



Ministry of Education and Training SWAZILAND



ANNUAL EDUCATION CENSUS (AEC) REPORT 2010



Education Statistics



Acknowledgement

The Ministry of Education and Training would like to pass its sincere thanks to organizations and individuals that have made the publication of the report a success. There have been a number of players in this activity.

1. The European Union through the SET 1 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 is 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. Special thanks go to Frederic (UIS) for support rendered.

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. Population projections were provided by the CSO.

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.

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 2010. The response rate was 100 percent. The reference date for the data is the 'last school day of March', which was the 31st March 2010.

The EMIS is a relatively new unit in the Ministry working in close collaboration and supervision with 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.

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 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 finalization of the data manipulation systems, the EMIS will endeavour to ensure that it publishes statistics the within 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 go to Director of Statistics (Mr. A. Zwane) and 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 surveys are based on data that is reported by schools, and they cover 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 595 primary schools and 238 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.

The enforcement of registration of private schools by the Ministry has had some impact on the statistics in 2010. There are a number of grades that appear to have had substantial 'drop-ins', this happened at the grades and levels where the Ministry captured new schools. This has affected some of the 'calculated' efficiency indicators as some of the private schools data was not captured as "All New Entrants" or "re-starters" as the schools themselves or classes were new. In addition these 'drop-ins' could also be attributed to the substantial increase in number of classrooms at all levels of education (new schools and classrooms) influenced by the Free Primary Education.

Data collecting instruments were 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 was an increase from 231 449 to 241 231 pupils at primary levels and from 83 039 to 89 838 at secondary levels between 2009 and 2010. There was an increase from 7 302 teachers at primary level and 4717 teachers at secondary level to 7 462 and 5 446 at primary and secondary schools respectively. Enrolment rates also improved at primary levels, Gross Enrolment rates (GER) increased to about 170 percent and Net Enrolment (NER) increased to 92 percent. The NER implied that Swaziland was on track to achieve the MDG and EFA Goal on Primary Education. The challenge will be on how Government ensures that all those that have accessed primary education complete the cycle – non completion of the primary cycle will counter the successes of free primary education. If children do not go into secondary schools they will begin to create blockages at primary school level, and counter the success. There were also marked improvements in transition rates from primary to secondary, and secondary to high schools, an indication that Government is increasing access to secondary education. A successful Free Primary Education programme will result in increase capacity and demand for secondary education.

There are three categories of teachers, those that have the required qualifications, those that have tertiary training but may not have trained at teachers or teachers at that level of education and lastly those that are not qualified, who in most cases hold O'Level qualifications. Most unqualified personnel is usually engaged in IT related subjects, where it is people with training in IT and might not have a formal qualification from a recognized university but are very competent in using computers and related equipment.

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. This year there has been a huge increase in the number of reported OVC especially at JC level, the EMIS will have to data audits because the increase has been drastic. However there will be need for caution with this data, it is not data on OVC that have been paid for by Government but data on every child who was classified as an OVC.

The unit will with every report attach a Master List of all schools in that given year. It is thus important that all schools are registered so that data can be collected and schools recorded. The master register also links schools with the 55 tinkhundla centres which will also enable some analysis to be done at inkhundla level. However, we will need to be advised on the boundaries, as the unit relies on reported information. Communities can assist the Ministry through their respective REOs on classification of the schools.

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.

In the near future some data and indicators will be available on the MOET site.

Contact Details.

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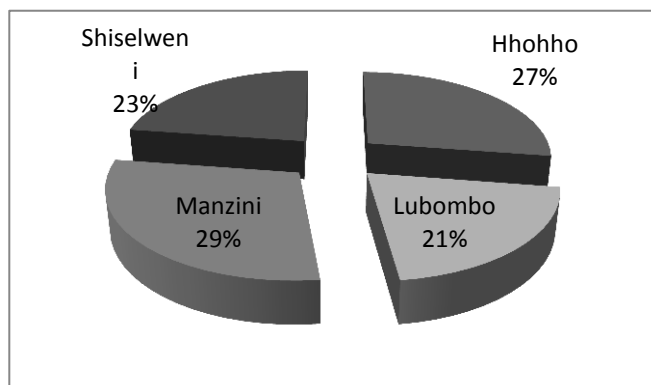
Primary Schools.

The Ministry of Education and Training has begun a formal process of registering of private schools in the country. A large proportion of the schools in the country are public, i.e. get support from Government, a few are strictly private and as such do not get any support from Government. The support comes in the following forms, payment of teacher salaries, provision of equipment such as computers, stoves, cooking utensils, houses, classrooms and land. Private schools do not get any support from government. Government provides educational support in the form of pedagogical advice, inspections and assessments to private schools. Table 1 shows primary schools by governance as in 2010. Private Aided are those that 'assumed' a private status, however still received substantial support through payment of teacher salaries.

Table 1: Primary Schools by Region and Governance: National

	Community	Government	Mission Govt. Aided	Private Govt Aided	Private	Total
Hhohho	91	2	59	5	6	163
Lubombo	84	1	26	10	2	123
Manzini	110	0	52	1	11	174
Shiselweni	97	1	37	0	0	135
Grand Total	382	4	174	16	19	595

Chart 1: Primary Schools by Region



The numbers of primary schools in the regions are almost equitable distributed in the regions however Manzini and Hhohho have slightly more than the other two. Generally, a majority of the schools were constructed through community engagement where communities contributed in cash and in kind. Results indicated an increase in the number of primary schools from 587 in 2009 to 595 in 2010, an increase by 8. This is evidence of investments made in increase of access for the Free Primary Education programme.

Table 2: Enrolment by Grade and Age

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Grade 1	484	11,940	16,956	6,776	2,620	1,460	483	280	176	113	61	34	14	11	5	8	1				2	41,424
Grade 2		339	7,853	13,713	7,799	4,103	1,472	725	340	195	119	62	25	26	11	10	3	3		1		36,799
Grade 3			384	5,726	11,367	9,477	5,218	2,789	1,187	711	388	169	90	59	34	20	6	3	2	1		37,631
Grade 4				326	4,066	9,763	7,795	5,777	3,197	2,168	1,167	594	249	161	54	37	3	6	1	1		35,365
Grade 5					218	3,405	7,765	7,427	5,438	4,333	2,903	1,510	684	367	130	71	18	14	2	3		34,288
Grade 6						86	2,721	6,301	5,922	5,755	4,770	2,898	1,583	858	248	134	51	9	3	7	3	31,349
Grade 7							203	2,224	4,623	5,093	4,502	3,493	2,109	1,313	480	232	67	24	6	4	2	24,375
	484	12,279	25,193	26,541	26,070	28,294	25,657	25,523	20,883	18,368	13,910	8,760	4,754	2,795	962	512	149	59	14	17	7	241,231

Chart 2: Enrolment by Grade and Age

Results indicated that 241 231 pupils were reported to be enrolled in 2010. This is an increase of 9782 from the 2009 figures. The results also indicated that the highest age group in Grade 1 was seven. There were some pupils who were a bit on the over aged side, i.e. mid and upper teens whilst still at primary levels.

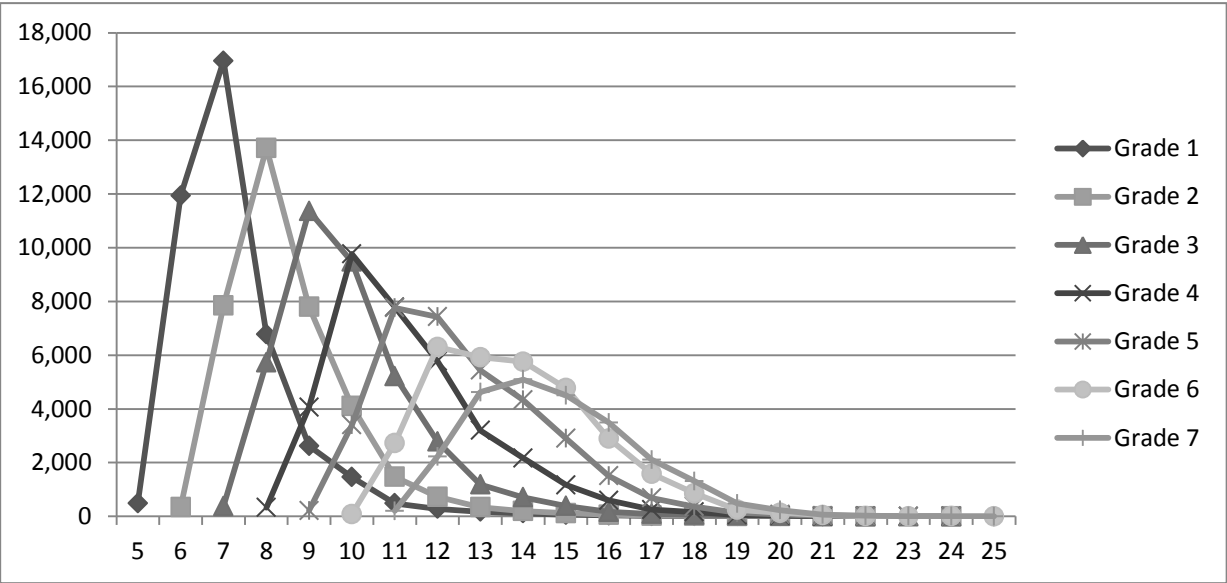
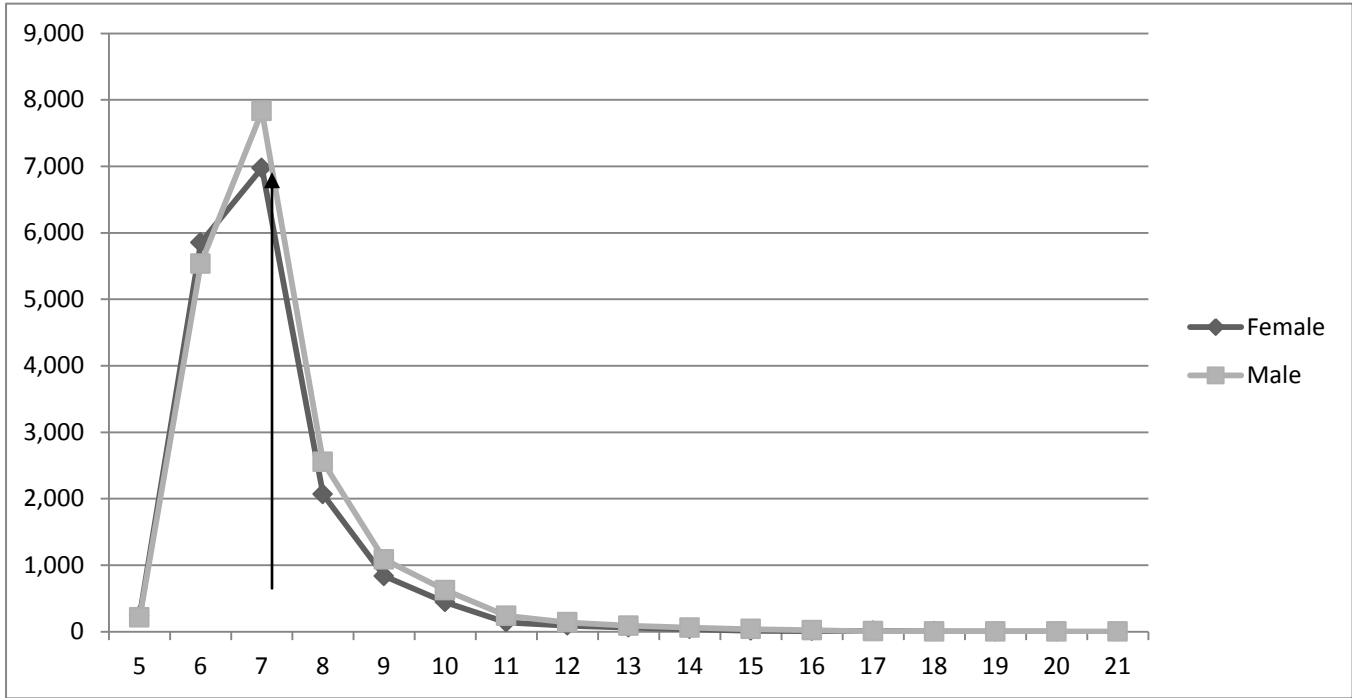


Table 3: New Entrants in Grade 1 by Gender and Age

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Grade 1	Female	238	5,852	6,975	2,066	834	442	140	90	62	37	14	8	9	4	2	3		16,776
	Male	212	5,535	7,830	2,551	1,086	624	237	139	89	59	38	22	4	3	1	3	1	18,434
	Total	450	11,387	14,805	4,617	1,920	1,066	377	229	151	96	52	30	13	7	3	6	1	35,210

Chart 3: New Entrants in Grade 1 by Gender and Age



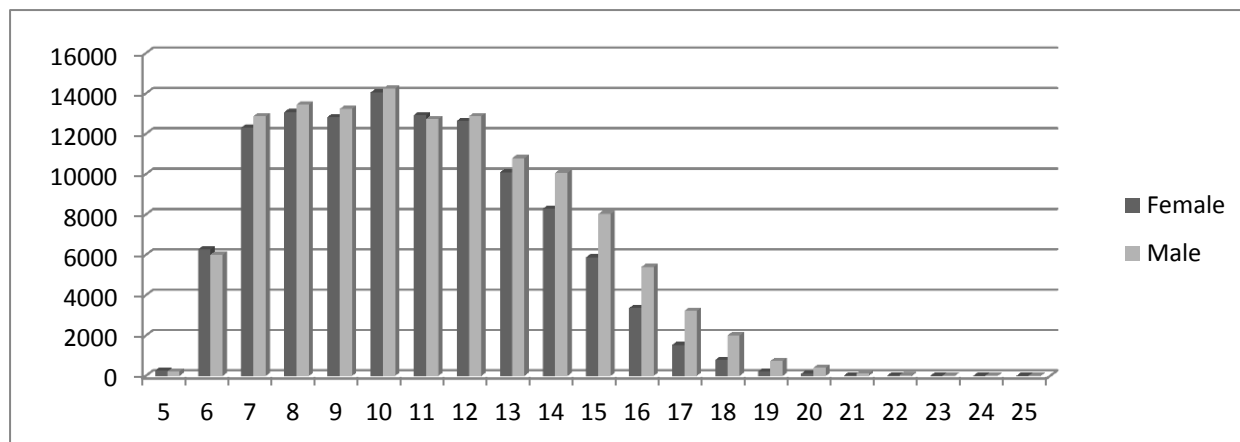
The number of new entrants in Grade 1 in 2010 was 35 210, which was about 5 3030 more than in 2009. These are pupils who had never enrolled before. Although the entry requirement is age 6, results indicated that a larger proportion of the Grade1 pupils were aged between 7 and 8 years old.

It is important to note that these figures are taken about two months after admissions. In most cases these are the pupils who have stayed on for a slightly longer time and did not drop off with those that drop of a few weeks after registration.

Table 4: Total Primary Enrolment by Gender and Age: National

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	261	6,086	7,867	2,893	1,081	573	178	108	70	41	15	9	9	6	4	3						19,204
	Grade 2		184	4,223	6,713	3,302	1,561	508	229	97	63	42	25	2	8	4	3	1	2				16,967
	Grade 3			221	3,286	5,905	4,213	1,966	921	330	228	121	42	21	20	8	3	2	1	1			17,289
	Grade 4				191	2,410	5,482	3,827	2,362	1,174	717	353	178	57	43	18	8	1	2		1		16,824
	Grade 5					134	2,168	4,537	3,797	2,460	1,647	1,027	470	170	103	34	21	3	5	1	1		16,578
	Grade 6						53	1,779	3,763	3,231	2,784	2,079	1,087	497	215	42	21	11	1		1	1	15,565
	Grade 7							129	1,464	2,724	2,815	2,242	1,550	776	393	108	47	8	5	1		1	12,263
Female		261	6,270	12,311	13,083	12,832	14,050	12,924	12,644	10,086	8,295	5,879	3,361	1,532	788	218	106	26	16	3	3	2	114,690
Male	Grade 1	223	5,854	9,089	3,883	1,539	887	305	172	106	72	46	25	5	5	1	5	1				2	22,220
	Grade 2		155	3,630	7,000	4,497	2,542	964	496	243	132	77	37	23	18	7	7	2	1		1		19,832
	Grade 3			163	2,440	5,462	5,264	3,252	1,868	857	483	267	127	69	39	26	17	4	2	1	1		20,342
	Grade 4				135	1,656	4,281	3,968	3,415	2,023	1,451	814	416	192	118	36	29	2	4	1			18,541
	Grade 5					84	1,237	3,228	3,630	2,978	2,686	1,876	1,040	514	264	96	50	15	9	1	2		17,710
	Grade 6						33	942	2,538	2,691	2,971	2,691	1,811	1,086	643	206	113	40	8	3	6	2	15,784
	Grade 7							74	760	1,899	2,278	2,260	1,943	1,333	920	372	185	59	19	5	4	1	12,112
Male		223	6,009	12,882	13,458	13,238	14,244	12,733	12,879	10,797	10,073	8,031	5,399	3,222	2,007	744	406	123	43	11	14	5	126,541
Total		484	12,279	25,193	26,541	26,070	28,294	25,657	25,523	20,883	18,368	13,910	8,760	4,754	2,795	962	512	149	59	14	17	7	241,231

Chart 4: Enrolment by Age and Gender: National



The number of girls increased from 110 160 to 114 690 and the number of boys also increased from 121 289 to 126 541 in 2010. Overall enrolment increased by 9782.

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

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	20	22	Total
Female	Grade 1	3	98	101	8	3												213
	Grade 2		12	83	98	18	5	1			2	4	2					225
	Grade 3			1	63	81	10	2	1		1							159
	Grade 4				5	53	74	17	4		1				1			155
	Grade 5					5	63	85	12	3		1					1	170
	Grade 6						2	51	42	13	4	2	1		1			116
	Grade 7							8	37	39	10	2	2	1				99
Female Total		3	110	185	174	160	154	164	96	55	18	9	5	1	2		1	1,137
Male	Grade 1	1	75	97	23			1										197
	Grade 2		5	63	78	24	2	2				7	1	1				183
	Grade 3			1	46	67	28	4	2		1							149
	Grade 4				1	37	76	29	8	2	1		1					155
	Grade 5					1	25	78	15	14	1	1						135
	Grade 6						1	32	67	21	7	3	2			1		134
	Grade 7							1	31	56	14	7	2	2				113
Male Total		1	80	161	148	129	132	147	123	93	24	18	6	3		1		1,066
Grand Total		4	190	346	322	289	286	311	219	148	42	27	11	4	2	1	1	2,203

Chart 5: Enrolment by Age and Gender Private Schools: National

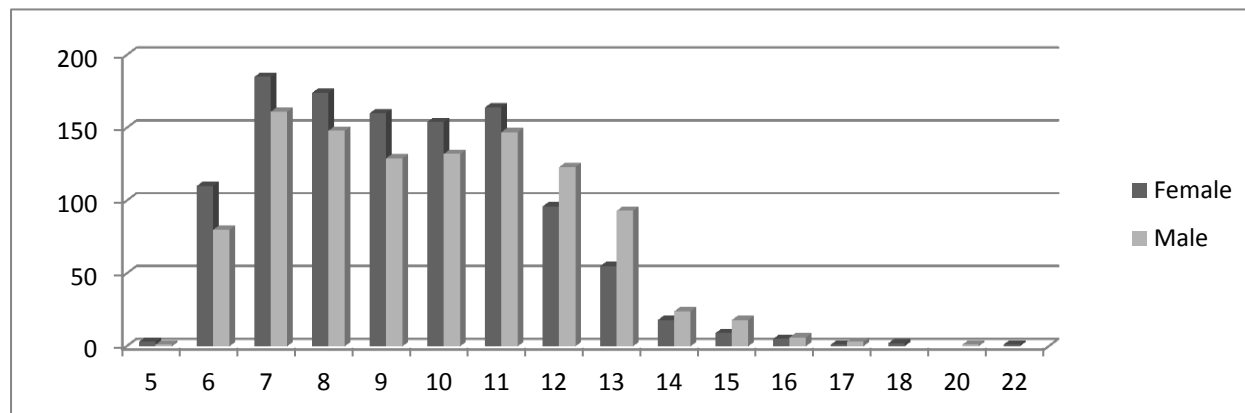


Table 6: Enrolment by Gender, Grade and Age: Hhohho

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	53	1,506	2,082	753	277	155	52	30	31	15	6	3	1	1	2							4,967
	Grade 2		43	1,091	1,920	927	396	126	64	23	15	11	5		1	2							4,624
	Grade 3			60	889	1,673	1,141	518	226	92	57	34	11	4	5	1	1						4,712
	Grade 4				64	672	1,533	1,018	649	277	197	83	50	14	11	1	1		1				4,571
	Grade 5					17	586	1,285	987	608	407	267	111	41	29	8	4	3	1				4,354
	Grade 6						15	489	1,075	816	729	538	268	121	54	12	3	3	1				4,124
	Grade 7							26	395	784	787	611	412	191	90	26	10		3				3,335
Female Total		53	1,549	3,233	3,626	3,566	3,826	3,514	3,426	2,631	2,207	1,550	860	372	191	52	19	6	6				30,687
Male	Grade 1	43	1,458	2,457	970	389	230	90	59	43	32	15	10	3	1		2					2	5,804
	Grade 2		26	919	2,027	1,295	662	258	121	62	47	17	10	7	6	1	1	1			1		5,461
	Grade 3			29	677	1,509	1,419	812	468	223	127	69	41	13	12	6	2				1		5,408
	Grade 4				20	461	1,222	1,048	904	499	352	185	105	53	37	13	5	1					4,905
	Grade 5					10	357	894	1,027	742	696	486	256	141	72	30	10	5	1		1		4,728
	Grade 6						8	237	719	769	785	722	448	271	161	58	31	8	1		2	1	4,221
	Grade 7							18	225	552	639	620	470	372	211	82	52	19	5	2	3		3,270
Male Total		43	1,484	3,405	3,694	3,664	3,898	3,357	3,523	2,890	2,678	2,114	1,340	860	500	190	103	34	7	2	8	3	33,797
Grand Total		96	3,033	6,638	7,320	7,230	7,724	6,871	6,949	5,521	4,885	3,664	2,200	1,232	691	242	122	40	13	2	8	3	64,484

Chart 6: Enrolment by Age and Gender: Hhohho

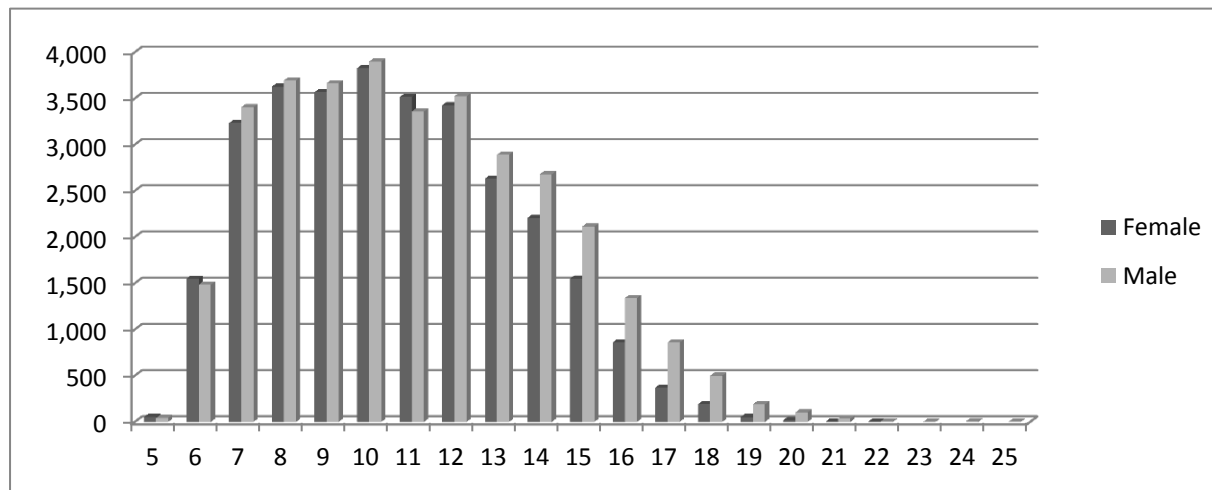


Table 7: Enrolment by Gender, Grade and Age: Lubombo

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	68	1,300	1,786	809	341	169	48	31	18	9	3	4	4	2								4,592
	Grade 2		32	815	1,408	837	421	164	69	35	17	9	10	1	5	1	2	1	1				3,828
	Grade 3			49	624	1,212	927	502	263	75	63	35	8	8	7	2	1		1				3,777
	Grade 4				49	451	1,135	857	548	353	163	92	46	18	9	4	3						3,728
	Grade 5					59	362	886	882	590	390	282	126	59	39	12	6		2		1		3,696
	Grade 6						14	344	674	712	604	521	307	111	58	12	10	1					3,368
	Grade 7							15	254	501	542	509	354	185	95	30	15	4	2	1		1	2,508
Female Total		68	1,332	2,650	2,890	2,900	3,028	2,816	2,721	2,284	1,788	1,451	855	386	215	61	37	6	6	1	1	1	25,497
Male	Grade 1	66	1,281	2,023	1,041	462	239	87	46	23	14	12	8		1		1						5,304
	Grade 2		41	699	1,397	1,053	656	265	152	74	38	22	11	8	12	4	4						4,436
	Grade 3			35	434	1,095	1,097	790	430	203	138	82	26	17	4	11	7			1			4,370
	Grade 4				57	321	799	825	731	493	354	239	130	48	42	10	11		2	1			4,063
	Grade 5					47	229	569	724	637	572	496	270	147	76	31	12	4	2	1	1		3,818
	Grade 6						15	176	436	511	600	607	447	261	167	45	33	11	4	1	1	1	3,316
	Grade 7							7	101	321	433	493	483	318	269	97	39	16	4	1	1	1	2,584
Male Total		66	1,322	2,757	2,929	2,978	3,035	2,719	2,620	2,262	2,149	1,951	1,375	799	571	198	107	31	12	5	3	2	27,891
Grand Total		134	2,654	5,407	5,819	5,878	6,063	5,535	5,341	4,546	3,937	3,402	2,230	1,185	786	259	144	37	18	6	4	3	53,388

Chart 7: Enrolment by Age and Gender: Lubombo

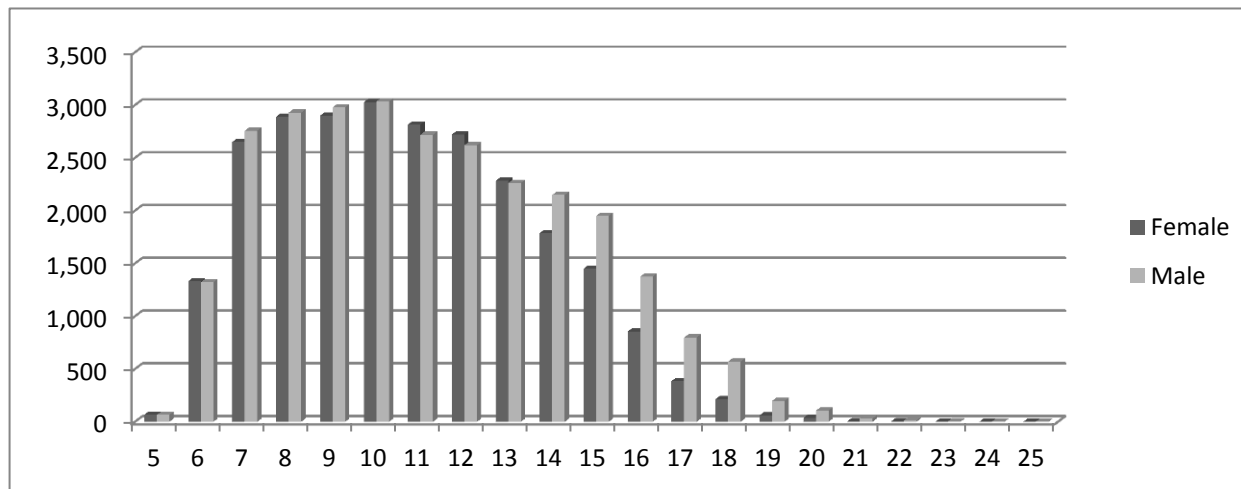


Table 8: Enrolment by Gender, Grade and Age: Manzini

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	72	1,841	2,347	819	312	174	48	24	17	11	5	1	2	3	2	2						5,680
	Grade 2		71	1,353	2,028	886	477	134	65	23	13	17	6			1	1		1				5,076
	Grade 3			80	1,042	1,745	1,200	526	263	107	68	35	11	6	4	3	1	2		1			5,094
	Grade 4				53	834	1,678	1,068	623	307	199	98	44	14	14	9	2						4,943
	Grade 5					37	789	1,470	1,067	715	437	255	112	40	15	7	5		1	1			4,951
	Grade 6						14	646	1,211	951	784	543	294	121	38	8	6	5			1	1	4,623
	Grade 7							50	500	905	845	572	410	199	102	28	13	1					3,625
Female Total		72	1,912	3,780	3,942	3,814	4,332	3,942	3,753	3,025	2,357	1,525	878	382	176	58	30	8	2	2	1	1	33,992
Male	Grade 1	64	1,729	2,637	1,103	455	285	98	43	31	19	14	5	1	2		2	1					6,489
	Grade 2		55	1,183	2,095	1,267	714	263	122	62	22	23	14	4		1	1						5,826
	Grade 3			69	774	1,626	1,423	929	531	257	123	63	35	23	14	6	3	4	2				5,882
	Grade 4				42	565	1,390	1,204	968	546	387	210	93	56	16	3	1	1	2				5,484
	Grade 5					14	436	1,149	1,055	901	785	491	282	109	53	16	13	5	1				5,310
	Grade 6						5	343	871	827	889	719	489	266	167	43	28	14		1	1		4,663
	Grade 7							32	286	689	702	667	574	342	222	101	46	17	4	1			3,683
Male Total		64	1,784	3,889	4,014	3,927	4,253	4,018	3,876	3,313	2,927	2,187	1,492	801	474	170	94	42	9	2	1		37,337
Grand Total		136	3,696	7,669	7,956	7,741	8,585	7,960	7,629	6,338	5,284	3,712	2,370	1,183	650	228	124	50	11	4	2	1	71,329

