking, adaptability, and digital literacy. To remain relevant and responsive, academic institutions must modernise curricula to prepare students for the dynamic demands of a rapidly evolving global workforce and technological landscape.

The digital industrial age is more than a technological shift; it represents a fundamental transformation in how we live, work, and interact. Core parts include artificial intelligence (AI), machine learning, robots, smart devices connected through the Internet (IoT), large amounts of data (big data), and online data storage (cloud computing). These technologies are reshaping every sector from healthcare and agriculture to finance and

manufacturing.

Why Curriculum Modernization Matters

Often rooted in legacy structures, the traditional higher education curriculum may not sufficiently equip students with future-facing competencies. Skills like coding, data analytics, systems thinking, human-centred design, and ethical decision-making are becoming essential across disciplines. By modernising curricula, institutions can:

- Enhance graduate employability
- Bridge the gap between academia and industry
- Support national innovation and economic growth
- Promote lifelong learning and adaptability

Higher Education Institutions and industry must come together to bridge the gap between academic knowledge and real-world demands. As technology rapidly transforms every sector, there is a pressing need for collaboration across various fields to ensure that graduates are equipped with relevant, up-to-date skills. By working closely with industry stakeholders, HEIs can integrate critical competencies such as data literacy, cybersecurity awareness, and the use of digital collaboration tools into their core curricula.

Such partnerships also create opportunities for project-based learning, allowing students to apply theoretical concepts in practical settings. Moreover, faculty members benefit through ongoing upskilling and

exposure to emerging industry trends, ensuring that teaching methods and content stay aligned with current technological advancements. This collaborative approach is essential for producing a workforce that is innovative, adaptable, and ready to meet the challenges of the modern world.

The Role of Regulatory Bodies

Eswatini Higher Education Council plays a pivotal role in supporting and overseeing this transition. ESHEC has a crucial standard under the programme Evaluation Standards and Guidelines named “informed ethical use of technology”, which persuades HEIS to establish curriculum standards and frameworks that embed technology. This is further fostered by the institutional guidelines and standards benchmark that requires that HEIs use ICT for educational activities, including generative artificial intelligence. This is to urge the inclusion of ICT and AI tools as required by our digital age transformation.

Looking Ahead

Modernizing curricula is not merely a trend—it is a necessity. As education systems seek to empower the next generation, aligning academic content with the demands of advancing ICT Proficiency in the Higher Education Sector. By fostering agility, innovation, and inclusivity in curriculum design, higher education can continue to be a catalyst for national development and global competitiveness.

BOARD INDUCTION - ESHEC WELCOMES NEW LEADERSHIP



The Eswatini Higher Education Council (ESHEC) inducted its new board on October 28 and 29, 2025, in Ezulwini, with the Minister of Education and Training, Owen Nxumalo, presiding over the formal event. The ceremony marked the beginning of a new chapter for the council, which was tasked with advancing higher education in Eswatini. Attended exclusively by the ESHEC Board and Secretariat, the induction introduced Mr. Phiwayinkhosi Ginindza as the new Chairperson. His extensive experience and dedication to excellence had sparked optimism about the council's future.



Minister Nxumalo emphasized ESHEC's role in fostering innovation and access in education, expressing confidence in Mr. Ginindza's leadership. The Chairperson outlined the board's priorities: collaboration, quality standards, and accessibility, while acknowledging the outgoing board's contributions.



NLMSP: SECTOR OVERVIEWS

NLMSP: SECTOR OVERVIEWS



Mining and Energy

Gender Representation:
19.27 % Female | 80.73 % Male

Challenge: Among the challenges facing the sector is the shortage of local skills, particularly in technical and industry-specific areas, highlighting the need for targeted short training programs.

Skills in Demand:

- ▶ Renewable engineering
- ▶ Environmental sciences
- ▶ Geotechnical side of Geology
- ▶ Energy Management Systems
- ▶ Civil Engineering



NLMSP: SECTOR OVERVIEWS



Agriculture, Forestry, and Fishing

Economic Role: One of the largest contributors to GDP

Challenge: Only **20%** of employers are exploring automation

Skills in Demand:

- ▶ Climate-smart agriculture
- ▶ Agricultural biotechnology
- ▶ Value chain management
- ▶ Digital agriculture



NLMSP: SECTOR OVERVIEWS



Construction

Gender Representation:
16.84 % Female | 83.16 % Male

Challenge: A key challenge in Eswatini's construction sector is the limited capacity of local contractors to participate in large-scale projects, primarily due to strict qualification requirements, lack of access to capital, and insufficient skills in critical technical areas. This has led to a reliance on foreign contractors, which restricts local industry growth and limits opportunities for skills transfer.

Skills in Demand:

- ▶ Construction Project Management
- ▶ Electrical and Electronic Engineering
- ▶ HVAC Systems
- ▶ Supply Chain Management
- ▶ Safety and Risk Management
- ▶ Quantity surveying



NLMSP: SECTOR OVERVIEWS



Education

Qualifications:
Primary Level: Out of 8,948 teachers, **80.6%** are appropriately qualified
Secondary Level: **73.28%** of teachers hold the correct qualifications

Challenge: The education sector struggles with outdated curricula, limited industry engagement, poorly equipped training institutions, and teachers instructing outside their expertise.

Skills in Demand:

- ▶ STEM teachers (Science, Technology, Engineering, Mathematics)
- ▶ Qualified ECCDE educators and Grade 0 teachers
- ▶ Horticulture and Financial Intelligence specialists
- ▶ Educational Psychologists and School Counsellors
- ▶ Special Education Needs (SEN) educators



ESHEC ASSESS SOFT-TECH COLLEGE'S NEW PROGRAMS



Mbabane, Eswatini-On October 31, 2024, the Eswatini Higher Education Council (ESHEC) evaluated Soft-Tech College's proposed academic programs, ensuring they met the council's commitment to high-quality, relevant, and sustainable higher education in Eswatini. The new diplomas in Artificial Intelligence, Computer Hardware & Networking, Business IT, and Strategic Planning were scrutinized for their alignment with ESHEC's goals, designed to equip professionals for high-demand sectors.

This assessment was a critical step in measuring the programs' potential impact on Eswatini's higher education landscape and economic development. Maintaining rigorous standards during such evaluations was essential to uphold the integrity and excellence of the nation's academic offerings, ensuring only the most impactful programs were approved.



ESHEC COUNCIL COMPLETES FIRST CORPORATE GOVERNANCE TRAINING SESSION

The newly appointed ESHEC Council underwent its first training session on Corporate Governance, facilitated by Dr Sikhomba Gumbi of REDI Consultancy. The session took place at the Royal Villas. The Council was also oriented by the Public Enterprise Unit (PEU) on the PEU Act, PEU Circulars, and the expectations set by the PEU. A second session was scheduled to occur within the Council's first three months.

The training aimed to ensure that Council members operated with clarity, effectiveness, and strategic oversight, while the secretariat supported operations and implementation.

Key objectives included equipping members with a thorough understanding of Corporate Governance, emphasizing the King IV Code, and clarifying the distinction between the

roles of the Board and management. The session also enabled delegates to explore specific Board responsibilities, understand the role of Board Committees, and develop skills to fulfil their duties effectively.

This initiative highlighted ESHEC's commitment to excellence in higher education governance.



