

## ACKNOWLEDGEMENT

The Ministry of Education and Training would like to thank all who contributed in the production and publication of the 2011 Annual Education Census Report. This year's report includes data collected from the Early Childhood Care and Education (ECCE) and the Higher Education (HE) sub-sectors. The aim is to produce current data and statistics for the whole education and training sector. The report is a result of collaborative work with all educational institutions and the Regional Education Officers who facilitated most of the data collection. Head teachers have also been very important and critical in the process. The Ministry's EMIS unit will continue to collect more data so as to cover the complete profile of the sector and also to provide critical data for the monitoring and evaluation of all programmes under the Ministry's mandate.

The Ministry wishes to thank the Educational Management Information Systems (EMIS) unit for the development and production of the report

The Ministry acknowledges the support from the Director of Statistics and Central Statistics Office for their professional guidance. Importantly the Ministry appreciates support from, the ADEA Working Group for Educational Management and Policy Support and all stakeholders such as, UNESCO, Institute for Statistics, UNICEF and the SET project. The main aim is for the Ministry to produce educational statistics and indicators for current year on annual basis so as to ensure that data is produced on time and is of good quality and is used effectively and efficiently. EMIS data will also be very useful in the monitoring and evaluation of educational programmes.

The Ministry wishes to remind all educational and training institutions (every institution that has enrolled children for purposes of education) of the importance of submitting all data collection instruments in time so as to ensure that the reports will be produced and published in time. It is important and a duty of all head of institutions to ensure that data is not only submitted on time, but data is accurate and given the due weight it deserves. All data is to be submitted by the beginning of the second term of each year.

Thank you

.....  
**Principal Secretary**  
**Ministry of Education and Training**

## INTRODUCTION

One of the core activities of the Ministry is the provision of accurate, high quality and timely educational data. The availability of data is essential so as to enable the country to measure its progress towards national and international agenda such as the implementation of Free Primary Education (FPE) programme and the achievement of Universal Primary Education (UPE). Current indications are that the country is on-track to achieve UPE, in that the enrolment rates have improved and more children have accessed primary education since 2010. Data and statistics provide empirical evidence that may be used to prove that the country will achieve the universal primary education goal by 2015. The Net Enrolment Rate (NER) for primary level stood at 93 percent in 2011 which is quite an achievement. The challenge will be to sustain all the efforts and investments up to 2015 and beyond, because the true achievement of UPE will be when all children complete primary education and move to secondary education. It is also important to consider education that goes on outside the formal school system such as under SEBENTA and Neighbourhood Care Points as some of the benefactors of these non-formal education institutions are children who ought to be captured by the MDG and EFA goals, since they are receiving an education.

When Government introduced state funded primary education in 2010 there was an increase of more than 10 percent in the number of children who registered for the programme. Enrolment figures also increased, however current statistics indicate a slight decrease (less than a percent) in enrolment figures between 2010 and 2011. There was a sizeable dropout during the 2010 academic year, which may be attributed to top-up fees in the free primary education grades. A number of children dropped out because they could not afford the additional fees that may have been charged by schools, others dropped due to other reasons which were family related. Gains of the FPE programme are already being witnessed in the positive transition rates from primary to secondary, and they indicate a high demand for places at secondary levels, more children are now remaining in the school to end of primary. The success of the programme will require an expansion of the secondary level sub sector. There is however one challenge which the Ministry has to address, that of high rates of repetition especially at primary levels which is 15 percent at primary level. Repetition is too high. This means that Government is spending about 15 percent of its education budget funding repetition which is a waste of resources.

What is more worrying is the repetition in Grade 1, which is the highest in all the seven primary grades. This might be due to the inequity in accessing pre-school education. Some schools might be using preschool attendance as a standard for passing Grade 1. This suggests a need for all children to have exposure to Early Childhood Care and Education (ECCE) programmes so as to level the playing field. Repetition in most cases results in drop out. Currently a lot of drop out is witnessed in boys at primary. In addition boys are observed to be older than their female counterparts. The age discrepancy could be due to boys starting their education later than the girls or boys dropping out of school. The FPE programme could have re-introduced back into the system some of the boys who may have dropped out earlier. The FPE has witnessed the incidence of wide age variations even in the lower grades. It is a pedagogical challenge to have to teach boys in their late teens with girls in their early teens, (even at secondary). The difference in age and level of development presents a situation of teenage pregnancies. There is a sizeable number of girls falling pregnant at primary and secondary levels, this is not only saying the country still has a challenge of teenagers engaging in sex early in their life but also that there is still a lot of unprotected sex in the schools making our children vulnerable to STIs and HIV.

Statistics still indicate that boys still dominate at all levels. Gender parity indexes still favour boys. Although there are fewer girls it has been observed that girls are more effective and efficient in the education system despite the fact that they drop out more than boys. The repetition rate for girls is relatively lower than that of boys and more girls are within the official age limit than boys. This suggests that internal efficiency measures are better for girls; they take a shorter time to complete their schooling.

When it comes to teachers, the results indicate that most of the teachers in the country are qualified however, there are still some challenges at primary level but these have been addressed by the re-introduction of the PTD programme at the William Pitcher College. It is hoped that the current surplus of secondary

teachers will be useful when the FPE reaches grade 7 and children move into form 1, the country will have enough teachers to start off at lower secondary levels. The current transition rates of 102% from primary to secondary suggest that there is adequate space for form 1 pupils however the challenge is that some of the places are at locations which might not be close to communities that need them. The current scenario is that there is adequate space in rural and isolated schools, especially in schools along the borders of the country whilst the demand for places is in the cities. The demand for education in the urban areas is due to the fact that there is a perception that urban schools are better resourced (thus perform better) than rural schools as such children stood better chance to get a better quality education in the cities. These rural-urban migrations exert a lot of pressure on existing schools in the cities. This is one reason why the country has witnessed an emergence of schools being set up by the private sector in the Manzini – Mbabane corridor. However it is hoped that the 12 new secondary schools in selected places in the country will alleviate the need for educational classrooms. As these schools will also be highly resourced it is hoped that some pupils (and parents) will not migrate into the cities for a better quality education.

This year the EMIS unit has introduced the International Standard for the Classification of Education (ISCED) mapping to the Annual Education Census report. The Ministry (EMIS) will also be engaged in mapping all education and training programmes under the ISCED because as from 2014 all educational statistics will have to be reported to UNESCO and international agencies under the new ISCED mapping (ISCED2011). The ISCED2011 will be formally adopted in the UNESCO General Conference to be held later in 2013. In the country this exercise will be pegged to the National Qualification Framework, which should also be linked to the ISCED. ISCED is very important because it provides a country with a mechanism to peg its system against all international educational systems. As a matter of fact the MDG and EFA goals are also linked to ISCED because when a country talks of primary education it should be talking of a level of education that is internationally defined and represents exactly the same concept in every country. A detailed analysis of the ISCED will be produced separately at a later stage.

In this year's report each subsector report is preceded by a brief description of the ISCED level classification; these have been taken directly from the UNESCO Institute for Statistics (UIS) website and can be taken as official definitions. There will be reclassification of all local programmes. It will be important that as institutions create and develop new courses (entry requirements, duration and complexity) they are aware of these developments so that they offer qualifications which will meet the local ISCED Mapping criteria. This will ensure that the country's education fares favourably internationally and all local schools, colleges and universities meet the internationally defined criteria. These criteria will also be a benchmark to measure progress towards "first world" status.

It is also important to note that the EMIS was assessed for the second time by the UIS last year under the Data Quality Assessment Framework (DQAF) and was requested to improve in the timely collection and reporting of data. It is in this vein that educational institutions are requested to submit data in the suggested time, so that it can be processed in time.

#### **Additional Information**

**Educational Management Information Systems (EMIS)**

**Ministry of Education and Training**

**P. O. Box 39**

**Mbabane.**

**Phone: 24042491/2/3**

[www.gov.sz](http://www.gov.sz)

[www.emisswaziland.org](http://www.emisswaziland.org)

[shabalalaj@gov.sz](mailto:shabalalaj@gov.sz)

## **WHAT IS International Standard for the Classification of Education - ISCED?**

The International Standard Classification of Education (ISCED) belongs to the United Nations International Family of Economic and Social Classifications, which are applied in statistics world-wide with the purpose of assembling, compiling and analysing cross nationally comparable data. ISCED is the reference classification for organizing educational programmes and related qualifications by education levels and fields. ISCED is a product of international agreement and adopted formally by the General Conference of UNESCO Member States.

ISCED is designed to serve as a framework to classify educational activities as defined in programmes and the resulting qualifications into internationally agreed categories. The basic concepts and definitions of ISCED are therefore intended to be internationally valid and comprehensive of the full range of education systems irrespective of the situation in a particular system.

ISCED classifies educational programmes by their content using two main cross classification variables: levels of education and fields of education. This version of ISCED (ISCED 2011) presents a revision of the ISCED 1997 levels of education classification. It also introduces a related classification of educational attainment levels based on recognized educational qualifications.

The application of ISCED facilitates the transformation of detailed national education statistics on participants, providers and sponsors of education, compiled on the basis of national concepts and definitions, into aggregate categories that can be compared and interpreted internationally. Data collections of education statistics assembled according to ISCED can be based on different data sources such as administrative registers, individual and household surveys, and macro-economic aggregated statistics. ISCED 2011 rests on three components: (i) internationally agreed concepts and definitions; (ii) the classification systems; and (iii) ISCED mappings of educational programmes and related qualifications in countries worldwide. ISCED mappings are an essential tool for organizing information about national education systems, their programmes and related qualifications in order to ensure the comparability of ISCED level information and to support their interpretation for international statistical purposes. ISCED mappings ensure a transparent process of coding national educational programmes and related qualifications into comparable categories for use in international statistics by linking the classification criteria to the properties of the educational programmes and their related qualifications.

## Table of Content

<b>Early Childhood Care Education and Development</b>	<b>Page</b>
Table 1.0: Number of Early Childhood Care Development Centre by Inkhundla	5
Table 1.2: Enrolment by Region, Level, Gender, and Age	7
Table 1.3: Number of Teaching Staff by Training, Gender and Region	8
Chart 1.0 Proportion of Trained, Partly trained and untrained teachers	8
Table 1.4: Number of Care-Giving Staff by Training, Gender and Region	8
Table 1.5: Number of equipment found in the ECCD institution	9
Table 1.6: Number of ECCD centres by Type	9
 <b>Primary Education</b>	
Table 2.1: Number of Primary Schools by their Governance	11
Chart 2.1: Primary Schools Management	11
Table 2.2: Primary Schools Enrolment by Age and Grade	12
Chart 2.2: Enrolment by Grade and Age	12
Table 2.3: New Entrants to Grade 1 by Gender, Region and Age	13
Chart 2.3: Age Proportions of New Entrants to Grade 1	13
Table 2.4: Primary Enrolment by Gender, Grade and Age	14
Chart 2.4: Primary School Enrolment by Age and Gender: National	14
Table 2.5: Primary Enrolment in Private (non- aided) Schools by Gender, Grade and Age	15
Table 2.6: Enrolment by Gender, Grade and Age: Hhohho Region	16
Chart 2.5: Enrolment by Gender and Age: Hhohho	16
Table 2.7: enrolment by Gender, Grade and Age: Lubombo Region	17
Chart 2.6: Enrolment by Gender and Age: Lubombo	17
Table 2.8: Enrolment by Gender, Grade and Age: Manzini Region	18
Chart 2.7: Enrolment by Gender and Age: Manzini	18
Table 2.9: Enrolment by Gender, Grade and Age: Shiselweni Region	19
Chart 2.8: Enrolment by Gender and Age: Shiselweni	19
Table 2.10: Within Official Primary School Age, by Gender, Grade and Age: National	20
Table 2.11: Within Primary School Age, by Gender, Region and Age	20
Table 2.12: Repetition by Gender, Grade, Age: National	21
Chart 2.9: Repeaters by Gender and Grade: National	22
Table 2.13: Percent Repetition by Gender, Grade and Age: National	23
Table 2.14: Repetition Rate by Gender, Grade and Age: National	24
Table 2.15: Dropout by Gender, Grade and Reason	25
Chart 2.10: Dropout by Grade and Gender: National	26
Table 2.16: Dropout Rate by Grade and Gender	26
Chart 2.11: Dropout Rated by Grade and Gender	26

Table 2.17: SEN Pupils by Grade and Gender-National: Visual only	27
Table 2.18: Visually impaired Pupils by Gender, Grade and Region	27
Table 2.19: OVC by Grade and Age: National	28
Table 2.20: Orphan-hood (double and single) by Grade and Age: National	29
Table 2.21: OVC by Grade and Region	29
Chart 2.12: OVC by Region and Grade	30
Table 2.22: Teachers by Gender: National	31
Chart 2.13: Teachers by Gender	32
Table 2.23: Qualified teachers by Gender: National	33
Table 2.24: Certified teachers (for primary) by Gender: National	34
Chart 2.14: Proportion of Certified/Un-Certified teachers/Un-Qualified teachers: National	34
Table 2.25: Attrition and Transfer of Teachers	35

<b>Basic Primary Schools Indicators</b>	<b>36</b>
Type of Rooms in 2011	38
Toilets by Gender and Region	39
Housing of teachers	39

<b>Lower Secondary Education</b>	
Table 3.1: Number of Secondary Schools by Type and Level	47
Chart 3.1: Number of Secondary Schools (lower and higher) by Type	47
Table 3.2: Lower Secondary Enrolment by Age and Grade	48
Chart 3.2: Lower Secondary Enrolment by Age and grade	48
Table 3.3: lower Secondary Enrolment by Gender, Grade and Age: National	49
Chart 3.3: Lower Secondary Enrolment by Age and Gender: National	49
Chart 3.4: Lower Secondary enrolment by Gender and Grade	49
Table 3.4: Enrolment by Grade, Age and Gender Private Schools: National	50
Table 3.5: Lower Secondary Enrolment by Gender, Grade and Age: Hhohho	51
Chart 3.5: Lower Secondary Enrolment by Gender and Age: Hhohho	51
Table 3.6: Lower Secondary Enrolment by Gender, Grade and Age: Lubombo	52
Chart 3.6: Lower Secondary Enrolment by Gender, Grade and Age: Lubombo	52
Table 3.7: Lower Secondary Enrolment by Gender, Grade and Age: Manzini	53
Chart 3.7: Lower Secondary Enrolment by Gender, Grade and Age: Manzini	53
Table 3.8: Lower Secondary Enrolment by Gender, Grade and Age: Shiselweni	54
Chart 3.8: Lower Secondary Enrolment by Gender, Grade and Age: Shiselweni	54
Table 3.9: Within-Age Lower Secondary Enrolment by Gender, Grade, Age and Region	55
Chart 3.9: Within-Age and Outside-Age lower Secondary	55
Table 3.10: Repeaters by Gender, Grade and Age	56
Chart 3.10: Repeaters by Age and Gender	56

Table 3.11: Percent of Repeaters by Gender, Grade and Age: National	57
Table 3.12: Repetition Rate by Gender, Grade and Age: National	57
Table 3.13: Number of Repeaters by Gender, Grade and Age	58
Chart 3.11: Number of Repeaters by Gender, Grade	58
Table 3.14: Number of Dropouts by Gender, Reason and Grade: National	59
Chart 3.12: Dropouts by Gender and Grade: National	59
Table 3.15: Dropouts by Gender, Reason and Region	60
Chart 3.13: Dropouts by Region and Gender	60
Table 3.16: Number of OVC by Gender, Grade and Age	61
Chart 3.14: Number of OVC by Gender and Region	61
Table 3.17: number of Orphans (single and Double) by Gender, Grade and Age	62
Chart 3.15: Number of orphans by Gender and Region	62
Table 3.18: Impairment by Gender, Region and Grade	63
 <b>Educational Indicators for Lower Secondary</b>	 <b>64</b>
Types of Rooms Available	65
Number of Toilets	66
Teacher Housing	66
School Garden and Sport fields	67
 <b>Upper Secondary (Senior Secondary, High School)</b>	
Table 4.1: Enrolment by Grade and Age: National	69
Chart 4.1: Enrolment by Grade and Age	69
Table 4.2: Enrolment by Gender, Grade and Age	70
Chart 4.2: Enrolment by Gender, Grade and Age	70
Table 4.3: Enrolment by Gender, Grade and Age: Private Schools	71
Chart 4.3: Enrolment by Gender, Grade and Age: Private Schools	71
Table 4.4: Enrolment by Gender, Grade and Age: Hhohho	72
Chart 4.4: Enrolment by Gender, Grade and Age: Hhohho	72
Table 4.5: Enrolment by Gender, Grade and Age: Lubombo	73
Chart 4.5: Enrolment by Gender, Grade and Age: Lubombo	73
Table 4.6: Enrolment by Gender, Grade and Age: Manzini	74
Chart 4.6: Enrolment by Gender, Grade and Age: Manzini	74
Table 4.7: Enrolment by Gender, Grade and Age: Shiselweni	75
Chart 4.7: Enrolment by Gender, Grade and Age: Shiselweni	75
Table 4.8: Within –Age Enrolment by Gender, Grade and Region	76
Chart 4.8 Within Age Enrolment by Gender and Region	76
Table 4.9: Repeaters by Gender, Grade and Age	77
Chart 4.9: Repeaters by Gender, Grade and Age	77

Table 4.10: Repeaters by Gender and Region	78
Chart 4.10: Repeaters by Gender and Region	78
Table 4.11: Percent Repeaters by Gender, Grade and Age	79
Table 4.12: Repetition Rate by Gender, Grade and Age	79
Table 4.13: Promotion Rates by Grade and Age	80
Table 4.14: Promotion Rate: 2011	81
Chart 4.11: Promotion Rate: 2011	81
Table 4.15: Dropout by Gender and Reason	82
Chart 4.12: Dropout by Gender and Reason: Senior Secondary	82
Table 4.16: Dropout by Gender, Reason, and Grade	83
Chart 4.13: Dropout by Gender and Region	83
Table 4.17: Special Education Needs: Visually Impaired	84
Table 4.18: OVC by Gender, Grade and Age	85
Chart 4.14: OVC by Age and Gender	85
Table 4.19: Teachers by Qualification and Gender	86
Chart 4.15: Teachers by Gender	87
Table 4.20: Trained Teachers by Qualification and Gender	88
Chart 4.16: Trained teachers by Gender	88
Table 4.21: Secondary Certified Teachers by Qualification and Gender	89
Chart 4.17: Secondary Certified Teachers by Gender	89
Chart 4.18: All teachers by Region	90
Chart 4.19: All teachers by Qualified and Certified to teach Secondary Level	90
Table 4.22: Teachers in Leadership position by Gender	91
Table 4.23: Teacher Attrition by Gender, Region and Reason	91
Chart 4.20: Teacher Attrition by Reason and Gender	92
<b>Higher Education</b>	
Table 5.1: Enrolment by Faculty VOCTIM	95
Table 5.2: Enrolment by Faculty SCOT	95
Table 5.3: University of Limkokwing	95
Table 5.4: South African Nazarene University	96
Table 5.5: Enrolment by Faculty Ngwane College	96
Table 5.6: Enrolment by Course William Pitcher College	96
Table 5.7: Enrolment by Faculty University of Swaziland	97
<b>ENROLMENT BY SCHOOL AND INKHUNDLA</b>	<b>98</b>

## ISCED Level 0: Early Childhood Care Education and Development

The educational properties of **early childhood education and development** can be described as follows: the learning environment is visually stimulating and language rich and fosters self-expression with an emphasis on language acquisition and the use of language for meaningful communication. There are opportunities for active play so that children can exercise their coordination and motor skills under supervision and in interaction with staff. Programmes providing **only childcare** (supervision, nutrition and health) **are not** covered by ISCED, for Swaziland this means special caution will need to be applied when we classify Neighbourhood Care Points (NCPs), which offer child care and in some cases also offer an organized and purposeful educational experience.

The educational properties of **pre-primary (pre-school) education** can be described as follows: through interaction with peers and educators, children improve their use of language and their social skills, start to develop logical and reasoning skills, and talk through their thought processes. They are also introduced to alphabetical and mathematical concepts, understanding and use of language, and encouraged to explore their surrounding world and environment. Supervised gross motor activities (i.e., physical exercise through games and other activities) and play-based activities can be used as learning opportunities to promote social interactions with peers and to develop skills, autonomy and school readiness. ISCED level 0 programmes are usually school-based or otherwise institutionalized in a context organized for a group of children (e.g. centre-based, community-based, home based). In cases where the centre provides a curriculum which has been recognized by the Ministry of Education and prepares children for primary can be considered as preschool.

**ISCED level 0 excludes purely family-based arrangements that may be purposeful but are not organized in a “programme” (e.g. informal learning by children from their parents, other relatives or friends).** Within ISCED 0, early childhood educational development programmes are targeted at children aged 0-2 years; and pre-primary education programmes are targeted at children aged 3 to the start of ISCED 1. The upper age limit for the pre-primary education category depends in each case on the theoretical age of entry into ISCED level 1, i.e. primary education. In Swaziland this entry criteria is aged 6, which means all children aged 6 years by end of first term should be enrolled in primary school. This is critical in achieving universal access to primary education. Children aged 6 who are not in school compromise the country's efforts in achieving this MDG.

In Swaziland, early childhood development programmes are targeted at children aged 0-3 years, these are programmes where children do not follow any purposeful activities (defined curriculum) aimed at preparing children for entry into formal primary school. Pre-Primary includes all programmes from aged 3 to entry into primary schools (Age 6). It is in this regard that our data has been grouped into three levels, Child Care, Day Care and Pre-Primary. Child Care and Day Care would encompass Early Childhood Programmes, where children as young as a year old are left to be cared for whilst the parents are at work and follow no structured programmes – largely informal education. Pre-Primary is preparation for entry into primary. In pre-primary there is a defined set of activities that have been approved by the Ministry of Education and Training which are followed.

The first section of the 2011 Annual Education Census report contains data collected by the ECCE inspectorate of the Ministry in collaboration with the EMIS. This was an EU funded activity under the SET I Project. Data is from institutions which were operational in 2011. Worth noting is that this (2011) data **does not cover** all ECCE institutions in the whole country. It only covers those institutions which were 'known', to the enumerators and ECCE inspectors in the regions at the time. Most of the ECCE institutions are in private homesteads and some were not counted because they were not reached. It is envisaged that the registration process that the Ministry has embarked on will ensure that in the future all ECCE institutions are covered. There is still need to formalise this sub-sector as current statistics cover a fraction of what is available in the communities. For purposes of creating awareness and data gaps the report will cover only the data (reported data) that was available from institutions in the regions.

**Table 1.0 Number of Early Childhood Care and Educational Development Centres by Inkhundla**

Inkhundla	Inkh. ID	Child Care	Day Care	Pre - Primary	Total
1. Dvokolwako	36	2	2	3	7
2. Emkhiweni	6	2	0	3	5
3. Gege	21	6	8	13	27
4. Hhohho Unknown	56	0	0	3	3
5. Hhukwini	51	0	0	14	14
6. Hlane	38	11	8	15	34
7. Hosea	24	6	18	19	43
8. Khubuta	19	2	3	9	14
9. Kukhanyeni	1	14	1	19	34
10. Kwaluseni	16	5	16	23	44
11. Lamgabhi	9	2	2	8	12
12. Lobamba	48	6	5	23	34
13. Lobamba Lomdzala	7	2	0	16	18
14. Lomahasha	39	12	16	22	50
15. Lubombo Unknown	57	20	23	28	71
16. Lubuli	37	15	6	8	29
17. Ludzeludze	5	16	1	20	37
18. Lugongolweni	41	6	14	21	41
19. Madlangemphisi	47	20	9	17	46
20. Mafutseni	10	6	8	26	40
21. Mafutseni North	35	0	0	0	0
22. Mahlangatja	3	20	2	13	35
23. Mangcongco	4	4	1	7	12
24. Manzini North	14	2	12	25	39
25. Manzini South	15	1	4	31	36
26. Manzini Unknown	58	0	0	1	1
27. Maphalaleni	52	11	4	15	30
28. Maseyisini	28	5	11	18	34
29. Matsanjeni	29	14	31	39	84
30. Mayiwane	55	8	9	11	28
31. Mbabane East	50	3	2	24	29
32. Mbabane West	49	4	4	22	30
33. Mhlambanyatsi	13	0	0	8	8

34. Mhlangatane	44	12	10	13	35
35. Mhlume	40	2	4	13	19
36. Mkhiweni	6	4	6	21	31
37. Motshane	53	11	5	32	48
38. Mpholonjeni	32	7	12	14	33
39. Mtfongwaneni	2	6	5	19	30
40. Mtsambama	20	2	5	16	23
41. Ndzingeni	43	14	7	21	42
42. Ngudzeni	18	3	4	6	13
43. Ngwemphisi	12	28	12	34	74
44. Nhlabeni	11	3	0	13	16
45. Nkhaba	54	4	1	20	25
46. Nkilongo	34	7	2	11	20
47. Nkwene	27	2	3	8	13
48. Ntfonjeni	45	10	6	25	41
49. Ntontozi	8	1	1	13	15
50. Pigg's Peak	46	5	4	12	21
51. Sandleni	23	9	23	36	68
52. Shiselweni I	26	12	10	19	41
53. Shiselweni II	22	12	20	36	68
54. Shiselweni Unknown	59	1	3	4	8
55. Sigwe	17	2	3	6	11
56. Siphofaneni	33	20	9	23	52
57. Sithobela	31	19	12	11	42
58. Somntongo	30	4	7	6	17
59. Timphisini	42	4	4	11	19
60. Zombodze	25	5	15	21	41
<b>NATIONAL</b>		434	413	988	1835

Table 1.2 shows enrolment in the different centres by level (childcare/Pre-Primary), gender and age. The data indicated that there were centres that were classified as childcare but offered services to children who were above the age of three (3). In Swaziland such children should be in pre-schools, as suggested by the ISCED mapping. This suggested that there are children who are still trapped in such centres who according to the National Constitution should be in Grade 1. Those who are above six definitely are enrolled in the wrong level of education, they should in primary schools as the FPE Act dictate. These anomalies tend to affect the enrolment rates at primary levels and may compromise the country fairing well in the Universal Primary Education goal.

**Table: 1.2 Enrolments by Region, Level, Gender and Age**

Region	Grade / Level	Gender	0-2 yrs	3-4 yrs	5 yrs	6 yrs	Above 6 yrs	TOT
Hhohho	Child-Care or Day-Care	M	330	614	428	223	279	1,874
		F	349	688	433	195	206	1,871
	Pre-School (Excluding Grade 0)	M	22	1,025	1,672	675	65	3,459
		F	30	1,080	1,745	730	80	3,665
Manzini	Child-Care or Day-Care	M	337	583	461	227	547	2,155
		F	355	560	414	269	617	2,215
	Pre-School (Excluding Grade 0)	M	1	1,324	2,073	1,119	213	4,730
		F	2	1,400	2,168	1,135	205	4,910
Lubombo	Child-Care or Day-Care	M	410	900	619	153	731	2,813
		F	367	841	627	148	749	2,732
	Pre-School (Excluding Grade 0)	M	0	375	903	328	152	1,758
		F	0	379	849	292	98	1,618
Shiselweni	Child-Care or Day-Care	M	308	789	310	73	228	1,708
		F	305	781	295	117	231	1,729
	Pre-School (Excluding Grade 0)	M	0	675	958	368	77	2,078
		F	0	675	925	274	47	1,921
Totals	Child-Care or Day-Care	M	1,385	2,886	1,818	676	1,785	8,550
		F	1,376	2,870	1,769	729	1,803	8,547
	Pre-School (Excluding Grade 0)	M	23	3,399	5,606	2,490	507	12,025
		F	32	3,534	5,687	2,431	430	12,114

The fact that some <sup>1</sup>pre-schools also enrol children less than three years also needs to be addressed. It is suggested that they are kept separately because pre-schoolers need to follow an organised formal curricula whilst early childhood programmes may not follow a structured programme. The data also indicated that that both girls and boys were equally represented (50:50) in the centres. The data also indicated that about 3.4 percent of the children ought to have been enrolled in primary schools because they were aged 6 years and over. Crudely speaking this suggested that in the primary net enrolment rates (NER) for the same year 3.4 percent could be added as the kids were enrolled, however not in primary. The question is, did these children not get places in the primary schools or the schools required other criteria to be met before they were registered. .

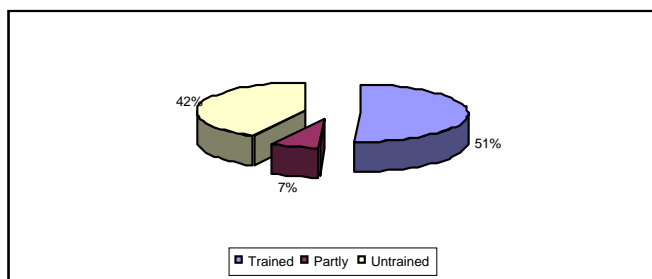
A sizeable number of the institutions at this level are taught by retired primary school teachers as there is a shortage of training colleges for this sub-sector. Table 1.3 shows the number of teachers trained/partly and untrained by gender. Partly trained teachers include those who were enrolled in short courses offered by some of the institutions themselves.

