



Ministry of Education and Training

SWAZILAND



## ANNUAL EDUCATION CENSUS (AEC) REPORT 2009



### Education Statistics



## Acknowledgement

The Ministry of Education and Training would like to pass its sincere thanks to organisations and individuals that have made the publication of the report a success. There have been a number of players in this activity. The Ministry decided to dedicate this page to the organisations because of their roles in the development of the EMIS unit. They have been listed alphabetically.

### **1. The European Union through the SET Project**

The SET Project was very instrumental in the revival of the EMIS Unit. It has funded most of the capital costs involved in setting up the unit and has funded the development of the system through supporting the NESIS developer. A number of activities have been undertaken which also include EMIS for other sub-sectors such as the Early Childhood Care and Development (ECCD) and the TSC Database. **The unit has also developed a Master List for schools which it intends publishing yearly.**

### **2. UNICEF**

UNICEF supported the data processing. This was very important because we had to ensure that all schools respond and all data are captured. We did manage to capture all the schools and processed data for the year 2009 and 2010. As this was a huge data set, there was a lot of data cleaning that had to be done and UNICEF also funded that aspect, up to the time of the analysis and report production.

### **3. National Commission for UNESCO and UIS (Namibian Cluster office)**

The greatest contribution from the National Commission was coordinating technical support and advice to the unit. This was done through a cooperative organ that was coordinated by the National Commission for UNESCO.

### **4. CSO**

The Central Statistics Office (CSO) is responsible for standards and to ensure that our systems provide the statistics that the country needs. This report covers only general education, the Ministry will continue working with CSO on other sub sectors such as TVET and Tertiary Education. The development of these sector systems are also in the pipeline.

### **5. Association for the Development of Education in Africa, Working Group for Policy Support (formerly NESIS).**

The Working Group for Policy Support was critical in development of system. All systems were developed by their officer, Mr. Rwezuvu. The Ministry was not charged for development costs, but it financed the officer travelling and accommodation whilst he was in the country working on the system. This was achieved through the organ mentioned in (4), where ADEA working group contributed through Technical Assistance.

**All your efforts were not in vain and have contributed to the well-being of the Swazi child.**

## Foreword

This report is derived from the Annual Education Census (AEC) undertaken by the Ministry of Education and Training through the Educational Management Information Systems Unit (EMIS). The results presented herein are reported data by all schools in the country in 2009. The response rate was 99%, a few schools <4) mostly private schools did not submit all the data at the time. The reference date for the data is the 'last school day of March', which was the 31<sup>st</sup> March 2009.

The EMIS is a relatively new unit in the Ministry working in close collaboration and supervision by the Central Statistics Office (Education) and has been tasked with collection of statistics and information for the sector. The ministry would like to acknowledge the support from the Director of Statistics and the Education Statistics team.

We would also like to acknowledge the schools that responded in time to the data collection instruments. It is the wish of the Ministry that all schools in the country **respond accurately, honestly and in time** on an annual basis. This data is very important to the Government since it assists Government to monitor its agenda and to ensure that all children get access to a quality education. The Regional Education Offices also played their role of being coordinators and also assisted in following up of schools, this was appreciated.

The Ministry is hopeful that after the finalisation of the data manipulation systems, the EMIS will endeavour to ensure that it publishes statistics within the year of collection in order to ensure that statistics and information on education is always up to date.

The EMIS Unit wishes to thank all head teachers and schools who have ensured that all data is submitted. Special thanks also goes to the Director of CSO and especially Mr. H. Dlamini of the CSO, the EU and UNICEF who played a critical role in the success of the activity. All your efforts were not in vain.

---

Principal Secretary

Ministry of Education and Training

## Executive Summary

The EMIS surveys are undertaken during the first term. They are coordinated through the Regional Education Offices (REO). The first EMIS survey was undertaken in 2008, and they have been undertaken yearly since then. The surveys are based on data that is reported by schools, and the census surveys covers pupil data and profiles, teachers' data and well as some infrastructure profiles.

The EMIS also introduced the School Master List, which is used to list all schools, Community, Government (wholly and Aided) and Private which data has to be collected from, the unit will ensure that every year this Register is published with the report. In all there were 587 primary schools and 233 secondary and high schools in 2009. For purposes of the survey high schools were subdivided into two levels, i.e. lower secondary and higher secondary education. This was to ensure that pupil data is separated into the two ISCED levels 2 and 3 for purposes of reporting. The report present data and some basic indicators for each level, i.e. primary, lower secondary and senior secondary.

Data collecting instruments are sent and collected from schools through the REOs. They are distributed early in the year to enable schools to complete them with data as of the last day in March each year. Schools are to complete the instruments as accurately as possible and then send them back to the EMIS through the regions, the enrolment forms as derived and similar to Class Registers, and class teachers are expected to complete these forms. Every teacher is supposed to complete their respective profiles; this includes the head teachers who are also expected to complete school forms which collect data on infrastructure. The overall response rate was 98 percent however there was a lot of follow up that had to be done. According to the data, there were 231 449 pupils at primary levels and 83 039 at secondary levels who were taught by 7 302 teachers at primary level and 4717 teachers at secondary level.

The EMIS also collected data on Special Education Needs (SEN), Orphans and Vulnerable Children (OVC) and Dropouts. This is an area where schools and the Ministry need to work very closely because such data is very important to monitor other socio-economic effects on education. **Schools are expected to complete these data accurately and ensure that they remain consistent in their reporting.** Such data is also collected by other agents for their own use; the Ministry believes that the EMIS should collect this data for people to tap into it for their usage; however there are incidences where data is collected on the sector and the results differ from those that have been submitted to the Ministry. The Ministry will like to advise schools to be accurate and acknowledge that such discrepancies are not good for the quality of the data. The data that is collected is important for the country to monitor its Education Sector Strategy, other national goals and also to ensure that the country reports accurately and timely to international agenda such as the MDGs and EFA goals.

The Unit is still based at national office. However efforts are in place to ensure that it is decentralised to the entire four regions to ensure in the future that some data is processed at grassroots level and top build capacity to use the data at regional levels. The unit is also on track to ensure that some educational indicators such as enrolment rates are calculated for the regions so as to assist in the allocation of educational resources to the REOs. The master register also links schools with the 55 tinkhundla centres which will also enable some analysis to be done at inkhundla level.

## **Information Needs**

For any requests on data and indicators stakeholders are advised to visit the EMIS unit at the Ministry of Education and Training offices number 101, 102, 118, and 104. The unit will also make publications both in print and electronic media (CD). Efforts are also been made to make such data available on the MOET official site through a portal link with the EMIS site which will be developed soon.

## **Contact Details.**

### **EMIS**

**Ministry of Education and Training**

**P. O. Box 39**

**Mbabane**

**Swaziland.**

**Phone: 2404 2491/2/3 or 24043307**

## Table of Contents

	Page
Table 1: Number of Primary Schools by Governance	1
Chart 1 Primary School Management	1
Table 2: Enrolment by Age	2
Chart 2: Enrolment by Grade and Age	2
Table 3: New Entrants into Grade 1 by Gender, Region and Age: National	3
Table 4: Primary Enrolment by Gender, Grade and Age: National	4
Chart 3: Primary School Enrolment by Age and Gender: National	4
Table 5: Primary Enrolment by Gender, Grade and Age: National Private School	5
Table 6: Enrolment by Gender, Grade and Age Hhohho Region	6
Chart 4: Enrolment by Age and Gender: Hhohho	6
Table 7: Enrolment by Gender, Grade and Age Lubombo Region	7
Chart 5: Enrolment by Age and Gender: Lubombo	7
Table 8: Enrolment by Gender, Grade and Age Manzini Region	8
Chart 6: Enrolment by Age and Gender: Manzini	8
Table 9: Enrolment by Gender, Grade and Age Shiselweni Region	9
Chart 7: Enrolment by Age and Gender : Shiselweni	9

Table 10: Primary School Level “Within-Age” Enrolment	10
Table 11: Within-Age Enrolment: Hhohho Region	11
Table 12: Within-Age Enrolment Lubombo Region	12
Table 13: Within-Age Enrolment Manzini Region	13
Table 14: Within-Age Enrolment Shiselweni Region	14
Chart 8: Proportion of Primary School Within Official Age by Region	14
Table 15: Repetition by Gender, Grade and Age: National	15
Table 16: Percentage of Repetition by Gender, Grade and Age: National	16
Table 17: Pass and Failure Rates (2008)	17
Table 18a: Pass Rates for Females by Grade and Region	18
Table 18b: Pass rate for Males by Grade and region	18
Table 19: Dropout by Grade and Gender: National	19
Chart 9: Dropout by Grade and Gender: National	19
Chart 10: Dropout by Gender: Regional Comparison	19
Chart 11: Dropout due to Pregnancy: National	20
Chart 12: Dropout due to Fees: National	20
Table 20: Dropout due to Pregnancy: National	20
Table 21 Dropout and Reasons; National	21

Table 22: Type of disability by Gender and Grade	22
Table 23: Special Education Needs by Region, SEN Status and Grade	23
Table 24: OVC by Grade, Age and Gender: National	24
Chart 13: OVC by Regions	25
Table 25: Orphans (double and single) by Gender, Grade and Age: National and Regional	25
Chart 14: Single and Double Orphans by Region	26
Table 26: Female Primary School Teachers (All): National	27
Table 27: Number of Female Trained Primary School Teachers: National	30
Table 28: Number of Male Trained Primary School Teachers: National	31
Table 29: Number of Primary School Certified Teachers: National	32
Chart 15: Primary Qualified Teachers by Gender and Region	32
Table 30: Qualified Primary School Teachers: Hhohho	33
Table 31: Qualified Primary School Teachers: Lubombo	34
Table 32: Qualified Primary School Teachers: Manzini	35
Table 33: Qualified Primary School Teachers: Shiselweni	36
Table 34: Reason by Attrition By Region and Gender	37
PRIMARY SCHOOL INDICATORS	38
JUNIOR SECONDARY	43



Table 35: Number of Secondary (junior and senior) By Governance	44
Chart 16: Secondary and High School by Governance	44
Table 36: Lower Secondary School Enrolment by Age and Grade	45
Chart 17: Lower Secondary Enrolment by Age	45
Table 37: New Entrants to form 1	46
Table 38: Junior Secondary School Enrolment by grade, Age and gender: National	47
Chart 18: Junior Secondary School Enrolment by grade, Age and gender: National	47
Table 39: Enrolment by Gender, Grade and Age: Private Schools	48
Table 40: Enrolment All: Gender, Grade and Age: Hhohho Region	49
Chart 19: Enrolment by Age and Gender: Hhohho	49
Table 41: Enrolment All: Gender, Grade and Age: Lubombo Region	50
Chart 20: Enrolment by Age and Gender: Lubombo	50
Table 42: Enrolment All: Gender, Grade and Age: Manzini Region	51
Chart 21: Enrolment by Age and Gender: Manzini	51
Table 43: Enrolment All: Gender, Grade and Age: Shiselweni Region	52
Chart 22: Enrolment by Age and Gender: Shiselweni	52
Table 44: Junior Secondary School “Within- Age” Enrolment: National	53
Chart 23: Junior Secondary School “Within- Age” by region	53

Table 45: Number of Repeaters by Gender, Form and Age: National	54
Table 46: Percent Repeating by Gender, Form and Age: National	54
Table 47: Number of Repeaters by Region	55
Chart 24: Percent Repeating and Non-Repeating by Region	55
Table 48: Pass and Failure Rates by Gender and Region	56
Table 49: Dropout by Form and Gender: National	57
Chart 25: Number of Dropout by Gender and Grade (Form): National	57
Chart 26: Number of Dropout by Gender and Grade (Form): Region	57
Table 50: Dropout due Pregnancy	58
Chart 27: Proportion of Dropout due to Pregnancy by Gender	58
Table 51: Dropout due to Fees	59
Table 52: Dropout due to other Reasons	59
Table 53: Type of disability by Gender and Form: National	60
Table 54: Type of disability by Form and Region	61
Table 55: Orphans and Vulnerable Children by Gender, Form and Age: National	62
Chart 28: Number of OVC by Gender and Region	62
Table 56: Orphans (double and single) by Gender, Form and Age: National	63
Chart 16: Number of Orphans by Gender and Region	63

JUNIOR SECONDARY INDICATORS	64
SENIOR SECONDARY	66
Table 57: Enrolment in Senior Secondary (High) by Gender: National	68
Chart 30: Enrolment by Age and Form: National	68
Table 58: Enrolment by Age, Gender and Form: National	69
Chart 31: Enrolment by Age and Gender	69
Chart 32: Enrolment by Gender and Form	69
Table 59: Enrolment by Gender, Form and Age: Private School, National	70
Table 60: Enrolment by Gender, Form and Age: Hhohho	71
Chart 33: Number of OVC by Gender and Region	71
Chart 34: Enrolment by gender	71
Table 61: Enrolment by Gender, Form and Age: Lubombo	72
Chart 35: Enrolment by Age: Lubombo	72
Chart 36: Enrolments by Gender: Lubombo	72
Table 62: Enrolment by Gender, Form and Age: Manzini	73
Chart 37: Enrolment by Age: Manzini	73
Chart 38: Enrolment by Gender: Manzini	73
Table 63: Enrolment by Gender, Form and Age: Shiselweni	74

Chart 39: Enrolment by Age: Shiselweni	74
Chart 40: Enrolment by Gender: Shiselweni	74
Table 64: Number of Repeaters by Gender, Form and Age: National	75
Chart 41: proportion of repeaters by Gender and Region	75
Table 65: Percent repetition by Gender, Form and Gender: National	76
Table 66: Pass-Rate: National	76
Table 67: All Dropouts by Form and Gender: National	77
Chart 42: All Dropouts by Form and Gender: national	77
Chart 43: All Dropouts by Gender: Regional	77
Table 68: Dropout due to Pregnancy: National	78
Chart 44: Dropout due to Pregnancy by Form and Gender: National	78
Table 69: Dropout due to Fees	78
Chart 45: Dropout due to fees by Region and Gender	78
Table 70: Other Dropout and Reasons: National	79
Table 71: Type of disability by Gender and Grade	79
Table 72: Orphans and Vulnerable Children by Gender, Grade and Age: National	80
Chart 46: OVC by Regions	80
Table 73: Orphans (double and single) by Gender, Grade and Age: National	81

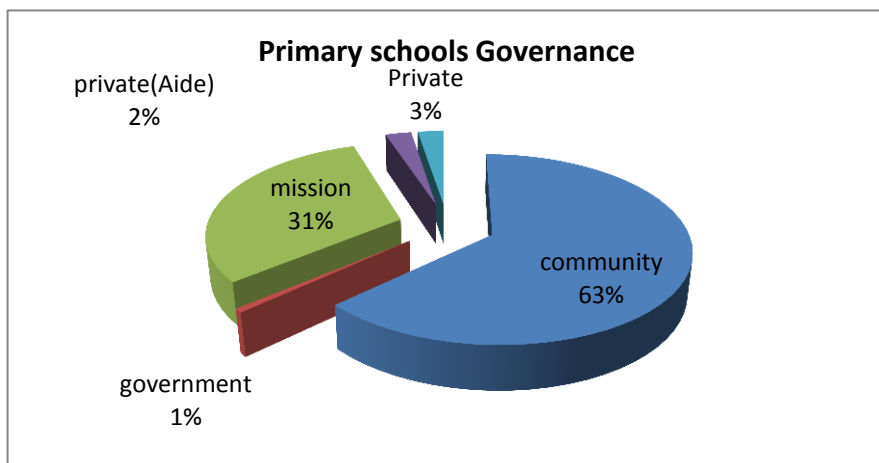
Chart 46: Orphans by Gender and Region	81
Table 74: Lower and Senior Secondary School Teachers, Female: National	82
Table 75: Lower and Senior Secondary School Teachers, Male: National	83
Table 76: Number of Female Teachers by Gender, Qualification and Region	85
Table 77: Number of Male Teachers by Gender, Qualification and Region	86
Table 78 Number of Qualified Teachers: national	88
Table 79: Number of Qualified Teachers by Gender and Region	89
Table 80: Attrition of Secondary (lower and high) School Teachers	90
Table 81: Teacher Specialisation in Science related subjects by gender and Region	91
Table 82: Teacher Specialisation in Languages	92
Table 83: Teacher Specialisation in other Subjects	93
Table 84: Total Enrolment in Secondary (lower and upper) by Gender and Age	94
Table 85: Total OVC (lower and higher secondary) by gender and Age	95
Table 86: Total Orphans (single and double) by Gender and Age	97

## Table 1: Number of Primary Schools by Governance

	Community	Government	Mission/Govt	Private/Aided	Private/non-Aided	Total
<b>Hhohho</b>	87	2	59	5	6	159
<b>Lubombo</b>	84	1	27	10	3	125
<b>Manzini</b>	108		54	0	6	168
<b>Shiselweni</b>	92	1	42	0	0	135
<b>Swaziland</b>	<b>371</b>	<b>4</b>	<b>182</b>	<b>15</b>	<b>15</b>	<b>587</b>

In 2009 there were 587 primary schools registered with the Ministry of Education and Training. These included Government, Community, former mission, private/aided schools that get support from Government though payment of staff (teachers) salaries and those that **do not** get any financial support from Government (non-Aided). The Ministry's Master Register has been strengthened by the registration of schools in the country. The Government of Swaziland classifies all schools with the exception of Private (non-Aided) as public schools; this meant in 2009 there were 573 public schools – schools which receive some public funding. It should be however mentioned that the public schools' day to day management is under the management of the schools (with parents) and their schools managers.

**Chart 1: Primary Schools Management**



There are a few strictly Government schools in the country; these are schools where the Ministry provides additional support, such as those that have boarding facilities and where the auxiliary staff is paid by the Government – civil servants.

Private (non-aided) schools are privately run schools owned by private organisations (and individuals).

Community schools are mostly those that were built by the community and are mostly found in all areas of the country. These include some national schools. Some schools were originally built by Christian missionaries, however most are now getting some support from local communities and Government thus have also been categorised as public schools.

**Table 2: Primary Enrolment by Age and Grade**

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
<b>Grade 1</b>	480	10,323	15,485	6,566	2,674	772	329	192	135	62	25	30	28	15	10	10	37,136
<b>Grade 2</b>		486	6,831	12,770	8,897	3,888	1,624	603	330	186	89	57	38	26	13	18	35,856
<b>Grade 3</b>			392	4,935	11,394	8,803	5,630	2,741	1,671	808	403	189	129	45	53	23	37,216
<b>Grade 4</b>				234	3,716	8,283	8,166	5,541	4,022	2,487	1,273	618	315	150	71	31	34,907
<b>Grade 5</b>					182	3,143	6,880	6,480	6,085	4,604	2,816	1,544	804	279	141	83	33,041
<b>Grade 6</b>						242	2,511	5,215	6,251	5,744	4,551	2,827	1,689	630	311	137	30,108
<b>Grade 7</b>							220	2,054	4,939	4,855	4,363	3,010	2,171	880	459	234	23,185
<b>Grand Total</b>	<b>480</b>	<b>10,809</b>	<b>22,708</b>	<b>24,505</b>	<b>26,863</b>	<b>25,131</b>	<b>25,360</b>	<b>22,826</b>	<b>23,433</b>	<b>18,746</b>	<b>13,520</b>	<b>8,275</b>	<b>5,174</b>	<b>2,025</b>	<b>1,058</b>	<b>536</b>	<b>231,449</b>

**Chart 2: Enrolment by Grade and Age**

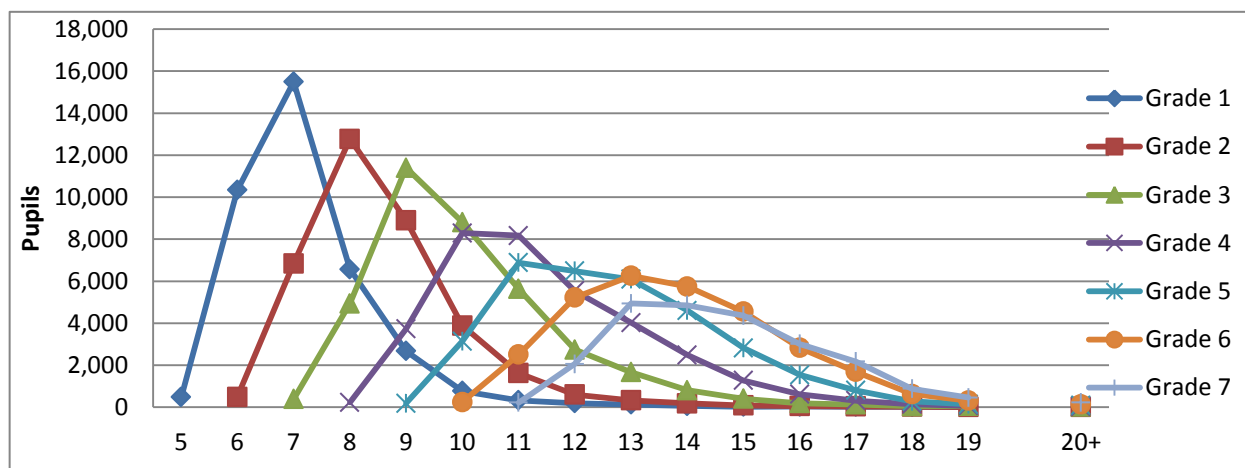


Table 1.2 indicated that there were 231 449 pupils in primary education. The majority of these (37 217) were enrolled in grade 3. The results also indicated that there were 480 pupils who were below the age of six.

The results also indicated that in grade 1 the majority of the pupils (15 485) were aged seven. These are children who have turned seven on the Census Day, last day of school in March, normally the 31<sup>st</sup> March.

There were 49 822 children who were not primary aged, below six and above 13. This figure gives an estimate of the number of children who ought not to be in this level of education. This number gave a crude measure of pupils of resources that were allocated to pupils who ought not to be in this level.

It was also important to look at enrolment by gender. The statistics indicated that there were more boys enrolled in primary education than girls and that the boys are generally older than the girls. The incidence of 16+ aged pupils in Grade 1 and 2 is enough to worry.

## New Entrants to Grade 1

The criterion for entry into Grade 1 is age six. Pupils who are six and older are to be admitted into grade 1. The Table to follow shows the ages and gender of new entrants into grade 1 in 2009.

**Table 3: New Entrants into Grade 1 by Gender, Region and Age: National**

		5	6	7	8	9	10	11	12	Above12	Total
<b>Female</b>	<b>Hhohho</b>	56	1,303	1,822	449	186	54	26	11	17	3,924
	<b>Lubombo</b>	29	956	1,400	538	198	63	26	10	14	3,234
	<b>Manzini</b>	87	1,544	1,898	453	165	63	35	21	44	4,310
	<b>Shiselweni</b>	73	1,220	1,203	319	117	24	13	12	17	2,998
<b>Female Total</b>		245	5,023	6,323	1,759	666	204	100	54	92	14,466
<b>Male</b>	<b>Hhohho</b>	59	1,211	1,872	574	266	77	40	29	38	4,166
	<b>Lubombo</b>	35	888	1,448	643	270	73	34	19	37	3,447
	<b>Manzini</b>	59	1,404	1,956	585	259	96	29	27	72	4,487
	<b>Shiselweni</b>	58	1,150	1,421	407	185	57	26	16	21	3,341
<b>Male Total</b>		211	4,653	6,697	2,209	980	303	129	91	168	15,441
		456	9,676	13,020	3,968	1,646	507	229	145	260	29,907

The highest age group is seven years(13 020), and there were pupils aged above 9 still coming in at grade1. This suggested that there is still a lot of 'late-starting' in the system but this was expected as some of the pupils register after they have turned six before opening of school.



Table 4: Primary Enrolment by Gender, Grade and Age: National

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
Female	Grade 1	254	5,301	7,332	2,753	1,017	297	124	72	60	23	9	6	8	7	3	5	17,271
	Grade 2		284	3,756	6,355	3,805	1,386	529	194	122	64	24	13	16	4	4	7	16,563
	Grade 3			238	2,854	6,065	3,931	2,184	924	545	243	105	41	42	13	26	6	17,217
	Grade 4				131	2,330	4,745	3,986	2,384	1,483	804	403	196	95	39	23	4	16,623
	Grade 5					99	1,980	4,010	3,435	2,817	1,793	983	516	235	61	28	26	15,983
	Grade 6						143	1,628	3,059	3,451	2,848	2,044	1,074	486	159	55	21	14,968
	Grade 7							141	1,333	2,945	2,640	2,106	1,240	763	238	93	36	11,535
Female Total		254	5,585	11,326	12,093	13,316	12,482	12,602	11,401	11,423	8,415	5,674	3,086	1,645	521	232	105	110,160
Male	Grade 1	226	5,022	8,153	3,813	1,657	475	205	120	75	39	16	24	20	8	7	5	19,865
	Grade 2		202	3,075	6,415	5,092	2,502	1,095	409	208	122	65	44	22	22	9	11	19,293
	Grade 3			154	2,081	5,329	4,872	3,446	1,817	1,126	565	298	148	87	32	27	17	19,999
	Grade 4				103	1,386	3,538	4,180	3,157	2,539	1,683	870	422	220	111	48	27	18,284
	Grade 5					83	1,163	2,870	3,045	3,268	2,811	1,833	1,028	569	218	113	57	17,058
	Grade 6						99	883	2,156	2,800	2,896	2,507	1,753	1,203	471	256	116	15,140
	Grade 7							79	721	1,994	2,215	2,257	1,770	1,408	642	366	198	11,650
Male Total		226	5,224	11,382	12,412	13,547	12,649	12,758	11,425	12,010	10,331	7,846	5,189	3,529	1,504	826	431	121,289
Grand Total		480	10,809	22,708	24,505	26,863	25,131	25,360	22,826	23,433	18,746	13,520	8,275	5,174	2,025	1,058	536	231,449

Chart 3: Primary School Enrolment by Age and Gender: National

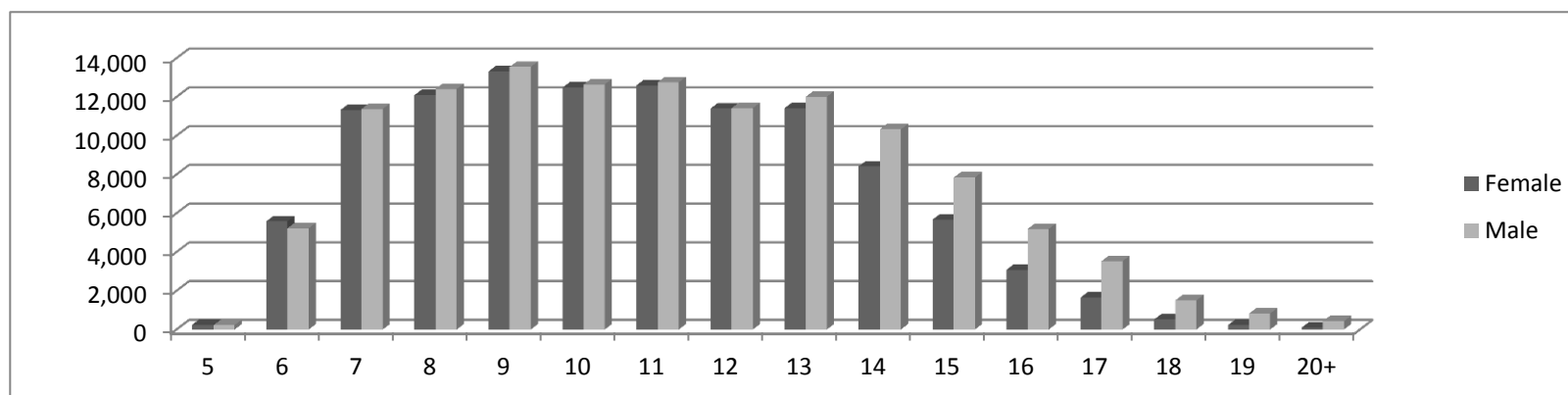


Table 5: Primary Enrolment by Gender, Grade and Age: National Private Schools

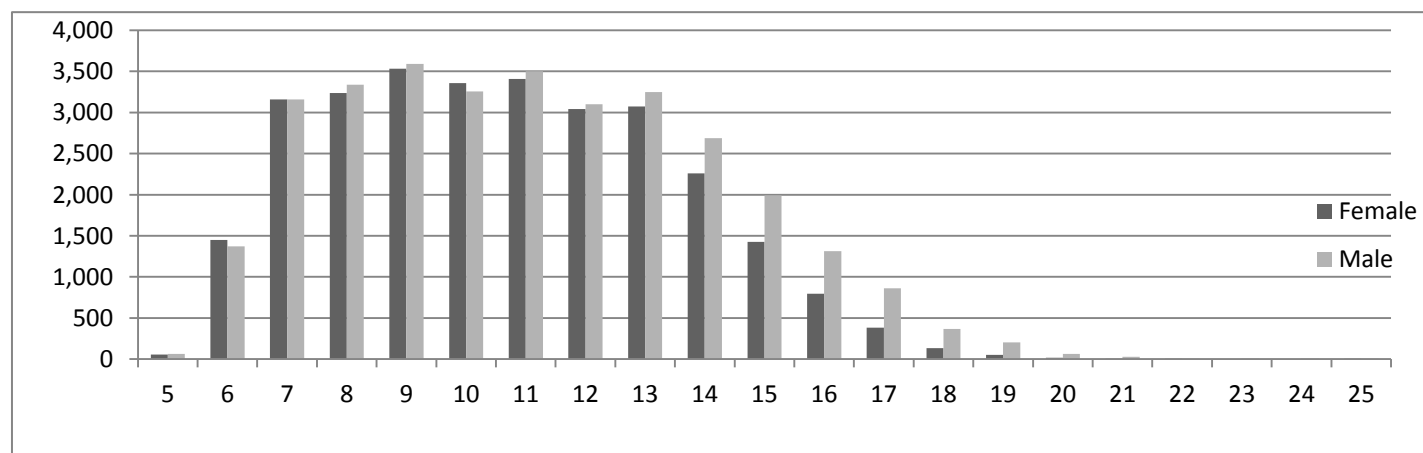
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Grand Total
Female	Grade 1	10	79	44	6	2											141
	Grade 2		8	51	26	6				1							92
	Grade 3			8	43	30	12	3			1			1			98
	Grade 4				7	23	22	6		1	1						60
	Grade 5					12	33	22	6	4	5	1					83
	Grade 6						19	20	7	5			1				52
	Grade 7							13	13	13	6	1		1	1		48
Female Total		10	87	103	82	73	86	64	26	24	13	2	1	2	1		574
Male	Grade 1	3	61	37	9												110
	Grade 2		7	48	28	16											99
	Grade 3			7	30	37	16	4									94
	Grade 4				6	25	21	9	5	1	1						68
	Grade 5					6	26	25	14	5	3		1	1			81
	Grade 6						5	16	15	6	3					2	47
	Grade 7							10	9	13	5	14	2				53
Male Total		3	68	92	73	84	68	64	43	25	12	14	3	1		2	552
Grand Total		13	155	195	155	157	154	128	69	49	25	16	4	3	1	2	1126

The table above shows total enrolment in private (non-aided) primary schools.