NLMSP: SECTOR OVERVIEWS

NLMSP: SECTOR OVERVIEWS

Tourism



Economic Contribution: 23.9% to GDP

Challenge: A main challenge in the tourism sector is the need for training institutions to better align their courses with evolving trends such as digital innovation and sustainable tourism.

Skills in Demand:

- ▶ Digital and Social Media Management
- ▶ Green Hospitality Practices
- ▶ Technology Integration

NLMSP: SECTOR OVERVIEWS

Manufacturing



Economic Contribution: 30% to GDP
Employment: 16.6% of total jobs

Challenge: Most Eswatini hold low-paying positions

Skills in Demand:

- ▶ Industrial automation
- ▶ Food safety
- ▶ Packaging technology
- ▶ AI-driven quality control

NLMSP: SECTOR OVERVIEWS

Information and Communication Technology (ICT)



Gender Representation: 49 % Female | 51.07 % Male

Challenge: The ICT sector continues to face a significant challenge of graduate unemployment, largely driven by a disconnect between academic training and the practical needs of the industry.

Skills in Demand:

- ▶ Management information technology
- ▶ Mass media management
- ▶ Programming skills
- ▶ Cyber security
- ▶ Sales and marketing
- ▶ Graphic design

NLMSP: SECTOR OVERVIEWS

Wholesale and Retail Trade; Repair of Motor Vehicles



Employment: In Eswatini, wholesale and retail trade, including motor vehicle repairs, accounts for 17.9% of employment, with 21.4% of women in the sector. 43% of MSMEs operate here. (ILFS, FinMark, 2023)

Challenge: Among the many challenges in this sector is the gap between the skills people have and what employers are looking for. This makes it difficult for businesses to perform well and for workers to progress. Women are also underrepresented in technical roles.

Skills in Demand:

- ▶ Computerized Vehicle Diagnostics
- ▶ Inventory Management / Stock Controlling
- ▶ Sales and Marketing
- ▶ Occupational Health and Safety (OHS)
- ▶ Customer Service Excellence
- ▶ Digital Literacy

ESWATINI OFFICIALS BENCHMARK MICRO-CREDENTIALS AND HIGHER EDUCATION INFORMATION SYSTEM IN SEYCHELLES



Officials from the Eswatini Higher Education Council (ESHEC) and the Eswatini Qualifications Authority (EQA) recently traveled to Seychelles for key engagements aimed at benchmarking best practices in micro-credentials and higher education information management.

Focus on Micro-Credentials

On November 13–14, 2024, the 4th African Continental Qualifications Framework (ACQF) Forum took place at the Savoy Hotel in Mahé Island, Seychelles. The forum, themed *“Micro-Credentials for Better Opportunities,”* was organized by the ACQF in collaboration with the Seychelles Qualifications Authority.

The event brought together education experts and policymakers from across Africa to explore the role of micro-credentials in improving access to education and employment. Discussions centered on best practices, the impact of micro-credentials on workforce development, and strategies for integrating them into existing qualification systems to meet the evolving needs of industries and learners.

HEMIS Benchmarking Visit

Following the forum, on November 15, 2024, a delegation from Eswatini, including EQA Executive Secretary Mr. Mboni Dlamini, ESHEC Research, Monitoring, and Publications Manager Dr. Ncamsile Motsa, and ESHEC IT Officer Mr. Nhlanhla Sigwane, held a benchmarking meeting with officials from the Ministry of Education and Human Resource Development in Seychelles. The meeting, led by Principal Secretary Mr. John Lesperance, focused on Seychelles’ Higher Education Management Information System (HEMIS).

ESHEC and EQA are currently working together to develop a comprehensive HEMIS for Eswatini. The visit provided insights into Seychelles’ system, particularly its IT infrastructure, capabilities, and interaction with external agencies. By studying Seychelles’ model, Eswatini aims to enhance its own system to ensure efficient data management, communication, and decision-making in higher education.

The engagements in Seychelles provided valuable knowledge that will contribute to the advancement of Eswatini’s higher education sector, strengthening qualification frameworks and promoting data-driven policies.

ESWATINI HOSTS SECOND SESSION OF THE ESHEC/ UN ACADEMIA PLATFORM TO ADVANCE ACADEMIC EVOLUTION

Principals, directors, and heads of higher education institutions (HEIs) in Eswatini convened at the United Nations House for the second session of the ESHEC/UN Academia Platform. This collaborative initiative, a partnership between the United Nations Eswatini, the Eswatini Higher Education Council (ESHEC), and the nation's academic institutions, marks a significant step forward in enhancing the country's academic and research landscape.

The ESHEC/UN Academia Platform is designed to create a vibrant ecosystem that promotes innovation, knowledge exchange, and networking. Through workshops, seminars, and digital dialogues, the platform aims to address global challenges and foster projects that translate academic research into practical solutions.

Key objectives of the platform include:

Advancing Sustainable Development Goals (SDGs): Increasing the impact of research to drive progress in implementing SDGs.

Enriching Student Learning: Enhancing the educational experience while fostering greater awareness of the SDGs among students.

Strengthening Collaborations: Building robust partnerships among higher education institutions to tackle pressing global issues collectively.

This initiative is set to play a pivotal role in shaping the future of education in Eswatini. By fostering synergy between academia and sustainable development efforts, the ESHEC/UN Academia Platform seeks to inspire meaningful advancements that contribute to the nation's progress in innovation and sustainability.

As Eswatini continues to address the challenges of the 21st century, initiatives like this one demonstrate the power of collaboration in driving academic excellence and sustainable development forward.



ESHEC HOSTS QUALITY ASSURANCE WORKSHOP AT LIMKOKWING UNIVERSITY ESWATINI



Limkokwing University aligns with national benchmarks for educational excellence. Designed as a collaborative platform, the session encouraged open dialogue between ESHEC representatives and university stakeholders, reinforcing a shared commitment to advancing higher education standards in Eswatini.

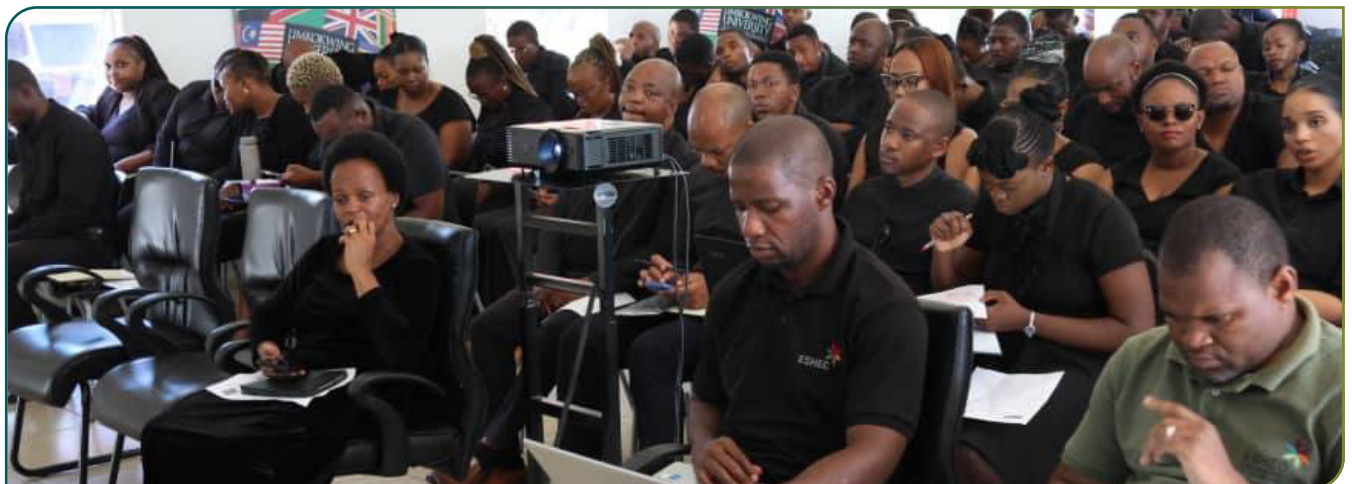
“This orientation reflects our dedication to fostering accountability and continuous improvement across institutions,” an ESHEC spokesperson noted. “By working closely with Limkokwing University, we aim to strengthen the quality of education and ensure it meets the needs of students and society.”