<sup>1</sup> Pre-School defined as a centre for children aged 3-6 who are being prepared for primary Grade 1.

**Table 1.3: Number of Teaching Staff by Training, Gender and Region**

Region	Males			Females			Total		
	Trained	Partly	Untrained	Trained	Partly	Untrained	Trained	Partly	Untrained
Hhohho	4	0	8	292	43	200	296	43	208
Manzini	7	1	3	341	29	191	348	30	194
Lubombo	8	0	2	197	23	226	205	23	228
Shiselweni	3	1	2	131	45	178	134	46	180
NATIONAL	22	2	15	961	140	795	983	142	810

The results indicated that a large proportion (98%) of the teachers is female, of which 50.6 percent are fully <sup>2</sup>trained teachers, whilst 7.3 percent are partly trained. Chart 1.0 shows the proportion of teachers who reported that they were trained to untrained teachers at this level of education in 2011.

**Chart 1.0: Proportion of Trained, Partly trained and untrained teachers**

The same type of data was collected for care-givers in the same institutions. Care givers are largely staff members who look after the children and may act as 'child-minders', cooks, nursing etc. Table 1.4 gives the proportions of caregivers who were trained, partly trained or untrained. Such staff members include retirees from the nursing field and those that may have received training as caregivers from institutions attached to the Ministry of Health.

**Table 1.4: Number of Care-Giving Staff by Training, Gender and Region**

Region	Males			Females			Totals		
	Trained	Partly	UnTrained	Trained	Partly	UnTrained	Trained	Partly	Untrained
Hhohho	6	4	28	158	37	530	164	41	558
Manzini	9	1	22	137	91	519	146	92	541
Lubombo	4	1	8	147	41	454	151	42	462
Shiselweni	7	0	8	196	86	432	203	86	440
NATIONAL	26	6	66	638	255	1935	664	261	2001

A larger proportion (64%) of the care-givers indicated that they were not trained.

<sup>2</sup> Trained. These are retired primary school teachers.

**Table 1.5: Number of Equipment found in the ECCD Institutions**

Region	Swings	Sandpits	MerryGR	Slides	Tunnels	Climber
Hhohho	313	69	13	72	44	92
Manzini	476	81	10	114	94	151
Lubombo	206	47	6	48	61	86
Shiselweni	143	17	6	19	20	25
NATIONAL	1138	214	35	253	219	354

**Table 1.6: Number of ECCD centres by Type**

Region	Community	Church	Private	Aided	NCP	Home	Total
Hhohho	56	8	12	1	126	2	205
Manzini	23	12	10	1	168	0	214
Lubombo	86	5	5	21	111	0	228
Shiselweni	39	6	5	4	147	0	201
NATIONAL	204	31	32	27	552	2	848

The results indicated that in 2011 a majority of the centres visited were NCPs. This suggested that there might be need to ensure that the education that goes on in NCPs is closely monitored as some of the children who are enrolled in these centres should be or are being prepared for school and as such the education they get should be at par with what entails in other preschools.

Population projections indicate that there are more than 80 000 children are aged 3-5 and about half of these (40 000) should be in pre-school. Current indications are that only about 50 percent are accessing pre-school. It is in this vein that the Ministry currently **does not** recommend attendance of pre-school as a compulsory requirement for enrolment in Grade 1. If that was the case it would mean only those who have gone through such centres (relatively well-off) would be eligible for entry.

In training the instrument did not require staff to indicate the types of qualifications that they possessed, this is because there is still no formal training qualification that has been registered in the country for both teachers and caregivers. It is assumed that teachers would be composed of retired teachers and care givers would include retired nurses, thus they would have trained as professionals in their respective fields.

## ISCED Level 1: Primary Education

Programmes at ISCED level 1, or “primary” education, are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy), and to establish a sound foundation for learning and understanding of core areas of knowledge, personal and social development, preparing for lower secondary education. It focuses on learning at a basic level of complexity with little if any specialisation. Educational activities at ISCED level 1 (particularly in the early grades) are often organized around units, projects or broad learning areas often with an integrated approach rather than providing instruction in specific subjects. Typically, there is one main teacher charge of a group of pupils who organizes the learning process, although a class may have more than one teacher, especially for certain subjects or units.

**Age is typically the only entry requirement at this level.** Typically, in Swaziland the entry requirement is that the child should be aged six. The beginning of primary education coincides with the beginning of compulsory education in Swaziland; therefore, where compulsory education is legislated, it starts with ISCED level 1.

ISCED level 1 also includes programmes suited to individuals with special needs if the programme provides systematic teaching and learning in the fundamental skills of reading, writing and mathematics, irrespective of the age of the participant. This is the stage where programmes such as those offered by Ekwetsembeni are grouped.

This level also includes primary level second chance or re-integration programmes. Such educational programmes usually target individuals who left school before completing primary, allowing them to re-enter the education system and complete primary education; or who completed primary but wish to enter an educational programme or occupation for which they are not yet qualified. Participants are typically older than the target age group for ISCED level 1 (but not necessarily adults). Formal and non-formal literacy programmes that are similar in complexity of content to programmes in primary, for adults and youth who are older than the ages typical of this level are also included in ISCED level. In Swaziland this level includes those who are enrolled under SEBENTA who are within schooling age – between 6 and 18.

The report currently does not include children who have enrolled for SEBENTA classes, they will be grouped under an adult education theme this is because the Ministry is still working on a Qualification Framework that will enable cross referencing between formal and non-formal education.

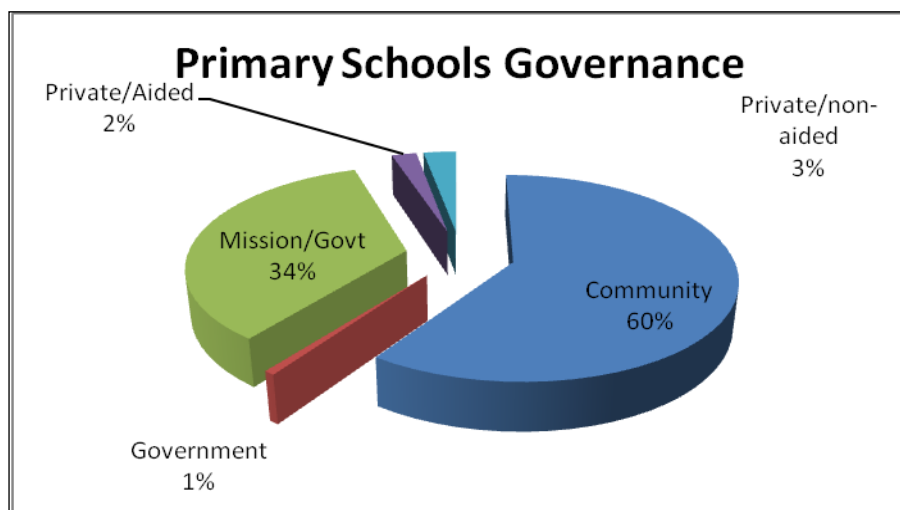
In 2011, the Ministry’s EMIS made consented efforts in reviewing the governance of schools. The results are that some of the schools which were previously categorised as community have shifted to mission schools. This was largely due to the fact that some missions had not labelled their schools as such and in 2011, some have come out to state with evidence that the schools were originally mission schools.

**Table 2.0: Number of Primary Schools by their Governance.**

	Community	Government	Mission/Govt	Private/Aided	Private/non-aided	Total
<b>Hhohho</b>	88	2	64	5	8	167
<b>Lubombo</b>	79	1	32	10	1	123
<b>Manzini</b>	106	0	58	1	12	177
<b>Shiselweni</b>	84	1	51	0	0	136
<b>Swaziland</b>	357	4	205	16	21	603

Overall the data indicated that the number of primary schools increased by 16 between 2010 and 2011. The increase could be attributed to the Free (State) Funded Primary Education and registration of new private schools.

**Chart 2.1: Primary Schools Management**



Government is responsible all education in the country and has been very instrumental in the building of schools. It is supported by local and international communities in this endeavour. Even in cases where the school has been set up by Government's efforts, it hands over the ownership of the school to the community where the school has been built. This norm is evidenced by the non increase of Government owned schools for some time now. However, it also has to be appreciated that some schools are largely built by the community (labour), with support from Government.

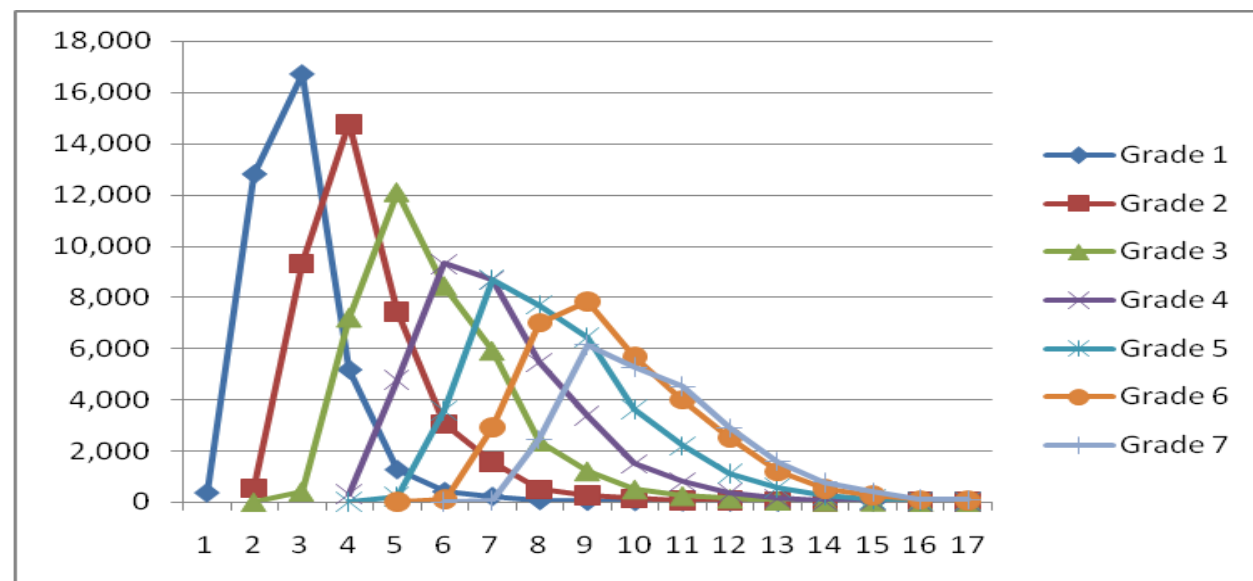
Governance in this case would be the kind of management that the schools operate under, however the overall responsibility of public schools is under the Government, i.e. all schools save for the 21 non-aided primary schools.

Private aided includes schools that receive a substantial support from Government, i.e. teacher salaries, but the way their administration is run is somewhat private.

Mission schools are those which are closely associated with church groups (largely Christian) however of note is that these schools enjoy all the benefits of being public institutions and get support like all public schools, including teachers and infrastructure.

**Table 2.1: Primary School enrolment by Age and Grade**

Age	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Above 20	Total
Grade 1	366	12,802	16,702	5,167	1,270	409	221	70	39	26	13	9	7	3	3	1	2	37,110
Grade 2		544	9,324	14,783	7,434	3,046	1,556	485	270	131	64	59	42	6		2	6	37,752
Grade 3		1	407	7,194	12,082	8,423	5,895	2,358	1,202	491	236	130	52	25	14	13	10	38,533
Grade 4				328	4,783	9,316	8,671	5,478	3,376	1,511	793	361	159	56	46	13	15	34,906
Grade 5				1	217	3,550	8,674	7,680	6,400	3,613	2,189	1,125	561	237	111	38	37	34,433
Grade 6					3	115	2,913	7,001	7,832	5,679	3,983	2,503	1,197	501	277	79	51	32,134
Grade 7						1	74	2,446	6,127	5,262	4,508	2,890	1,579	768	393	118	90	24,256
Total	366	13,347	26,433	27,473	25,789	24,860	28,004	25,518	25,246	16,713	11,786	7,077	3,597	1,596	844	264	211	239,124



**Chart 2.2: Enrolment by Grade and Age**

Reported data indicated that there were 239 124 pupils enrolled in the 603 primary schools in 2011. This indicated a slight drop (despite that number of schools increased) from (241 231) the figure presented in 2010. This represented a drop of less than 1 percent. Although the drop is almost insignificant, it however highlights the existence of barriers (despite existence of the FPE) which force some children to quit school and not to complete primary education which is necessary for the achievement of UPE.

The majority of the pupils (38 533) were enrolled in Grade 3. This may suggest that the FPE children in Grade 2 in 2010 have moved to Grade 3 or existence of another phenomenon in Grade 3.

The number of pupils who were not of primary schools age (older than 12) was 67 334. This is bound to continue because some of the over aged children were enrolled when the country introduced FPE. Some of these will complete primary education but will be over-aged throughout their education life.

## New Entrants to Grade 1

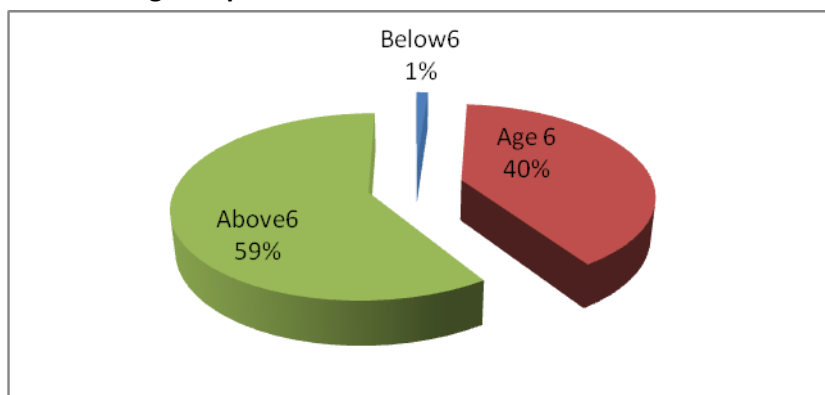
The official entry age into Grade 1, is age 6. However since introduction of FPE the system has witnessed older children also enrolling in public primary schools. The results indicated that still quite a sizeable (more than half) population enters the system already above the age of 6. The majority are aged 7, and this could be attributed to the fact that some may have become six after April of the previous year.

**Table 2.3: New Entrants to Grade 1 by Gender, Region and Age**

Age		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	23	Total
Female	Hhohho	48	1,589	1,845	377	99	40	23	8	3	3	1	1	0	0	1	0	4,038
	Lubombo	24	1,381	1,473	292	64	20	9	5	3	2	0	0	1	0	0	0	3,274
	Manzini	32	1,833	1,972	386	82	17	12	2	2	1	1	0	0	1	0	0	4,341
	Shiselweni	64	1,358	1,342	252	55	20	11	2	3	1	0	0	0	0	0	0	3,108
Female Total		168	6,161	6,632	1,307	300	97	55	17	11	7	2	1	1	1	1	0	14,761
Male	Hhohho	49	1,617	2,045	432	111	43	29	10	6	4	1	1	3	0	1	0	4,352
	Lubombo	23	1,338	1,689	379	77	36	22	3	4	2	0	1	1	0	0	1	3,576
	Manzini	37	1,805	2,188	490	105	32	14	8	5	0	3	2	0	0	0	0	4,689
	Shiselweni	67	1,243	1,484	334	86	27	19	5	3	2	3	2	1	0	0	0	3,276
Male Total		176	6,003	7,406	1,635	379	138	84	26	18	8	7	6	5	0	1	1	15,893
Total		344	12,164	14,038	2,942	679	235	139	43	29	15	9	7	6	1	2	1	30,654

There will be need for the Ministry to begin to ask serious questions about the pupils who come into grade 1 already having reached 12 years of age. This may desire the formalisation of the National Upper Primary Education (NUPE) offered by SEBENTA where such children could be enrolled.

**Chart 2.3: Age Proportions of New entrants to Grade 1**

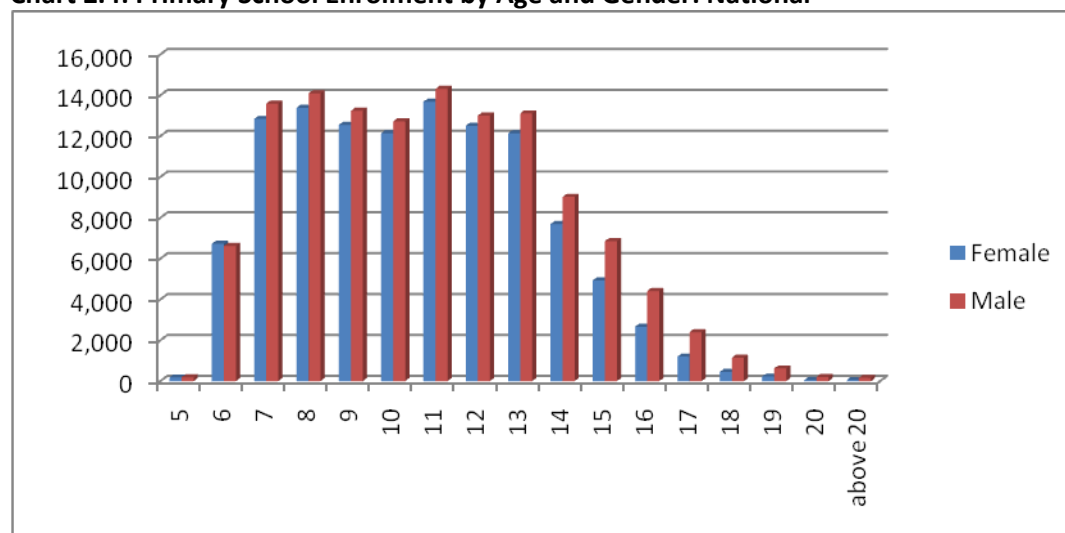


As the country continues implementing the state funded primary education it is envisaged that the number of pupils above 9 will gradually decrease as more are currently accessing education now. However, it is important to note that although this is good (constitutional right) it will in the long run affect our Net Enrolment Rates for primary as the children are above official age limits for primary education (6-12).

**Table 2.4: Primary Enrolment by Gender, Grade and Age**

Age		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	above 20	Total
Female	Grade 1	178	6,451	7,747	2,079	484	155	82	25	13	10	2	2	1	2	1	1	0	17,233
	Grade 2		275	4,880	7,174	3,069	1,104	539	142	85	38	20	24	15	2	0	1	2	17,370
	Grade 3			214	3,922	6,072	3,692	2,243	771	373	142	73	35	16	8	6	6	2	17,575
	Grade 4				205	2,791	5,059	4,135	2,263	1,280	465	218	86	36	11	13	2	4	16,568
	Grade 5				1	130	2,062	4,867	3,844	2,829	1,488	761	337	182	60	27	13	9	16,610
	Grade 6					1	67	1,768	3,990	4,060	2,744	1,687	957	366	133	80	16	18	15,887
	Grade 7						1	50	1,473	3,495	2,802	2,172	1,222	585	235	97	20	16	12,168
Female Total		178	6,726	12,841	13,381	12,547	12,140	13,684	12,508	12,135	7,689	4,933	2,663	1,201	451	224	59	51	113,411
Male	Grade 1	188	6,351	8,955	3,088	786	254	139	45	26	16	11	7	6	1	2	0	2	19,877
	Grade 2		269	4,444	7,609	4,365	1,942	1,017	343	185	93	44	35	27	4	0	1	4	20,382
	Grade 3		1	193	3,272	6,010	4,731	3,652	1,587	829	349	163	95	36	17	8	7	8	20,958
	Grade 4				123	1,992	4,257	4,536	3,215	2,096	1,046	575	275	123	45	33	11	11	18,338
	Grade 5					87	1,488	3,807	3,836	3,571	2,125	1,428	788	379	177	84	25	28	17,823
	Grade 6					2	48	1,145	3,011	3,772	2,935	2,296	1,546	831	368	197	63	33	16,247
	Grade 7							24	973	2,632	2,460	2,336	1,668	994	533	296	98	74	12,088
Male Total		188	6,621	13,592	14,092	13,242	12,720	14,320	13,010	13,111	9,024	6,853	4,414	2,396	1,145	620	205	160	125,713
Total		366	13,347	26,433	27,473	25,789	24,860	28,004	25,518	25,246	16,713	11,786	7,077	3,597	1,596	844	264	211	239,124

**Chart 2.4: Primary School Enrolment by Age and Gender: National**



It was observed that in almost all the grades the male pupils are generally older than the females. A worrying trend is the existence of pupils who are above the official age (older than 12) who are still in primary instead of ssecondary level. Another feature is that of children as old as twenty still enrolled in Grade 1 and sharing classes with children as young a five years. Ideally these older pupils should have enrolled with SEBENTA under the NUPE.

**Table 2.5: Primary Enrolment in Private (non-aided) Schools by Gender, Grade and Age**

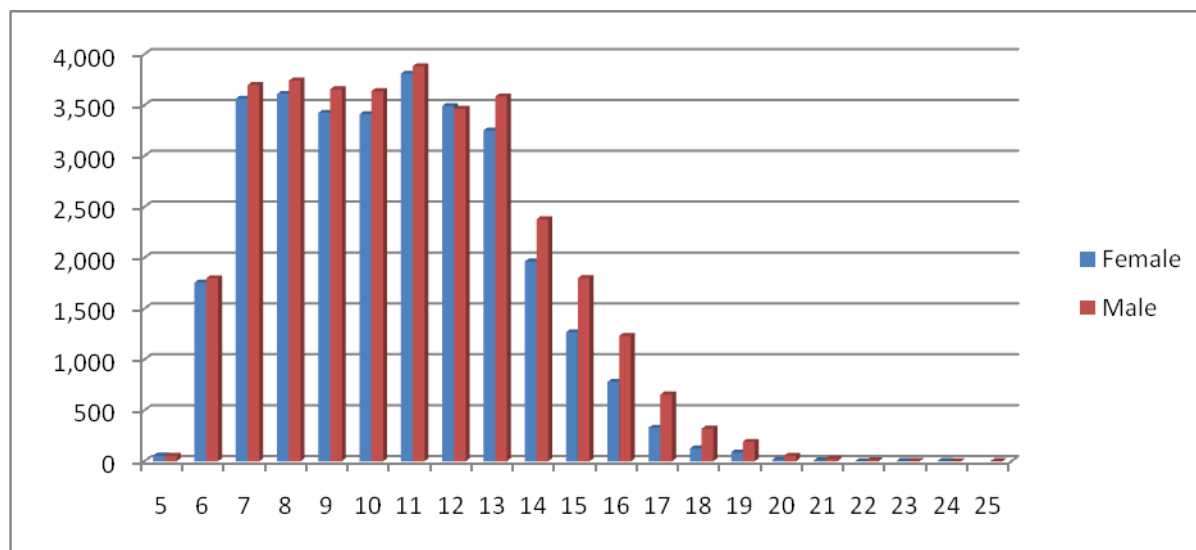
<b>Age</b>		<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>Total</b>
<b>Female</b>	<b>Grade 1</b>	1	140	111	13	5	3								273
	<b>Grade 2</b>		8	87	81	7	8	7							198
	<b>Grade 3</b>			11	77	74	20	3		1					186
	<b>Grade 4</b>				4	52	93	17	4	1					171
	<b>Grade 5</b>				1	1	48	58	12	4	1	1			126
	<b>Grade 6</b>					1	2	84	69	15	2	2			175
	<b>Grade 7</b>						1	2	56	47	12	10		2	130
<b>Female Total</b>		1	148	209	176	140	175	171	141	68	15	13		2	1,259
<b>Male</b>	<b>Grade 1</b>	3	103	119	11	4	1								241
	<b>Grade 2</b>		5	78	86	28	2	1							200
	<b>Grade 3</b>			5	81	76	27	4	3						196
	<b>Grade 4</b>				1	37	56	43	7	3	1	1			149
	<b>Grade 5</b>						46	86	44	12	1				189
	<b>Grade 6</b>					2	2	43	67	20	15	4			153
	<b>Grade 7</b>							2	32	70	14	9	1		128
<b>Male Total</b>		3	108	202	179	147	134	179	153	105	31	14	1		1,256
<b>Total</b>		<b>4</b>	<b>256</b>	<b>411</b>	<b>355</b>	<b>287</b>	<b>309</b>	<b>350</b>	<b>294</b>	<b>173</b>	<b>46</b>	<b>27</b>	<b>1</b>	<b>2</b>	<b>2,515</b>

The report has considered as private schools that do not get any support from Government. These are strictly run by private sector and their teachers paid from private means.