Chart 8: Enrolment by Age and Gender: Manzini

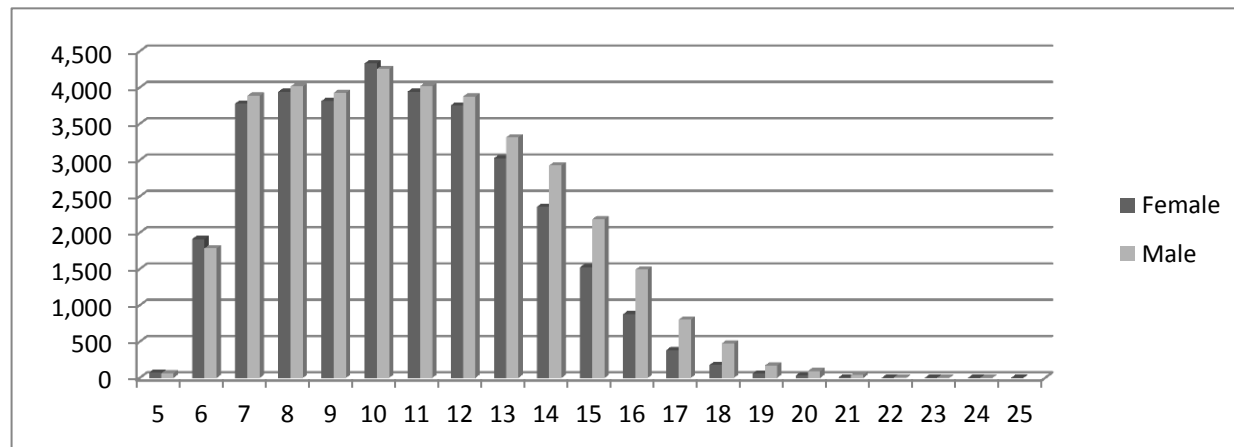


Table 9: Enrolment by Gender, Grade and Age: Shiselweni

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Grade 1	68	1,439	1,652	512	151	75	30	23	4	6	1	1	2			1					3,965
	Grade 2		38	964	1,357	652	267	84	31	16	18	5	4	1	2							3,439
	Grade 3			32	731	1,275	945	420	169	56	40	17	12	3	4	2						3,706
	Grade 4				25	453	1,136	884	542	237	158	80	38	11	9	4	2	1	1		1	3,582
	Grade 5					21	431	896	861	547	413	223	121	30	20	7	6		1			3,577
	Grade 6						10	300	803	752	667	477	218	144	65	10	2	2				3,450
	Grade 7							38	315	534	641	550	374	201	106	24	9	3				2,795
Female Total		68	1,477	2,648	2,625	2,552	2,864	2,652	2,744	2,146	1,943	1,353	768	392	206	47	20	6	2		1	24,514
Male	Grade 1	50	1,386	1,972	769	233	133	30	24	9	7	5	2	1	1	1						4,623
	Grade 2		33	829	1,481	882	510	178	101	45	25	15	2	4		1	1	1	1			4,109
	Grade 3			30	555	1,232	1,325	721	439	174	95	53	25	16	9	3	5					4,682
	Grade 4				16	309	870	891	812	485	358	180	88	35	23	10	12					4,089
	Grade 5					13	215	616	824	698	633	403	232	117	63	19	15	1	5			3,854
	Grade 6						5	186	512	584	697	643	427	288	148	60	21	7	3	1	2	3,584
	Grade 7							17	148	337	504	480	416	301	218	92	48	7	6	1		2,575
Male Total		50	1,419	2,831	2,821	2,669	3,058	2,639	2,860	2,332	2,319	1,779	1,192	762	462	186	102	16	15	2	2	27,516
Grand Total		118	2,896	5,479	5,446	5,221	5,922	5,291	5,604	4,478	4,262	3,132	1,960	1,154	668	233	122	22	17	2	3	52,030

Chart 9: Enrolment by Age and Gender: Shiselweni

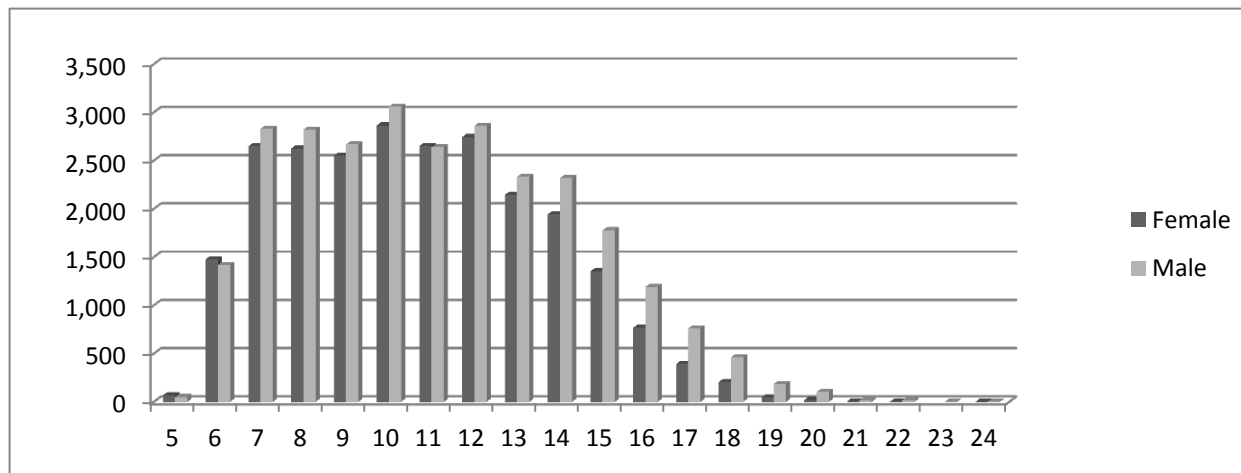


Table 10: Primary Level: School Aged Enrolment (official) 'Within Age': National

		6	7	8	9	10	11	12	Total
Female	Grade 1	6,086	7,867	2,893	1,081	573	178	108	18,786
	Grade 2	184	4,223	6,713	3,302	1,561	508	229	16,720
	Grade 3		221	3,286	5,905	4,213	1,966	921	16,512
	Grade 4			191	2,410	5,482	3,827	2,362	14,272
	Grade 5				134	2,168	4,537	3,797	10,636
	Grade 6					53	1,779	3,763	5,595
	Grade 7						129	1,464	1,593
Female Total		6,270	12,311	13,083	12,832	14,050	12,924	12,644	84,114
Male	Grade 1	5,854	9,089	3,883	1,539	887	305	172	21,729
	Grade 2	155	3,630	7,000	4,497	2,542	964	496	19,284
	Grade 3		163	2,440	5,462	5,264	3,252	1,868	18,449
	Grade 4			135	1,656	4,281	3,968	3,415	13,455
	Grade 5				84	1,237	3,228	3,630	8,179
	Grade 6					33	942	2,538	3,513
	Grade 7						74	760	834
Male Total		6,009	12,882	13,458	13,238	14,244	12,733	12,879	85,443
Grand Total		12,279	25,193	26,541	26,070	28,294	25,657	25,523	169,557

The number of pupils within the official age increased from 158 214 in 2009 to 169 557 in 2010. These represents children who are within the official age.

Table 11: Within Age- Hhohho

		6	7	8	9	10	11	12	Total
Female	Grade 1	1,506	2,082	753	277	155	52	30	4,855
	Grade 2	43	1,091	1,920	927	396	126	64	4,567
	Grade 3		60	889	1,673	1,141	518	226	4,507
	Grade 4			64	672	1,533	1,018	649	3,936
	Grade 5				17	586	1,285	987	2,875
	Grade 6					15	489	1,075	1,579
	Grade 7						26	395	421
Female Total		1,549	3,233	3,626	3,566	3,826	3,514	3,426	22,740
Male	Grade 1	1,458	2,457	970	389	230	90	59	5,653
	Grade 2	26	919	2,027	1,295	662	258	121	5,308
	Grade 3		29	677	1,509	1,419	812	468	4,914
	Grade 4			20	461	1,222	1,048	904	3,655
	Grade 5				10	357	894	1,027	2,288
	Grade 6					8	237	719	964
	Grade 7						18	225	243
Male Total		1,484	3,405	3,694	3,664	3,898	3,357	3,523	23,025
Grand Total		3,033	6,638	7,320	7,230	7,724	6,871	6,949	45,765

Table 12: Within-Age: Lubombo

		6	7	8	9	10	11	12	Total
Female	Grade 1	1,300	1,786	809	341	169	48	31	4,484
	Grade 2	32	815	1,408	837	421	164	69	3,746
	Grade 3		49	624	1,212	927	502	263	3,577
	Grade 4			49	451	1,135	857	548	3,040
	Grade 5				59	362	886	882	2,189
	Grade 6					14	344	674	1,032
	Grade 7						15	254	269
Female Total		1,332	2,650	2,890	2,900	3,028	2,816	2,721	18,337
Male	Grade 1	1,281	2,023	1,041	462	239	87	46	5,179
	Grade 2	41	699	1,397	1,053	656	265	152	4,263
	Grade 3		35	434	1,095	1,097	790	430	3,881
	Grade 4			57	321	799	825	731	2,733
	Grade 5				47	229	569	724	1,569
	Grade 6					15	176	436	627
	Grade 7						7	101	108
Male Total		1,322	2,757	2,929	2,978	3,035	2,719	2,620	18,360
Grand Total		2,654	5,407	5,819	5,878	6,063	5,535	5,341	36,697

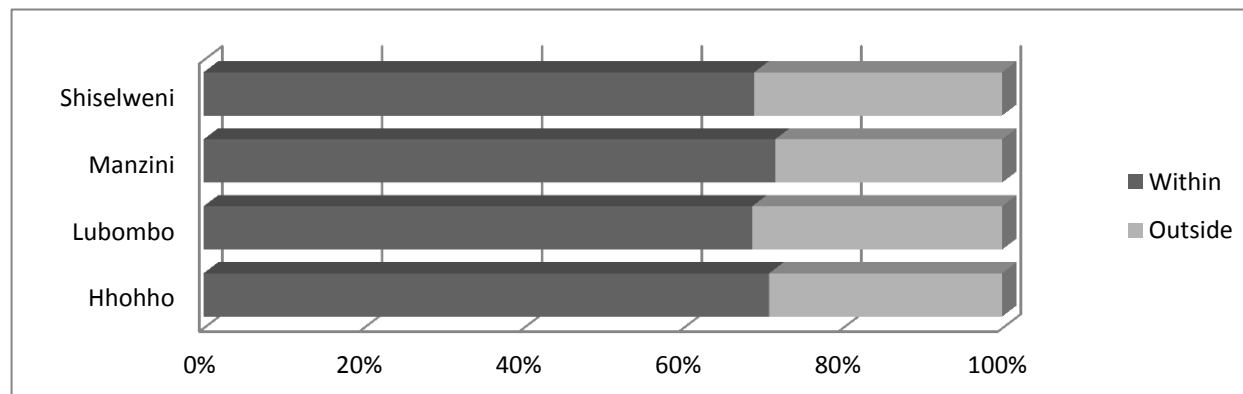
Table 13: Within Age: Manzini

		6	7	8	9	10	11	12	Total
Female	Grade 1	1,841	2,347	819	312	174	48	24	5,565
	Grade 2	71	1,353	2,028	886	477	134	65	5,014
	Grade 3		80	1,042	1,745	1,200	526	263	4,856
	Grade 4			53	834	1,678	1,068	623	4,256
	Grade 5				37	789	1,470	1,067	3,363
	Grade 6					14	646	1,211	1,871
	Grade 7						50	500	550
Female Total		1,912	3,780	3,942	3,814	4,332	3,942	3,753	25,475
Male	Grade 1	1,729	2,637	1,103	455	285	98	43	6,350
	Grade 2	55	1,183	2,095	1,267	714	263	122	5,699
	Grade 3		69	774	1,626	1,423	929	531	5,352
	Grade 4			42	565	1,390	1,204	968	4,169
	Grade 5				14	436	1,149	1,055	2,654
	Grade 6					5	343	871	1,219
	Grade 7						32	286	318
Male Total		1,784	3,889	4,014	3,927	4,253	4,018	3,876	25,761
Grand Total		3,696	7,669	7,956	7,741	8,585	7,960	7,629	51,236

Table 14: Within Age: Shiselweni

		6	7	8	9	10	11	12	Total
Female	Grade 1	1,439	1,652	512	151	75	30	23	3,882
	Grade 2	38	964	1,357	652	267	84	31	3,393
	Grade 3		32	731	1,275	945	420	169	3,572
	Grade 4			25	453	1,136	884	542	3,040
	Grade 5				21	431	896	861	2,209
	Grade 6					10	300	803	1,113
	Grade 7						38	315	353
Female Total		1,477	2,648	2,625	2,552	2,864	2,652	2,744	17,562
Male	Grade 1	1,386	1,972	769	233	133	30	24	4,547
	Grade 2	33	829	1,481	882	510	178	101	4,014
	Grade 3		30	555	1,232	1,325	721	439	4,302
	Grade 4			16	309	870	891	812	2,898
	Grade 5				13	215	616	824	1,668
	Grade 6					5	186	512	703
	Grade 7						17	148	165
Male Total		1,419	2,831	2,821	2,669	3,058	2,639	2,860	18,297
Grand Total		2,896	5,479	5,446	5,221	5,922	5,291	5,604	35,859

Chart 10: Within Age Enrolment by Region



The within age enrolment pattern did not change much from what it was in 2009. However there was an increase in the within age enrolment in the Hhohho and Shiselweni regions.

Table 15: Number of Repeaters by Gender, Grade and Age

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	23	231	880	813	236	124	34	17	4	3	1	1		1	2							2,370
	Grade 2		7	166	531	711	390	127	58	18	12	7	8			1	1						2,037
	Grade 3			6	141	482	867	601	338	106	84	35	10	7	4	1							2,682
	Grade 4				4	57	344	618	533	363	237	115	68	20	12	4	2		1				2,378
	Grade 5					15	54	292	514	511	454	296	156	53	35	8	7		1	1	1		2,398
	Grade 6							53	200	387	549	520	333	136	65	13	6	3					2,265
	Grade 7							1	16	40	133	169	144	106	72	18	13	1	1				714
Female Total		23	238	1,052	1,489	1,501	1,779	1,726	1,676	1,429	1,472	1,143	720	322	189	47	29	4	3	1	1		14,844
Male	Grade 1	10	305	1,238	1,315	440	244	64	26	11	10	8	3	1	1		1					2	3,679
	Grade 2		13	207	737	1,053	805	359	143	54	38	16	10	4	2	1	4	1					3,447
	Grade 3			17	166	630	1,147	1,075	719	358	198	121	61	19	13	8	1	1	1		1		4,536
	Grade 4				16	74	291	592	819	637	485	300	130	71	30	12	9	1	1				3,468
	Grade 5					10	52	253	432	550	688	516	323	183	81	31	11	2	1	1	1		3,135
	Grade 6							25	119	269	484	574	433	315	217	66	40	17	7	1	1	1	2,569
	Grade 7							4	10	31	71	114	164	145	132	60	48	12	4	1			796
Male Total		10	318	1,462	2,234	2,207	2,539	2,372	2,268	1,910	1,974	1,649	1,124	738	476	178	114	34	14	3	3	3	21,630
Grand Total		33	556	2,514	3,723	3,708	4,318	4,098	3,944	3,339	3,446	2,792	1,844	1,060	665	225	143	38	17	4	4	3	36,474

Chart 11: Number of Repeaters by Age and gender: National

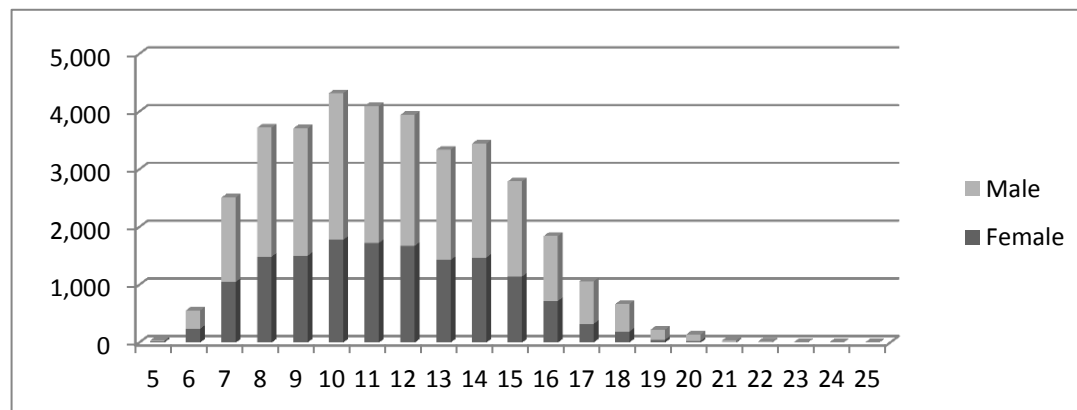


Chart 12: Number of Repeaters by Region

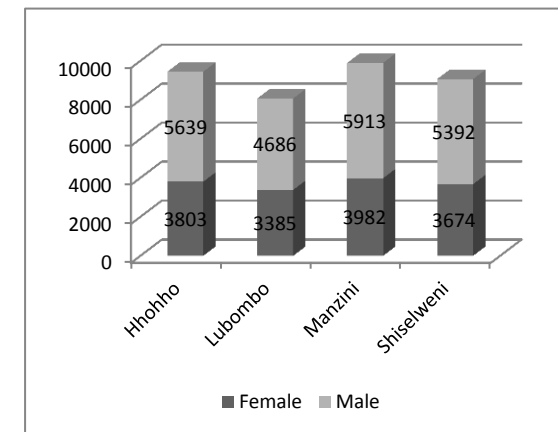


Table 16: Percent Repeaters by Gender, Grade and Age: National

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	0.09	0.04	0.11	0.28	0.22	0.22	0.19	0.16	0.06	0.07	0.07	0.11	0.00	0.17	0.50	0.00						0.12
	Grade 2		0.04	0.04	0.08	0.22	0.25	0.25	0.25	0.19	0.19	0.17	0.32	0.00	0.00	0.25	0.33	0.00	0.00				0.12
	Grade 3			0.03	0.04	0.08	0.21	0.31	0.37	0.32	0.37	0.29	0.24	0.33	0.20	0.13	0.00	0.00	0.00	0.00			0.16
	Grade 4				0.03	0.02	0.06	0.16	0.23	0.31	0.33	0.33	0.38	0.35	0.28	0.22	0.25	0.00	0.50		0.00		0.14
	Grade 5					0.11	0.03	0.06	0.14	0.21	0.28	0.29	0.33	0.31	0.34	0.24	0.33	0.00	0.40	1.00	1.00		0.15
	Grade 6						0.00	0.03	0.05	0.12	0.20	0.25	0.31	0.27	0.30	0.31	0.29	0.27	0.00		0.00	0.00	0.15
	Grade 7							0.01	0.01	0.01	0.05	0.08	0.09	0.14	0.18	0.17	0.28	0.13	0.20	0.00		0.00	0.06
Female Total		23	0.04	0.09	0.11	0.12	0.13	0.13	0.13	0.14	0.18	0.19	0.21	0.21	0.24	0.22	0.27	0.15	0.25	0.33	0.33	0.00	0.13
Male	Grade 1	0.04	0.05	0.14	0.34	0.29	0.28	0.21	0.15	0.10	0.14	0.17	0.12	0.20	0.20	0.00	0.20	0.00				1.00	0.17
	Grade 2		0.08	0.06	0.11	0.24	0.32	0.37	0.29	0.22	0.30	0.23	0.27	0.17	0.17	0.14	0.57	0.50	0.00		0.00		0.17
	Grade 3			0.10	0.07	0.12	0.22	0.33	0.39	0.42	0.41	0.45	0.48	0.28	0.33	0.31	0.06	0.25	0.50	0.00	1.00		0.22
	Grade 4				0.12	0.04	0.07	0.15	0.24	0.31	0.33	0.37	0.31	0.37	0.25	0.33	0.31	0.50	0.25	0.00			0.19
	Grade 5					0.12	0.04	0.08	0.12	0.19	0.26	0.28	0.31	0.36	0.31	0.32	0.22	0.13	0.11	1.00	0.50		0.18
	Grade 6						0.00	0.03	0.05	0.10	0.16	0.21	0.24	0.29	0.34	0.32	0.35	0.43	0.88	0.33	0.17	0.50	0.16
	Grade 7							0.05	0.01	0.02	0.03	0.05	0.08	0.11	0.14	0.16	0.26	0.20	0.21	0.20	0.00	0.00	0.07
Male Total		0.04	0.05	0.11	0.17	0.17	0.18	0.19	0.18	0.18	0.20	0.21	0.21	0.23	0.24	0.24	0.28	0.28	0.33	0.27	0.21	0.60	0.17
Grand Total		0.07	0.05	0.10	0.14	0.14	0.15	0.16	0.16	0.16	0.19	0.20	0.21	0.22	0.24	0.23	0.28	0.26	0.31	0.29	0.24	0.43	0.15

The proportion of repeaters in 2010 was 13 percent and 17 percent for girls and boys respectively. This represented an overall decrease of about 2 percent from 2009. However the repetition at grade 1 is still high. Another worrying phenomena is the high repetition in older (above 16) pupils, this suggested that they were 'blocking' space for younger children. The highest repetition rates were in Grade 3. This suggested a worrying phenomenon; because the FPE will be in Grade 3 in 2011.

Table 17: Repetition Rate by Gender, Grade and Age: National

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	0.09	0.04	0.12	0.30	0.23	0.42	0.27	0.24	0.07	0.13	0.11	0.17	0.00	0.14	0.67	0.00			0.00			0.14
	Grade 2		0.02	0.04	0.08	0.19	0.28	0.24	0.30	0.15	0.19	0.29	0.62	0.00	0.00	0.25	0.50	0.00	0.00				0.12
	Grade 3			0.03	0.05	0.08	0.22	0.28	0.37	0.19	0.35	0.33	0.24	0.17	0.31	0.04	0.00	0.00	0.00	0.00	0.00		0.16
	Grade 4				0.04	0.02	0.07	0.16	0.22	0.24	0.30	0.29	0.35	0.21	0.31	0.17	2.00	0.00	1.00	0.00			0.14
	Grade 5					0.15	0.03	0.07	0.15	0.18	0.25	0.30	0.30	0.23	0.57	0.29	0.50	0.00	1.00	0.33		0.00	0.15
	Grade 6						0.00	0.03	0.07	0.11	0.19	0.25	0.31	0.28	0.41	0.24	0.55	1.00	0.00	0.00		0.00	0.15
	Grade 7							0.01	0.01	0.01	0.05	0.08	0.12	0.14	0.30	0.19	0.54	0.20	0.33	0.00	0.00		0.06
Female Total		0.09	0.04	0.09	0.12	0.11	0.14	0.14	0.15	0.13	0.18	0.20	0.23	0.20	0.36	0.20	0.51	0.19	0.31	0.13	0.25	0.00	0.14
Male	Grade 1	0.04	0.06	0.15	0.35	0.27	0.52	0.32	0.22	0.15	0.26	0.50	0.13	0.05	0.13	0.00	1.00	0.00	0.00		0.00	2.00	0.19
	Grade 2		0.06	0.07	0.12	0.21	0.32	0.33	0.35	0.26	0.32	0.28	0.23	0.18	0.14	0.11	1.33	0.17	0.00		0.00		0.18
	Grade 3			0.11	0.08	0.12	0.24	0.31	0.40	0.32	0.35	0.41	0.41	0.22	0.41	0.30	0.09	0.33	1.00	0.00		0.00	0.23
	Grade 4				0.16	0.05	0.08	0.14	0.26	0.25	0.29	0.34	0.31	0.32	0.27	0.25	0.56	0.17	0.25	0.00			0.19
	Grade 5					0.12	0.04	0.09	0.14	0.17	0.25	0.28	0.32	0.32	0.37	0.27	0.30	0.13	0.33			0.00	0.18
	Grade 6						0.00	0.03	0.06	0.10	0.17	0.23	0.25	0.26	0.46	0.26	0.51	0.68	1.17	0.25	1.00	0.50	0.17
	Grade 7							0.05	0.01	0.02	0.03	0.05	0.09	0.10	0.21	0.16	0.36	0.25	0.40	0.14	0.00		0.07
Male Total		0.04	0.06	0.13	0.18	0.16	0.20	0.19	0.20	0.16	0.19	0.21	0.22	0.21	0.32	0.22	0.41	0.32	0.54	0.23	0.75	0.60	0.18
Grand Total		0.07	0.05	0.11	0.15	0.14	0.17	0.16	0.17	0.14	0.18	0.21	0.22	0.20	0.33	0.21	0.43	0.30	0.46	0.19	0.50	0.43	0.16

Repetition rates were also high. The results indicate that there is some consistency in the repetition at primary levels. The fact that the repetition rate and percent repetition are almost the same suggested that same proportion repeats yearly. This calls for intervention on repetition and on the Ministry's policy on enrolling older pupils in alternative education centres such as SEBENTA and Rural Education Centres. These high rates contribute negatively to the survival rates.

It is also intriguing to note that the policy of the Ministry is that repetition should not exceed 10 percent but this rate has remained high for some time. Other studies such as SACMEQ have also indicated that on average more than 60 percent of primary school pupils claimed to have repeated at least once in their life. This is not good for the system and pupils – especially internal efficiency and resources.

Table 18: Number of Re-Starters by Gender, Grade and Age: National

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Grade 1		2	7	11	11	7	4	1	4	1				1								49
Grade 2		1	10	19	12	11	12	10	2	2	3					1						83
Grade 3				2	1	3	10	6	3	2	2			1								30
Grade 4						2	4	7	6	4		2	2									27
Grade 5						1	5	6	5	4	4	3		1	1							30
Grade 6							1	7	3	6	14	9	4	5			2					51
Grade 7									2	1	3	7	1	2		2						18
Female		3	17	32	24	24	36	37	25	20	26	21	7	10	1	3	2					288
Grade 1	1	12	17	14	13	17	3	7	6	3				1		1						95
Grade 2			8	26	19	14	12	11	5	5	4	3	1									108
Grade 3				2	5	8	8	6	5	10	12	3	1	1								61
Grade 4					1	6	3	9	5	11	11	7	2	3	1	1	1					61
Grade 5							2	6	6	11	11	6	5	7	3	4		1				62
Grade 6								4	4	5	9	8	7	7	1	3	3					51
Grade 7									1		2	3	2	4	4	2	2					20
Male	1	12	25	42	38	45	28	43	32	45	49	30	18	23	9	11	6	1				458
Total	1	15	42	74	62	69	64	80	57	65	75	51	25	33	10	14	8	1				746

Table 19: Number of New-Entrants by Gender, Grade and Age: National

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Grade 1	238	5,852	6,975	2,066	834	442	140	90	62	37	14	8	9	4	2	3						16,776
Grade 2		176	4,047	6,158	2,574	1,160	369	161	77	49	32	17	2	8	3	1	1	2				14,837
Grade 3			214	3,142	5,419	3,340	1,354	577	221	142	84	32	14	15	7	3	2	1	1			14,568
Grade 4				186	2,352	5,134	3,202	1,822	805	474	238	108	35	31	14	6	1	1		1		14,410
Grade 5					119	2,111	4,238	3,275	1,941	1,188	727	311	117	67	25	14	3	3				14,139
Grade 6						53	1,725	3,554	2,838	2,227	1,545	745	357	145	29	15	6	1		1	1	13,242
Grade 7							128	1,448	2,682	2,681	2,070	1,399	669	319	90	32	7	4	1		1	11,531
Female	238	6,028	11,236	11,552	11,298	12,240	11,156	10,927	8,626	6,798	4,710	2,620	1,203	589	170	74	20	12	2	2	2	99,503
Grade 1	212	5,535	7,830	2,551	1,086	624	237	139	89	59	38	22	4	3	1	3	1					18,434
Grade 2		142	3,414	6,231	3,421	1,721	591	342	184	88	55	24	18	15	6	3	1	1		1		16,258
Grade 3			146	2,271	4,823	4,106	2,165	1,138	493	275	134	63	49	25	18	16	3	1	1			15,727
Grade 4				119	1,581	3,984	3,367	2,585	1,381	955	503	278	119	85	23	19		3	1			15,003
Grade 5					74	1,185	2,972	3,189	2,420	1,986	1,349	710	326	176	62	35	13	7		1		14,505
Grade 6						33	917	2,415	2,417	2,482	2,108	1,369	764	419	139	70	20	1	2	5	1	13,162
Grade 7							70	750	1,867	2,207	2,144	1,776	1,186	784	308	135	45	15	4	4	1	11,296
Male	212	5,677	11,390	11,172	10,985	11,653	10,319	10,558	8,851	8,052	6,331	4,242	2,466	1,507	557	281	83	28	8	11	2	104,385
Total	450	11,705	22,626	22,725	22,283	23,893	21,475	21,485	17,477	14,851	11,041	6,862	3,669	2,096	727	355	103	40	10	13	4	203,890

New entrants are pupils who it is claimed are not repeating the grade they are currently enrolled in.