Table 6: Enrolment by Gender, Grade and Age, Hhohho Region

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Grade 1	56	1,370	2,070	688	265	82	36	16	8	7	1		1	2		4						4,606
	Grade 2		80	1,016	1,784	984	357	144	50	37	17	8	2	6	2	2							4,489
	Grade 3			73	749	1,651	1,048	649	239	156	66	29	9	10	4	4		1					4,688
	Grade 4				17	615	1,293	1,055	619	333	206	94	44	21	11	3	1						4,312
	Grade 5					19	529	1,086	914	754	496	241	143	56	11	4	2						4,255
	Grade 6						49	406	850	949	755	535	269	114	40	14	1		1			1	3,984
	Grade 7							31	355	838	711	517	329	174	64	22	7	1	2				3,051
Female Total		56	1,450	3,159	3,238	3,534	3,358	3,407	3,043	3,075	2,258	1,425	796	382	134	49	15	2	3			1	29,385
Male	Grade 1	61	1,305	2,266	1,014	430	121	58	40	16	8	6	5	3	2	1		1			1	1	5,339
	Grade 2		65	857	1,761	1,355	631	291	110	59	40	16	15	11	13	6		2					5,232
	Grade 3			36	554	1,414	1,264	935	461	296	144	74	41	21	5	3	2	2		1			5,253
	Grade 4				10	377	896	1,183	804	655	390	200	108	56	29	13	5	2	1				4,729
	Grade 5					16	327	783	820	843	750	469	281	164	52	30	7	1					4,543
	Grade 6						19	229	630	802	778	641	465	287	106	75	31	6		1	1		4,071
	Grade 7							24	237	576	577	583	396	318	158	75	16	14	3	2			2,979
Male		61	1,370	3,159	3,339	3,592	3,258	3,503	3,102	3,247	2,687	1,989	1,311	860	365	203	61	28	4	4	2	1	32,146
Grand Total		117	2,820	6,318	6,577	7,126	6,616	6,910	6,145	6,322	4,945	3,414	2,107	1,242	499	252	76	30	7	4	2	2	61,531

Chart 4: Enrolment by Age and gender: Hhohho



**Table 7: Enrolment by Gender, Grade and Age, Lubombo Region**

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Grand Total
Female	Grade 1	32	1,021	1,627	807	296	92	36	16	8	6	2	1	1						1		3,946
	Grade 2		72	721	1,298	917	356	146	57	32	26	3	3	5		1						3,637
	Grade 3			44	592	1,239	852	498	244	160	74	29	17	9	5	3				1		3,767
	Grade 4				30	417	1,006	903	570	424	220	128	55	24	9	5						3,791
	Grade 5					20	421	752	749	605	456	253	139	81	24	12	4	1	1	2		3,520
	Grade 6						34	324	568	648	632	442	239	125	33	18	6	3	1			3,073
	Grade 7							41	258	575	542	448	283	186	56	23	6	1			1	2,420
Female Total		32	1,093	2,392	2,727	2,889	2,761	2,700	2,462	2,452	1,956	1,305	737	431	127	62	16	5	2	4	1	24,154
Male	Grade 1	41	967	1,744	1,035	472	133	58	27	24	12	5	3	2	1		1					4,525
	Grade 2		52	559	1,330	1,170	613	274	121	64	40	18	9	3	4	2	2					4,261
	Grade 3			32	382	1,030	1,044	770	475	305	175	102	39	23	8	9	1		1			4,396
	Grade 4				16	260	730	849	703	601	479	265	113	66	34	18	5	2	1	1		4,143
	Grade 5					18	229	511	589	661	644	442	261	141	66	37	11	3				3,613
	Grade 6						37	189	380	530	593	520	401	294	124	67	19	7	3	2		3,166
	Grade 7							12	135	358	451	470	412	324	170	89	44	10	4	1		2,480
Male Total		41	1,019	2,335	2,763	2,950	2,786	2,663	2,430	2,543	2,394	1,822	1,238	853	407	222	83	22	9	4		26,584
Grand Total		73	2,112	4,727	5,490	5,839	5,547	5,363	4,892	4,995	4,350	3,127	1,975	1,284	534	284	99	27	11	8	1	50,738

**Chart 5: Enrolment by Age and Gender: Lubombo**

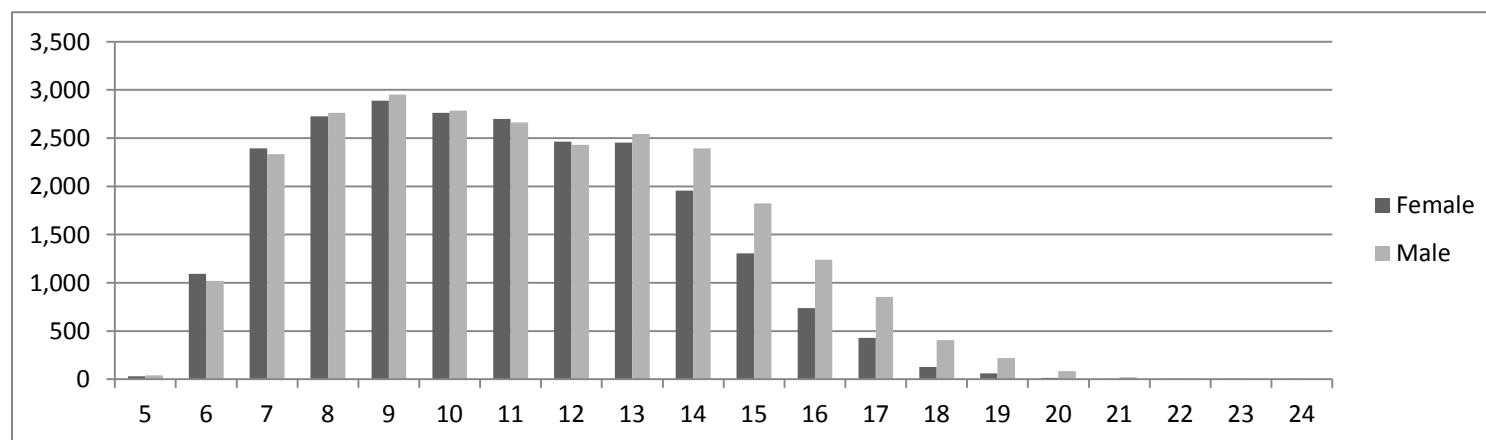
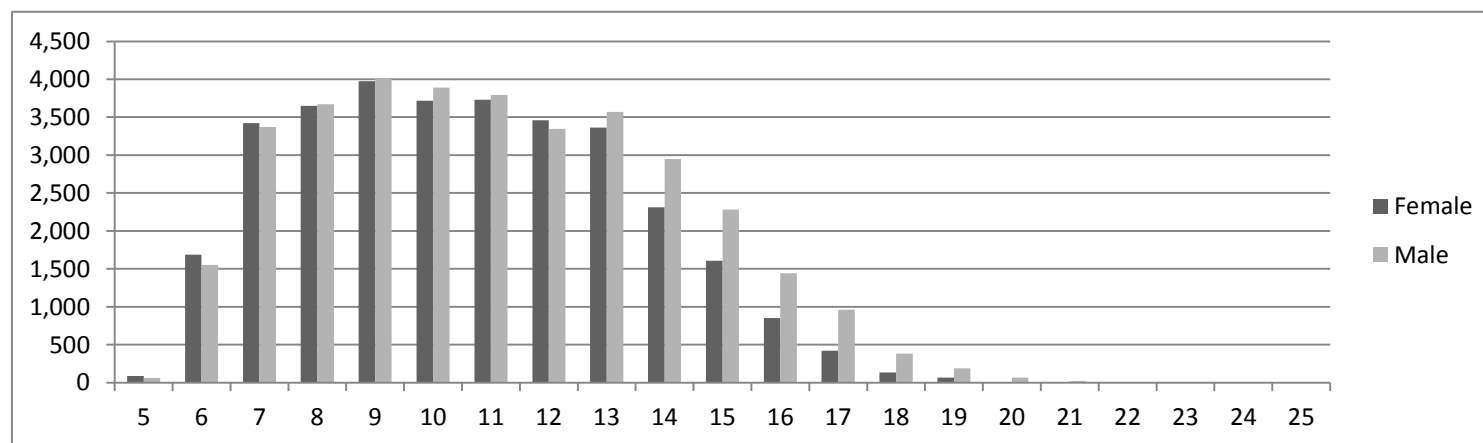


Table 8: Enrolment by Gender, Grade and Age, Manzini Region

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Grade 1	89	1,614	2,192	732	261	89	38	24	30	6	4	5	6	4	2							5,096
	Grade 2		74	1,150	1,950	1,068	382	148	58	23	15	6	6	5	1	1	1	3	1				4,892
	Grade 3			80	908	1,838	1,131	586	268	137	47	21	8	7	1	17		1					5,050
	Grade 4				59	775	1,413	1,103	678	379	209	95	72	34	11	8		1					4,837
	Grade 5					33	665	1,272	999	840	464	248	112	39	11	1		1					4,685
	Grade 6						38	542	991	1,020	778	592	315	124	46	16	2		2	1			4,467
	Grade 7							40	443	934	794	643	335	208	61	23	4	1	1	1	2		3,490
Female Total		89	1,688	3,422	3,649	3,975	3,718	3,729	3,461	3,363	2,313	1,609	853	423	135	68	7	7	4	2	2		32,517
Male	Grade 1	61	1,500	2,369	1,020	438	143	51	31	25	13	4	13	14	4	5			1				5,692
	Grade 2		54	947	1,910	1,433	724	293	106	38	16	19	6	3	3			3	1				5,556
	Grade 3			54	685	1,641	1,437	976	465	271	133	70	43	20	9	11					1		5,816
	Grade 4				56	482	1,178	1,168	867	694	441	226	110	44	31	6	6	2	1				5,312
	Grade 5					21	381	969	947	1,016	762	497	256	135	35	23	5	3	1				5,051
	Grade 6						29	305	710	870	868	775	481	323	138	54	17	3	1	1		1	4,576
	Grade 7							33	220	654	718	690	534	421	163	90	39	9		3			3,574
Male Total		61	1,554	3,370	3,671	4,015	3,892	3,795	3,346	3,568	2,951	2,281	1,443	960	383	189	67	20	5	4		2	35,577
Grand Total		150	3,242	6,792	7,320	7,990	7,610	7,524	6,807	6,931	5,264	3,890	2,296	1,383	518	257	74	27	9	6	2	2	68,094

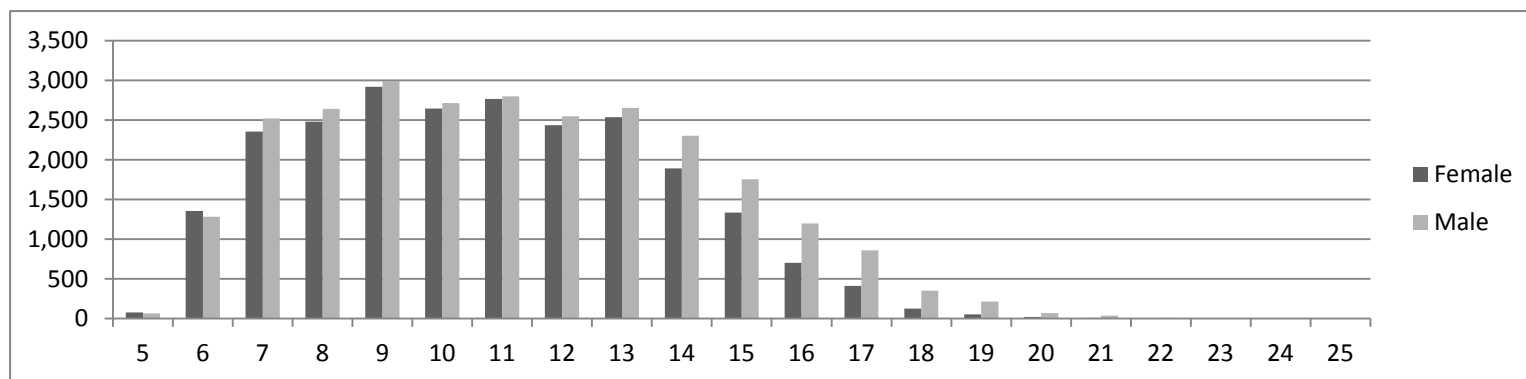
Chart 6: Enrolment by Age and Gender: Manzini



**Table 9: Enrolment by Gender, Grade and Age, Shiselweni Region**

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Grade 1	77	1,296	1,443	526	195	34	14	16	14	4	2			1	1							3,623
	Grade 2		58	869	1,323	836	291	91	29	30	6	7	2		1		1	1					3,545
	Grade 3			41	605	1,337	900	451	173	92	56	26	7	16	3	2	1		1		1		3,712
	Grade 4				25	523	1,033	925	517	347	169	86	25	16	8	7			1	1			3,683
	Grade 5					27	365	900	773	618	377	241	122	59	15	11	8	4	1	1		1	3,523
	Grade 6						22	356	650	834	683	475	251	123	40	7	2		1				3,444
	Grade 7							29	277	598	593	498	293	195	57	25	7	2					2,574
Female Total		77	1,354	2,353	2,479	2,918	2,645	2,766	2,435	2,533	1,888	1,335	700	409	125	53	19	7	4	2	1	1	24,104
Male	Grade 1	63	1,250	1,774	744	317	78	38	22	10	6	1	3	1	1	1							4,309
	Grade 2		31	712	1,414	1,134	534	237	72	47	26	12	14	5	2	1	1	1			1		4,244
	Grade 3			32	460	1,244	1,127	765	416	254	113	52	25	23	10	4	8	1					4,534
	Grade 4				21	267	734	980	783	589	373	179	91	54	17	11			1				4,100
	Grade 5					28	226	607	689	748	655	425	230	129	65	23	14	9	2			1	3,851
	Grade 6						14	160	436	598	657	571	406	299	103	60	11	9	2			1	3,327
	Grade 7							10	129	406	469	514	428	345	151	112	33	15	3	1	1		2,617
Male Total		63	1,281	2,518	2,639	2,990	2,713	2,797	2,547	2,652	2,299	1,754	1,197	856	349	212	67	35	8	1	2	2	26,982
Grand Total		140	2,635	4,871	5,118	5,908	5,358	5,563	4,982	5,185	4,187	3,089	1,897	1,265	474	265	86	42	12	3	3	3	51,086

**Chart 7: Enrolment by Age and Gender: Shiselweni**



## Primary School Aged Enrolment

The current entry criterion into grade 1 is age 6. This means the child should at least be six years old on the School Census day, which is the last day of school in March. This means that a child who entered the system aged six should reach grade 7 at the age of 12 (assuming no failure). The results of the previous section revealed that there was quite a sizeable population of the enrolled pupils were older than 13 years of age. This population plus those who were below the age of six, made up the 'out of age primary', pupils in the Swaziland context. Those who are 'within age', are pupils aged from 6 years to 12, these are the children that ought to be in primary schools – all factors being equal.

The 'within age enrolment' is the one that is normally associated with the Net indicators. Net indicators give a better indicator of the efficiency and effectiveness of an education system. This section will look at results on 'school aged enrolment', nationally and in the regions.

**Table 10: Primary School level "Within-Age" Enrolment**

		<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Grand Total</b>
<b>Female</b>	<b>Grade 1</b>	5,301	7,332	2,753	1,017	297	124	72	16,896
	<b>Grade 2</b>	284	3,756	6,355	3,805	1,386	529	194	16,309
	<b>Grade 3</b>		238	2,854	6,065	3,931	2,184	924	16,196
	<b>Grade 4</b>			131	2,330	4,745	3,986	2,384	13,576
	<b>Grade 5</b>				99	1,980	4,010	3,435	9,524
	<b>Grade 6</b>					143	1,628	3,059	4,830
	<b>Grade 7</b>						141	1,333	1,474
	<b>Form 1</b>							8	8
<b>Female Total</b>		<b>5,585</b>	<b>11,326</b>	<b>12,093</b>	<b>13,316</b>	<b>12,482</b>	<b>12,602</b>	<b>11,409</b>	<b>78,813</b>
<b>Male</b>	<b>Grade 1</b>	5,022	8,153	3,813	1,657	475	205	120	19,445
	<b>Grade 2</b>	202	3,075	6,415	5,092	2,502	1,095	409	18,790
	<b>Grade 3</b>		154	2,081	5,329	4,872	3,446	1,817	17,699
	<b>Grade 4</b>			103	1,386	3,538	4,180	3,157	12,364
	<b>Grade 5</b>				83	1,163	2,870	3,045	7,161
	<b>Grade 6</b>					99	883	2,156	3,138
	<b>Grade 7</b>						79	721	800
	<b>Form 1</b>							4	4
<b>Male Total</b>		<b>5,224</b>	<b>11,382</b>	<b>12,412</b>	<b>13,547</b>	<b>12,649</b>	<b>12,758</b>	<b>11,429</b>	<b>79,401</b>
<b>Grand Total</b>		<b>10,809</b>	<b>22,708</b>	<b>24,505</b>	<b>26,863</b>	<b>25,131</b>	<b>25,360</b>	<b>22,838</b>	<b>158,214</b>

Note: The 12 form 1 pupils represent 8 girls and 4 boys who are enrolled in lower secondary aged 12. These are children who are within the primary school aged category, thus will also be included in calculations of adjusted primary enrolment rates, where we are looking at specific ages that have been enrolled, irrespective of the level. The table indicated that 158 214 out of the 231 449 enrolled at primary level were of the expected age groups.

**Table 11: Within –Age Enrolment: Hhohho Region**

		<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Grand Total</b>
<b>Female</b>	<b>Grade 1</b>	1,370	2,070	688	265	82	36	16	4,527
	<b>Grade 2</b>	80	1,016	1,784	984	357	144	50	4,415
	<b>Grade 3</b>		73	749	1,651	1,048	649	239	4,409
	<b>Grade 4</b>			17	615	1,293	1,055	619	3,599
	<b>Grade 5</b>				19	529	1,086	914	2,548
	<b>Grade 6</b>					49	406	850	1,305
	<b>Grade 7</b>						31	355	386
	<b>Form 1</b>							2	2
<b>Female Total</b>		<b>1,450</b>	<b>3,159</b>	<b>3,238</b>	<b>3,534</b>	<b>3,358</b>	<b>3,407</b>	<b>3,045</b>	<b>21,191</b>
<b>Male</b>	<b>Grade 1</b>	1,305	2,266	1,014	430	121	58	40	5,234
	<b>Grade 2</b>	65	857	1,761	1,355	631	291	110	5,070
	<b>Grade 3</b>		36	554	1,414	1,264	935	461	4,664
	<b>Grade 4</b>			10	377	896	1,183	804	3,270
	<b>Grade 5</b>				16	327	783	820	1,946
	<b>Grade 6</b>					19	229	630	878
	<b>Grade 7</b>						24	237	261
	<b>Form 1</b>							1	1
<b>Male Total</b>		<b>1,370</b>	<b>3,159</b>	<b>3,339</b>	<b>3,592</b>	<b>3,258</b>	<b>3,503</b>	<b>3,103</b>	<b>21,324</b>
<b>Grand Total</b>		<b>2,820</b>	<b>6,318</b>	<b>6,577</b>	<b>7,126</b>	<b>6,616</b>	<b>6,910</b>	<b>6,148</b>	<b>42,515</b>



Table 12: Within-Age Enrolment: Lubombo

		6	7	8	9	10	11	12	Grand Total
Female	Grade 1	1,021	1,627	807	296	92	36	16	3,895
	Grade 2	72	721	1,298	917	356	146	57	3,567
	Grade 3		44	592	1,239	852	498	244	3,469
	Grade 4			30	417	1,006	903	570	2,926
	Grade 5				20	421	752	749	1,942
	Grade 6					34	324	568	926
	Grade 7						41	258	299
	Form 1							1	1
Female Total		1,093	2,392	2,727	2,889	2,761	2,700	2,463	17,025
Male	Grade 1	967	1,744	1,035	472	133	58	27	4,436
	Grade 2	52	559	1,330	1,170	613	274	121	4,119
	Grade 3		32	382	1,030	1,044	770	475	3,733
	Grade 4			16	260	730	849	703	2,558
	Grade 5				18	229	511	589	1,347
	Grade 6					37	189	380	606
	Grade 7						12	135	147
	Form 1							1	1
Male Total		1,019	2,335	2,763	2,950	2,786	2,663	2,431	16,947
Grand Total		2,112	4,727	5,490	5,839	5,547	5,363	4,894	33,972

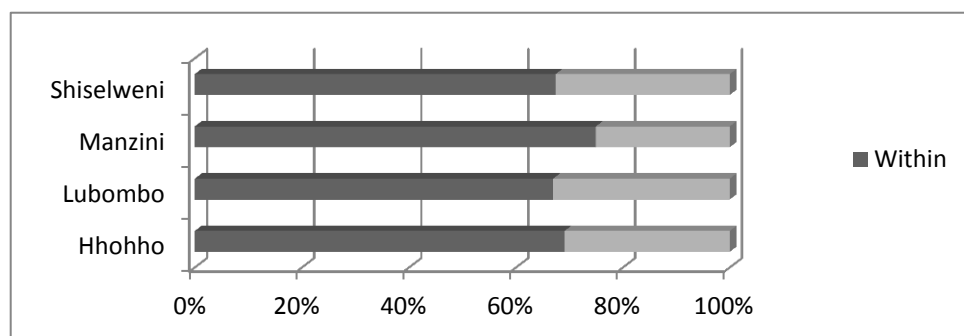
Table 13: Within-Age Enrolment: Manzini

		6	7	8	9	10	11	12	Grand Total
Female	Grade 1	1,614	2,192	732	261	89	38	24	4,950
	Grade 2	74	1,150	1,950	1,068	382	148	58	4,830
	Grade 3		80	908	1,838	1,131	586	268	4,811
	Grade 4			59	775	1,413	1,103	678	4,028
	Grade 5				33	665	1,272	999	2,969
	Grade 6					38	542	991	1,571
	Grade 7						40	443	483
	Form 1							2	2
Female Total		1,688	3,422	3,649	3,975	3,718	3,729	3,463	23,644
Male	Grade 1	1,500	2,369	1,020	438	143	51	31	5,552
	Grade 2	54	947	1,910	1,433	724	293	106	5,467
	Grade 3		54	685	1,641	1,437	976	465	5,258
	Grade 4			56	482	1,178	1,168	867	3,751
	Grade 5				21	381	969	947	2,318
	Grade 6					29	305	710	1,044
	Grade 7						33	220	253
	Form 1							2	2
Male Total		1,554	3,370	3,671	4,015	3,892	3,795	3,348	23,645
Grand Total		3,242	6,792	7,320	7,990	7,610	7,524	6,811	47,289

Table 14: Within-Age Enrolment: Shiselweni

		6	7	8	9	10	11	12	Grand Total
Female	Grade 1	1,296	1,443	526	195	34	14	16	3,524
	Grade 2	58	869	1,323	836	291	91	29	3,497
	Grade 3		41	605	1,337	900	451	173	3,507
	Grade 4			25	523	1,033	925	517	3,023
	Grade 5				27	365	900	773	2,065
	Grade 6					22	356	650	1,028
	Grade 7						29	277	306
	Form 1							3	3
Female Total		1,354	2,353	2,479	2,918	2,645	2,766	2,438	16,953
Male	Grade 1	1,250	1,774	744	317	78	38	22	4,223
	Grade 2	31	712	1,414	1,134	534	237	72	4,134
	Grade 3		32	460	1,244	1,127	765	416	4,044
	Grade 4			21	267	734	980	783	2,785
	Grade 5				28	226	607	689	1,550
	Grade 6					14	160	436	610
	Grade 7						10	129	139
Male Total		1,281	2,518	2,639	2,990	2,713	2,797	2,547	17,485
Grand Total		2,635	4,871	5,118	5,908	5,358	5,563	4,985	34,438

Chart 8: Proportion of Primary School Pupils 'within' official age by Region



The results indicated that about 70 percent of the enrolled children was within the expected age group. Manzini had the highest within age representation with 75 percent of the children falling within the ages 6 – 12. Lubombo and Shiselweni had the higher out of age children; this could be attributed to the poverty levels in the regions or other social factors. The results indicated that about 30 percent of educational resources are being utilised by children who are outside the official age.

## Grade Repetition

The Ministry of Education and Training policy is that annual repetition should not exceed 10 percent per grade (percentage of repeaters). This was to encourage positive internal efficiency and to ensure that children do complete their education. The following table shows the number of pupils that reported repeating in primary schools in 2009.