**Table 2.6: Enrolment by Gender, Grade and Age: Hhohho region**

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	56	1,667	2,106	568	145	58	31	12	3	5	1	1	0	1	1	1	0	0	0			4,656
	Grade 2		91	1,379	1,909	840	261	153	46	28	12	7	4	0	1	0	0	0	0	0	2		4,733
	Grade 3			79	1,078	1,646	1,024	591	209	104	43	21	13	6	3	4	5	0	0	0			4,826
	Grade 4				56	753	1,498	1,149	582	335	115	57	32	10	3	2	0	0	0	0			4,592
	Grade 5					41	552	1,375	1,058	716	378	193	104	46	14	14	3	1	0	0			4,495
	Grade 6						20	498	1,154	1,055	681	439	292	120	33	27	4	5	1	0			4,329
	Grade 7							14	431	1,011	730	550	333	148	70	39	4	3	0	2			3,335
Female		56	1,758	3,564	3,611	3,425	3,413	3,811	3,492	3,252	1,964	1,268	779	330	125	87	17	9	1	2	2		30,966
Male	Grade 1	54	1,694	2,409	810	227	72	49	18	9	8	3	1	4	0	1	0	0	1	0			5,360
	Grade 2		105	1,222	2,000	1,185	594	288	103	67	30	20	4	4	1	0	1	0	0	0		1	5,625
	Grade 3			67	889	1,633	1,311	935	385	224	85	55	30	8	5	2	2	1	1	1		1	5,635
	Grade 4				43	587	1,243	1,202	802	537	252	141	91	43	14	6	3	1	0	0			4,965
	Grade 5					25	414	1,094	1,085	950	537	391	205	97	58	27	8	5	2	0			4,898
	Grade 6						4	304	822	1,032	776	598	446	241	106	65	16	8	2	0			4,420
	Grade 7							10	249	765	690	593	454	260	137	90	25	10	4	3	1		3,291
Male		54	1,799	3,698	3,742	3,657	3,638	3,882	3,464	3,584	2,378	1,801	1,231	657	321	191	55	25	10	4	1	2	34,194
Total		110	3,557	7,262	7,353	7,082	7,051	7,693	6,956	6,836	4,342	3,069	2,010	987	446	278	72	34	11	6	3	2	65,160

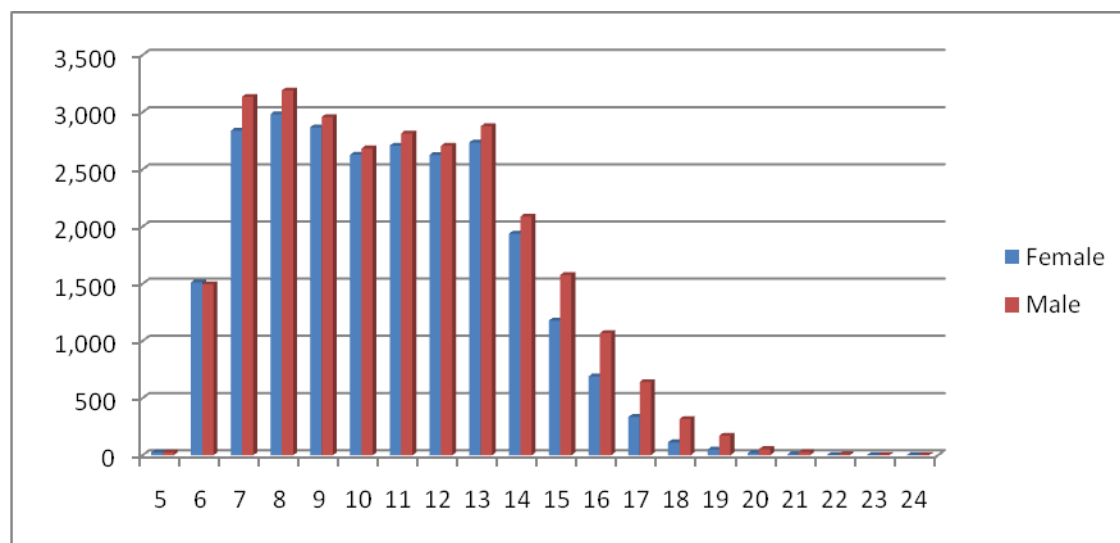
**Chart 2.5: Enrolment by Gender and Age: Hhohho**



**Table 2.7: Enrolment by Gender, Grade and Age: Lubombo region**

Age		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Grade 1	24	1,440	1,774	521	111	29	15	6	5	3		1	1								3,930
	Grade 2		72	1,014	1,606	793	300	158	39	25	14	4	15	13	1		1					4,055
	Grade 3			50	794	1,372	872	480	210	108	46	21	9	2	1							3,965
	Grade 4				60	565	1,014	899	520	357	162	77	16	11	5	4	1	2		1		3,694
	Grade 5				1	26	392	899	822	714	441	195	84	44	16	7	4	2	1			3,648
	Grade 6					1	21	245	763	922	684	405	265	78	28	24	5		1			3,442
	Grade 7							12	266	604	588	475	300	186	62	16	7	4	1		1	2,522
Female Total		24	1,512	2,838	2,982	2,868	2,628	2,708	2,626	2,735	1,938	1,177	690	335	113	51	18	8	3	1	1	25,256
Male	Grade 1	25	1,399	2,041	723	173	65	32	7	8	3		2	1						1		4,480
	Grade 2		97	1,042	1,721	1,038	441	257	107	46	26	14	21	17	1			1				4,829
	Grade 3			51	710	1,320	1,006	772	395	239	124	50	30	12	3	4	1					4,717
	Grade 4				36	399	878	936	702	514	272	163	80	36	18	9	2	4				4,049
	Grade 5					25	277	667	772	799	509	340	212	110	63	25	6	5	2			3,812
	Grade 6					2	16	148	549	812	674	545	389	225	99	53	18	6	1	1		3,538
	Grade 7							2	174	459	479	465	334	239	133	79	27	11	6		1	2,409
Male Total		25	1,496	3,134	3,190	2,957	2,683	2,814	2,706	2,877	2,087	1,577	1,068	640	317	170	54	27	9	2	1	27,834
Grand Total		49	3,008	5,972	6,172	5,825	5,311	5,522	5,332	5,612	4,025	2,754	1,758	975	430	221	72	35	12	3	2	53,090

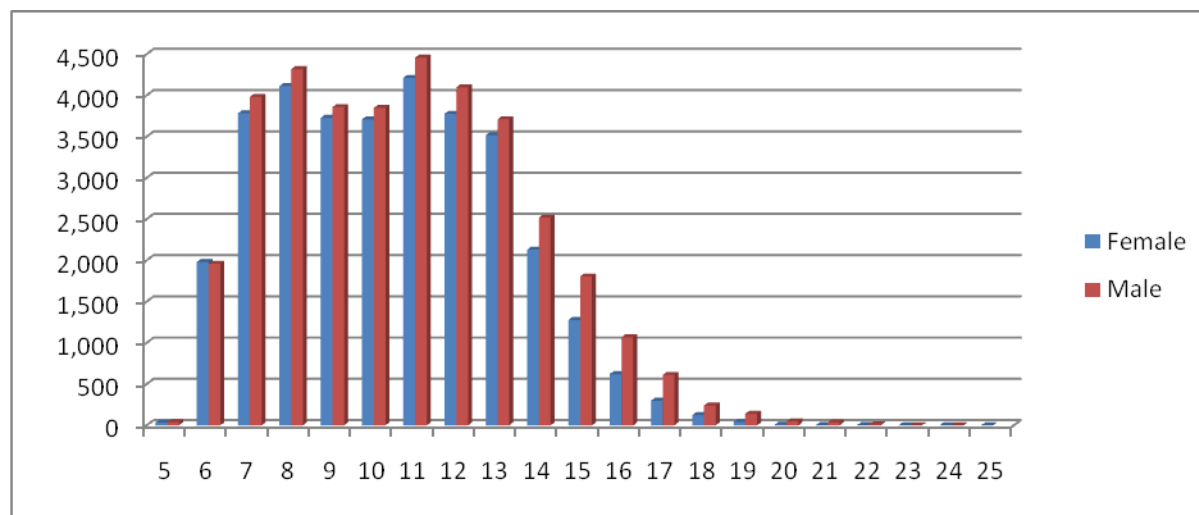
**Chart 2.6 Enrolments by Gender and Age: Lubombo**



**Table 2.8: Enrolment by Gender, Grade and Age: Manzini region**

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	33	1,916	2,256	614	137	35	18	2	2	1	1			1								5,016
	Grade 2		65	1,477	2,202	821	317	144	36	19	6	6	3	1									5,097
	Grade 3			52	1,258	1,805	1,003	639	190	90	26	17	9	4	1					1			5,095
	Grade 4				40	924	1,585	1,188	656	295	105	44	19	7	2	3	1						4,869
	Grade 5					41	758	1,562	1,048	764	377	196	83	59	21	5	3		2		2		4,921
	Grade 6						10	650	1,300	1,203	756	383	199	83	37	15		1	1			1	4,639
	Grade 7						1	11	544	1,144	859	630	308	144	62	18	6	2	1				3,730
Female Total		33	1,981	3,785	4,114	3,728	3,709	4,212	3,776	3,517	2,130	1,277	621	298	124	41	10	3	4	1	2	1	33,367
Male	Grade 1	39	1,919	2,600	895	219	63	24	13	6	1	5	2		1								5,787
	Grade 2		39	1,322	2,323	1,238	516	259	88	46	23	8	4	6	2				2				5,876
	Grade 3		1	60	1,077	1,767	1,384	1,040	380	182	57	29	18	8	4	1	2	2		1			6,013
	Grade 4				24	614	1,312	1,344	950	498	275	119	58	23	4	12	2	2	1	1			5,239
	Grade 5					20	564	1,292	1,181	1,011	565	345	184	100	29	23	8	3	4		2		5,331
	Grade 6						9	495	1,110	1,098	836	554	337	198	68	42	16	9	1				4,773
	Grade 7							4	376	869	761	744	465	277	133	62	21	21	3				3,736
Male Total		39	1,959	3,982	4,319	3,858	3,848	4,458	4,098	3,710	2,518	1,804	1,068	612	241	140	49	37	11	2	2		36,755
Total		72	3,940	7,767	8,433	7,586	7,557	8,670	7,874	7,227	4,648	3,081	1,689	910	365	181	59	40	15	3	4	1	70,122

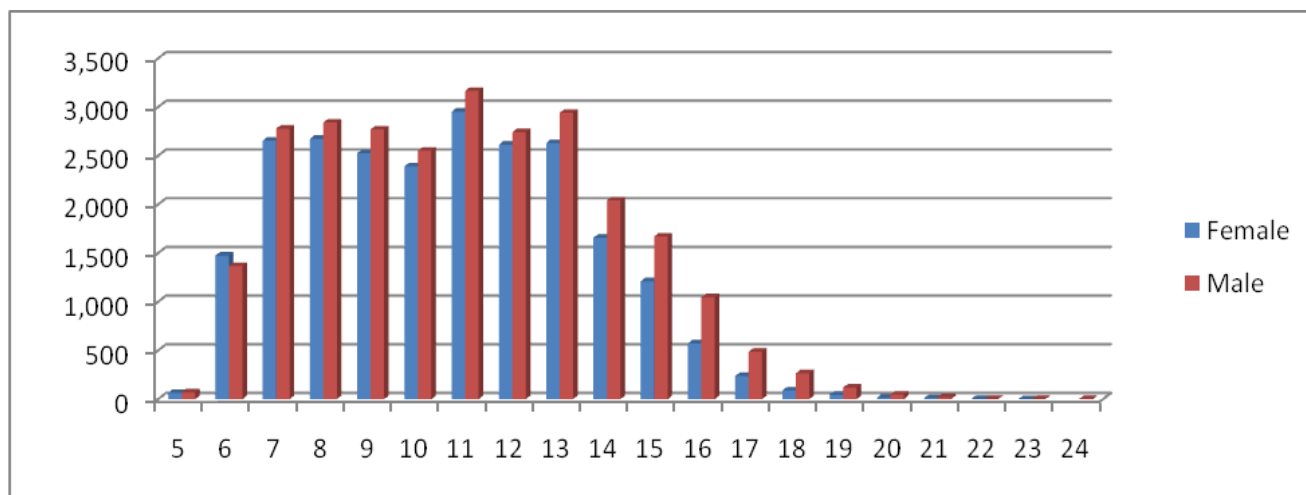
**Chart 2.7 Enrolments by Gender and Age: Manzini**



**Table 2.9: Enrolment by Gender, Grade and Age: Shiselweni region**

Age		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Grade 1	65	1,428	1,611	376	91	33	18	5	3	1											3,631
	Grade 2		47	1,010	1,457	615	226	84	21	13	6	3	2	1								3,485
	Grade 3			33	792	1,249	793	533	162	71	27	14	4	4	3	2	1	1				3,689
	Grade 4				49	549	962	899	505	293	83	40	19	8	1	4		1				3,413
	Grade 5					22	360	1,031	916	635	292	177	66	33	9	1	3			1		3,546
	Grade 6						16	375	773	880	623	460	201	85	35	14	7	7	1			3,477
	Grade 7							13	232	736	625	517	281	107	41	24	3	1	1			2,581
Female Total		65	1,475	2,654	2,674	2,526	2,390	2,953	2,614	2,631	1,657	1,211	573	238	89	45	14	10	2	1		23,822
Male	Grade 1	70	1,339	1,905	660	167	54	34	7	3	4	3	2	1		1						4,250
	Grade 2		28	858	1,565	904	391	213	45	26	14	2	6									4,052
	Grade 3			15	596	1,290	1,030	905	427	184	83	29	17	8	5	1	2			1		4,593
	Grade 4				20	392	824	1,054	761	547	247	152	46	21	9	6	4	2				4,085
	Grade 5					17	233	754	798	811	514	352	187	72	27	9	3	4	1			3,782
	Grade 6						19	198	530	830	649	599	374	167	95	37	13	2	1		2	3,516
	Grade 7							8	174	539	530	534	415	218	130	65	25	12		1	1	2,652
Male Total		70	1,367	2,778	2,841	2,770	2,551	3,166	2,742	2,940	2,041	1,671	1,047	487	266	119	47	20	2	2	3	26,930
Grand Total		135	2,842	5,432	5,515	5,296	4,941	6,119	5,356	5,571	3,698	2,882	1,620	725	355	164	61	30	4	3	3	50,752

**Chart 2.8 Enrolments by Gender and Age: Shiselweni**



**Table 2.10: Within Official Primary School Age, by Gender, Grade and Age: National**

Age		6	7	8	9	10	11	12	Total
Female	Grade 1	6,451	7,747	2,079	484	155	82	25	17,023
	Grade 2	275	4,880	7,174	3,069	1,104	539	142	17,183
	Grade 3		214	3,922	6,072	3,692	2,243	771	16,914
	Grade 4			205	2,791	5,059	4,135	2,263	14,453
	Grade 5			1	130	2,062	4,867	3,844	10,904
	Grade 6				1	67	1,768	3,990	5,826
	Grade 7					1	50	1,473	1,524
Female Total		6,726	12,841	13,381	12,547	12,140	13,684	12,508	83,827
Male	Grade 1	6,351	8,955	3,088	786	254	139	45	19,618
	Grade 2	269	4,444	7,609	4,365	1,942	1,017	343	19,989
	Grade 3	1	193	3,272	6,010	4,731	3,652	1,587	19,446
	Grade 4			123	1,992	4,257	4,536	3,215	14,123
	Grade 5				87	1,488	3,807	3,836	9,218
	Grade 6				2	48	1,145	3,011	4,206
	Grade 7						24	973	997
Male Total		6,621	13,592	14,092	13,242	12,720	14,320	13,010	87,597
Grand Total		13,347	26,433	27,473	25,789	24,860	28,004	25,518	171,424

**Table 2.11: Within Primary School Age, by Gender, Region and Age**

Age		6	7	8	9	10	11	12	Total
Female	Hhohho	1,758	3,564	3,611	3,425	3,413	3,811	3,492	23,074
	Lubombo	1,512	2,838	2,982	2,868	2,628	2,708	2,626	18,162
	Manzini	1,981	3,785	4,114	3,728	3,709	4,212	3,776	25,305
	Shiselweni	1,475	2,654	2,674	2,526	2,390	2,953	2,614	17,286
Female Total		6,726	12,841	13,381	12,547	12,140	13,684	12,508	83,827
Male	Hhohho	1,799	3,698	3,742	3,657	3,638	3,882	3,464	23,880
	Lubombo	1,496	3,134	3,190	2,957	2,683	2,814	2,706	18,980
	Manzini	1,959	3,982	4,319	3,858	3,848	4,458	4,098	26,522
	Shiselweni	1,367	2,778	2,841	2,770	2,551	3,166	2,742	18,215
Male Total		6,621	13,592	14,092	13,242	12,720	14,320	13,010	87,597
Grand Total		13,347	26,433	27,473	25,789	24,860	28,004	25,518	171,424

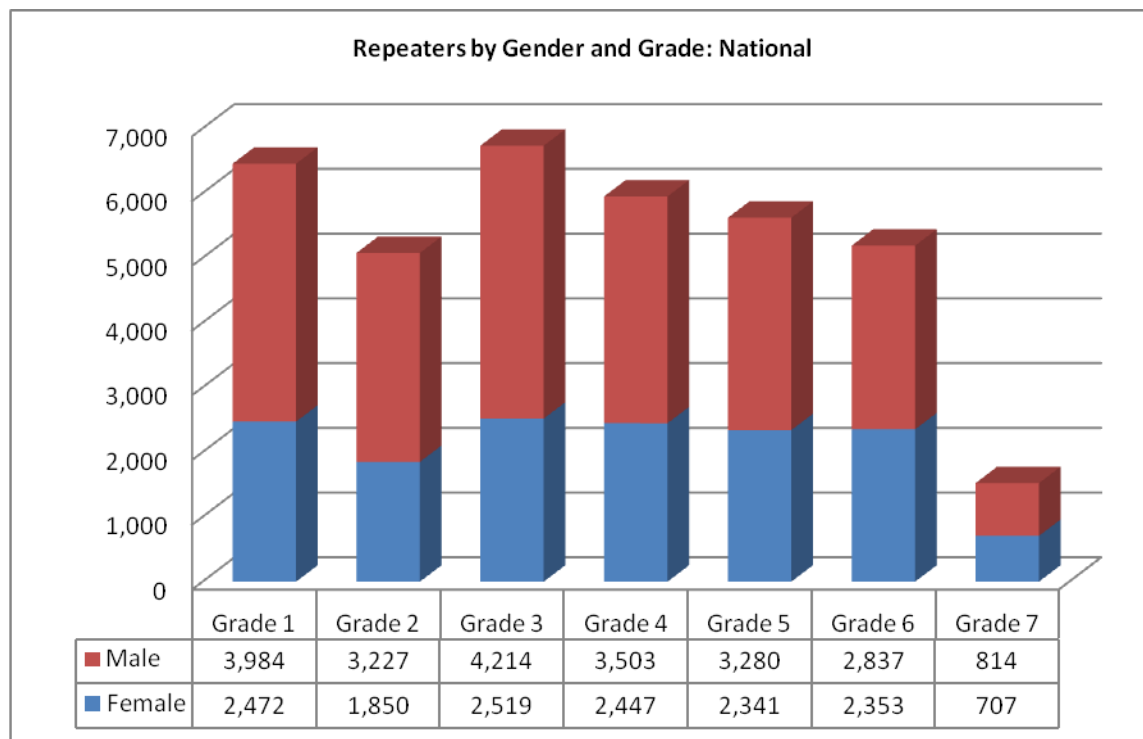
## Grade Repetition

Grade repetition is one of the major challenges in the country's education system. SACMEQ II and SACMEQ III research findings indicated that at **least 60 percent of Grade 6** pupils indicated that they **had repeated at least one grade in their school life**. High repetition may result in increased dropout, which may also lead to pupils not reaching Grade 7 – not completing primary education. Success of universal primary education is the completion of the primary cycle by all pupils.

**Table 2.12: Repetition by Gender, Grade and Age: National**

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	10	290	1,115	772	184	58	27	8	2	3		1		1		1						2,472
	Grade 2		15	188	605	573	259	137	34	17	8	4	3	6	1								1,850
	Grade 3			16	176	600	755	563	228	102	38	24	10	3	2	1				1			2,519
	Grade 4				19	115	424	659	561	377	155	77	37	15	3	5							2,447
	Grade 5					6	67	335	530	597	363	219	114	70	23	9	5	1	1		1		2,341
	Grade 6						4	71	264	549	549	415	289	122	55	30	2	3					2,353
	Grade 7								21	97	129	167	125	87	41	30	4	3	2		1		707
Female Total		10	305	1,319	1,572	1,478	1,567	1,792	1,646	1,741	1,245	906	579	303	126	75	12	7	3	1	2		14,689
Male	Grade 1	12	348	1,549	1,453	407	116	55	19	8	8	4	1	1	1	1			1				3,984
	Grade 2		25	251	814	990	610	336	109	43	27	6	4	9	1				1			1	3,227
	Grade 3			20	207	677	1,082	1,093	588	295	148	51	35	8	5	1	2		1	1			4,214
	Grade 4				17	97	390	766	799	653	365	222	110	43	17	16	5	3					3,503
	Grade 5					6	71	327	587	738	549	451	282	144	71	32	11	6	4		1		3,280
	Grade 6						2	65	242	524	603	496	415	271	114	72	19	12	2				2,837
	Grade 7							1	15	92	114	141	133	128	92	54	25	16	2	1			814
Male Total		12	373	1,820	2,491	2,177	2,271	2,643	2,359	2,353	1,814	1,371	980	604	301	176	62	37	11	2	1	1	21,859
Grand Total		22	678	3,139	4,063	3,655	3,838	4,435	4,005	4,094	3,059	2,277	1,559	907	427	251	74	44	14	3	3	1	36,548

**Chart 2.9: Repeaters by Gender and Grade: National**



Nationally, repetition in Grade 1 still remains a serious problem. The highest repetition in 2011 was in Grade 1, followed by Grade 3 and then Grade 4.

About 60 percent of repeaters are male.

There is very little repetition in Grade 7, this either means most of the pupils continue to lower secondary levels or dropout of the system (maybe repeat outside the formal system).

Globally this repetition is about 15 percent of total enrolment in primary school. It suggests that Government is allocating the same percentage to accommodate repeaters who are 'blocking' spaces for the remaining few that are still to access primary education.

	Female	Male	Total
Grade 1	2,472	3,984	6,456
Grade 2	1,850	3,227	5,077
Grade 3	2,519	4,214	6,733
Grade 4	2,447	3,503	5,950
Grade 5	2,341	3,280	5,621
Grade 6	2,353	2,837	5,190
Grade 7	707	814	1,521
	14,689	21,859	36,548

**Table 2.13: Percent Repetition by Gender, Grade and Age: National**

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	0.06	0.04	0.14	0.37	0.38	0.37	0.33	0.32	0.15	0.30	0.00	0.50	0.00	0.50	0.00	1.00	0.00	0.00	0.00	0.00	0.00	14%
	Grade 2		0.05	0.04	0.08	0.19	0.23	0.25	0.24	0.20	0.21	0.20	0.13	0.40	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11%
	Grade 3			0.07	0.04	0.10	0.20	0.25	0.30	0.27	0.27	0.33	0.29	0.19	0.25	0.17	0.00	0.00	0.00	1.00	0.00	0.00	14%
	Grade 4				0.09	0.04	0.08	0.16	0.25	0.29	0.33	0.35	0.43	0.42	0.27	0.38	0.00	0.00	0.00	0.00	0.00	0.00	15%
	Grade 5				0.00	0.05	0.03	0.07	0.14	0.21	0.24	0.29	0.34	0.38	0.38	0.33	0.38	0.33	0.33	0.00	0.50	0.00	14%
	Grade 6					0.00	0.06	0.04	0.07	0.14	0.20	0.25	0.30	0.33	0.41	0.38	0.13	0.23	0.00	0.00	0.00	0.00	15%
	Grade 7					0.00	0.00	0.00	0.01	0.03	0.05	0.08	0.10	0.15	0.17	0.31	0.20	0.30	0.67	0.00	1.00	0.00	6%
Female Total		0.06	0.05	0.10	0.12	0.12	0.13	0.13	0.13	0.14	0.16	0.18	0.22	0.25	0.28	0.33	0.20	0.23	0.30	0.20	0.40	0.00	13%
Male	Grade 1	0.06	0.05	0.17	0.47	0.52	0.46	0.40	0.42	0.31	0.50	0.36	0.14	0.17	1.00	0.50	0.00	0.00	1.00	0.00	0.00	0.00	20%
	Grade 2		0.09	0.06	0.11	0.23	0.31	0.33	0.32	0.23	0.29	0.14	0.11	0.33	0.25	0.00	0.00	0.00	0.50	0.00	0.00	1.00	16%
	Grade 3		0.00	0.10	0.06	0.11	0.23	0.30	0.37	0.36	0.42	0.31	0.37	0.22	0.29	0.13	0.29	0.00	1.00	0.33	0.00	0.00	20%
	Grade 4				0.14	0.05	0.09	0.17	0.25	0.31	0.35	0.39	0.40	0.35	0.38	0.48	0.45	0.33	0.00	0.00	0.00	0.00	19%
	Grade 5					0.07	0.05	0.09	0.15	0.21	0.26	0.32	0.36	0.38	0.40	0.38	0.44	0.35	0.44	0.00	0.50	0.00	18%
	Grade 6					0.00	0.04	0.06	0.08	0.14	0.21	0.22	0.27	0.33	0.31	0.37	0.30	0.48	0.40	0.00	0.00	0.00	17%
	Grade 7							0.04	0.02	0.03	0.05	0.06	0.08	0.13	0.17	0.18	0.26	0.30	0.15	0.25	0.00	0.00	7%
Male Total		0.06	0.06	0.13	0.18	0.16	0.18	0.18	0.18	0.18	0.20	0.20	0.22	0.25	0.26	0.28	0.30	0.34	0.34	0.20	0.14	0.50	17%
Total		0.06	0.05	0.12	0.15	0.14	0.15	0.16	0.16	0.16	0.18	0.19	0.22	0.25	0.27	0.30	0.28	0.32	0.33	0.20	0.25	0.33	15%

The highest proportion of repeaters was observed in Grade 1 boys, where 1 in every 5 boys enrolled was repeating. The issue of repeating in Grade 1 needs to be investigated. Although there are minor peaks in Grades 1, 3, and 4, there is need for the Ministry to be concerned with this high repetition in Grade 1, especially because it is above the national benchmark of 10 percent per grade. The situation is compounded by the fact that it is the older pupils who tend to repeat more, ages above 16 years.

**Table 2.14: Repetition Rate by Gender, Grade and Age: National**

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	0.04	0.05	0.14	0.27	0.17	0.10	0.15	0.07	0.03	0.07	0.00	0.11	0.00	0.17	0.00	0.33	0.00	0.00	0.00	0.00	0.00	13%
	Grade 2		0.08	0.04	0.09	0.17	0.17	0.27	0.15	0.18	0.13	0.10	0.12	3.00	0.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11%
	Grade 3			0.07	0.05	0.10	0.18	0.29	0.25	0.31	0.17	0.20	0.24	0.14	0.10	0.13	0.00	0.00	0.00	1.00	0.00	0.00	15%
	Grade 4				0.10	0.05	0.08	0.17	0.24	0.32	0.22	0.22	0.21	0.26	0.07	0.28	0.00	0.00	0.00	0.00	0.00	0.00	15%
	Grade 5					0.04	0.03	0.07	0.14	0.24	0.22	0.21	0.24	0.41	0.22	0.26	0.24	0.33	0.20	0.00	1.00	0.00	14%
	Grade 6						0.08	0.04	0.07	0.17	0.20	0.20	0.27	0.25	0.26	0.71	0.10	0.27	0.00	0.00	0.00	0.00	15%
	Grade 7							0.00	0.01	0.04	0.05	0.07	0.08	0.11	0.10	0.28	0.09	0.38	0.40	0.00	0.00	0.00	6%
Female Total		0.04	0.05	0.11	0.12	0.12	0.11	0.14	0.13	0.17	0.15	0.15	0.17	0.20	0.16	0.34	0.11	0.27	0.19	0.33	0.67	0.00	13%
Male	Grade 1	0.05	0.06	0.17	0.37	0.26	0.13	0.18	0.11	0.08	0.11	0.09	0.04	0.20	0.20	1.00	0.00	0.00	0.00	0.00	0.00	0.00	18%
	Grade 2		0.16	0.07	0.12	0.22	0.24	0.35	0.22	0.18	0.20	0.08	0.11	0.39	0.06	0.00	0.00	0.00	1.00	0.00	0.00	0.00	16%
	Grade 3			0.12	0.08	0.12	0.21	0.34	0.31	0.34	0.31	0.19	0.28	0.12	0.13	0.04	0.12	0.00	0.50	1.00	0.00	0.00	21%
	Grade 4				0.13	0.06	0.09	0.19	0.23	0.32	0.25	0.27	0.26	0.22	0.14	0.44	0.17	1.50	0.00	0.00	0.00	0.00	19%
	Grade 5					0.07	0.06	0.10	0.16	0.25	0.20	0.24	0.27	0.28	0.27	0.33	0.22	0.40	0.44	0.00	0.50	0.00	19%
	Grade 6						0.06	0.07	0.10	0.19	0.20	0.18	0.23	0.25	0.18	0.35	0.17	0.30	0.25	0.00	0.00	0.00	18%
	Grade 7							0.01	0.02	0.05	0.05	0.06	0.07	0.10	0.10	0.15	0.14	0.27	0.11	0.20	0.00	0.00	7%
Male Total		0.05	0.06	0.14	0.19	0.16	0.16	0.21	0.18	0.22	0.18	0.17	0.18	0.19	0.15	0.24	0.15	0.30	0.26	0.18	0.07	0.20	17%
Grand Total		0.05	0.06	0.12	0.15	0.14	0.14	0.17	0.16	0.20	0.17	0.16	0.18	0.19	0.15	0.26	0.14	0.30	0.24	0.21	0.18	0.14	15%

Repetition Rate is the proportion of repeaters of the same cohort of pupils; this means repeaters in 2011 are compared with pupils in the same cohort i.e. 2010, those who were in the same class as them the previous year.

Percent repetition are those that are repeating in 2011 divided by the enrolment in the class (2011) that they are in, in the current year, i.e. 2011. Results indicated that the ratios are similar both for percentage repeaters and repetition rate; this suggests that roughly the same proportions (percentages) repeated for both years. Repetition rates are still relatively high in this sub-sector, 15 percent on average. There is need for the country to revisit the issue of repetition and how this affects survival rates and the achievement of universal primary education.

## Dropout

Pupils leave primary education for a variety of reasons. Government is trying to ensure that dropout is eliminated, however there are a number of reasons that may continue to cause dropping out. The table below outlines the reported cases of dropout in 2010, reported in 2011. These are pupils who dropped out in the year of Free Primary Education. The fact that they gave fees as reasons suggests that they might not have been able to settle any additional fees that were demanded by the schools.