The event underscored ESHEC’s broader mission to enhance institutional performance and promote transparency within Eswatini’s higher education sector. Participants left the workshop equipped with practical insights and a renewed focus on preparing for the forthcoming assessment.

Mbabane, Eswatini, the Eswatini Higher Education Council (ESHEC) conducted an impactful Quality Assurance Orientation Workshop at Limkokwing University of Creative Technology, setting the stage for an upcoming Institutional Assessment. The event, led by ESHEC’s Quality Assurance Function, convened university management and staff for an in-depth exploration of quality assurance standards and the institutional audit process.

As the partnership between ESHEC and Limkokwing University progresses, both parties expressed optimism about the potential for positive, lasting outcomes. The initiative marks a significant step toward elevating educational standards and reinforcing institutional integrity in the Kingdom of Eswatini.

The workshop provided participants with a clear understanding of ESHEC’s expectations and methodologies, aiming to ensure that



ESHEC ACCREDITATION AND LAUNCH OF SOLAR TESTING WORKSHOP IN NHLANGANO



The Eswatini Higher Education Council (ESHEC)

marked a significant milestone in advancing education and sustainability in Eswatini by officially presenting the certificate of full registration and accreditation to the Solar Training & Renewable Energy Entrepreneurship Centre (STREEC) for its Higher Certificate in Renewable Energy. The event also celebrated the grand opening of the pioneering Solar Testing Workshop, the first of its kind in the country, further solidifying ESHEC's leadership in shaping the academic landscape.

ESHEC's Commitment to Excellence

Led by ESHEC CEO Doctor L. Mkhonta, the council reaffirmed its commitment to raising standards in higher education and fostering sustainable development through impactful academic programmes. By accrediting STREEC, ESHEC has demonstrated its dedication to empowering institutions in the Shiselweni region, positioning Nhlangano as a hub for renewable energy education and innovation. STREEC is now the second fully registered and accredited institution in the region, alongside the esteemed Ngwane Teacher Training College.

Doctor Mkhonta emphasized the importance of accreditation in ensuring that academic programmes meet national and international benchmarks. "This achievement highlights our ongoing efforts to inspire institutions to pursue excellence, particularly in fields that drive positive change like renewable energy," said Mkhonta during the

ceremony.

The Solar Testing Workshop: A National First

The launch of the Solar Testing Workshop represents a transformative step in Eswatini's renewable energy sector. As the first facility of its kind in the country, the workshop will serve as a vital resource for advancing technical expertise, innovation, and practical skills among students and entrepreneurs. ESHEC's role in facilitating this groundbreaking initiative underscores its proactive approach to aligning education with the nation's sustainable development priorities.

A Celebration of Progress

The event was attended by an array of distinguished guests, including members of the NATICC Board, DIGNI Project Coordinator Helge Nupen, Youth Enterprise Revolving Fund CEO Mr. Mandla Nkambule, representatives from the Regional Administration office, DIVT Deputy Director Mr. Dlamini, NATICC Executive Director Mr. Sisekelo Nzima, the Eswatini Environmental Authority, and the Institute of Waste Management Eswatini, among others. Their presence highlighted the widespread support for ESHEC's vision of transformative education.

In addition to celebrating STREEC's accreditation, the gathering recognized the collaborative efforts that made the Solar Testing Workshop a reality. Guests expressed their admiration for ESHEC's leadership in advancing higher education and promoting

sustainability.

Shaping the Future of Education and Sustainability

ESHEC's initiatives, including the accreditation of STREEC and the launch of the Solar Testing Workshop, represent a broader vision for creating academic opportunities that directly contribute to community and national development. These milestones serve as an inspiration for institutions to innovate and invest in programmes that address critical global challenges.

As Doctor Mkhonta concluded, "Today is a testament to the power of partnership, dedication, and faith in what education can achieve. ESHEC will continue to champion initiatives that bridge the gap between academia and the needs of our society."

Celebrating Success

STREEC's accreditation is a proud moment for all those involved in bringing the programme to fruition. This achievement reaffirms the critical role education plays in driving positive change and sustainability. Congratulations to STREEC and all stakeholders for making this vision a reality.

With two accredited institutions now in Nhlangano, the region is poised to become a cornerstone of academic excellence and sustainable development in Eswatini. This accomplishment is not just a celebration of success—it is a call to continue investing in education and innovation for a brighter, sustainable future.

ESHEC PARTICIPATES IN FAMILIARIZATION TOUR OF ESWATINI MEDICAL CHRISTIAN UNIVERSITY



Training, Hon. Owen Nxumalo, delivered remarks praising ESHEC's diligent oversight of the university's academic programmes. "I commend ESHEC for ensuring that Eswatini Medical Christian University's programmes adhere to the highest standards of excellence," Hon. Nxumalo stated. "Their unwavering commitment to academic quality and integrity is a cornerstone in our efforts to build a robust education system that meets the needs of our people and our country."

Mbabane, Eswatini, the Eswatini Higher Education Council (ESHEC) joined forces with the Ministry of Education and Training, the Parliament Portfolio Committees of Education and Training, and members of the media for a formal familiarization tour of Eswatini Medical Christian University (EMCU). The visit provided an opportunity to showcase the university's strides in delivering quality education and highlighted ESHEC's pivotal role in upholding academic excellence across the nation's higher education institutions.

The delegation, warmly welcomed by EMCU's leadership, explored the university's facilities and engaged with faculty and students to gain firsthand insight into its operations. The tour underscored EMCU's commitment to advancing medical education and its alignment with national development goals, particularly in addressing the critical need for skilled healthcare professionals in Eswatini.

The Minister's remarks highlighted ESHEC's rigorous quality assurance processes, which ensure that institutions like EMCU maintain standards aligned with both national priorities and international best practices. The presence of the Parliament Portfolio Committees further emphasized the collaborative effort between policymakers, regulators, and educational institutions to foster an environment of accountability and continuous improvement.

The familiarization tour served as a testament to the strong partnership between ESHEC, the Ministry, and higher education stakeholders in driving Eswatini's educational agenda forward. As EMCU continues to grow as a key player in medical education, ESHEC remains dedicated to supporting its development while safeguarding the integrity of the nation's higher education landscape.