**Table 15: Repetition by Gender, Grade and Age: National**

		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Grade 1	276	1,000	980	341	85	22	15	10	8	2	1	1	1	1				1			2,744
	Grade 2	12	162	538	782	433	172	53	31	22	9	6	5	1	2	1	2					2,231
	Grade 3		11	114	542	865	627	286	182	89	35	20	12	7	3							2,793
	Grade 4			4	76	315	576	552	409	250	131	57	33	7	3							2,413
	Grade 5				4	45	218	516	630	495	272	183	80	20	10	3	1		1			2,478
	Grade 6					12	56	196	499	629	528	301	145	56	13	6	1	1			1	2,444
	Grade 7						5	16	57	123	171	151	136	51	13	5				1		729
Female Total		288	1,173	1,636	1,745	1,755	1,676	1,634	1,818	1,616	1,148	719	412	143	45	15	4	1	2	1	1	15,832
Male	Grade 1	372	1,439	1,588	661	160	67	22	12	3	1		2		1	1				1		4,330
	Grade 2	17	197	688	1,300	941	440	156	74	32	20	13	5	6	1	1	1					3,892
	Grade 3		9	126	526	1,132	1,108	692	434	222	131	50	27	11	10	7			1			4,486
	Grade 4			5	53	287	665	753	817	570	316	140	77	35	15	2	2	2				3,739
	Grade 5				3	44	191	418	658	729	541	302	200	66	39	8	5	2				3,206
	Grade 6					6	32	133	370	542	555	471	392	148	94	36	10	2	1			2,792
	Grade 7						1	9	35	70	115	137	172	80	63	26	15	1	3			727
Male Total		389	1,645	2,407	2,543	2,570	2,504	2,183	2,400	2,168	1,679	1,113	875	346	223	81	33	7	5	1		23,172
Grand Total		677	2,818	4,043	4,288	4,325	4,180	3,817	4,218	3,784	2,827	1,832	1,287	489	268	96	37	8	7	2	1	39,004

The table above showed that in terms of capacity, number, there were more than 39 000 pupils slots being utilised for repetition in 2009. Of key importance is that some of the repeating pupils are above 13 years of age and are still in the lower grades. Such pupils might repeat again as they proceed towards Grade 7, this meant the system would still be clogged. These high levels of incidence lower the internal efficiency of the education system and do not necessarily mean that the 'output', is a better student.

**Table 16: Percentage of Repetition by Gender, Grade and Age: National**

		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
<b>Female</b>	<b>Grade 1</b>	0.05	0.14	0.36	0.34	0.29	0.18	0.21	0.17	0.35	0.22	0.17	0.13	0.14	0.33	0.00	0.00	0.00	1.00	0.00	0.00	16%
	<b>Grade 2</b>	0.04	0.04	0.08	0.21	0.31	0.33	0.27	0.25	0.34	0.38	0.46	0.31	0.25	0.50	0.50	0.50	0.00	0.00	0.00	0.00	13%
	<b>Grade 3</b>		0.05	0.04	0.09	0.22	0.29	0.31	0.33	0.37	0.33	0.49	0.29	0.54	0.12	0.00	0.00	0.00	0.00	0.00	0.00	16%
	<b>Grade 4</b>			0.03	0.03	0.07	0.14	0.23	0.28	0.31	0.33	0.29	0.35	0.18	0.13	0.00	0.00	0.00	0.00	0.00	0.00	15%
	<b>Grade 5</b>				0.04	0.02	0.05	0.15	0.22	0.28	0.28	0.35	0.34	0.33	0.36	0.21	0.17	0.00	0.33	0.00	0.00	16%
	<b>Grade 6</b>					0.08	0.03	0.06	0.14	0.22	0.26	0.28	0.30	0.35	0.24	0.55	0.33	0.20	0.00	0.00	1.00	16%
	<b>Grade 7</b>						0.04	0.01	0.02	0.05	0.08	0.12	0.18	0.21	0.14	0.21	0.00	0.00	0.00	0.33	0.00	6%
<b>Female Total</b>		0.05	0.10	0.14	0.13	0.14	0.13	0.14	0.16	0.19	0.20	0.23	0.25	0.27	0.19	0.26	0.19	0.08	0.25	0.25	0.50	14%
<b>Male</b>	<b>Grade 1</b>	0.07	0.18	0.42	0.40	0.34	0.33	0.18	0.16	0.08	0.06	0.00	0.10	0.00	0.14	1.00	0.00	0.00	0.00	1.00	0.00	22%
	<b>Grade 2</b>	0.08	0.06	0.11	0.26	0.38	0.40	0.38	0.36	0.26	0.31	0.30	0.23	0.27	0.11	0.33	0.17	0.00	0.00	0.00	0.00	20%
	<b>Grade 3</b>		0.06	0.06	0.10	0.23	0.32	0.38	0.39	0.39	0.44	0.34	0.31	0.34	0.37	0.64	0.00	0.00	1.00	0.00	0.00	22%
	<b>Grade 4</b>			0.05	0.04	0.08	0.16	0.24	0.32	0.34	0.36	0.33	0.35	0.32	0.31	0.13	0.33	0.50	0.00	0.00	0.00	20%
	<b>Grade 5</b>				0.04	0.04	0.07	0.14	0.20	0.26	0.30	0.29	0.35	0.30	0.35	0.22	0.31	0.67	0.00	0.00	0.00	19%
	<b>Grade 6</b>					0.06	0.04	0.06	0.13	0.19	0.22	0.27	0.33	0.31	0.37	0.46	0.40	0.33	0.25	0.00	0.00	18%
	<b>Grade 7</b>						0.01	0.01	0.02	0.03	0.05	0.08	0.12	0.12	0.17	0.20	0.31	0.10	0.43	0.00	0.00	6%
<b>Male Total</b>		0.07	0.14	0.19	0.19	0.20	0.20	0.19	0.20	0.21	0.21	0.21	0.25	0.23	0.27	0.29	0.31	0.27	0.38	0.25	0.00	19%
<b>Grand Total</b>		0.06	0.12	0.16	0.16	0.17	0.16	0.17	0.18	0.20	0.21	0.22	0.25	0.24	0.25	0.29	0.29	0.21	0.33	0.25	0.14	17%

The incidence of repetition for primary level was 17 percent (14% for girls and 19% for boys). This meant that about 1/5 of the Ministry primary sub-sector budget catered for repetition, and this contributed to waste in terms of educational resources. Another phenomenon to note is the relatively high repetition at the lower grades (1 to 3). This could have suggested that these children are 'blocking' space that could have been utilised by children who are aged six and ought to be in Grade 1. The Lubombo and Shiselweni regions had the highest incidence of repetition than the other two regions; this could have contributed to the higher incidence of 'out of age children at primary level in the two regions. The Ministry also explored data from the year before the census year (previous year data). The pass and failure rates are presented in the next table.

The major concern is the repetition at Grade 1, 16 percent for girls and 22 percent for males. This is not very educational.

## Previous Year Data

Table 17: Pass and Failure Rates (2008)

		Female		Male		Total No Failed	Total No Passed
		Fail	Pass	Fail	Pass		
<b>Hhohho</b>	<b>Grade 1</b>	1,008	3,469	1,345	3,677	2,353	7,146
	<b>Grade 2</b>	749	3,447	1,118	3,543	1,867	6,990
	<b>Grade 3</b>	935	3,228	1,317	3,473	2,252	6,701
	<b>Grade 4</b>	709	3,148	1,025	3,169	1,734	6,317
	<b>Grade 5</b>	883	3,026	986	2,961	1,869	5,987
	<b>Grade 6</b>	957	2,732	1,055	2,628	2,012	5,360
	<b>Grade 7</b>	270	2,099	275	2,400	545	4,499
<b>Hhohho Total</b>		5,511	21,149	7,121	21,851	12,632	43,000
<b>Lubombo</b>	<b>Grade 1</b>	790	3,049	1,032	2,972	1,822	6,021
	<b>Grade 2</b>	638	3,362	894	2,768	1,532	6,130
	<b>Grade 3</b>	901	2,837	1,234	2,841	2,135	5,678
	<b>Grade 4</b>	772	2,779	979	2,541	1,751	5,320
	<b>Grade 5</b>	739	2,427	841	2,486	1,580	4,913
	<b>Grade 6</b>	710	2,612	717	2,309	1,427	4,921
	<b>Grade 7</b>	240	1,986	268	1,774	508	3,760
<b>Lubombo Total</b>		4,790	19,052	5,965	17,691	10,755	36,743
<b>Manzini</b>	<b>Grade 1</b>	1,002	3,908	1,254	3,933	2,256	7,841
	<b>Grade 2</b>	798	4,145	1,135	4,182	1,933	8,327
	<b>Grade 3</b>	1,001	3,787	1,402	3,918	2,403	7,705
	<b>Grade 4</b>	912	3,740	1,350	3,646	2,262	7,386
	<b>Grade 5</b>	894	3,503	1,143	3,484	2,037	6,987
	<b>Grade 6</b>	920	3,389	1,067	3,317	1,987	6,706
	<b>Grade 7</b>	284	2,643	340	2,621	624	5,264
<b>Manzini Total</b>		5,811	25,115	7,691	25,101	13,502	50,216
<b>Shiselweni</b>	<b>Grade 1</b>	878	2,935	1,271	2,952	2,149	5,887
	<b>Grade 2</b>	735	2,784	1,205	3,085	1,940	5,869
	<b>Grade 3</b>	948	2,921	1,374	2,917	2,322	5,838
	<b>Grade 4</b>	763	2,820	1,129	2,964	1,892	5,784
	<b>Grade 5</b>	797	2,657	1,000	2,552	1,797	5,209
	<b>Grade 6</b>	727	2,379	923	2,425	1,650	4,804
	<b>Grade 7</b>	218	1,991	246	1,951	464	3,942
<b>Shiselweni Total</b>		5,066	18,487	7,148	18,846	12,214	37,333
<b>Grand Total</b>		21,178	83,803	27,925	83,489	49,103	167,292

Previous year data provided a basis to investigate rates of progression into the following year (2009). The number of passes consisted of those pupils who were promoted to the following grade. The table indicated that the highest failures were in grade 1 and grade 3. It is interesting that these grades also recorded the highest repetitions; this suggested that there is some inefficiency in these grades.

More males failed than females throughout the regions and grades.

In looking at the pass rates, the picture for potential promotes is better, Table 2.0 gives pass rates by grade and gender for the primary level sub-sector.

Table 18a: Pass Rates for Females by Grade and Region

Female Pass Rates				
		Passed	Enrolled	%Passed
Hhohho	Grade 1	3,469	4,477	77%
	Grade 2	3,447	4,196	82%
	Grade 3	3,228	4,163	78%
	Grade 4	3,148	3,857	82%
	Grade 5	3,026	3,909	77%
	Grade 6	2,732	3,689	74%
	Grade 7	2,099	2,369	89%
Hhohho Total		21,149	26,660	79%
Lubombo	Grade 1	3,049	3,839	79%
	Grade 2	3,362	4,000	84%
	Grade 3	2,837	3,738	76%
	Grade 4	2,779	3,551	78%
	Grade 5	2,427	3,166	77%
	Grade 6	2,612	3,322	79%
	Grade 7	1,986	2,226	89%
Lubombo Total		19,052	23,842	80%
Manzini	Grade 1	3,908	4,910	80%
	Grade 2	4,145	4,943	84%
	Grade 3	3,787	4,788	79%
	Grade 4	3,740	4,652	80%
	Grade 5	3,503	4,397	80%
	Grade 6	3,389	4,309	79%
	Grade 7	2,643	2,927	90%
Manzini Total		25,115	30,926	81%
Shiselweni	Grade 1	2,935	3,813	77%
	Grade 2	2,784	3,519	79%
	Grade 3	2,921	3,869	75%
	Grade 4	2,820	3,583	79%
	Grade 5	2,657	3,454	77%
	Grade 6	2,379	3,106	77%
	Grade 7	1,991	2,209	90%
Shiselweni Total		18,487	23,553	78%
Grand Total		83,803	104,981	80%

Table 18b: Pass rates for Males by Grade and Region

Male Pass Rates				
		Passed	Enrolled	%Passed
Hhohho	Grade 1	3,677	5,022	73%
	Grade 2	3,543	4,661	76%
	Grade 3	3,473	4,790	73%
	Grade 4	3,169	4,194	76%
	Grade 5	2,961	3,947	75%
	Grade 6	2,628	3,683	71%
	Grade 7	2,400	2,675	90%
Hhohho Total		21,851	28,972	75%
Lubombo	Grade 1	2,972	4,004	74%
	Grade 2	2,768	3,662	76%
	Grade 3	2,841	4,075	70%
	Grade 4	2,541	3,520	72%
	Grade 5	2,486	3,327	75%
	Grade 6	2,309	3,026	76%
	Grade 7	1,774	2,042	87%
Lubombo Total		17,691	23,656	75%
Manzini	Grade 1	3,933	5,187	76%
	Grade 2	4,182	5,317	79%
	Grade 3	3,918	5,320	74%
	Grade 4	3,646	4,996	73%
	Grade 5	3,484	4,627	75%
	Grade 6	3,317	4,384	76%
	Grade 7	2,621	2,961	89%
Manzini Total		25,101	32,792	77%
Shiselweni	Grade 1	2,952	4,223	70%
	Grade 2	3,085	4,290	72%
	Grade 3	2,917	4,291	68%
	Grade 4	2,964	4,093	72%
	Grade 5	2,552	3,552	72%
	Grade 6	2,425	3,348	72%
	Grade 7	1,951	2,197	89%
Shiselweni Total		18,846	25,994	73%
Grand Total		83,489	111,414	75%

Nationally, the pass rate at primary was above 80 percent, it ranged from 70 percent to 90 percent. This rate represented the number of pupils who pass each grade and thus qualified to enrol in the next grade.

Each pass rate at each grade represents a fraction of the enrolled children (new entrants and repeaters), thus these figures may not represent a single cohort of learners. Estimation of internal efficiency (including survival rates) will be covered in the last section under the sub-sector.

Pass rates at grade 5 were also observed to be relatively higher. This rate does not however represent transition rates into the next level of education – junior secondary.

Studies have revealed that one of the causes of dropout is repetition. In the next section dropout and reasons for dropout have been explored.

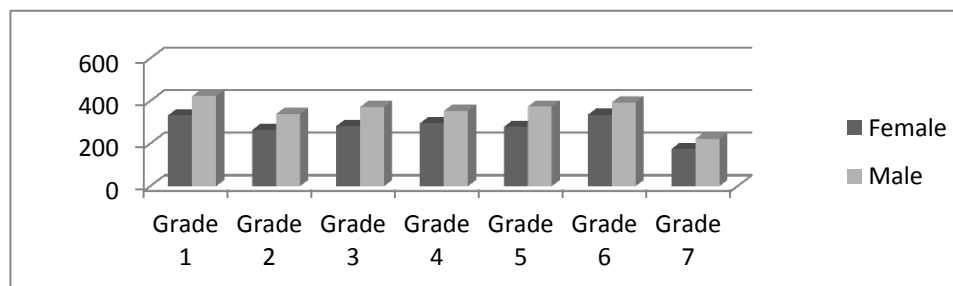
## Dropout

Dropouts are defined as those children who never complete a full year of education and exit the system prematurely. Dropout happens at every grade and at any time of the year after initial registration. The tables give reported dropout at primary level. The highest levels of dropout were observed at grades 1 and 6. Dropout in grade 1 indicates a big problem because these are children who are withdrawn from class in their first year of education.

**Table 19: Dropout by Grade and Gender: National**

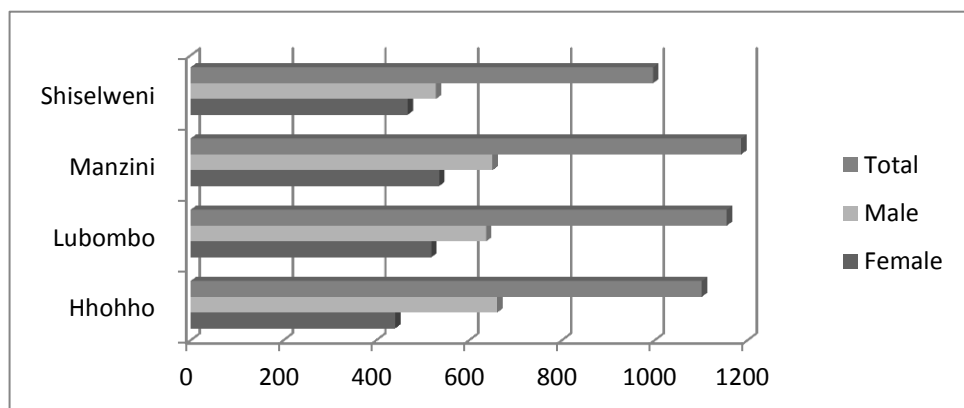
	Female	Male	Total
<b>Grade 1</b>	333	423	756
<b>Grade 2</b>	264	339	603
<b>Grade 3</b>	282	372	654
<b>Grade 4</b>	296	354	650
<b>Grade 5</b>	279	374	653
<b>Grade 6</b>	335	393	728
<b>Grade 7</b>	175	223	398
<b>Total</b>	1964	2478	4442

**Chart 9: Dropout by Grade and Gender: National**



The Shiselweni region recorded the lowest dropout rate. Manzini had the highest. It was also observed that males dropped out more than their female counterparts. There is need to explore why more male pupils drop out at this level of education.

**Chart 10: Dropout by Gender: Regional Comparison**

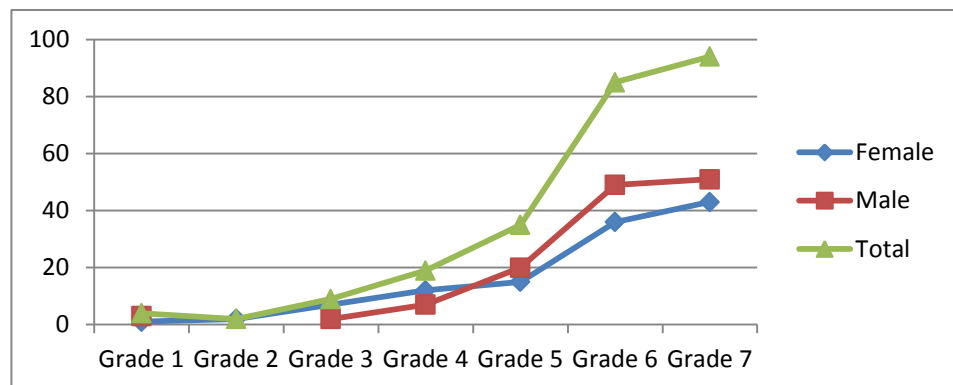


It is one aspect to look at dropout. The AEC also explored the possible reasons that contributed to dropout. Schools were asked to indicate the number of pupils that had dropped out from listed (possible reasons), these included, lack of fees, pregnancy, absconding, death, disciplinary reasons and family reasons.

From the number of reasons cited the higher reported cases were on lack of fees and pregnancy. It was also interesting to note both boys and girls dropped out due to pregnancy. This implied that in some schools and communities if the children were both school-going were both released from schooling.



**Chart11: Dropout due to Pregnancy: National**



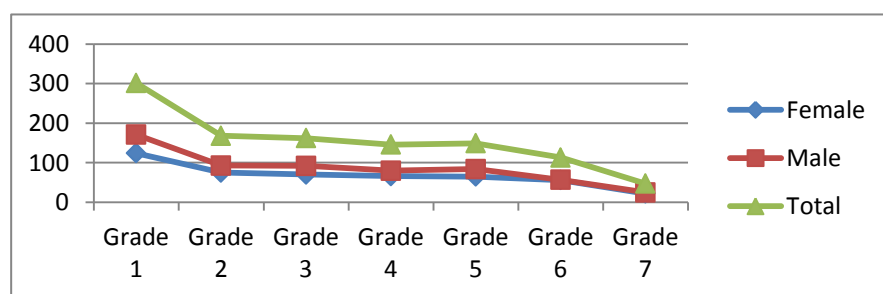
**Table 20: Dropout due to Pregnancy: National**

	Female	Male	Total
Grade 1	1	3	4
Grade 2	2	0	2
Grade 3	7	2	9
Grade 4	12	7	19
Grade 5	15	20	35
Grade 6	36	49	85
Grade 7	43	51	94
Total	116	132	248

This dropout due to pregnancy phenomenon needs further investigation by the Ministry. The results implied that there was incidence of sexual abuse in primary schools. Close to 100 pupils at primary level dropped out due to pregnancy, this demands a cross-sectoral intervention between the Ministry of Health and the Ministry of Education and Training. The highest dropout cases due to pregnancy were observed in Lubombo and Shiselweni, where 73 children dropped out in Shiselweni and 66 from Lubombo, compared to 52 and 57 from Hhohho and Manzini respectively.

Another reason that was sighted (reported) by schools was dropping out due to failure to pay fees. This represented a higher figure of total dropout. More than 1000 pupils dropped out due to lack of fees, and most of these were in grade 1. There is also need to investigate the authenticity of the relatively high dropout due to fees at grade 1.

**Chart 12: Dropout due to Fees: National**



Dropout due to lack of fees was noted to be higher than that of pregnancy. About 300 children dropped out in grade 1 alone. What was interesting with fees is that almost all of the regions fared roughly the same, with more 280 children in each region dropping out due to lack of fees with the exception of Shiselweni where only 120 children were reported to have dropped out due to lack of fees.

There were other reasons for dropout other than have been discussed above, these are presented in Table 21.

**Table 21: Dropout and Reasons: National**

	Female						Male					
	Absconded or Other	Death	Disciplinary or Expelled	Family Reasons	Sickness	Transfer	Absconded or Other	Death	Disciplinary or Expelled	Family Reasons	Sickness	Transfer
<b>Grade 1</b>	22	18	5	93	32	39	45	16	6	89	45	48
<b>Grade 2</b>	21	13	3	50	23	77	48	16	9	60	26	87
<b>Grade 3</b>	41	6	3	58	18	79	76	18	8	72	21	83
<b>Grade 4</b>	51	9	3	40	24	91	103	12	5	57	18	72
<b>Grade 5</b>	46	9	5	52	12	75	96	9	7	67	23	68
<b>Grade 6</b>	74	6	3	52	24	84	126	6	15	68	10	62
<b>Grade 7</b>	51	6	2	26	10	15	81	7	3	42	8	6
<b>Grand Total</b>	<b>306</b>	<b>67</b>	<b>24</b>	<b>371</b>	<b>143</b>	<b>460</b>	<b>575</b>	<b>84</b>	<b>53</b>	<b>455</b>	<b>151</b>	<b>426</b>

The table above gives an indication of what social factors contributed to some of the pupils dropping out in 2009. Reasons that were most common included 'absconding' and 'family reasons'. In most cases pupils would abscond if they have some problems where they stay, in rare cases will they abscond for no reason at all. Boys appeared to have more discipline problems than girls; however the concern would be the kind of behaviour at this level which would warrant expulsion from school.

There was also dropping out due to death, 24 girls and 53 boys.

## Special Education Needs

The Ministry also collected data and information on Special Education Needs children, these included those with some disability and orphans and vulnerable children (OVC). This data was collected from schools class registers. The principle behind collection of SEN data from all schools was that the Ministry advocated for inclusion, thus such children are enrolled in ordinary schools in the country. The next few tables and charts will present results from the 2009 survey.

**Table 22: Type of disability by Gender and Grade**

		Hearing Impaired	Learning Disability	Physical Disability	Visually Impaired	Other Impairment	Grand Total
<b>Female</b>	<b>Grade 1</b>	1	1		69		71
	<b>Grade 2</b>		8	1	63		72
	<b>Grade 3</b>	7		1	169	1	178
	<b>Grade 4</b>	6			212		218
	<b>Grade 5</b>	1			192	1	194
	<b>Grade 6</b>	2	3		209		214
	<b>Grade 7</b>	1	1		150		152
<b>Female Total</b>		<b>18</b>	<b>13</b>	<b>2</b>	<b>1,064</b>	<b>2</b>	<b>1,099</b>
<b>Male</b>	<b>Grade 1</b>	3	7	1	87	1	99
	<b>Grade 2</b>	3	11		75		89
	<b>Grade 3</b>	6	1	1	224	2	234
	<b>Grade 4</b>	4	1		200		205
	<b>Grade 5</b>	2	1		169	1	173
	<b>Grade 6</b>		1		198		199
	<b>Grade 7</b>	1	1		132	1	135
<b>Male Total</b>		<b>19</b>	<b>23</b>	<b>2</b>	<b>1,085</b>	<b>5</b>	<b>1,134</b>
<b>Grand Total</b>		<b>37</b>	<b>36</b>	<b>4</b>	<b>2,149</b>	<b>7</b>	<b>2,233</b>

There were 2 333 pupils with special needs at primary level in 2009, a large proportion of these were those with visual challenges. The data does not necessarily represent those who are blind, but includes those that maybe had other challenges which have been corrected by spectacles. The results are from reported data, it is worth noting that some disability might not have been detected or documented. Learning disability includes slow learners and those that have other challenges such as dyslexia. In looking at SEN in the regions, it will be noted that some regions would have prominence in some disability because Government has established specialised institutions in the regions. Impairment that would be available in all the regions is visually because these are relatively common.

**Table 23: Special Education Needs by Region, SEN Status and Grade**

Region	SEN Status	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grand Total
Hhohho	Visually Impaired	54	28	70	104	68	118	61	503
<b>Hhohho Total</b>		<b>54</b>	<b>28</b>	<b>70</b>	<b>104</b>	<b>68</b>	<b>118</b>	<b>61</b>	<b>503</b>
Lubombo	Hearing Impaired	3	2		3		1		9
	Learning Disability	5							5
	Other Impairment	1							1
	Physical Disability	1		1					2
	Visually Impaired	33	55	76	150	73	58	71	516
<b>Lubombo Total</b>		<b>43</b>	<b>57</b>	<b>77</b>	<b>153</b>	<b>73</b>	<b>59</b>	<b>71</b>	<b>533</b>
Manzini	Hearing Impaired			11	7				18
	Learning Disability				1				1
	Other Impairment			2					2
	Physical Disability			1					1
	Visually Impaired	46	23	125	119	166	169	111	759
<b>Manzini Total</b>		<b>46</b>	<b>23</b>	<b>139</b>	<b>127</b>	<b>166</b>	<b>169</b>	<b>111</b>	<b>781</b>
Shiselweni	Hearing Impaired	1	1	2		3	1	2	10
	Learning Disability	3	19	1		1	4	2	30
	Other Impairment			1		2		1	4
	Physical Disability		1						1
	Visually Impaired	23	32	122	39	54	62	39	371
<b>Shiselweni Total</b>		<b>27</b>	<b>53</b>	<b>126</b>	<b>39</b>	<b>60</b>	<b>67</b>	<b>44</b>	<b>416</b>
<b>Grand Total</b>		<b>170</b>	<b>161</b>	<b>412</b>	<b>423</b>	<b>367</b>	<b>413</b>	<b>287</b>	<b>2,233</b>

Schools from the Hhohho region only reported visually impaired pupils; where else all the other regions reported all the possible statuses. The data indicated small number of learning disability and hearing impaired in each of the regions. The none reporting of other statuses do not necessarily mean they are not there. Maybe there is need for a formal identification process.

## Orphans and Vulnerable Children

For purposes of this report the Ministry has categorised both those with disability and OVC as Special Needs Children. On the issue of orphans and vulnerable children (OVC) the Ministry hopes that schools will report consistently on this important data set as it is key in allocation of resources. The data presented herein is data that was reported by schools through the class teachers (Registers). The intension of Government is to ensure that reported data across the sectors is consistent for it to inform on key social indicators. The data indicated that a large proportion of the OVC are aged between 10-15 years old, spread across grades 3 to 6. Such data should be informing Government on the allocation and the pressure that this will be put on some initiatives. It has also been observed that the Manzini and Shiselweni regions reported slightly higher figures on OVC than the other regions; they reported 19 655 and 19 674 respectively, whilst the other regions reported an average of about 16000 each.