**Table 2.15: Dropout by Gender, Grade and Reason**

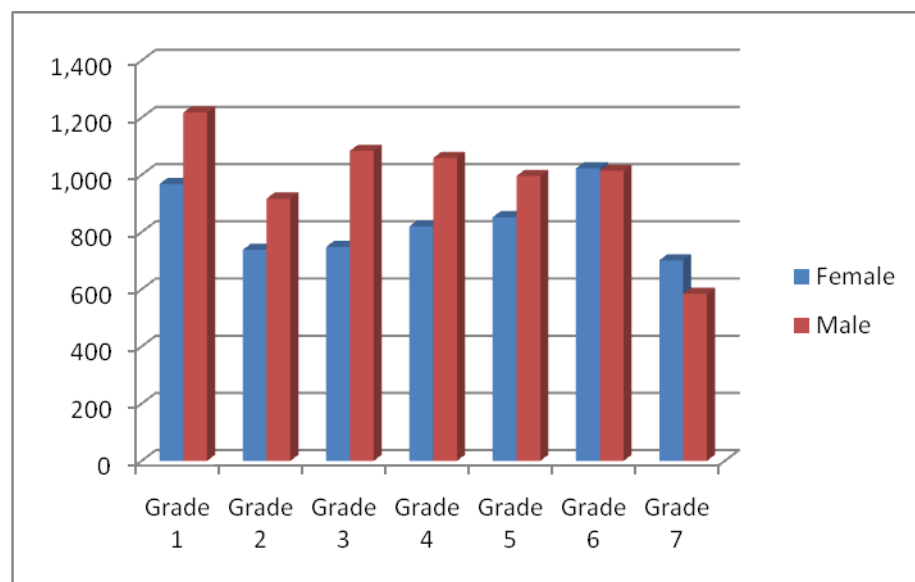
Age		Absconded	Death	Disciplinary	Family Reasons	Pregnancy	School fees	Sickness	Transfer	Total
Female	Grade 1	93	55	6	287	7	206	83	231	968
	Grade 2	75	37	6	157	6	139	56	262	738
	Grade 3	83	27	8	152	12	142	54	270	748
	Grade 4	114	37	6	151	34	138	56	284	820
	Grade 5	127	33	13	161	82	137	53	246	852
	Grade 6	192	23	8	190	215	110	57	228	1,023
	Grade 7	134	17	3	95	249	47	42	114	701
Female Total		818	229	50	1,193	605	919	401	1,635	5,850
Male	Grade 1	145	57	12	327	5	298	134	240	1,218
	Grade 2	108	47	15	212		164	68	303	917
	Grade 3	185	60	21	232	4	171	73	338	1,084
	Grade 4	244	42	22	203	5	171	52	320	1,059
	Grade 5	256	30	23	201	10	166	52	258	996
	Grade 6	318	33	37	208	46	97	45	230	1,014
	Grade 7	196	25	16	113	52	62	27	93	584
Male Total		1,452	294	146	1,496	122	1,129	451	1,782	6,872
Total		2,270	523	196	2,689	727	2,048	852	3,417	12,722

The largest numbers were observed in pupils who were forced out by family reasons (1 496) followed by those who absconded (1 452). Both reasons suggested pressure from the home (personal and family related), an indication that despite FPE there are other barriers that still exist. These maybe due to pupils who have to leave school to look after parents, siblings and take care of the home. Others may have joined school and might have found school no longer relevant, some may have been older and could not cope with attending school with their younger counterparts or may have got married. Results also indicated dropout due to pregnancy, this is worrying as these numbers are spread along the primary sector suggesting that pupils in grade 1 might be engaging in unprotected sex, thus exposing themselves to risk the for HIV infection. This is possible because some of the FPE enrolled children are above eleven years and may have begun to

engage in sex when they entered school. One factor that may also be worrying is the dropout between grade 1 and 3 due to school fees. This should not be the case as education should be free, unless of course schools are charging pupils additional fees. This counters the objectives of the country. What is further worrying is that the highest dropout is within the grades where education is fee free. This suggests additional costs such as, registration, 'top-up', school feeding and other costs such as travelling, uniforms, etc.

Transfers are grouped under the same table. However it should be noted that these pupils are not lost to the system as they move to other schools within the country. The results are an indication that happens within the course of the year.

**Chart 2.9: Dropout by Grade and Gender: National**



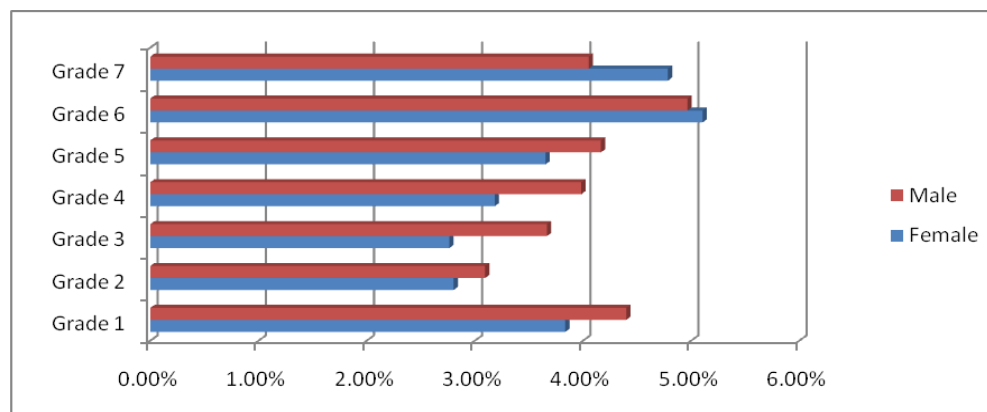
The highest dropout was recorded in Grade 1. This raises a number of issues, did the pupils fail grade 1, or did they enter grade 1 and then dropped out due reasons such as top-up, or where they too young to be in school and could not cope with distances to school, or did they enrol in other institutions such as Neighbourhood Care Points (NCP) because of regular feeding or did they enrol with SEBENTA because they had to fend for their families. The results suggest some pupils enrolled and did not complete their year in school, such phenomena results in reduced survival rates.

Dropout rates varied across the sub-sector however higher rates were observed in Grade 7, 6 and 1. Dropout rate is derived from the number who dropped out from their cohort, i.e. those who dropped out in 2010 as a fraction of their fellow classmates – enrolment in 2010

**Table 2.16: Dropout Rate by Grade and Gender**

Grade	Female	Male	Average
Grade 1	3.84%	4.40%	4.12%
Grade 2	2.81%	3.10%	2.95%
Grade 3	2.76%	3.67%	3.22%
Grade 4	3.19%	3.99%	3.59%
Grade 5	3.66%	4.17%	3.91%
Grade 6	5.11%	4.97%	5.04%
Grade 7	4.79%	4.05%	4.42%
	3.73%	4.05%	3.89%

**Chart 2.10: Dropout Rates by Grade and Gender**



## Special Education Needs

The data presented under this section is for Special Education Needs (SEN) children as identified at school level by schools. These are not medically derived statistics (as defined by health professionals), but are an indication of the perceived disability that may exist in the schools. Some of them may have been classified by health professionals but generally, these are perceived challenges that were observed at school level, e.g. *hearing disability* includes those that are deaf and those that are partially deaf, the different degrees of deafness have to be defined by health professionals. The same logic will apply for visual and learning impairment. It is however encouraged that the SEN department should investigate further so as make resources available for the schools that may need their intervention because teachers have identified a demand/ need for support.

**Table 2.17: SEN Pupils by Grade and Gender-National: Visual only**

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Female	136	189	294	315	352	425	294	2,005
Male	190	204	328	359	293	346	232	1,952
Total	326	393	622	674	645	771	526	3,957

In 2011 only visually impaired children were reported. These include those that have been medically confirmed as blind or partially blind. However caution needs to be observed as some of the reported cases may include pupils who have had corrective surgery and might be able to read as a normally sighted individual. These figures do not represent “blind pupils only”, it includes some with varying levels of being blind.

**Table 2.18: Visually Impaired Pupils by Gender, Grade and Region**

			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Visually Impaired	Female	Hhohho	20	19	44	34	24	45	41	227
		Lubombo	21	13	27	19	17	32	9	138
		Manzini	18	27	22	25	54	39	29	214
		Shiselweni	11	16	27	13	23	16	7	113
	Female Total		70	75	120	91	118	132	86	692
	Male	Hhohho	22	32	49	61	25	32	24	245
		Lubombo	33	4	35	26	25	19	8	150
		Manzini	24	34	17	30	45	42	20	212
		Shiselweni	15	14	37	9	10	14	12	111
	Male Total		94	84	138	126	105	107	64	718
Visually Impaired Total			164	159	258	217	223	239	150	1,410

The non-reporting of other impairment in 2011 could be due to intervention by health professionals where cases reported in 2010 were reviewed and reclassified. It is hoped that SEN would expand to all schools to ensure that accurate and consistent data sets are collected on a yearly basis.

### Orphans and Vulnerable Children (OVC) in Schools

The Government of Swaziland is interested in knowing the extent of orphan hood and vulnerability in the education system. There are some challenges that exist since the introduction of Fee Primary Education, grades that in FPE do not see the need to classify their pupils since they are all benefiting from FPE. The challenge is that as FPE reaches grade 7, all OVC would have disappeared from the system – statistically. This is dangerous since in 2016, the Government of Swaziland will not have an accurate indication of OVC that would have to go into lower secondary education and we might find ourselves faced with empty form 1 classes as they wouldn't have been captured. The next tables will present the number of OVC (single, double and vulnerable). A detailed school report will be attached to the report so that schools can check whether all the OVC were captured in both their annual census returns and the EMIS.

**Table 2.19: OVC by Grade and Age: National**

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	24	945	1,276	389	110	44	29	8	5	6	2		1	1	1							2,841
	Grade 2		50	829	1,305	723	288	134	53	19	15	8	9	8	1		1						3,443
	Grade 3			41	782	1,261	905	670	233	125	52	28	14	8	4	2	4	1		1			4,131
	Grade 4				51	664	1,394	1,371	855	526	206	97	44	22	6	5	1	1		1			5,244
	Grade 5					30	524	1,385	1,367	1,068	585	326	158	79	27	13	5	2					5,569
	Grade 6						16	512	1,222	1,441	1,044	735	419	164	65	45	7	3	1				5,674
	Grade 7							15	416	1,111	1,062	972	558	287	121	51	9	5	1		1		4,609
Female Total		24	995	2,146	2,527	2,788	3,171	4,116	4,154	4,295	2,970	2,168	1,202	569	225	117	27	12	2	2	1		31,511
Male	Grade 1	31	1,005	1,563	642	197	70	43	17	11	5	3	1	3	1	1				1			3,594
	Grade 2		56	773	1,487	1,040	494	287	105	58	39	21	14	10			1		1			1	4,387
	Grade 3			37	648	1,363	1,219	1,120	524	279	117	57	33	16	5	4	3	2		2			5,429
	Grade 4				34	522	1,220	1,513	1,204	847	480	262	127	61	24	15	6	3					6,318
	Grade 5					26	360	1,061	1,343	1,383	843	611	362	178	92	44	9	9	6				6,327
	Grade 6						17	294	851	1,339	1,152	932	702	389	180	95	38	12	2	1	1		6,005
	Grade 7							5	257	789	899	948	768	470	278	169	54	30	9	2	2		4,680
Male Total		31	1,061	2,373	2,811	3,148	3,380	4,323	4,301	4,706	3,535	2,834	2,007	1,127	580	328	111	56	18	6	3	1	36,740
Grand Total		55	2,056	4,519	5,338	5,936	6,551	8,439	8,455	9,001	6,505	5,002	3,209	1,696	805	445	138	68	20	8	4	1	68,251

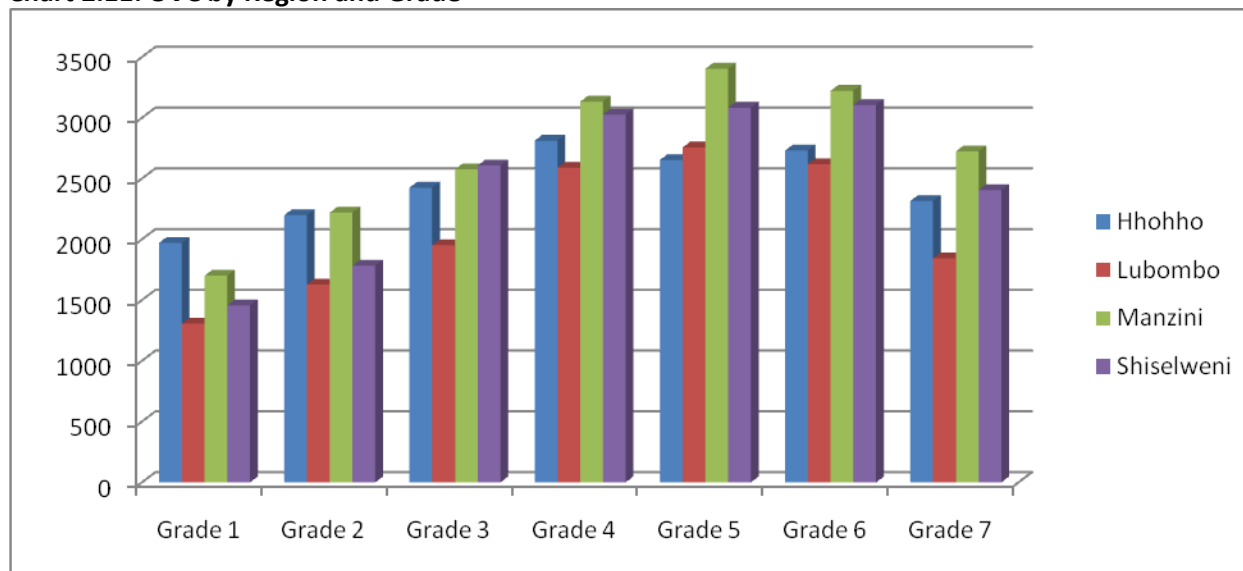
**Table2.20: Orphan-hood (double and single) by Grade and Age: National**

Age		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Grade 1	15	616	840	283	75	30	20	6	3	5	1		1								1,895
	Grade 2		22	540	892	494	206	101	38	12	10	6	6	6	1		1					2,335
	Grade 3			23	561	890	631	484	172	98	40	24	10	7	3	2	2	1		1		2,949
	Grade 4				35	465	968	930	610	385	150	65	33	16	6	4	1			1		3,669
	Grade 5					22	353	976	947	743	427	244	120	62	19	10	5	2				3,930
	Grade 6						13	351	835	997	765	533	285	109	45	34	3	2	1			3,973
	Grade 7							13	296	801	745	676	394	195	89	40	7	2	1			3,259
Female Total		15	638	1,403	1,771	1,946	2,201	2,875	2,904	3,039	2,142	1,549	848	396	163	90	19	7	2	2		22,010
Male	Grade 1	18	626	997	420	156	49	33	7	9	5	3	1	2						1		2,327
	Grade 2		34	523	1,017	736	348	209	79	40	31	16	6	7			1					3,047
	Grade 3			27	471	949	843	819	389	214	93	41	25	12	4	4	2	2		2		3,897
	Grade 4				29	355	851	1,021	832	600	332	194	95	48	17	12	4	2				4,392
	Grade 5					19	256	786	954	1,009	608	445	272	130	71	31	4	7	5			4,597
	Grade 6						12	211	599	958	820	646	535	279	142	75	24	10	2	1	1	4,315
	Grade 7							3	199	565	650	671	548	348	192	116	41	23	9	2	2	3,369
Male Total		18	660	1,547	1,937	2,215	2,359	3,082	3,059	3,395	2,539	2,016	1,482	826	426	238	76	44	16	6	3	25,944
Grand Total		33	1,298	2,950	3,708	4,161	4,560	5,957	5,963	6,434	4,681	3,565	2,330	1,222	589	328	95	51	18	8	3	47,954

**Table 2.21: OVC by Grade and Region**

	Hhohho	Lubombo	Manzini	Shiselweni
Grade 1	1,971	1,306	1,701	1,457
Grade 2	2,199	1,628	2,220	1,783
Grade 3	2,425	1,951	2,576	2,608
Grade 4	2,812	2,590	3,133	3,027
Grade 5	2,653	2,756	3,404	3,083
Grade 6	2,731	2,619	3,223	3,106
Grade 7	2,316	1,844	2,724	2,405
	17,107	14,694	18,981	17,469

**Chart 2.11: OVC by Region and Grade**



The results indicated lower OVC numbers in Grades 1 to 3. This could be attributed to the FPE. This trend may continue up to Grade 7 in 2015.

However, despite these discrepancies, the results indicated that there were slightly more OVC in the Hhohho and Manzini regions. It was quite surprising to have lowest number of OVC in the Lubombo which is normally associated with higher levels of poverty.

## Teachers

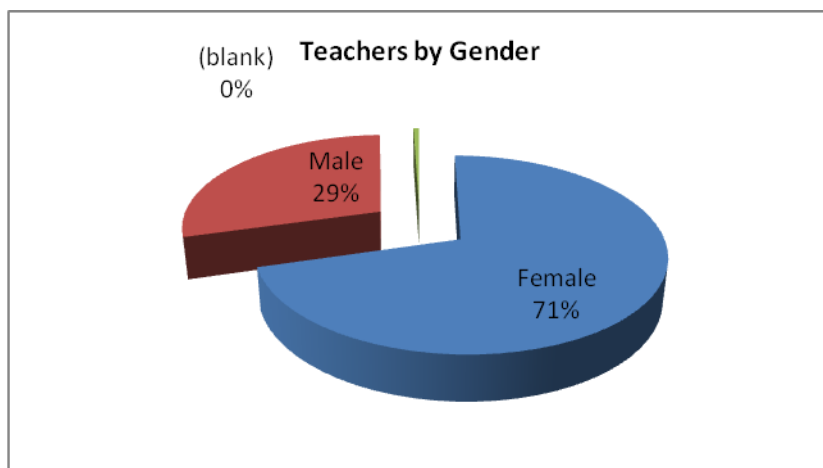
For purposes of this report, a teacher is defined as someone who possesses a recognised academic qualification and a teaching qualification. However it is important that the teacher's qualification is also of the appropriate level, e.g. primary teaching certificate if a primary school teacher. For purposes of this report, we will have a table that will show all persons who are teaching in primary school (all teachers). Another will show those who are qualified to teach (possess a teaching qualification) and lastly those with a primary teaching qualification (certified to teach at primary level).

**Table 2.22: Teachers by Gender: National**

	Female	Male	(blank)	Grand Total
A.A.T.	5	1		6
ACE	17	3		20
B.P.H.D in special education	3	1		4
BA	42	34	1	77
BA + CCE	4	0		4
BA Humanities	412	235	5	652
BA Humanities + CDE	45	31	1	77
BA Social Science	33	10		43
Bachelors + PGCE	196	77	1	274
Bachelor's Honours Degree	28	20		48
Bcom	4	4		8
Bed(Prim)	186	66		252
Bed(Sec)	16	2		18
Bsc + CDE	2	2		4
Bsc Agricultural Education	13	19	1	33
BSc in Computer & Mathematics	0	3		3
BSc in Home Economics	30	4		34
BSc.	13	9		22
BSc. Agriculture	1	6	1	8
Certificate in I.T. Education	5	4		9
Dip. Technical Teaching	0	2		2
Diploma in Agriculture	5	16	1	22
Diploma in Commerce	15	19		34
Diploma in Computer Science	3	2		5
Diploma in Education	132	53	2	187

	Female	Male	(blank)	Grand Total
Diploma in Home Economics	11	1		12
Diploma in Law	14	6		20
J.C	5	2		7
Masters	19	7		26
N.P.D.E.	105	4		109
O-Level	453	199	2	654
P.H.C.	8	8		16
P.H.C.+H.E.	35	0		35
P.H.D.	7	3		10
PLC	56	5		61
PTC	1,442	324	12	1,778
PTD	2,069	1,000	13	3,082
STC	4	2	1	7
STD	102	88	1	191
(blank)	23	8		31
Total	5,563	2,280	42	7,885

**Chart 2.11: Teachers by Gender**



Results indicated that the majority (71%) of the teachers at this level of education are female. A high proportion of the teachers possessed either a PTC or PTD which indicated that most of the teachers are adequately qualified.

As indicated earlier a person with a teaching qualification is qualified, irrespective of level. The following table presents results on the number of qualified (trained) teachers in the primary sub-sector.

**Table2.23: Qualified teachers by Gender: National**

	<b>Female</b>	<b>Male</b>	<b>(blank)</b>	<b>Grand Total</b>
<b>BA + CCE</b>	4	0		4
<b>BA Humanities + CDE</b>	45	31	1	77
<b>Bachelors + PGCE</b>	196	77	1	274
<b>Bachelor's Honours Degree</b>	28	20		48
<b>Bed(Prim)</b>	186	66		252
<b>Bed(Sec)</b>	16	2		18
<b>Bsc + CDE</b>	2	2		4
<b>Bsc Agricultural Education</b>	13	19	1	33
<b>Certificate in I.T. Education</b>	5	4		9
<b>Dip. Technical Teaching</b>	0	2		2
<b>Diploma in Education</b>	132	53	2	187
<b>Masters</b>	19	7		26
<b>N.P.D.E.</b>	105	4		109
<b>P.H.C.</b>	8	8		16
<b>P.H.C.+H.E.</b>	35	0		35
<b>P.H.D.</b>	7	3		10
<b>PLC</b>	56	5		61
<b>PTC</b>	1,442	324	12	1,778
<b>PTD</b>	2,069	1,000	13	3,082
<b>STC</b>	4	2	1	7
<b>STD</b>	102	88	1	191
<b>Grand Total</b>	<b>4,474</b>	<b>1,717</b>	<b>32</b>	<b>6,223</b>

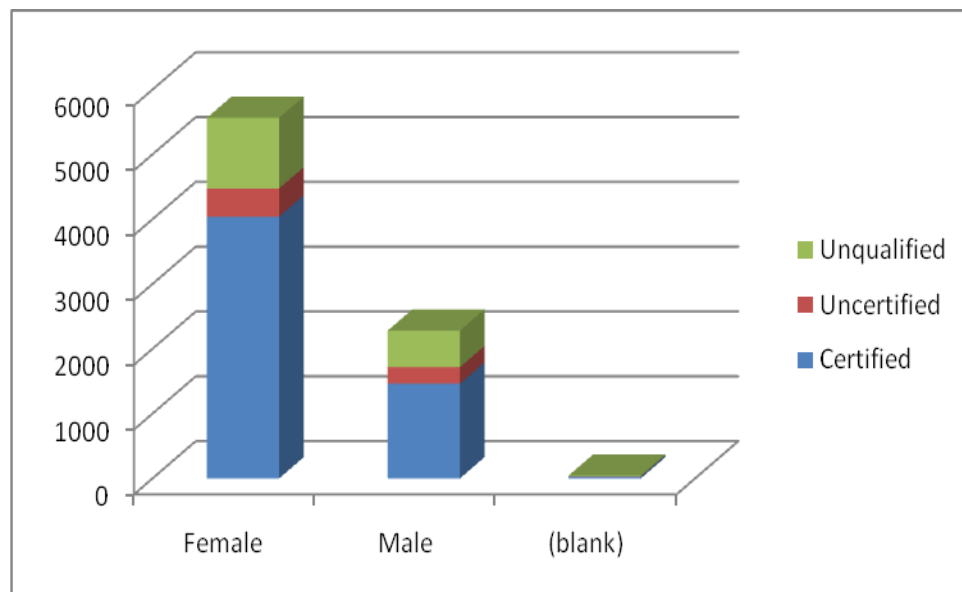
The table above shows all teachers who possess a teaching qualification. This might be a primary level or secondary level teaching qualification. These are qualified teachers. The results indicated that 72 percent of the qualified teachers are female.

**Table 2.24: Certified teachers (for primary) by Gender: National**

	Female	Male	(blank)	Grand Total
<b>Bed(Prim)</b>	186	66		252
<b>Diploma in Education</b>	132	53	2	187
<b>N.P.D.E.</b>	105	4		109
<b>P.H.C.</b>	8	8		16
<b>P.H.C.+H.E.</b>	35	0		35
<b>P.H.D.</b>	7	3		10
<b>PLC</b>	56	5		61
<b>PTC</b>	1,442	324	12	1,778
<b>PTD</b>	2,069	1,000	13	3,082
<b>Grand Total</b>	<b>4,040</b>	<b>1,463</b>	<b>27</b>	<b>5,530</b>

In this case certified teachers are those who are fully qualified and certified to teach at primary level. This suggests that about 30 percent of the teachers in primary schools are not adequately qualified to be teaching primary school level. This indicated a demand for primary certified teachers in the system. On the other hand it also indicated that there are slightly more secondary level teachers who were not absorbed by the number of secondary schools in the country.

**Chart 2.12: Proportion of Certified/ Un-Certified teachers /Un- Qualified teachers: National**



The chart shows the number of appropriately qualified (certified), qualified but not for primary level (uncertified) and unqualified teachers. Un-qualified teachers would be largely composed of those who possess no teacher training – not trained in pedagogy.

Unqualified teachers are likely to possess secondary teaching qualifications; although these may be fully trained teachers they might not possess the pedagogy and skills to teach primary school children.

**Table 2.25 : Attrition and Transfer of Teachers**

		<b>Absconded</b>	<b>Dismissed</b>	<b>Natural Death</b>	<b>not natural death</b>	<b>Resignation</b>	<b>Retirement</b>	<b>Transfer</b>	<b>Grand Total</b>
<b>Female</b>	<b>Hhohho</b>	2	0	1	0	2	21	48	74
	<b>Lubombo</b>	25	0	7	3	2	18	33	88
	<b>Manzini</b>	1	0	4	1	6	23	33	68
	<b>Shiselweni</b>	3	0	5	1	0	21	14	44
<b>Female Total</b>		31	0	17	5	10	83	128	274
<b>Male</b>	<b>Hhohho</b>	5	2	2	3	2	6	36	56
	<b>Lubombo</b>	8	0	5	4	1	7	21	46
	<b>Manzini</b>	69	0	1	0	4	5	30	109
	<b>Shiselweni</b>	4	0	3	0	2	2	14	25
<b>Male Total</b>		86	2	11	7	9	20	101	236
<b>Grand Total</b>		117	2	28	12	19	103	229	510

Although ‘transfers’ are also recorded under this table it should be noted that such teachers are not lost to the system, as they have moved within the sector. The results indicated that a larger number of teachers absconded or left the system before their retirement age. Reasons that could have led to absconding were not issued however; they could include retirement due to medical/family or personal reasons, end of temporary contract. These are teachers who may have left the system without informing the school, or the situation did not allow for that, i.e. end of contract. There is a very fine line between a natural death and un-natural death; a non-natural death would include death through an accident or murder.

The results indicated a high incidence of absconding of males under the Manzini region, and this may need to be investigated. Other than this discrepancy the results were uniform across the regions.

## Some Basic Primary Education Level Indicators

These indicators are derived from the reported data under the Annual Education Census (EMIS –MOET) and Population Projections (CSO). For purposes of this national report the locally derived population figures were used. However, it is important to note that other agencies use figures from their own population projections (UN and World Bank) and the final indicators might not be the same as those in the report. A greater emphasis is placed on primary sector indicators so as to facilitate the monitoring of educational indicators towards the achievement of Universal Primary Education, which is a national goal. All primary indicators will be derived from populations aged between six and twelve years old, the official age for the primary sector. However, it is important to also note that due to FPE intakes and repetition at this level of education there will be quite a number of over aged children in the system.

### ACCESS INDICATORS

#### Gross Intake Rates

	2009	2010	2011
Male	114.1	136.6	148.1
Female	108.1	126.9	132.5
Total	110.3	131.8	140.3

#### Net Intake Rates

	2009	2010	2011
Male	34.8	41.0	66.8
Female	37.8	44.3	49.6
Total	36.3	42.6	58.3

The 2011 results suggested that about 40 percent of the children are not of entry age – i.e. aged 6. The trend suggested that the incoming children are becoming more appropriately aged, which indicated that most of the over aged children are already in the system. We started off in 2010 with 63.7% out of aged to 41.7% in 2011, and improvement of more than 20 percent.

#### Gross Enrolment Rates

	2009	2010	2011
Male	133.3	138.3	136.8
Female	118.1	123.6	123.1
Total	125.6	130.9	129.1

## Net Enrolment Rates

	2009	2010	2011
Male	87.3	93.4	95.3
Female	84.6	90.7	91.0
Total	85.9	92.0	93.1

Gross and Net enrolment rates figures are favourable over the three year period for the achievement of universal primary education. The GER has been above 100 percent for sometime implying more and more children are being enrolled. It also indicates that the country does have capacity to absorb all appropriately qualified children in the future. Capacity in terms of spaces for children exists. The NER is also gradually approaching 100 percent (ideal scenario). The NER for boys is at 95% suggesting that only 5% of the appropriately aged boys are still to benefit from FPE. The rate is slightly lower (91%) for the girls which indicated that there are still some issues which need to be resolved for the girl child. The NER is not only an access indicator but also shows the quality of the enrolment, i.e. a total NER of 93.1% suggested that about only 7 percent of children aged between 6 and 12 are not in the school system. This is good and may suggest that the country is on route to achieve the goal for primary education, but special attention needs to be placed on girls. A GER above 120% and NER about 93% also suggest a huge expansion in capacity in the last three years at primary level, there is however need to study the flows and match investments at primary levels to future demands. A successful primary sector will increase the demand for education at secondary levels. In future some classes at primary level will become smaller and classes at secondary levels will tend to increase. A successful universal primary education in 2015 will be when all children who graduate at Grade 7 manage to get accommodated in Form 1. This demands an increase in investment first a lower secondary and then higher secondary levels of education.

## INPUT Indicators

### Pupil-Teacher Ratios

	2009	2010	2011
Total	32	32	31

This indicator is derived from the number of all teachers within the sector, includes even temporary teachers. The national benchmark is 1:40; results suggested that on a national scale the sector has enough teachers. However, this hides the fact that some pupils are taught by unqualified teachers, and it hides the fact that in some areas the ratios are as high as 1:70 especially in urban and highly populated areas such as the Mbabane-Manzini corridor. In some communities especially along the border with our neighbours the ratios could be as low as 1:15. This may suggest a more effective system of teacher placement to ensure that education is distributed equitably.