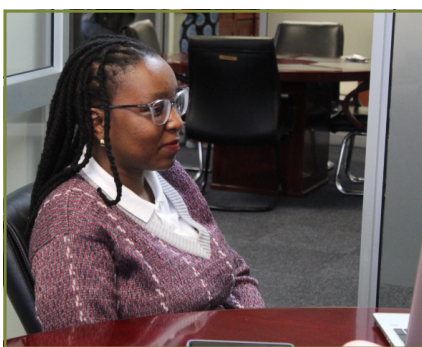


PHOTO GALLERY

Launch of National Skill Anticipation Report



The Lesotho Council of Higher Education visit ESHEC



Programme Assessments - UNESWA

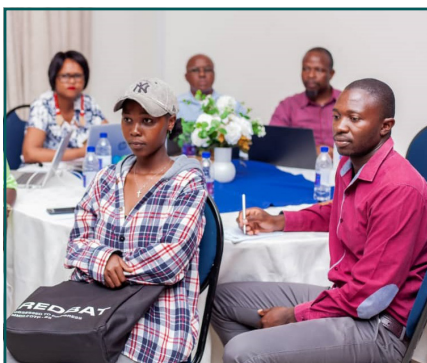


PHOTO GALLERY

Limkokwing Quality Assurance Workshop



ESHEC Opens Dialogue Between Industry and higher Education



ESHEC SUCCESSFULLY COMPLETED HYBRID ASSESSMENTS AT UNESWA



Transforming Higher Education Through Innovation

The Eswatini Higher Education Council (ESHEC) reached a significant milestone in its commitment to enhancing higher education quality. On March 18, 2025, ESHEC initiated comprehensive assessments for four academic programmes at the University of Eswatini (UNESWA). These evaluations, conducted within the Faculties of Education, Health Sciences, Commerce, and Humanities, concluded successfully.

This rigorous assessment process underscored ESHEC's dedication to maintaining and improving academic standards in Eswatini's higher education sector. The exercise not only provided a thorough evaluation of the selected programmes but also demonstrated the council's ability to adapt to modern educational needs through the implementation of a hybrid assessment model.

The innovative approach blended virtual and in-person assessment methods, ensuring an inclusive and efficient evaluation process. This dual-mode strategy enabled ESHEC to leverage technology for remote engagement while preserving the critical face-to-face interactions necessary for in-depth analysis. The seamless integration of these methods marked a transformative step in higher education assessments, setting a new benchmark for future evaluations. The success of this initiative highlighted ESHEC's



unwavering commitment to academic excellence and continuous improvement. By embracing innovative assessment techniques, the council paved the way for a more dynamic, efficient, and globally competitive higher education system in Eswatini.

As the evaluation phase concluded, stakeholders eagerly anticipated the findings and recommendations that emerged from this process. These insights played a crucial role in shaping the future of the assessed programmes, ensuring they aligned with both national development goals and international academic standards.

ESHEC remained steadfast in its mission to uphold and enhance the quality of higher education in Eswatini. The successful completion of this hybrid assessment initiative not only strengthened the credibility of local institutions but also reinforced the nation's position in the global academic landscape.

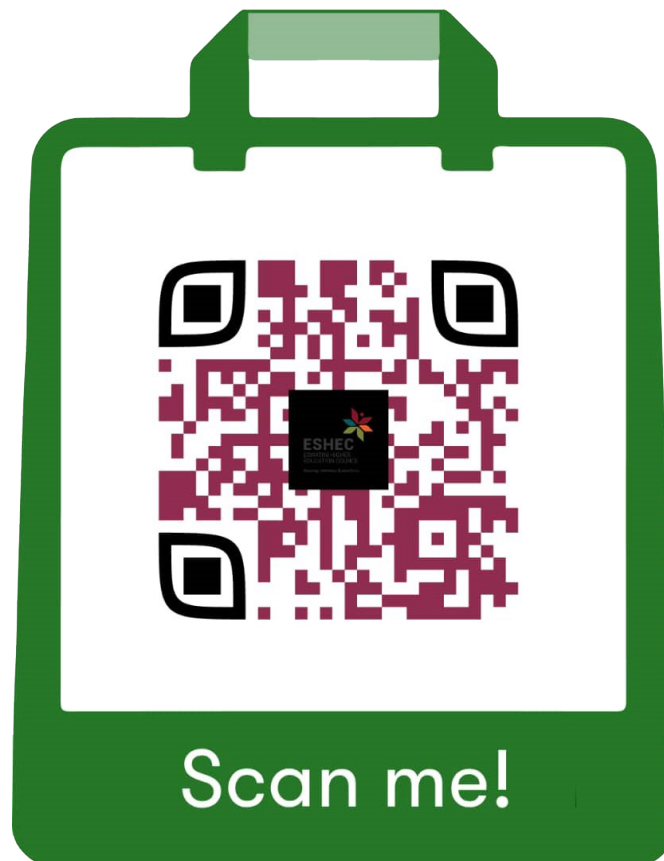


INFOTAINMENT



Don't be like the meerkat. Don't fall for appearances.

Before you sign up for anything, check the list of credible institutions – and save yourself the drama!



ESHEC PARTICIPATES IN REGIONAL MEETING ON MICRO-CREDENTIALS



The Eswatini Higher Education Council (ESHEC) recently participated in the Regional Consultative Meeting for the Development of a Commonwealth Credit Transfer Framework: Micro-Credentials in a Digital Age. Representing ESHEC was CEO Dr. Loretta Mkhonta, alongside representatives from the Ministry of Education and Training, including Thulisile Dlamini from the Eswatini Qualifications Authority and Thembekile Dlamini from the Tertiary Inspectorate.

The two-day meeting, held in Johannesburg, South Africa, was organized by the Commonwealth of Learning (COL) in collaboration with North West University. Over seventeen Commonwealth countries from Southern and East Africa, as well as the Mediterranean, were

represented. Attendees included Ministries of Education and Training, Higher Education Regulatory Bodies, Qualifications Authorities, academia, and representatives from the Commonwealth of Learning.

The event was officially opened by Honourable Dr. Mimmy Martha Gondwe, MP, South Africa's Deputy Minister of Higher Education and Training, who underscored the importance of micro-credentials in shaping the future of education and workforce readiness.

Discussions on the first day focused on developing a common understanding of micro-credentials, reviewing their current status within the Commonwealth, and exploring national case studies, including an insightful presentation from the Commission for Higher Education in Mauritius.

The meeting also examined regional priorities, institutional case studies, and how micro-credentials fit into national qualifications frameworks.

A key highlight was COL's advocacy for digital certification processes and the establishment of cross-border frameworks to enhance the recognition and mobility of micro-credentials. This approach aligns with Eswatini's strategic direction, as ESHEC, in collaboration with the Ministry of Education and Training, plans to conduct a Baseline Study on micro-credentials. This study, undertaken with key stakeholders, will guide policy development and strengthen the country's qualifications framework.

By participating in this regional dialogue, Eswatini reaffirms its commitment to advancing higher education through innovative and flexible learning pathways. ESHEC remains dedicated to ensuring that learners in Eswatini benefit from globally recognized qualifications, enhancing their opportunities in an increasingly digital and interconnected world.

Stay tuned for further updates as ESHEC progresses with its micro-credentials initiative!

ESHEC COMPLETES AUDIT OF ESWATINI COLLEGE OF THEOLOGY

The Eswatini Higher Education Council (ESHEC) recently conducted a comprehensive audit of the Eswatini College of Theology to assess its readiness for full registration and program accreditation. The evaluation, held yesterday, examined various aspects of the institution, including its compliance with higher education standards, program curricula, faculty qualifications, resources, and quality assurance mechanisms.

The audit also evaluated the college's community engagement initiatives and its partnerships. Experts from the University of Eswatini (UNESWA) and the University of South Africa (UNISA) participated in the process, contributing their valuable knowledge and expertise.