**Table 24: OVC by Grade, Age and Gender: National**

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
<b>Female</b>	<b>Grade 1</b>	34	872	1,369	713	277	90	40	26	18	4	4	1	4	3	1	3	3,459
	<b>Grade 2</b>		57	704	1,409	1,009	483	181	86	50	34	15	7	3	2	2	1	4,043
	<b>Grade 3</b>			37	559	1,462	1,281	745	345	218	117	55	22	20	7	8	3	4,879
	<b>Grade 4</b>				31	521	1,263	1,300	856	617	378	215	94	48	17	11	3	5,354
	<b>Grade 5</b>					13	478	1,222	1,241	1,180	788	405	240	122	30	15	12	5,746
	<b>Grade 6</b>						32	434	941	1,304	1,170	903	508	240	73	24	8	5,637
	<b>Grade 7</b>							31	346	979	1,098	958	622	423	117	51	17	4,642
<b>Female Total</b>		<b>34</b>	<b>929</b>	<b>2,110</b>	<b>2,712</b>	<b>3,282</b>	<b>3,627</b>	<b>3,953</b>	<b>3,841</b>	<b>4,366</b>	<b>3,589</b>	<b>2,555</b>	<b>1,494</b>	<b>860</b>	<b>249</b>	<b>112</b>	<b>47</b>	<b>33,760</b>
<b>Male</b>	<b>Grade 1</b>	31	859	1,495	934	460	133	67	47	25	11	10	9	4	1	2	3	4,091
	<b>Grade 2</b>		35	573	1,387	1,252	787	392	140	80	46	30	17	10	7	3	4	4,763
	<b>Grade 3</b>			25	410	1,258	1,498	1,161	680	454	238	148	65	45	12	14	5	6,013
	<b>Grade 4</b>				11	260	919	1,293	1,132	1,028	666	370	198	108	57	30	12	6,084
	<b>Grade 5</b>					11	247	780	1,017	1,273	1,160	770	485	274	126	66	32	6,241
	<b>Grade 6</b>						23	199	549	883	1,127	1,074	807	559	245	135	69	5,670
	<b>Grade 7</b>							18	146	621	816	920	826	692	302	212	115	4,668
<b>Male Total</b>		<b>31</b>	<b>894</b>	<b>2,093</b>	<b>2,742</b>	<b>3,241</b>	<b>3,607</b>	<b>3,910</b>	<b>3,711</b>	<b>4,364</b>	<b>4,064</b>	<b>3,322</b>	<b>2,407</b>	<b>1,692</b>	<b>750</b>	<b>462</b>	<b>240</b>	<b>37,530</b>
<b>Grand Total</b>		<b>65</b>	<b>1,823</b>	<b>4,203</b>	<b>5,454</b>	<b>6,523</b>	<b>7,234</b>	<b>7,863</b>	<b>7,552</b>	<b>8,730</b>	<b>7,653</b>	<b>5,877</b>	<b>3,901</b>	<b>2,552</b>	<b>999</b>	<b>574</b>	<b>287</b>	<b>71,290</b>

Chart 13: Orphans and Vulnerable Children (OVC) by Gender and Region

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	7,227	7,924	9,362	9,247	33,760
Male	8,038	8,772	10,293	10,427	37,530

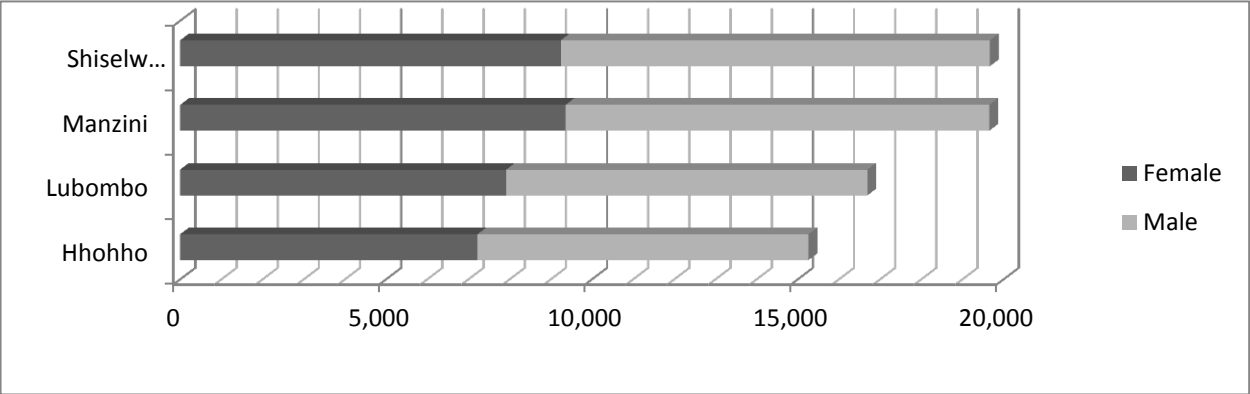
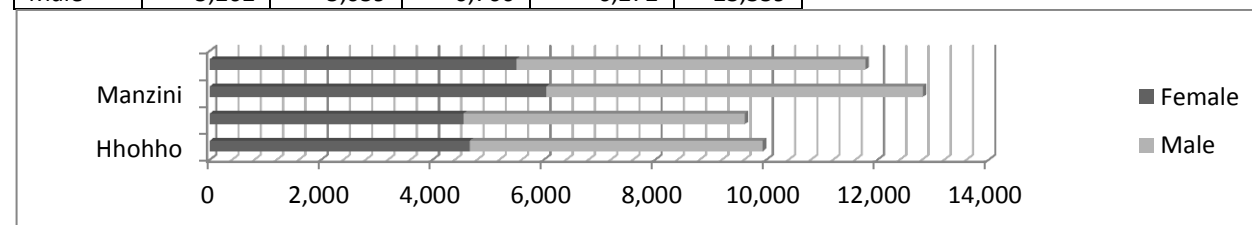


Table 25 : Orphans (double and single) by Gender, Grade and Age: National and Regional

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Female	Grade 1	15	434	690	367	149	44	23	12	12	2	1		1		1	3	1,754
	Grade 2		30	384	770	568	270	107	45	26	25	9	3	3	2	1	1	2,244
	Grade 3			18	318	837	782	442	203	131	73	36	16	11	7	3	1	2,878
	Grade 4				23	320	781	808	510	390	241	137	65	36	8	8	2	3,329
	Grade 5					8	301	818	820	806	512	273	154	85	17	10	10	3,814
	Grade 6						20	281	626	841	769	593	357	155	47	16	5	3,710
	Grade 7							14	223	637	716	656	418	261	80	30	8	3,043
Female Total		15	464	1,092	1,478	1,882	2,198	2,493	2,439	2,843	2,338	1,705	1,013	552	161	69	30	20,772
Male	Grade 1	17	394	753	486	246	78	37	30	15	6	6	5	3	1	2	3	2,082
	Grade 2		16	318	778	711	458	235	82	47	30	21	10	7	5	3	4	2,725
	Grade 3			17	248	748	893	725	419	292	143	98	39	28	6	9	5	3,670
	Grade 4				7	179	584	827	690	673	425	226	141	65	32	21	8	3,878
	Grade 5					7	174	500	689	819	783	500	302	183	91	41	24	4,113
	Grade 6						10	124	351	589	762	724	555	386	160	97	50	3,808
	Grade 7							10	100	423	544	589	539	452	207	139	80	3,083
Male Total		17	410	1,088	1,519	1,891	2,197	2,458	2,361	2,858	2,693	2,164	1,591	1,124	502	312	174	23,359
Grand Total		32	874	2,180	2,997	3,773	4,395	4,951	4,800	5,701	5,031	3,869	2,604	1,676	663	381	204	44,131

Chart 14: Single and Double Orphans by Region

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	4,668	4,552	6,047	5,505	20,772
Male	5,262	5,059	6,766	6,272	23,359



The results indicated that there were 44 131 orphans that were reported to be in the system in 2009. Most were in the Manzini and Shiselweni regions. Another feature is that the majority of these orphans are males. This does not necessarily mean that there are more male orphans than females, but indicated the number of orphans that were reported to be attending school in 2009.

## Teachers

The next tables will present the number of reported teachers as of the 31<sup>st</sup> March 2009. It should be noted that this data is a once off data in a given year, the number of teacher are bound to change during the course of the year.

Data for teachers will be presented in three ways,

- (i) all teachers in the system. All teachers irrespective of status as of the census day, includes non-qualified and temporary teachers who were in the system at the time.
- (ii) All those who are **trained irrespective of level** of training qualification. A reasonable number of teachers have a secondary teaching qualification, and have been engaged on a temporary basis at primary level.
- (iii) Those that are **trained for specific that level of education**- primary level in this case. The last group will be those that are trained to national standard for primary education.

Please note that in some of the tables, there are 'blanks', this represents cases where teachers did not 'fill' in the field, this could be their qualifications, gender, or status. However, they have been included in the analysis because they are within the system.



**Table 26 : Female Primary School Teachers (All): National,**

Age		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	Unknown	Total
Female	A.A.T.	3	1									4
	ACE	3	3	3	3	2						14
	B.P.H.D in special education				3							3
	BA	8		3								11
	BA + CCE	14				1						15
	BA Humanities	220	9	1			2				1	233
	BA Humanities + CDE	109	1	1	1					1		113
	BA Social Science	14	2		1							17
	Bachelors + PGCE	152	8	7	7	2	1					177
	Bachelor's Honours Degree	2	2	1	3	2						10
	Bcom	1										1
	Bed(Prim)	12	21	44	32	17	5	4				135
	Bed(Sec)	3		2	4		1					10
	Bsc + CDE		1	1	1							3
	Bsc Agricultural Education	6			1							7
	BSc in Home Economics	10					2					12
	BSc.	2			1							3
	BSc. Agriculture						1					1
	Dip. Technical Teaching	1			1							2
	Diploma in Agriculture	2	2	1	1	1	1					8
	Diploma in Commerce	13	1		1							15
	Diploma in Computer Science	4	1									5
	Diploma in Education	26	16	14	18	15	6	1				96
	Diploma in Home Economics	2			1		1		1			5
	Diploma in Law	8										8
	J.C			1	1	2		1				5
	Masters	1	3	5	1	2			1			13
	N.P.D.E.	1	1	4	4	9	1					20
	O-Level	318	47	12	7	14	6	2				406
	P.H.C.				1			2				3
	P.H.C.+H.E.				3	3	3	3				12
	P.H.D.					1						1
	PTC	37	12	72	486	719	429	45	2			1,802
	PTD	735	565	348	175	89	43	2	1		2	1,960
	STC	2	1			5	1					9
	STD	77	10	6	8	1						102
	(blank)	12	2		3	4	3	1				25
Female Total		1,798	709	526	768	889	506	61	5	1	3	5,266

Age		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	Unknown	Total
Male	ACE	1	2	1	1	1						6
	B.P.H.D in special education			1								1
	BA	3	1			1						5
	BA + CCE	11	1	1								13
	BA Humanities	109	5		2	1	1				1	119
	BA Humanities + CDE	50	2	1	1							54
	BA Social Science	8										8
	Bachelors + PGCE	60	8	4	1	2						75
	Bachelor's Honours Degree	3	2		3	1						9
	Bcom	1		1								2
	Bed(Prim)	4	10	20	8	2						44
	Bed(Sec)	2	1	3	1	2						9
	Bsc + CDE	1										1
	Bsc Agricultural Education	7	1									8
	BSc.	3	1	1	1	1						7
	BSc. Agriculture	2										2
	Dip. Technical Teaching	5	1									6
	Diploma in Agriculture	2		1	1	3	1	1				9
	Diploma in Commerce	10						1				11
	Diploma in Computer Science	5										5
	Diploma in Education	8	8	9	7	5	1					38
	Diploma in Law	8	1									9
	J.C						1		1			2
	Masters	2		1	1							4
	N.P.D.E.	1			1	1	1					4
	O-Level	169	8	3	3	2	5					190
	P.H.C.	2			1	1	1					5
	P.H.D.			1		1						2
	PTC	14	2	11	88	157	104	16				392
	PTD	404	232	166	51	26	17				1	897
	STC	1		1		1						3
	STD	82	5	1		1	2					91
	(blank)	4					1					5

Male Total	982	291	227	171	209	135	18	1	2	2,036	
Grand Total	2,780	1,000	753	939	1,098	641	79	6	1	5	7,302

**Table 27: Number of Female Trained Primary School Teachers: National**

Age		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	(blank)	Grand Total
Female	BA + CCE	14				1						15
	BA Humanities + CDE	109	1	1	1					1		113
	Bachelors + PGCE	152	8	7	7	2	1					177
	Bed(Prim)	12	21	44	32	17	5	4				135
	Bed(Sec)	3		2	4		1					10
	Bsc + CDE		1	1	1							3
	Bsc Agricultural Education	6			1							7
	Dip. Technical Teaching	1			1							2
	Diploma in Education	26	16	14	18	15	6	1				96
	Masters	1	3	5	1	2			1			13
	N.P.D.E.	1	1	4	4	9	1					20
	P.H.C.				1			2				3
	P.H.C.+H.E.				3	3	3	3				12
	P.H.D.					1						1
	PTC	37	12	72	486	719	429	45	2			1,802
	PTD	735	565	348	175	89	43	2	1		2	1,960
	STC	2	1			5	1					9
	STD	77	10	6	8	1						102
	(blank)	12	2		3	4	3	1				25
Female Total		1,188	641	504	746	868	493	58	4	1	2	4,505

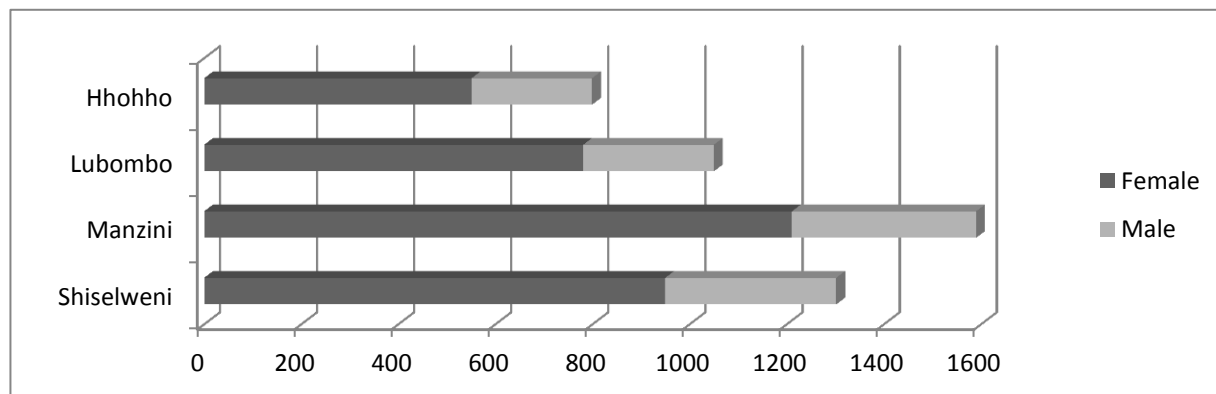
**Table 28: Number of Male Trained Primary School Teachers: National**

Age		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	(blank)	Grand Total
Male	BA + CCE	11	1	1								13
	BA Humanities + CDE	50	2	1	1							54
	Bachelors + PGCE	60	8	4	1	2						75
	Bed(Prim)	4	10	20	8	2						44
	Bed(Sec)	2	1	3	1	2						9
	Bsc + CDE	1										1
	Bsc Agricultural Education	7	1									8
	Dip. Technical Teaching	5	1									6
	Diploma in Education	8	8	9	7	5	1					38
	Masters	2		1	1							4
	N.P.D.E.	1			1	1	1					4
	P.H.C.	2			1	1	1					5
	P.H.D.			1		1						2
	PTC	14	2	11	88	157	104	16				392
	PTD	404	232	166	51	26	17				1	897
	STC	1		1		1						3
	STD	82	5	1		1	2					91
	(blank)	4					1					5
Male Total		658	271	219	160	199	127	16			1	1,651
Grand Total		1,846	912	723	906	1,067	620	74	4	1	3	6,156

Table 29: Number of Primary School Certified Teachers: National

Age		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	(blank)	Grand Total
Female	Bed(Prim)	12	21	44	32	17	5	4			135
	Masters	1	3	5	1	2			1		13
	N.P.D.E.	1	1	4	4	9	1				20
	P.H.C.				1			2			3
	P.H.C.+H.E.				3	3	3	3			12
	P.H.D.					1					1
	PTC	37	12	72	486	719	429	45	2		1,802
	PTD	735	565	348	175	89	43	2	1	2	1,960
Female Total		786	602	473	702	840	481	56	4	2	3,946
Male	Bed(Prim)	4	10	20	8	2					44
	Masters	2		1	1						4
	N.P.D.E.	1			1	1	1				4
	P.H.C.	2			1	1	1				5
	P.H.D.			1		1					2
	PTC	14	2	11	88	157	104	16			392
	PTD	404	232	166	51	26	17			1	897
Male Total		427	244	199	150	188	123	16		1	1,348
Grand Total		1,213	846	672	852	1,028	604	72	4	3	5,294

Chart 15: Primary Qualified Teachers by Gender and Region



The results indicated that of the **primary qualified teachers** 30 percent are male. The distribution of qualified teachers is roughly uniform across the regions; however, it appeared as if the highest numbers were in the Manzini and Shiselweni regions.

Table 30: Qualified Primary School teachers: Hhohho

Age		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	(blank)	Grand Total
Female	Bed(Prim)	3	5	12	6	4	2				32
	Masters		1						1		2
	N.P.D.E.			2	2	3	1				8
	P.H.C.							1			1
	PTC	11	1	23	101	158	100	15	1		410
	PTD	229	155	87	38	29	11		1	1	551
Female Total		243	162	124	147	194	114	16	3	1	1,004
Male	Bed(Prim)	1	2	7	4						14
	N.P.D.E.	1			1		1				3
	P.H.C.					1					1
	P.H.D.			1		1					2
	PTC	3		1	16	33	24	3			80
	PTD	133	53	38	16	6	2				248
Male Total		138	55	47	37	41	27	3			348
Grand Total		381	217	171	184	235	141	19	3	1	1,352

Table 31: Qualified Primary School teachers: Lubombo

Age		:34	35:39	40:44	45:49	50:54	55:59	60:64	Grand Total
Female	Bed(Prim)	2	3	7	8	3		1	24
	Masters		2	2		1			5
	N.P.D.E.	1		1	1	3			6
	P.H.C.							1	1
	P.H.C.+H.E.				3	3	3	3	12
	P.H.D.					1			1
	PTC	17	6	8	110	141	73	5	360
	PTD	155	100	67	32	11	7		372
Female Total		175	111	85	154	163	83	10	781
Male	Bed(Prim)		3	1					4
	Masters	1			1				2
	P.H.C.	2			1				3
	PTC	5	1	3	19	37	19	3	87
	PTD	79	44	34	11	3	2		173
Male Total		87	48	38	32	40	21	3	269
Grand Total		262	159	123	186	203	104	13	1,050

Table 32: Qualified Primary School teachers: Manzini

Age		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	(blank)	Grand Total
Female	Bed(Prim)	3	10	16	11	8	3	3			54
	Masters	1		3							4
	N.P.D.E.		1								1
	PTC	5	4	25	152	257	132	15	1		591
	PTD	192	168	102	54	29	13	2		1	561
Female Total		201	183	146	217	294	148	20	1	1	1,211
Male	Bed(Prim)	1	2	7	2	1					13
	Masters			1							1
	PTC	4	1	5	26	48	35	6			125
	PTD	94	73	49	8	10	5			1	240
Male Total		99	76	62	36	59	40	6		1	379
Grand Total		300	259	208	253	353	188	26	1	2	1,590



Table 33: Qualified Primary School teachers: Shiselweni

Age		:34	35:39	40:44	45:49	50:54	55:59	60:64	Grand Total
Female	Bed(Prim)	4	3	9	7	2			25
	Masters				1	1			2
	N.P.D.E.			1	1	3			5
	P.H.C.				1				1
	PTC	4	1	16	123	163	124	10	441
	PTD	159	142	92	51	20	12		476
Female Total		167	146	118	184	189	136	10	950
Male	Bed(Prim)	2	3	5	2	1			13
	Masters	1							1
	N.P.D.E.					1			1
	P.H.C.						1		1
	PTC	2		2	27	39	26	4	100
	PTD	98	62	45	16	7	8		236
Male Total		103	65	52	45	48	35	4	352
Grand Total		270	211	170	229	237	171	14	1,302

## Attrition of Teachers

This is based on 'previous year data', i.e. data for the year 2008. Schools were asked to indicate the number of teachers that had left the system and reasons for leaving. The Ministry had identified a number of reasons which included, absconding, discipline, retirement, death, transfer, resignation dismissed etc. The responses are presented in the table; they present the attrition levels of teachers.

**Table 34: Reasons for Attrition by Region and Gender**

	Reason	Absconded	Dismissed	Natural Death	not natural death	Others	Resignation	Retirement	Transfer	Grand Total
<b>Female</b>	<b>Hhohho</b>	3	1	11		1	3	20	39	78
	<b>Lubombo</b>	6		3		280	3	17	44	353
	<b>Manzini</b>	4	1	12	3	7	1	31	53	112
	<b>Shiselweni</b>	1	2	5	1	11	5	25	38	88
<b>Female Total</b>		<b>14</b>	<b>4</b>	<b>31</b>	<b>4</b>	<b>299</b>	<b>12</b>	<b>93</b>	<b>174</b>	<b>631</b>
<b>Male</b>	<b>Hhohho</b>	4	2	7	3	6	4	6	35	67
	<b>Lubombo</b>	6		4	2	11	1	3	14	41
	<b>Manzini</b>	1	1	6	4	5	6	8	31	62
	<b>Shiselweni</b>	1	3	7	1	5	1	5	33	56
<b>Male Total</b>		<b>12</b>	<b>6</b>	<b>24</b>	<b>10</b>	<b>27</b>	<b>12</b>	<b>22</b>	<b>113</b>	<b>226</b>
<b>Grand Total</b>		<b>26</b>	<b>10</b>	<b>55</b>	<b>14</b>	<b>326</b>	<b>24</b>	<b>115</b>	<b>287</b>	<b>857</b>

The highest values for attrition are 'others', these included reason like suspensions, and end of contracts. The results indicated that a majority of these (280) came from the Lubombo region. Another form of 'attrition' is transfer; however, this is not 'leaving' the system as some of these teachers remain within the service – promoted to other positions within the public sector. This indicated the extent of movement of teachers within the year. In essence, total attrition was (857-287), which is 570. Of these 69 died (natural and unnatural), 10 were dismissed and other resigned or absconded from the service.

## A brief look at some Primary Education Sector Indicators

This section will explore some key primary level indicators; these were derived from the data that has been compiled and from other sources.

### 1. Access Indicators

These indicators are based on reported data and have been derived using population projections by the CSO. In primary education they will be based on the current official age for primary school. The focus ages will range from 6 to 12 years. Intake rates are derived from Grade 1 enrolment figures.

#### Intake Rates

**Table: Apparent Intake Rates (AIR) and Net Intake Rates (NIR) for Primary Level by Gender**

	Swaziland	Female	Male
AIR	110.3%	108.1%	114.1%
NIR	36.3%	37.8%	34.8%

The results suggested that the education system had capacity to enrol all appropriately aged pupils in grade 1. It also indicated that a lot of the new entrants to Grade 1 were not aged 6. They also suggested that only 2/5 of those who were in Grade 1 were of official age. This suggested that there were some children (about 60%) who were aged six, who were not enrolled in primary schools.

#### Enrolment Rates

**Table: Gross Enrolment Rates and Net Enrolment Rates for Primary Level: by Gender**

	Swaziland	Female	Male
GER	125.6%	118.1%	133.3%
NER	85.9%	84.5%	87.3%

Nationally, results indicated that **only 14 percent of primary school aged children were not in school** in 2009, and only 13 of primary schools aged girls were out of school. However, the data also indicated that the system does have capacity to absorb all 'primary school aged' children, since the gross enrolment rates were above 100 percent.

Very few of primary aged children were enrolled in secondary schools (12), this suggested that even the adjusted net enrolment rates would not have changed much. This suggested that in 2010, year of Free Primary Education (FPE) Government had to create access for 13 percent of the current six year olds who will be seven by then.

## Gender Parity

Gender parity, is the incidence of female divided by males. Gender Parity was also calculated for both the GER and NER ratios, the Gender parity for GER was 0.93 and was 1.03 for the NER. This indicated that although there were more boys than girls, girls were more appropriately than boys.

## 2. Input Indicators

### Teachers

The AEC 2009 also looked at the most important inputs, one of them being the teacher. Two categories that were analysed. The (i) number of teachers (warm bodies) and the total number of (ii) primary qualified teachers. The results are presented below:

**Table: Pupil-Teacher Ratios**

		Hhohho	Lubombo	Manzini	Shiselweni
<b>Teach: Female</b>	5,213	1,339	1,092	1,583	1,199
<b>Teach: Male</b>	2,006	506	434	552	514
<b>Teach: Swaziland</b>	7,219	1,845	1,526	2,135	1,713
<b>Enrolment</b>	231,449	61,531	50,738	68,094	51,086
<b>Pupil/Teacher</b>	32	33	33	32	30

Although the national benchmark for Pupil-Teacher ratios is 1:40, the figures suggested that the ratios were lower. On a national scale this meant that there were enough teachers (warm bodies) for the national system.

**Table: Pupil-Qualified Teacher Ratios**

		<b>Hhohho</b>	<b>Lubombo</b>	<b>Manzini</b>	<b>Shiselweni</b>
<b>Teach: Female</b>	3,939	1,004	781	1,204	950
<b>Teach: Male</b>	1,345	347	269	377	352
<b>Teach: Swaziland</b>	5,284	1,351	1,050	1,581	1,302
<b>Enrolment</b>	231,449	61,531	50,738	68,094	51,086
<b>Pupil/Teacher</b>	44	46	48	43	39

The ratios for primary qualified teachers is slightly higher than the national benchmark, this suggested that there were less appropriately qualified teachers. The results also indicated that primary schools in Shiselweni had more qualified teacher to a pupil than the other regions. Although there are more teachers in Hhohho and Manzini, the results on ratios suggested that some teachers might not be actually teaching or were teaching specialised subjects like French. It is also worth noting that school heads and their deputies were counted as teachers in both cases.

#### **Children with Special Education Needs (disabled, orphans and vulnerable children)**

These indicators are based on reported data. The underlying fact is that pupils are also inputs to the education system. This section explored the different kinds of pupils that have enrolled in the system. Note that data on these phenomena is dynamic; this is data as of the 31<sup>st</sup> March 2009.

	<b>Swaziland</b>	<b>Hhohho</b>	<b>Lubombo</b>	<b>Manzini</b>	<b>Shiselweni</b>
<b>Enrolment</b>	231,449	61,531	50,738	68,094	51,086
<b>OVC:</b>	71,290	15,265	16,696	19,655	19,674
<b>Orphans</b>	44,131	9,930	9,611	12,813	11,777
<b>SEN</b>	2,149	503	516	759	371
<b>%OVC</b>	30.8%	24.8%	32.9%	28.9%	38.5%
<b>%Orphans</b>	19.1%	16.1%	18.9%	18.8%	23.1%
<b>%SEN</b>	0.9%	0.8%	1.0%	1.1%	0.7%

The results suggested that Manzini region had the bulk of almost all of the different kinds of pupils. On a national scale the figures indicated that (i) for every OVC there are three fee paying children, implying that about 30 percent of all primary school pupils were OVC, and about 20 percent of all primary school pupils were orphans (single/double) and one percent of enrolled children were special education needs.

### 3. Internal Efficiency Indicators

The AEC also collected data on performance of the system, i.e. on progression rates to explore internal efficiency of primary education. This data was based on children progression rates from 2008 to 2009. Data that was utilised were fail (repeat) and pass (progress) rates. For 2009 these rates will be used to estimate the repetition and promotion rates respectively. These estimates were then used to estimate the cohort analysis for 2009.

		Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	Total
<b>Female</b>	<b>Fail-Rate</b>	21.6	17.5	22.9	20.2	22.2	23	10.4	20.2
	<b>Pass-Rate</b>	78.4	82.5	77.1	79.8	77.8	77	89.6	79.8
<b>Male</b>	<b>Fail-Rate</b>	26.6	24.3	28.8	26.7	25.7	26.1	11.4	25.1
	<b>Pass-Rate</b>	73.4	75.7	71.2	73.3	74.3	73.9	88.6	74.9

On average the estimated repetition at primary school was relatively high, 20 percent and 25 percent for girls and boys respectively. When the cohort analysis (residual method) is applied to these rates they give a survival rate of 76 percent to Grade 7 for girls and 64 for boys. This implied that boys took slightly longer to complete the primary cycle. This was at 11.6 years for boys as opposed to 10.6 years for girls. The estimated survival rates are presented below.

#### Survival Rate:

	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7
<b>Male</b>	100	98.1	94.7	87.9	80.4	72.5	64.3
<b>Female</b>	100	98.5	96.9	93.1	87.9	82.3	75.6

The efficiency coefficient for boys was 60 percent and was 70 percent for girls. This implied that considering that a pupil is allowed to repeat a grade twice seven out of ten primary schools in 2009 stood a chance to complete the cycle.

### Graduation Rate

Primary Gross graduation rates for the year (Male) = 81.3% and (Female) = 78.9%.

### Life Skills

This is a new indicator. Pupils were asked to indicate whether they were taught any life skills. The results are indicated in Table below.

**Table: Number of Pupils at Primary School Level who reported that they did Life Skills**

	Hhohho	Lubombo	Manzini	Shiselweni	Total
<b>Grade 1</b>	4,997	2,287	4,202	3,266	14,752
<b>Grade 2</b>	4,808	1,765	4,417	2,958	13,948
<b>Grade 3</b>	6,141	2,652	5,367	3,883	18,043
<b>Grade 4</b>	5,478	2,509	5,279	4,146	17,412
<b>Grade 5</b>	5,519	1,844	5,227	4,294	16,884
<b>Grade 6</b>	5,287	1,980	5,115	4,193	16,575
<b>Grade 7</b>	3,194	1,484	3,442	3,019	11,139
	35,424	14,521	33,049	25,759	108,753

**Table: Number of Grade 1 Pupils who have done Early Childhood Care and Development (PreSchool)**

	Hhohho	Lubombo	Manzini	Shiselweni	Total
<b>Grade 1 Enrolment</b>	9,945	8,471	10,812	7,932	37,160
<b>Done ECCD</b>	2,302	995	2,044	1,329	6,670

The results indicated that about 20 percent of Grade 1 children reported that they had gone through Pre-school.

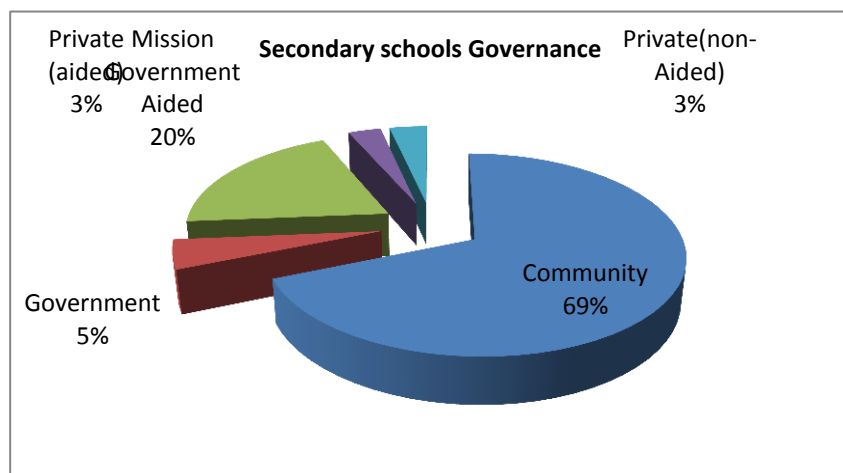
## **SECONDARY LEVEL**



**Table 35: Number of Secondary (junior and senior) Schools by Governance**

		Community	Government	Mission Government Aided	Private gvt aided	Private not gvt aided	Grand Total
Hhohho	Senior Secondary	28	3	10	1		42
	Lower Secondary	14		1	1		16
<b>Hhohho Total</b>		<b>42</b>	<b>3</b>	<b>11</b>	<b>2</b>		<b>58</b>
Lubombo	Senior Secondary	20	3	6	3	1	33
	Lower Secondary	16	1	1	1		19
<b>Lubombo Total</b>		<b>36</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>52</b>
Manzini	Senior Secondary	23	3	14	1	7	48
	Lower Secondary	18		1			19
<b>Manzini Total</b>		<b>41</b>	<b>3</b>	<b>15</b>	<b>1</b>	<b>7</b>	<b>67</b>
Shiselweni	Senior Secondary	32	1	10			43
	Lower Secondary	6		2			8
<b>Shiselweni Total</b>		<b>38</b>	<b>1</b>	<b>12</b>			<b>51</b>
<b>Swaziland</b>		<b>157</b>	<b>11</b>	<b>45</b>	<b>7</b>	<b>8</b>	<b>228</b>

**Chart 16: Secondary and High School Governance**



The results indicated that there were 228 secondary (junior and secondary) schools in the country. The highest numbers of secondary schools were in Manzini (67), whilst the other regions had about 50. In 2009 there were a few private institutions (8).

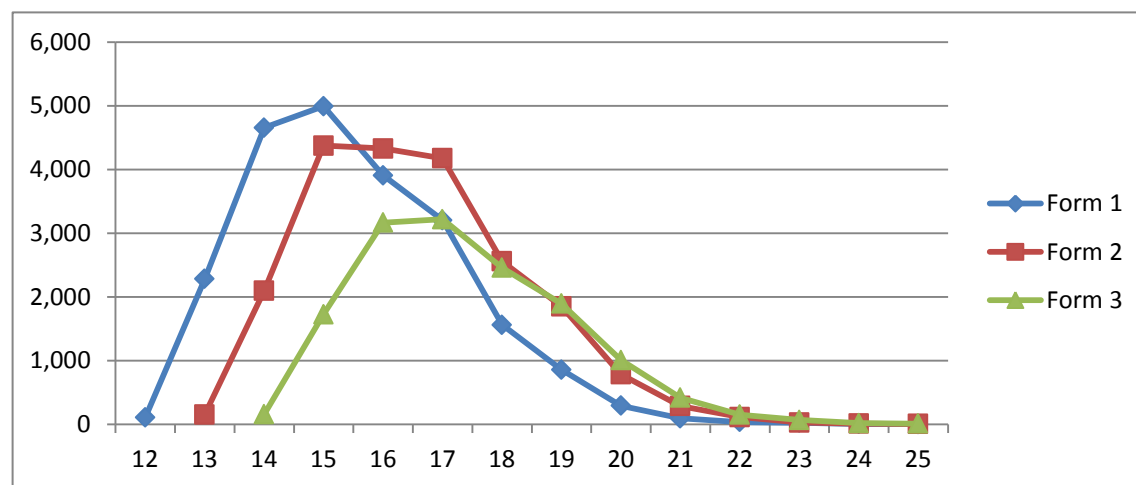
A large proportion of the schools are built and partly managed by the communities. Most of the schools go as far as form 5. A few schools have begun to offer form 6, however the enrolment figures are still very low.

Table 36: Lower Secondary School Enrolment by Age and Grade

	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Form 1	108	2,282	4,655	4,991	3,908	3,204	1,561	858	293	94	38	27	7	3	22,029
Form 2		154	2,098	4,375	4,330	4,176	2,559	1,852	784	288	114	30	11	6	20,777
Form 3			160	1,728	3,167	3,218	2,457	1,896	1,008	418	152	70	19	11	14,304
Grand Total	108	2,436	6,913	11,094	11,405	10,598	6,577	4,606	2,085	800	304	127	37	20	57,110

Chart 17: Lower Secondary Enrolment by Age

The majority of the pupils were aged 16. This age group belongs to senior secondary level, this indicated that a larger proportion of the pupils were over the expected age at this level. It was also intriguing to note the sudden drop in enrolment in form 3.



It was also interesting to note that there were about 108 pupils who were **primary school aged** who were already at secondary school. These represented pupils who could have been promoted (skipped a grade) or entered the system aged less than six years.

Table 37: New Entrants to Form 1

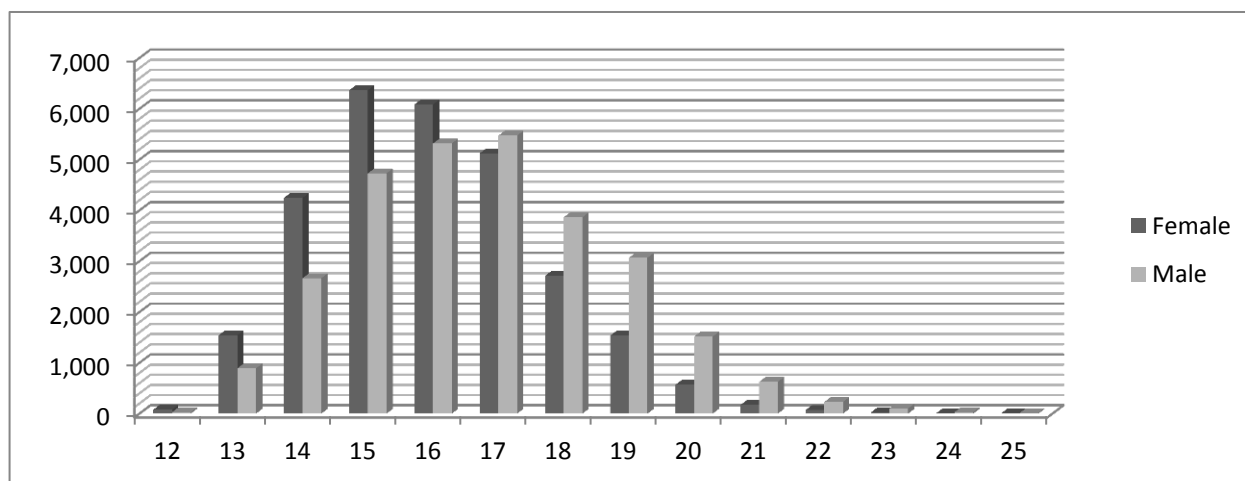
		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Hhohho	24	491	811	639	375	229	87	49	30	12	2	3			2,752
	Lubombo	14	244	492	463	326	257	81	47	17	4	5	1			1,951
	Manzini	21	424	825	711	491	311	99	41	4	1	3				2,931
	Shiselweni	21	254	553	574	413	273	132	52	15	3	1	2	2	2	2,297
Female Total		80	1,413	2,681	2,387	1,605	1,070	399	189	66	20	11	6	2	2	9,931
Male	Hhohho	12	357	597	613	430	422	231	122	57	14	8	8	1	1	2,873
	Lubombo	4	104	298	409	379	369	197	113	34	14	6	5	1		1,933
	Manzini	3	222	552	659	478	451	209	99	27	11	3	3			2,717
	Shiselweni	8	143	368	476	500	385	210	151	39	13	4				2,297
Male Total		27	826	1,815	2,157	1,787	1,627	847	485	157	52	21	16	2	1	9,820
Swaziland		107	2,239	4,496	4,544	3,392	2,697	1,246	674	223	72	32	22	4	3	19,751

The number of new entrants to form 1 was about 20 000. There roughly the same number of boys and girls.

**Table 38: Junior Secondary School Enrolment by Grade, Age and Gender: National**

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
<b>Female</b>	<b>Form 1</b>	80	1,437	2,788	2,673	1,905	1,303	508	231	79	25	12	6	2	2	11,051
	<b>Form 2</b>		107	1,355	2,628	2,317	2,085	1,031	581	189	63	29	10	3	1	10,399
	<b>Form 3</b>			105	1,064	1,864	1,737	1,173	726	301	85	32	9	1	4	7,101
<b>Female Total</b>		<b>80</b>	<b>1,544</b>	<b>4,248</b>	<b>6,365</b>	<b>6,086</b>	<b>5,125</b>	<b>2,712</b>	<b>1,538</b>	<b>569</b>	<b>173</b>	<b>73</b>	<b>25</b>	<b>6</b>	<b>7</b>	<b>28,551</b>
<b>Male</b>	<b>Form 1</b>	28	845	1,867	2,318	2,003	1,901	1,053	627	214	69	26	21	5	1	10,978
	<b>Form 2</b>		47	743	1,747	2,013	2,091	1,528	1,271	595	225	85	20	8	5	10,378
	<b>Form 3</b>			55	664	1,303	1,481	1,284	1,170	707	333	120	61	18	7	7,203
<b>Male Total</b>		<b>28</b>	<b>892</b>	<b>2,665</b>	<b>4,729</b>	<b>5,319</b>	<b>5,473</b>	<b>3,865</b>	<b>3,068</b>	<b>1,516</b>	<b>627</b>	<b>231</b>	<b>102</b>	<b>31</b>	<b>13</b>	<b>28,559</b>
<b>Grand Total</b>		<b>108</b>	<b>2,436</b>	<b>6,913</b>	<b>11,094</b>	<b>11,405</b>	<b>10,598</b>	<b>6,577</b>	<b>4,606</b>	<b>2,085</b>	<b>800</b>	<b>304</b>	<b>127</b>	<b>37</b>	<b>20</b>	<b>57,110</b>

**Chart 18: Junior Secondary School Enrolment by Age and Gender: National**



The results indicated that boys were on average older than the girls, and more of the boys were above the official age limit for junior secondary school.

More girls are within the official age. This shows a consistent trend with primary education where the proportion of girls who are in age were higher than the boys. Girls prominent in ages 13 to 16, thereafter the boys take over.

**Table 39: Enrolment by Gender, Grade and Age: Private Schools**

	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>Grand Total</b>
<b>Form 1</b>	4	48	43	34	17	19	9	5						179
<b>Form 2</b>		18	22	38	30	30	14	12	3	3				170
<b>Form 3</b>			10	27	25	49	44	26	15	5	2	2	1	206
<b>Junior Secondary</b>	<b>4</b>	<b>66</b>	<b>75</b>	<b>99</b>	<b>72</b>	<b>98</b>	<b>67</b>	<b>43</b>	<b>18</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>555</b>

According to the results, the proportion of pupils enrolled in lower secondary private schools was very small. However, these numbers are expected to rise as more and more schools are established and registered.

Table 40: Enrolment All: by Age, Gender and Grade: Hhohho Region

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 1	24	496	832	680	443	270	101	56	33	14	2	3			2,954
	Form 2		39	560	865	677	532	237	120	40	24	6	2			3,102
	Form 3			39	334	576	438	282	172	60	22	6	1		2	1,932
Female Total		24	535	1,431	1,879	1,696	1,240	620	348	133	60	14	6		2	7,988
Male	Form 1	12	362	616	642	471	470	275	145	66	18	8	9	1	1	3,096
	Form 2		22	327	621	627	558	376	273	117	43	18	3	3	1	2,989
	Form 3			32	267	444	396	357	303	163	74	18	9	4	1	2,068
Male Total		12	384	975	1,530	1,542	1,424	1,008	721	346	135	44	21	8	3	8,153
Grand Total		36	919	2,406	3,409	3,238	2,664	1,628	1,069	479	195	58	27	8	5	16,141

Chart 19: Enrolment by Age and Gender: Hhohho

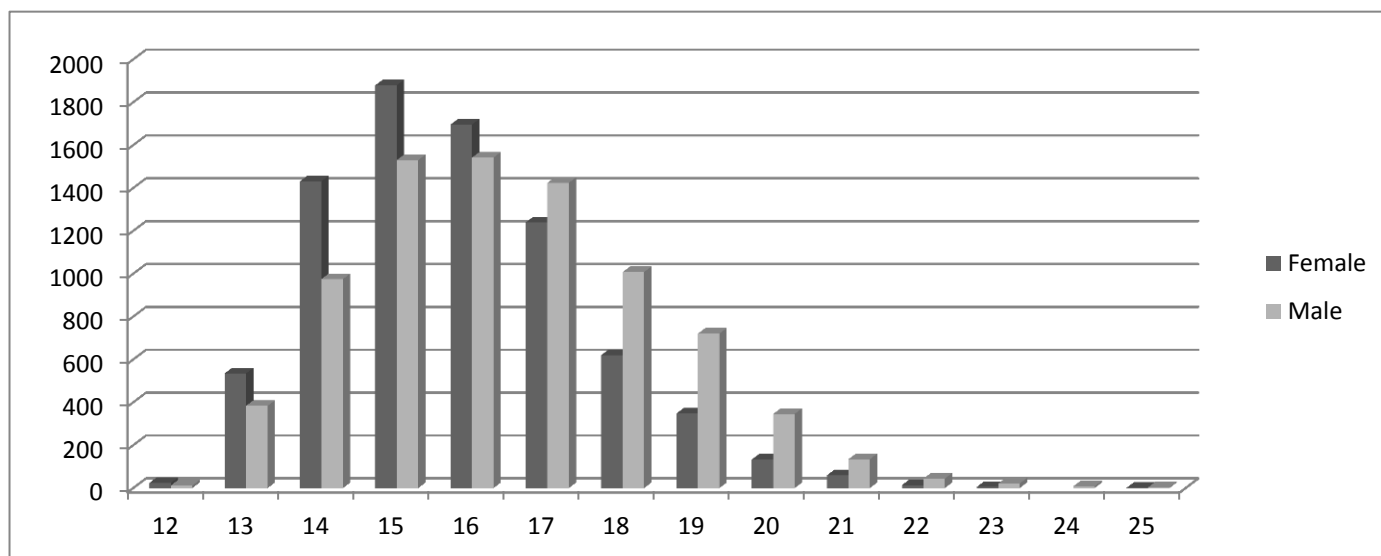
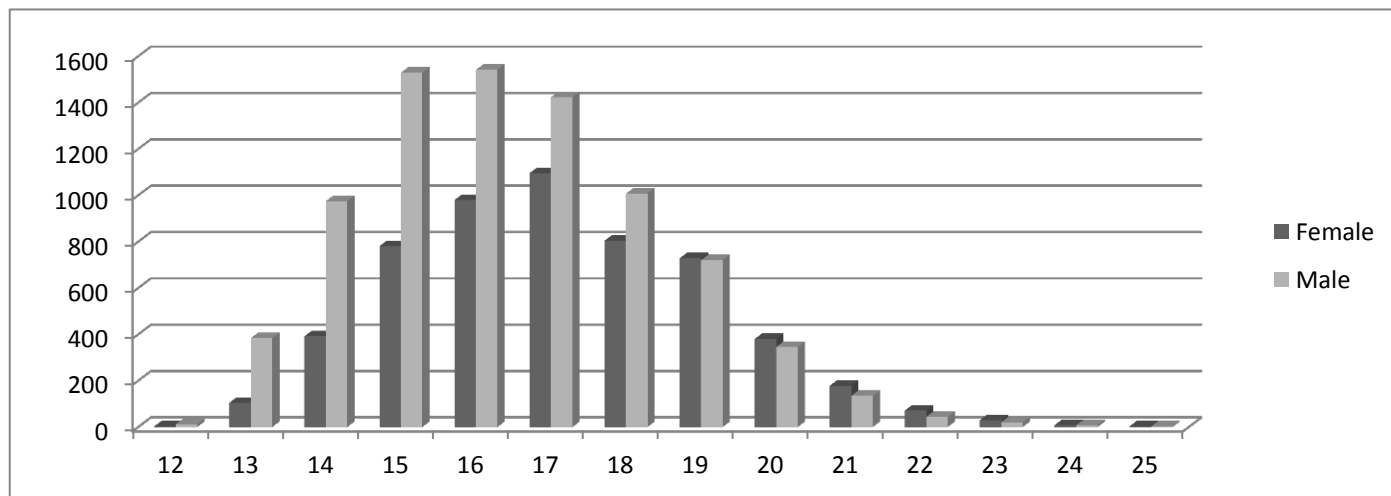


Table 41: Enrolment All: gender, Grade and Age: Lubombo Region

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 1	14	241	500	521	382	313	108	57	19	4	6	1			2,166
	Form 2		11	153	422	408	440	238	144	41	11	4	2			1,874
	Form 3			12	139	301	348	270	180	87	20	7	4			1,368
Female Total		14	252	665	1,082	1,091	1,101	616	381	147	35	17	7			5,408
Male	Form 1	3	102	297	433	423	429	233	146	55	20	8	6	1		2,156
	Form 2		3	91	255	358	368	309	305	155	68	24	9	2	3	1,950
	Form 3			4	93	199	299	263	278	171	91	40	15	6	1	1,460
Male Total		3	105	392	781	980	1,096	805	729	381	179	72	30	9	4	5,566
Grand Total		17	357	1,057	1,863	2,071	2,197	1,421	1,110	528	214	89	37	9	4	10,974

Chart 20: Enrolment by Age and Gender: Lubombo



**Table 42: Enrolment All: gender, Grade and Age: Manzini Region**

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 1	21	439	864	808	570	371	126	51	4	1	3				3,258
	Form 2		37	402	807	663	599	264	127	52	8	8	1	1		2,969
	Form 3			37	342	622	497	321	169	59	16	4	2			2,069
Female Total		21	476	1,303	1,957	1,855	1,467	711	347	115	25	15	3	1		8,296
Male	Form 1	4	225	574	720	556	532	268	138	38	15	6	5	1		3,082
	Form 2		15	194	516	566	646	433	343	160	54	13	3	2		2,945
	Form 3			13	184	409	421	334	314	171	77	22	12	3	5	1,965
Male Total		4	240	781	1,420	1,531	1,599	1,035	795	369	146	41	20	6	5	7,992
Grand Total		25	716	2,084	3,377	3,386	3,066	1,746	1,142	484	171	56	23	7	5	16,288

**Chart 21: Enrolment by Age and Gender: Manzini**

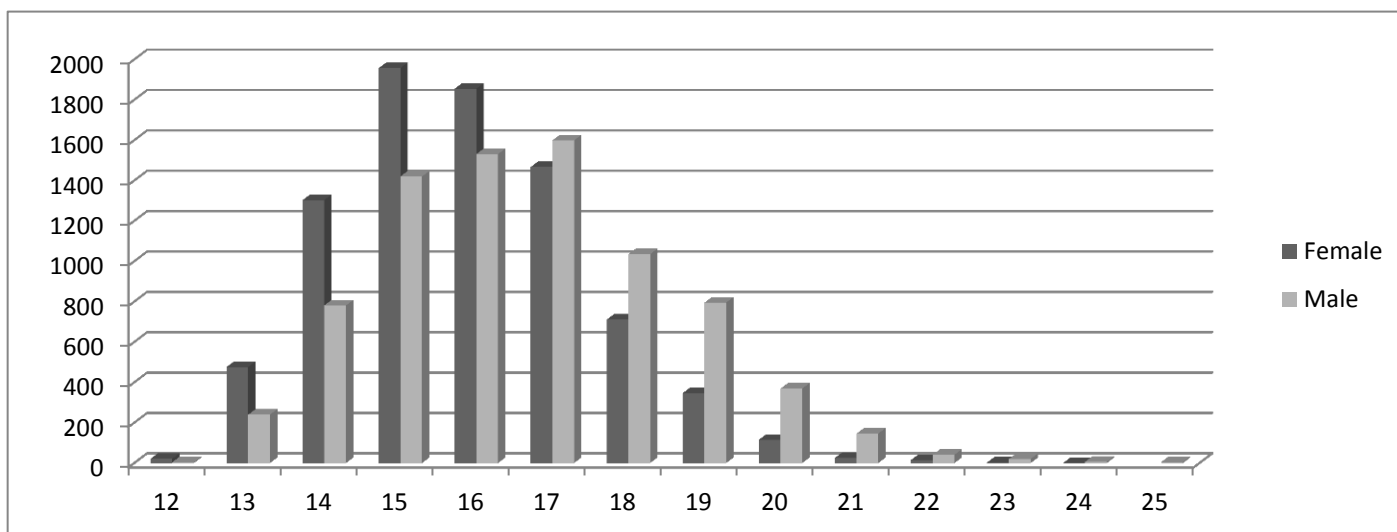




Table 43: Enrolment all: gender, Grade and Age: Shiselweni Region

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 1	21	261	592	664	510	349	173	67	23	6	1	2	2	2	2,673
	Form 2		20	240	534	569	514	292	190	56	20	11	5	2	1	2,454
	Form 3			17	249	365	454	300	205	95	27	15	2	1	2	1,732
Female Total		21	281	849	1,447	1,444	1,317	765	462	174	53	27	9	5	5	6,859
Male	Form 1	9	156	380	523	553	470	277	198	55	16	4	1	2		2,644
	Form 2		7	131	355	462	519	410	350	163	60	30	5	1	1	2,494
	Form 3			6	120	251	365	330	275	202	91	40	25	5		1,710
Male Total		9	163	517	998	1,266	1,354	1,017	823	420	167	74	31	8	1	6,848
Grand Total		30	444	1,366	2,445	2,710	2,671	1,782	1,285	594	220	101	40	13	6	13,707

Chart 22: Enrolment by Age and Gender: Shiselweni

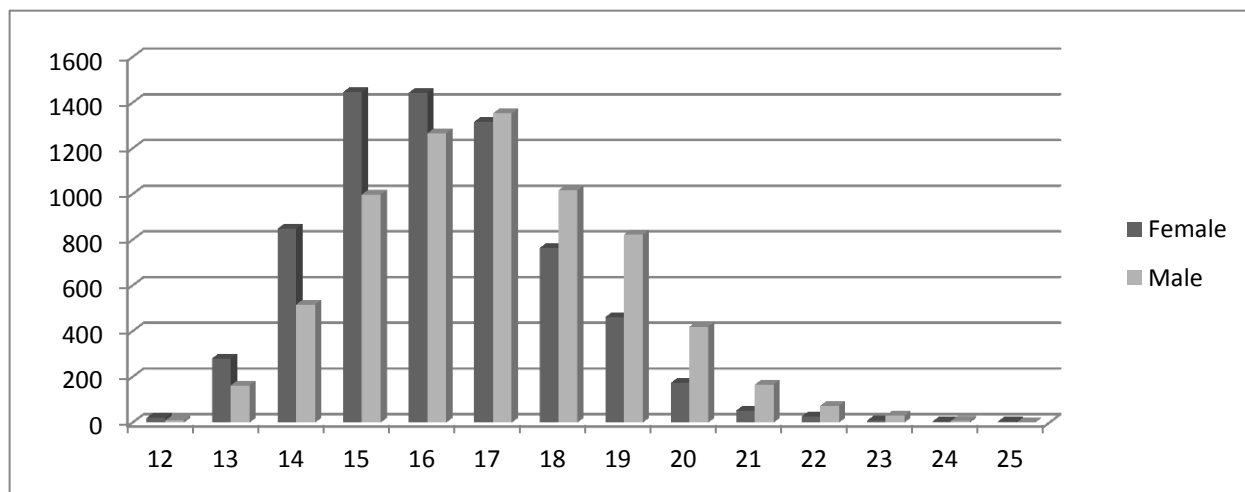
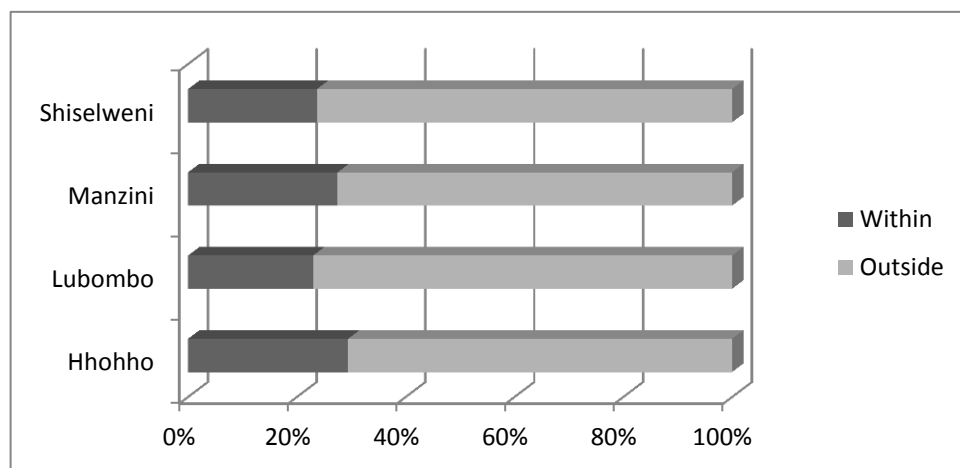


Table 44: Junior Secondary School “Within-Age” Enrolment: National

		Hhohho			Lubombo			Manzini			Shiselweni			Swaziland			Total
		13	14	15	13	14	15	13	14	15	13	14	15	13	14	15	
Female	Form 1	496	832	680	241	500	521	439	864	808	261	592	664	1,437	2,788	2,673	6,898
	Form 2	39	560	865	11	153	422	37	402	807	20	240	534	107	1,355	2,628	4,090
	Form 3		39	334		12	139		37	342		17	249		105	1,064	1,169
Female Total		535	1,431	1,879	252	665	1,082	476	1,303	1,957	281	849	1,447	1,544	4,248	6,365	12,157
Male	Form 1	362	616	642	102	297	433	225	574	720	156	380	523	845	1,867	2,318	5,030
	Form 2	22	327	621	3	91	255	15	194	516	7	131	355	47	743	1,747	2,537
	Form 3		32	267		4	93		13	184		6	120		55	664	719
Male Total		384	975	1,530	105	392	781	240	781	1,420	163	517	998	892	2,665	4,729	8,286
Grand Total		919	2,406	3,409	357	1,057	1,863	716	2,084	3,377	444	1,366	2,445	2,436	6,913	11,094	20,443

Chart 23: Junior Secondary School “Within-Age” by Region



At secondary school level the number of pupils within the official range (13 – 15) dropped from the levels observed at primary, a drop from about 85 percent to about 20 percent. This indicated that the secondary school system is 'blogged' by out of age pupils, who are more often older than the official age limits. This purported a very inefficient system at secondary level.