### Type of Rooms in 2011

Type of Room	Hhohho	Lubombo	Manzini	Shiselweni	Total
Classroom/teaching Room	1,765	1,374	1,928	1,458	6,525
Computer Laboratory	18	24	17	6	65
Kitchen	124	106	135	82	447
Staff Room	95	96	92	81	364
Store Room	97	92	85	78	352
Strong Room	47	58	50	31	186
	<b>2,146</b>	<b>1,750</b>	<b>2,307</b>	<b>1,736</b>	<b>7,939</b>

These figures are for structures that were reported in 2011. They include structures that may have existed before 2011 since it was the first time this question was asked. The results indicated that they are more teaching rooms in the Hhohho and Manzini regions than the other regions. The number of kitchens does need further investigation, all primary schools in the country benefit from the national feeding programme, this may suggest that some schools have no kitchens and they cook in the open or temporary structures. Strong rooms and Store rooms are critical in schools; this is where school store a variety of possessions like stationery, books, food, examination papers etc. Results suggested that there are some schools that may not possess these, raising serious questions on safety of food and examination papers in particular. Ideally for strong rooms, store rooms and kitchens 100 percent positive response was expected, these are key and very important structures that should be in all primary schools.

### Toilets

Water and sanitation is very important for the well being of the pupils and their teachers. Schools were requested to indicate the number of toilets (seats) for their pupils by gender. The results were intriguing because there are schools that reported toilets as being used by both teachers and pupils. This suggested there are schools where the building (structure) for pupils and teachers is combined. Non-positive (100%) response suggested that there are schools where pupils do not have toilet facilities and use the open field. Toilets are largely provided for by community in partnership with government.

In the analysis toilets represents a “toilet seat”, and includes both ‘pit’ and ‘flush’ systems. In terms of the number of seats the national average is about 1:26. However, considering that pupils use these amenities during their short breaks, this might not be adequate. Results indicated that about one in three of the toilets above are flush – water driven. It is important to note that the toilets are not evenly distributed in the schools; there are some schools that may not have toilets. Some schools have toilets block where the staff and pupil toilets are part of one structure.

## Toilets by Gender and Region

		Pupils	Staff	Staff and Pupils	Grand Total
Female	Hhohho	618	222	42	882
	Lubombo	567	175	16	758
	Manzini	815	254	20	1,089
	Shiselweni	487	163	7	657
Female Total		2,487	814	85	3,386
Male	Hhohho	677	250	35	962
	Lubombo	577	159	17	753
	Manzini	760	236	23	1,019
	Shiselweni	519	151	8	678
Male Total		2,533	796	83	3,412
Male and Female	Hhohho	136	103	7	246
	Lubombo	176	105	13	294
	Manzini	204	108	7	319
	Shiselweni	128	57	2	187
Male and Female Total		644	373	29	1,046
Grand Total		5,664	1,983	197	7,844

## Housing of teachers

Schools were also asked to indicate the number of housing units and number of teachers housed in the units. The results are presented in next table.

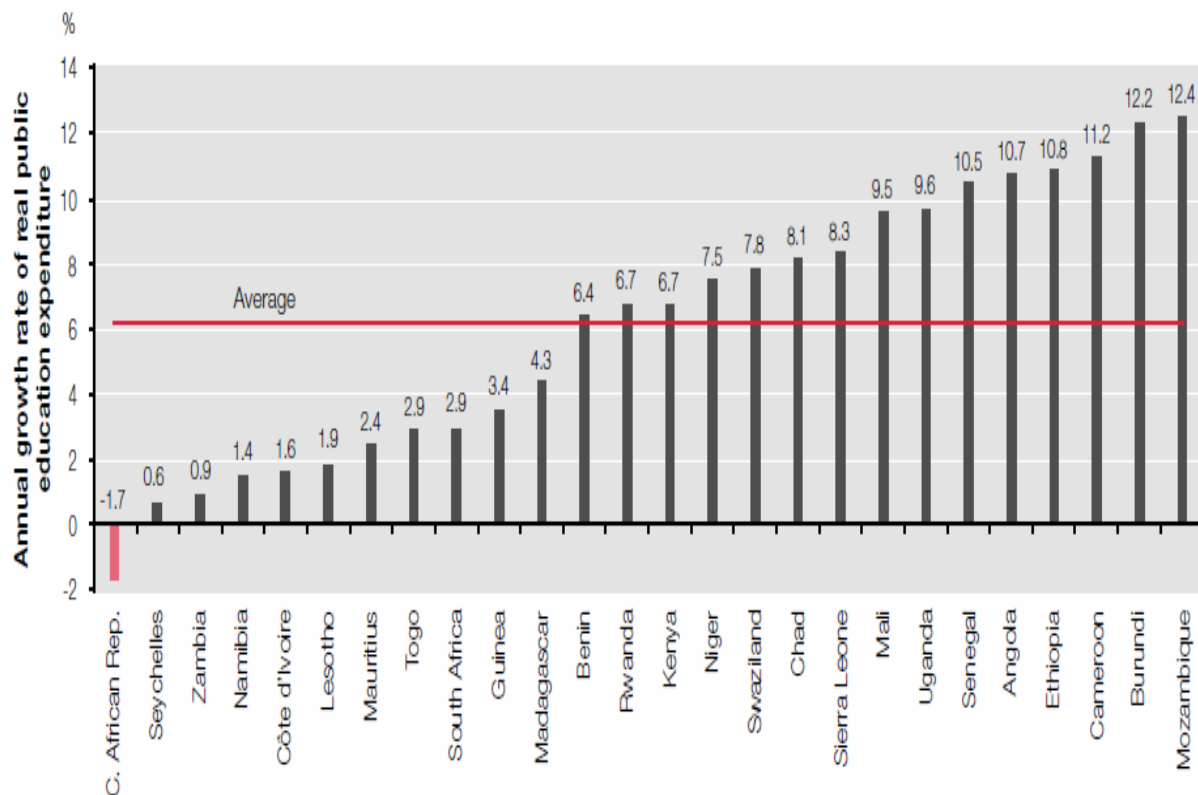
Type of Units	No. Of Units	No. Teachers housed
Family Units	1,862	2,210
Single Units	1,159	1,259
Grand Total	3,021	3,469

Results indicated a need for additional teacher houses in some schools. Single units include 'bedsitter' rooms, or 'titimela' which are ideally for one person. The figures suggested that in some schools some teachers shared such housing which might not be conducive for the well being of the teachers.

## FINANCIAL inputs

The education sector budget has been increasing steadily over the years. The next chart presents a scenario of how the public education expenditure has increased over the decade in some selected African countries. The source is UNESCO Institute of Statistics. The table shows that the Swaziland Education public expenditure increased by about 8 percent over the last decade. This expenditure does not include private expenditure, i.e. contribution by the private sector and parents.

**Chart: Increase in Public Expenditure between 2001 and 2010**



## ALLOCATION TO PRIMARY EDUCATION

Government commitment to primary education was also observed the Pupil-Textbook ratios which are 1:1 for both Reading and Mathematics suggesting that every pupil has his/her own textbook. This can be looked at as quality input.

<sup>3</sup>Textbook ownership between 2000 and 2007

	Reading textbook						Mathematics textbook					
For 2000	No textbook		Share textbook		Own textbook		No textbook		Share textbook		Own textbook	
(SACMEQ II)	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Hhohho	8.7	3.11	13.7	3.28	77.6	4.52	5.4	3.31	9.6	2.95	85.1	4.26
Lubombo	3.6	1.00	28.9	6.63	67.6	6.49	2.1	0.85	31.7	6.72	66.2	6.82
Manzini	4.8	1.65	25.9	6.68	69.4	6.70	4.7	1.93	27.1	6.56	68.1	6.51
Shiselweni	5.3	1.82	13.2	4.34	81.5	4.70	2.8	1.22	20.5	9.61	76.7	9.39
<b>Swaziland</b>	<b>5.8</b>	<b>1.15</b>	<b>19.9</b>	<b>2.70</b>	<b>74.3</b>	<b>2.86</b>	<b>4.0</b>	<b>1.17</b>	<b>21.3</b>	<b>3.31</b>	<b>74.7</b>	<b>3.37</b>
	Reading textbook						Mathematics textbook					
For 2007	No textbook		Share textbook		Own textbook		No textbook		Share textbook		Own textbook	
(SACMEQ III)	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Hhohho	0.0	0.00	2.2	2.17	97.8	2.17	0.0	0.00	0.3	0.21	99.7	0.21
Lubombo	0.1	0.11	0.5	0.40	99.4	0.44	0.2	0.16	0.3	0.17	99.5	0.22
Manzini	0.1	0.09	0.3	0.17	99.6	0.18	0.0	0.00	0.1	0.11	99.9	0.11
Shiselweni	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.1	0.08	99.9	0.08
<b>Swaziland</b>	<b>0.0</b>	<b>0.03</b>	<b>0.8</b>	<b>0.58</b>	<b>99.2</b>	<b>0.59</b>	<b>0.0</b>	<b>0.03</b>	<b>0.2</b>	<b>0.08</b>	<b>99.8</b>	<b>0.08</b>

The proportion of pupils sharing textbooks dropped from 3 percent in 2000 to less than a percent in 2007. In 2007 every pupils had his/her own textbook, which is a good indicator of equity in quality educational inputs.

<sup>3</sup> Source: Swaziland SACMEQ III Report (still to be published)

## SCHOOL GARDENS AND SPORT FIELDS

	Sports Field(s)	School or Community Garden
Hhohho	135	120
Lubombo	102	84
Manzini	148	111
Shiselweni	118	84
<b>Total</b>	<b>503</b>	<b>399</b>

Results suggested that not all schools had school gardens and sport fields. School or community gardens are important in that they can be used to supplement the school feeding schemes and help save costs. More than 200 primary schools do not have gardens, this is a serious challenge as vegetables produced in school gardens are used to improve the nutritional value school meals and also provide for variation of the meals.

## GENDER EQUITY

In this case the analysis equity is in terms of access to primary education by both boys and girls.

### Gender Equity: GER

	2009	2010	2011
<b>Total</b>	<b>0.93</b>	<b>0.89</b>	<b>0.90</b>

### Gender Equity: NER

	2009	2010	2011
<b>Total</b>	<b>1.03</b>	<b>0.97</b>	<b>0.95</b>

It was observed that equity was higher when the NER was considered than when the GER was considered. This suggested that although girls are still not benefitting as well as their male counterparts, there were more “in-age” girls than boys in the primary sector. Crudely speaking this suggested that girls were efficient; in that they were of the required ages, i.e. do not stay longer at primary levels – less likely to repeat at this level of education. It also supports the notion that generally there are more boys who are over aged in the primary sector. However, the bottom line is that the system needs more girls to enrol so as to achieve a gender parity of 1.

## PROCESS AND OUTPUT Indicators

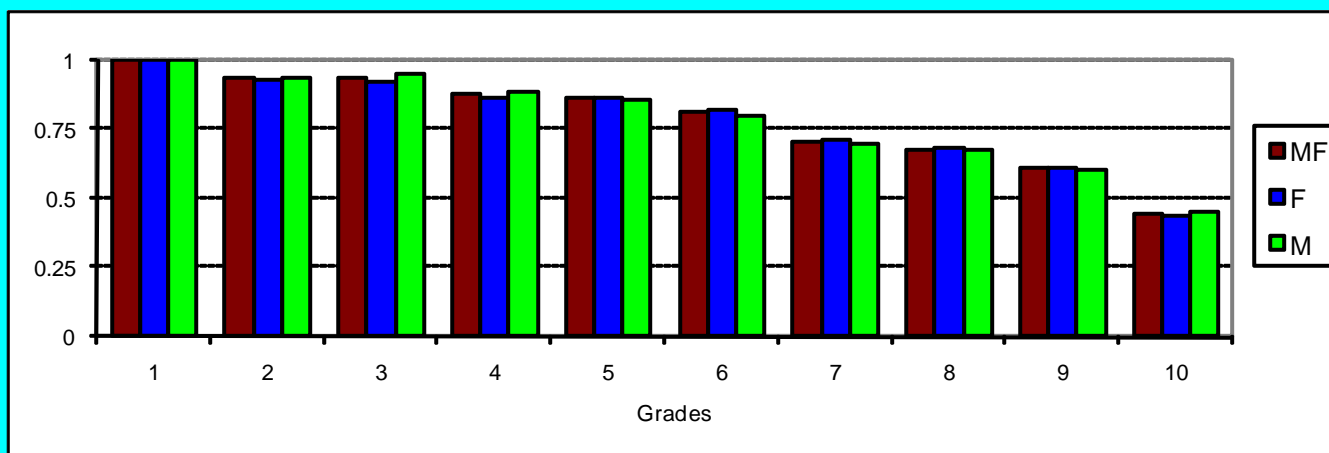
One of the greatest challenges of the primary sector is repetition rates which have stood at more 15 percent for the past decade. The sub-sector has witnessed relatively high repetition even in Grade 1. The country has one of the highest repetition rates in the region (SADC) and this often counters the investments that have been made in primary education. A high repetition rate is often attributed to “falling standards” where the school and school community may feel that children had not reached the “required standards”. Other regional research such as South and East African Consortium for Monitoring Educational Quality (SACMEQ) have revealed that at least 60 percent of Grade 6 pupils in Swaziland claimed to have repeated at least once in their primary education. Such repetition has a negative effect on internal efficiency measures, and may result in some children dropping out of school unnecessarily. Results have indicated a consistent repetition of about 15 percent a primary for quite some time, it this suggesting that the system does not have capacity to break the cycle of repetition or repetition has become a norm. There is need for a closer look at repetition at Grade 1, Grade 3 and Grade 6.

### Repetition Rates

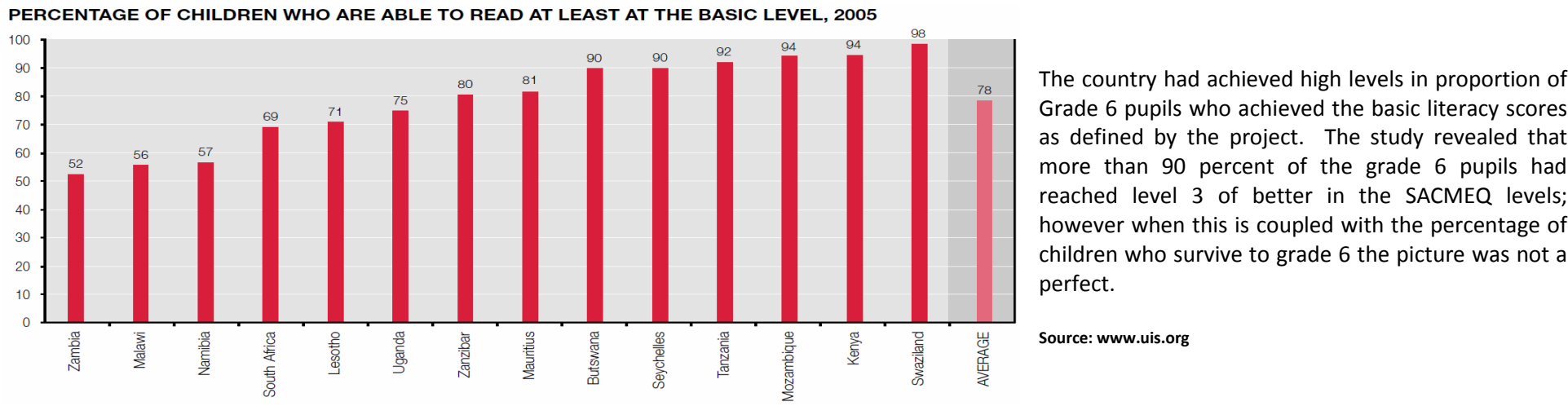
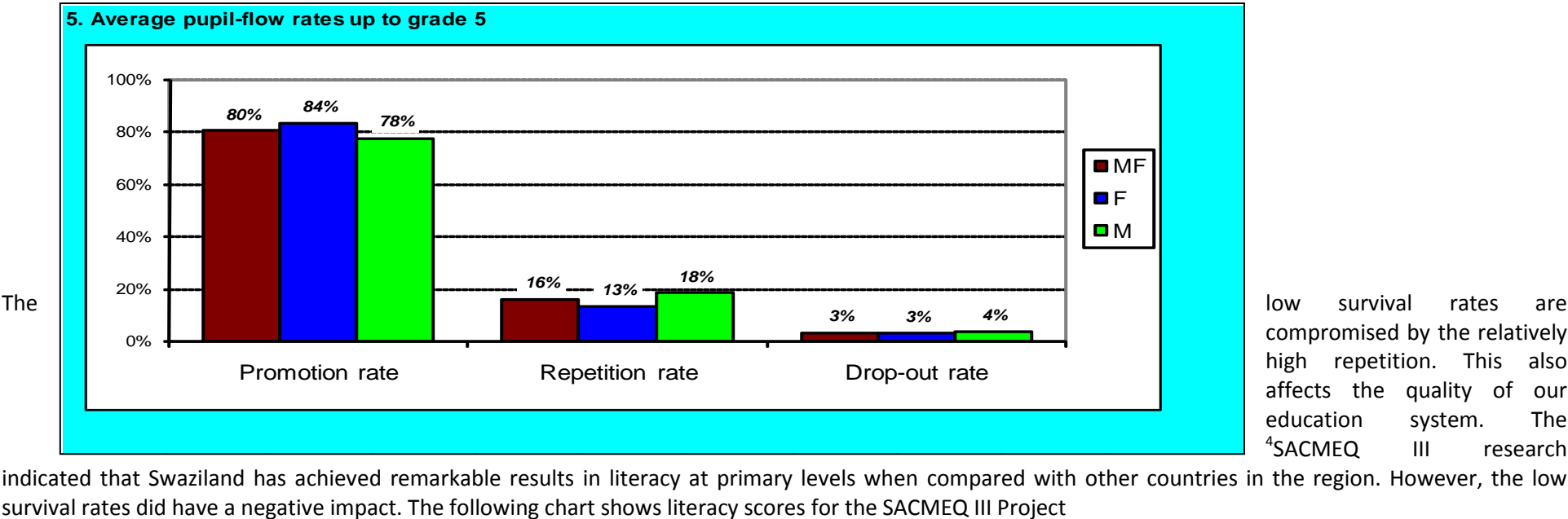
	2009	2010	2011
Male	19%	17%	17.40%
Female	14%	13%	13%
Total	17%	15%	15.30%

Repetition and dropout affect the proportion of children that reach the end of the primary cycle. If the system has on average a repetition rate of about 15 percent at every grade, this suggests that the number of children who reach grade 7 will be far less than the number that started grade 1. For an accurate impact of this phenomenon one would have to track all children through the seven years of primary education, but statistically the impact can be estimated and the results for the 2010/2011 academic year are.

### 1. Survival rates by grade and by gender

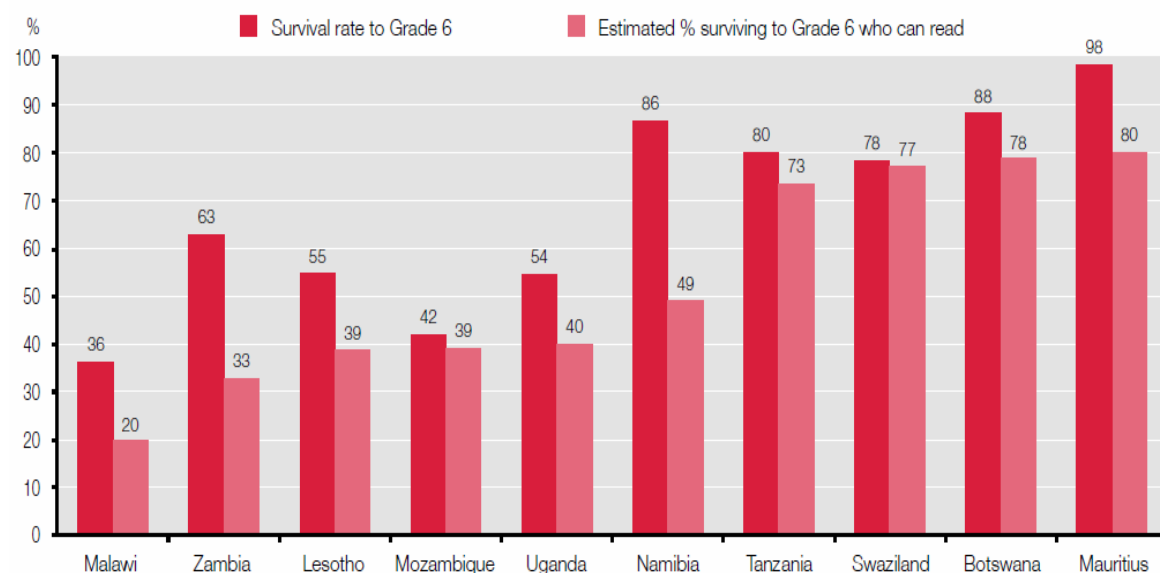


Assuming 1000 children enter Grade 1, it is estimated that if the situation continues as is, only about 73 percent will reach grade 7 and less than half will sit for the junior certificate examination. This is not immediately evident as classes are being filled up by other repeating students. This crudely means that only a few children go through the system efficiently. Repetition is a problem in the country coupled with fact that a child can repeat all the grades throughout the system.



<sup>4</sup> SACMEQ: South and East African Consortium for Monitoring Educational Quality. Research done at Grade 6 level in all 15 member countries, most of which are under the SADC. Grade 6 pupils are assessed in Reading, Mathematics and HIV and AIDS knowledge and skills. See [www.saqmeq.org](http://www.saqmeq.org) or [www.uis.org](http://www.uis.org)

## ESTIMATED PERCENTAGE OF STUDENTS WHO SURVIVE TO END OF PRIMARY EDUCATION AND WHO ARE ABLE TO READ IN SACMEQ COUNTRIES



Only a fraction (78%) survive to grade 7, this suggests that although local children can read, are literate they do not reach the end of primary. This could suggest the high levels of achievement that is expected from our children to pass the end of primary examination. These two last charts may be taken to give an impression of the quality of primary education. However, there are other factors that need to be considered because schools in the country are not the same in terms of resources (human and material) their socio-economic status and level of development.

## ISCED 2: Lower Secondary Education (Junior Secondary)

Programmes at ISCED level 2, or “lower secondary” education, are typically designed to build upon the learning outcomes from ISCED level 1. Usually, the educational aim is to lay the foundation for lifelong learning and human development on which education systems may systematically expand further educational opportunities. Some education systems may already offer vocational education programmes at ISCED level 2 to provide individuals with skills relevant to employment. programmes at this level are usually organized around a more subject-oriented curriculum, introducing theoretical concepts across a broad range of subjects.

Teachers typically have pedagogical training in specific subjects and, more often than at ISCED level 1, a class of students may have several teachers who have specialized knowledge of the subjects they teach. 141. ISCED level 2 begins 6 years of ISCED level 1 education, Students enter ISCED level 2 typically between age 10 and 13 (age 12 being the most common). Programmes classified at ISCED level 2 are referred to in many ways across the world, for example secondary school (stage one/lower grades if there is nationally one programme that spans ISCED levels 2 and 3), junior secondary school, middle school or junior high school. In Swaziland ISCED 2 includes Form 1 to Form 3.

For international comparability purposes the term “lower secondary” is used to label ISCED level 2 This level requires **completion of ISCED level 1** or the ability to study ISCED level 2 content through a combination of prior education.

ISCED level 2 also includes programmes suited to individuals with special needs that are designed to build upon the fundamental teaching and learning processes that begin at ISCED level 1 and/or to provide skills relevant to employment. This level also includes lower secondary level second chance or re-integration programmes. Such educational programmes usually target individuals, who left education after completing primary but before completing lower secondary education, allowing them to re-enter the education system and complete a lower secondary education programme or who completed lower secondary but wish to enter an educational programme or occupation for which they are not yet qualified. Participants are typically older than the target age group for ISCED level 2.

In Swaziland institutions that offer programmes that may be included under this level are the Skill Centres e.g. such as Manzini Industrial Training Centre which offer vocational training (skills) to participants who may have completed ISCED 1 but might not have completed ISCED 2. Swaziland does not have vocational education wing at secondary level, all pupils follow the core curriculum but may take vocational subjects.

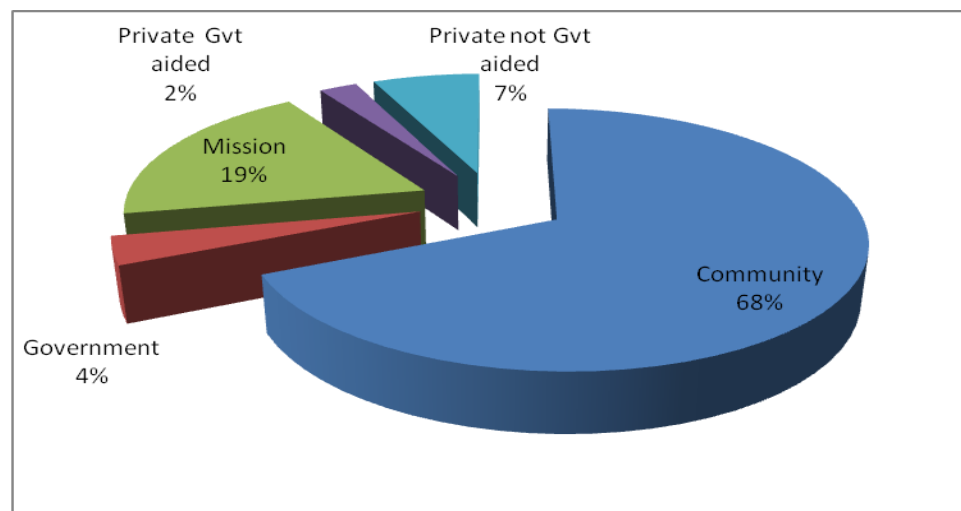
## Number of Secondary Schools.

A large number of schools in the country offer both lower secondary and higher secondary. A few schools offer lower secondary only – these are normally new schools which have just been setup. For purposes of this report all secondary schools will be presented in one table, where possible there will be presentations by level.

**Table3.1: Number of Secondary Schools by Type and Level**

		Community	Government	Mission	Private Gvt aided	Private <u>not</u> Gvt aided	Total
Senior Secondary	Hhohho	39	4	10	2	3	58
	Lubombo	26	1	5	4	2	38
	Manzini	26	3	17	0	12	58
	Shiselweni	36	1	12	0	0	49
Senior Secondary Total		127	9	44	6	17	203
Lower Secondary	Hhohho	9	0	1	0	0	10
	Lubombo	17	0	0	0	0	17
	Manzini	15	0	1	0	0	16
	Shiselweni	3	0	1	0	0	4
Lower Secondary Total		44	0	3	0	0	47
		171	9	47	6	17	250

**Chart 3.1: Number of Secondary Schools (lower and higher) by Type**

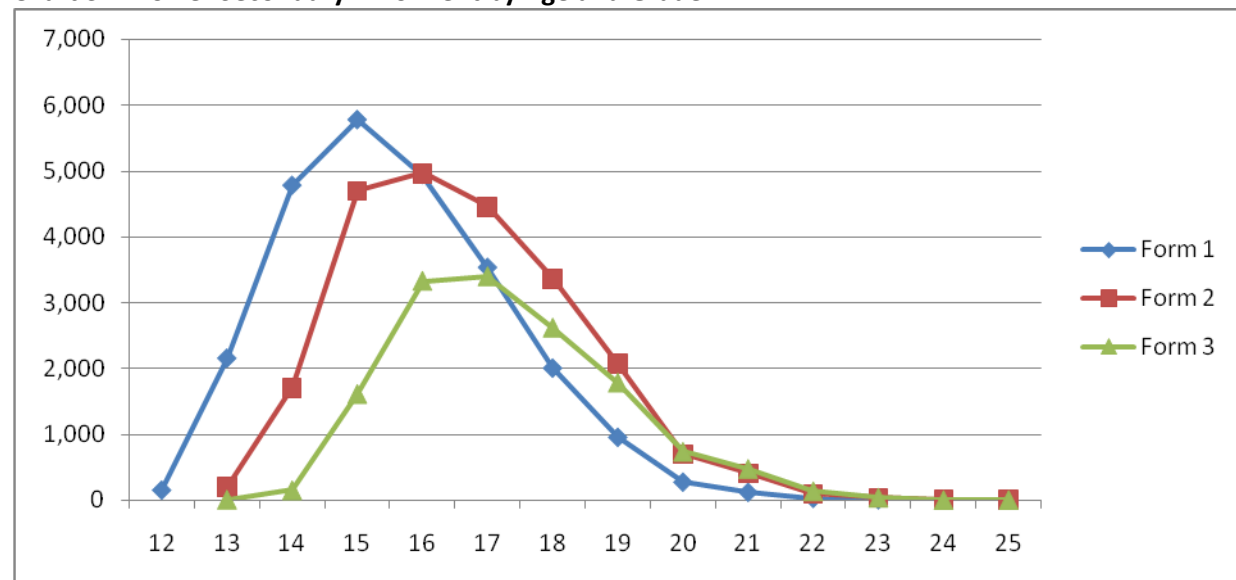


Government schools are those that get some sizeable benefits from Government, these are normally boarding schools where the support staff is also under the public payroll. In 2012 Government will hand over the few schools to the community and in 2013 there will be no Government schools. Mission are those schools that Government manages in collaboration with church missions, to a large extent some operate like community schools. Private government aided are those that are private but get some support from government through payment of staff salaries, they may 'top-up' salaries. Private and non-aided are those that are strictly private and do not get financial support from Government.