Table 20: Promotion Rates by Gender, Grade and Age: National

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	0.93	1.10	0.95	0.75	0.82	1.49	1.13	1.25	1.03	1.61	1.56	1.33	1.13	0.57	0.67	0.75						0.97
	Grade 2		0.62	1.08	0.97	0.68	0.84	0.70	0.83	0.63	0.77	1.33	1.31	0.13	2.00	0.75	0.50	0.25	2.00				0.90
	Grade 3			0.90	1.10	0.89	0.85	0.62	0.62	0.41	0.58	0.80	0.78	0.33	1.15	0.27	3.00	1.00	1.00	1.00	0.00		0.85
	Grade 4				1.42	1.01	1.08	0.80	0.76	0.54	0.59	0.59	0.55	0.37	0.79	0.61	6.00	1.00	1.00	0.00			0.87
	Grade 5					1.20	1.07	1.06	0.95	0.69	0.66	0.74	0.60	0.50	1.10	0.89	1.00	0.50	1.50	0.00		0.00	0.88
	Grade 6						0.37	1.06	1.16	0.82	0.78	0.76	0.69	0.73	0.91	0.53	1.36	2.00	0.20	0.00		1.00	0.88
	Grade 7							0.91	1.09	0.91	1.02	0.98	1.13	0.88	1.34	0.97	1.33	1.40	1.33	1.00	0.00		1.00
Female		0.93	1.08	0.99	0.95	0.85	0.98	0.89	0.96	0.76	0.81	0.83	0.85	0.73	1.13	0.73	1.30	0.95	0.92	0.25	0.50	1.00	0.90
Male	Grade 1	0.93	1.10	0.96	0.67	0.66	1.31	1.16	1.16	1.19	1.51	2.38	0.92	0.20	0.38	0.14	3.00	1.00	0.00		0.00	0.00	0.93
	Grade 2		0.70	1.11	0.97	0.67	0.69	0.54	0.84	0.88	0.72	0.85	0.55	0.82	0.68	0.67	1.00	0.17	1.00		1.00		0.84
	Grade 3			0.95	1.09	0.90	0.84	0.63	0.63	0.44	0.49	0.45	0.43	0.56	0.78	0.67	1.45	1.00	1.00	1.00		0.00	0.79
	Grade 4				1.16	1.14	1.13	0.81	0.82	0.54	0.57	0.58	0.66	0.54	0.77	0.48	1.19	0.00	0.75	1.00			0.82
	Grade 5					0.89	1.02	1.04	1.05	0.74	0.71	0.74	0.69	0.57	0.81	0.55	0.95	0.81	2.33			0.00	0.85
	Grade 6						0.33	1.04	1.12	0.86	0.86	0.84	0.78	0.64	0.89	0.54	0.90	0.80	0.17	0.50	5.00	0.50	0.87
	Grade 7							0.89	1.03	0.93	1.00	0.95	1.00	0.84	1.22	0.84	1.02	0.94	1.50	0.57	4.00		0.97
Male		0.93	1.08	1.00	0.90	0.81	0.92	0.81	0.92	0.74	0.78	0.81	0.82	0.70	1.00	0.67	1.01	0.79	1.08	0.62	2.75	0.40	0.86
Total		0.93	1.08	1.00	0.93	0.83	0.95	0.85	0.94	0.75	0.79	0.82	0.83	0.71	1.04	0.69	1.06	0.82	1.03	0.48	1.63	0.57	0.88

Some Promotion rates >1.00 might be due to new entrants who re-joined the system, re-starters. Some re-entered the system at other grades than the first grade. This phenomenon could also be attributed to the registration of new private schools and the creation of additional streams by expansion of existing primary schools.

PREVIOUS YEAR DATA

(a) Pass and Failure

Table 21: Pass and Failure Rates (2009): National

	Female		Male		Total no Failed	Total No Passed	Female Pass Rate	Male Pass Rate
	no Failed	No Passed	no Failed	No Passed				
Grade 1	3,044	13,152	4,297	13,888	7,341	27,040	81.2%	76.4%
Grade 2	2,752	13,003	4,028	14,139	6,780	27,142	82.5%	77.8%
Grade 3	3,670	12,854	5,207	13,158	8,877	26,012	77.8%	71.6%
Grade 4	3,184	12,460	4,302	12,438	7,486	24,898	79.6%	74.3%
Grade 5	3,205	11,438	4,097	11,789	7,302	23,227	78.1%	74.2%
Grade 6	3,113	10,857	3,477	10,621	6,590	21,478	77.7%	75.3%
Grade 7	1,129	9,061	1,211	9,209	2,340	18,270	88.9%	88.4%
Total	20,097	82,825	26,619	85,242	46,716	168,067	80.5%	76.2%

Table 22: Pass and Failure Rates: Regional

	Female	Male
Hhohho	81.8%	77.6%
Lubombo	77.3%	74.3%
Manzini	82.7%	77.9%
Shiselweni	78.9%	74.2%
Total	80.5%	76.2%

The rates suggested that about 25 percent of the pupils did not pass. More boys than girls **did not** pass into the next grade; this indicated that generally boys tend to repeat more than girls. This confirmed the assertion that a lot of boys (older) are 'blogging' the system and do not move efficiently through the system. Nationally, there was a slight improvement from the 2009 figures but not that much. The consistency in these rates suggested that maybe failure is predetermined by the schools; a certain

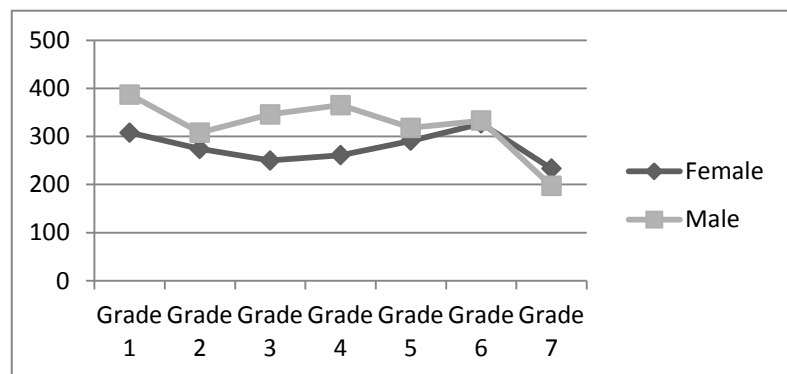
proportion is expected to fail. The Ministry has over the years put more resources, textbooks, exercise books, stationery, reading materials into primary schools – these rates should be changing for the better.

(b) Dropout

Table 23: Dropout by Gender, Reason and Grade: National

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Female	Absconded	35	39	25	37	46	63	51	296
	Death	21	18	12	13	11	9	7	91
	Disciplinary or Expelled		3	4	3	5	1	1	17
	Family Reasons	72	53	52	62	65	63	37	404
	Pregnancy	1		1	13	29	65	75	184
	School fees	79	63	58	44	46	42	11	343
	Sickness	20	17	22	15	23	14	20	131
	Transfer	80	81	76	74	66	70	31	478
Female Total		308	274	250	261	291	327	233	1,944
Male	Absconded	47	42	51	86	90	92	58	466
	Death	12	15	18	17	9	14	9	94
	Disciplinary or Expelled	3	3	6	8	7	12	9	48
	Family Reasons	92	74	75	83	67	58	30	479
	Pregnancy	1		3	4	6	24	28	66
	School fees	122	66	61	54	49	26	17	395
	Sickness	34	16	31	12	15	17	10	135
	Transfer	76	92	101	101	75	90	36	571
Male Total		387	308	346	365	318	333	197	2,254
Total		695	582	596	626	609	660	430	4,198

Chart 13: Dropout by Grade and Gender: National



It was surprising to note that the highest dropout was in Grade 1. What is worrying is that the major contributing cause was lack of school fees – when Government introduced free education that same year. At the earlier grades, boys tend to drop out more than girls, but towards Grade 7 girls begin to drop out and even surpass boys. However, what was comforting is that the number of dropouts decreased from 4 442 in 2009 to 4 198 in 2010.

The Ministry identified two reasons as very critical, dropping out due to pregnancy and school fees. This is because it has resources in place to counter these and their existence suggested that the services were not reaching the intended pupils.

Table 24: Number of Dropouts by Gender, Reason (pregnancy and school fees) and Grade

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Female	Pregnancy	1		1	13	29	65	75	184
	School fees	79	63	58	44	46	42	11	343
Female Total		80	63	59	57	75	107	86	527
Male	Pregnancy	1		3	4	6	24	28	66
	School fees	122	66	61	54	49	26	17	395
Male Total		123	66	64	58	55	50	45	461
Total		203	129	123	115	130	157	131	988

Chart 14: Dropout due to Pregnancy by Grade and Gender

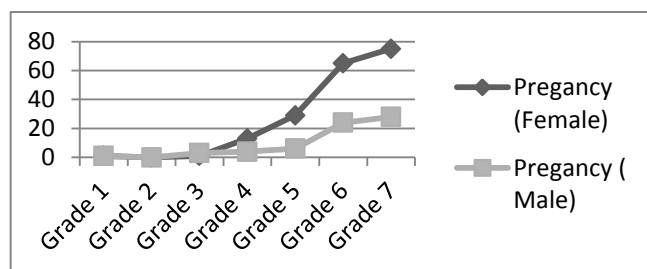
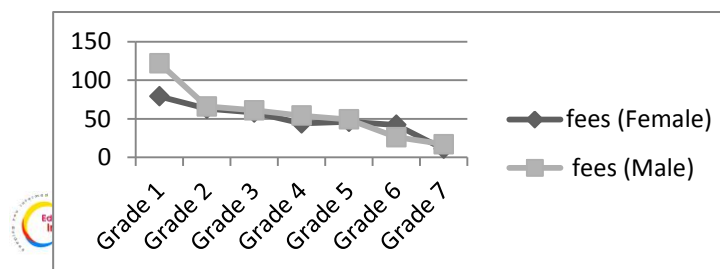


Chart 15: Dropout due to School Fees by Grade and Gender

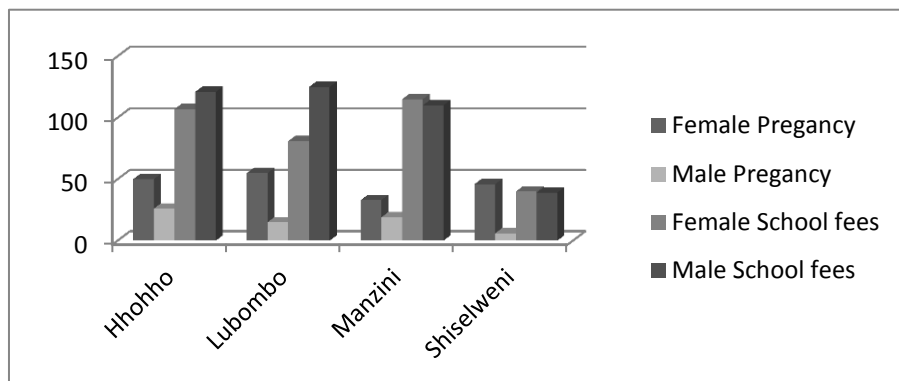


Pupils began dropping out of the system due to pregnancy as early as in Grade 4. The numbers increased towards 130 in Grade 7. These suggested pupils were engaged in unprotected sex, early in their education. Results also indicated that schools still ‘forced’ boys, who might have been involved in the pregnancies out of the system. This was worrying considering the HIV/AIDS in the country and resources that have been channelled to education the youth on the pandemic.

Table 25: Number of Dropouts by Gender and Reason by Region

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Absconded	73	76	48	99	296
	Death	33	15	22	21	91
	Disciplinary or Expelled	4		8	5	17
	Family Reasons	102	74	115	113	404
	Pregnancy	50	55	33	46	184
	School fees	107	81	115	40	343
	Sickness	26	32	44	29	131
	Transfer	125	96	173	84	478
Female Total		520	429	558	437	1,944
Male	Absconded	99	125	93	149	466
	Death	36	18	26	14	94
	Disciplinary or Expelled	6	5	26	11	48
	Family Reasons	111	106	121	141	479
	Pregnancy	26	15	19	6	66
	School fees	121	125	110	39	395
	Sickness	37	23	43	32	135
	Transfer	162	104	200	105	571
Male Total		598	521	638	497	2,254
Total		1,118	950	1,196	934	4,198

Chart 16: Number of Dropouts (pregnancy and fees) by Region



Manzini and Hhohho had the highest dropout figures. The highest dropout due to pregnancy was observed in Lubombo, followed by Hhohho then Shiselweni.

(c) Special Education Needs (SEN)

Results suggested that most of the SEN pupils were visually impaired. This might imply that schools can only identify those with visual challenges as opposed to other needs. This is a sensitive area; there is need that the process of identification to be followed up. A number of pupils reported 'learning disability', this is a wide area, and needs visitations by the department concerned. The Ministry through the EMIS should not be seen as identifying these students with no follow-up action.

Table 26: Special Education Needs (SEN) by Gender, Disability and Grade: National

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Female	Hearing Impaired	1		7	6	1	2	1	18
	Learning Disability	1	8				3	1	13
	Other Impairment			1		1			2
	Physical Disability		1	1					2
	Visually Impaired	69	63	169	212	192	209	150	1,064
Female Total		71	72	178	218	194	214	152	1,099
Male	Hearing Impaired	3	3	6	4	2		1	19
	Learning Disability	7	11	1	1	1	1	1	23
	Other Impairment	1		2		1		1	5
	Physical Disability	1		1					2
	Visually Impaired	87	75	224	200	169	198	132	1,085
Male Total		99	89	234	205	173	199	135	1,134
Grand Total		170	161	412	423	367	413	287	2,233

Table 27: SEN by Gender and Disability by Region

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired	0	5	9	4	18
	Learning Disability	0	1	0	12	13
	Other Impairment	0	0	0	2	2
	Physical Disability	0	1	0	1	2
	Visually Impaired	250	260	380	174	1,064
Female Total		250	267	389	193	1,099
Male	Hearing Impaired	0	4	9	6	19
	Learning Disability	0	4	1	18	23
	Other Impairment	0	1	2	2	5
	Physical Disability	0	1	1	0	2
	Visually Impaired	253	256	379	197	1,085
Male Total		253	266	392	223	1,134
Grand Total		503	533	781	416	2,233

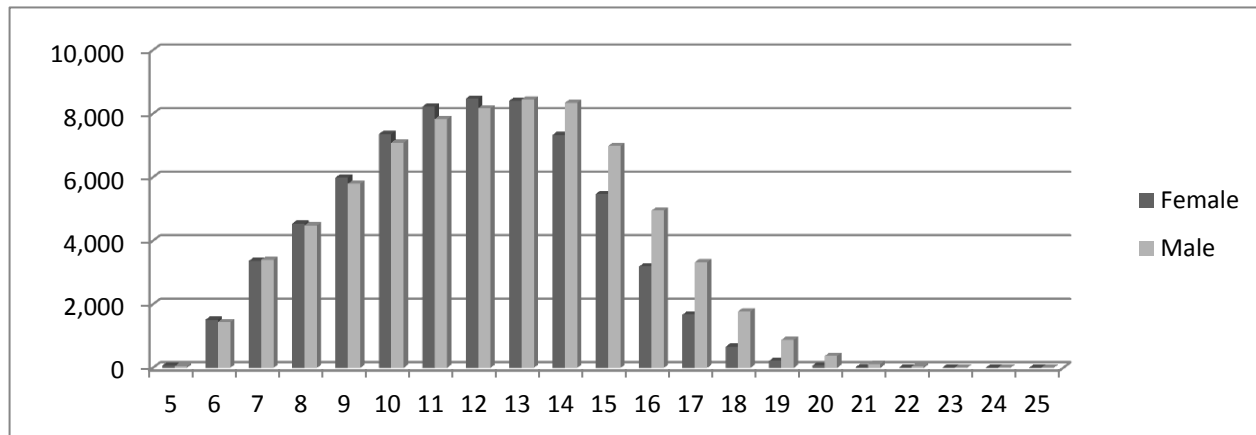
The highest reported SEN pupils were in Manzini and Lubombo; this was to be expected because the few schools where they have been enrolled in substantial number are in these regions. However, there is need for engagement in Shiselweni because some pupils with learning and hearing challenges were also reported. The absence in Hhohho might be a case of identification of the 'disability', than the non existence. Having teachers trained in SEN in every school might result in more cases reported and this could enable the Ministry to allocate the required resources to those schools where such pupils are enrolled.

(d) Orphans and Vulnerable Children (OVC)

Table 28: Orphans and Vulnerable Children (OVC): National

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	66	1,431	2,141	1,039	414	171	69	38	32	11	7	2	6	3	2	2			1			5,435
	Grade 2		83	1,141	2,113	1,471	734	295	119	73	50	26	15	4	6	3	3		2				6,138
	Grade 3			86	1,321	2,987	2,630	1,510	759	359	219	108	46	30	18	14	1	2	1	1	1		10,093
	Grade 4				69	1,062	2,750	2,693	1,797	1,150	708	391	181	76	34	20	2	2	1	1			10,937
	Grade 5					59	1,031	2,666	2,751	2,222	1,593	937	484	204	78	31	13	3	2	3	1		12,078
	Grade 6						47	919	2,203	2,627	2,444	1,929	1,049	514	188	43	15	6	2			1	11,987
	Grade 7							70	805	1,941	2,307	2,078	1,415	842	340	109	34	11	4	2	2	1	9,961
Female Total		66	1,514	3,368	4,542	5,993	7,363	8,222	8,472	8,404	7,332	5,476	3,192	1,676	667	222	70	24	12	8	4	2	66,629
Male	Grade 1	48	1,379	2,374	1,360	668	240	107	70	40	23	17	15	7	2	2	2		1		1	1	6,357
	Grade 2		61	970	2,139	1,843	1,171	577	242	122	78	41	28	23	17	7	5	4					7,328
	Grade 3			56	941	2,637	3,105	2,343	1,418	824	455	257	123	77	29	23	13	2	1		1		12,305
	Grade 4				45	608	2,005	2,651	2,431	1,916	1,304	764	390	205	120	45	21	4	5				12,514
	Grade 5					40	539	1,687	2,350	2,518	2,391	1,662	986	540	257	126	52	15	7		2	1	13,173
	Grade 6						30	430	1,313	1,852	2,371	2,286	1,653	1,103	583	254	104	39	9	3	4	3	12,037
	Grade 7							34	347	1,176	1,720	1,958	1,755	1,373	771	426	179	58	19	8	2	1	9,827
Male Total		48	1,440	3,400	4,485	5,796	7,090	7,829	8,171	8,448	8,342	6,985	4,950	3,328	1,779	883	376	122	42	11	10	6	73,541
Grand Total		114	2,954	6,768	9,027	11,789	14,453	16,051	16,643	16,852	15,674	12,461	8,142	5,004	2,446	1,105	446	146	54	19	14	8	140,170

Chart 17: Number of OVC by Gender and Age: National



There was a marked improvement of the reporting on the number of OVC by schools. This resulted in an implied 100 percent increase. This was a result of having schools submit OVC data for even those grades that were in the Free Primary Education programme. The number in Table 23 suggested that more than half of the pupils enrolled in 2010 were OVC.

Table 29: Number OVC by Gender and Age: Hhohho

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	12	252	461	206	77	38	23	8	11	3	3		2	2	1	2						1,101
	Grade 2		22	241	465	308	159	74	25	15	10	7	1	1	3	2							1,333
	Grade 3			23	251	622	536	321	171	84	44	31	10	5	4	2	1	1					2,106
	Grade 4				22	233	637	590	382	228	162	76	39	21	8	3							2,401
	Grade 5					7	219	582	603	482	348	191	96	36	17	8							2,589
	Grade 6						10	192	488	568	559	457	226	108	36	13		1					2,658
	Grade 7							9	165	460	558	482	310	171	68	19	7	1	2				2,252
Female Total		12	274	725	944	1,247	1,599	1,791	1,842	1,848	1,684	1,247	682	344	138	48	10	3	2				14,440
Male	Grade 1	8	253	528	294	150	61	26	28	11	9	4	7	2							1	1	1,383
	Grade 2		11	189	497	434	252	139	54	30	22	9	8	10	6	2	1	1					1,665
	Grade 3			14	185	566	656	470	286	180	106	60	28	11	5	3		1			1		2,572
	Grade 4				5	122	408	613	531	394	272	151	91	53	30	12	2	1					2,685
	Grade 5					5	116	344	523	526	511	373	208	132	66	34	8	3	1		1		2,851
	Grade 6						2	69	322	426	530	513	374	233	107	70	32	12	1		1		2,692
	Grade 7							8	75	255	394	439	343	318	160	78	37	14	5	2	1		2,129
Male Total		8	264	731	981	1,277	1,495	1,669	1,819	1,822	1,844	1,549	1,059	759	374	199	80	32	7	2	5	1	15,977
Grand Total		20	538	1,456	1,925	2,524	3,094	3,460	3,661	3,670	3,528	2,796	1,741	1,103	512	247	90	35	9	2	5	1	30,417

Chart 18: Number of OVC by Gender: Hhohho

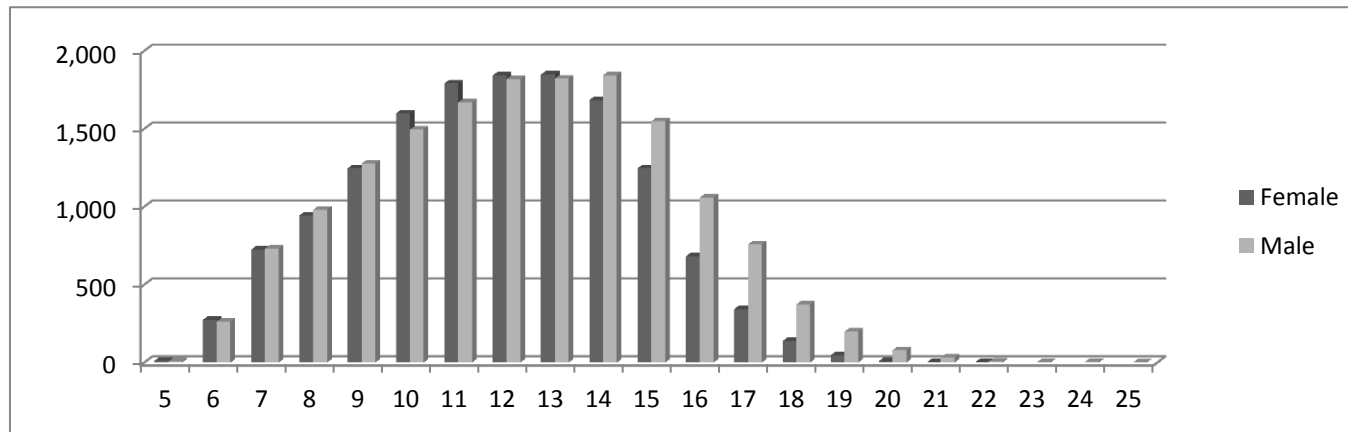


Table 30: Number OVC by Gender and Age: Lubombo

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	7	293	555	298	130	59	22	10	7	4	1		2						1			1,389
	Grade 2		11	231	434	391	199	99	38	25	18	5	7	1	2	1	2		1				1,465
	Grade 3			21	263	664	632	399	222	105	70	28	16	9	8	4			1	1			2,443
	Grade 4				14	220	662	657	469	337	193	129	54	18	6	2	2						2,763
	Grade 5					33	197	542	649	491	405	267	134	73	29	12	4	1	1	1	1		2,840
	Grade 6						15	198	431	563	503	457	260	113	51	14	10		1				2,616
	Grade 7							13	143	393	467	444	314	209	84	28	11	4	2	1	1	1	2,115
Female Total		7	304	807	1,009	1,438	1,764	1,930	1,962	1,921	1,660	1,331	785	425	180	61	29	5	6	4	2	1	15,631
Male	Grade 1	10	257	530	352	196	56	36	18	14	7	5	2	1	2		1						1,487
	Grade 2		14	177	432	472	301	155	84	41	18	13	7	6	10	5	3						1,738
	Grade 3			8	183	522	689	591	381	213	126	95	31	23	6	11	6						2,885
	Grade 4				13	135	432	599	559	473	366	240	118	57	40	16	9	2	3				3,062
	Grade 5					24	102	327	483	547	506	427	245	137	72	40	14	4	2		1		2,931
	Grade 6						15	86	209	361	496	500	424	254	142	55	24	9	5	2	1	1	2,584
	Grade 7							1	53	205	326	431	434	323	215	107	49	18	6	2		1	2,171
Male Total		10	271	715	980	1,349	1,595	1,795	1,787	1,854	1,845	1,711	1,261	801	487	234	106	33	16	4	2	2	16,858
Grand Total		17	575	1,522	1,989	2,787	3,359	3,725	3,749	3,775	3,505	3,042	2,046	1,226	667	295	135	38	22	8	4	3	32,489

Chart 19: Number of OVC by Gender and Age: Lubombo

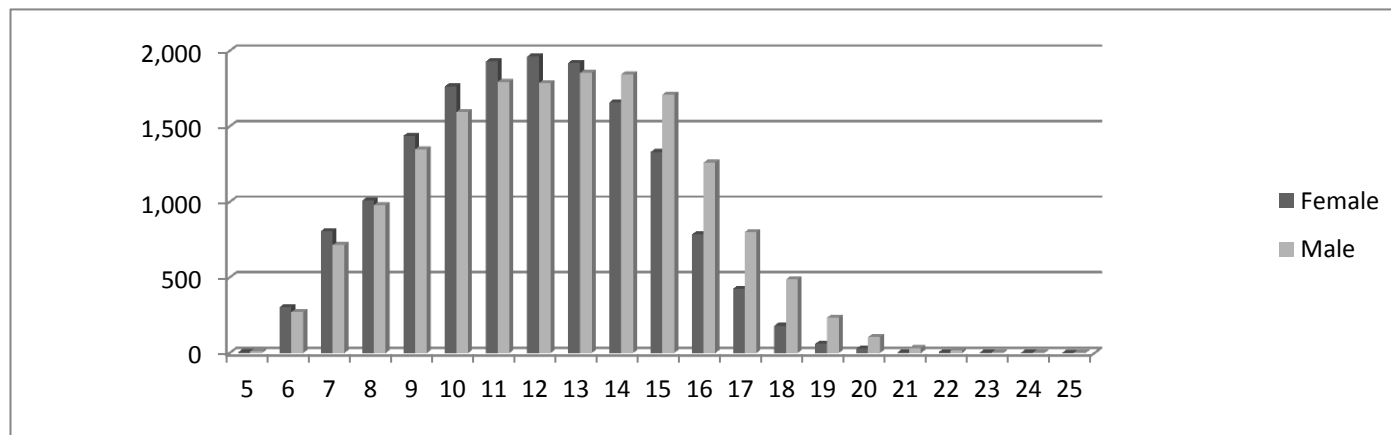


Table 31: Number of OVC by Gender, Grade and Age: Manzini

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	12	411	581	293	115	48	20	11	6	1	3	2	2	1								1,506
	Grade 2		27	343	631	393	210	72	34	15	10	8	6	1			1		1				1,752
	Grade 3			23	408	786	699	390	184	94	49	25	8	5	1	6		1					2,679
	Grade 4				20	281	677	671	449	292	182	88	55	22	11	9		1					2,758
	Grade 5					6	317	747	749	634	409	225	116	37	9	3	1			1			3,254
	Grade 6						8	282	645	705	688	477	278	128	39	8	2	4				1	3,265
	Grade 7							20	255	553	631	527	378	215	85	31	8	2		1	1		2,707
Female Total		12	438	947	1,352	1,581	1,959	2,202	2,327	2,299	1,970	1,353	843	410	146	57	12	8	1	2	1	1	17,921
Male	Grade 1	8	404	670	386	186	78	29	13	10	2	6	2	3		1	1		1				1,800
	Grade 2		21	310	619	503	360	134	58	20	17	9	6	3				3					2,063
	Grade 3			16	242	676	819	614	349	222	115	52	37	22	9	6	1	1	1				3,182
	Grade 4				16	185	602	693	608	489	304	183	86	52	30	4	3	1	1				3,257
	Grade 5					3	156	518	635	695	641	398	241	123	41	28	11	3	1				3,494
	Grade 6						6	145	400	524	662	604	395	259	164	44	29	8				1	3,241
	Grade 7							16	116	379	518	551	487	338	169	109	39	10	2	2			2,736
Male Total		8	425	996	1,263	1,553	2,021	2,149	2,179	2,339	2,259	1,803	1,254	800	413	192	84	26	6	2		1	19,773
Grand Total		20	863	1,943	2,615	3,134	3,980	4,351	4,506	4,638	4,229	3,156	2,097	1,210	559	249	96	34	7	4	1	2	37,694