The results as observed in the chart opposite indicated that Lubombo and Shiselweni are the two regions where the pupils are outside the official age limit. This could be contributed to by higher repetition rates in the regions.

Table 45: Number of Repeaters by Gender, Form and Age: National

Repeaters			12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
	Female	Form 1		33	116	279	295	232	107	42	11	5	1				1,121
		Form 2		2	24	114	264	354	243	150	50	17	3				1,221
		Form 3			2	8	32	70	75	95	56	16	9	3	1		367
	Female Total			35	142	401	591	656	425	287	117	38	13	3	1		2,709
	Male	Form 1	2	21	63	160	210	267	204	139	53	17	5	5	3		1,149
		Form 2		5	16	81	168	320	280	306	165	71	28	4	4		1,448
		Form 3			4	5	27	52	69	91	83	69	25	12	2	4	443
	Male Total		2	26	83	246	405	639	553	536	301	157	58	21	9	4	3,040
	Grand Total		2	61	225	647	996	1,295	978	823	418	195	71	24	10	4	5,749

Table 46: Percent Repeating by Gender, Form and Age: National

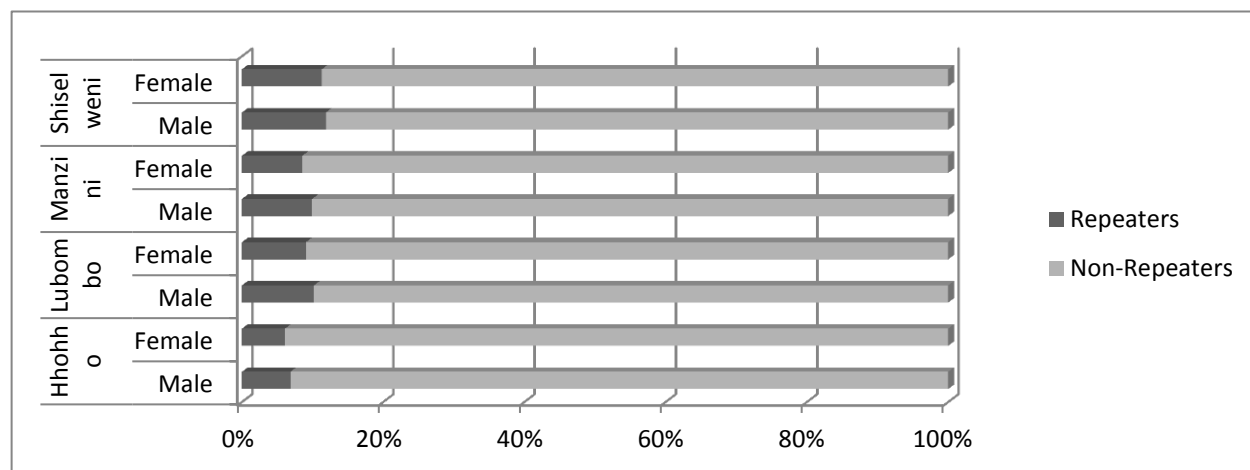
%Repetition			12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
	Female	Form 1		0.02	0.04	0.10	0.15	0.18	0.21	0.18	0.14	0.20	0.08	0.00	0.00	0.00	0.10
		Form 2		0.02	0.02	0.04	0.11	0.17	0.24	0.26	0.26	0.27	0.10	0.00	0.00	0.00	0.12
		Form 3			0.02	0.01	0.02	0.04	0.06	0.13	0.19	0.19	0.28	0.33	1.00	0.00	0.05
	Female Total			0.02	0.03	0.06	0.10	0.13	0.16	0.19	0.21	0.22	0.18	0.12	0.17	0.00	0.09
	Male	Form 1	0.07	0.02	0.03	0.07	0.10	0.14	0.19	0.22	0.25	0.25	0.19	0.24	0.60	0.00	0.10
		Form 2		0.11	0.02	0.05	0.08	0.15	0.18	0.24	0.28	0.32	0.33	0.20	0.50	0.00	0.14
		Form 3			0.07	0.01	0.02	0.04	0.05	0.08	0.12	0.21	0.21	0.20	0.11	0.57	0.06
	Male Total			0.07	0.03	0.03	0.05	0.08	0.12	0.14	0.17	0.20	0.25	0.25	0.21	0.29	0.31
Grand Total			0.02	0.03	0.03	0.06	0.09	0.12	0.15	0.18	0.20	0.24	0.23	0.19	0.27	0.20	0.10

The statistics indicated that on average about 10 percent of junior level enrolment is composed on pupils who are repeating. What was also observed was that a greater percentage of the repeating was pupils over the age of 19. This could have indicated that some of these 'older' pupils are taking space for younger 'in age' children.

Table 47: Number of Repeaters by Region

	Hhohho		Lubombo		Manzini		Shiselweni	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Repeaters</b>	600	519	633	539	883	776	924	875
<b>Non-Repeaters</b>	8,153	7,988	5,566	5,408	7,992	8,296	6,848	6,859

Chart 24: Percent Repeating and Non-Repeating by Region



Previous Year Data

Pass and Failure Rates

Table 48: Pass and Failure Rates by Gender and Region

		Female		Male		Total no Failed	Total No Passed	PassRates	
		no Failed	No Passed	no Failed	No Passed			Female	Male
Hhohho	Form 1	67	401	73	366	140	767	85.7%	83.4%
	Form 2	79	290	85	326	164	616	78.6%	79.3%
	Form 3	49	186	66	196	115	382	79.1%	74.8%
Hhohho Total		195	877	224	888	419	1,765	81.8%	79.9%
Lubombo	Form 1	92	423	110	441	202	864	82.1%	80.0%
	Form 2	71	263	93	272	164	535	78.7%	74.5%
	Form 3	61	163	58	181	119	344	72.8%	75.7%
Lubombo Total		224	849	261	894	485	1,743	79.1%	77.4%
Manzini	Form 1	162	527	195	503	357	1,030	76.5%	72.1%
	Form 2	172	384	174	436	346	820	69.1%	71.5%
	Form 3	34	199	57	230	91	429	85.4%	80.1%
Manzini Total		368	1,110	426	1,169	794	2,279	75.1%	73.3%
Shiselweni	Form 1	57	150	62	183	119	333	72.5%	74.7%
	Form 2	73	140	102	118	175	258	65.7%	53.6%
	Form 3	25	81	22	63	47	144	76.4%	74.1%
Shiselweni Total		155	371	186	364	341	735	70.5%	66.2%
Grand Total		942	3,207	1,097	3,315	2,039	6,522	77.3%	75.1%

The pass rates for 2008 indicated that on average about three out of four pupils passed to the following form in 2009. The lowest pass rate was in Shiselweni boys where 53 percent of form 2 passed to form 3. This is worrying when one considered that this is an internal examination. Another observation was that generally the pass rates in form 2 dropped slightly from form 1 rate. This confirmed that repetition was higher in form 2 as was observed in Table

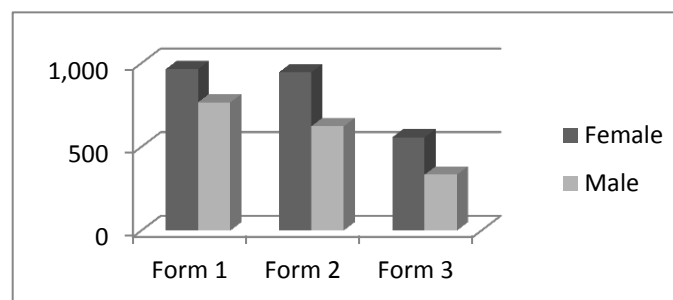
## Dropout

This section covers dropouts that were reported by the schools, these are dropouts that happened the previous academic year.

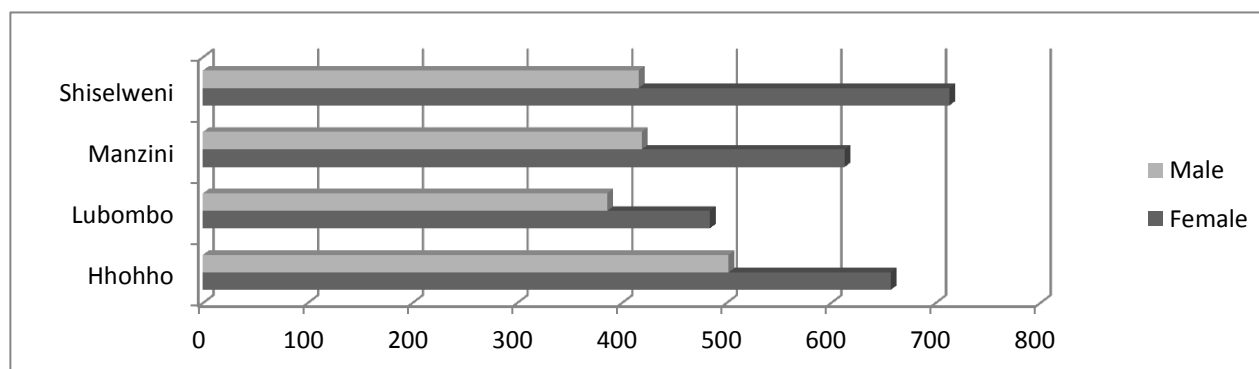
**Table 49: Dropout by Form and Gender: National**

	Female	Male	Total
<b>Form 1</b>	964	766	1,730
<b>Form 2</b>	946	623	1,569
<b>Form 3</b>	557	334	891
<b>Total</b>	2,467	1,723	4,190

**Chart 25: Dropout by Gender and Form: National**



**Chart 26: Number of Dropouts by Gender and Region**



At this level of education the dropout of girls exceeds that of boys.

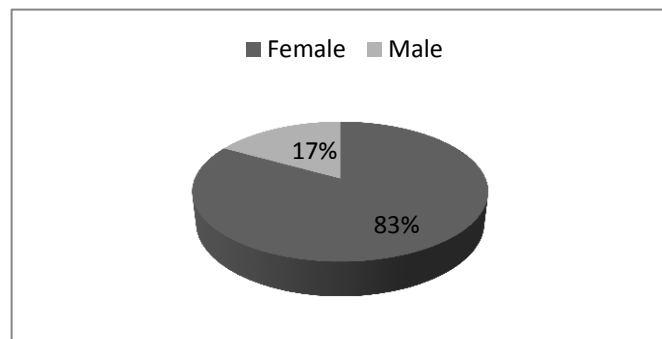
## Dropout due to pregnancy

Schools were asked to indicate the number of dropouts in 2008 that were attributed to pregnancy. The results are presented below; they indicated that both boys and girls did drop out due to pregnancy. Shiselweni region is the only region where no boys dropped out due to pregnancy. The report will only put more focus on two identified reasons, pregnancy and fees.

**Table 50: Dropout due Pregnancy**

Forms	Female				Male			
	Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini	Shiselweni
Form 1	111	73	75	108	20	28	15	19
Form 2	82	86	100	129	20	29	12	17
Form 3	58	51	75	85	9	19	11	11
	251	210	250	322	49	76	38	47

**Chart 27: Proportion of Dropout due to Pregnancy by Gender**



Results indicated that a total of 1 033 girls and 210 boys dropped out due to pregnancy. In boys it is assumed it is cases where boys would have been involved in the pregnancy. These results suggested that in 2008, 12 percent of male dropout was due to pregnancy and two in five of female dropouts were due to pregnancy.

## Dropout due to Fees

Table 51: Dropout due to Fees

	Female				Male			
	Hhohho	Lubombo	Manzini	Shiselweni	Hhohho	Lubombo	Manzini	Shiselweni
<b>Form 1</b>	52	22	26	33	64	26	37	32
<b>Form 2</b>	47	20	29	15	50	16	23	14
<b>Form 3</b>	27	10	15	12	11	15	7	9
<b>Total</b>	126	52	70	60	125	57	67	55

## Dropout due to other Reasons.

Results also indicated that a large proportion of dropping out was due to family reasons. The reasons included children dropping out to look after sick parents, work to supplement family income, repetitions or did not have enough psycho-social support to continue with education.

Table 52 : Dropout due to other Reasons

	Female						Male					
	Absconded	Death	Disciplinary	Family	Sickness	Transfer	Absconded	Death	Disciplinary	Family	Sickness	Transfer
<b>Hhohho</b>	95	13	19	46	32	75	144	8	56	58	20	42
<b>Lubombo</b>	94	10	14	45	18	41	130	6	28	48	21	20
<b>Manzini</b>	141	10	9	41	23	69	139	6	31	64	16	58
<b>Shiselweni</b>	144	6	10	76	32	63	130	9	25	53	34	63
<b>Total</b>	474	39	52	208	105	248	543	29	140	223	91	183



## Special Education Needs

Table 53: Type of disability by Gender and Form: National

		Hearing Impaired	Learning Disability	Physical Disability	Visually Impaired	Total
Female	Form 1	12	4		326	342
	Form 2			1	250	251
	Form 3	1		1	150	152
Female Total		13	4	2	726	745
Male	Form 1	2			208	210
	Form 2				141	142
	Form 3				76	76
Male Total		2			425	428
Grand Total		15	4	2	1,151	1,173

A large proportion, almost of all reported SEN cases in schools were visual challenges.

**Table 54: Type of disability by Form and Region**

		<b>Form 1</b>	<b>Form 2</b>	<b>Form 3</b>	<b>Grand Total</b>
<b>Hhohho</b>	<b>Hearing Impaired</b>	1			1
	<b>Learning Disability</b>	1			1
	<b>Physical Disability</b>		1	1	2
	<b>Visually Impaired</b>	73	73	44	190
<b>Hhohho Total</b>		75	74	45	194
<b>Lubombo</b>	<b>Hearing Impaired</b>	2			2
	<b>Learning Disability</b>	3			3
	<b>Visually Impaired</b>	159	149	64	372
<b>Lubombo Total</b>		164	149	64	377
<b>Manzini</b>	<b>Hearing Impaired</b>	7		1	8
	<b>Other Impairment</b>		1		1
	<b>Visually Impaired</b>	147	101	76	324
<b>Manzini Total</b>		154	102	77	333
<b>Shiselweni</b>	<b>Hearing Impaired</b>	4			4
	<b>Visually Impaired</b>	155	68	42	265
<b>Shiselweni Total</b>		159	68	42	269
<b>Grand Total</b>		552	393	228	1,173

SEN cases were observed in all the regions, although there are variations the results indicated that every region does have children who need special attention. It was also informative that most of these are in form 1, this suggested that there was need to ensure that efforts are made to accommodate the new cases that will come into higher levels of secondary education and tertiary education. Kindly note that the data does not include School for Deaf High, as the schools was still being opened.

Table 55: Orphans and Vulnerable Children by Gender, Form and Age: National

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 1	23	372	912	1,056	854	591	237	105	33	8	5	1		1	4,198
	Form 2		24	333	886	955	930	508	307	100	28	15	6	2		4,094
	Form 3			25	291	663	756	528	361	155	42	22	4		2	2,849
Female Total		23	396	1,270	2,233	2,472	2,277	1,273	773	288	78	42	11	2	3	11,141
Male	Form 1	5	177	537	826	781	840	493	305	99	40	14	5	4		4,126
	Form 2		10	158	465	724	849	699	640	312	125	53	12	4	1	4,052
	Form 3			6	156	410	554	526	538	373	185	74	37	12	3	2,874
Male Total		5	187	701	1,447	1,915	2,243	1,718	1,483	784	350	141	54	20	4	11,052
Grand Total		28	583	1,971	3,680	4,387	4,520	2,991	2,256	1,072	428	183	65	22	7	22,193

Chart 28: Number of OVC by Gender and Region

	Hhohho	Lubombo	Manzini	Shiselweni
Female	2271	2584	3002	3284
Male	2362	2661	2788	3241
Total	4633	5245	5790	6525

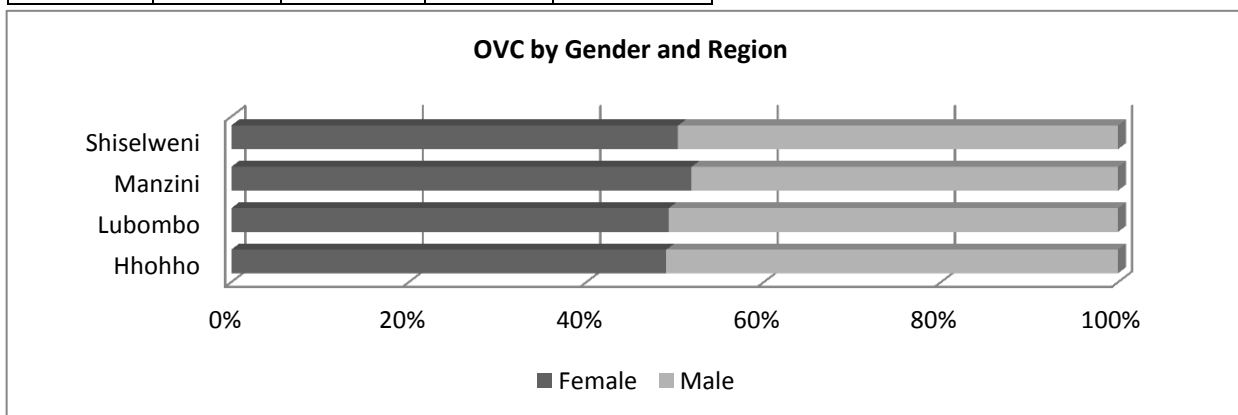
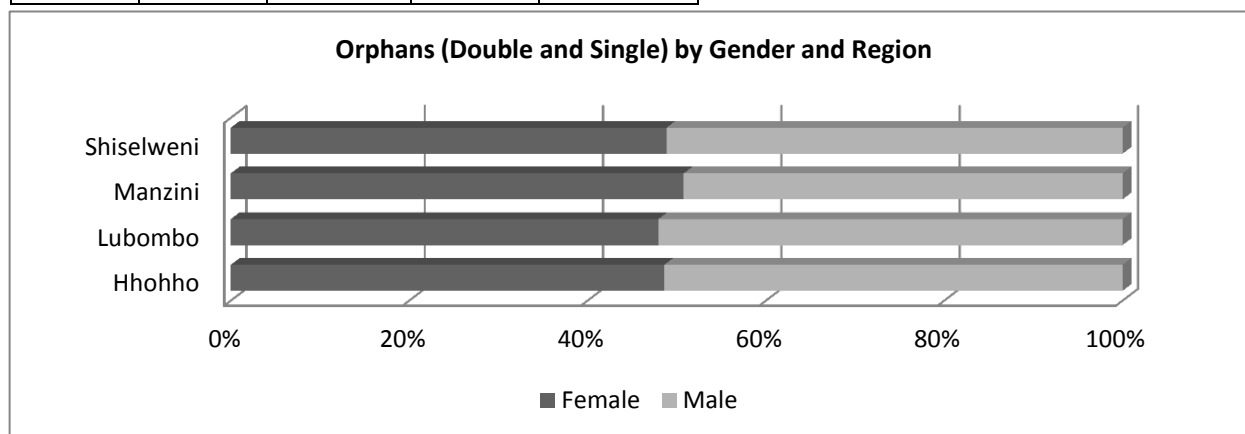


Table 56: Orphans (double and single) by Gender, Form and Age: National

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 1	16	244	599	675	556	375	143	68	26	4	3	1		1	2,711
	Form 2		16	206	564	628	613	320	187	63	17	11	6	2		2,633
	Form 3			16	203	417	478	335	219	97	28	14	2		2	1,811
Female Total		16	260	821	1,442	1,601	1,466	798	474	186	49	28	9	2	3	7,155
Male	Form 1	4	99	374	564	535	572	328	217	74	24	6	5	2		2,804
	Form 2		8	94	326	491	566	483	431	204	88	34	10	3	1	2,739
	Form 3			6	104	274	366	336	343	248	106	51	23	8	2	1,867
Male Total		4	107	474	994	1,300	1,504	1,147	991	526	218	91	38	13	3	7,410
Grand Total		20	367	1,295	2,436	2,901	2,970	1,945	1,465	712	267	119	47	15	6	14,565

Chart 29: Number of Orphans by Gender and Region

	Hhohho	Lubombo	Manzini	Shiselweni
Female	1537	1547	1967	2104
Male	1624	1679	1906	2201
Total	3161	3226	3873	4305



## Some Basic Education Indicators for Junior Secondary

### Enrolment Rates

Table (i): Gross Enrolment Rates and Net Enrolment Rates for Primary Level: by Gender

	Swaziland	Female	Male
GER	75.09%	72.23%	78.18%
NER	26.88%	30.75%	22.68%

### Gender Parity

Gender Parity was also calculated for both the GER and NER ratios, the Gender parity for GER was 0.92 and was 1.36 for the NER. This indicated that more appropriately aged girls were enrolled in the system than boys. The boys were more than the girls but were 'out of age'.

### Input Indicators

Table (ii) Children with Special Education Needs (disabled, orphans and vulnerable children)

	Swaziland	Hhohho	Lubombo	Manzini	Shiselweni
Enrolment	57,110	16,141	10,974	16,288	13,707
OVC:	22,193	4,633	5,245	5,790	6,525
Orphans	14,565	3,161	3,226	3,873	4,305
SEN	1,173	194	377	333	269
%OVC	38.86%	28.70%	47.79%	35.55%	47.60%
%Orphans	25.50%	19.58%	29.40%	23.78%	31.41%
%SEN	2.05%	1.20%	3.44%	2.04%	1.96%

**Table (iii) Internal Efficiency Indicators**

		<b>Form 1</b>	<b>Form 2</b>	<b>Form 3</b>
<b>Female</b>	<b>Fail-Rate</b>	18.6	23.5	15.9
	<b>Pass-Rate</b>	81.4	76.5	84.1
<b>Male</b>	<b>Fail-Rate</b>	21	25	21.5
	<b>Pass-Rate</b>	79	75.7	78.52

The survival rates will be presented under senior secondary data.

# **SENIOR SECONDARY**

## Senior Secondary Education

In this section, the report will review educational statistics for the senior (high) school sub-sector. This level of education consists of three grades (forms) from 4 to 6. However, in 2009 there were still a few schools offering form 6. Some data will be aggregated according to these grades however other data such as teachers will not be grouped by the same method because most teachers teach at both levels (junior and senior).

According to the International Standards for Classification of Education (ISCED97) this level of education is at ISCED 3 – Upper Secondary Education. All education in the country is fulltime; even those upgrading and/or enrolled in private schools attend full time.

There are three groups of teachers.

- (i) There are unqualified teachers; at secondary levels these are normally teachers in ICT who are usually people who are IT literate but without any tertiary education. For purposes of the analysis they were grouped as just O'level graduate;
- (ii) There are also people who have attended tertiary education but did not train as teachers; these are 'not' teachers as per local standards. In Swaziland we do have quite a number who have Bachelors' degree without a teaching certificate; they were also grouped as non-teachers and
- (iii) the last group who have a teaching qualification and are certified secondary school teachers.

Importantly it should also be noted that school head teachers (principals) are also counted as teachers.

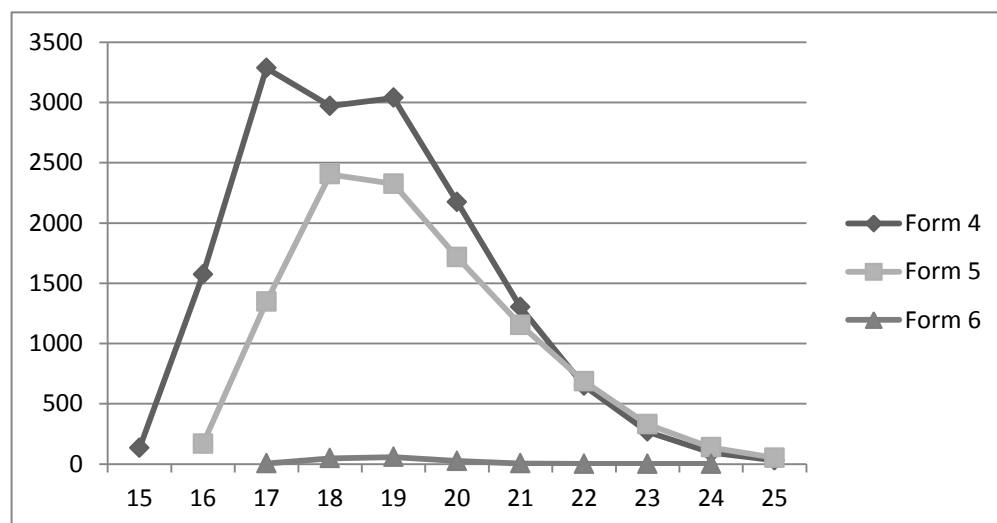
For other data such as Special Education Needs (SEN), Orphans and Vulnerable Children (OVC) the data is derived from information handed in to the EMIS by the schools as of the 31<sup>st</sup> March each year. This data is to be used as reported cases. This is school based data and as such, what the school has perceived as SEN and/or OVC was reported and analysed. The EMIS did not physically verify the extent of disadvantage of the pupils concerned. This will be done through data audits to be carried out by MOET staff.



**Table 57: Enrolment in Senior Secondary (High) by Gender: National**

	15	16	17	18	19	20	21	22	23	24	25	Total
<b>Form 4</b>	134	1,573	3,284	2,970	3,037	2,173	1,301	649	268	94	31	15,514
<b>Form 5</b>		169	1,346	2,403	2,325	1,715	1,154	687	330	138	52	10,319
<b>Form 6</b>			5	48	58	25	6	1	1	2		146
<b>Total</b>	<b>134</b>	<b>1,742</b>	<b>4,635</b>	<b>5,421</b>	<b>5,420</b>	<b>3,913</b>	<b>2,461</b>	<b>1,337</b>	<b>599</b>	<b>234</b>	<b>83</b>	<b>25,979</b>

**Chart 30: Enrolment by Age and Form: National**



Results indicated that there were a few pupils who were below the official age (16-17) for this level (134), and quite a number were above the expected age (19 468) this presented a situation where the NER would be compromised.