The findings from the audit will serve as the foundation for recommendations aimed at aligning the college with best practices and ensuring its continuous improvement in delivering quality education.

This assessment marks an important step in the college's journey toward full registration and accreditation, reflecting its commitment to advancing higher education in Eswatini.



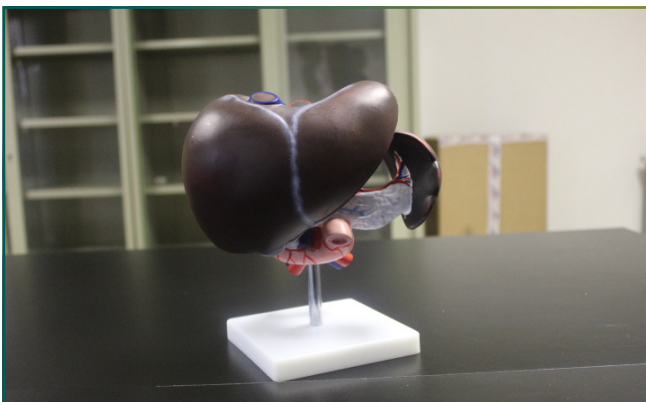
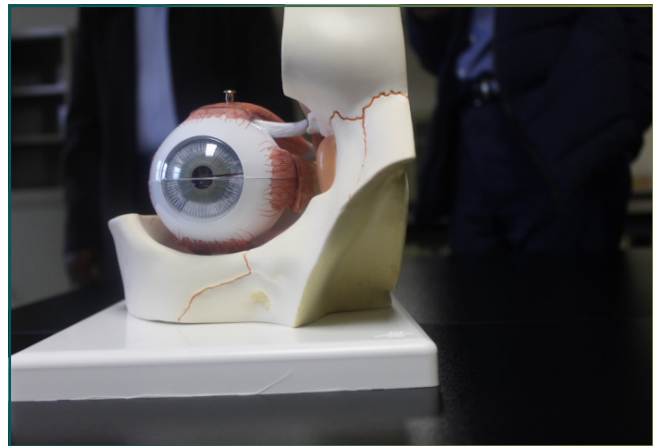
ESHEC AND MEDICAL COUNCIL COLLABORATE TO MONITOR MBBS PROGRAMME AT EMCU

The Eswatini Higher Education Council (ESHEC) and the Eswatini Medical and Dental Council joined forces to conduct a joint visit to the Eswatini Medical Christian University (EMCU). The visit aimed to monitor the implementation of the MBBS programme in Medical Science, a crucial step in ensuring the quality and effectiveness of medical education in Eswatini.

This collaborative initiative highlights the shared commitment of both councils to upholding and enhancing the standards of higher education, particularly in the vital field of medicine. The monitoring exercise focused on assessing the programme's alignment with national and international benchmarks, ensuring that it provides students with the skills and knowledge necessary to excel in the healthcare sector.

During the visit, representatives engaged with faculty, students, and administrators to review curriculum development, resources, and the overall student experience. The insights gathered will play a key role in refining the programme and ensuring it meets the needs of both the students and the healthcare system in Eswatini.

This joint effort by ESHEC and the Medical and Dental Council underscores the importance of collaboration in addressing critical needs within higher education and healthcare. By fostering partnerships and supporting academic integrity, this initiative paves the way for the development of a skilled and competent medical workforce, crucial for the nation's progress.



LESOTHO COUNCIL ON HIGHER EDUCATION CONCLUDES BENCHMARKING VISIT WITH ESHEC

The Council on Higher Education (CHE) Lesotho completed a productive benchmarking visit to Eswatini, culminating in the signing of a Memorandum of Understanding (MOU) with the Eswatini Higher Education Council (ESHEC). The agreement marks a significant step in strengthening collaboration between the two bodies.

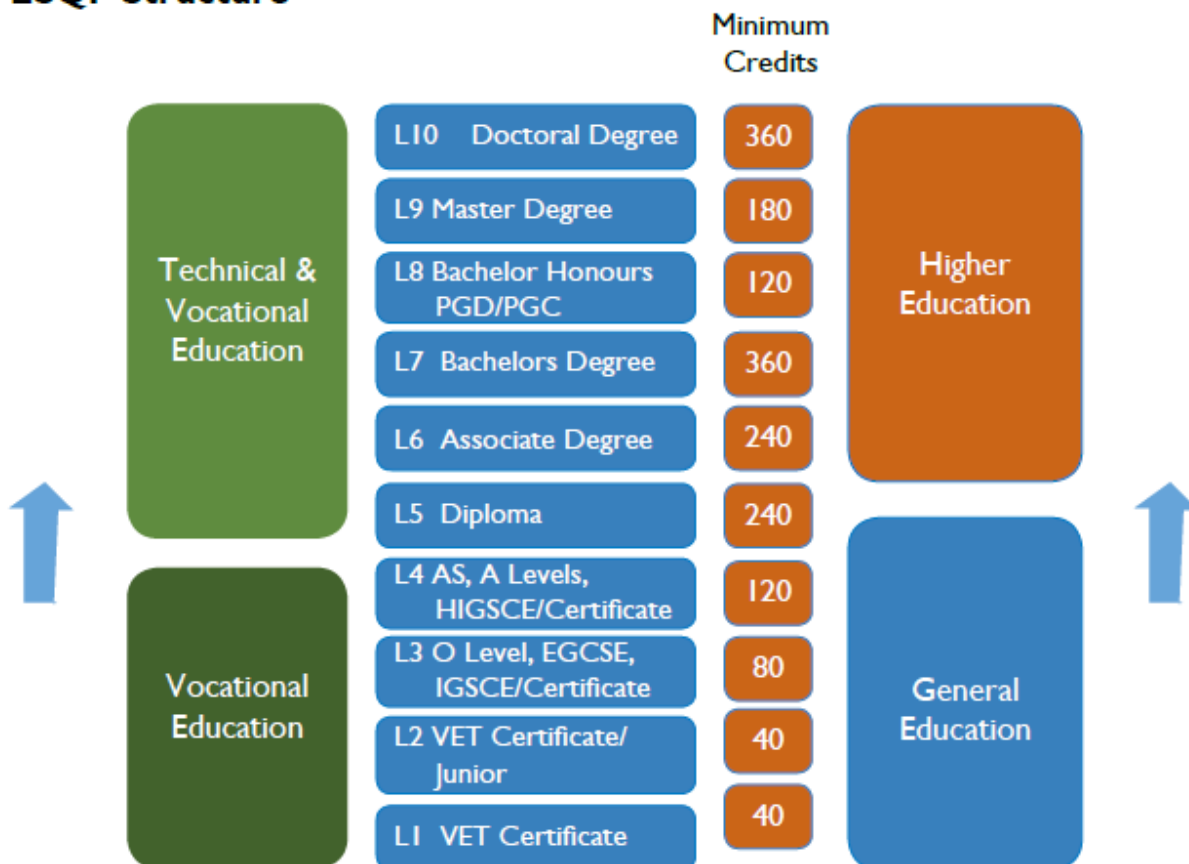
The Lesotho delegation was headed by Litsabako Tsoane. The visit addressed several key issues, fostering a valuable exchange of insights and best practices. Both parties hailed the discussions as highly beneficial, laying the groundwork for enhanced cooperation in higher education governance and quality assurance.