Chart 20: Number of OVC by Gender and Age: Manzini

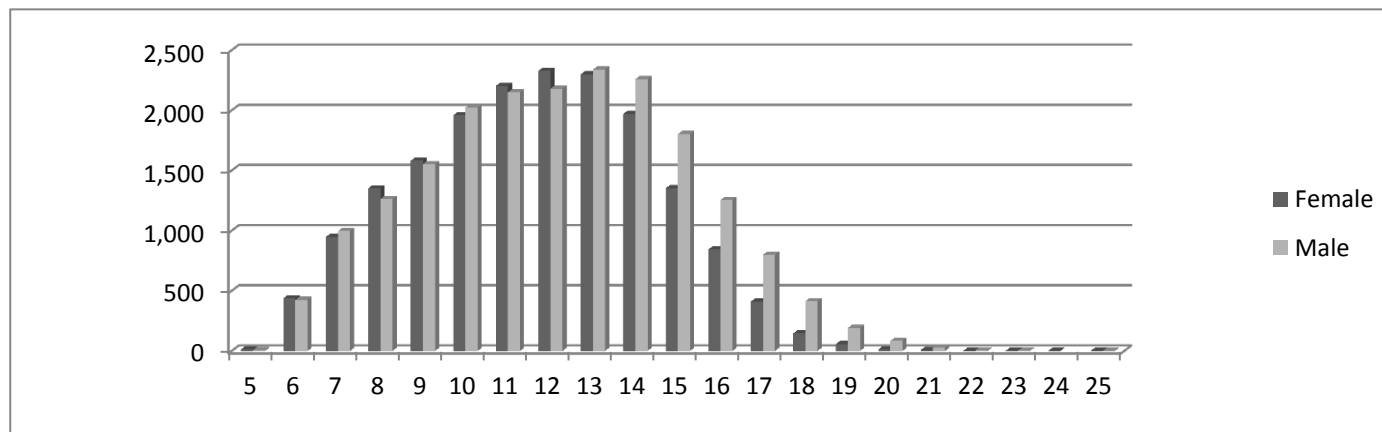


Table 32: Number of OVC by Gender, Grade and Age: Shiselweni

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	35	475	544	242	92	26	4	9	8	3					1							1,439
	Grade 2		23	326	583	379	166	50	22	18	12	6	1	1	1								1,588
	Grade 3			19	399	915	763	400	182	76	56	24	12	11	5	2					1		2,865
	Grade 4				13	328	774	775	497	293	171	98	33	15	9	6		1	1	1			3,015
	Grade 5					13	298	795	750	615	431	254	138	58	23	8	8	2	1	1			3,395
	Grade 6						14	247	639	791	694	538	285	165	62	8	3	1	1				3,448
	Grade 7							28	242	535	651	625	413	247	103	31	8	4					2,887
Female Total		35	498	889	1,237	1,727	2,041	2,299	2,341	2,336	2,018	1,545	882	497	203	56	19	8	3	2	1		18,637
Male	Grade 1	22	465	646	328	136	45	16	11	5	5	2	4	1		1							1,687
	Grade 2		15	294	591	434	258	149	46	31	21	10	7	4	1		1						1,862
	Grade 3			18	331	873	941	668	402	209	108	50	27	21	9	3	6						3,666
	Grade 4				11	166	563	746	733	560	362	190	95	43	20	13	7		1				3,510
	Grade 5					8	165	498	709	750	733	464	292	148	78	24	19	5	3			1	3,897
	Grade 6						7	130	382	541	683	669	460	357	170	85	19	10	3	1	2	1	3,520
	Grade 7							9	103	337	482	537	491	394	227	132	54	16	6	2	1		2,791
Male Total		22	480	958	1,261	1,617	1,979	2,216	2,386	2,433	2,394	1,922	1,376	968	505	258	106	31	13	3	3	2	20,933
Grand Total		57	978	1,847	2,498	3,344	4,020	4,515	4,727	4,769	4,412	3,467	2,258	1,465	708	314	125	39	16	5	4	2	39,570

Chart 21: Number of OVC by Grade and Gender: Shiselweni

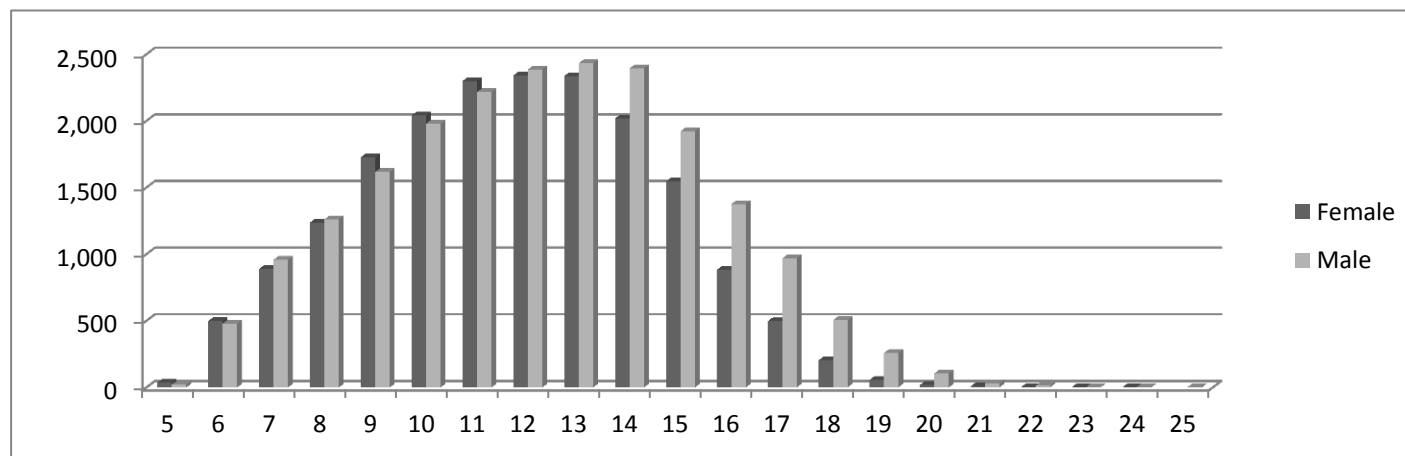
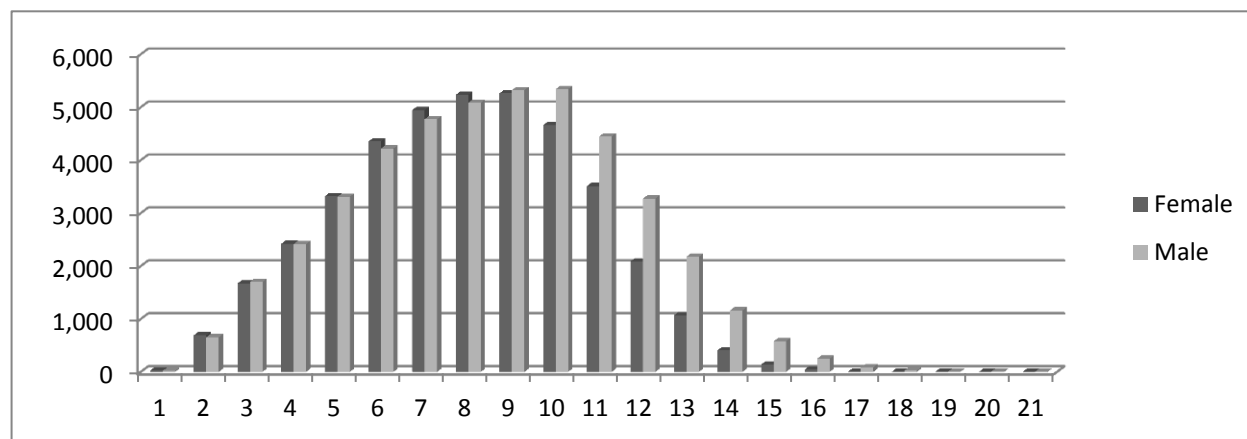


Table 33: Number of Orphans (Double and Single) by Gender, Grade and Age: National

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	27	652	1,046	523	207	89	41	19	22	5	2		2		2	2			1			2,640
	Grade 2		41	581	1,094	803	406	167	61	35	34	17	10	4	6	2	3		2				3,266
	Grade 3			43	755	1,650	1,497	862	463	207	126	69	30	16	12	6	1		1		1		5,739
	Grade 4				48	627	1,667	1,629	1,054	707	453	242	126	52	15	17		1	1	1			6,640
	Grade 5					31	662	1,663	1,732	1,426	1,013	610	310	142	47	17	8	2		3	1		7,667
	Grade 6						31	549	1,395	1,619	1,580	1,250	691	323	123	30	10	2	1			1	7,605
	Grade 7							34	511	1,247	1,450	1,319	919	530	207	66	21	5	1	1	1	1	6,313
Female Total		27	693	1,670	2,420	3,318	4,352	4,945	5,235	5,263	4,661	3,509	2,086	1,069	410	140	45	10	6	6	3	2	39,870
Male	Grade 1	20	628	1,162	693	354	140	58	45	27	16	9	9	5	2	2	1		1		1	1	3,174
	Grade 2		27	505	1,169	1,023	671	339	137	69	47	26	14	18	11	4	4	4					4,068
	Grade 3			34	526	1,510	1,771	1,385	811	493	264	161	82	45	16	12	12	2			1		7,125
	Grade 4				27	396	1,256	1,676	1,484	1,226	821	486	259	127	73	30	10	4	2				7,877
	Grade 5					24	367	1,038	1,533	1,547	1,545	1,050	640	350	179	78	30	10	5		2		8,398
	Grade 6						15	257	841	1,211	1,558	1,484	1,122	727	375	179	71	25	5	1	4	1	7,876
	Grade 7							20	233	750	1,091	1,233	1,148	905	506	274	123	41	13	3	2	1	6,343
Male Total		20	655	1,701	2,415	3,307	4,220	4,773	5,084	5,323	5,342	4,449	3,274	2,177	1,162	579	251	86	26	4	10	3	44,861
Grand Total		47	1,348	3,371	4,835	6,625	8,572	9,718	10,319	10,586	10,003	7,958	5,360	3,246	1,572	719	296	96	32	10	13	5	84,731

Chart 22: Number of Orphans by Gender and Age: National

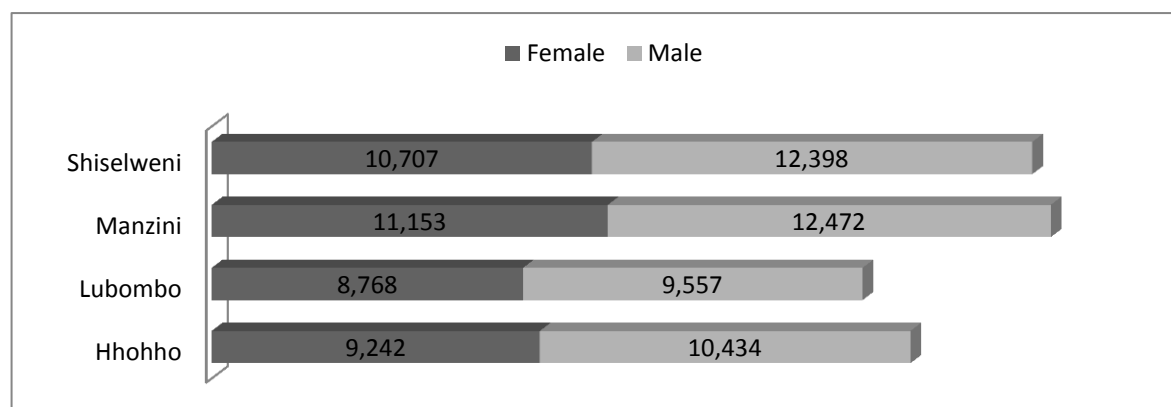


The number of reported orphans also increased in 2010 to more than 80 000. These are part of the 140 170 reported OVC. There will be need for these figures to be verified through data audits.

Table 34: Number of OVC by Gender, Grade and Region

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Grade 1	641	627	752	620	2,640
	Grade 2	802	716	956	792	3,266
	Grade 3	1,283	1,290	1,614	1,552	5,739
	Grade 4	1,518	1,552	1,749	1,821	6,640
	Grade 5	1,731	1,715	2,147	2,074	7,667
	Grade 6	1,812	1,591	2,139	2,063	7,605
	Grade 7	1,455	1,277	1,796	1,785	6,313
Female Total		9,242	8,768	11,153	10,707	39,870
Male	Grade 1	805	697	929	743	3,174
	Grade 2	1,073	848	1,164	983	4,068
	Grade 3	1,596	1,526	1,942	2,061	7,125
	Grade 4	1,762	1,747	2,181	2,187	7,877
	Grade 5	1,917	1,757	2,340	2,384	8,398
	Grade 6	1,897	1,584	2,130	2,265	7,876
	Grade 7	1,384	1,398	1,786	1,775	6,343
Male Total		10,434	9,557	12,472	12,398	44,861
Grand Total		19,676	18,325	23,625	23,105	84,731

Chart 23: Number of Orphans by Gender and Region



Results indicated that the bigger regions, Hhohho and Manzini had the higher number of orphans and that most of the orphaned children were girls. The results either suggested that most orphans were female or more female orphans were attending school than boys.

Table 35: Number of Teachers by Gender, Qualification and Age: National

		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	(blank)	Grand Total
Female	A.A.T.	1										1
	ACE	2	2	5	5	2	1		1			18
	B.P.H.D in special education		1		2	1						4
	BA	33	2	2	2	5						44
	BA + CCE	1										1
	BA Humanities	364	16	3	2	1	1			1		388
	BA Humanities + CDE	17	1	2								20
	BA Social Science	23			1							24
	Bachelors + PGCE	145	18	8	5	3						179
	Bachelor's Honours Degree	8	3	6	9	4						30
	Bed(Prim)	26	36	45	45	22	11	1			1	187
	Bed(Sec)	2	1	5	5	5		2				20
	Bsc + CDE	2		1								3
	Bsc Agricultural Education	5	2	1								8
	BSc in Home Economics	8	1		1	3						13
	BSc.	5			2	1	2					10
	BSc. Agriculture	3										3
	Certificate in I.T. Education		1									1
	Dip. Technical Teaching		1	1								2
	Diploma in Agriculture	2			1	2	1					6
	Diploma in Commerce	11			1							12
	Diploma in Computer Science	2	1									3
	Diploma in Education	31	17	10	12	22	6	3				101
	Diploma in Home Economics	3	2	1	1	3	1		1			12
	Diploma in Law	7										7
	J.C			1		5	5	1				12
	Masters	1	3	5	1	1	1					12
	N.P.D.E.	14	3	8	38	36	6	1		1		107
	O-Level	287	62	16	5	5	2	1				378
	P.H.C.	2	1			2	5	1				11
	P.H.C.+H.E.	2	1		9	10	7	1				30
	P.H.D.	1	1			1	1	1				5
	PLC					3	2	1				6

	PTC	19	12	26	346	695	416	44	3	2	2	1,565
	PTD	699	498	454	167	105	42	4			1	1,970
	STC		1	1	2	1	1					6
	STD	91	10	2	5	2	1					111
Female Total		1,817	697	603	667	940	512	61	5	4	4	5,310

		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	(blank)	Total
Male	A.A.T.	2										2
	ACE	1	1	2	1	1						6
	BA	23	6			3						32
	BA + CCE	2										2
	BA Humanities	186	18		1	1	1			1		208
	BA Humanities + CDE	18				1						19
	BA Social Science	7	2									9
	Bachelors + PGCE	52	9	2	1	1						65
	Bachelor's Honours Degree	2	2	2	2	1	1					10
	Bcom	1										1
	Bed(Prim)	6	16	29	9	3	3					66
	Bed(Sec)	1			1	1						3
	Bsc + CDE	1		1								2
	Bsc Agricultural Education	8	1	1	1							11
	BSc.	7	1									8
	BSc. Agriculture	6										6
	Diploma in Agriculture	1			1	4						6
	Diploma in Commerce	10	1									11
	Diploma in Computer Science	5										5
	Diploma in Education	20	7	4	10	4	2	1				48
	Diploma in Law	3	1									4
	J.C	1				1	1					3
	Masters			1								1
	N.P.D.E.	6	1		5	3						15
	O-Level	145	12	1	1	2	2				1	164
	P.H.C.				2	6	5	1				14
	P.H.C.+H.E.				1		1					2

	P.H.D.	1		1			1				3	
	PLC						1				1	
	PTC	8	8	8	61	133	101	11	1		331	
	PTD	391	224	210	52	19	15	1		2	914	
	STC	2				1	3				6	
	STD	88	3	2		1	3				97	
Total		1,004	313	264	149	186	140	14	1	1	3	2,075

Gender Unknown

		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	(blank)	Total
(blank)	BA Humanities	7										7
	Bachelors + PGCE	2										2
	Bachelor's Honours Degree		1									1
	Diploma in Agriculture		1									1
	Diploma in Education	2										2
	J.C				1							1
	N.P.D.E.					1						1
	O-Level	2	3									5
	PTC				9	11	5	1				26
	PTD	10	10	4	2	1	1					28
	STC		1									1
	STD	2										2
(blank) Total		25	16	4	12	13	6	1				77
Grand Total		2,846	1,026	871	828	1,139	658	76	6	5	7	7,462

The results indicated an increase of about 160 teachers in 2010. The figures indicated that a larger proportion of teachers are aged in the following age groups, 34, 35-39 and 50-54. A large proportion is still young. There were however some teachers who were above the Government official retirement age, these teachers who mostly found in private schools and some are those who were recalled for the FPE programme in public schools. The results also indicated that there were 559 teachers who have O' Level certificates and 14 have JC qualifications (unqualified). Some of these teachers are based in rural isolated schools.

The results also indicated that there were 5 446 primary qualified teachers in the system in 2010, an increase from the 5 294 from 2009. These are **teachers trained and certified to teach in primary schools**. This figure excludes 563 teachers who have tertiary qualification, are qualified teachers but not for primary level sector. These are mostly teachers qualified for secondary teaching. The 'blanks' indicate teachers who did not complete their forms on the 'Gender' question but were active on the time of the annual census.

Table 36: Teachers with Qualification to teach Primary

		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	(blank)	Total
Female	Bed(Prim)	26	36	45	45	22	11	1			1	187
	Diploma in Education	31	17	10	12	22	6	3				101
	Masters	1	3	5	1	1	1					12
	N.P.D.E.	14	3	8	38	36	6	1		1		107
	P.H.C.	2	1			2	5	1				11
	P.H.C.+H.E.	2	1		9	10	7	1				30
	P.H.D.	1	1			1	1	1				5
	PLC					3	2	1				6
	PTC	19	12	26	346	695	416	44	3	2	2	1,565
	PTD	699	498	454	167	105	42	4			1	1,970
Female Total		795	572	548	618	897	497	57	3	3	4	3,994
Male	Bed(Prim)	6	16	29	9	3	3					66
	Diploma in Education	20	7	4	10	4	2	1				48
	Masters			1								1
	N.P.D.E.	6	1		5	3						15
	P.H.C.				2	6	5	1				14
	P.H.C.+H.E.				1		1					2
	P.H.D.	1		1			1					3
	PLC						1					1
	PTC	8	8	8	61	133	101	11	1			331
	PTD	391	224	210	52	19	15	1			2	914
Male Total		432	256	253	140	168	129	14	1		2	1,395
(blank)	Diploma in Education	2										2

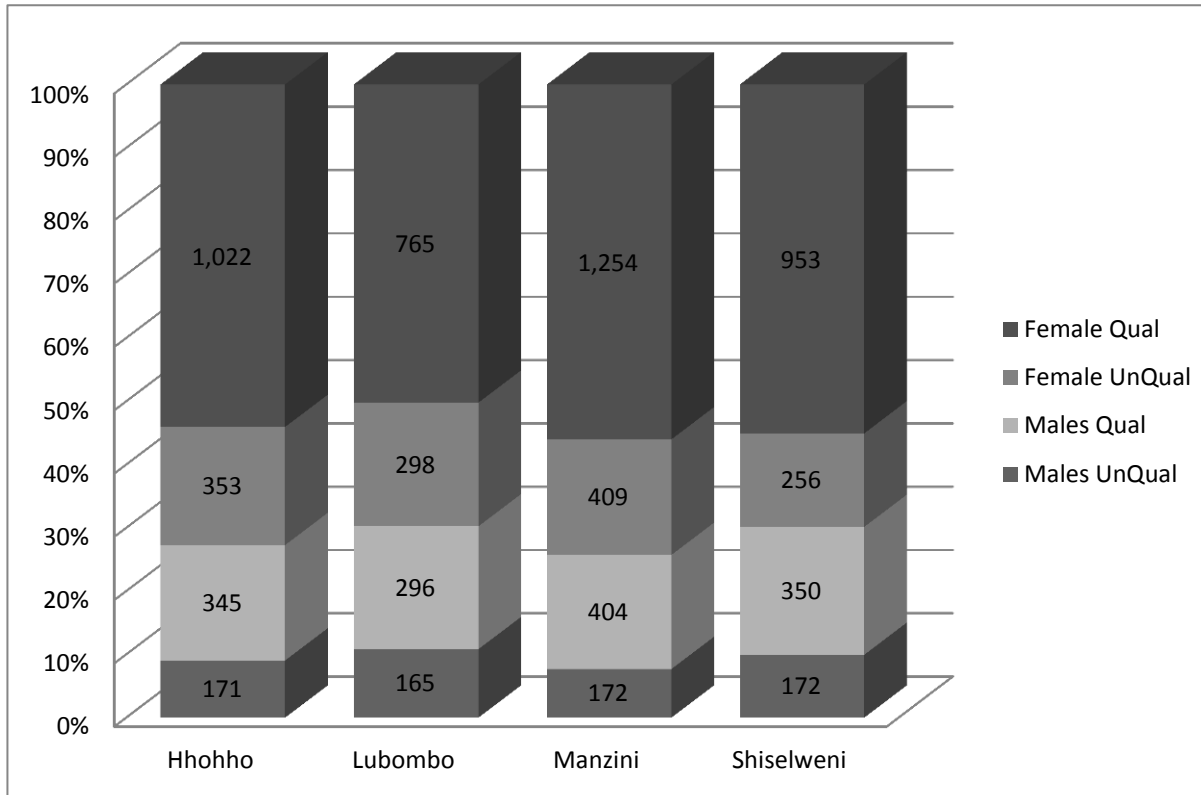
	N.P.D.E.					1						1
	PTC				9	11	5	1				26
	PTD	10	10	4	2	1	1					28
(blank) Total		12	10	4	11	13	6	1				57
Grand Total		1,239	838	805	769	1,078	632	72	4	3	6	5,446

Table 37: Qualified and Certified Teachers by Region

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Bed(Prim)	42	53	53	39	187
	Diploma in Education	30	14	39	18	101
	Masters	2	4	4	2	12
	N.P.D.E.	30	19	30	28	107
	P.H.C.	1	3	4	3	11
	P.H.C.+H.E.	6	8	7	9	30
	P.H.D.		2	3		5
	PLC		2	4		6
	PTC	352	304	527	382	1,565
	PTD	559	356	583	472	1,970
Female Total		1,022	765	1,254	953	3,994
Male	Bed(Prim)	16	12	22	16	66
	Diploma in Education	10	14	18	6	48
	Masters			1		1
	N.P.D.E.	10	2	3		15
	P.H.C.	1	2	5	6	14
	P.H.C.+H.E.	1		1		2
	P.H.D.	1	1	1		3
	PLC		1			1
	PTC	72	78	96	85	331
	PTD	234	186	257	237	914
Male Total		345	296	404	350	1,395
(blank)	Diploma in Education		1		1	2
	N.P.D.E.	1				1
	PTC	6	5	10	5	26
	PTD	6	1	14	7	28
(blank) Total		13	7	24	13	57
Grand Total		1,380	1,068	1,682	1,316	5,446

These figures include head teachers who are qualified to teach who may not be teaching.

Chart 24: Number of Qualified vs. Unqualified Teachers by Gender and Region



The results showed that most primary school teachers were female and were on average qualified for the job. The results indicate that in terms of number of qualified teachers, the majority are in the two bigger regions, Hhohho and Manzini.

Table38: Attrition of Teachers by Gender and Region

		Absconded	Dismissed	Natural Death	not Natural Death	Others	Resignation	Retirement	Transferred	Total
Female	Hhohho	1	2	7	1	7	3	29	54	104
	Lubombo			1	4	7	1	15	40	68
	Manzini	1		8	1	13	5	43	52	123
	Shiselweni	2		10		4	1	22	42	81
Female Total		4	2	26	6	31	10	109	188	376
Male	Hhohho	1		13	2	10		17	41	84
	Lubombo			2	8	7		3	22	42
	Manzini	3		6		9	1	15	29	63
	Shiselweni	1		5	1	1	1	5	28	42
Male Total		5		26	11	27	2	40	120	231
Grand Total		9	2	52	17	58	12	149	308	607

A total of 607 primary school teachers left the system in 2010. A larger portion (308) was through transfers, these could have been within the system through promotions, or leaving the teaching service to join the civil service. This put the percentage of attrition to about 6 percent if one considers that a transfer is not attrition as the teachers are still within the system.

Some Basic Indicators

1. Apparent Intake and Net Intake Rates

	Swaziland	Female	Male
AIR	131.8%	126.9%	136.6%
NIR	42.6%	44.3%	41.0%

These intake rates indicated that there was a huge intake into Grade 1 in 2010. On average more than half of the pupils that were admitted were aged above 6 years old. This could have indicated that schools gave priority to pupils aged 7 years and older. This is validated by the fact that less than half of the six year olds entered the system, NIR 42.6%, suggesting that more than 57.4 percent of six year olds (right aged) did not enter the system.

2. Gross Enrolment and Net Enrolment Rates

	Swaziland	Female	Male
GER	130.9%	123.6%	138.3%
NER	92.%	90.7%	93.4%

Gross enrolment rates indicated a huge increase in capacity of the primary school sector in terms of access. The NER rates of 92 percent indicated that Swaziland is on track to achieve the MDG and EFA goals on primary education, provided the current trends are sustained. This would demand a decrease in drop outs and repetitions in the primary sector.

3. Gender Parity

- Gender Parity based on GER =0.89
- Gender Parity based on NER= 0.97

The system is still slightly favouring boys.

4. Pupil-Teacher Ratios (All and Qualified Teachers)

Two ratios have been presented, one for all teachers including temporary and non-trained teachers. Nationally, results indicated that in 2010 the number of pupils per teacher was below the national benchmark of 1:40, however when we consider 'correctly trained' teachers the ratios are above 40 in all the regions except Shiselweni. There is need for more correctly qualified teachers, as it is some pupils are taught by non-qualified teachers.

a. All Teachers

	National	Hhohho	Lubombo	Manzini	Shiselweni
Teach: Swaziland	7,462	1,907	1,534	2,272	1,749
Enrolment	241,231	64,484	53,388	71,329	52,030
Pupil/Teacher	32	34	35	31	30

b. Qualified Teachers only

	National	Hhohho	Lubombo	Manzini	Shiselweni
Teach: Swaziland	5,446	1,380	1,068	1,682	1,316
Enrolment	241,231	64,484	53,388	71,329	52,030
Pupil/Teacher	44	47	50	42	40

5. Orphans and Special Education Needs

	Swaziland	Hhohho	Lubombo	Manzini	Shiselweni
Enrolment	241,231	64,484	53,388	71,329	52,030
OVC:	140,170	30,417	32,489	37,694	39,570
Orphans	84,731	19,676	18,325	23,625	23,105
SEN	2,233	503	533	781	416
%OVC	58.11%	47.17%	60.85%	52.85%	76.05%
%Orphans	35.12%	30.51%	34.32%	33.12%	44.41%
%SEN	0.93%	0.78%	1.00%	1.09%	0.80%

The number of OVC increased dramatically in 2010. This could either be due to all OVC captured or some pupils classified as OVC when they are not. These figures are based on class-teacher records (Register) which may differ from the office records. However, the picture is that about 2 in 3 of enrolled pupils are OVC. Further, results indicated that in every three pupils at primary levels at least one is an orphan (double or single).

6. Survival Rates

- a. Due to increased re-starters (some who may not have not been coded as re-starters) the flow rates are distorted as incoming pupils have resulted in increased promotion rates, due to 'drop-ins'. Survival rates are exaggerated. When the reconstructed cohort method is used the survival rates from grade 1 to 5 are 65 percent for girls and 47 percent for boys. These results implied that would take on average girls 11.3 years and boys 14.5 years to complete primary education.

7. Graduation Rates

- a. Gross Graduation Rates for Girls (92%) and (94%) for Boys.