This suggested that the education system is 'clogged' with over aged pupils, 2009 data indicated that there were 25 year olds in primary education, and this indicates that in the next few years the system will still have over aged children.

The graph in Chart 16 should be tapering towards 17 or 18 if the pupils were of correct age. Generally it is the boys who are over aged.

Table 58: Enrolment by Age, Gender and Form: National

		15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 4	75	962	1,956	1,641	1,363	951	477	204	72	33	7	7,741
	Form 5		87	828	1,354	1,180	798	433	230	99	44	10	5,063
	Form 6			3	31	30	9	2		1			76
Female Total		75	1,049	2,787	3,026	2,573	1,758	912	434	172	77	17	12,880
Male	Form 4	59	611	1,328	1,329	1,674	1,222	824	445	196	61	24	7,773
	Form 5		82	518	1,049	1,145	917	721	457	231	94	42	5,256
	Form 6			2	17	28	16	4	1		2		70
Male Total		59	693	1,848	2,395	2,847	2,155	1,549	903	427	157	66	13,099
Grand Total		134	1,742	4,635	5,421	5,420	3,913	2,461	1,337	599	234	83	25,979

Chart 31: Enrolment by Age and Gender

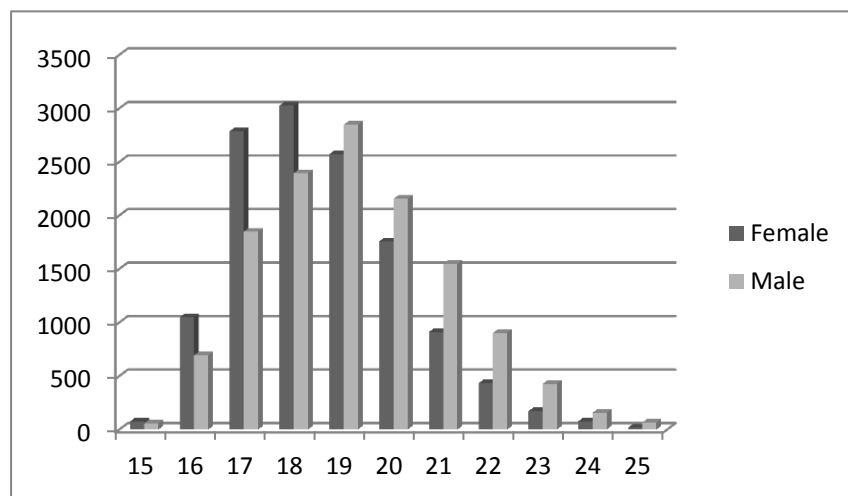


Chart 32: Enrolment by Gender and Form

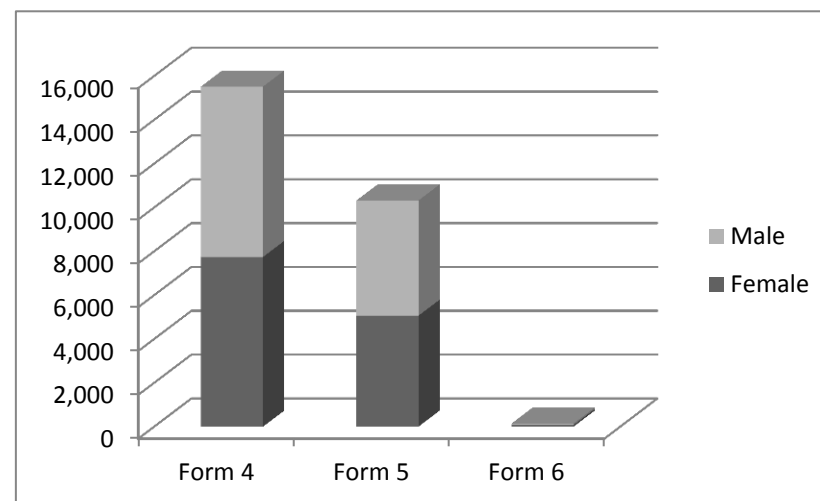


Table 59: Enrolment by Gender, Form and Age: Private Schools, National

		15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 4	5	21	23	24	25	26	17	10	6	1		158
	Form 5		1	17	33	38	25	20	9	2	3		148
Female Total		5	22	40	57	63	51	37	19	8	4		306
Male	Form 4	5	22	26	20	28	27	19	6	1	1		155
	Form 5		3	9	17	29	24	26	15	5	2	1	131
Male Total		5	25	35	37	57	51	45	21	6	3	1	286
Grand Total		10	47	75	94	120	102	82	40	14	7	1	592

Table 60 : Enrolment by Gender, Form and Age : Hhohho

		15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 4	38	345	557	455	346	224	120	28	11	4	5	2,133
	Form 5		42	295	407	310	187	114	54	21	6	1	1,437
	Form 6			3	31	30	9	2		1			76
Female Total		38	387	855	893	686	420	236	82	33	10	6	3,646
Male	Form 4	37	279	482	393	443	308	184	112	34	9	8	2,289
	Form 5		46	231	353	333	234	147	119	57	20	10	1,550
	Form 6			2	17	28	16	4	1		2		70
Male Total		37	325	715	763	804	558	335	232	91	31	18	3,909
Grand Total		75	712	1,570	1,656	1,490	978	571	314	124	41	24	7,555

Chart 33: Enrolment by Age: Hhohho

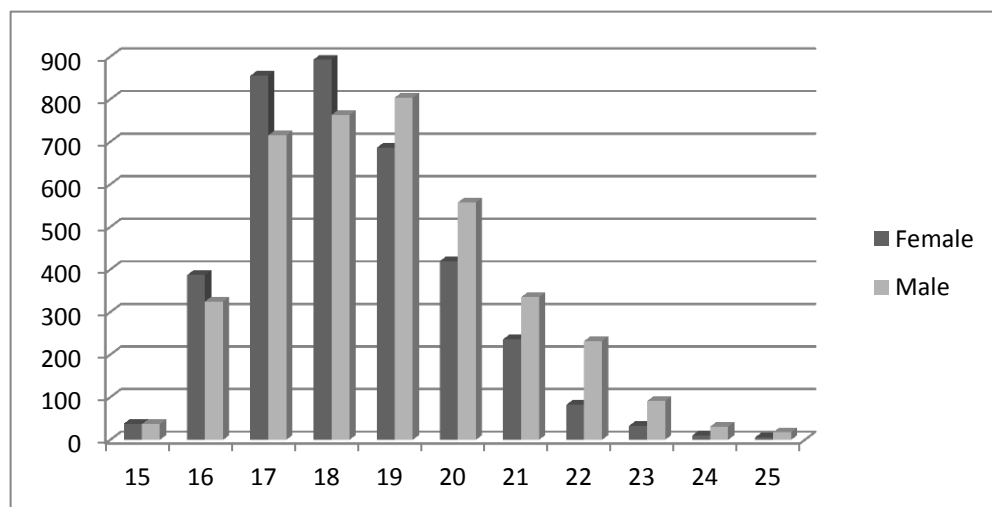
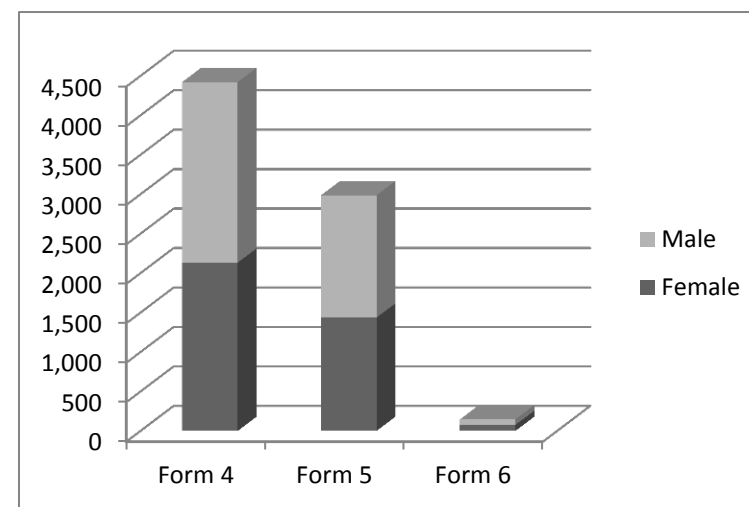


Chart 34: Enrolment by Gender



Hhohho has some few schools offering form 6. These are schools that have been offering A' levels in the past and are now offering a course of equivalent weight as the former.

Table 61 : Enrolment by Gender, Form and Age : Lubombo

		15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 4	9	126	335	339	264	161	83	40	17	12	1	1,387
	Form 5		11	118	231	243	151	83	40	20	11		908
Female Total		9	137	453	570	507	312	166	80	37	23	1	2,295
Male	Form 4	3	70	191	247	345	229	175	99	39	18	5	1,421
	Form 5		6	58	172	184	177	165	101	52	17	12	944
Male Total		3	76	249	419	529	406	340	200	91	35	17	2,365
Grand Total		12	213	702	989	1,036	718	506	280	128	58	18	4,660

Chart 35: Enrolment by Age : Lubombo

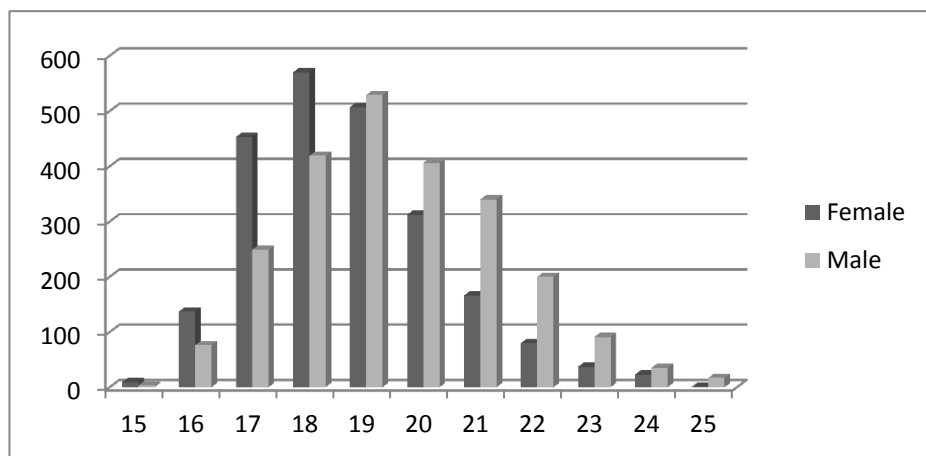


Chart 36: Enrolment by Gender: Lubombo

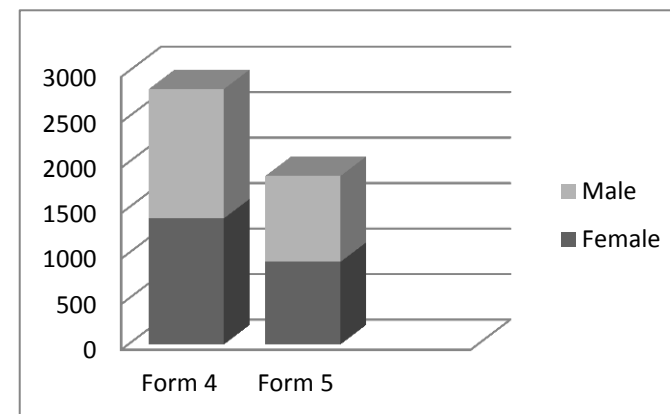


Table 62 : Enrolment by Gender, Form and Age : Manzini

		15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 4	21	330	662	471	360	262	110	57	17	2		2,292
	Form 5		20	276	464	360	255	108	62	20	7	4	1,576
Female Total		21	350	938	935	720	517	218	119	37	9	4	3,868
Male	Form 4	12	156	407	379	486	355	216	89	38	15	3	2,156
	Form 5		17	145	292	375	273	206	101	57	20	8	1,494
Male Total		12	173	552	671	861	628	422	190	95	35	11	3,650
Grand Total		33	523	1,490	1,606	1,581	1,145	640	309	132	44	15	7,518

Chart 37: Enrolment by Age: Manzini

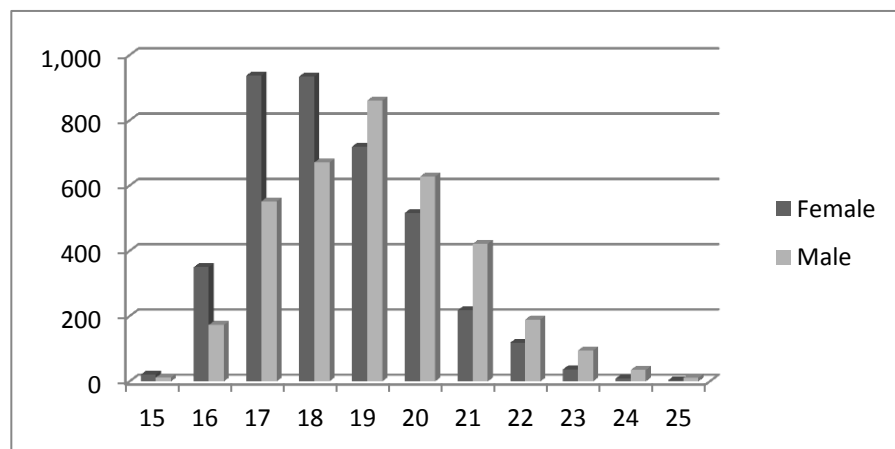


Chart 38: Enrolment by Gender: Manzini

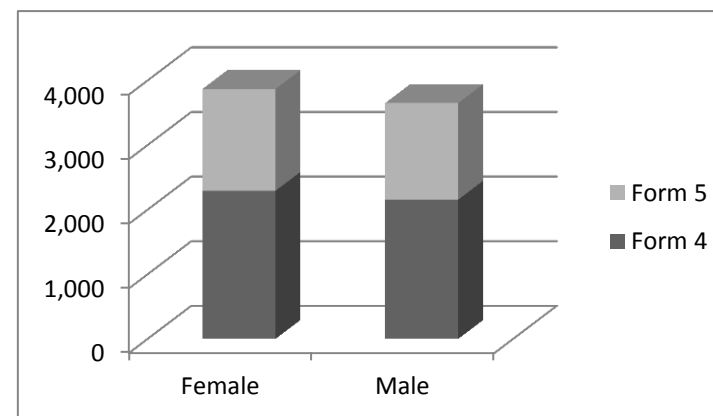


Table 63: Enrolment by Gender, Form and Age: Shiselweni

		15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 4	7	161	402	376	393	304	164	79	27	15	1	1,929
	Form 5		14	139	252	267	205	128	74	38	20	5	1,142
Female Total		7	175	541	628	660	509	292	153	65	35	6	3,071
Male	Form 4	7	106	248	310	400	330	249	145	85	19	8	1,907
	Form 5		13	84	232	253	233	203	136	65	37	12	1,268
Male Total		7	119	332	542	653	563	452	281	150	56	20	3,175
Grand Total		14	294	873	1,170	1,313	1,072	744	434	215	91	26	6,246

Chart 39: Enrolment by Age: Shiselweni

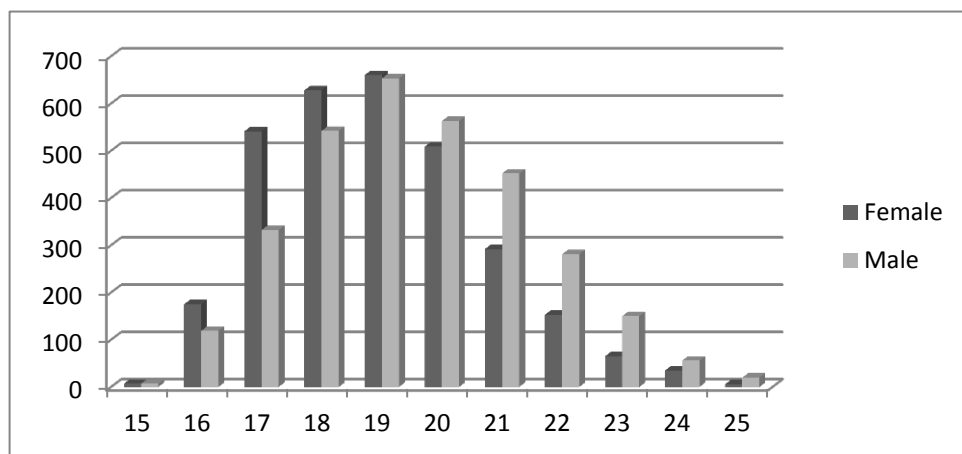
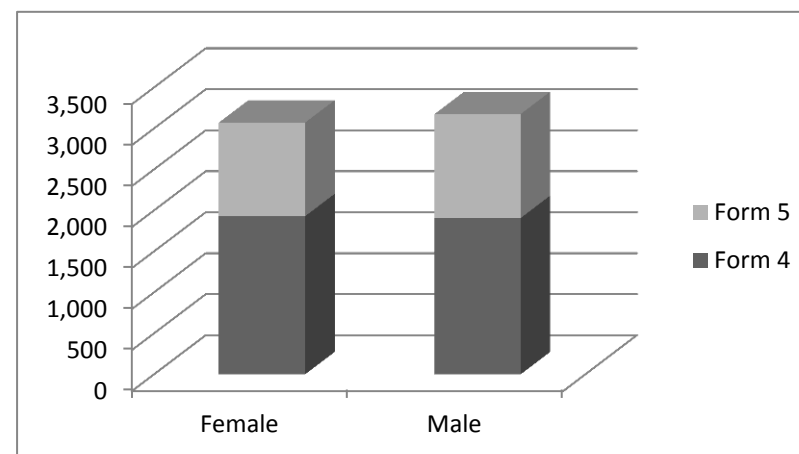


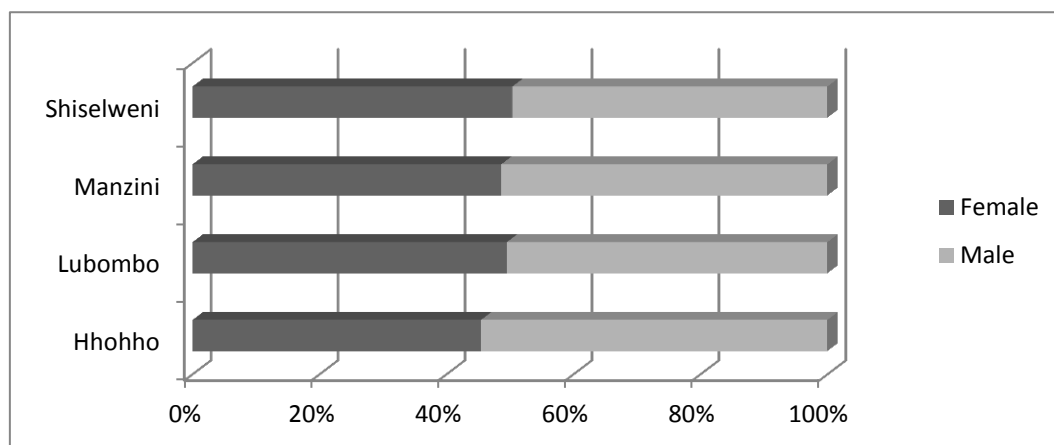
Chart 40 Enrolment by Gender: Shiselweni



**Table 64: Number of Repeaters by Gender, Form and Age: National**

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	1	20	116	248	301	263	155	66	15	3	1	1,189
	Form 5			8	15	20	22	13	4	3	2	1	88
Female Total		1	20	124	263	321	285	168	70	18	5	2	1,277
Male	Form 4	2	15	78	148	290	272	232	137	63	12	5	1,254
	Form 5			1	11	14	20	22	10	5	2	2	87
Male Total		2	15	79	159	304	292	254	147	68	14	7	1,341
Grand Total		3	35	203	422	625	577	422	217	86	19	9	2,618

**Chart 41: Proportion of Repeaters by Gender and Region**





**Table 65: Percent Repetition by Gender, Form and Gender: National**

		15	16	17	18	19	20	21	22	23	24	25	Total
<b>Female</b>	<b>Form 4</b>	1%	2%	6%	15%	22%	28%	32%	32%	21%	9%	14%	15%
	<b>Form 5</b>			1%	1%	2%	3%	3%	2%	3%	5%	10%	2%
<b>Female Total</b>			2%	3%	8%	12%	15%	18%	17%	12%	7%	12%	9%
<b>Male</b>	<b>Form 4</b>	3%	2%	6%	11%	17%	22%	28%	31%	32%	20%	21%	16%
	<b>Form 5</b>			0%	1%	1%	2%	3%	2%	2%	2%	5%	2%
<b>Male Total</b>			2%	3%	6%	9%	12%	16%	16%	17%	11%	13%	9%
<b>Grand Total</b>			2%	3%	7%	11%	14%	17%	17%	15%	9%	12%	9%

Results indicated that there was very little repetition at form 5 and virtually none at form 6. This is because most pupils prefer enrolling in private education other than repeating these grades in formal school. The extent of repetition for both boys and girls is at about 10 percent overall, however the relatively high repetition in form 4 is enough reason to worry.

**Table 66: Pass-Rates: National**

	Female		Male		Total no Failed	Total No Passed	PassRates	
	no Failed	No Passed	no Failed	No Passed			Female	Male
<b>Form 4</b>	313	1,198	306	1,158	619	2,356	79.3%	79.1%
<b>Form 5</b>	162	434	152	458	314	892	72.8%	75.1%
<b>Total</b>	2,055	5,822	2,140	5,873	4,195	11,695	73.9%	73.3%

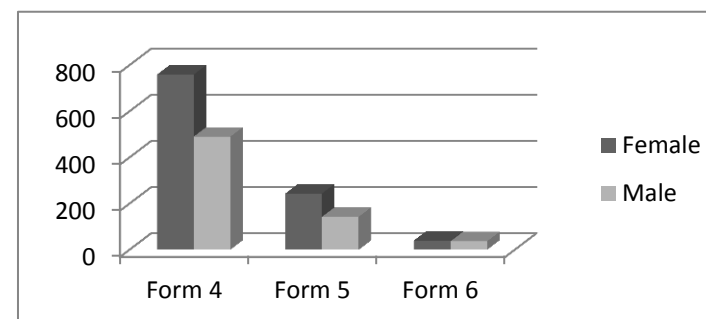
This is data derived from the previous year – 2008. This is based on results of the 2008 examinations both internal and external.

## Dropout

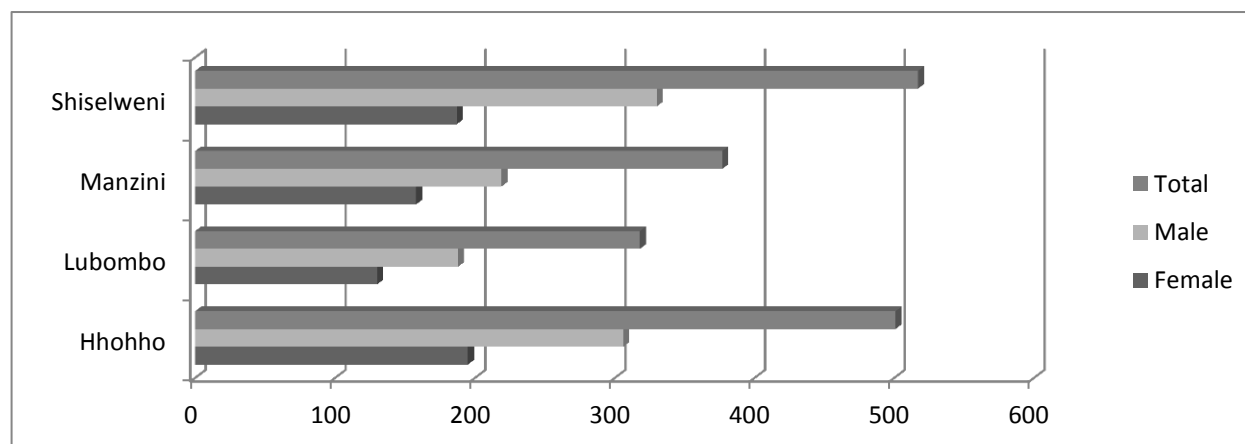
**Table 67: All Dropout by Form and Gender: National**

	Female	Male	Total
<b>Form 4</b>	759	490	1,249
<b>Form 5</b>	244	143	387
<b>Form 6</b>	40	37	77
<b>Total</b>	1,043	670	1,713

**Chart 42: All Dropout by Form and Gender: National**



**Chart 43: All Dropouts by Gender: Regional**



The figures for dropout in Form 5 and Form 6 represent those who exited the system before sitting their final examinations. The highest numbers were in Shiselweni and Hhohho.