The MOU is expected to deepen the partnership, promoting shared initiatives that will advance educational standards and institutional development across the region. This milestone reflects a commitment to mutual growth and excellence in higher education.



THE ESWATINI QUALIFICATIONS FRAMEWORK

ESQF Structure



The Eswatini Qualifications Framework (ESQF) has ten levels. The first seven levels are for **undergraduate** certificates, diplomas, and degrees. The last **three levels** are for **postgraduate** qualifications like Honours/Postgraduate Diploma or Certificate, Master's degrees and doctorates. Each level shows how advanced or complex a qualification is, starting from the most basic at level one to the most advanced at level ten. No matter where a qualification was earned, it is given a standard name based on its level. This helps people understand and compare qualifications fairly, no matter the institution or country they come from.

Qualification Type	ESQF Level(s)	Entry Requirements	Typical Duration
Certificate	Levels 4–5	At least 5 passes at SGCSE/IGCSE/GCE O'Level, including 3 passes at C grade or better and a minimum of grade D in English Language and any other subject. If specific subjects are required by a faculty, those must be among the five counted. This is an entry-level qualification that builds foundational knowledge.	1 year
Diploma	Levels 4-6	At least 5 passes at SGCSE/IGCSE/GCE O'Level, including 3 passes at C grade or better and a minimum of grade D in English Language and any other subject. Faculty-specific subject requirements must also be met. This qualification builds on a certificate or direct entry.	3 years
Bachelor's Degree	Level 7	A minimum of 6 passes at SGCSE/IGCSE/GCE O'Level, including 5 passes at C grade or better, with English Language included. These must be obtained in no more than two examination sittings. Subject to Faculty Special Regulations.	4 years
Postgraduate Diploma	Level 8	A Bachelor's degree from a recognised institution. Specific programme requirements may apply. This qualification is designed for graduates looking to gain professional specialisation or prepare for a Master's degree.	1 year
Master's Degree	Level 9	A recognised Bachelor's degree with at least a second class, second division (C-grade average, i.e. 60–69%) or equivalent in the relevant field. Applicants with an Honours Degree or a Postgraduate Diploma may also be considered. This qualification provides advanced knowledge and research or professional skills in a specific field.	1.5 – 3 years
Doctoral Degree (PhD)	Level 10	A Master's degree in the relevant field from a recognised institution. This is the highest academic qualification and involves significant original research.	3 – 5 years

Thinking of Studying Locally or Abroad? Make Sure Your Qualification Counts!

Whether you're planning to pursue higher education at home or overseas, one essential step can safeguard your time, money, and future: verify the accreditation and recognition of your institution and program.

In today's global education landscape, not all qualifications are created equal. Unaccredited institutions often offer degrees that aren't recognized by employers or other universities, leaving graduates at a serious disadvantage. To protect yourself from such pitfalls, always check with the ****official Higher Education Regulatory Body**** in the country where you intend to study.

Accreditation ensures that the institution meets national quality standards and that your qualification will be valid and respected.

Start your research here:

za -South Africa –

Department of Higher Education and Training (DHET): www.dhet.gov.za

Council on Higher Education (CHE): che.ac.za

bw Botswana –

Botswana Qualifications Authority (BQA): [bqa.org.bw](http://www.bqa.org.bw)

na Namibia–

Namibia Qualifications Authority (NQA): namqa.org

zm Zambia–

Higher Education Authority (HEA): hea.org.zm

zw Zimbabwe –


Zimbabwe Council for Higher Education (ZIMCHE): [zimche.ac.zw](https://www.zimche.ac.zw)


uk United Kingdom –

Office of Qualifications and Examinations Regulation (Ofqual): [gov.uk](https://www.gov.uk)

us United States –

Council for Higher Education Accreditation (CHEA): [chea.org](https://www.chea.org/)

 **TIP:** If the institution or program is not listed on the official register, think twice before enrolling. No matter how attractive it may seem, an unrecognized qualification can limit your opportunities for employment, further study, or professional licensing.

 Your education is an investment.** Make sure it's one that brings real value and opens doors for your future.

ESHEC - REGISTERED - LIST - 2025 - 24 - JUNE-2025

REGISTERED INSTITUTIONS IN ESWATINI 2025

ACRONYMS AND NAMES

ESHEC Eswatini Higher Education Council

Updated: 24 June 2025

INTRODUCTION

The Eswatini Higher Education Council (ESHEC) was established in 2015 in terms of the Higher Education Act of 2013 to regulate Higher Education provision in the country. Its mandate is to develop and implement a quality assurance system for higher education, covering among other areas, registration, accreditation, institutional audits, quality promotion and setting of standards. The Higher Education Act defines higher education as all learning programmes commenced after secondary education and leading to a higher qualification. For an institution to operate and be recognized in Eswatini, it must be registered in terms of the Higher Education Act, 2013.

REGISTRATION OF HIGHER EDUCATION INSTITUTIONS

To be registered, institutions should meet standards as set out in the Higher Education (General) Regulations of 2016, published in Legal Notice 14 of 2016.

An institution is said to be recognised if granted approval under one of the following categories:

1. Provisional Authority to Establish and Operate

In accordance with section 19 of the Higher Education Act of 2013, a new and establishing institution may be granted provisional authority to establish and operate for a period not exceeding two years.

2. Full Registration

In terms of Part IV of the Higher Education Act of 2013, an institution which has met the quality standards to the satisfaction of the Council may be given full registration.

3. Accreditation

Institutional accreditation is granted in line with Part V of the Higher Education Act. It may be granted to an institution that has operated for over five years under the full registration certificate and has proven beyond doubt that all its structures and operations are effective. The institution should also have proven that it is internally and externally efficient. The following is a list of registered institutions and accredited programmes:

A. PUBLIC INSTITUTIONS

Name of Institution	Accredited Programmes	Remarks/Notes
UNIVERSITY OF ESWATINI	<p>FACULTY OF AGRICULTURE</p> <p>Doctor of Philosophy in Agricultural and Applied Economics</p> <p>Doctor of Philosophy in Agricultural Education</p> <p>Master of Science in Agricultural and Applied Economics</p> <p>Master of Science in Agricultural Education</p> <p>Master of Science in Agricultural Extension</p> <p>Master of Science in Animal Science</p> <p>Master of Science in Crop Protection</p> <p>Master of Science in Crop Science</p> <p>Master of Science in Horticulture</p> <p>Bachelor of Science in Agricultural and Biosystems Engineering</p> <p>Bachelor of Science in Agricultural Economics and Agribusiness Management</p> <p>Bachelor of Science in Agricultural Education</p> <p>Bachelor of Science in Agricultural Extension</p> <p>Bachelor of Science in Agronomy</p> <p>Bachelor of Science in Animal Science</p> <p>Bachelor of Science in Horticulture</p> <p>Diploma in Agriculture</p> <p>Diploma in Agricultural Education</p> <p>Certificate in Agriculture</p> <p>FACULTY OF COMMERCE</p> <p>Master of Business Administration</p> <p>Postgraduate Diploma in Taxation</p> <p>Postgraduate Diploma in Public Sector Accounting</p> <p>Bachelor of Commerce (Management, Accounting and Finance, Marketing)</p> <p>FACULTY OF SCIENCE & ENGINEERING</p> <p>Master of Science in Chemistry</p> <p>Master of Science in Computational Physics</p> <p>Master of Science in Computer Science</p> <p>Master of Science in Conservation Ecology</p> <p>Master of Science in Environmental Resources Management</p> <p>Master of Science in Mathematics Finance</p> <p>Master of Science in Mathematical Modelling</p> <p>Master of Science in Pure Mathematics</p> <p>Bachelor of Science (Mathematics, Physics, Chemistry, Biology)</p> <p>Bachelor of Science in Geography, Environmental Science and Planning (GEP)</p> <p>Bachelor of Science in Actuarial and Financial Mathematics</p> <p>Bachelor of Science in Computer Science</p> <p>Bachelor of Science in Computer Science Education</p> <p>Bachelor of Science in Information Science</p> <p>Bachelor of Science in Information Technology</p> <p>Bachelor of Engineering in Electrical and Electronic Engineering</p> <p>Postgraduate Diploma in Computer Science</p>	Fully Registered