8. Life-Skills Education

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Grade 1	5,124	3,108	4,570	2,936	15,738
Grade 2	4,921	2,426	3,881	2,902	14,130
Grade 3	5,089	2,850	4,343	3,708	15,990
Grade 4	4,927	2,626	5,196	2,952	15,701
Grade 5	5,019	2,831	4,741	3,581	16,172
Grade 6	5,187	2,402	4,128	3,071	14,788
Grade 7	3,902	2,202	3,350	2,356	11,810
Total	34,169	18,445	30,209	21,506	104,329

The results indicated that roughly the same number of pupils did like skills as in 2009, there was a small drop of 4 424 in 2010, but this is negligible on national scale. However, if this is derived from one school or a few schools then there might be need to intervene. Life skills provides pupils with capacity to cope with the challenges of growing up.

9. Early Childhood Care and Development

The results indicate that 16 234 of Grade 1 Pupils indicated that they attended ECCD.

Region	ECCD
Hhohho	5,178
Lubombo	3,234
Manzini	4,443
Shiselweni	3,379
Swaziland	16,234

10. Infrastructure

The results presented herein are based on a survey, “Infrastructure Survey”, which was undertaken in the four regions between 2009 and 2010. The infrastructure included is that which was in use at the time.

Table: Number of Houses, Latrines (pit and water) and Classroom by Region

Regions	Houses	Pit latrine	water borne	Classrooms	Electricity
Hhohho	705	1,119	300	1,596	134
Manzini	919	1,235	290	1,839	151
Shiselweni	826	1,092	217	1,527	114
Lubombo	686	976	77	1,334	101
Total	3,136	4,422	884	6,296	500

A detailed report by school is available in the Ministry’s EMIS Unit.

Table: Pupil-Classroom and Pupil-Latrine Ratios for Primary Schools by Regions

	Swaziland	Hhohho	Lubombo	Manzini	Shiselweni
Toilets	5,306	1,419	1,053	1,525	1,309
Houses	3136	705	686	919	826
Classrooms	6296	1596	1334	1839	1527
Enrolment	241,231	64,484	53,388	71,329	52,030
Pupil/Toilet	45	45	51	47	40
Pupil/Classroom	38	40	40	39	34

The results indicated that there was relatively high demand for toilets in the schools. Although the Ministry has no benchmark, a reasonable number would have been about ten to fifteen pupils to a toilet. In this case the unit, considered 'toilets stations', or 'seating positions', thus a national average of 45 pupils per toilet meant that 45 pupils shared a toilet seat. Lubombo region needs to increase the number of toilets as their ratios are high.

The pupil-Classroom ratios are within the national benchmark of 1:40. This does not however mean that there are no classes which house more than 40 pupils, some classrooms in the country house more than 50 pupils.

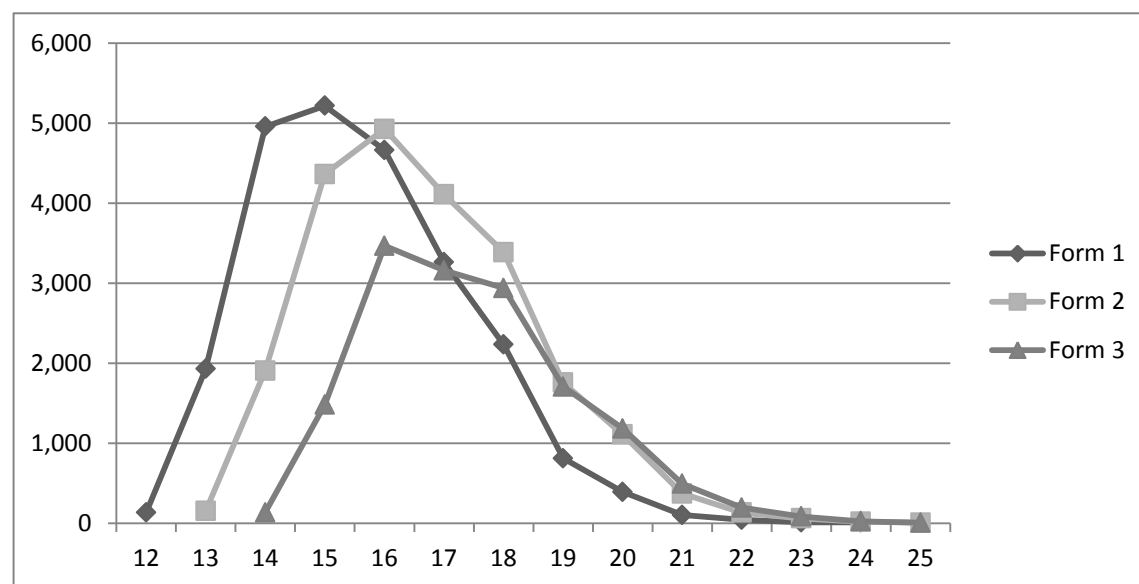
SECONDARY LEVEL

Secondary level in this report will represent data for Form 1 to 3. However other data that cannot be broken into Junior and Senior Secondary education levels will be presented under senior secondary section. This includes data on teachers, houses, toilets, and classrooms.

Table 39: Enrolment by Grade and Age: National

	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Form 1	134	1,930	4,955	5,215	4,661	3,261	2,233	811	393	105	45	13	12		23,768
Form 2		154	1,908	4,362	4,925	4,109	3,387	1,757	1,109	372	134	62	21	8	22,308
Form 3			136	1,482	3,467	3,159	2,939	1,708	1,184	494	197	87	26	8	14,887
Total	134	2,084	6,999	11,059	13,053	10,529	8,559	4,276	2,686	971	376	162	59	16	60,963

Chart 25: Enrolment by Age and Grade: National



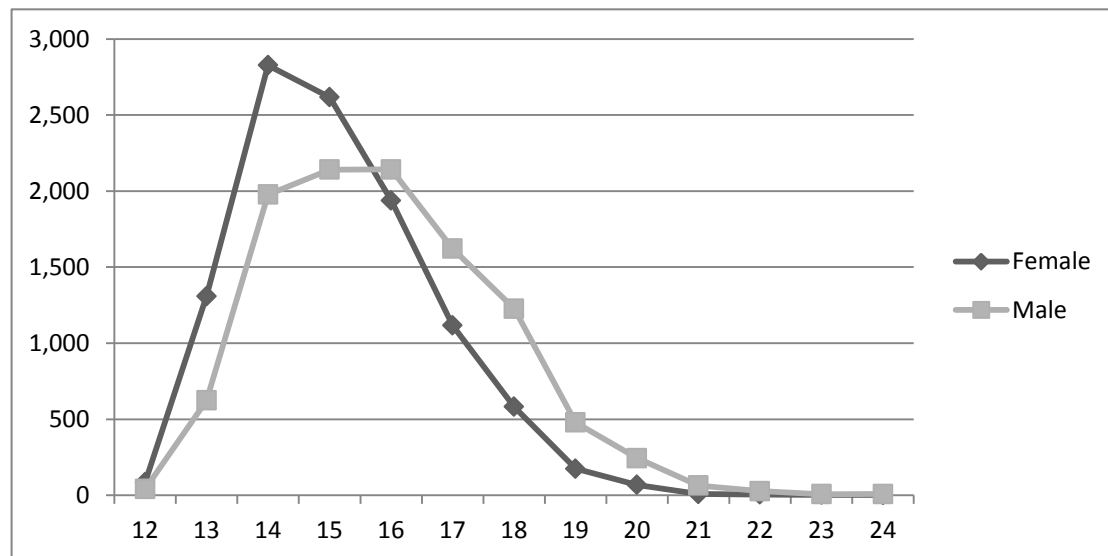
The enrolment increased from 57 100 in 2009 to 60 963 in 2010. Results indicated that Form 1 and 2 increased substantially, this could have meant that there were a few new schools that may have opened in 2010 or some schools increased their streams.

Increased capacity at this level of education suggests, a potential for increasing transition rates from primary to secondary in the future. This in turn would mean more pupils will flow through the primary sector, thus increase internal efficiency rates at primary. This has to be sustained if achievement of Universal Basic Education (UBE) as defined in our national development strategy.

Table 40: New Entrants to Form by Age

		12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Form 1	Female	85	1,309	2,827	2,617	1,938	1,116	582	175	69	9	5	3	2	10,737
	Male	41	624	1,977	2,141	2,142	1,621	1,227	479	244	64	28	8	9	10,605

Chart 26: New Entrants by Age and Gender



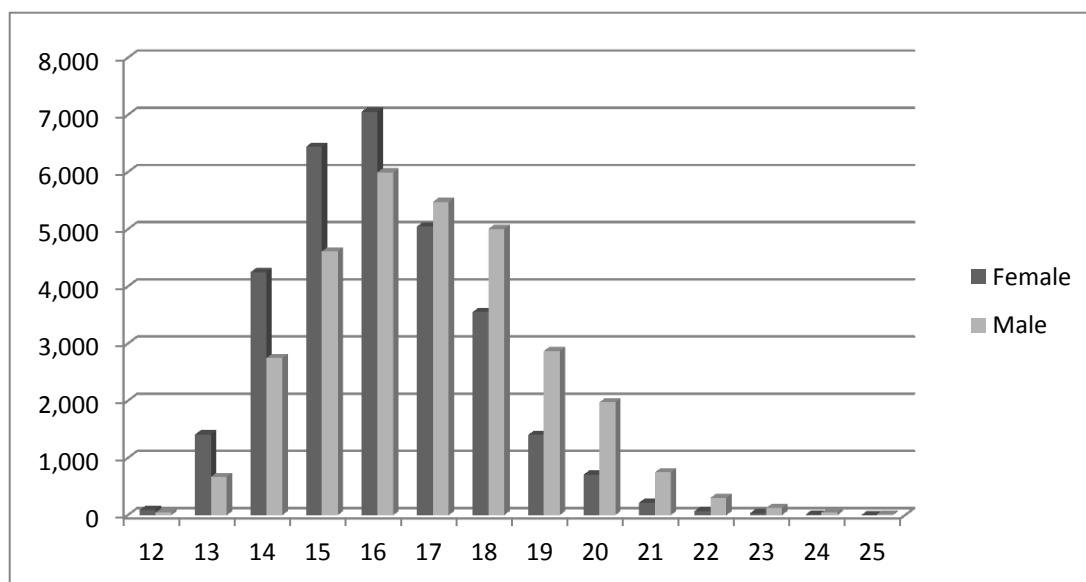
The results indicated that 21 312 pupils were enrolled in Form 1. This suggested that about 2 400 of the pupils were repeaters.

Results also indicated that almost all of the pupils are coming in 'over-aged', aged from 14 upwards. This trend is set to continue until all of the current pupils who entered the system due to FPE complete the education system.

Table41: Enrolment by Gender, Grade and Age: National

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	90	1,319	2,925	2,872	2,264	1,380	742	212	84	20	7	3	2		11,920
	Form 2		95	1,228	2,589	2,737	2,048	1,382	558	309	79	21	12	6		11,064
	Form 3			98	984	2,055	1,622	1,428	633	317	120	44	22	5	1	7,329
Female Total		90	1,414	4,251	6,445	7,056	5,050	3,552	1,403	710	219	72	37	13	1	30,313
Male	Form 1	44	611	2,030	2,343	2,397	1,881	1,491	599	309	85	38	10	10		11,848
	Form 2		59	680	1,773	2,188	2,061	2,005	1,199	800	293	113	50	15	8	11,244
	Form 3			38	498	1,412	1,537	1,511	1,075	867	374	153	65	21	7	7,558
Male Total		44	670	2,748	4,614	5,997	5,479	5,007	2,873	1,976	752	304	125	46	15	30,650
Grand Total		134	2,084	6,999	11,059	13,053	10,529	8,559	4,276	2,686	971	376	162	59	16	60,963

Chart 27: Enrolment by Age and Gender: National

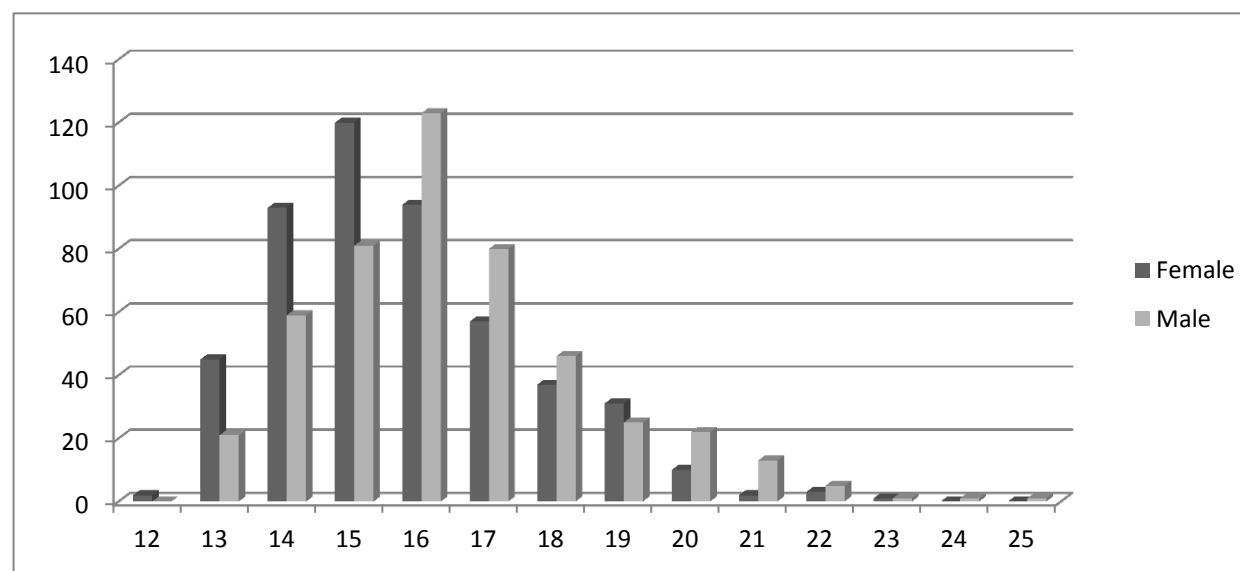


Results indicate that there were more boys at the level of education; however most of them are on average older than the girls and fell outside the official age. More girls are within the official secondary age limit than the boys. There was a slight increase in the enrolment from 57 110 in 2009 to 60 963 in 2010.

Table 42: Enrolment in Private Schools by Gender, Grade and Age: National

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	2	37	52	31	14	6	2	1							145
	Form 2		8	38	61	29	21	5	9	4	2		1			178
	Form 3			3	28	51	30	30	21	6		3				172
Female Total		2	45	93	120	94	57	37	31	10	2	3	1			495
Male	Form 1		21	44	28	31	17	7	1		1					150
	Form 2			15	39	46	25	15	7	7	3	2	1			160
	Form 3				14	46	38	24	17	15	9	3		1	1	168
Male Total			21	59	81	123	80	46	25	22	13	5	1	1	1	478
Total		2	66	152	201	217	137	83	56	32	15	8	2	1	1	973

Chart 28: Enrolment in Private Schools by Age and Gender: National



It was interesting to note that in private schools there are more girls than boys. However, the other trends like boys being on average older than girls hold.

Table43: Enrolment by Gender, Grade and Age: Hhohho

	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
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Female	Form 1	38	401	878	822	599	347	165	49	18	8	2	3		3,330	
	Form 2		37	354	729	718	571	365	128	78	17	5	3	4	3,009	
	Form 3			48	317	645	466	409	186	74	29	9	6	2	2,191	
Female Total		38	438	1,280	1,868	1,962	1,384	939	363	170	54	16	12	6	8,530	
Male	Form 1	18	204	590	703	650	443	382	162	77	21	7	2	3	3,262	
	Form 2		32	232	569	623	551	539	327	196	91	30	10	6	4	3,210
	Form 3			24	165	412	430	424	314	227	87	33	11	5	2	2,134
Male Total		18	236	846	1,437	1,685	1,424	1,345	803	500	199	70	23	14	6	8,606
Grand Total		56	674	2,126	3,305	3,647	2,808	2,284	1,166	670	253	86	35	20	6	17,136

Chart 29: Enrolment by Age and Gender: Hhohho

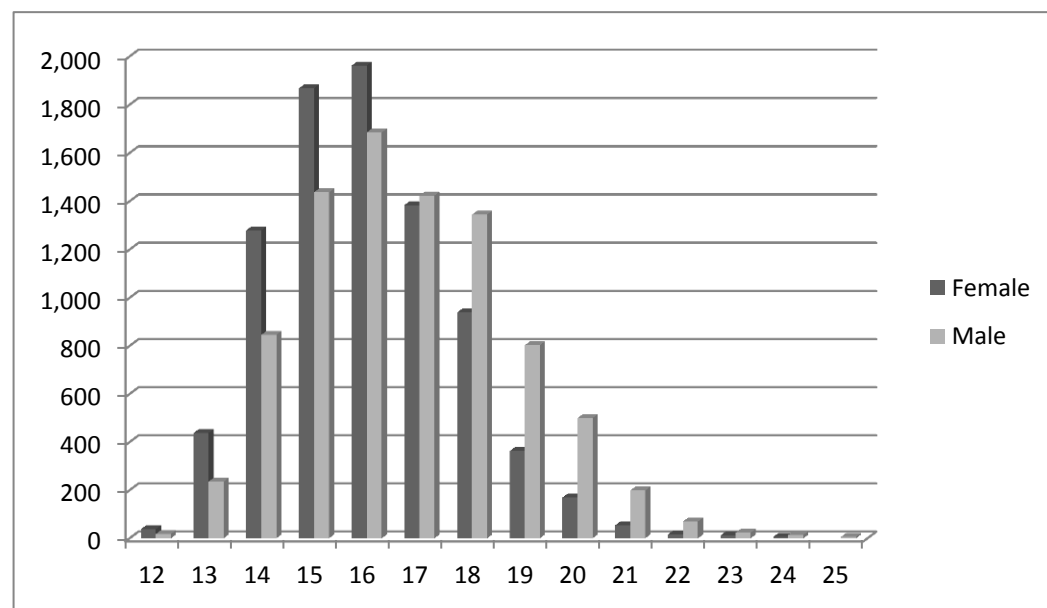


Table44: Enrolment by Gender, Grade and Age: Lubombo

	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
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Female	Form 1	9	204	538	566	501	320	197	59	28	3	1			2,426
	Form 2		18	210	483	541	389	278	129	72	17	6	2	1	2,146
	Form 3			10	155	364	331	311	145	81	30	16	6	1	1,450
Female Total		9	222	758	1,204	1,406	1,040	786	333	181	50	23	8	2	6,022
Male	Form 1	9	93	356	418	507	447	353	164	72	20	13	3	2	2,457
	Form 2		11	109	289	442	378	419	258	179	68	34	19	4	2,210
	Form 3			1	82	234	352	297	213	219	102	42	23	3	1,569
Male Total		9	104	466	789	1,183	1,177	1,069	635	470	190	89	45	9	6,236
Grand Total		18	326	1,224	1,993	2,589	2,217	1,855	968	651	240	112	53	11	12,258

Chart 30: Enrolment by Age and Gender: Lubombo

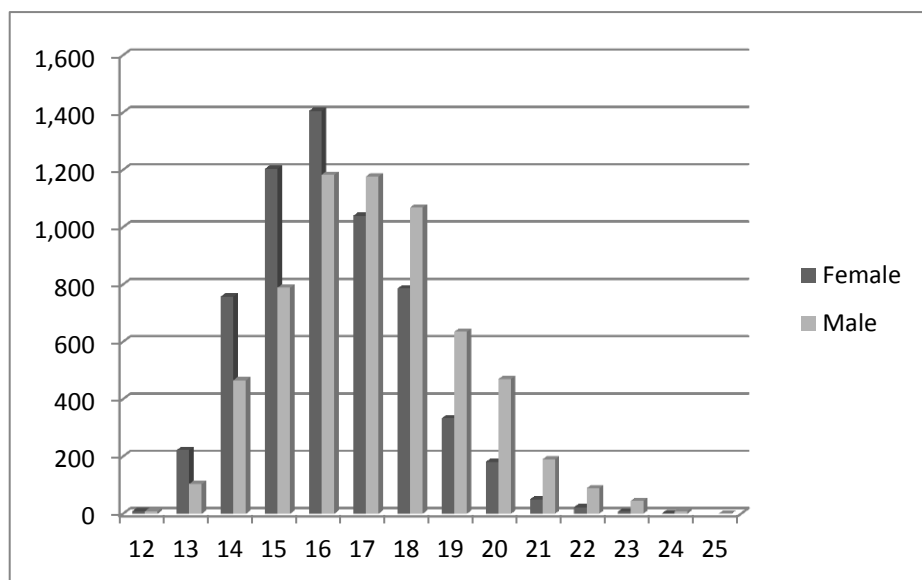


Table45: Enrolment by Gender, Grade and Age: Manzini

	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
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Female	Form 1	23	433	905	846	599	339	170	41	15	4	3		1	3,379	
	Form 2		25	418	805	836	557	370	132	49	12	3	2		3,209	
	Form 3			24	307	623	438	371	143	64	22	6	3	1	2,002	
Female Total		23	458	1,347	1,958	2,058	1,334	911	316	128	38	12	5	2	8,590	
Male	Form 1	13	203	627	718	732	524	364	128	64	15	8		2	3,398	
	Form 2		9	187	553	634	587	550	258	189	50	25	14	4	3,060	
	Form 3			9	139	438	419	438	291	202	77	30	13	3	2,061	
Male Total		13	212	823	1,410	1,804	1,530	1,352	677	455	142	63	27	9	8,519	
Grand Total		36	670	2,170	3,368	3,862	2,864	2,263	993	583	180	75	32	11	2	17,109

Chart 31: Enrolment by Age and Gender: Manzini

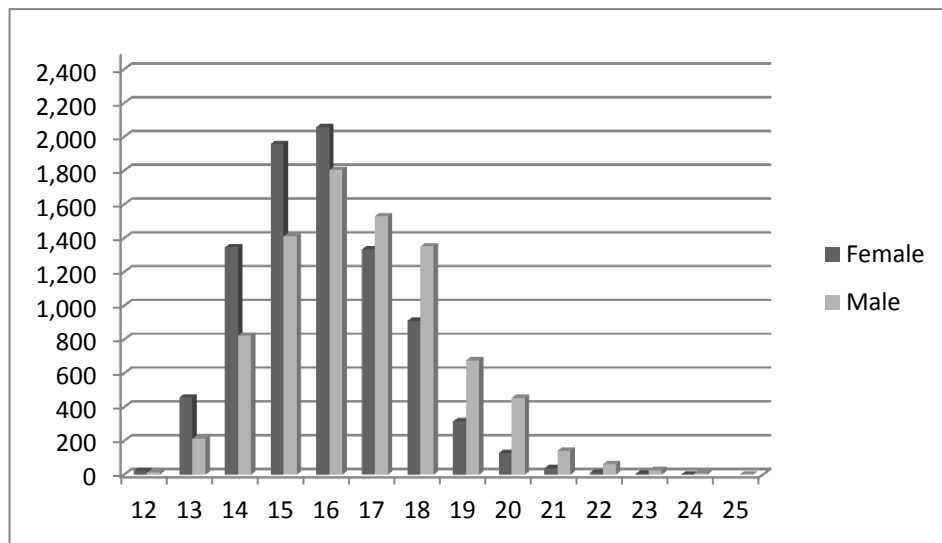


Table46: Enrolment by Gender, Grade and Age: Shiselweni

12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
----	----	----	----	----	----	----	----	----	----	----	----	----	----	-------

Female	Form 1	20	281	604	638	565	374	210	63	23	5	1		1		2,785
	Form 2		15	246	572	642	531	369	169	110	33	7	5	1		2,700
	Form 3			16	205	423	387	337	159	98	39	13	7	1	1	1,686
Female Total		20	296	866	1,415	1,630	1,292	916	391	231	77	21	12	3	1	7,171
Male	Form 1	4	111	457	504	508	467	392	145	96	29	10	5	3		2,731
	Form 2		7	152	362	489	545	497	356	236	84	24	7	1	4	2,764
	Form 3			4	112	328	336	352	257	219	108	48	18	10	2	1,794
Male Total		4	118	613	978	1,325	1,348	1,241	758	551	221	82	30	14	6	7,289
Grand Total		24	414	1,479	2,393	2,955	2,640	2,157	1,149	782	298	103	42	17	7	14,460

Chart 32: Enrolment by Age and Gender: Shiselweni

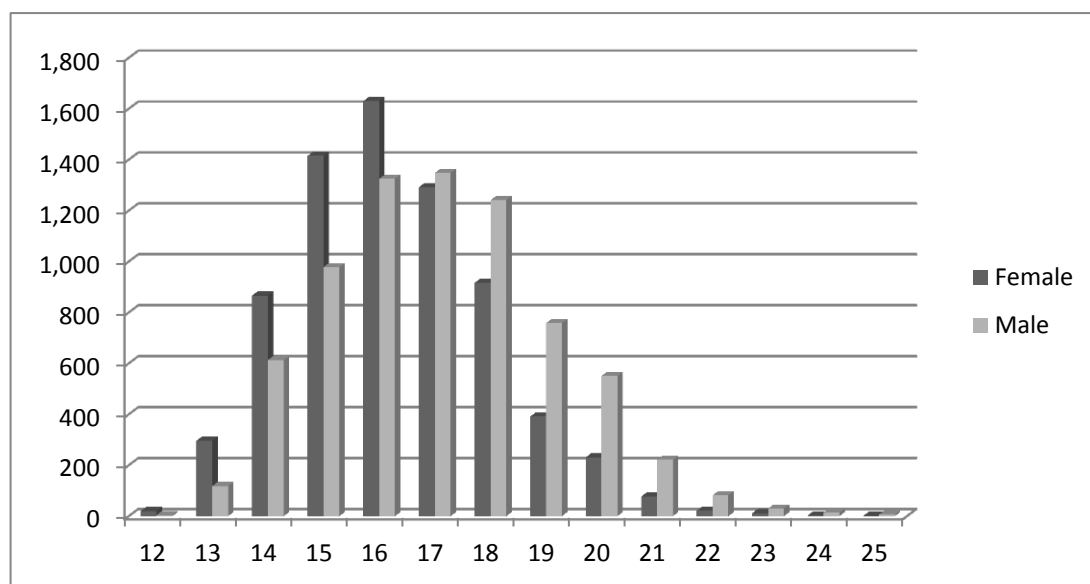
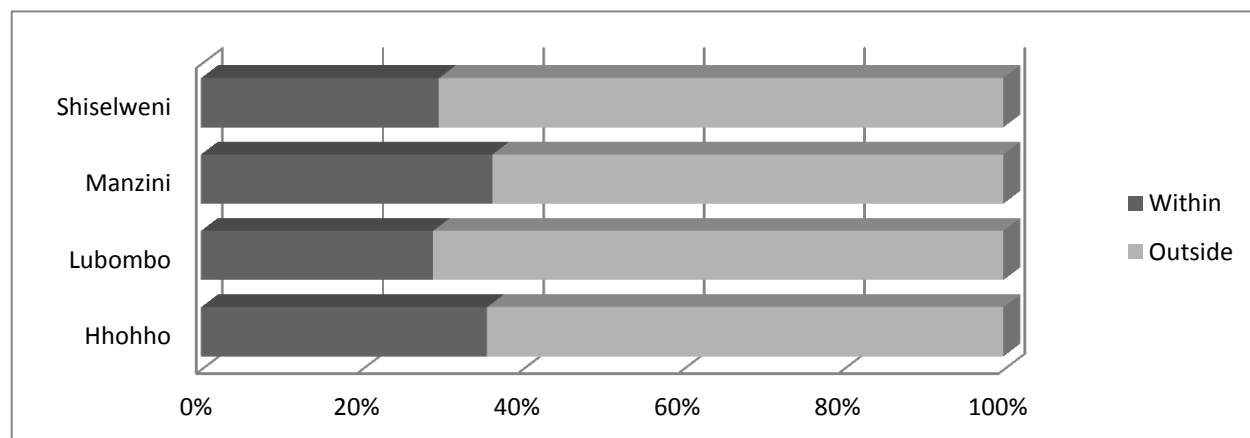


Table 47: “Within-Age” Enrolment by Gender, Grade and Region

Hhohho	Lubombo	Manzini	Shiselweni	Total
--------	---------	---------	------------	-------

		13	14	15	13	14	15	13	14	15	13	14	15	
Female	Form 1	401	878	822	204	538	566	433	905	846	281	604	638	7,116
	Form 2	37	354	729	18	210	483	25	418	805	15	246	572	3,912
	Form 3	0	48	317	0	10	155	0	24	307	0	16	205	1,082
Female Total		438	1,280	1,868	222	758	1,204	458	1,347	1,958	296	866	1,415	12,110
Male	Form 1	204	590	703	93	356	418	203	627	718	111	457	504	4,984
	Form 2	32	232	569	11	109	289	9	187	553	7	152	362	2,512
	Form 3	0	24	165	0	1	82	0	9	139	0	4	112	536
Male Total		236	846	1,437	104	466	789	212	823	1,410	118	613	978	8,032
Grand Total		674	2,126	3,305	326	1,224	1,993	670	2,170	3,368	414	1,479	2,393	20,142

Chart 33: “Within – Age” Enrolment by Region



Nationally, results showed that about 30 percent of the pupils were within age, i.e. aged between 13 and 15, the rest were older and a few were younger. Hhohho and Manzini as observed in Table 32 had more children who were within the official age limits as compared to the other two regions. This indicated pupils in these regions had fewer challenges in terms of access.