**Table 3.2 : Lower Secondary Enrolment by Age and Grade**

Age	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
<b>Form 1</b>	154	2,155	4,778	5,774	4,943	3,533	2,004	955	276	121	30	8	3	5	24,739
<b>Form 2</b>		205	1,711	4,699	4,970	4,455	3,366	2,077	705	414	96	36	11	6	22,751
<b>Form 3</b>		14	156	1,613	3,323	3,392	2,615	1,784	738	479	140	45	8	11	14,318
<b>Total</b>	154	2,374	6,645	12,086	13,236	11,380	7,985	4,816	1,719	1,014	266	89	22	22	61,808

**Chart 3.2: Lower Secondary Enrolment by Age and Grade**

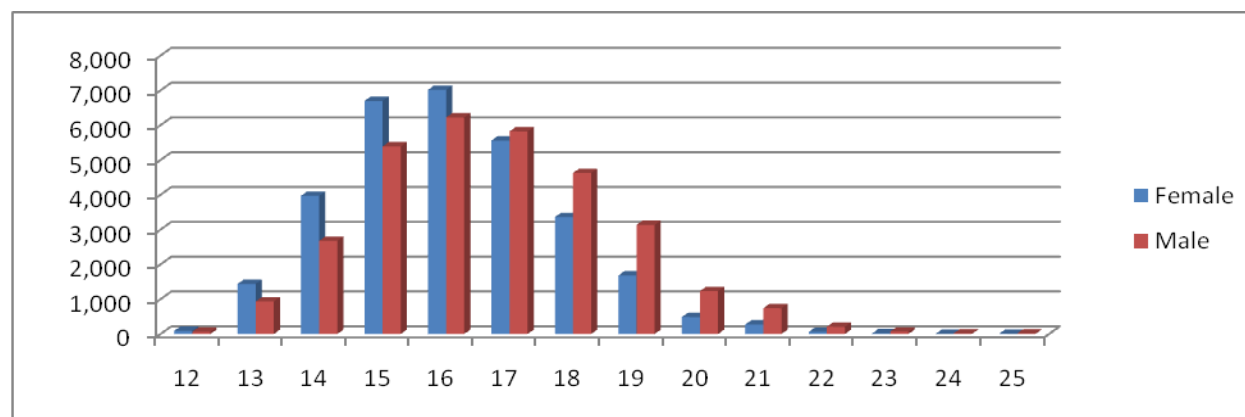


Results indicated that the majority of the pupils are aged 16 and that in general boys are slightly older than girls.

**Table 3.3: Lower Secondary Enrolment by Gender, Grade and Age: National**

Age		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	89	1,309	2,808	3,054	2,490	1,560	675	270	56	27	7	2	1	3	12,351
	Form 2		124	1,068	2,693	2,642	2,224	1,475	718	189	101	21	4	3		11,262
	Form 3		6	94	949	1,882	1,774	1,208	693	242	145	31	13	1	3	7,041
Female Total		89	1,439	3,970	6,696	7,014	5,558	3,358	1,681	487	273	59	19	5	6	30,654
Male	Form 1	65	846	1,970	2,720	2,453	1,973	1,329	685	220	94	23	6	2	2	12,388
	Form 2		81	643	2,006	2,328	2,231	1,891	1,359	516	313	75	32	8	6	11,489
	Form 3		8	62	664	1,441	1,618	1,407	1,091	496	334	109	32	7	8	7,277
Male Total		65	935	2,675	5,390	6,222	5,822	4,627	3,135	1,232	741	207	70	17	16	31,154
Total		154	2,374	6,645	12,086	13,236	11,380	7,985	4,816	1,719	1,014	266	89	22	22	61,808

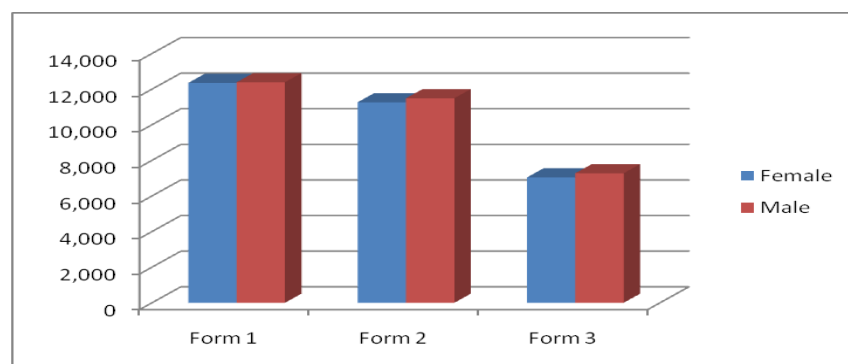
**Chart 3.3: Lower Secondary Enrolment by Age and Gender: National**



There are more girls than boys aged between 13 and 16, which suggested that more girls are of the expected (official) age).

Boys tended to dominate in ages above 16 which indicated that they are more over aged boys than girls. This trend is similar to the primary sector.

**Chart 3.4: Lower Secondary Enrolment by Gender and Grade**



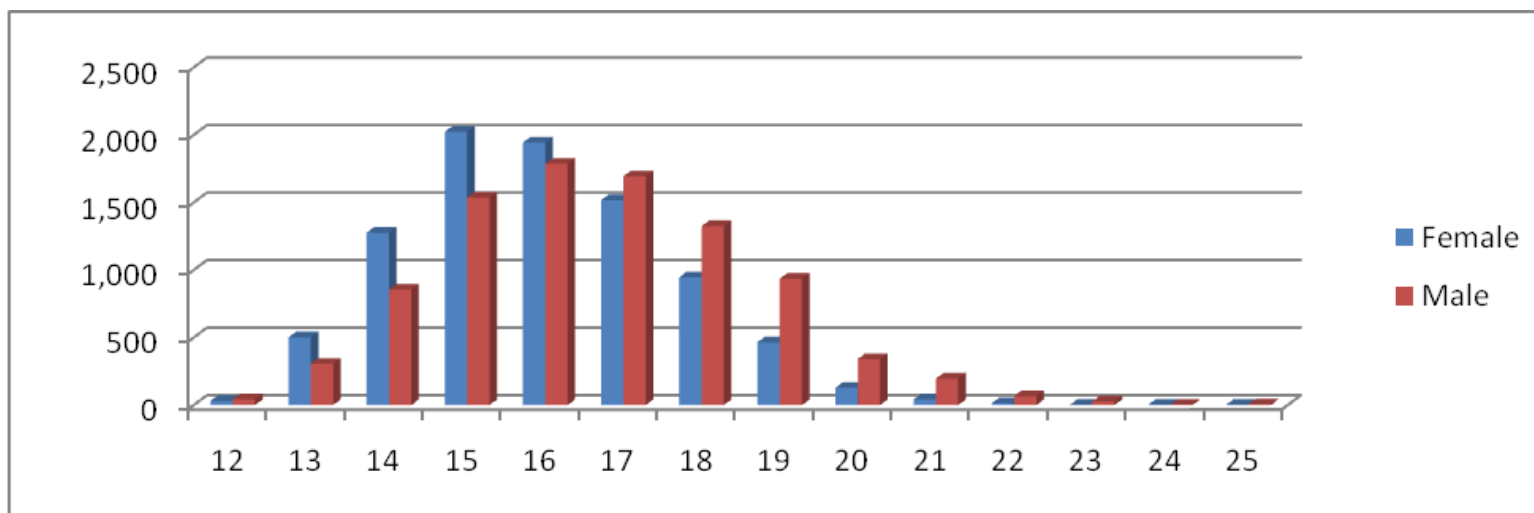
**Table 3.4: Enrolment by Grade, Age and Gender Private Schools: National**

Age		12	13	14	15	16	17	18	19	20	21	22	23	Total
Female	Form 1	16	22	31	24	18	9	5	1		1			127
	Form 2		46	21	24	19	14	14	12	1				151
	Form 3		3	44	18	25	16	30	28	9	3			176
Female		16	71	96	66	62	39	49	41	10	4			454
Male	Form 1	31	21	35	44	19	12	3	3		1			169
	Form 2		18	32	22	23	13	11	4	2	2	1	1	129
	Form 3		5	30	23	24	17	31	24	7	4	2		167
Male		31	44	97	89	66	42	45	31	9	7	3	1	465
Total		47	115	193	155	128	81	94	72	19	11	3	1	919

**Table 3.5: Lower Secondary Enrolment by Gender, Grade and Age: Hhohho**

Age		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	31	431	888	881	639	440	170	69	17	7	2			1	3,576
	Form 2		71	346	842	728	563	403	183	51	14	5				3,206
	Form 3			43	301	577	514	373	213	60	21	7	2	1	1	2,113
Female Total		31	502	1,277	2,024	1,944	1,517	946	465	128	42	14	2	1	2	8,895
Male	Form 1	43	265	617	755	653	565	397	183	65	25	8	2			3,578
	Form 2		41	213	550	647	642	546	421	150	93	20	12	1	3	3,339
	Form 3			26	231	487	487	382	331	126	78	38	13	2	3	2,204
Male Total		43	306	856	1,536	1,787	1,694	1,325	935	341	196	66	27	3	6	9,121
Total		74	808	2,133	3,560	3,731	3,211	2,271	1,400	469	238	80	29	4	8	18,016

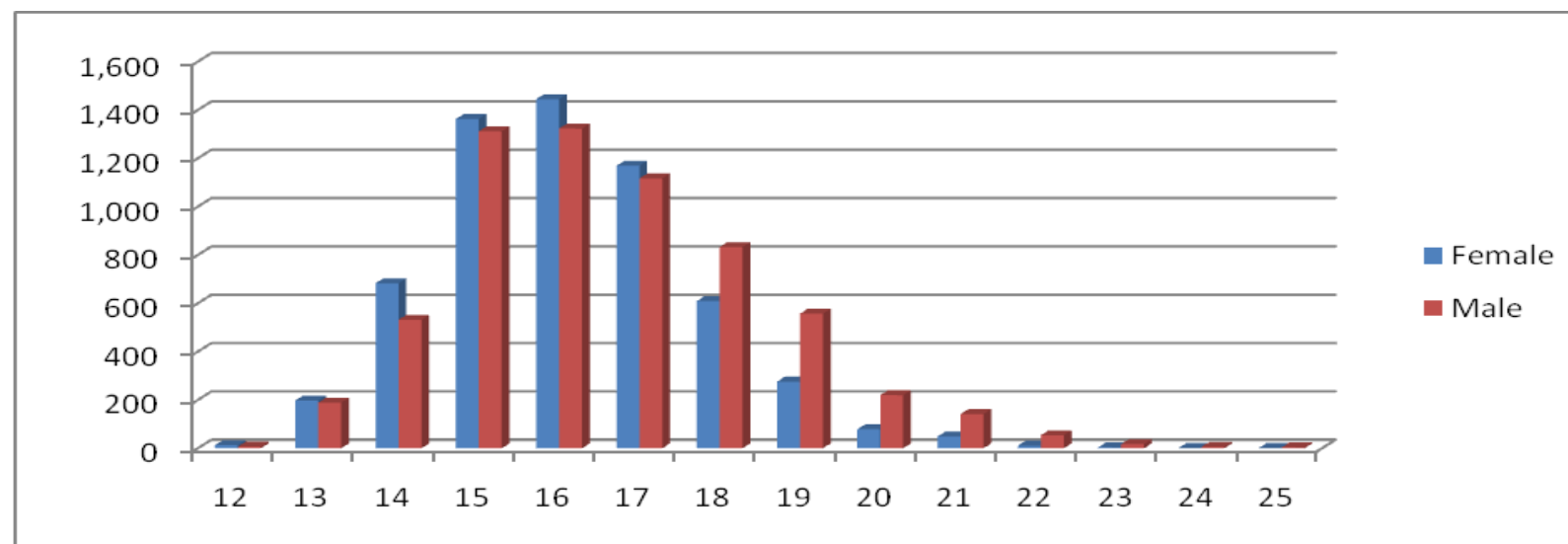
**Chart 3.5: Lower Secondary Enrolment by Gender and Age: Hhohho**



**Table 3.6: Lower Secondary Enrolment by Gender, Grade and Age: Lubombo**

Age		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	13	169	504	697	555	292	118	41	13	7	1				2,410
	Form 2		26	165	506	568	507	270	131	35	21	5		1		2,235
	Form 3		3	14	160	322	370	221	104	31	21	5	4		1	1,256
Female		13	198	683	1,363	1,445	1,169	609	276	79	49	11	4	1	1	5,901
Male	Form 1	7	171	388	696	516	368	236	146	42	19	6	2		1	2,598
	Form 2		15	131	460	522	414	320	218	86	67	17	7	4	1	2,262
	Form 3		3	13	156	285	335	277	193	92	56	31	8	2	2	1,453
Male		7	189	532	1,312	1,323	1,117	833	557	220	142	54	17	6	4	6,313
Total		20	387	1,215	2,675	2,768	2,286	1,442	833	299	191	65	21	7	5	12,214

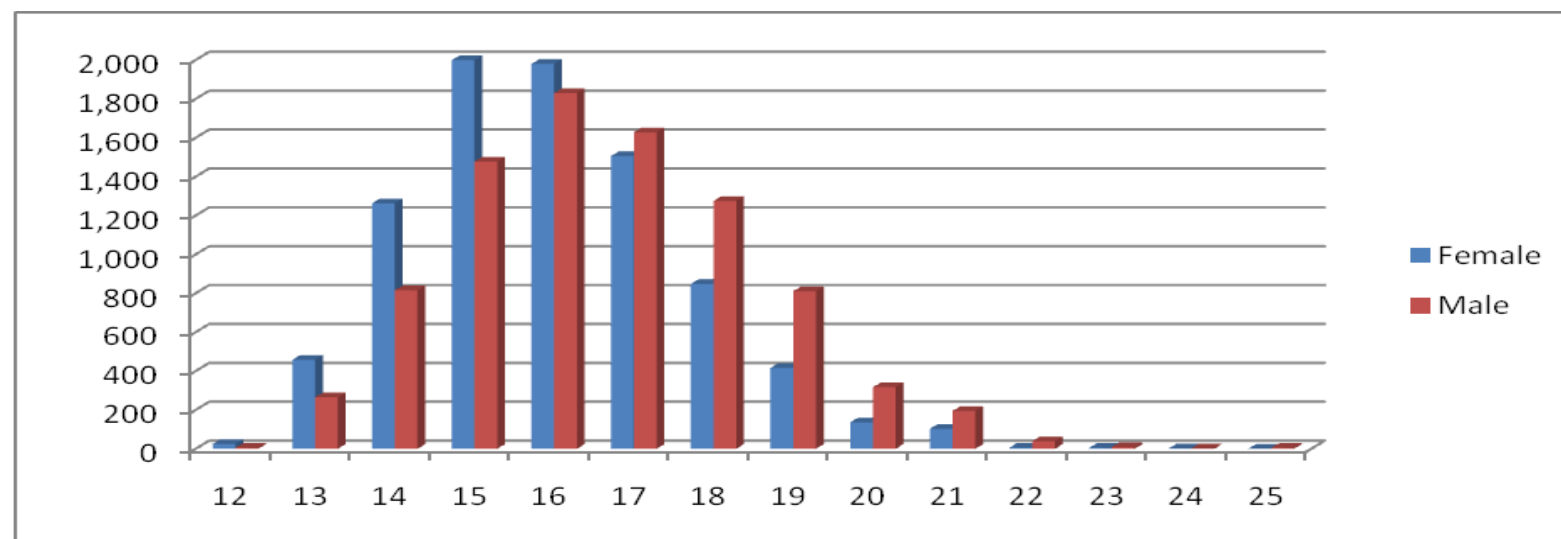
**Chart 3.6: Lower Secondary Enrolment by Gender, Grade and Age: Lubombo**



**Table 3.7: Lower Secondary Enrolment by Gender, Grade and Age: Manzini**

Age		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	25	441	890	830	649	410	174	66	8	3	2	1	1	1	3,501
	Form 2		14	350	844	733	607	339	179	41	34		1	1		3,143
	Form 3		3	23	325	598	489	335	171	87	66	4	3			2,104
Female Total		25	458	1,263	1,999	1,980	1,506	848	416	136	103	6	5	2	1	8,748
Male	Form 1	5	246	599	731	715	530	370	160	41	15	3			1	3,416
	Form 2		14	196	579	696	641	520	349	128	64	17	4		2	3,210
	Form 3		5	20	167	419	457	385	302	148	116	19	6	3	2	2,049
Male Total		5	265	815	1,477	1,830	1,628	1,275	811	317	195	39	10	3	5	8,675
Total		30	723	2,078	3,476	3,810	3,134	2,123	1,227	453	298	45	15	5	6	17,423

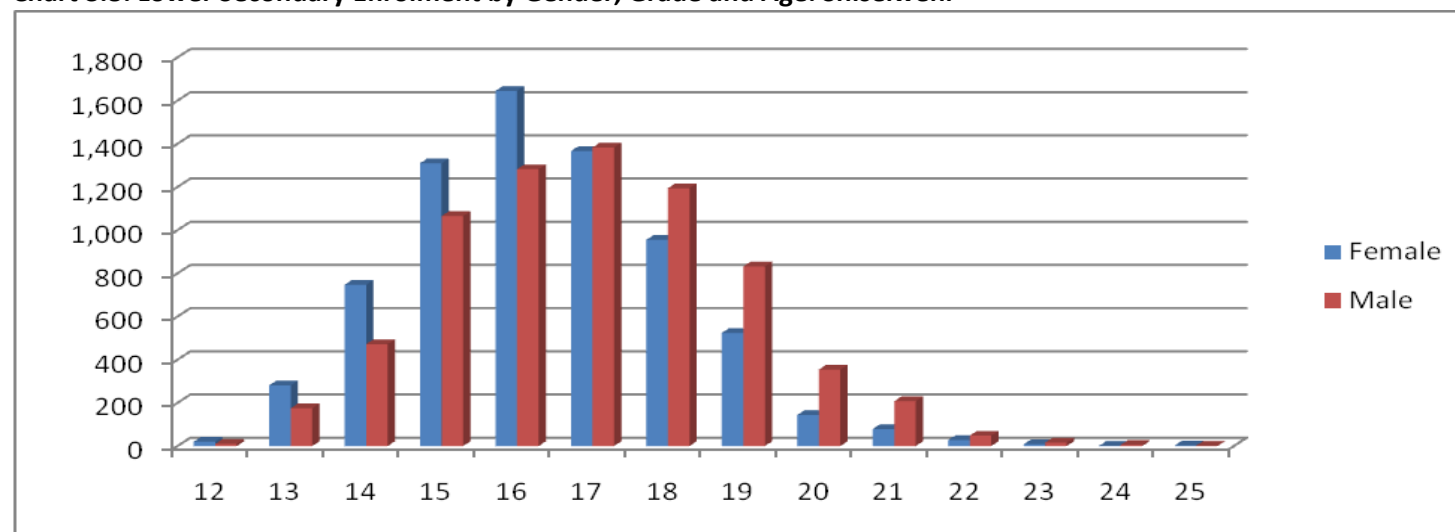
**Chart 3.7: Lower Secondary Enrolment by Gender, Grade and Age: Manzini**



**Table 3.8: Lower Secondary Enrolment by Gender, Grade and Age: Shiselweni**

Age		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	20	268	526	646	647	418	213	94	18	10	2	1		1	2,864
	Form 2		13	207	501	613	547	463	225	62	32	11	3	1		2,678
	Form 3			14	163	385	401	279	205	64	37	15	4		1	1,568
Female		20	281	747	1,310	1,645	1,366	955	524	144	79	28	8	1	2	7,110
Male	Form 1	10	164	366	538	569	510	326	196	72	35	6	2	2		2,796
	Form 2		11	103	417	463	534	505	371	152	89	21	9	3		2,678
	Form 3			3	110	250	339	363	265	130	84	21	5		1	1,571
Male		10	175	472	1,065	1,282	1,383	1,194	832	354	208	48	16	5	1	7,045
Total		30	456	1,219	2,375	2,927	2,749	2,149	1,356	498	287	76	24	6	3	14,155

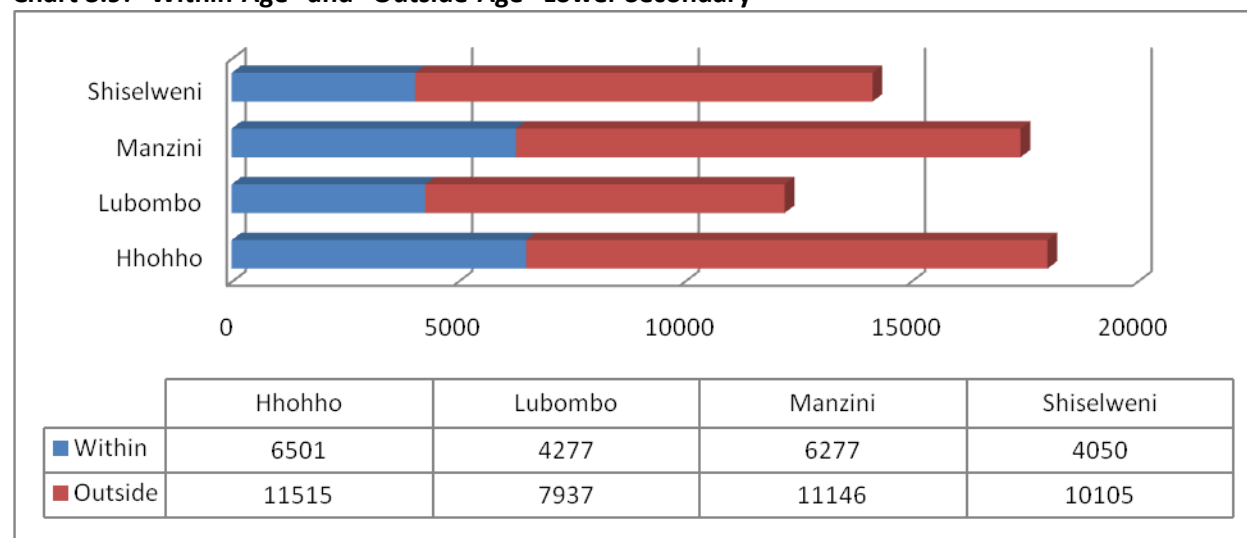
**Chart 3.8: Lower Secondary Enrolment by Gender, Grade and Age: Shiselweni**



**Table 3.9: “Within-Age” Lower Secondary Enrolment by Gender, Grade, Age and Region**

Age		Hhohho			Lubombo			Manzini			Shiselweni			Total
		13	14	15	13	14	15	13	14	15	13	14	15	
Female	Form 1	431	888	881	169	504	697	441	890	830	268	526	646	7,171
	Form 2	71	346	842	26	165	506	14	350	844	13	207	501	3,885
	Form 3	0	43	301	3	14	160	3	23	325	0	14	163	1,049
Female Total		502	1,277	2,024	198	683	1,363	458	1,263	1,999	281	747	1,310	12,105
Male	Form 1	265	617	755	171	388	696	246	599	731	164	366	538	5,536
	Form 2	41	213	550	15	131	460	14	196	579	11	103	417	2,730
	Form 3	0	26	231	3	13	156	5	20	167	0	3	110	734
Male Total		306	856	1,536	189	532	1,312	265	815	1,477	175	472	1,065	9,000
Grand Total		808	2,133	3,560	387	1,215	2,675	723	2,078	3,476	456	1,219	2,375	21,105

**Chart 3.9: “Within-Age” and “Outside-Age” Lower Secondary**

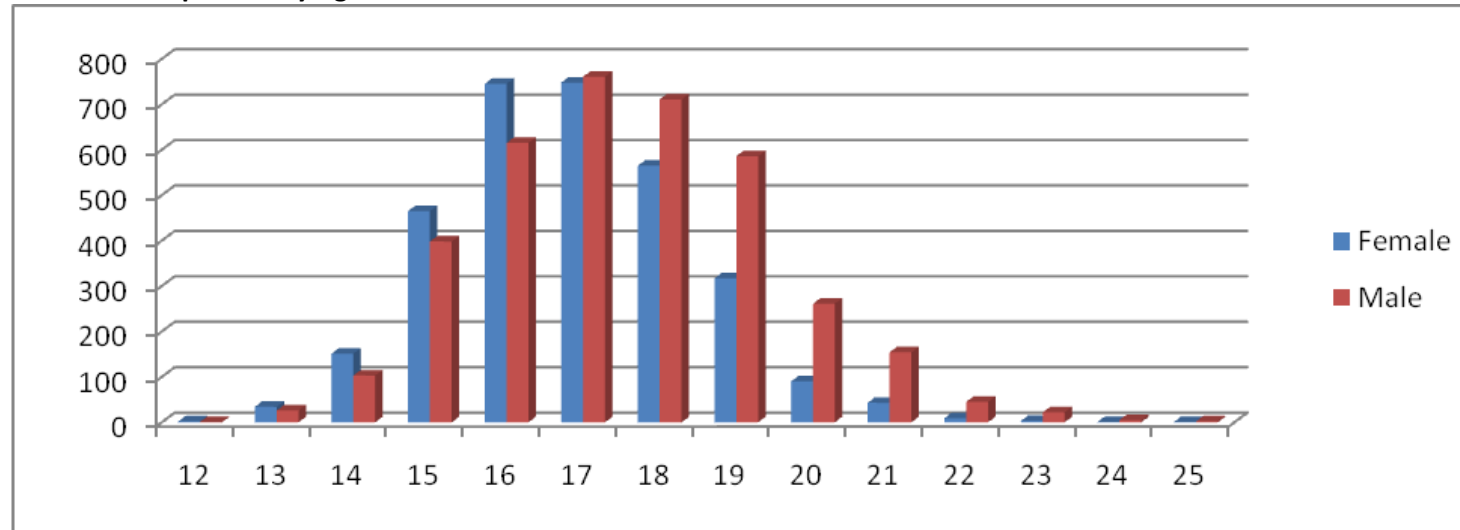


On average about 35 percent of the lower secondary pupils are within the official age limits. This suggests that net enrolment rates are very low. The system is populated by over aged children. This represented an increase of about 5 percent from 2010.

**Table 3.10: Repeaters by Gender, Grade and Age**

Age		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	2	34	119	280	355	277	134	72	11	4	1	1		1	1,291
	Form 2			32	179	371	427	378	193	53	26	5	1	1		1,666
	Form 3				6	19	44	53	52	26	13	3	1			217
Female		2	34	151	465	745	748	565	317	90	43	9	3	1	1	3,174
Male	Form 1	1	17	76	234	294	305	253	169	46	20	4	2			1,421
	Form 2		9	26	159	302	409	408	364	169	96	27	12	3	1	1,985
	Form 3			1	5	19	47	50	53	46	38	14	8	2	1	284
Male		1	26	103	398	615	761	711	586	261	154	45	22	5	2	3,690
Total		3	60	254	863	1,360	1,509	1,276	903	351	197	54	25	6	3	6,864

**Chart 3.10: Repeaters by Age and Gender**



Results indicated that repetition was higher in ages between 16 and 18. These are children who are already above the official age limit. The majority of the repeaters are male.