	<p>FACULTY OF HUMANITIES Master of Arts in History Master of Arts in Languages and Linguistics Master of Arts in African Literature Master of Arts in Linguistics Bachelor of Arts in Humanities (History, Geography, Theology, African Languages, English, Literature) Bachelor of Arts (Journalism and Mass Communication) Master of Arts in Religious Studies Diploma in Journalism and Mass Communication</p> <p>FACULTY OF SOCIAL SCIENCES Bachelor of Laws (LLB) Bachelor of Arts in Social Sciences (BASS) Bachelor of Social Work (BSW)</p> <p>FACULTY OF HEALTH SCIENCES Master of Nursing Science in Family Nurse Practice Master of Science in Midwifery Bachelor of Nursing Science Bachelor of Science in Community Health Nursing Bachelor of Science in Environmental Health Science Bachelor of Science in Environmental Health and Food Science Bachelor of Science in Environmental Management and Occupational Safety and Health Bachelor of Science in Environmental Management and Water Resources Diploma in General Nursing Diploma in Environmental Health Science Post Diploma Certificate in Community Health Nursing Post Diploma Certificate in Community Mental Health Nursing Post Diploma Certificate in Midwifery Science Post-Diploma Certificate in Nephrology Nursing Science Post Graduate Diploma in Neonatology</p> <p>FACULTY OF EDUCATION Certificate in Adult Education Diploma in Adult Education Bachelor of Education Primary (Language Arts) Bachelor of Education Primary (Social Studies) Bachelor of Education Primary (Science) Bachelor of Education Secondary (Science) Bachelor of Education Secondary (Business Education) Bachelor of Education Secondary (Humanities) Post-Graduate Certificate in Education</p> <p>INSTITUTE OF DISTANCE EDUCATION (IDE) Diploma in Law Certificate in Portuguese Certificate in Psychosocial Support</p>	
MATSAPHA POLICE ACADEMY	Diploma in Police Science Certificate in Basic Recruit Training Certificate in Middle Management Skills Development	Fully registered

	Certificate in Junior Supervisory Skills Development	
WILLIAM PITCHER TEACHER TRAINING COLLEGE	Secondary Teachers Diploma	Fully Registered
NGWANE TEACHER TRAINING COLLEGE	Primary Teachers Diploma	Fully Registered
ESWATINI INSTITUTE OF MANAGEMENT AND PUBLIC ADMINISTRATION (EIMPA)	Courses tailor-made	Fully Registered

B. GOVERNMENT FUNDED HIGHER EDUCATION INSTITUTIONS

Name of Institution	Accredited Programmes	Remarks/Notes
ADVANCED SCHOOL OF INFORMATION TECHNOLOGY (ASIT)	Franchised Programmes from APTECH in India Diploma in Certified Computer Professional (CCP) Diploma in Arena Animation International Programme (AAIP) Diploma in Certified Network Specialist (ACNS) Diploma in Information Security and Ethical Hacking (ISEH)	Provisionally Registered
ESWATINI MEDICAL CHRISTIAN UNIVERSITY (EMCU)	Bachelor of Medicine and Surgery Bachelor of Radiography Bachelor of Nursing Science Bachelor of Medical Laboratory Science Bachelor of Psychology Bachelor of Social Work Bachelor of Pharmacy Bachelor of Computer Science Bachelor of Medicine and Surgery (MBBS)	Provisionally Registered
GOOD SHEPHERD CATHOLIC COLLEGE OF HEALTH SCIENCES	Diploma in General Nursing Certificate in Nursing Assistant Post Graduate Certificate in Midwifery Diploma in Health and Safety	Fully Registered
INSTITUTE OF DEVELOPMENT MANAGEMENT (IDM)	Bachelor of Arts in Human Resources Management Diploma in Human Resources Management Certificate in Human Resources Management Diploma in Information Technology Certificate in Freight Forwarding and Customs Compliance Bachelor of Science in Information Technology Bachelor of Occupational Health and Safety Bachelor of Education Management and School Leadership Bachelor in Community Development Diploma in Occupational Health and Safety	Provisionally Registered
LIMKOKWING UNIVERSITY	Associate Degree in Graphic Design Associate Degree in Creative Multimedia Associate Degree in Architectural Design	Provisionally Registered

	Associate Degree in Public Relations Associate Degree in Events Management Associate Degree in Film and Television Production Associate Degree in Information Technology Associate Degree in Business Information Technology Associate Degree in Hotel Management Associate Degree in Business Management Bachelor of Science in Information Technology Bachelor of Arts in Professional Design Bachelor of Arts in Professional Communication Bachelor of Arts in International Business	
SOUTHERN AFRICAN NAZARENE UNIVERSITY (SANU)	Bachelor of Education in Special and Inclusive Education Bachelor of Education in Leadership and Management for Inclusive Education Bachelor of Education Primary Teaching (French) Primary Teachers Diploma Bachelor of Science in Nursing and Midwifery Diploma in Pharmacy Bachelor of Science in Pharmacy Master of Science Nursing	Fully registered

C. LIST OF PRIVATE INSTITUTIONS

Name of Institution	Accredited Programmes	Remarks/Notes
AMADI UNIVERSITY COLLEGE	Primary Teachers Diploma Bachelor of Commerce (Accounting) Bachelor of Education (Foundation) Bachelor of Education in Early Childhood Care and Development (ECCD)	Provisionally Registered
AFRICAN PRIME INSTITUTE OF SCIENCE AND TECHNOLOGY (APIST)	Diploma in Health Records and Information Technology Diploma in Agriculture and Community Development Certificate in Architecture Certificate in Electrical and Electronic Telecommunication	Provisionally Registered
AFRICAN CHRISTIAN COLLEGE	Certificate in Leadership (Christian Studies) Bachelor of Theology	Fully Registered
BOTHO UNIVERSITY ESWATINI CAMPUS	Bachelor of Science in Network Security and Computer Forensics Bachelor of Science in Computing Bachelor of Commerce in Accounting Bachelor of Business Administration in Business Management Bachelor of Science in Mobile Computing Bachelor of Science in Health Information Management	Fully Registered
BIRCHCOOPER GRADUATE INSTITUTE	Programmes suspended	Provisionally Registered
BRADFORD COLLEGE	Primary Teachers Diploma (PTD) Secondary Teachers Diploma (STD)	Provisionally Registered