Table 68: Dropout due to Pregnancy: National

	Female	Male	Total
<b>Form 4</b>	375	64	439
<b>Form 5</b>	136	32	168
<b>Form 6</b>	9	5	14
<b>Total</b>	520	101	621

Chart 44: Dropout due to Pregnancy by Form and Gender: National

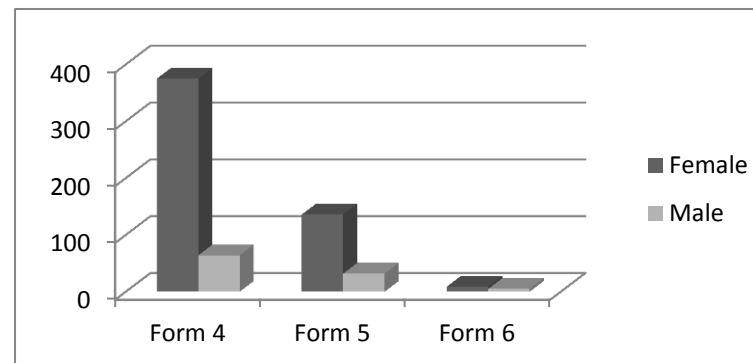


Table 69: Dropout due to Fees

	Female	Male	Total
<b>Hhohho</b>	143	24	167
<b>Lubombo</b>	99	29	128
<b>Manzini</b>	98	19	117
<b>Shiselweni</b>	180	29	209

Chart 45: Dropout due to fees by Region and Gender

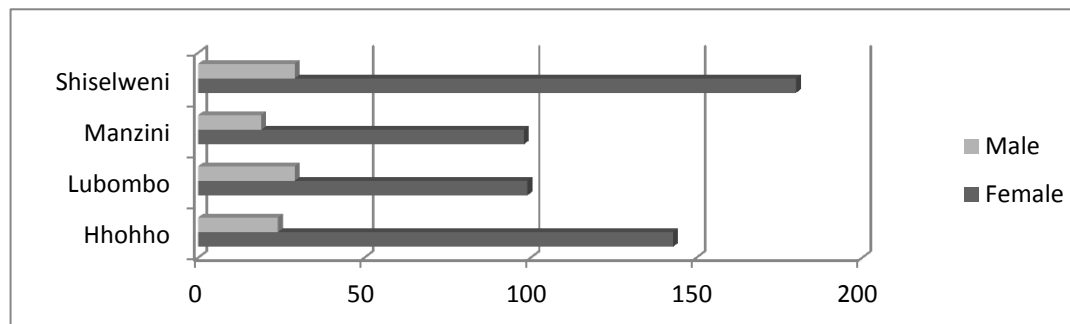


Table 70: Other Dropout and Reasons: National

	Female						Male					
	Absconded	Death	Disciplinary or Expelled	Family	Sickness	Transfer	Absconded	Death	Disciplinary or Expelled	Family	Sickness	Transfer
Form 4	122	15	35	65	23	53	149	13	69	69	24	39
Form 5	30	2	6	28	10	2	25	3	17	22	8	8
Form 6	11			4	2	2	17		1	3	1	5
	163	17	41	97	35	57	191	16	87	94	33	52

### Special Education Needs

Table 71: Type of disability by Gender and Grade

		Female		Male		Grand Total
		Hearing Impaired	Visually Impaired	Learning Disability	Visually Impaired	
Hhohho	Form 4	1	37	1	24	63
	Form 5		15		13	28
Hhohho Total		1	52	1	37	91
Lubombo	Form 4		49		31	80
	Form 5		26		21	47
Lubombo Total			75		52	127
Manzini	Form 4		74		25	99
	Form 5		26		5	31
Manzini Total			100		30	130
Shiselweni	Form 4		63		37	100
	Form 5		25		14	39
Shiselweni Total			88		51	139
Grand Total		1	315	1	170	487

## Orphans and Vulnerable Children (OVC)

Table 72: Orphans and Vulnerable Children by Gender, Grade and Age: National

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	11	245	581	597	513	396	189	91	24	9	4	2,660
	Form 5		16	206	405	395	330	166	80	39	16	3	1,656
	Form 6			1	3	2		1					7
Female		11	261	788	1,005	910	726	356	171	63	25	7	4,323
Male	Form 4	10	126	355	416	635	452	364	193	97	31	11	2,690
	Form 5		18	114	282	384	364	315	217	117	48	20	1,879
	Form 6				1								1
Male		10	144	469	699	1,019	816	679	410	214	79	31	4,570
Total		21	405	1,257	1,704	1,929	1,542	1,035	581	277	104	38	8,893

Chart 46: Orphans and Vulnerable Children by Regions

	Hhohho	Lubombo	Manzini	Shiselweni
Female	821	897	1,185	1,420
Male	905	954	1,238	1,473

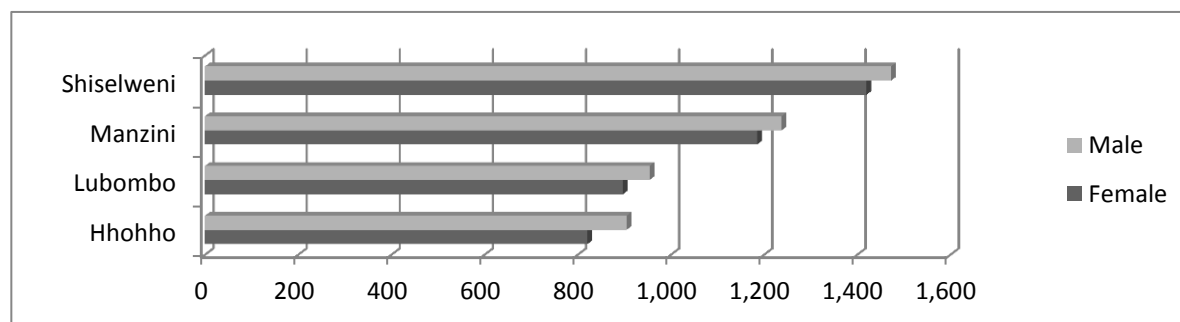


Table 73: Orphans (Double and Single) by Gender, Grade and Age: National

		15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 4	6	146	361	376	330	256	114	58	17	3	3	1,670
	Form 5		15	132	252	242	205	111	49	25	10	2	1,043
	Form 6			1	3	2		1					7
Female Total		6	161	494	631	574	461	226	107	42	13	5	2,720
Male	Form 4	7	89	246	271	427	292	247	119	61	21	6	1,786
	Form 5		12	69	184	243	249	199	154	86	27	15	1,238
	Form 6				1								1
Male Total		7	101	315	456	670	541	446	273	147	48	21	3,025
Grand Total		13	262	809	1,087	1,244	1,002	672	380	189	61	26	5,745

Chart 47: Orphans by Gender and Region

	Hhohho	Lubombo	Manzini	Shiselweni
Female	529	523	753	915
Male	622	589	855	959

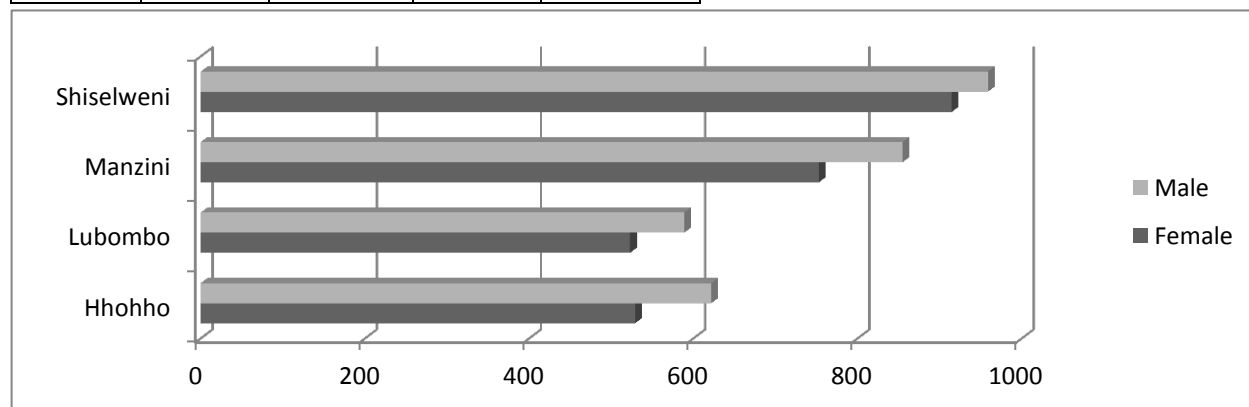


Table 74: Lower and Senior Secondary School Teachers, Female: National

		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	Total
Female	A.A.T.	9								9
	BA	6	2	2	1					11
	BA + CCE	4		3	2	1	3			13
	BA Humanities	36	17	8	4	3	1			69
	BA Humanities + CDE	62	27	28	22	8	1	1		149
	BA Social Science	7		3			2			12
	Bachelors + PGCE	318	133	60	14	7	4			536
	Bachelor's Honours Degree	8	3	3	4	3	1			22
	Bcom	17	5	5	1	4				32
	Bed(Prim)				3					3
	Bed(Sec)	6	14	32	20	17	8	1		98
	Bsc + CDE	14	4	7	13	3	4			45
	Bsc Agricultural Education	56	13	16	9	7				101
	BSc in Computer & Mathematics	2		1			1			4
	BSc in Home Economics	61	32	25	23	2				143
	BSc.	18	9	3	6	1	1			38
	BSc. Agriculture	8	5	3	1	1				18
	Diploma in Agriculture	4	3	4	3	6	1			21
	Diploma in Commerce	30	13	3	7	3	3			59
	Diploma in Computer Science	16	5	1						22
	Diploma in Education	19	6	7	7	8	10	1		58
	Diploma in Home Economics		1	5	2	3	2			13
	Diploma in Law	3								3
	Masters	2	4	12	7	5	5			35
	MSc Environmental Monitoring Assesment	2		1						3
	O-Level	1								1
	P.H.D.	2		1						3
	PTC	1	1		3	1	1			7
	PTD	17	4	2	1	7	2			33
	STC	4		5	26	39	24	1		99
	STD	212	153	114	39	46	12	4		580
Female Total		945	454	354	218	175	86	8		2,240

Table 75: Lower and Senior Secondary School Teachers, Male: National

		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	Total
Male	A.A.T.	1								1
	ACE		3	1	1					5
	B.P.H.D in special education		1		1					2
	BA	6	2	3	1	5	2			19
	BA + CCE		1	1	3	4	6			15
	BA Humanities	22	11	14	3	3	2	1		56
	BA Humanities + CDE	32	16	23	13	10	2	1		97
	BA Social Science	15	4	6						25
	Bachelors + PGCE	216	134	57	24	8	14	1		454
	Bachelor's Honours Degree	4	5	7	5	4	5	1		31
	Bcom	16	7	6	2		1			32
	Bed(Sec)	8	21	37	35	35	25	3	1	165
	Bsc + CDE	33	5	16	10	3	4			71
	Bsc Agricultural Education	124	32	20	18	10	2			206
	BSc in Computer & Mathematics	4	2	1	1					8
	BSc in Home Economics	1		2						3
	BSc.	40	16	15	7	8	2			88
	BSc. Agriculture	31	10	8	1	5				55
	Certificate in I.T. Education	1								1
	Dip. Technical Teaching	13	19	4	3	5	2			46
	Diploma in Agriculture	13	7	7	10	11	3			51
	Diploma in Commerce	39	18	7		2				66
	Diploma in Computer Science	24	3							27
	Diploma in Education	31	14	15	10	8	5	1		84



		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	Total
	Diploma in Home Economics	1								1
	Diploma in Law	5	1	1						7
	Masters	1	5	11	7	14	8	1		47
	MSc Environmental Monitoring	1	2		2	4				9
	O-Level	5								5
	P.H.C.			1						1
	P.H.C.+H.E.	1								1
	P.H.D.					1	1			2
	PTC			2	1		1			4
	PTD	8	7	8	2	4	2			31
	STC	9	7	4	9	18	12	1		60
	STD	312	176	137	45	15	13	2		700
	V.I.D.			1						1
Male										
Total		1,017	529	415	214	177	112	12	1	2,477
Grand										
Total		1,962	983	769	432	352	198	20	1	4,717

**Table 76: Number of Female Teachers by Gender, Qualification and Region**

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	A.A.T.	3	1	5	0	9
	BA	0	3	5	3	11
	BA + CCE	0	3	4	6	13
	BA Humanities	26	12	18	13	69
	BA Humanities + CDE	73	12	40	24	149
	BA Social Science	5	0	5	2	12
	Bachelors + PGCE	158	97	165	116	536
	Bachelor's Honours Degree	6	0	13	3	22
	Bcom	10	2	13	7	32
	Bed(Prim)	0	0	3	0	3
	Bed(Sec)	30	15	30	23	98
	Bsc + CDE	15	6	20	4	45
	Bsc Agricultural Education	32	15	26	28	101
	BSc in Computer & Mathematics	1	0	2	1	4
	BSc in Home Economics	32	29	50	32	143
	BSc.	13	4	18	3	38
	BSc. Agriculture	4	2	10	2	18
	Diploma in Agriculture	5	6	6	4	21
	Diploma in Commerce	16	14	14	15	59
	Diploma in Computer Science	10	5	6	1	22
	Diploma in Education	5	10	30	13	58
	Diploma in Home Economics	2	8	1	2	13
	Diploma in Law	0	1	2	0	3
	Masters	17	8	6	4	35
	MSc Environmental Monitoring Assessment	0	2	1	0	3
	O-Level	0	1	0	0	1
	P.H.D.	3	0	0	0	3
	PTC	1	0	2	4	7
	PTD	8	3	18	4	33
	STC	22	15	40	22	99
	STD	165	105	156	154	580
Female Total		662	379	709	490	2,240

**Table 77: Number of Male Teachers by Gender, Qualification and Region**

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Male	A.A.T.				1	1
	ACE	2			3	5
	B.P.H.D in special education	1		1		2
	BA	4	3	7	5	19
	BA + CCE	2	4	1	8	15
	BA Humanities	6	8	27	15	56
	BA Humanities + CDE	27	13	24	33	97
	BA Social Science	4	6	8	7	25
	Bachelors + PGCE	118	92	144	100	454
	Bachelor's Honours Degree	14	4	13		31
	Bcom	10	5	13	4	32
	Bed(Sec)	35	30	55	45	165
	Bsc + CDE	21	16	19	15	71
	Bsc Agricultural Education	57	32	64	53	206
	BSc in Computer & Mathematics	1	2	3	2	8
	BSc in Home Economics	2	1			3
	BSc.	30	15	21	22	88
	BSc. Agriculture	10	8	23	14	55
	Certificate in I.T. Education			1		1
	Dip. Technical Teaching	18	7	12	9	46
	Diploma in Agriculture	11	4	20	16	51
	Diploma in Commerce	23	15	16	12	66
	Diploma in Computer Science	3	12	7	5	27
	Diploma in Education	14	26	26	18	84

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Diploma in Home Economics			1		1
Diploma in Law		1	6		7
Masters	16	10	11	10	47
MSc Environmental Monitoring	3	1	4	1	9
O-Level	3	1		1	5
P.H.C.	1				1
P.H.C.+H.E.			1		1
P.H.D.		1	1		2
PTC	1	1	2		4
PTD	11	5	8	7	31
STC	23	12	11	14	60
STD	190	142	174	194	700
V.I.D.				1	1
<b>Male Total</b>	<b>661</b>	<b>477</b>	<b>724</b>	<b>615</b>	<b>2477</b>
<b>Grand Total</b>	<b>1323</b>	<b>856</b>	<b>1433</b>	<b>1105</b>	<b>4717</b>

Table 78: Number of Qualified Teachers: National

		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	Total
Female	BA + CCE	4		3	2	1	3			13
	BA Humanities + CDE	62	27	28	22	8	1	1		149
	Bachelors + PGCE	318	133	60	14	7	4			536
	Bachelor's Honours									
	Degree	8	3	3	4	3	1			22
	Bed(Sec)	6	14	32	20	17	8	1		98
	Bsc + CDE	14	4	7	13	3	4			45
	Bsc Agricultural Education	56	13	16	9	7				101
	Diploma in Education	19	6	7	7	8	10	1		58
	Masters	2	4	12	7	5	5			35
	STC	4		5	26	39	24	1		99
	STD	212	153	114	39	46	12	4		580
Female Total		705	357	287	163	144	72	8		1,736
Male	B.P.H.D in special education		1		1					2
	BA + CCE		1	1	3	4	6			15
	BA Humanities + CDE	32	16	23	13	10	2	1		97
	Bachelors + PGCE	216	134	57	24	8	14	1		454
	Bachelor's Honours									
	Degree	4	5	7	5	4	5	1		31
	Bed(Sec)	8	21	37	35	35	25	3	1	165
	Bsc + CDE	33	5	16	10	3	4			71
	Bsc Agricultural Education	124	32	20	18	10	2			206
	Dip. Technical Teaching	13	19	4	3	5	2			46
	Diploma in Education	31	14	15	10	8	5	1		84
	Masters	1	5	11	7	14	8	1		47
	STC	9	7	4	9	18	12	1		60
	STD	312	176	137	45	15	13	2		700
Male Total		783	436	332	183	134	98	11	1	1,978
Grand Total		1,488	793	619	346	278	170	19	1	3,714

Table 79: Number of Qualified Teachers by Gender and Region

		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	Total
Female	BA + CCE	4		3	2	1	3			13
	BA Humanities + CDE	62	27	28	22	8	1	1		149
	BA Social Science	7		3			2			12
	Bachelors + PGCE	318	133	60	14	7	4			536
	Bachelor's Honours Degree	8	3	3	4	3	1			22
	Bed(Sec)	6	14	32	20	17	8	1		98
	Bsc + CDE	14	4	7	13	3	4			45
	Bsc Agricultural Education	56	13	16	9	7				101
	Diploma in Education	19	6	7	7	8	10	1		58
	Masters	2	4	12	7	5	5			35
	STC	4		5	26	39	24	1		99
	STD	212	153	114	39	46	12	4		580
Female Total		712	357	290	163	144	74	8		1,748
Male	B.P.H.D in special education		1		1					2
	BA + CCE		1	1	3	4	6			15
	BA Humanities + CDE	32	16	23	13	10	2	1		97
	BA Social Science	15	4	6						25
	Bachelors + PGCE	216	134	57	24	8	14	1		454
	Bachelor's Honours Degree	4	5	7	5	4	5	1		31
	Bed(Sec)	8	21	37	35	35	25	3	1	165
	Bsc + CDE	33	5	16	10	3	4			71
	Bsc Agricultural Education	124	32	20	18	10	2			206
	Certificate in I.T. Education	1								1
	Dip. Technical Teaching	13	19	4	3	5	2			46
	Diploma in Education	31	14	15	10	8	5	1		84
	Masters	1	5	11	7	14	8	1		47
	STC	9	7	4	9	18	12	1		60
	STD	312	176	137	45	15	13	2		700
Male Total		799	440	338	183	134	98	11	1	2,004
Grand Total		1,511	797	628	346	278	172	19	1	3,752

Table 80: Attrition of Secondary (lower and high) School Teachers

		Absconded	Dismissed	Natural Death	not natural death	Others	Resignation	Retirement	Transfer	Grand Total
Female	Hhohho	2	1	6	3	1	2	4	11	30
	Lubombo	1						1	6	8
	Manzini		3	3		5	8	6	7	32
	Shiselweni	1		5		2	2	5	12	27
Female Total		4	4	14	3	8	12	16	36	97
Male	Hhohho	8	2	8	2	1	2	1	11	35
	Lubombo		1	3	1	1	6	4	8	24
	Manzini	2	3	2	2	5	10	5	10	39
	Shiselweni	1	8	6	3	3	4	2	13	40
Male Total		11	14	19	8	10	22	12	42	138
Grand Total		15	18	33	11	18	34	28	78	235

## Subject Specialisation

At secondary school level teachers have 'major' and 'minor' subjects. These are subjects that trained and specialised in. In most cases these are two subjects, the following tables will present the results of teachers who were asked to indicate their major subjects. This however does not necessary mean that they offer the same subjects in their schools. These tables may be used to give an estimate picture of the gaps that exist in schools and also give insight to the fields that need to be prioritised for training and in-service. Teachers included here are those that have Secondary teaching qualification (certificate-STC) and higher.

**Table 81: Teacher Specialisation in Science related subjects by Gender and Region**

		Additional Mathematics	Chemistry	Mathematics	Biology	Computer Science	Computing	Physics	Science	Geography
<b>Female</b>	<b>Hhohho</b>	2	33	57	35	2	7	6	43	89
	<b>Lubombo</b>	0	18	32	20	4	4	4	21	49
	<b>Manzini</b>	0	39	69	45	0	10	3	39	90
	<b>Shiselweni</b>	1	17	41	17	0	2	4	33	55
<b>Female Total</b>		3	107	199	117	6	23	17	136	283
<b>Male</b>	<b>Hhohho</b>	1	47	163	32	9	4	24	79	104
	<b>Lubombo</b>	3	32	114	25	5	8	24	76	70
	<b>Manzini</b>	6	52	146	40	7	15	44	86	123
	<b>Shiselweni</b>	1	47	140	34	3	5	30	86	108
<b>Male Total</b>		11	178	563	131	25	32	122	327	405
<b>Grand Total</b>		14	285	762	248	31	55	139	463	688



**Table 82: Teacher Specialisation in Languages**

		<b>African Languages</b>	<b>English</b>	<b>English Literature</b>	<b>French</b>	<b>Siswati</b>
<b>Female</b>	<b>Hhohho</b>	11	214	70	3	129
	<b>Lubombo</b>	5	135	38		88
	<b>Manzini</b>	24	230	81	2	141
	<b>Shiselweni</b>	16	180	48	2	132
<b>Female Total</b>		56	759	237	7	490
<b>Male</b>	<b>Hhohho</b>	6	100	32	6	35
	<b>Lubombo</b>	3	81	26	3	35
	<b>Manzini</b>	4	111	32	7	49
	<b>Shiselweni</b>	4	104	46		47
<b>Male Total</b>		17	396	136	16	166
<b>Grand Total</b>		73	1155	373	23	656

Table 83: Teacher Specialisation in other Subjects

		Accounts	Economics	Fashion and Design	Food and Nutrition	Home Economics	Life Skills	Religious Knowledge	Design and Technology	Metalwork	Woodwork	Technical Drawing
Female	Hhohho	64	24	25	29	62	0	69	0	1	1	1
	Lubombo	32	14	10	13	39	3	42	0	1	1	1
	Manzini	73	34	28	33	74	2	84	0	1	2	3
	Shiselweni	47	17	24	22	44	1	62	0	0	0	0
Female Total		216	89	87	97	219	6	257	0	3	4	5
Male	Hhohho	50	29	1	2	5	0	51	0	41	49	54
	Lubombo	39	26	0	0	1	1	30	14	29	35	41
	Manzini	52	41	1	1	0	1	55	3	41	43	51
	Shiselweni	47	22	0	0	1	2	48	3	38	41	42
Male Total		188	118	2	3	7	4	184	20	149	168	188
Grand Total		404	207	89	100	226	10	441	20	152	172	193

Table 84: Total Enrolment in Secondary (lower and upper) by Gender and Age

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 1	80	1,437	2,788	2,673	1,905	1,303	508	231	79	25	12	6	2	2	11,051
	Form 2		107	1,355	2,628	2,317	2,085	1,031	581	189	63	29	10	3	1	10,399
	Form 3			105	1,064	1,864	1,737	1,173	726	301	85	32	9	1	4	7,101
	Form 4				75	962	1,956	1,641	1,363	951	477	204	72	33	7	7,741
	Form 5					87	828	1,354	1,180	798	433	230	99	44	10	5,063
	Form 6						3	31	30	9	2		1			76
Female Total		80	1,544	4,248	6,440	7,135	7,912	5,738	4,111	2,327	1,085	507	197	83	24	41,431
Male	Form 1	28	845	1,867	2,318	2,003	1,901	1,053	627	214	69	26	21	5	1	10,978
	Form 2		47	743	1,747	2,013	2,091	1,528	1,271	595	225	85	20	8	5	10,378
	Form 3			55	664	1,303	1,481	1,284	1,170	707	333	120	61	18	7	7,203
	Form 4				59	611	1,328	1,329	1,674	1,222	824	445	196	61	24	7,773
	Form 5					82	518	1,049	1,145	917	721	457	231	94	42	5,256
	Form 6						2	17	28	16	4	1		2		70
Male Total		28	892	2,665	4,788	6,012	7,321	6,260	5,915	3,671	2,176	1,134	529	188	79	41,658
Grand Total		108	2,436	6,913	11,228	13,147	15,233	11,998	10,026	5,998	3,261	1,641	726	271	103	83,089

Table 85: Total OVC (lower and higher secondary) by Gender and Age

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 1	23	372	912	1,056	854	591	237	105	33	8	5	1		1	4,198
	Form 2		24	333	886	955	930	508	307	100	28	15	6	2		4,094
	Form 3			25	291	663	756	528	361	155	42	22	4		2	2,849
	Form 4				11	245	581	597	513	396	189	91	24	9	4	2,660
	Form 5					16	206	405	395	330	166	80	39	16	3	1,656
	Form 6						1	3	2		1					7
Female Total		23	396	1,270	2,244	2,733	3,065	2,278	1,683	1,014	434	213	74	27	10	15,464
Male	Form 1	5	177	537	826	781	840	493	305	99	40	14	5	4		4,126
	Form 2		10	158	465	724	849	699	640	312	125	53	12	4	1	4,052
	Form 3			6	156	410	554	526	538	373	185	74	37	12	3	2,874
	Form 4				10	126	355	416	635	452	364	193	97	31	11	2,690
	Form 5					18	114	282	384	364	315	217	117	48	20	1,879
	Form 6							1								1
Male Total		5	187	701	1,457	2,059	2,712	2,417	2,502	1,600	1,029	551	268	99	35	15,622
Grand Total		28	583	1,971	3,701	4,792	5,777	4,695	4,185	2,614	1,463	764	342	126	45	31,086

Table 86: Total Orphans (single and double) by Gender and Age

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 1	16	244	599	675	556	375	143	68	26	4	3	1		1	2,711
	Form 2		16	206	564	628	613	320	187	63	17	11	6	2		2,633
	Form 3			16	203	417	478	335	219	97	28	14	2		2	1,811
	Form 4				6	146	361	376	330	256	114	58	17	3	3	1,670
	Form 5					15	132	252	242	205	111	49	25	10	2	1,043
	Form 6						1	3	2		1					7
Female Total		16	260	821	1,448	1,762	1,960	1,429	1,048	647	275	135	51	15	8	9,875
Male	Form 1	4	99	374	564	535	572	328	217	74	24	6	5	2		2,804
	Form 2		8	94	326	491	566	483	431	204	88	34	10	3	1	2,739
	Form 3			6	104	274	366	336	343	248	106	51	23	8	2	1,867
	Form 4				7	89	246	271	427	292	247	119	61	21	6	1,786
	Form 5					12	69	184	243	249	199	154	86	27	15	1,238
	Form 6							1								1
Male Total		4	107	474	1,001	1,401	1,819	1,603	1,661	1,067	664	364	185	61	24	10,435
Grand Total		20	367	1,295	2,449	3,163	3,779	3,032	2,709	1,714	939	499	236	76	32	20,310

## A brief look at some Senior Secondary Education Sector Indicators

### 1. Access Indicators

#### Enrolment Rates

Table: Gross Enrolment Rates and Net Enrolment Rates for Senior Secondary by Gender

	Swaziland	Female	Male
GER	34.16%	32.58%	35.86%
NER	15.51%	17.36%	13.51%

#### Gender Parity

Gender Parity was also calculated for both the GER and NER ratios, the Gender parity for GER was 0.95 and was 1.12 for the NER. This indicated that more appropriately aged girls were enrolled in the system than boys. The boys were more than the girls but were 'out of age'.

### 2. Input Indicators

#### Teachers

The AEC 2009 also looked at the most important inputs, one of them being the teacher. There are categories that were analysed. The (i) number of teachers (warm bodies) and the total number of (ii) qualified teachers. The results are presented below:

**Table: Pupil-Teacher Ratios by Region**

	Swaziland	Hhohho	Lubombo	Manzini	Shiselweni
Teach: Female	2,240	662	379	709	490
Teach: Male	2,477	661	477	724	615
Teach: Swaziland	4,717	1,323	856	1,433	1,105
Enrolment	83,089	23,696	15,634	23,806	19,953
Pupil/Teacher	18	18	18	17	18

The Pupil –Teacher ratio for secondary education was 1:18, these figures include some unqualified teachers and head teachers. These relatively low values also hide the fact that some teachers offer ‘specialist subjects’, such as French, Physics, Chemistry where not all the pupils are enrolled. These are also national averages; they also ‘cloud’ the fact that some schools have relatively high ratios than others. Schools in rural areas tend to have lower enrolment figures.

**Table: Pupil-Qualified Teacher Ratios by Region**

	Swaziland	Hhohho	Lubombo	Manzini	Shiselweni
Teach: Female	1,748	528	286	535	399
Teach: Male	2,004	540	394	564	506
Teach: Swaziland	3,752	1,068	680	1,099	905
Enrolment	83,089	23,696	15,634	23,806	19,953
Pupil/Teacher	22	22	23	22	22

The ratios are slightly higher when one considers qualified teachers, however the averages are still within the national benchmarks figures.

### Children with Special Education Needs (disabled, orphans and vulnerable children)

These indicators are based on reported data. The underlying fact is that pupils are also inputs to the education system. This section explored the different kinds of pupils that have enrolled in the system.

**Table : Ration of SEN/OVC to Pupils enrolled by Region**

	Swaziland	Hhohho	Lubombo	Manzini	Shiselweni
<b>Enrolment</b>	25,979	7,555	4,660	7,518	6,246
<b>OVC:</b>	8,893	1,726	1,851	2,423	2,893
<b>Orphans</b>	5,745	1,151	1,112	1,608	1,874
<b>SEN</b>	487	91	127	130	139
<b>%OVC</b>	34.23%	22.85%	39.72%	32.23%	46.32%
<b>%Orphans</b>	22.11%	15.23%	23.86%	21.39%	30.00%
<b>%SEN</b>	1.87%	1.20%	2.73%	1.73%	2.23%

The results indicated that about half (46.3%) of the total enrolment at senior levels in Shiselweni were OVC and that about one in three of the OVC in the region were orphans.

### 3. Internal Efficiency Indicators

	Form 1	Form 2	Form 3	Form 4	Form 5
<b>Male</b>	100	87.7	84.4	70.7	59.7
<b>Female</b>	100	89.9	86.6	76.4	64.8

The efficiency coefficient for boys was 60 percent and was 65 percent for girls.



## **Schools Master List 2009**

List of schools by Inkhundla.

The EMIS will greatly appreciate any assistance with regard the classification of schools. The schools have been classified based on reported data from the schools however the unit appreciates that they may be errors because some schools may have not been classified accurately. Please inform the head teachers who will in turn inform the Ministry through their respective REO. Some schools may not have even indicated their Inkhundla, thus all schools are requested to investigate and ensure that they are classified accurately. This is very important because in the future we may be able to do some analysis based on Inkhundla levels. Head teachers are requested to work with the communities in this regard.

Enrolment Pyramid 2009