Another phenomenon to note is that although the pupils are on average older, a reasonable number of pupils aged between ages 13 and 15 are enrolled in primary education, thus they would only show up when one looks at age-specific enrolment rates.

Previous Year Data

(a) Repeaters

Table 48: Number of Repeaters by Gender, Grade and Age: National

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	6	16	127	261	343	273	160	38	14	11	2				1,251
	Form 2		5	25	170	381	388	343	174	83	26	6	4	1		1,606
	Form 3				3	23	59	70	68	40	24	4	2	1		294
Female Total		6	21	152	434	747	720	573	280	137	61	12	6	2		3,151
Male	Form 1	4	4	71	216	270	269	276	120	67	21	9	3	2		1,332
	Form 2		7	25	86	218	315	382	279	238	112	35	17	3	2	1,719
	Form 3				1	12	33	56	58	77	42	25	15	5	2	326
Male Total		4	11	96	303	500	617	714	457	382	175	69	35	10	4	3,377
Grand Total		10	32	248	737	1,247	1,337	1,287	737	519	236	81	41	12	4	6,528

Chart 34: Number of Repeaters by Age and Gender: National

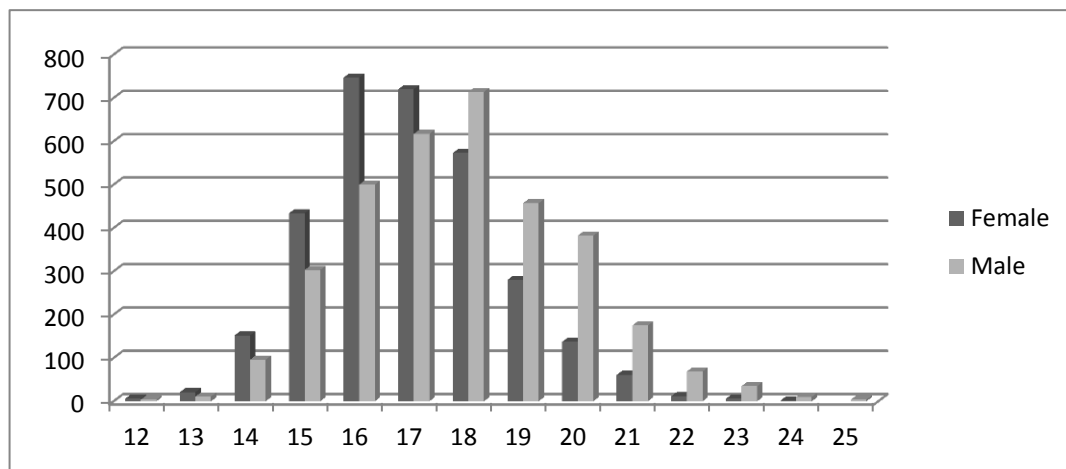


Table 49: Percent of Repeaters by Gender, Grade and Age: National

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	0.07	0.01	0.04	0.09	0.15	0.20	0.22	0.18	0.17	0.55	0.29	0.00	0.00		0.10
	Form 2		0.05	0.02	0.07	0.14	0.19	0.25	0.31	0.27	0.33	0.29	0.33	0.17		0.15
	Form 3			0.00	0.00	0.01	0.04	0.05	0.11	0.13	0.20	0.09	0.09	0.20	0.00	0.04
Female Total		0.07	0.01	0.04	0.07	0.11	0.14	0.16	0.20	0.19	0.28	0.17	0.16	0.15	0.00	0.10
Male	Form 1	0.09	0.01	0.03	0.09	0.11	0.14	0.19	0.20	0.22	0.25	0.24	0.30	0.20		0.11
	Form 2		0.12	0.04	0.05	0.10	0.15	0.19	0.23	0.30	0.38	0.31	0.34	0.20	0.25	0.15
	Form 3			0.00	0.00	0.01	0.02	0.04	0.05	0.09	0.11	0.16	0.23	0.24	0.29	0.04
Male Total		0.09	0.02	0.03	0.07	0.08	0.11	0.14	0.16	0.19	0.23	0.23	0.28	0.22	0.27	0.11
Grand Total		0.07	0.02	0.04	0.07	0.10	0.13	0.15	0.17	0.19	0.24	0.22	0.25	0.20	0.25	0.11

Table 50: Repetition Rate by Gender, Grade and Age: National

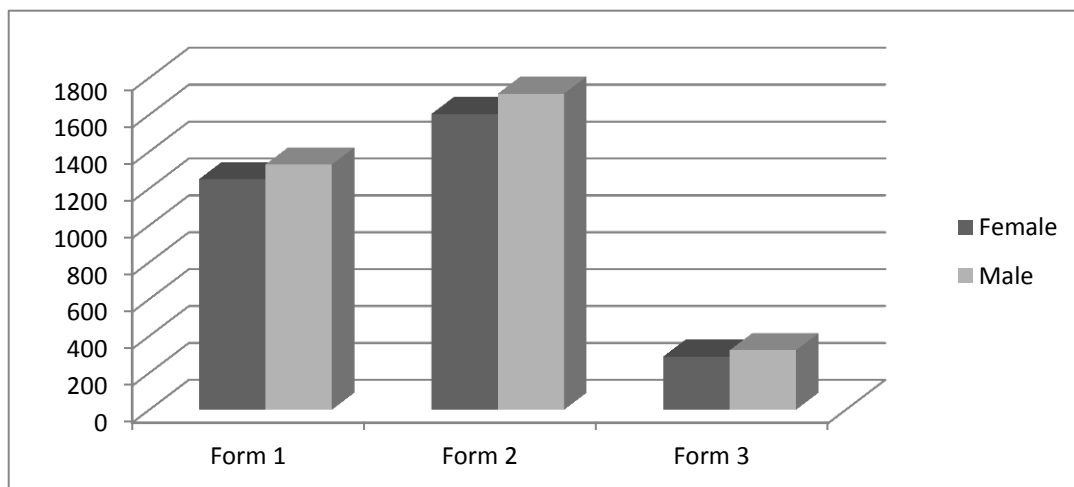
		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	0.08	0.01	0.05	0.10	0.18	0.21	0.31	0.16	0.18	0.44	0.17	0.00	0.00	0.00	0.11
	Form 2		0.05	0.02	0.06	0.16	0.19	0.33	0.30	0.44	0.41	0.21	0.40	0.33	0.00	0.15
	Form 3			0.00	0.00	0.01	0.03	0.06	0.09	0.13	0.28	0.13	0.22	1.00	0.00	0.04
Female Total		0.08	0.01	0.04	0.07	0.12	0.14	0.21	0.18	0.24	0.35	0.16	0.24	0.33	0.00	0.11
Male	Form 1	0.14	0.00	0.04	0.09	0.13	0.14	0.26	0.19	0.31	0.30	0.35	0.14	0.40	0.00	0.12
	Form 2		0.15	0.03	0.05	0.11	0.15	0.25	0.22	0.40	0.50	0.41	0.85	0.38	0.40	0.17
	Form 3			0.00	0.00	0.01	0.02	0.04	0.05	0.11	0.13	0.21	0.25	0.28	0.29	0.05
Male Total		0.14	0.01	0.04	0.06	0.09	0.11	0.18	0.15	0.25	0.28	0.30	0.34	0.32	0.31	0.12
Grand Total		0.09	0.01	0.04	0.07	0.11	0.13	0.20	0.16	0.25	0.30	0.27	0.32	0.32	0.20	0.11

The fact that the proportion of repeaters and the repetition rate are almost the same indicate that there is a 'culture' of repetition in the system; roughly the same proportions repeat each year. This needs to be investigated.

Table 51: Number of Repeaters by Gender, Grade and Region

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	320	271	308	352	1,251
	Form 2	391	294	446	473	1,604
	Form 3	34	46	40	170	290
Female Total		745	611	794	995	3,145
Male	Form 1	365	240	351	374	1,330
	Form 2	450	306	413	545	1,714
	Form 3	58	51	50	164	323
Male Total		873	597	814	1,083	3,367
Grand Total		1,618	1,208	1,608	2,078	6,512

Chart 35: Number of Repeaters by Grade and Gender



There was high repetition in Form 2. The drop in repetition in Form 3 did not necessarily mean that more students moved into Form 4 but could have also indicated that most repeaters at this level of education do not do so in the same schools or system.

(b) Pass and Failure Rates

Table 52: Pass and Failure Rates by Region, Grade: National

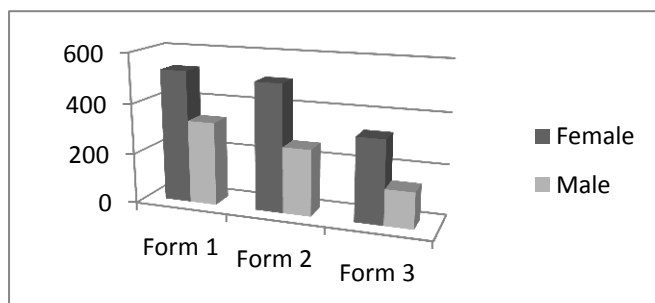
		Female		Male		Total no Failed	Total no Passed	Pass-Rates	
		no Failed	No Passed	no Failed	No Passed			Female	Male
Hhohho	Form 1	412	2,121	414	2,027	826	4,148	83.7%	83.0%
	Form 2	517	1,809	584	1,867	1,101	3,676	77.8%	76.2%
	Form 3	194	1,276	212	1,296	406	2,572	86.8%	85.9%
Hhohho Total		1,123	5,206	1,210	5,190	2,333	10,396	82.3%	81.1%
Lubombo	Form 1	362	1,267	343	1,285	705	2,552	77.8%	78.9%
	Form 2	358	1,018	356	1,058	714	2,076	74.0%	74.8%
	Form 3	201	755	235	772	436	1,527	79.0%	76.7%
Lubombo Total		921	3,040	934	3,115	1,855	6,155	76.7%	76.9%
Manzini	Form 1	403	2,202	426	2,019	829	4,221	84.5%	82.6%
	Form 2	525	1,909	533	1,801	1,058	3,710	78.4%	77.2%
	Form 3	119	1,057	183	1,062	302	2,119	89.9%	85.3%
Manzini Total		1,047	5,168	1,142	4,882	2,189	10,050	83.2%	81.0%
Shiselweni	Form 1	641	1,814	631	2,003	1,272	3,817	73.9%	76.0%
	Form 2	743	1,680	643	1,583	1,386	3,263	69.3%	71.1%
	Form 3	341	1,095	281	1,278	622	2,373	76.3%	82.0%
Shiselweni Total		1,725	4,589	1,555	4,864	3,280	9,453	72.7%	75.8%
Grand Total		4,816	18,003	4,841	18,051	9,657	36,054	78.9%	78.9%

(c) Dropout

Table 53: Number of Dropouts by Gender, Reason and Grade

		Form 1	Form 2	Form 3	Grand Total
Female	Absconded	117	87	20	224
	Death	10	6	6	22
	Disciplinary	8	14	7	29
	Family Reasons	38	40	15	93
	Pregnancy	230	245	155	630
	School fees	55	49	23	127
	Sickness	24	22	4	50
	Transfer	45	41	98	184
Female Total		527	504	328	1,359
Male	Absconded	111	97	43	251
	Death	8	6	3	17
	Disciplinary	23	16	4	43
	Family Reasons	49	31	12	92
	Pregnancy	7	4	9	20
	School fees	70	60	13	143
	Sickness	25	21	6	52
	Transfer	38	27	52	117
Male Total		331	262	142	735
Grand Total		858	766	470	2,094

Chart 36: Dropout by Grade and Gender: National



Dropout decreased from Form 1 to Form 3. There was an observed high dropout rate in females at secondary levels in 2010. These rates were not only due to pregnancy but also due to absconding, which is leaving the school premature without explanation. Absconding was high in both genders, whereas pregnancy was prominent in girls at this level. This is not a similar trend as in primary schools where the dropout of boys was also substantial. A closer look at two reasons, pregnancy and schools has been presented below.

Chart 37: Dropout due to lack of School Fees: National.

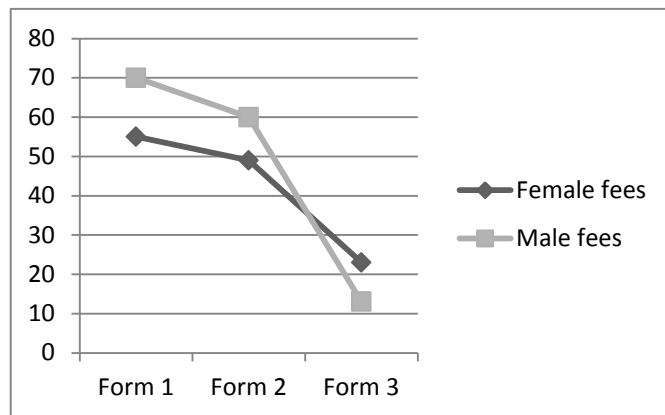
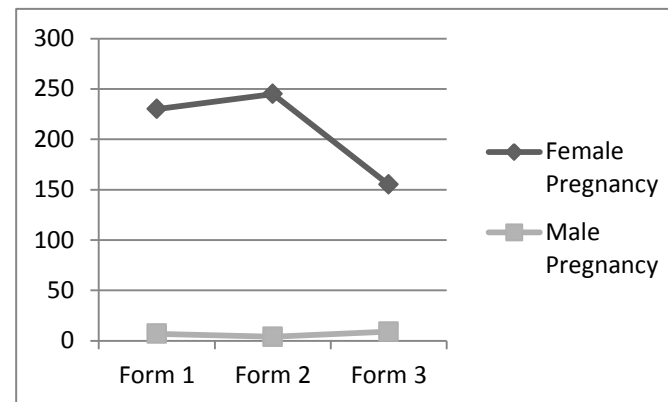


Chart 38: Dropout due to Pregnancy: National



Dropout due to pregnancy at secondary school levels appeared to be a problem for the girls. Although sizeable number also dropped out due to fees five times as many dropped off due to pregnancy. At lower levels fewer girls drop off, but as soon as we reach secondary level the situation is opposite. It also appeared as if secondary schools did not apply the same policy as primary schools because very few boys dropped out, or the causes of pregnancy are not limited to other pupils alone.

Table 54: Dropout by Gender, Reason and Region

Hhohho	Lubombo	Manzini	Shiselweni	Total
--------	---------	---------	------------	-------

Female	Absconded	50	55	57	62	224
	Death	9	3	7	3	22
	Disciplinary	15	7	2	5	29
	Family Reasons	24	20	13	36	93
	Pregnancy	174	154	128	174	630
	School fees	79	23	21	4	127
	Sickness	14	5	17	14	50
	Transfer	68	27	57	32	184
Female Total		433	294	302	330	1,359
Male	Absconded	69	64	66	52	251
	Death	5	3	4	5	17
	Disciplinary	29	4	7	3	43
	Family Reasons	33	19	22	18	92
	Pregnancy	2	8	2	8	20
	School fees	83	17	33	10	143
	Sickness	13	10	10	19	52
	Transfer	32	12	46	27	117
Male Total		266	137	190	142	735
Grand Total		699	431	492	472	2,094

(d) Special Education Needs (SEN)

Table 51: Number of SEN Pupils by Gender, Type of Disability and Grade: National

		Form 1	Form 2	Form 3	Total
Female	Hearing Impaired	12	0	1	13
	Learning Disability	4	0	0	4
	Physical Disability	0	1	1	2
	Visually Impaired	326	250	150	726
Female Total		342	251	152	745
Male	Hearing Impaired	2	0	0	2
	Other Impairment	0	1	0	1
	Visually Impaired	208	141	76	425
Male Total		210	142	76	428
Grand Total		552	393	228	1,173

Table 56: Number of SEN Pupils by Gender, Type of Disability and Region

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired	1	1	8	3	13
	Learning Disability	1	3	0	0	4
	Physical Disability	2		0	0	2
	Visually Impaired	134	219	204	169	726
Female Total		138	223	212	172	745
Male	Hearing Impaired	0	1	0	1	2
	Other Impairment	0	0	1	0	1
	Visually Impaired	56	153	120	96	425
Male Total		56	154	121	97	428
Grand Total		194	377	333	269	1,173

(e) Orphans and Vulnerable Children (OVC)

The reported data on OVC indicated a huge change from 2009 to 2010. In 2009 reports from schools were slightly conservative because schools thought the data could be used for auditing purposes. However, when the EMIS alluded to the need to fully report even on OVC not paid for by Government the figures changed drastically. This is a phenomenon that needs to be verified, as the huge increases need to be validated. The unit will undertake a Data Audit in 10 percent of the schools.

Table 57: Number Orphans and Vulnerable Children by Gender, Grade and Age: National

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	48	747	2,004	2,302	1,926	1,318	671	218	81	19	11	3	1	1	9,350
	Form 2		43	730	1,875	2,235	1,930	1,257	616	289	77	27	13	6		9,098
	Form 3			54	606	1,514	1,550	1,304	717	348	121	48	14	3	3	6,282
Female Total		48	790	2,788	4,783	5,675	4,798	3,232	1,551	718	217	86	30	10	4	24,730
Male	Form 1	17	334	1,239	1,731	1,771	1,720	1,248	611	286	95	39	12	9		9,112
	Form 2		22	352	1,069	1,622	1,819	1,701	1,304	752	311	124	47	10	6	9,139
	Form 3			10	310	920	1,221	1,255	1,105	857	419	177	82	26	7	6,389
Male Total		17	356	1,601	3,110	4,313	4,760	4,204	3,020	1,895	825	340	141	45	13	24,640
Grand Total		65	1,146	4,389	7,893	9,988	9,558	7,436	4,571	2,613	1,042	426	171	55	17	49,370

Chart 39: OVC by Age and Gender

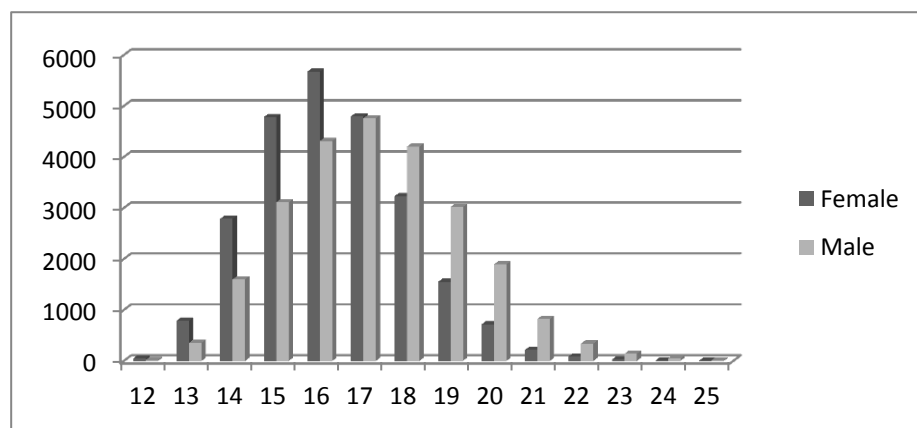


Table 58: OVC by Gender, Grade and Region

Hhohho	Lubombo	Manzini	Shiselweni	Grand
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						Total
Female	Form 1	1,980	2,158	2,442	2,770	9,350
	Form 2	1,923	1,936	2,381	2,858	9,098
	Form 3	1,470	1,387	1,530	1,895	6,282
Female Total		5,373	5,481	6,353	7,523	24,730
Male	Form 1	2,031	2,082	2,347	2,652	9,112
	Form 2	2,016	1,998	2,272	2,853	9,139
	Form 3	1,477	1,476	1,534	1,902	6,389
Male Total		5,524	5,556	6,153	7,407	24,640
Grand Total		10,897	11,037	12,506	14,930	49,370

Chart 40: Number of OVC by Region

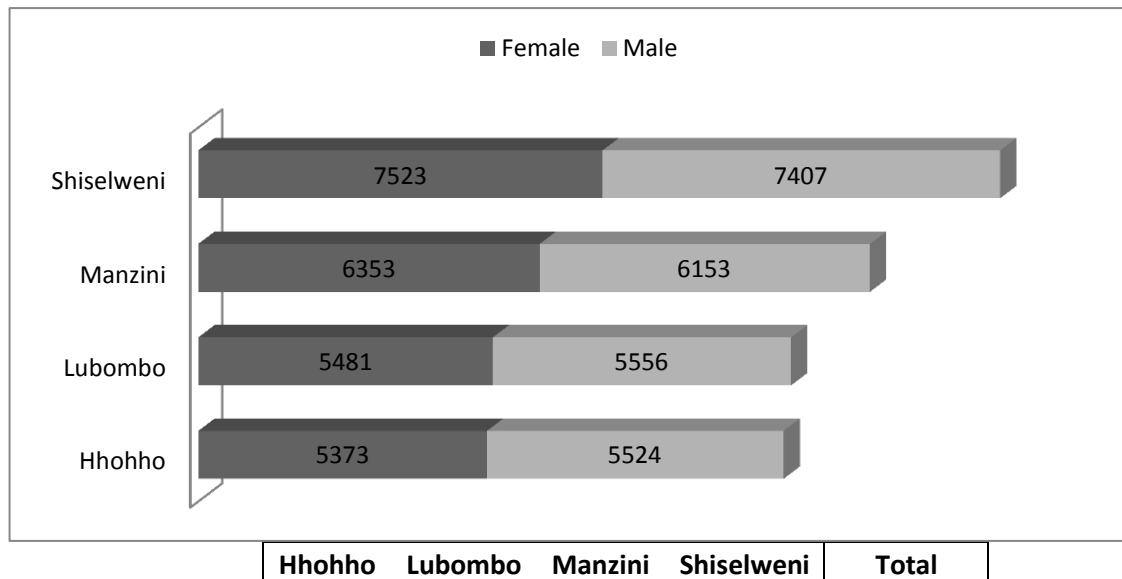
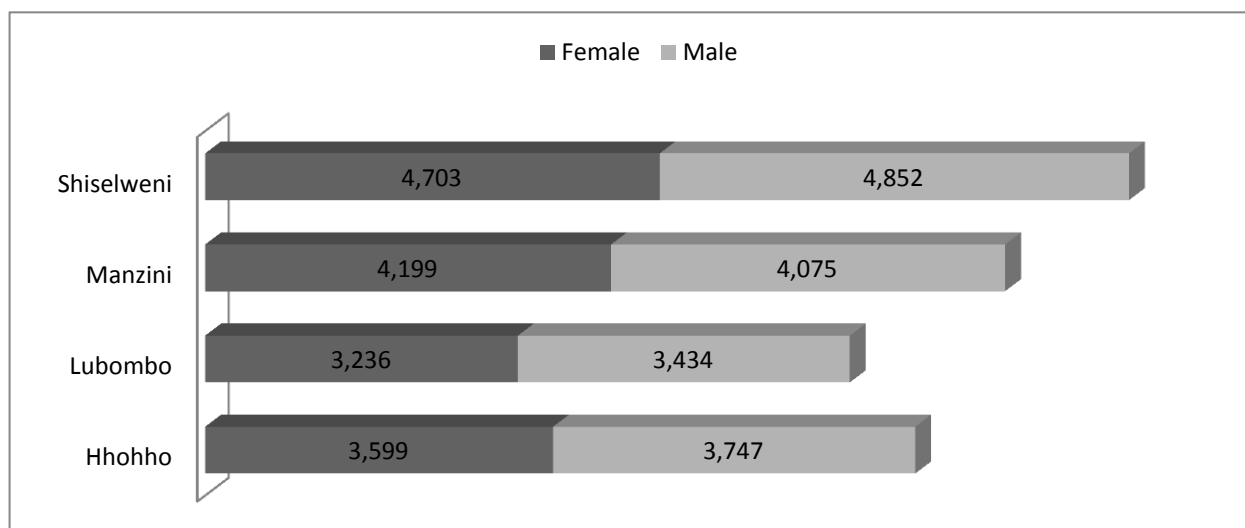


Table 59: Number of Orphans by Gender, Grade and Region

Female	Form 1	1,286	1,285	1,681	1,743	5,995
	Form 2	1,278	1,156	1,517	1,776	5,727
	Form 3	1,035	795	1,001	1,184	4,015
Female Total		3,599	3,236	4,199	4,703	15,737
Male	Form 1	1,367	1,316	1,597	1,800	6,080
	Form 2	1,345	1,258	1,517	1,856	5,976
	Form 3	1,035	860	961	1,196	4,052
Male Total		3,747	3,434	4,075	4,852	16,108
Grand Total		7,346	6,670	8,274	9,555	31,845

Chart: 41: Number of Orphans by Region



Some Basic Education Indicators

1. Transition Rates Primary to Secondary

	Swaziland	Female	Male
TR	103%	103%	102%

These rates indicated that more pupils entered Form 1 in 2010 than the number of primary school graduates of 2009 (previous year). This indicated an expansion of secondary schools, implying that some of the Form 1 enrolment was due to an increase in number of 'private secondary schools' or new streams in public schools. The pupils who in the past years did not get accepted in Form 1 due to lack of space, were in 2010 accommodated because of increased capacity at this level of education.

2. Gross Enrolment and Net Enrolment Rates

	Swaziland	Female	Male
GER	78.2%	75.5%	80.9%
NER	25.7%	30.2%	21.2%

Gross and Net enrolment ratios are very low. This is largely due to the overall limited capacity in secondary levels of education, i.e. Forms 2 and 3 and the fact that a large number of secondary school aged pupils (13-15) are still enrolled in primary education.

3. Gender Parity

- a. Gender Parity based on GER =0.93
- b. Gender Parity based on NER= 1.42

Results indicated that there are more 'within-age' girls enrolled at secondary level, there were three girls to every two boys enrolled. This implied that the system is also over loaded with boys who are on average older than their female counterparts.

4. Pupil-Teacher Ratios (All and Qualified Teachers): see senior secondary analysis.

5. Orphans and Special Education Needs

	Swaziland	Hhohho	Lubombo	Manzini	Shiselweni
Enrolment	88,682	25,400	17,269	24,786	21,227
OVC:	20,004	4,648	3,980	4,959	6,417
Orphans	12,889	3,121	2,400	3,242	4,126
SEN	715	136	191	207	181
%OVC	22.56%	18.30%	23.05%	20.01%	30.23%
%Orphans	14.53%	12.29%	13.90%	13.08%	19.44%
%SEN	0.81%	0.54%	1.11%	0.84%	0.85%

6. Graduation Rates

- a. Gross Graduation Rates for Girls (55%) and (59%) for Boys. These rates appear low; they however do not indicate the efficiency of this level of education but capacity, because the number of enrolled pupils at Form 3 is less than the projected population aged 15, which is the official age at the end of Form 3.

SENIOR SECONDARY LEVEL

Secondary and High Schools

Although data for junior and secondary schools has been presented separately it has to be noted that all high schools have a junior secondary part. For purposes of avoiding double counting they will be presented in one table. However, it will be noted that they are two distinct levels of education, i.e. Junior from Form 1 to Form 3 and Senior from Form 4 to Form 6. These are two separate levels and for purposes of International Classification under the International Standards of Classification of Education (ISCED) they are classified as level 2 and level 3 for junior and senior levels respectively.

Table 60: Number of Secondary and High Schools: National

		Community	Government	Mission Govt. Aided	Private Govt Aided	Private	Total
Hhohho	Senior Secondary	27	3	10	1	0	41
	Lower Secondary	16	0	1	1	0	18
Hhohho Total		43	3	11	2	0	59
Lubombo	Senior Secondary	20	2	5	2	2	31
	Lower Secondary	24	0	0	1	0	25
Lubombo Total		44	2	5	3	2	56
Manzini	Senior Secondary	23	3	15	0	10	51
	Lower Secondary	18	1	1	0	0	20
Manzini Total		41	4	16		10	71
Shiselweni	Senior Secondary	33	1	11	0	0	45
	Lower Secondary	7	0	0	0	0	7
Shiselweni Total		40	1	11	0	0	52
Grand Total		168	10	43	5	12	238

There were 238 secondary and high schools in 2010. This represented an increase by 10 schools. Some has been due to schools (especially private) coming out into the open about their operations and conforming to the Ministry regulations others are new and additional streams in public schools. All education is to be accounted for, and by encouraging schools to come out and register the Ministry has even brought to the open some schools which were not known, and this has contributed to increase in reported enrolment figures. There were also a few new secondary schools that have been opened by Government.