**Table 3.11: Percent of Repeaters by Gender, Grade and Age: National**

Age		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	2.2%	2.6%	4.2%	9.2%	14.3%	17.8%	19.9%	26.7%	19.6%	14.8%	14.3%	50.0%	0.0%	33.3%	10.5%
	Form 2	0.0%	0.0%	3.0%	6.6%	14.0%	19.2%	25.6%	26.9%	28.0%	25.7%	23.8%	25.0%	33.3%	0.0%	14.8%
	Form 3	0.0%	0.0%	0.0%	0.6%	1.0%	2.5%	4.4%	7.5%	10.7%	9.0%	9.7%	7.7%	0.0%	0.0%	3.1%
Female Total		2.2%	2.4%	3.8%	6.9%	10.6%	13.5%	16.8%	18.9%	18.5%	15.8%	15.3%	15.8%	20.0%	16.7%	10.4%
Male	Form 1	1.5%	2.0%	3.9%	8.6%	12.0%	15.5%	19.0%	24.7%	20.9%	21.3%	17.4%	33.3%	0.0%	0.0%	11.5%
	Form 2	0.0%	11.1%	4.0%	7.9%	13.0%	18.3%	21.6%	26.8%	32.8%	30.7%	36.0%	37.5%	37.5%	16.7%	17.3%
	Form 3	0.0%	0.0%	1.6%	0.8%	1.3%	2.9%	3.6%	4.9%	9.3%	11.4%	12.8%	25.0%	28.6%	12.5%	3.9%
Male Total		1.5%	2.8%	3.9%	7.4%	9.9%	13.1%	15.4%	18.7%	21.2%	20.8%	21.7%	31.4%	29.4%	12.5%	11.8%
Total		1.9%	2.5%	3.8%	7.1%	10.3%	13.3%	16.0%	18.8%	20.4%	19.4%	20.3%	28.1%	27.3%	13.6%	11.1%

**Table 3.12: Repetition Rate by Gender, Grade and Age: National**

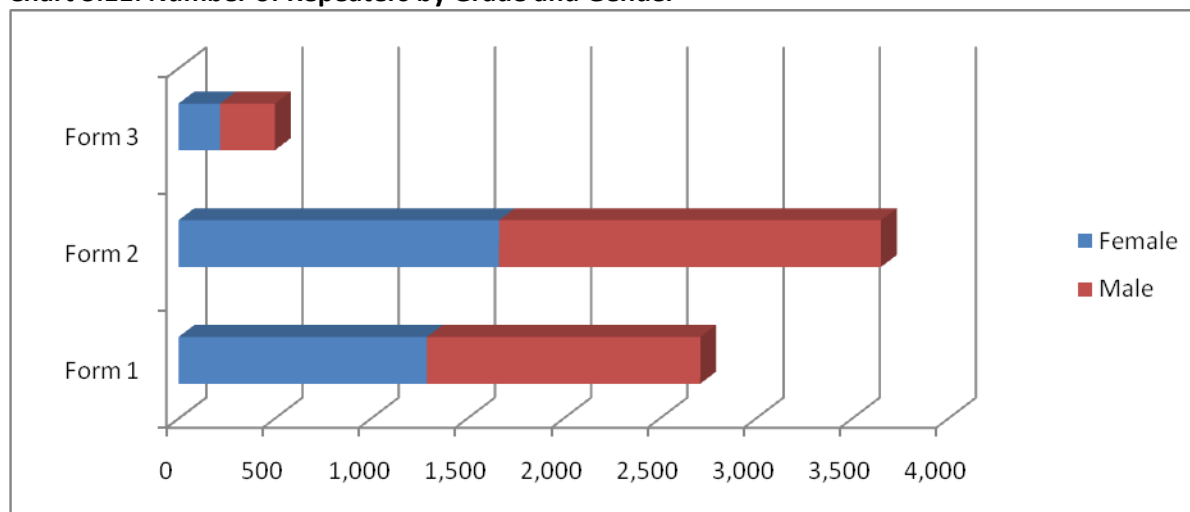
Age		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	2.2%	2.6%	4.1%	9.7%	15.7%	20.1%	18.1%	34.0%	13.1%	20.0%	14.3%	33.3%	0.0%	0.0%	10.8%
	Form 2	0.0%	0.0%	2.6%	6.9%	13.6%	20.8%	27.4%	34.6%	17.2%	32.9%	23.8%	8.3%	16.7%	0.0%	15.1%
	Form 3	0.0%	0.0%	0.0%	0.6%	0.9%	2.7%	3.7%	8.2%	8.2%	10.8%	6.8%	4.5%	0.0%	0.0%	3.0%
Female Total		2.2%	2.4%	3.6%	7.2%	10.6%	14.8%	15.9%	22.6%	12.7%	19.6%	12.5%	8.1%	7.7%	0.0%	10.5%
Male	Form 1	2.3%	2.8%	3.7%	10.0%	12.3%	16.2%	17.0%	28.2%	14.9%	23.5%	10.5%	20.0%	0.0%	0.0%	12.0%
	Form 2	0.0%	15.3%	3.8%	9.0%	13.8%	19.8%	20.3%	30.4%	21.1%	32.8%	23.9%	24.0%	20.0%	12.5%	17.7%
	Form 3	0.0%	0.0%	2.6%	1.0%	1.3%	3.1%	3.3%	4.9%	5.3%	10.2%	9.2%	12.3%	9.5%	14.3%	3.8%
Male Total		2.3%	3.9%	3.7%	8.6%	10.3%	13.9%	14.2%	20.4%	13.2%	20.5%	14.8%	17.6%	10.9%	13.3%	12.0%
Grand Total		2.2%	2.9%	3.6%	7.8%	10.4%	14.3%	14.9%	21.1%	13.1%	20.3%	14.4%	15.4%	10.2%	18.8%	11.3%

The values of the both the percent repeating and repetition rate are about 11 percent. A high repetition is observed in form 2 in both girls and boys. This trend is consistent as higher rates were observed in the same grades in the past. It is worrying that these rates do not seem to improve, but they have remained constant suggesting that the same proportion of children repeat each year.

**Table 3.13: Number of Repeaters by Gender, Grade and Age**

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	279	230	363	419	1,291
	Form 2	367	351	445	503	1,666
	Form 3	43	48	32	94	217
Female		689	629	840	1,016	3,174
Male	Form 1	341	254	376	450	1,421
	Form 2	472	365	569	579	1,985
	Form 3	57	65	51	111	284
Male		870	684	996	1,140	3,690
Total		1,559	1,313	1,836	2,156	6,864

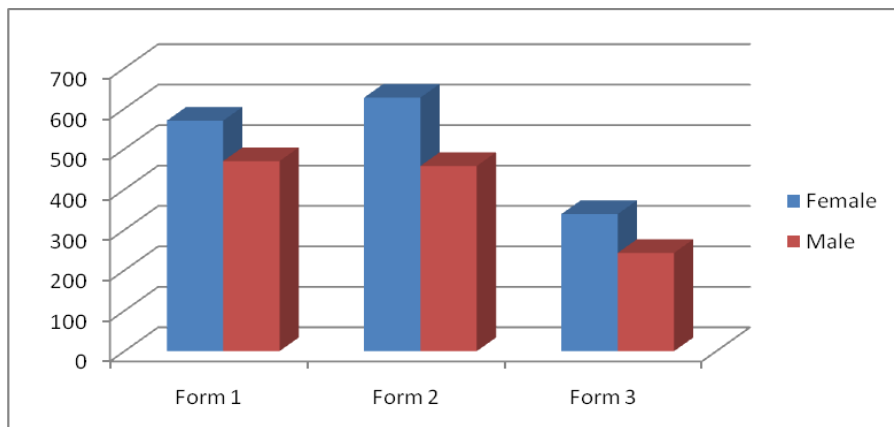
**Chart 3.11: Number of Repeaters by Grade and Gender**



**Table 3.14: Number of Dropouts by Gender, Reason and Grade: National**

		Form 1	Form 2	Form 3	Grand Total
Female	Absconded or Other	153	200	73	426
	Death	6	7	5	18
	Disciplinary or Expelled	13	21	9	43
	Pregnancy	174	211	111	496
	School fees	126	105	36	267
	Sickness	33	25	13	71
	Transfer	65	58	92	215
Female		570	627	339	1,536
Male	Absconded or Other	197	208	66	471
	Death	5	10	7	22
	Disciplinary or Expelled	20	27	20	67
	Pregnancy	53	54	35	142
	School fees	111	100	35	246
	Sickness	28	15	5	48
	Transfer	56	44	75	175
Male		470	458	243	1,171
Grand Total		1,040	1,085	582	2,707

**Chart 3.12: Dropout by Grade and Gender: National**

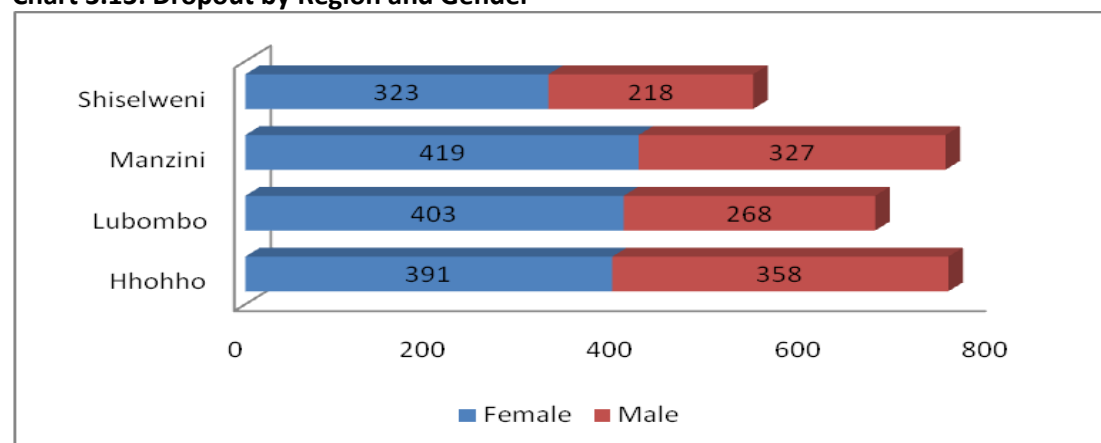


There are three major causes for drop out. The results suggested that the main causes were pregnancy, school fees and absconding which might be related to school fees also. What was intriguing is the fact that, in some schools the boys dropped out for impregnating girls, however for analysis sake it has been referred to as pregnancy. This suggested that boys are pushed out of the system if they impregnated a school going child. Some schools and communities do practice this ideology.

**Table 3.15: Dropout by Gender, Reason and Region**

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Absconded or Other	107	103	116	100	426
	Death	7	2	5	4	18
	Disciplinary or Expelled	9	9	18	7	43
	Pregnancy	114	150	119	113	496
	School fees	64	69	104	30	267
	Sickness	16	20	12	23	71
	Transfer	74	50	45	46	215
Female Total		391	403	419	323	1,536
Male	Absconded or Other	130	133	107	101	471
	Death	3	9	4	6	22
	Disciplinary or Expelled	19	25	19	4	67
	Pregnancy	51	24	27	40	142
	School fees	80	28	110	28	246
	Sickness	14	12	13	9	48
	Transfer	61	37	47	30	175
Male Total		358	268	327	218	1,171
Grand Total		749	671	746	541	2,707

**Chart 3.13: Dropout by Region and Gender**

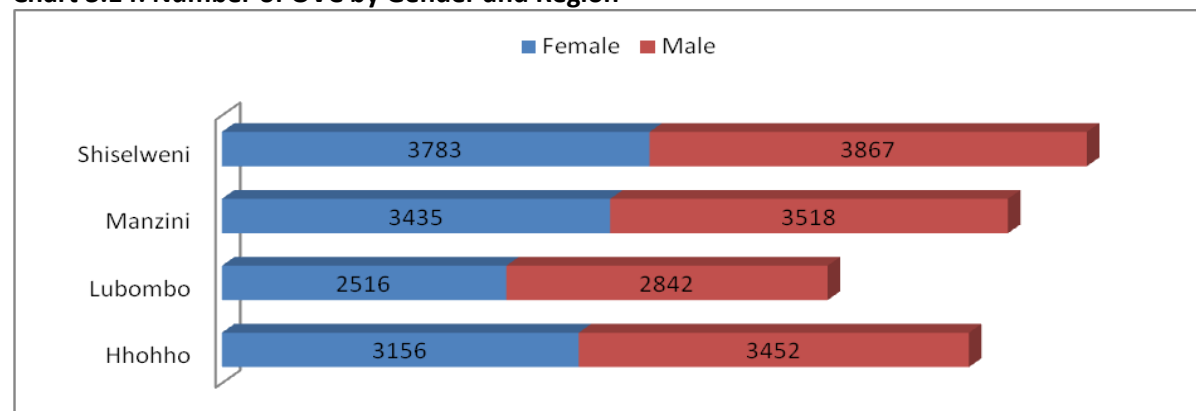


The issue of orphans and vulnerable children is an area where there is need for investments in information systems so as to track the children throughout their schooling. The numbers reported by schools vary each year and do not seem to follow a particular trend, maybe it is the nature of the phenomena. However the data presented in following tables is data that was reported by the schools in 2011. This data does not represent children who are benefitting from any bursary scheme but children that were identified as OVC in their school communities.

**Table 3.16: Number of OVC by Gender, Grade and Age**

Age		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	23	417	1,039	1,208	1,129	732	342	153	35	12	3	2		2	5,097
	Form 2		19	328	1,014	1,199	1,068	710	376	104	45	13	3	1		4,880
	Form 3			11	318	688	779	540	360	119	65	22	8	1	2	2,913
Female		23	436	1,378	2,540	3,016	2,579	1,592	889	258	122	38	13	2	4	12,890
Male	Form 1	9	238	690	1,096	1,117	908	665	331	122	47	11	4	1	1	5,240
	Form 2		16	195	784	956	1,030	924	689	274	172	39	22	3	3	5,107
	Form 3	1		7	231	533	764	690	555	271	182	64	26	3	5	3,332
Male Total		10	254	892	2,111	2,606	2,702	2,279	1,575	667	401	114	52	7	9	13,679
Grand Total		33	690	2,270	4,651	5,622	5,281	3,871	2,464	925	523	152	65	9	13	26,569

**Chart 3.14: Number of OVC by Gender and Region**



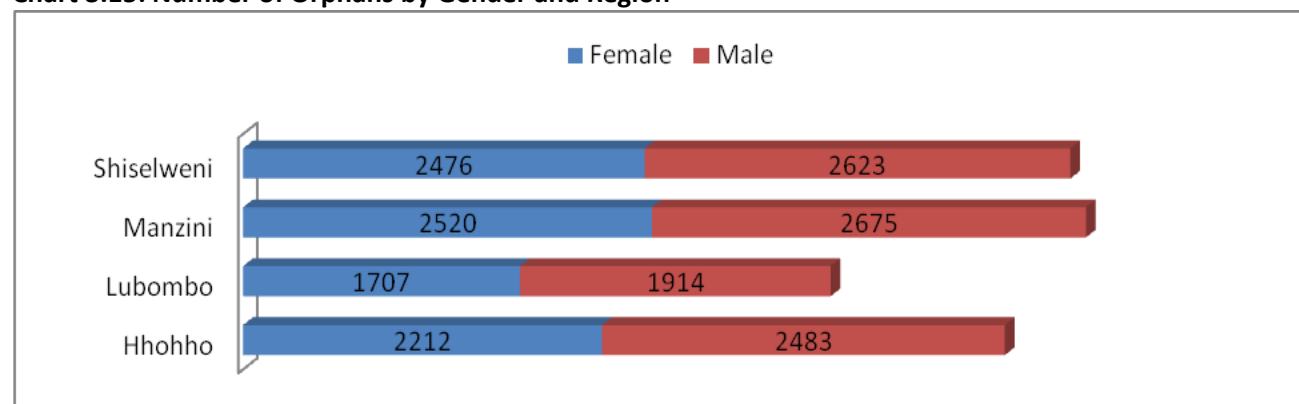
There is an observed decrease in the number of OVC in 2011 when compared with 2010. However, the figures are realistic and as they compare favourably with 2009 figures.

The highest numbers were observed in form1. This trend is bound to continue as more and more OVC move from primary to secondary schools.

**Table3.17: Number of Orphans (single and Double) by Gender, Grade and Age**

Age		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	18	300	778	891	814	522	225	113	27	9	2	1		1	3,701
	Form 2		15	231	704	838	718	464	241	75	25	8	1	1		3,321
	Form 3			7	204	455	502	341	246	71	47	15	2	1	2	1,893
Female		18	315	1,016	1,799	2,107	1,742	1,030	600	173	81	25	4	2	3	8,915
Male	Form 1	6	181	510	804	792	662	478	243	83	33	6	3	1	1	3,803
	Form 2		12	131	549	692	704	648	500	192	130	29	16	3	2	3,608
	Form 3	1		5	165	346	525	470	390	193	128	39	17	2	3	2,284
Male Total		7	193	646	1,518	1,830	1,891	1,596	1,133	468	291	74	36	6	6	9,695
Grand Total		25	508	1,662	3,317	3,937	3,633	2,626	1,733	641	372	99	40	8	9	18,610

**Chart 3.15: Number of Orphans by Gender and Region**



## Special Education Needs

Secondary Schools also reported on visual impairment only. This result suggested that schools could have only counted the impairment or perceived impairment that they were comfortable with. It is important that the Ministry equips teachers with skills and resources to “flag” some of the SEN cases for referrals so that they can be classified accordingly and can be considered for professional support by the inspectorate. Worth noting is that the pupils reported here are not all blind, some are partially blind and others could have other visually related difficulties in reading. It is important that the SEN inspectorate collects the relevant data for it to be reported, because non-reporting could be wrongly construed to mean such impairments do not exist in our schools. To address and intervene accordingly the Ministry should know where such cases exist. The results also suggested that pupils studying in schools like (St. Josephs High and School for the Deaf High) might not have met the SEN criteria for being hearing impaired because they were identified as SEN but not with a disability.

**Table 3. 18: Impairment by Gender, Region and Grade**

Impairment	Gender	Region	Form 1	Form 2	Form 3	Grand Total
Visually Impaired	Female	Hhohho	3			3
		Lubombo	3	14	2	19
		Manzini	4			4
		Shiselweni	10	14	2	26
	Female		3		4	7
	Male	Hhohho	8	8	3	19
		Lubombo	5			5
		Manzini	16	8	7	31
		Shiselweni	26	22	9	57
	Male Total		26	22	9	57
Visually Impaired Total			26	22	9	57

## Some Educational Indicators for Lower Secondary Education

### Transition Rates from Primary to Secondary

	National	Male	Female
<b>2010</b>	102.5	103.0	102.0
<b>2011</b>	101.5	102.3	100.7

The results suggested that there was increased pressure (demand) for form 1 places in 2011. In terms of enrolment figures it implied that all pupils in Grade 7 in 2010 were accommodated in Form 1 in 2011. However this 'hides' the fact that places are not distributed where they are needed. On average this means the Ministry has to create more capacity in lower secondary especially in the urban schools as there were possibilities of some children who have passed not getting accommodated. On the other hand schools in rural areas were not full to capacity.

### Gross Enrolment Rates

	2009	2010	2011
<b>Male</b>	<b>78.2</b>	<b>80.9</b>	<b>81.9</b>
<b>Female</b>	<b>72.2</b>	<b>75.5</b>	<b>76.6</b>
<b>Total</b>	<b>75.1</b>	<b>78.2</b>	<b>79.2</b>

### Net Enrolment Rates

	2009	2010	2011
<b>Male</b>	<b>30.7</b>	<b>21.2</b>	<b>23.6</b>
<b>Female</b>	<b>22.7</b>	<b>30.2</b>	<b>30.2</b>
<b>Total</b>	<b>26.9</b>	<b>25.7</b>	<b>27.0</b>

Gross enrolment rates indicated that not all of the children of official age were enrolled. The system needs to increase its capacity by at least 20 percent to ensure that gross enrolment rates reach 100 percent. This can be achieved by expansion of secondary education. The next phase would be improving internal efficiency measures to ensure that the children pass through the system efficiently and do not create blockages. The net enrolment rates were observed to be very low; this might be due to the fact that a reasonable number of the children are still 'locked out' as repeaters at primary levels.

## EQUITY

The results indicated that there were more boys than girls enrolled in the system, thus the Gender Parity (GER) <100 percent. However when one considers the Gender Parity (NER) it is observed that it is greater than 100 percent suggesting there more girls who are within the official age than boys. This suggests that averaged boys are taking up more space even at secondary levels.

### Gender Parity (GER)

	2009	2010	2011
Total	0.92	0.93	0.93

### Gender Parity (NER)

	2009	2010	2011
Total	1.36	1.42	1.27

## INPUTS

### Pupil-Teacher Ratios

Teachers: Lower and Higher Secondary teachers will be presented in one table under the Senior Secondary section.

### Types of Rooms Available

Type of Room	Hhohho	Lubombo	Manzini	Shiselweni	Total
Classroom/teaching Room	47	107	129	24	307
Computer Laboratory	1	5	6	2	14
Kitchen	5	8	12	2	27
Staff Room	2	6	14	3	25
Store Room	5	5	9	1	20
Strong Room	3	5	8	1	17
Total	63	136	178	33	410

### Number of Toilets

		Pupils	Staff	Staff & Pupils	Total
Female	Hhohho	23	11	5	39
	Lubombo	69	14	0	83
	Manzini	58	13	2	73
	Shiselweni	16	4	0	20
Female Total		166	42	7	215
Male	Hhohho	27	14	5	46
	Lubombo	42	12	0	54
	Manzini	48	13	2	63
	Shiselweni	16	4	0	20
Male Total		133	43	7	183
Male and Female	Hhohho	3	0	0	3
	Lubombo	25	12	0	37
	Manzini	20	5	0	25
	Shiselweni	1	2	0	3
Male and Female		49	19		68
Total		348	104	14	466

### Teacher Housing

Type of Units	No. Of Units	No. Teachers housed
Family Units	79	119
Single Units	68	72
Grand Total	147	191

School Garden and Sport fields

	Sports Field(s)	School or Community Garden
Hhohho	3	3
Lubombo	12	6
Manzini	9	7
Shiselweni	2	2
Total	26	18

### **ISCED 3 Upper Secondary (Senior Secondary, High School)**

Programmes at ISCED level 3, or “upper secondary” education, are typically designed to complete secondary education in preparation for tertiary education, or to provide skills relevant to employment, or both. Programmes at this level offer students more varied, specialised and in-depth instruction than programmes at ISCED level 2. They are more differentiated, with an increased range of options and streams available. Teachers are often highly qualified in the subjects or fields of specialisation they teach, particularly in the higher grades. In Swaziland level 2 and level 3 programmes are offered in one institution, normally called a high school. There is a clear demarcation between the levels in terms of the students, i.e. Form 4 up to Form 6. However, in some schools teachers teach from Form 1 to Form 6. There are some cases where teachers who hold only a diploma would only teach up to Form 3, whilst those with degrees may teach all the forms from Form 1 to Form 6.

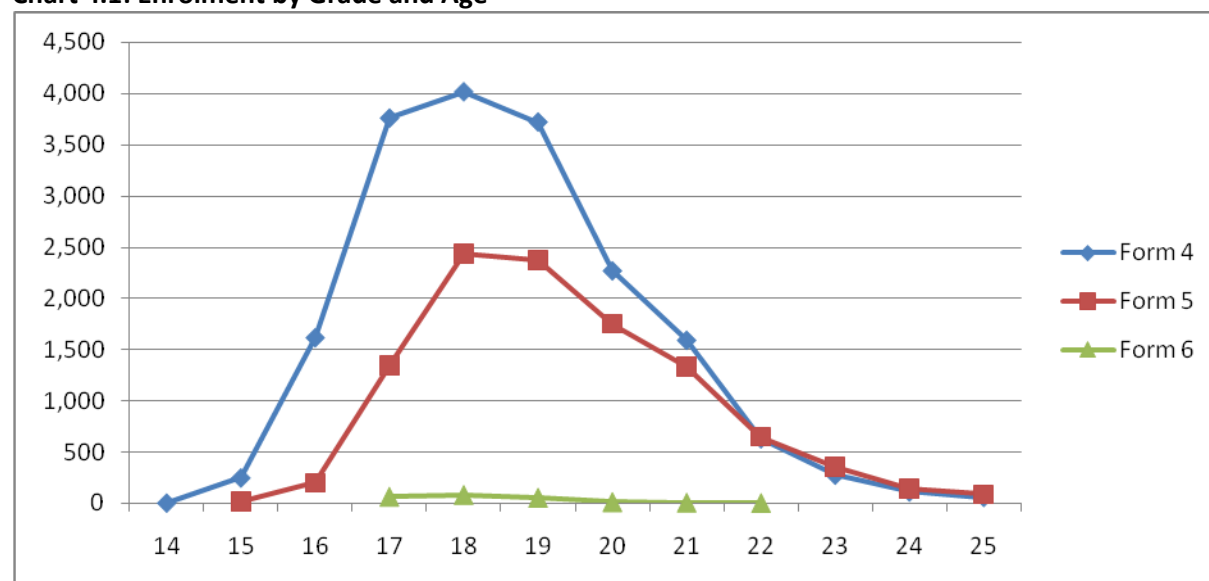
Programmes classified at ISCED level 3 are referred to in many ways across the world, e.g. secondary school (stage two/upper grades), senior secondary school or (senior) high school. For international comparability purposes the term “upper secondary” is used to label ISCED level 3 Programmes which form the second/final stage of secondary education may be either general or vocational ISCED level 3 programmes. In Swaziland most of the programmes are general. Vocational subjects are offered but there is no formal vocational training path that is followed at this level, prevocational is offered as part of the general secondary education. The programmes allow direct access to ISCED 4, and/or 5, 6 or 7.

ISCED level 3 requires the completion of lower secondary (ISCED level 2) or the ability to handle ISCED level 3 content through a combination of prior education and life and work experience. A specific ISCED level 2 qualification or a specific level of achievement may be required for entering some or all ISCED level 3 programmes, in Swaziland this requirement is a pass at Junior certificate.

**Table 4.1: Enrolment by Grade and Age: National**

Age	14	15	16	17	18	19	20	21	22	23	24	25	Total
Form 4	1	246	1,615	3,759	4,016	3,721	2,268	1,590	629	274	110	57	18,286
Form 5	0	14	199	1,343	2,431	2,364	1,747	1,326	646	351	139	87	10,647
Form 6	0	0	0	62	79	52	10	5	1	0	0	0	209
<b>Total</b>	<b>1</b>	<b>260</b>	<b>1,814</b>	<b>5,164</b>	<b>6,526</b>	<b>6,137</b>	<b>4,025</b>	<b>2,921</b>	<b>1,276</b>	<b>625</b>	<b>249</b>	<b>144</b>	<b>29,142</b>

**Chart 4.1: Enrolment by Grade and Age**



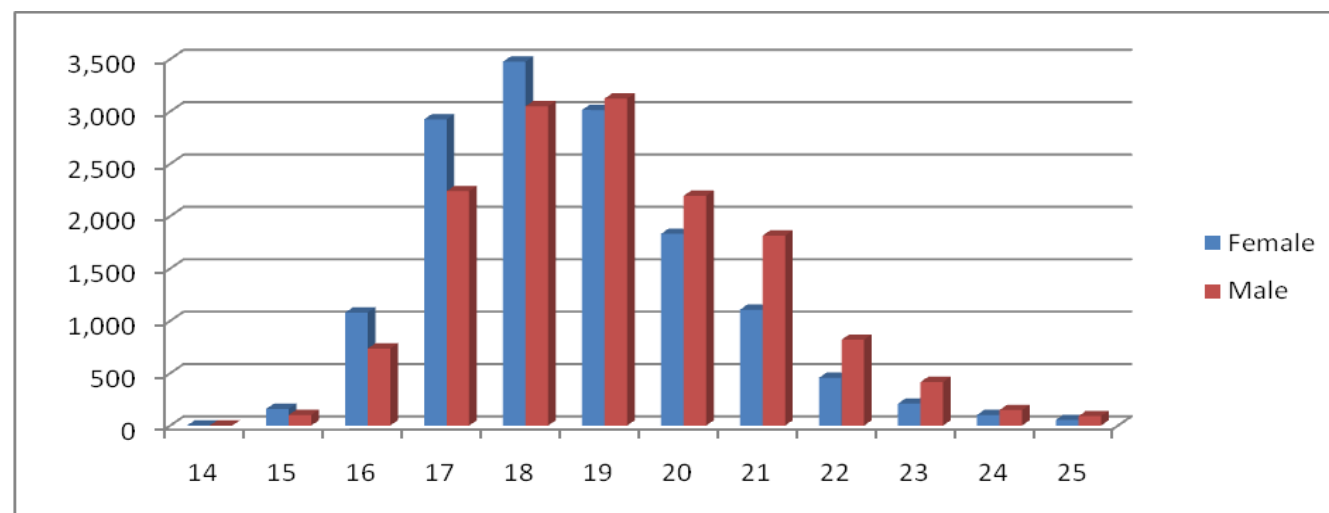
Enrolment in form 4 is almost twice that of form 5. This suggests that there is a huge bulge in form 4 which might be due to repetition or some schools expanding their streams from form 4. There is an emerging trend of high repetition in Form 2 and Form 4.

A few schools began teaching from 6 in 2011, this is why there are few from 6 pupils, and however these figures will rise as more schools introduce form 6.