CENTRE FOR INTERNATIONAL TECHNOLOGY AND CONSULTANCY (CIT)	Primary Teachers Diploma (PTD)	Provisionally Registered
CITEC COLLEGE	Franchised programmes from University of Lusaka: Primary Teachers Diploma (PTD)	Provisionally Registered
EASTERN AND SOUTHERN AFRICAN MANAGEMENT INSTITUTE (ESAMI)	Master of Business Administration Masters in Human Resources Management Master of Science in Project Management Bachelor of Business Administration Diploma in Management and Administration Diploma in Human Resources Diploma in Management	Provisionally Registered
EMERGENCY MEDICAL RESCUE COLLEGE (EMRC)	Certificate in Basic Ambulance Assistant Certificate in Occupational Health and Safety Diploma in Occupational Health and Safety Bachelor of Science in Occupational Health and Safety Certificate in Emergency Medical Care and Rescue Diploma in Emergency Medical Care and Rescue Diploma in Public Health	Fully Registered
EMMANUEL WESLEYAN BIBLE COLLEGE	Certificate in Christian Service Diploma in Counselling	Provisionally Registered
GLOBAL UNIVERSITY COLLEGE	Programmes suspended	Provisionally Registered
INSTITUTE OF RESEARCH MANAGEMENT AND DEVELOPMENT (IRDM)	Franchised Programme from Zimbabwean Institute of Management Certificate Security Management Diploma in Business Studies Franchised Programme from the Kenyan Association of Professional Certificate Counselling Training	Provisionally Registered
MANANGA CENTRE FOR REGIONAL INTEGRATION AND MANAGEMENT DEVELOPMENT	Diploma in Human Resources Management Diploma in Marketing Diploma in Community Development Diploma in Computer Engineering Diploma in Financial Accounting Diploma in Public Sector Accounting Diploma in Office Administration Diploma in Entrepreneurship Diploma in Office Administration Certificate in Project Management Supervisors' Development Programme Certificate in Human Resources Certificate in Project Management	Fully Registered
MUNA HEALTH LIFE INSTITUTE	Certificate in Health Life Management Sciences	Provisionally Registered

PROVIDENCE INTERNATIONAL TRAINING INSTITUTE	Programmes suspended	Provisionally Registered
REGENT BUSINESS SCHOOL (RBS)	Higher Certificate in Business Management Higher Certificate in Entrepreneurship	Provisionally Registered
SPRINGFIELD RESEARCH UNIVERSITY	Bachelor of Science in Forestry Bachelor of Arts in Political Science and Governance Bachelor of Arts in Psychology Bachelor of Business Administration in Supply Chain Management and Logistics Bachelor of Science in Computer Science Bachelor of Laws (LLB) Bachelor of Actuarial Science and Financial Mathematics Master of Laws Master of Public Health Master of Research: Engineering and Technology Master of Research: Education and Learning Science Master of Research: Arts, Political Science and Law Master of Research: Science and Medical Sciences Master of Research: Business Management and Economics Doctor of Philosophy: Engineering and Technology Doctor of Philosophy: Education and Learning Science Doctor of Philosophy: Arts, Political Science and Law Doctor of Philosophy: Science and Medical Sciences Doctor of Philosophy: Business Management and Economics	Fully Registered
SWAZILAND COLLEGE OF THEOLOGY	Bachelor of Theology Bachelor in Psychology Diploma in Bible and Theology Diploma in Peace and Conflict Studies Certificate In Psychosocial Counselling	Provisionally Registered
WORKERS COLLEGE	Primary Teachers Diploma Secondary Teachers Diploma Early Childhood Teachers Diploma Bachelor of Commerce Franchised programmes from the University of Africa: Diploma in Occupational Health and Safety Diploma in Business Administration	Provisionally Registered
SOFT-TECH COLLEGE	Franchised programmes from Microsoft Technology Certificate in Server Administration Certificate in Office Management Certificate in Project Management Franchised programmes from CompTIA Certificate in Database Certificate in storage essentials Certificate in Google Apps Certificate in Android Franchised programmes from EC Council Certificate in Certified Ethical Hacking Franchised programmes from Cisco Technology Certificate in CISCO Certificate Network Associate Certificate Network Professional	Provisionally Registered

NOSA	Occupational Health and Safety programmes	Fully Registered
St John	Occupational Health and Safety programmes	Provisionally Registered

D. PRIVATE TECHNICAL VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS PROVISIONALLY REGISTERED

Name of Institution	Accredited Programmes	Remarks / Notes
BETHEL VOCATIONAL CENTRE	Certificate in Construction and Building Certificate in Welding Design Certificate in Electrical Engineering	Provisionally Registered
BSA TRAINING CENTRE (Motshane, Mbabane & Manzini)	Certificate in Heavy Motor Vehicle Certificate in Light Motor Vehicle Certificate in Health and Safety Certificate in Electrical Engineering Certificate in Plumbing	Provisionally Registered
BOSCO YOUTH AGRICULTURAL CENTRE (BYAC)	Certificate in Permaculture Certificate in Horticulture Certificate in Bee Keeping Certificate in Pig Production	Provisionally Registered
HILLSIDE COLLEGE	HIV/AIDS Management	Provisionally Registered
NGWANE PARK TVET	Diploma in Fashion Design	Provisionally Registered
RESOURCE COLLEGE	Programmes suspended	Provisionally Registered
SICOBHO SKILLS CENTRE	Certificate in Carpentry and Welding	Provisionally Registered
SIMAVSHEQ	Occupational Health and Safety programmes	Provisionally Registered
SOLAR TRAINING AND RENEWABLE ENERGY ENTREPRENEURSHIP CENTRE	Advanced Certificate in Renewable Energy and Entrepreneurship	Provisionally Registered
UBOMBO TECHNICAL COLLEGE (U-TECH)	Programmes suspended	Provisionally Registered

E. PUBLIC TECHNICAL VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS PROVISIONALLY REGISTERED

Name of Institution	Accredited Programmes	Remarks / Notes
ESWATINI COLLEGE OF TECHNOLOGY (ECOT)	FACULTY OF BUILDING AND CIVIL ENGINEERING Diploma in Business Studies	Fully Registered

	<p>FACULTY OF EDUCATION Secondary Teacher's Diploma: Commercial Secondary Teacher's Diploma: Information and Communication Technology</p> <p>FACULTY OF BUSINESS ADMINISTRATION Diploma in Office Management & Technology Diploma in Human Resources Management Diploma in Hospitality and Tourism</p> <p>FACULTY OF ENGINEERING AND SCIENCE Diploma in Electrical and Electronics Diploma in Automotive Engineering Light and Heavy Diploma in Mechanical Engineering Diploma in Quantity Surveying Diploma in Architectural Technology Diploma in Civil Engineering</p> <p>FACULTY OF INFORMATION AND COMMUNICATION TECHNOLOGY Diploma in Computer Science</p>	
ESWATINI COOPERATIVE DEVELOPMENT COLLEGE (ECODEC)	Certificate in Cooperatives Business Management	Provisionally Registered
GWAMILE VOCATIONAL AND COMMERCIAL TRAINING INSTITUTE	<p>Diploma in Mechanical and Manufacturing Engineering</p> <p>Diploma in Business and Accounting</p> <p>Diploma in Automotive Engineering</p> <p>Diploma in Vehicle Body Repairs</p> <p>Diploma in Electrical Engineering</p> <p>Diploma in Building and Construction Studies</p> <p>Diploma in Carpentry and Joinery</p>	Fully Registered

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*Together,
we must develop innovative
solutions to better serve our
institutions and students*

Dr. Loretta Mkhonta

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