Table 61: Enrolment by Grade and Age: National

	15	16	17	18	19	20	21	22	23	24	25	Total
Form 4	156	1,622	3,369	3,922	3,310	2,608	1,218	622	243	124	41	17,235
Form 5		97	1,200	2,409	1,937	1,879	1,408	887	399	196	72	10,484
Form 6			14	38	51	33	24	3	1	3	1	168
Total	156	1,719	4,583	6,369	5,298	4,520	2,650	1,512	643	323	114	27,887

Chart 42: Enrolment by Age and Grade

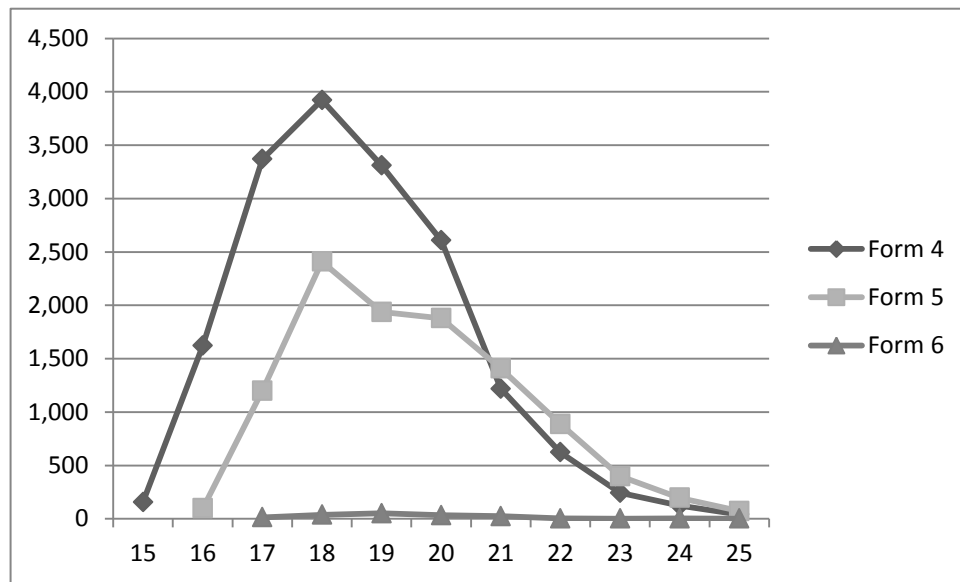


Table 62: Enrolment by Gender, Grade and Age: National

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	109	1,018	1,904	2,089	1,592	1,075	458	194	85	44	16	8,584
	Form 5		58	750	1,375	986	822	577	299	129	49	27	5,072
	Form 6			6	18	27	17	14	3	1	1		87
Female Total		109	1,076	2,660	3,482	2,605	1,914	1,049	496	215	94	43	13,743
Male	Form 4	47	604	1,465	1,833	1,718	1,533	760	428	158	80	25	8,651
	Form 5		39	450	1,034	951	1,057	831	588	270	147	45	5,412
	Form 6			8	20	24	16	10			2	1	81
Male Total		47	643	1,923	2,887	2,693	2,606	1,601	1,016	428	229	71	14,144
Total		156	1,719	4,583	6,369	5,298	4,520	2,650	1,512	643	323	114	27,887

Chart 43: Enrolment by Age and Gender: National

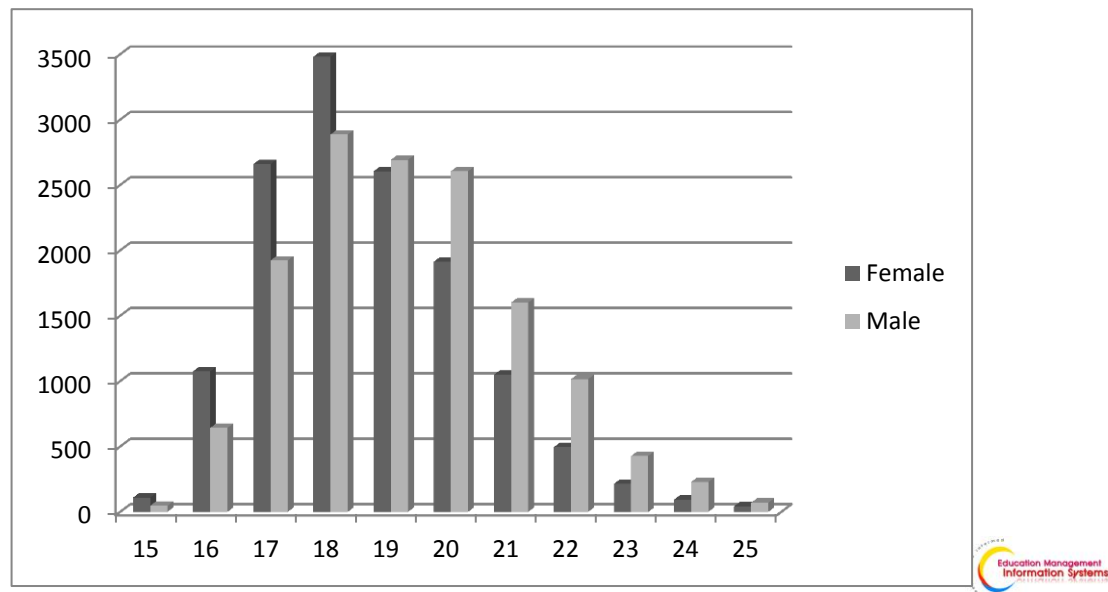


Table 63: Enrolment by Gender, Grade and Age: Private Schools

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	5	19	57	53	31	22	7	3	1		1	199
	Form 5		3	31	48	40	31	22	15	8	4	1	203
Female Total		5	22	88	101	71	53	29	18	9	4	2	402
Male	Form 4	2	14	37	36	34	37	6	7	3		1	177
	Form 5		1	12	35	38	36	38	15	10	3	1	189
Male Total		2	15	49	71	72	73	44	22	13	3	2	366
Grand Total		7	37	137	172	143	126	73	40	22	7	4	768

Chart 44: Enrolment by Age and Gender: Private Schools

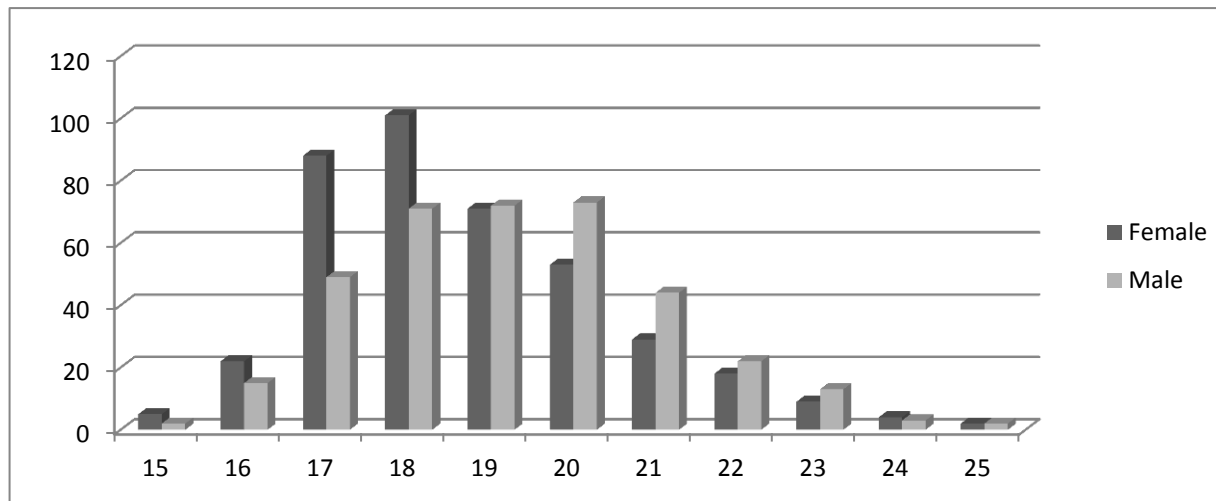


Table 64: Enrolment by Gender, Grade and Age: Hhohho

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	46	358	558	586	439	274	135	57	21	12	3	2,489
	Form 5		26	257	416	296	241	152	78	31	7	6	1,510
	Form 6			6	14	24	15	13	3		1		76
Female Total		46	384	821	1,016	759	530	300	138	52	20	9	4,075
Male	Form 4	22	199	434	552	539	463	202	115	37	23	4	2,590
	Form 5		23	184	364	274	295	245	166	72	42	10	1,675
	Form 6			6	16	22	15	10			2	1	72
Male Total		22	222	624	932	835	773	457	281	109	67	15	4,337
Total		68	606	1,445	1,948	1,594	1,303	757	419	161	87	24	8,412

Chart 45: Enrolment by Age and Gender: Hhohho

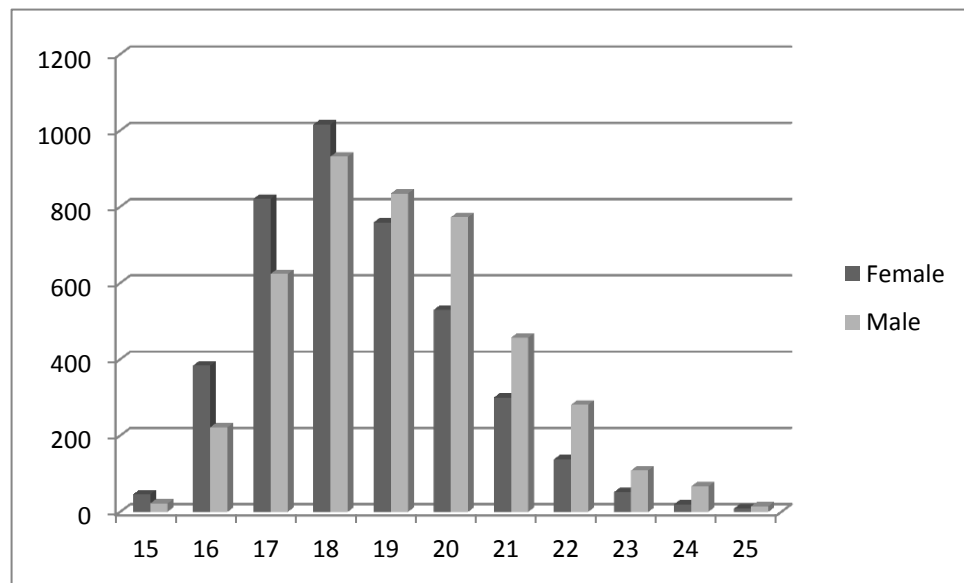


Table 65: Enrolment by Gender, Grade and Age: Lubombo

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	17	133	301	370	313	209	74	31	10	9	1	1,468
	Form 5		10	105	266	204	165	115	54	21	9	5	954
	Form 6						1	1					2
Female Total		17	143	406	636	517	375	190	85	31	18	6	2,424
Male	Form 4	8	103	249	315	306	297	143	77	29	20	9	1,556
	Form 5		6	57	166	183	229	169	132	59	23	9	1,033
	Form 6				1								1
Male Total		8	109	306	482	489	526	312	209	88	43	18	2,590
Grand Total		25	252	712	1,118	1,006	901	502	294	119	61	24	5,014

Chart 46: Enrolment by Age and Gender: Lubombo

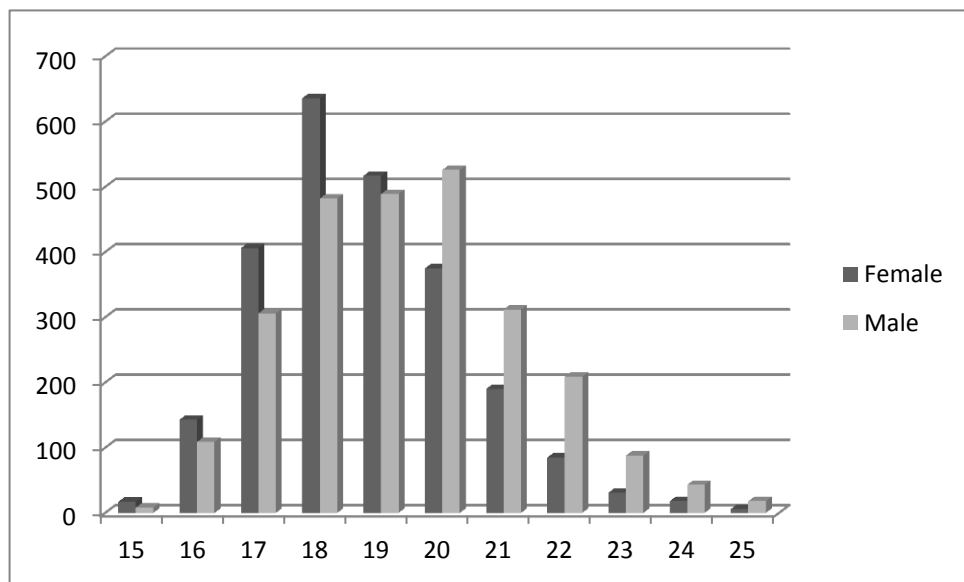


Table 66: Enrolment by Gender, Grade and Age: Manzini

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	33	329	639	633	418	278	93	37	17	5	6	2,488
	Form 5		13	269	444	270	196	149	65	33	17	4	1,460
	Form 6				4	3	1			1			9
Female Total		33	342	908	1,081	691	475	242	102	51	22	10	3,957
Male	Form 4	14	157	467	542	431	376	177	112	29	16	4	2,325
	Form 5		5	114	289	275	285	222	125	55	26	8	1,404
	Form 6			2	3	2	1						8
Male Total		14	162	583	834	708	662	399	237	84	42	12	3,737
Total		47	504	1,491	1,915	1,399	1,137	641	339	135	64	22	7,694

Chart 47: Enrolment by Age and Gender: Manzini

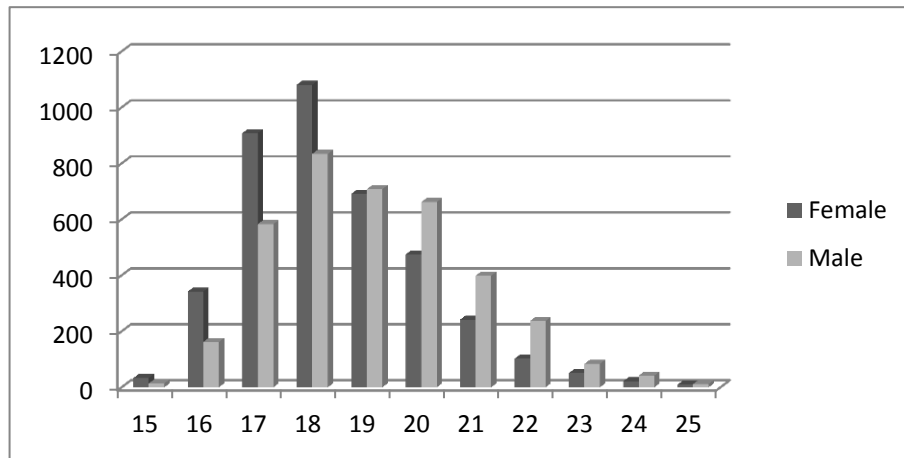


Table 67: Enrolment by Gender, Grade and Age: Shiselweni

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	13	198	406	500	422	314	156	69	37	18	6	2,139
	Form 5		9	119	249	216	220	161	102	44	16	12	1,148
Female Total		13	207	525	749	638	534	317	171	81	34	18	3,287
Male	Form 4	3	145	315	424	442	397	238	124	63	21	8	2,180
	Form 5		5	95	215	219	248	195	165	84	56	18	1,300
Male Total		3	150	410	639	661	645	433	289	147	77	26	3,480
Grand Total		16	357	935	1,388	1,299	1,179	750	460	228	111	44	6,767

Chart 48: Enrolment by Age and Gender: Shiselweni

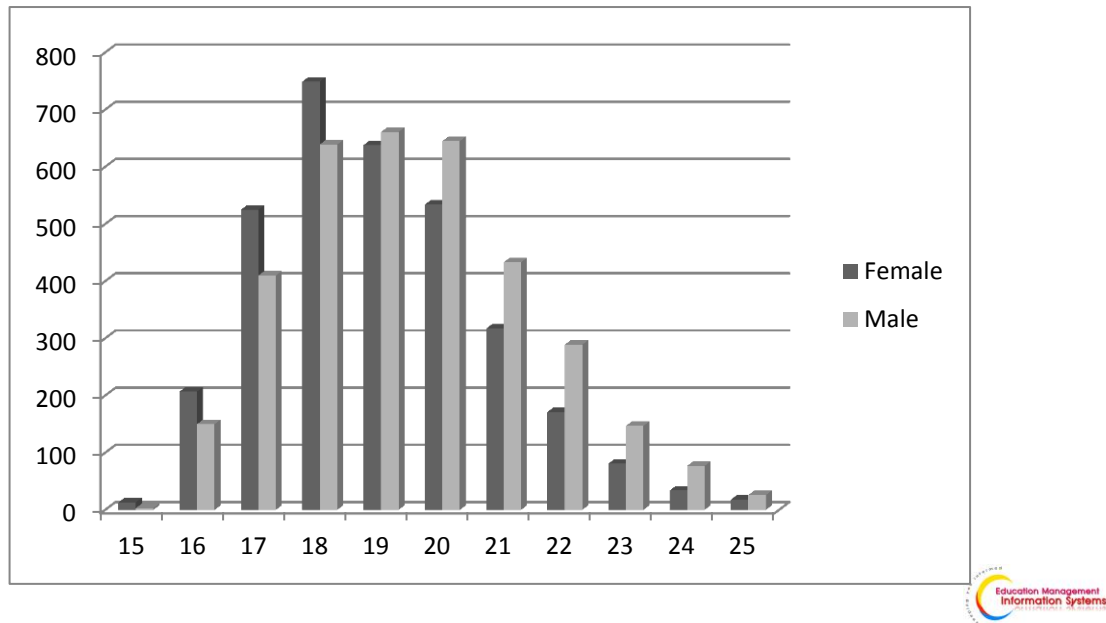


Table 68: “Within-Age” Enrolment by Gender, Grade and Region.

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	1,502	804	1,601	1,104	5,011
	Form 5	699	381	726	377	2,183
	Form 6	20		4		24
Female Total		2,221	1,185	2,331	1,481	7,218
Male	Form 4	1,185	667	1,166	884	3,902
	Form 5	571	229	408	315	1,523
	Form 6	22	1	5		28
Male Total		1,778	897	1,579	1,199	5,453
Total		3,999	2,082	3,910	2,680	12,671

(f) Repeaters

Table 69: Number of Repeaters by Gender, Grade and Age: National

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	4	30	151	364	373	254	140	50	18	8	4	1,396
	Form 5			4	5	8	7	10	6	3	1	1	45
	Form 6							1	1				2
Female Total		4	30	155	369	381	261	151	57	21	9	5	1,443
Male	Form 4	2	26	115	246	309	312	168	121	50	18	4	1,371
	Form 5			1	5	4	11	5	14	4	8	2	54
	Form 6							1					1
Male Total		2	26	116	251	313	323	174	135	54	26	6	1,426
Grand Total		6	56	271	620	694	584	325	192	75	35	11	2,869

Chart 49: Repeaters by Age and Gender: National

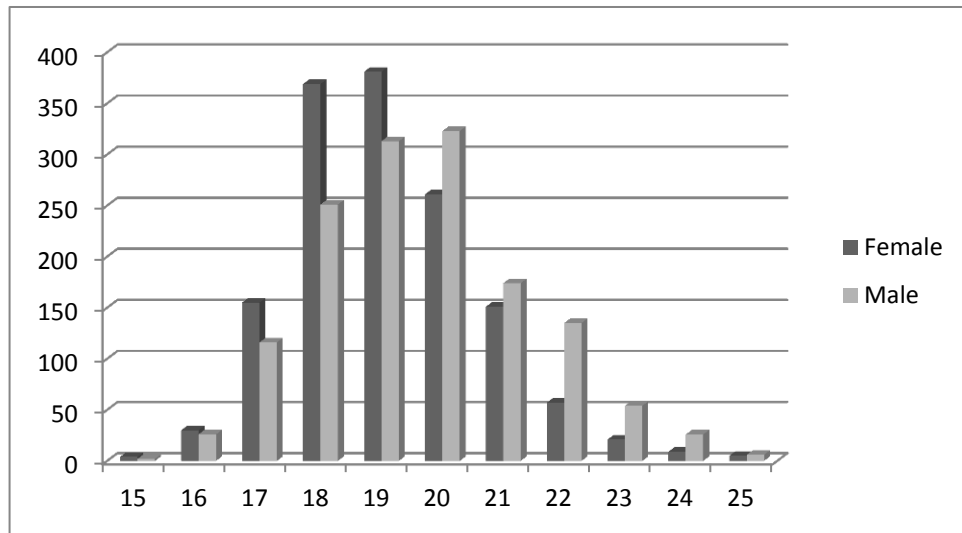


Chart 50: Proportion of Repeaters by gender and region

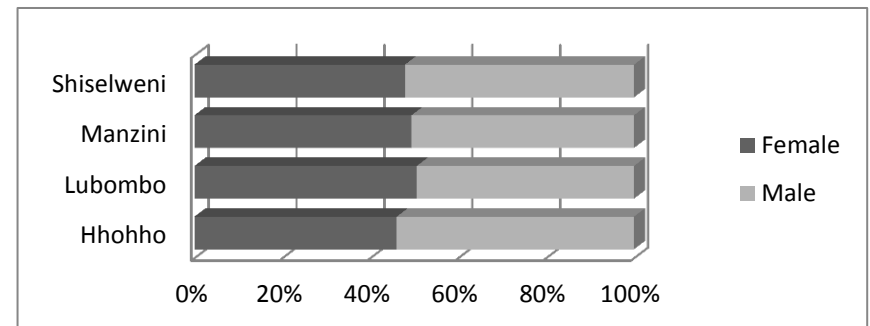


Table 70: Number of Repeaters by Gender and Region

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	745	611	794	995	3,145
Male	873	597	814	1,083	3,367
Total	1,618	1,208	1,608	2,078	6,512

Table 71: Percentage of Repeaters by Gender, Grade and Age: National

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	0.04	0.03	0.08	0.17	0.23	0.24	0.31	0.26	0.21	0.18	0.25	0.16
	Form 5		0.00	0.01	0.00	0.01	0.01	0.02	0.02	0.02	0.02	0.04	0.01
	Form 6			0.00	0.00	0.00	0.00	0.07	0.33	0.00	0.00	0.00	0.02
Female Total		0.04	0.03	0.06	0.11	0.15	0.14	0.14	0.11	0.10	0.10	0.12	0.10
Male	Form 4	0.04	0.04	0.08	0.13	0.18	0.20	0.22	0.28	0.32	0.23	0.16	0.16
	Form 5		0.00	0.00	0.00	0.00	0.01	0.01	0.02	0.01	0.05	0.04	0.01
	Form 6			0.00	0.00	0.00	0.00	0.10	0.00	0.00	0.00	0.00	0.01
Male Total		0.04	0.04	0.06	0.09	0.12	0.12	0.11	0.13	0.13	0.11	0.08	0.10
Grand Total		0.04	0.03	0.06	0.10	0.13	0.13	0.12	0.13	0.12	0.11	0.10	0.10

Table 72: Repetition Rate by Gender, Grade and Age: National

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	0.05	0.03	0.08	0.22	0.27	0.27	0.29	0.25	0.25	0.24	0.57	0.18
	Form 5		0.00	0.00	0.00	0.01	0.01	0.02	0.03	0.03	0.02	0.10	0.01
	Form 6			0.00	0.00	0.00	0.00	0.50		0.00			0.03
Female Total		0.05	0.03	0.06	0.12	0.15	0.15	0.17	0.13	0.12	0.12	0.29	0.11
Male	Form 4	0.03	0.04	0.09	0.19	0.18	0.26	0.20	0.27	0.26	0.30	0.17	0.18
	Form 5		0.00	0.00	0.00	0.00	0.01	0.01	0.03	0.02	0.09	0.05	0.01
	Form 6			0.00	0.00	0.00	0.00	0.25	0.00		0.00		0.01
Male Total		0.03	0.04	0.06	0.10	0.11	0.15	0.11	0.15	0.13	0.17	0.09	0.11
Grand Total		0.04	0.03	0.06	0.11	0.13	0.15	0.13	0.14	0.13	0.15	0.13	0.11

Table 73: Pass rates by Region, Grade and Gender

		Female		Male		Total no Failed	Total no Passed	Passrates	
		no Failed	No Passed	no Failed	No Passed			Female	Male
Hhohho	Form 4	351	1280	436	1287	787	2567	78.5%	74.7%
	Form 5	69	477	35	524	104	1001	87.4%	93.7%
	Form 6	34	241	46	221	80	462	87.6%	82.8%
Hhohho Total		454	1998	517	2032	971	4030	81.5%	79.7%
Lubombo	Form 4	269	613	282	695	551	1308	69.5%	71.1%
	Form 5	153	249	149	270	302	519	61.9%	64.4%
	Form 6	24	107	43	94	67	201	81.7%	68.6%
Lubombo Total		446	969	474	1059	920	2028	68.5%	69.1%
Manzini	Form 4	477	1300	533	1172	1010	2472	73.2%	68.7%
	Form 5	47	351	55	428	102	779	88.2%	88.6%
Manzini Total		524	1651	588	1600	1112	3251	75.9%	73.1%
Shiselweni	Form 4	566	1331	579	1290	1145	2621	70.2%	69.0%
	Form 5	43	287	54	231	97	518	87.0%	81.1%
Shiselweni Total		609	1618	633	1521	1242	3139	72.7%	70.6%
Grand Total		2033	6236	2212	6212	4245	12448	75.4%	73.7%

Table 74: Number of Re-Starters by Gender, Grade and Age: National

	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Form 1	1	1	3		2	3	1	1							12
Form 2		1	4	6	9	11	5	4	1	1	3	1			46
Form 3					1	1	1	3				1			7
Form 4				7	13	17	33	26	22	13	10	2	4		147
Form 5						3	1	6	10	9	6	2	2		39
Female	1	2	7	13	25	35	41	40	33	23	19	6	6		251
Form 1	4	4	3	5	9	4	4		1	1					35
Form 2		1		6	5	10	10	6	3	7	4	2			54
Form 3						1	3	4	3		1				12
Form 4				11	11	30	30	32	28	18	9	4			173
Form 5					1	2	2	8	13	12	6	1			45
Male	4	5	3	22	26	47	49	50	48	38	20	7			319
Total	5	7	10	35	51	82	90	90	81	61	39	13	6		570

Table 75: Number of New Entrants by Gender, Grade and Age: National

	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Form 1	85	1,309	2,827	2,617	1,938	1,116	582	175	69	9	5	3	2		10,737
Form 2		92	1,219	2,443	2,362	1,662	1,033	385	224	55	15	5	4		9,499
Form 3			99	990	2,051	1,591	1,379	572	284	102	41	20	4	1	7,134
Form 4				105	993	1,761	1,737	1,206	808	298	131	57	34	8	7,138
Form 5					59	757	1,389	1,004	849	580	295	126	47	24	5,130
Form 6						6	18	27	17	13	2	1	1		85
Female	85	1,401	4,145	6,155	7,403	6,893	6,138	3,369	2,251	1,057	489	212	92	33	39,723
Form 1	41	624	1,977	2,141	2,142	1,621	1,227	479	244	64	28	8	9		10,605
Form 2		52	663	1,713	1,981	1,751	1,624	912	562	180	73	29	10	6	9,556
Form 3			38	499	1,413	1,523	1,478	1,023	792	331	129	49	16	6	7,297
Form 4				45	578	1,363	1,576	1,404	1,198	565	289	100	58	22	7,198
Form 5					40	452	1,039	965	1,066	823	578	265	140	44	5,412
Form 6						8	20	24	16	9			2	1	80
Male	41	676	2,678	4,398	6,154	6,718	6,964	4,807	3,878	1,972	1,097	451	235	79	40,148
Total	126	2,077	6,823	10,553	13,557	13,611	13,102	8,176	6,129	3,029	1,586	663	327	112	79,871

Table 76: Promotion Rates by Gender, Grade and Age: National

	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Form 1	1.06	0.91	1.01	0.98	1.02	0.86	1.15	0.76	0.87	0.36	0.42	0.50	1.00	0.00	0.97
Form 2		0.86	0.90	0.93	1.02	0.80	1.00	0.66	1.19	0.87	0.52	0.50	1.33	0.00	0.91
Form 3			0.94	0.93	1.10	0.92	1.18	0.79	0.94	1.20	1.28	2.22	4.00	0.25	1.00
Form 4				1.40	1.03	0.90	1.06	0.88	0.85	0.62	0.64	0.79	1.03	1.14	0.92
Form 5					0.68	0.91	1.03	0.85	1.06	1.34	1.28	1.27	1.07	2.40	1.01
Form 6						2.00	0.58	0.90	1.89	6.50		1.00			1.12
Female	1.06	0.91	0.98	0.96	1.04	0.87	1.07	0.82	0.97	0.97	0.96	1.08	1.11	1.38	0.96
Form 1	1.46	0.74	1.06	0.92	1.07	0.85	1.17	0.76	1.14	0.93	1.08	0.38	1.80	0.00	0.97
Form 2		1.11	0.89	0.98	0.98	0.84	1.06	0.72	0.94	0.80	0.86	1.45	1.25	1.20	0.92
Form 3			0.69	0.75	1.08	1.03	1.15	0.87	1.12	0.99	1.08	0.80	0.89	0.86	1.01
Form 4				0.76	0.95	1.03	1.19	0.84	0.98	0.69	0.65	0.51	0.95	0.92	0.93
Form 5					0.49	0.87	0.99	0.84	1.16	1.14	1.26	1.15	1.49	1.05	1.03
Form 6						4.00	1.18	0.86	1.00	2.25	0.00		1.00		1.14
Male	1.46	0.76	1.00	0.92	1.02	0.92	1.11	0.81	1.06	0.91	0.97	0.85	1.25	1.00	0.96
Total	1.17	0.85	0.99	0.94	1.03	0.89	1.09	0.82	1.02	0.93	0.97	0.91	1.21	1.09	0.96

Previous Year Data

(a) Dropout

Table 77: Dropout by Gender, Reason and Grade: National

		Form 4	Form 5	Form 6	Total
Female	Absconded	66	13		79
	Death	5	1		6
	Disciplinary or Expelled	20	3		23
	Family Reasons	32	12	1	45
	Pregnancy	194	94	6	294
	School fees	41	19		60
	Sickness	12	6		18
	Transfer	31	1		32
Female Total		401	149	7	557
Male	Absconded	76	13		89
	Death	6	1		7
	Disciplinary or Expelled	25	5		30
	Family Reasons	34	2	1	37
	Pregnancy	7	5		12
	School fees	28	10		38
	Sickness	16	7		23
	Transfer	29	4		33
Male Total		221	47	1	269
Grand Total		622	196	8	826

Chart 51: Dropout by Grade and Gender: National

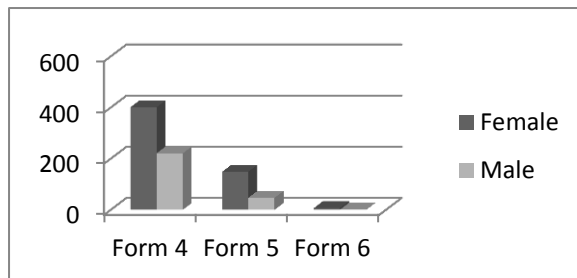


Table 78: Dropout by Gender, Pregnancy and School fees and Region

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Pregnancy	82	62	61	89	294
	School fees	25	11	14	10	60
Female Total		107	73	75	99	354
Male	Pregnancy	8			4	12
	School fees	18	10	7	3	38
Male Total		26	10	7	7	50
Grand Total		133	83	82	106	404

Chart 52: Number dropout due to Pregnancy

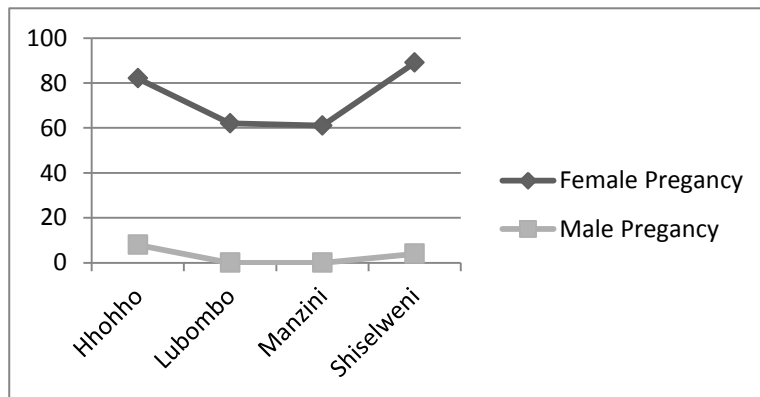


Chart 53: Number of dropout due to School Fees

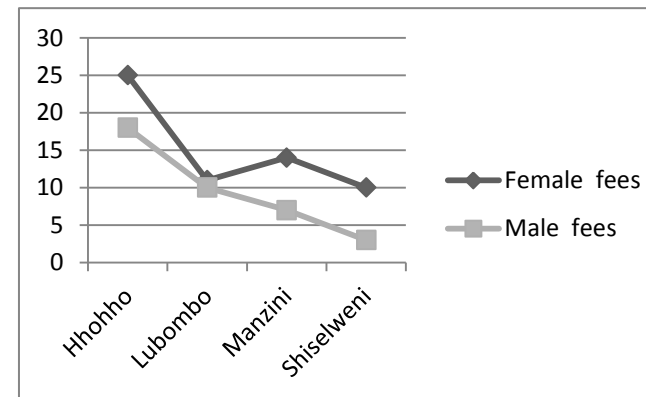


Table 79: Special Need Education (SEN) by Gender, Type of Disability and Grade: National

		Form 3	Form 4	Form 5	Total
Female	Hearing Impaired	1	1		2
	Physical Disability	1			1
	Visually Impaired	150	223	92	465
Female Total		152	224	92	468
Male	Learning Disability		1		1
	Visually Impaired	76	117	53	246
Male Total		76	118	53	247
Grand Total		228	342	145	715

Table 80: Special Needs Education by Gender, Type of Disability and Region

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired	1		1		2
	Physical Disability	1				1
	Visually Impaired	88	114	149	114	465
Female Total		90	114	150	114	468
Male	Learning Disability	1				1
	Visually Impaired	45	77	57	67	246
Male Total		46	77	57	67	247
Grand Total		136	191	207	181	715

Table 81: OVC by Gender, Grade and Age: National

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	43	545	1,238	1,384	1,160	842	385	176	54	25	8	5,860
	Form 5		31	407	870	785	647	412	204	87	40	13	3,496
	Form 6			1	5	2		1					9
Female Total		43	576	1,646	2,259	1,947	1,489	798	380	141	65	21	9,365
Male	Form 4	16	283	819	1,049	1,333	1,062	726	388	172	71	28	5,947
	Form 5		25	216	589	752	811	673	496	237	117	40	3,956
	Form 6				2								2
Male Total		16	308	1,035	1,640	2,085	1,873	1,399	884	409	188	68	9,905
Grand Total		59	884	2,681	3,899	4,032	3,362	2,197	1,264	550	253	89	19,270

Chart 54: OVC by Age and Gender: National

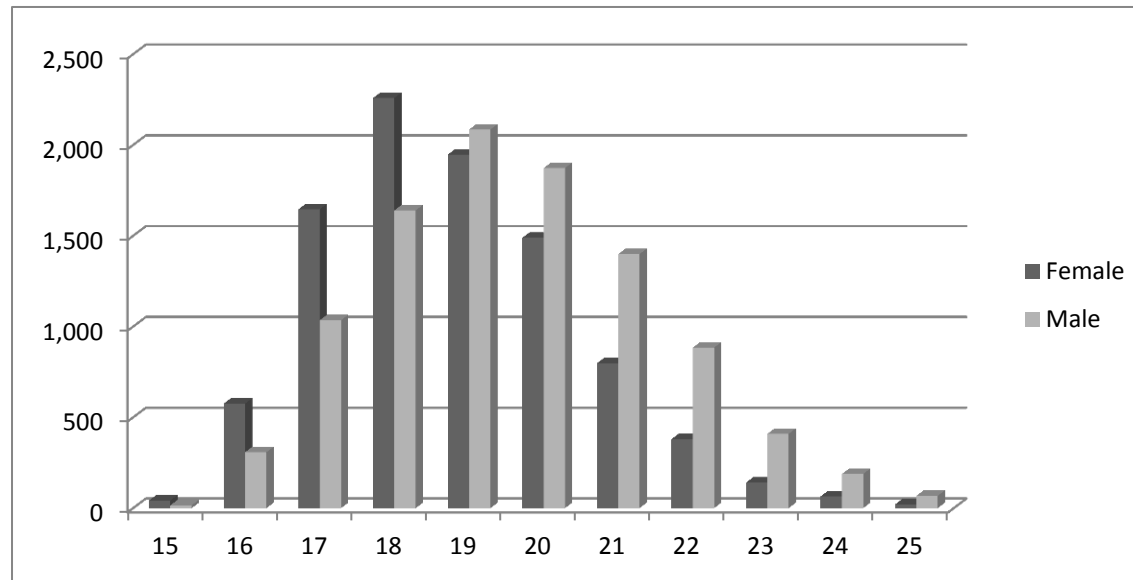


Table 82: Number of Teachers by Gender, Qualification and Age: National

		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	(blank)	Total
Female	A.A.T.	2										2
	BA	12	6	6	4	3	2		1			34
	BA + CCE					2		2				4
	BA Humanities	77	30	26	5	5	4	1				148
	BA Humanities + CDE	18	9	12	18	5	2	1				65
	BA Social Science	17	1	2			2		1			23
	Bachelors + PGCE	312	152	78	21	5	8	1				577
	Bachelor's Honours Degree	10	1	6	4	4	1	1				27
	Bcom	24	11	9	3	2	1					50
	Bed(Prim)	1	2			2		1				6
	Bed(Sec)	11	16	28	22	22	6					105
	Bsc + CDE	8	2	2	11	5	2					30
	Bsc Agricultural Education	53	16	14	5	4	2					94
	BSc in Computer & Mathematics	3										3
	BSc in Home Economics	93	34	28	21	6	1	1				184
	BSc.	41	10	8	9	2	1					71
	BSc. Agriculture	6	2		1							9
	Certificate in I.T. Education	3		2	1	1						7
	Dip. Technical Teaching	3					1					4
	Diploma in Agriculture	3	2	2	7	5	3					22
	Diploma in Commerce	48	7	5	5	3	3				1	72
	Diploma in Computer Science	7		2								9
	Diploma in Education	44	33	26	15	12	13	2			1	146
	Diploma in Home Economics	2	5	11	8	11	2					39
	Diploma in Law	6										6
	Masters	9	4	8	7	6	3					37
	MSc Environmental Monitoring	1	2	2	2	1		1				9
	N.P.D.E.	2	1	1								4
	O-Level	13	2	2		1			1			19
	P.H.C.	3	1									4
	P.H.D.	1		1		1						3
	PLC						1					1
	PTC	3		1	3	2	3	3				15
	PTD	7	6	3	1	1				1		19

	STC	2	2	1	16	38	27	2				88
	STD	197	127	88	29	30	14	3		2		490
	V.I.D.	1		1								2
Female Total		1,043	484	375	218	179	102	19	3	3	2	2,428
		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	(blank)	Total
Male	A.A.T.	1										1
	ACE							1				1
	BA	15	12	12	3	6	4	2		1		55
	BA + CCE	1		2	1	2	6					12
	BA Humanities	42	23	17	3	1	3	1				90
	BA Humanities + CDE	10	2	14	13	11	5					55
	BA Social Science	16	2	4	2		1					25
	Bachelors + PGCE	188	126	64	19	11	8	1				417
	Bachelor's Honours Degree	10	4	9	5	2	2		1			33
	Bcom	21	6	8	3		2					40
	Bed(Prim)		1		4		2					7
	Bed(Sec)	11	19	48	28	27	33	5	1		1	173
	Bsc + CDE	17	5	8	13	6	2	1				52
	Bsc Agricultural Education	144	34	31	10	9	1					229
	BSc in Computer & Mathematics	6		1	1							8
	BSc in Home Economics	4		1								5
	BSc.	85	20	23	13	7	4	5		1		158
	BSc. Agriculture	16	4	3	1	1						25
	Certificate in I.T. Education				1	1						2
	Dip. Technical Teaching	25	21	10	3	4	1					64
	Diploma in Agriculture	8	14	16	15	18	3					74
	Diploma in Commerce	29	9	6	4		1					49
	Diploma in Computer Science	22	5									27
	Diploma in Education	61	38	39	21	10	6	3				178
	Diploma in Home Economics		2	1								3
	Diploma in Law	1										1
	Masters	4	3	10	5	16	8					46
	MSc Environmental Monitoring	1	3	2	3	2						11
	N.P.D.E.	1	2									3
	O-Level	9										9

P.H.C.	1					1						2
P.H.D.		2				2						4
PTC	1					2						3
PTD	6	1	3	1								11
STC	4	3	2	11	19	7	2					48
STD	246	170	137	43	19	15	2		1			633
V.I.D.	1			4								5
Male Total	1,007	531	471	230	174	116	24	2	3	1		2,559

		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	(blank)	Total
(blank)	BA								1			1
	BA Humanities	1			1				1			3
	BA Humanities + CDE	1	1									2
	BA Social Science	1										1
	Bachelors + PGCE	9	1									10
	Bachelor's Honours Degree	1										1
	Bcom	1					1					2
	Bed(Sec)						1					1
	Bsc + CDE	1							1			2
	Bsc Agricultural Education			1	1							2
	BSc in Home Economics	1										1
	BSc.	4					1					5
	BSc. Agriculture	2										2
	Diploma in Agriculture		1									1
	Diploma in Commerce	2	1									3
	Diploma in Education	3	2					1				6
	Diploma in Home Economics						1					1
	STC						2					2
	STD	7	3	5	1							16
(blank) Total		34	9	6	3	6	1	3				62
Grand Total		2,084	1,024	852	451	359	219	46	5	6	3	5,049

Table 83: Number of Teachers by Gender and Region

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	712	437	781	498	2,428
Male	687	514	748	610	2,559
(blank)	20	14	16	12	62
Total	1,419	965	1,545	1,120	5,049

Table 84: Number of Secondary Level Qualified Teachers by Gender, Qualification and Age: National

		:34	35:39	40:44	45:49	50:54	55:59	60:64	65:69	71:	(blank)	Total
Female	BA + CCE					2		2				4
	BA Humanities + CDE	18	9	12	18	5	2	1				65
	Bachelors + PGCE	312	152	78	21	5	8	1				577
	Bachelor's Honours Degree	10	1	6	4	4	1	1				27
	Bed(Sec)	11	16	28	22	22	6					105
	Bsc + CDE	8	2	2	11	5	2					30
	Bsc Agricultural Education	53	16	14	5	4	2					94
	Certificate in I.T. Education	3		2	1	1						7
	Dip. Technical Teaching	3					1					4
	Diploma in Education	44	33	26	15	12	13	2			1	146
	Masters	9	4	8	7	6	3					37
	STC	2	2	1	16	38	27	2				88
	STD	197	127	88	29	30	14	3		2		490
Female Total		670	362	265	149	134	79	12		2	1	1,674
Male	BA + CCE	1		2	1	2	6					12
	BA Humanities + CDE	10	2	14	13	11	5					55
	Bachelors + PGCE	188	126	64	19	11	8	1				417
	Bachelor's Honours Degree	10	4	9	5	2	2		1			33
	Bed(Sec)	11	19	48	28	27	33	5	1		1	173
	Bsc + CDE	17	5	8	13	6	2	1				52
	Bsc Agricultural Education	144	34	31	10	9	1					229
	Certificate in I.T. Education				1	1						2
	Dip. Technical Teaching	25	21	10	3	4	1					64
	Diploma in Education	61	38	39	21	10	6	3				178
	Masters	4	3	10	5	16	8					46
	STC	4	3	2	11	19	7	2				48
	STD	246	170	137	43	19	15	2		1		633
Male Total		721	425	374	173	137	94	14	2	1	1	1,942
(blank)	BA Humanities + CDE	1	1									2
	Bachelors + PGCE	9	1									10
	Bachelor's Honours Degree	1										1
	Bed(Sec)					1						1
	Bsc + CDE	1						1				2
	Bsc Agricultural Education			1	1							2
	Diploma in Education	3	2				1					6
						2						2

	STD	7	3	5	1							16
(blank) Total		22	7	6	2	3	1	1				42
Grand Total		1,413	794	645	324	274	174	27	2	3	2	3,658

Table 85: Number of Secondary Qualified teachers by Gender, Qualification and Region

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	BA + CCE	3	1			4
	BA Humanities + CDE	21	11	18	15	65
	Bachelors + PGCE	191	85	178	123	577
	Bachelor's Honours Degree	5	5	15	2	27
	Bed(Sec)	23	24	37	21	105
	Bsc + CDE	7	8	11	4	30
	Bsc Agricultural Education	27	12	37	18	94
	Certificate in I.T. Education	2	1	1	3	7
	Dip. Technical Teaching		2		2	4
	Diploma in Education	46	18	61	21	146
	Masters	17	7	9	4	37
	STC	20	17	28	23	88
	STD	128	102	126	134	490
Female Total		490	293	521	370	1,674
Male	BA + CCE	5	3	3	1	12
	BA Humanities + CDE	11	12	14	18	55
	Bachelors + PGCE	118	73	124	102	417
	Bachelor's Honours Degree	7	5	17	4	33
	Bed(Sec)	35	41	49	48	173
	Bsc + CDE	11	13	14	14	52
	Bsc Agricultural Education	62	33	72	62	229
	Certificate in I.T. Education	1			1	2
	Dip. Technical Teaching	25	9	17	13	64
	Diploma in Education	57	29	58	34	178
	Masters	10	14	14	8	46
	STC	17	7	16	8	48
	STD	160	135	153	185	633
Male Total		519	374	551	498	1,942
(blank)	BA Humanities + CDE	1		1		2
	Bachelors + PGCE	4	2	3	1	10
	Bachelor's Honours Degree	1				1
	Bed(Sec)			1		1
	Bsc + CDE		1	1		2
	Bsc Agricultural Education			1	1	2
	Diploma in Education	1		5		6
	STC	1	1			2
	STD	4	5	2	5	16
(blank) Total		12	9	14	7	42
Grand		1,021	676	1,086	875	3,658

Chart 55: Number of Teachers: Qualified vs. Unqualified by Gender and Region.

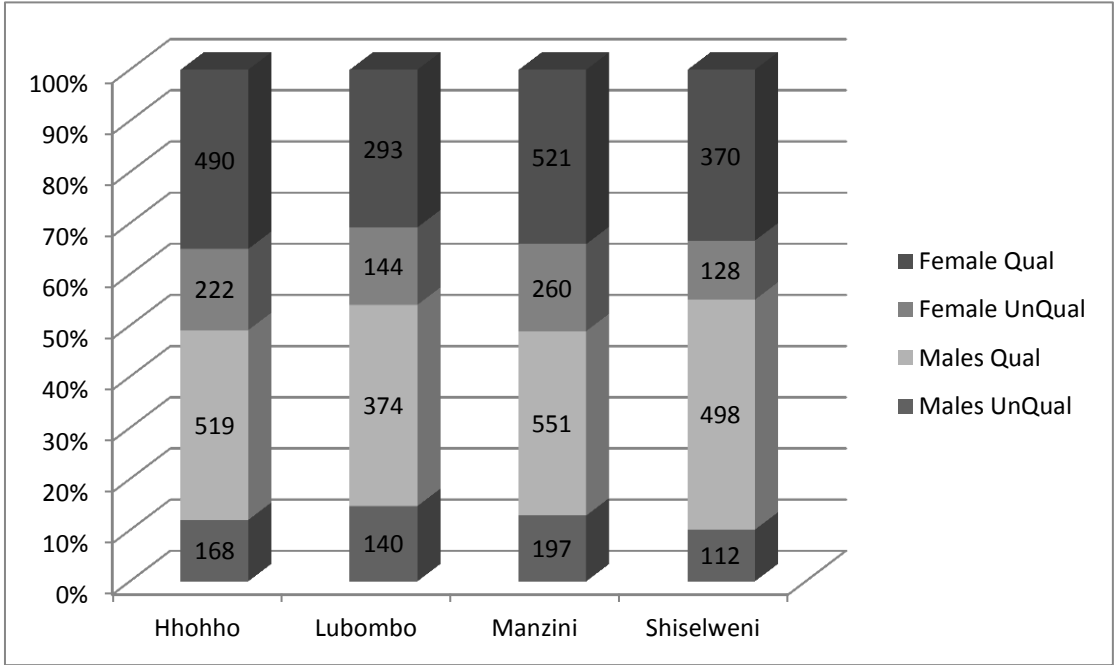


Table 86: Attrition by Gender, Region and Reason: National

		Absconded	Dismissed	Natural Death	not natural death	Others	Resignation	Retirement	Transfer	Total
Female	Hhohho	1	1	3	1	3	2	4	16	31
	Lubombo	2	2	1			1	1	9	16
	Manzini	24	1		2	6	1	4	23	61
	Shiselweni					1	1	8	15	25
Female Total		27	4	4	3	10	5	17	63	133
Male	Hhohho	2	1	6	2	4	5	1	12	33
	Lubombo	3	2	5			3	1	13	27
	Manzini	42	1	3	1	7	7	8	21	90
	Shiselweni	4		4		3	2	3	7	23
Male Total		51	4	18	3	14	17	13	53	173
Grand Total		78	8	22	6	24	22	30	116	306

Table 87: Number of Secondary School Teachers by Gender, Region and Major Subjects: Science related

		Add.								Grand Total
		Mathematics	Agriculture	Biology	Chemistry	Computers	Geography	Mathematics	Physics	
Female	Hhohho	1	173	44	42	3	153	198	14	628
	Lubombo	1	101	17	17	4	125	137	3	405
	Manzini		198	52	42	14	139	185	6	636
	Shiselweni		182	28	19	4	101	148	5	487
Female Total		2	654	141	120	25	518	668	28	2,156
Male	Hhohho	3	124	36	55	9	148	262	39	676
	Lubombo	2	88	32	44	10	135	204	25	540
	Manzini	4	148	46	56	11	182	258	47	752
	Shiselweni	2	122	28	39	6	163	236	35	631
Male Total		11	482	142	194	36	628	960	146	2,599
(blank)	Hhohho	1	2	1			3	6	2	15
	Lubombo		3	1	1		3	4	1	13
	Manzini		4	1	1		5	7		18
	Shiselweni		4	1	1		2	4		12
(blank) Total		1	13	4	3		13	21	3	58
Grand Total		14	1,149	287	317	61	1,159	1,649	177	4,813

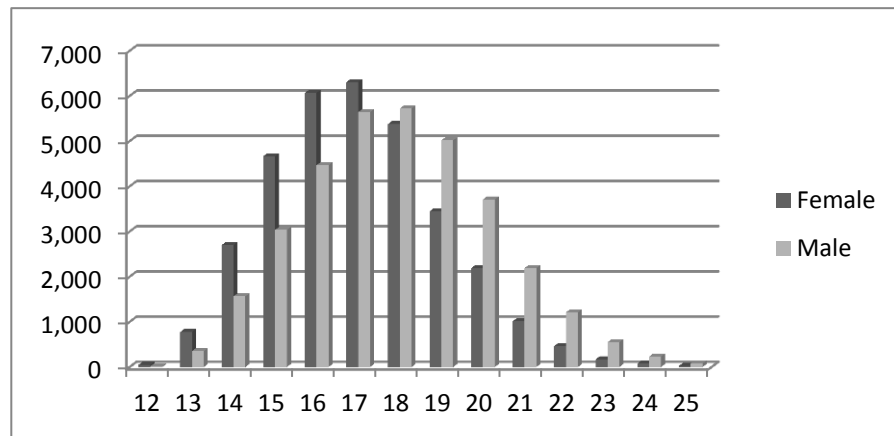
Table 88: Secondary School Teachers by Gender, Region and Major Subjects: Language related

		African Languages	Afrikaans	English	French	Siswati	Total
Female	Hhohho	36	1	490	15	282	824
	Lubombo	31	2	356	5	210	604
	Manzini	43	7	550	9	311	920
	Shiselweni	36		404	1	261	702
Female Total		146	10	1,800	30	1,064	3,050
Male	Hhohho	17		195	5	95	312
	Lubombo	18	1	173	7	81	280
	Manzini	16		217	19	98	350
	Shiselweni	18		212	2	102	334
Male Total		69	1	797	33	376	1,276
(blank)	Hhohho			5		4	9
	Lubombo			7	1	3	11
	Manzini			9	1	2	12
	Shiselweni	1		8		1	10
(blank) Total		1		29	2	10	42
Grand Total		216	11	2,626	65	1,450	4,368

Table 91: OVC Secondary and High Schools by Gender, Grade and Age

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	47	734	1,947	2,237	1,877	1,289	645	210	76	19	11	3	1	1	9,097
	Form 2		40	704	1,808	2,152	1,871	1,217	593	283	77	27	13	6		8,791
	Form 3			49	578	1,462	1,500	1,257	694	338	118	45	14	3	3	6,061
	Form 4				43	545	1,238	1,384	1,160	842	385	176	54	25	8	5,860
	Form 5					31	407	870	785	647	412	204	87	40	13	3,496
	Form 6						1	5	2		1					9
Female Total		47	774	2,700	4,666	6,067	6,306	5,378	3,444	2,186	1,012	463	171	75	25	33,314
Male	Form 1	17	331	1,209	1,688	1,713	1,691	1,218	599	274	89	39	12	9		8,889
	Form 2		21	346	1,032	1,567	1,755	1,652	1,269	731	299	119	47	9	6	8,853
	Form 3			10	299	880	1,162	1,214	1,066	830	403	170	81	25	7	6,147
	Form 4				16	283	819	1,049	1,333	1,062	726	388	172	71	28	5,947
	Form 5					25	216	589	752	811	673	496	237	117	40	3,956
	Form 6						2									2
Male Total		17	352	1,565	3,035	4,468	5,643	5,724	5,019	3,708	2,190	1,212	549	231	81	33,794
Total		64	1,126	4,265	7,701	10,535	11,949	11,102	8,463	5,894	3,202	1,675	720	306	106	67,108

Chart 57: OVC Secondary and High School by Age and Gender



Indicators

1. Transition Rates: Senior Secondary

	Swaziland	Female	Male
TR	120.5%	120.9%	120.1%

The results indicated a 'bulgy' Form 4 class, there are more pupils coming into the system at Form 4, than the enrolled figures in Form 3 (2009). This represents a situation where there is increased capacity and access at form 4. This could also be a normal trend of secondary school expansion.

2. Gross Enrolment and Net Enrolment Rates

	Swaziland	Female	Male
GER	56.8%	54.8%	58.2%
NER	25.3%	28.1%	22.4%

Gross Enrolment figures suggested that not all children reach senior levels of education. These are trapped at lower levels of education or outside the formal sector.

3. Gender Parity

- a. Gender Parity based on GER =0.94
- b. Gender Parity based on NER= 1.25

The situation was common in all levels of education; boys are more in numbers but are also older than their female counterparts on average. However at this level far more girls are of the correct age than boys. This relatively speaking suggested that girls do better in qualitative terms, more are of the correct age – implied their flow is more efficient than boys.

4. Pupil-Teacher Ratios (All and Qualified Teachers)

Two ratios have been presented, one for all teachers including temporary and non-trained teachers. The ratios have not been divided into junior and senior secondary because it is the same teachers that teach these grades. The ratios will present figures from Form 1 to 5. Form 6 was left out because it was negligible.

All Teachers

	National	Hhohho	Lubombo	Manzini	Shiselweni
Teach: Swaziland	5,049	1,419	965	1,545	1,120
Enrolment	88,682	25,400	17,269	24,786	21,227
Pupil/Teacher	18	18	18	16	19

Qualified Teachers only

	National	Hhohho	Lubombo	Manzini	Shiselweni
Teach: Swaziland	3,658	1,021	676	1,086	875
Enrolment	88,682	25,400	17,269	24,786	21,227
Pupil/Teacher	24	25	26	23	24

5. Orphans and Special Education Needs: Senior Secondary

	Swaziland	Hhohho	Lubombo	Manzini	Shiselweni
Enrolment	241,231	64,484	53,388	71,329	52,030
OVC:	140,170	30,417	32,489	37,694	39,570
Orphans	84,731	19,676	18,325	23,625	23,105
SEN	2,233	503	533	781	416
%OVC	58.11%	47.17%	60.85%	52.85%	76.05%
%Orphans	35.12%	30.51%	34.32%	33.12%	44.41%
%SEN	0.93%	0.78%	1.00%	1.09%	0.80%

6. Survival Rates

- a. Due to increased re-starters (some who may not have not been coded as re-starters) the flow are distorted as incoming pupils have resulted in increased promotion rates, due to 'drop-ins'. Survival rates are exaggerated. However, when the reconstructed cohort method is applied the survival rate for girls to form 5 is 65 percent and 58 percent for boys.

7. Graduation Rates

- a. Gross Graduation Rates for Girls (39%) and (45%) for Boys.

8. Life Skills

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Form 1	2,654	1,601	2,552	1,740	8,547
Form 2	2,367	1,126	1,943	1,484	6,920
Form 3	1,559	1,050	1,337	898	4,844
Form 4	1,488	693	1,323	932	4,436
Form 5	1,187	530	600	730	3,047
Form 6	17				17
Total	9,272	5,000	7,755	5,784	27,811

9. Infrastructure

Table: Number of Pit latrines, classrooms, Houses and Schools with Electricity

Regions	Houses	Pit latrine	water borne	Classrooms	Electricity
Hhohho	509	363	295	665	53
Manzini	430	303	258	496	53
Shiselweni	563	402	78	562	48
Lubombo	433	372	161	450	46
Total	1,935	1,440	792	2,173	200

Table: Pupil-Toilet and Pupil-Classroom

	Swaziland	Hhohho	Lubombo	Manzini	Shiselweni
Toilets	2,232	658	533	561	480
Houses	3,136	509	433	430	563
Classrooms	2,173	665	496	562	450
Enrolment	88,682	25,400	17,269	24,786	21,227
Pupil/Toilet	40	39	32	44	44
Pupil/Classroom	41	38	35	44	47

The Pupil to facility ratios are not very different from what entailed in primary schools. However results indicated that at secondary levels class size was slightly bigger in Manzini and Shiselweni regions. The same applied for toilets in the same regions. However it is worth noting that these ratios are too when one considers that pupils at this levels (particularly) girls need more privacy and access to sanitary environment.

The diagram on the cover shows the enrolment pyramid for 2010. Please note that the base is 'wide' and the apex is 'narrow', this suggests that a large proportion of our children will drop of the system because this is the current capacity pattern. This could be a factor of the capacity of the system as we go up to form 6 (fewer classrooms) or that not all of our pupils were finishing the education cycle. The capacity trend is that more than 41 000 begin in grade 1 but only about 10 000 reach form 5.

Education Pyramid 2010