**Table 4.2: Enrolment by Gender, Grade and Age**

Age		14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	1	151	965	2,104	2,106	1,814	1,020	598	198	87	38	22	9,104
	Form 5	0	8	114	788	1,318	1,175	808	507	257	122	63	32	5,192
	Form 6	0	0	0	33	52	25	3	2	1	0	0	0	116
Female Total		1	159	1,079	2,925	3,476	3,014	1,831	1,107	456	209	101	54	14,412
Male	Form 4	0	95	650	1,655	1,910	1,907	1,248	992	431	187	72	35	9,182
	Form 5	0	6	85	555	1,113	1,189	939	819	389	229	76	55	5,455
	Form 6	0	0	0	29	27	27	7	3	0	0	0	0	93
Male Total		0	101	735	2,239	3,050	3,123	2,194	1,814	820	416	148	90	14,730
Total		1	260	1,814	5,164	6,526	6,137	4,025	2,921	1,276	625	249	144	29,142

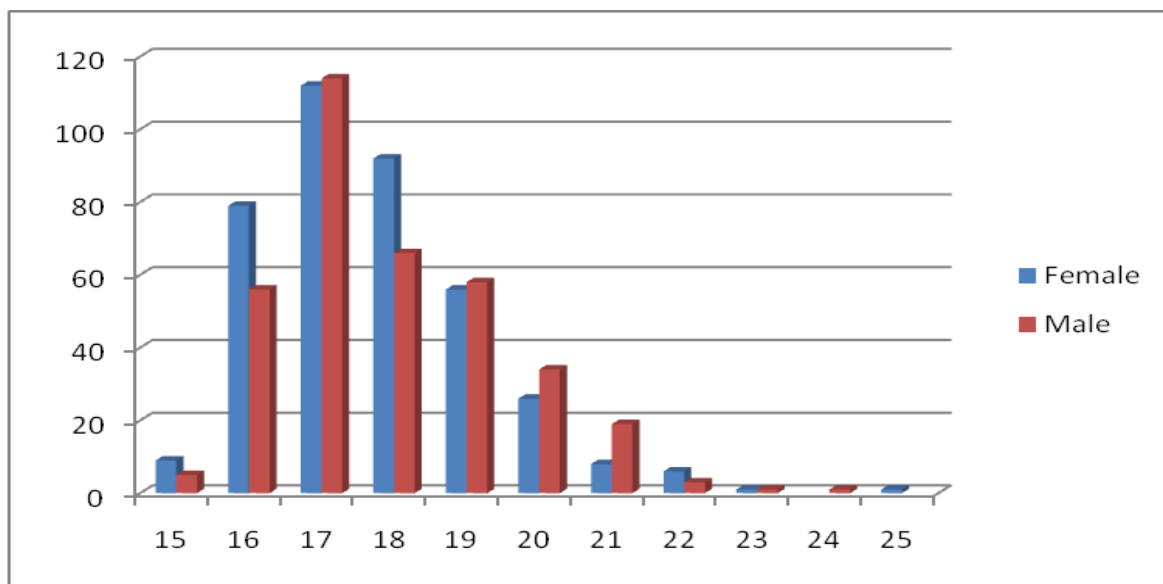
**Chart 4.2: Enrolment by Gender, Grade and Age**



**Table 4.3: Enrolment by Gender, Grade and Age: Private Schools**

Age		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	9	53	46	36	24	10	3	1				182
	Form 5		26	44	28	22	14	5	5	1		1	146
	Form 6			22	28	10	2						62
Female Total		9	79	112	92	56	26	8	6	1		1	390
Male	Form 4	5	43	42	22	17	15	8	1				153
	Form 5		13	53	25	32	16	11	2	1	1		154
	Form 6			19	19	9	3						50
Male Total		5	56	114	66	58	34	19	3	1	1		357
Total		14	135	226	158	114	60	27	9	2	1	1	747

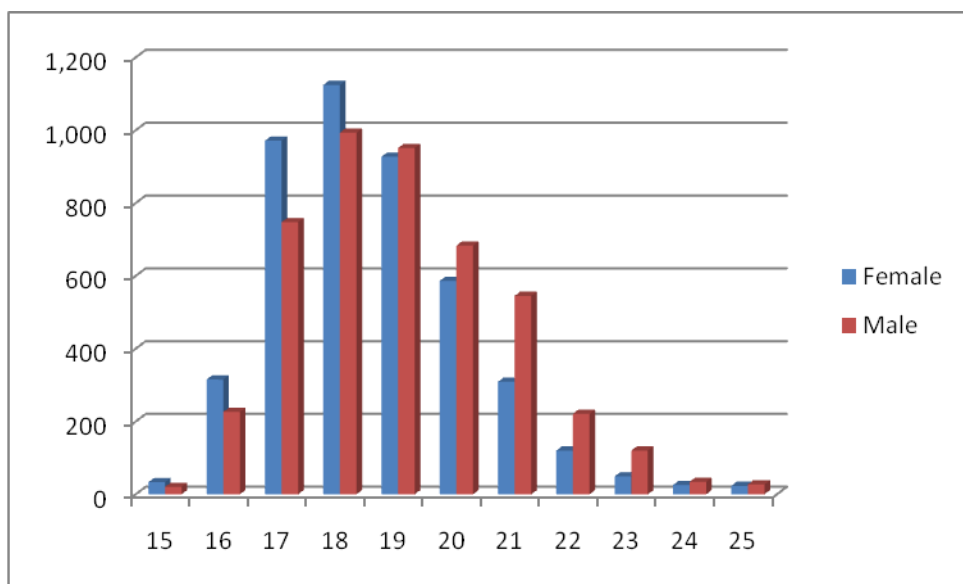
**Chart 4.3: Enrolment by Gender, Grade and Age: Private Schools**



**Table 4.4: Enrolment by Gender, Grade and Age: Hhohho**

Age		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	33	274	645	640	543	298	155	51	22	12	13	2,686
	Form 5		41	293	432	359	285	152	68	27	13	10	1,680
	Form 6			33	52	25	3	2	1				116
Female		33	315	971	1,124	927	586	309	120	49	25	23	4,482
Male	Form 4	20	202	502	580	550	371	292	120	49	15	9	2,710
	Form 5		24	216	386	375	305	251	101	71	19	18	1,766
	Form 6			29	27	26	7	2					91
Male Total		20	226	747	993	951	683	545	221	120	34	27	4,567
Total		53	541	1,718	2,117	1,878	1,269	854	341	169	59	50	9,049

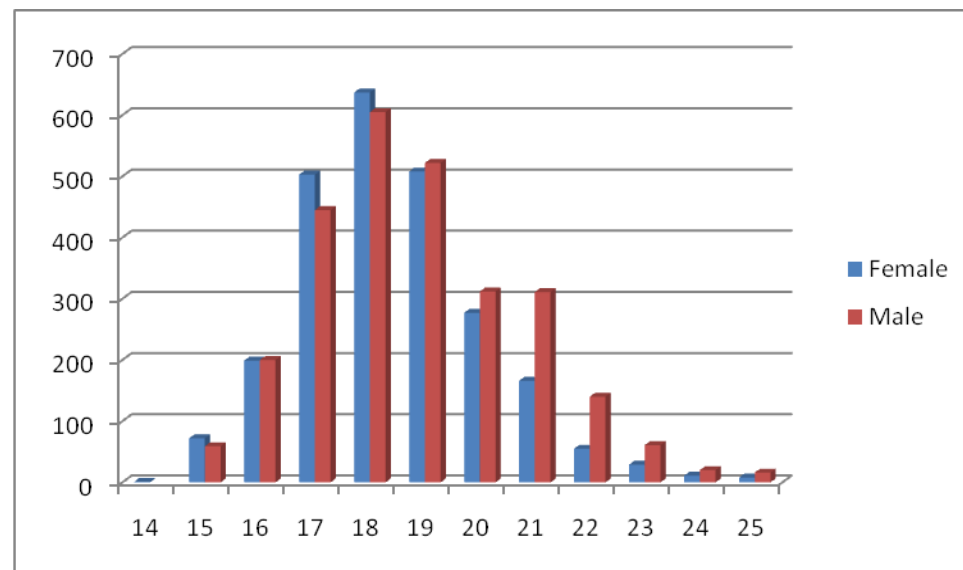
**Chart 4.4: Enrolment by Gender, Grade and Age: Hhohho**



**Table 4.5: Enrolment by Gender, Grade and Age: Lubombo**

Age		14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	1	64	173	378	411	299	155	80	23	14	4	3	1,605
	Form 5		8	26	125	226	209	122	86	32	15	7	5	861
Female Total		1	72	199	503	637	508	277	166	55	29	11	8	2,466
Male	Form 4		53	159	359	385	296	161	153	74	30	10	6	1,686
	Form 5		6	41	86	220	225	151	157	66	31	10	10	1,003
	Form 6						1		1					2
Male Total			59	200	445	605	522	312	311	140	61	20	16	2,691
Total		1	131	399	948	1,242	1,030	589	477	195	90	31	24	5,157

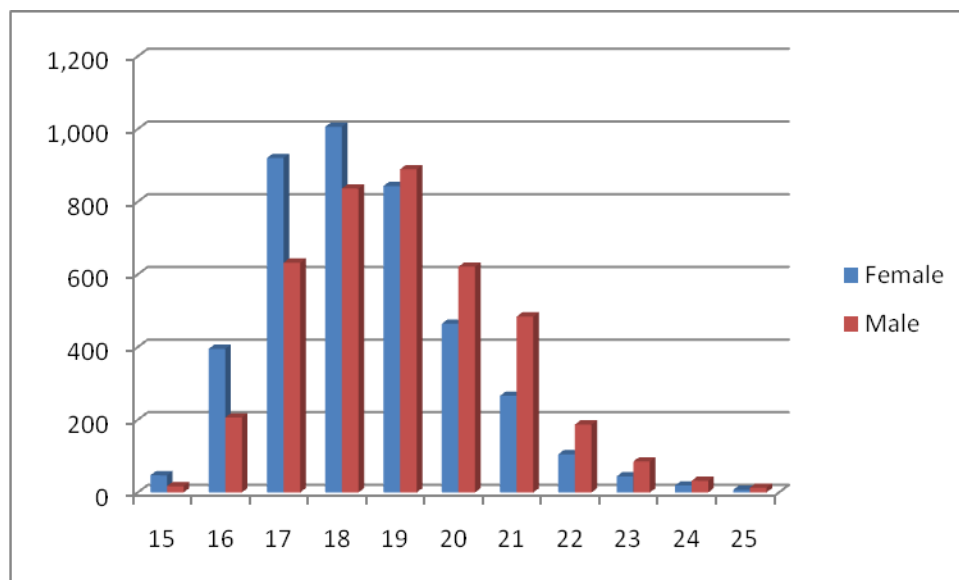
**Chart 4.5: Enrolment by Gender, Grade and Age: Lubombo**



**Table 4.6: Enrolment by Gender, Grade and Age: Manzini**

Age		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	47	359	666	547	482	251	138	40	17	3		2,550
	Form 5		36	254	459	361	213	128	65	27	16	7	1,566
Female		47	395	920	1,006	843	464	266	105	44	19	7	4,116
Male	Form 4	17	188	463	518	540	363	264	89	28	12	6	2,488
	Form 5		18	169	318	349	258	220	98	57	20	7	1,514
Male		17	206	632	836	889	621	484	187	85	32	13	4,002
Total		64	601	1,552	1,842	1,732	1,085	750	292	129	51	20	8,118

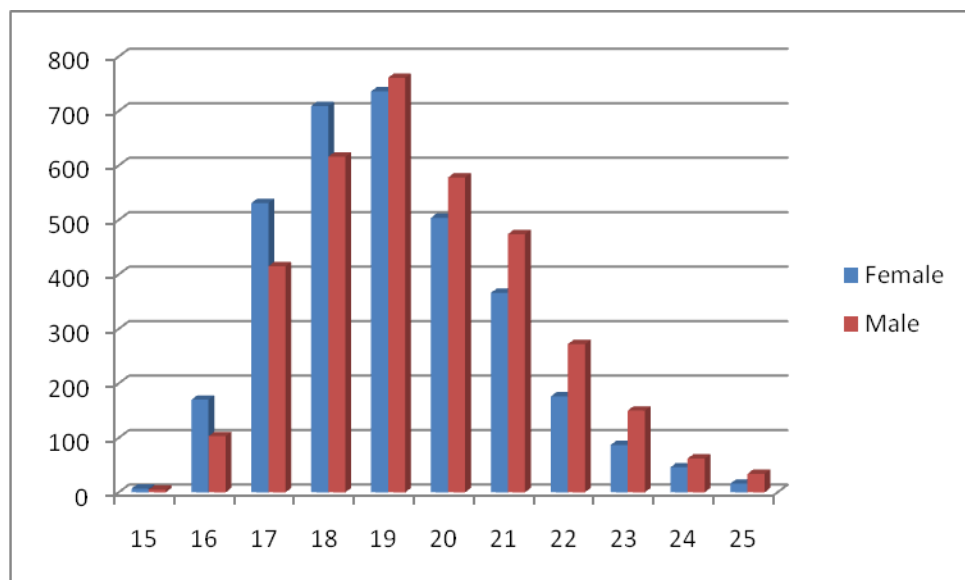
**Chart 4.6: Enrolment by Gender, Grade and Age: Manzini**



**Table 4.7: Enrolment by Gender, Grade and Age: Shiselweni**

Age		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	7	159	415	508	490	316	225	84	34	19	6	2,263
	Form 5		11	116	201	246	188	141	92	53	27	10	1,085
Female		7	170	531	709	736	504	366	176	87	46	16	3,348
Male	Form 4	5	101	331	427	521	353	283	148	80	35	14	2,298
	Form 5		2	84	189	240	225	191	124	70	27	20	1,172
Male		5	103	415	616	761	578	474	272	150	62	34	3,470
Total		12	273	946	1,325	1,497	1,082	840	448	237	108	50	6,818

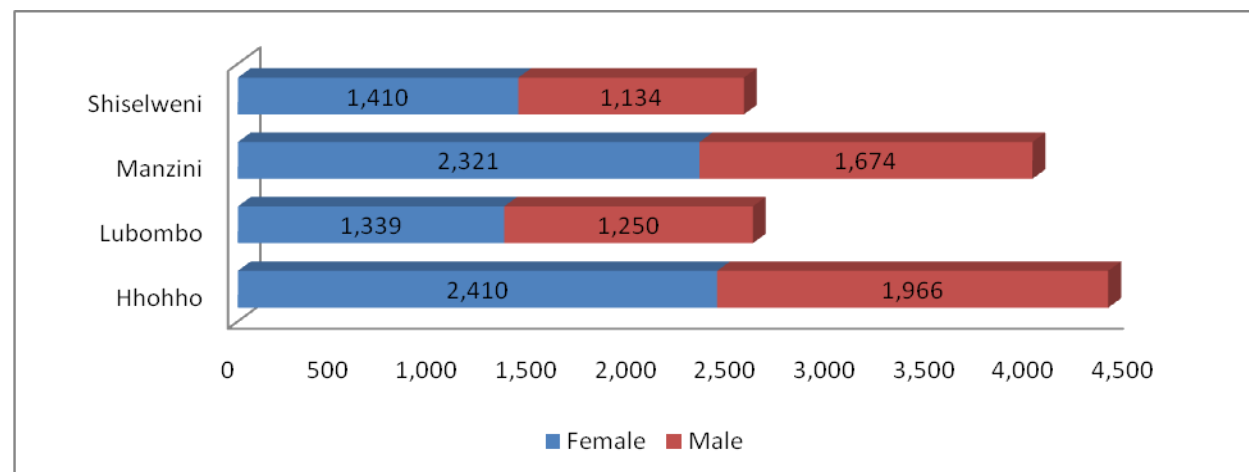
**Chart 4.7: Enrolment by Gender, Grade and Age: Shiselweni**



**Table 4.8: “Within-Age” Enrolment by Gender, Grade and Region**

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	1,559	962	1,572	1,082	5,175
	Form 5	766	377	749	328	2,220
	Form 6	85				85
Female		2,410	1,339	2,321	1,410	7,480
Male	Form 4	1,284	903	1,169	859	4,215
	Form 5	626	347	505	275	1,753
	Form 6	56				56
Male Total		1,966	1,250	1,674	1,134	6,024
Total		4,376	2,589	3,995	2,544	13,504

**Chart 4.8: Within Age Enrolment by Gender and Region**

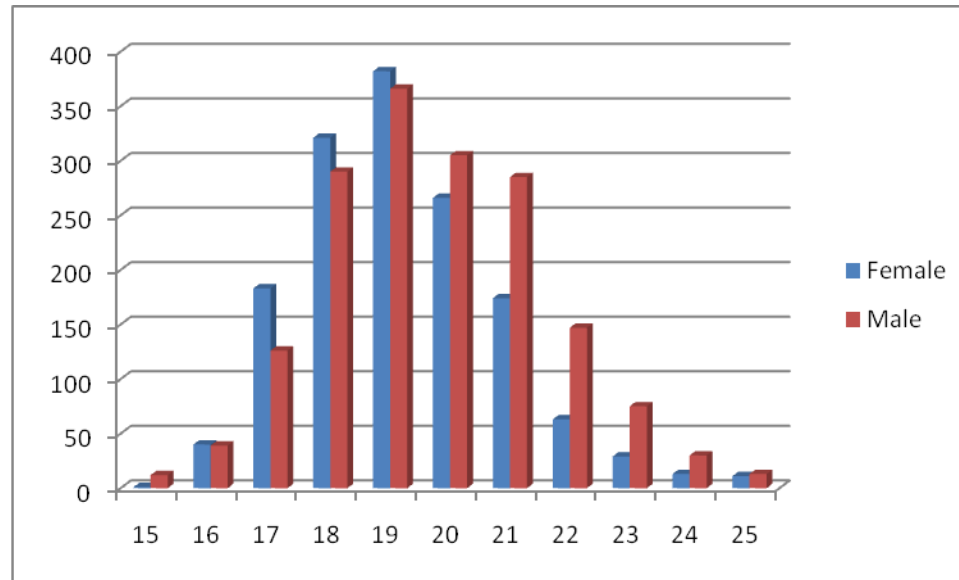


As in primary and secondary levels, the data indicated that there are more girls who are within the official ages when compared to boys. Girls maybe fewer but the data suggest they might not be having problems as boys, who are over aged maybe due to repeating.

**Table 4.9: Repeaters by Gender, Grade and Age**

Age		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	1	40	177	309	359	251	160	57	26	11	10	1,401
	Form 5	0		6	11	23	15	14	6	3	2	1	81
	Form 6	0	0	0	1	0	0	0	0	0	0	0	1
Female Total		1	40	183	321	382	266	174	63	29	13	11	1,483
Male	Form 4	12	38	117	275	349	284	268	131	66	25	10	1,575
	Form 5	0	1	7	15	17	21	17	16	9	5	3	111
	Form 6	0	0	2	0	0	0	0	0	0	0	0	2
Male Total		12	39	126	290	366	305	285	147	75	30	13	1,688
Grand Total		13	79	309	611	748	571	459	210	104	43	24	3,171

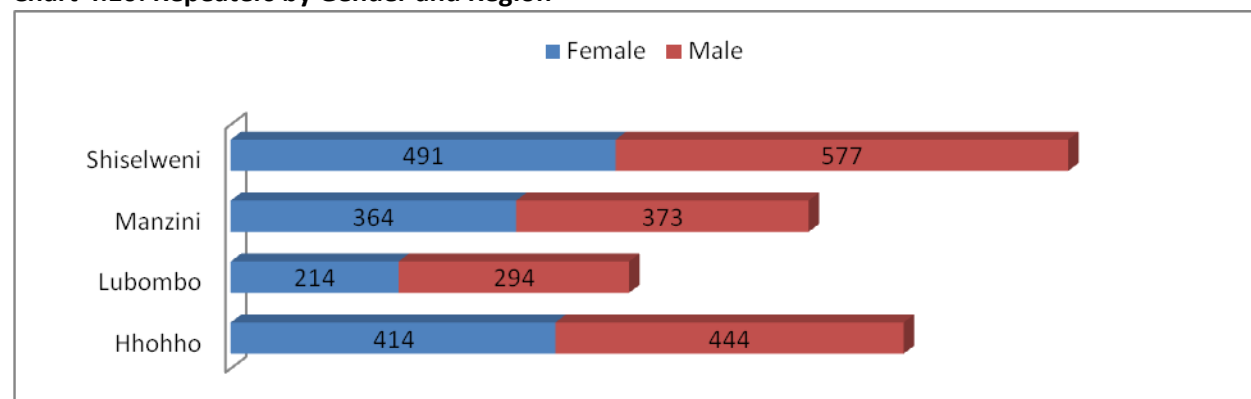
**Chart 4.9: Repeaters by Gender, Grade and Age**



**Table 4.10: Repeaters by Gender and Region**

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	377	211	353	460	1,401
	Form 5	36	3	11	31	81
	Form 6	1				1
Female Total		414	214	364	491	1,483
Male	Form 4	393	288	354	540	1,575
	Form 5	49	6	19	37	111
	Form 6	2				2
Male Total		444	294	373	577	1,688
Grand Total		858	508	737	1,068	3,171

**Chart 4.10: Repeaters by Gender and Region**



**Table 4.11: Percent Repeaters by Gender, Grade and Age**

Age		14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	0.0%	0.7%	4.1%	8.4%	14.7%	19.8%	24.6%	26.8%	28.8%	29.9%	28.9%	45.5%	15.4%
	Form 5		0.0%	0.0%	0.8%	0.8%	2.0%	1.9%	2.8%	2.3%	2.5%	3.2%	3.1%	1.6%
	Form 6				0.0%	1.9%	0.0%	0.0%	0.0%	0.0%				0.9%
Female Total		0.0%	0.6%	3.7%	6.3%	9.2%	12.7%	14.5%	15.7%	13.8%	13.9%	12.9%	20.4%	10.3%
Male	Form 4		12.6%	5.8%	7.1%	14.4%	18.3%	22.8%	27.0%	30.4%	35.3%	34.7%	28.6%	17.2%
	Form 5		0.0%	1.2%	1.3%	1.3%	1.4%	2.2%	2.1%	4.1%	3.9%	6.6%	5.5%	2.0%
	Form 6				6.9%	0.0%	0.0%	0.0%	0.0%					2.2%
Male Total			11.9%	5.3%	5.6%	9.5%	11.7%	13.9%	15.7%	17.9%	18.0%	20.3%	14.4%	11.5%
Total		0.0%	5.0%	4.4%	6.0%	9.4%	12.2%	14.2%	15.7%	16.5%	16.6%	17.3%	16.7%	10.9%

**Table 4.12: Repetition Rate by Gender, Grade and Age**

Age		14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	0.0%	0.9%	3.9%	9.3%	14.8%	22.6%	23.3%	34.9%	29.4%	30.6%	25.0%	62.5%	16.3%
	Form 5	0.0%	0.0%	0.0%	0.8%	0.8%	2.3%	1.8%	2.4%	2.0%	2.3%	4.1%	3.7%	1.6%
	Form 6	0.0%	0.0%	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Female Total		0.0%	0.9%	3.7%	6.9%	9.2%	14.7%	13.9%	16.6%	12.7%	13.5%	13.8%	25.6%	10.8%
Male	Form 4	0.0%	25.5%	6.3%	8.0%	15.0%	20.3%	18.5%	35.3%	30.6%	41.8%	31.3%	40.0%	18.2%
	Form 5	0.0%	0.0%	2.6%	1.6%	1.5%	1.8%	2.0%	2.0%	2.7%	3.3%	3.4%	6.7%	2.1%
	Form 6	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.5%
Male Total		0.0%	25.5%	6.1%	6.6%	10.0%	13.6%	11.7%	17.8%	14.5%	17.5%	13.1%	18.3%	11.9%
Total		0.0%	8.3%	4.6%	6.7%	9.6%	14.1%	12.6%	17.3%	13.9%	16.2%	13.3%	21.1%	11.4%

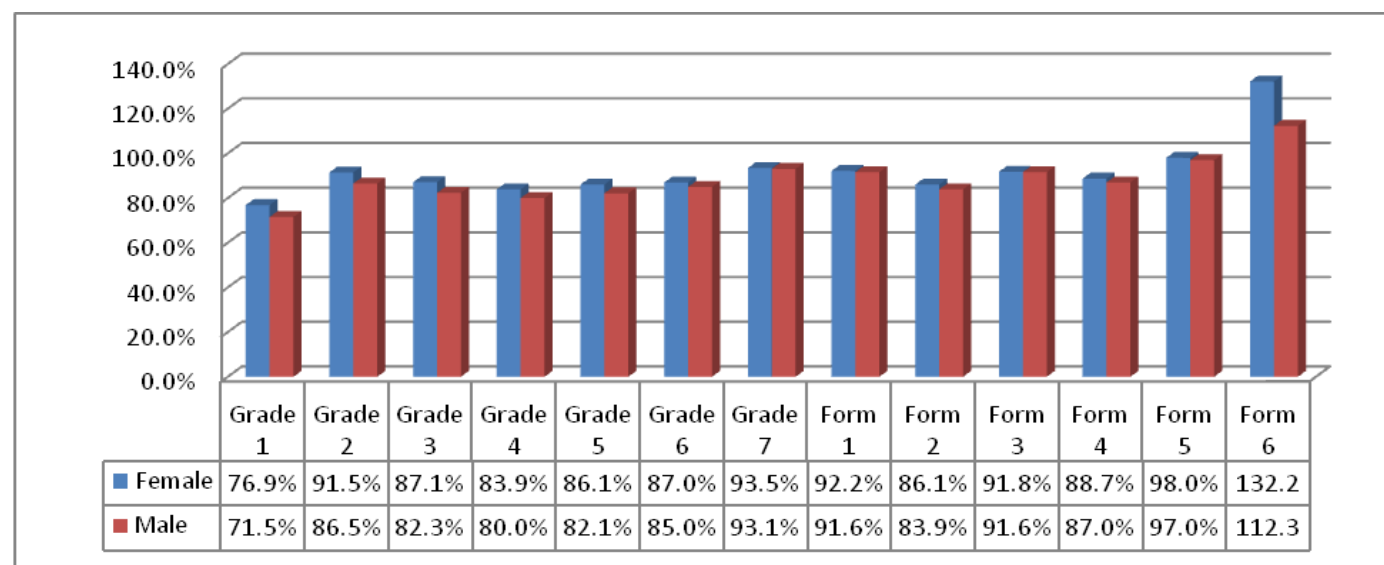
**Table 4.13: Promotion Rates by Grade and Age**

<b>Age</b>		<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>Total</b>
<b>Female</b>	<b>Form 4</b>	0.0%	137.6%	90.9%	101.2%	86.0%	91.4%	71.5%	95.6%	72.7%	71.8%	61.4%	75.0%	89.7%
	<b>Form 5</b>	0.0%	0.0%	196.6%	104.3%	95.1%	116.8%	96.5%	85.4%	83.9%	92.2%	124.5%	114.8%	100.8%
	<b>Form 6</b>	0.0%	0.0%	0.0%	550.0%	283.3%	92.6%	17.6%	14.3%	33.3%	0.0%	0.0%	0.0%	132.2%
<b>Female Total</b>		0.0%	145.0%	96.6%	103.1%	90.6%	101.0%	81.8%	88.9%	79.2%	83.7%	93.6%	100.0%	94.1%
<b>Male</b>	<b>Form 4</b>	0.0%	176.6%	101.3%	105.0%	89.2%	90.7%	62.9%	95.3%	70.1%	76.6%	58.8%	100.0%	87.9%
	<b>Form 5</b>	0.0%	0.0%	215.4%	121.8%	106.2%	123.2%	86.8%	96.5%	63.4%	81.5%	48.3%	115.6%	98.7%
	<b>Form 6</b>	0.0%	0.0%	0.0%	337.5%	135.0%	112.5%	43.8%	30.0%	0.0%	0.0%	0.0%	0.0%	112.3%
<b>Male Total</b>		0.0%	189.4%	108.2%	109.9%	95.6%	102.4%	72.5%	95.5%	66.2%	79.7%	51.5%	108.5%	92.2%
<b>Total</b>		0.0%	158.3%	100.9%	105.9%	92.9%	101.7%	76.4%	92.9%	70.5%	81.0%	63.8%	105.3%	93.1%

**Table 4.14: Promotion Rate 2011**

	Female	Male	Total
Grade 1	76.9%	71.5%	74.2%
Grade 2	91.5%	86.5%	89.0%
Grade 3	87.1%	82.3%	84.7%
Grade 4	83.9%	80.0%	82.0%
Grade 5	86.1%	82.1%	84.1%
Grade 6	87.0%	85.0%	86.0%
Grade 7	93.5%	93.1%	93.3%
Form 1	92.2%	91.6%	91.9%
Form 2	86.1%	83.9%	85.0%
Form 3	91.8%	91.6%	91.7%
Form 4	88.7%	87.0%	87.9%
Form 5	98.0%	97.0%	97.5%
Form 6	132.2%	112.3%	122.3%
	<b>87.4%</b>	<b>84.0%</b>	<b>85.7%</b>

**Chart 4.11: Promotion Rate: 2011**



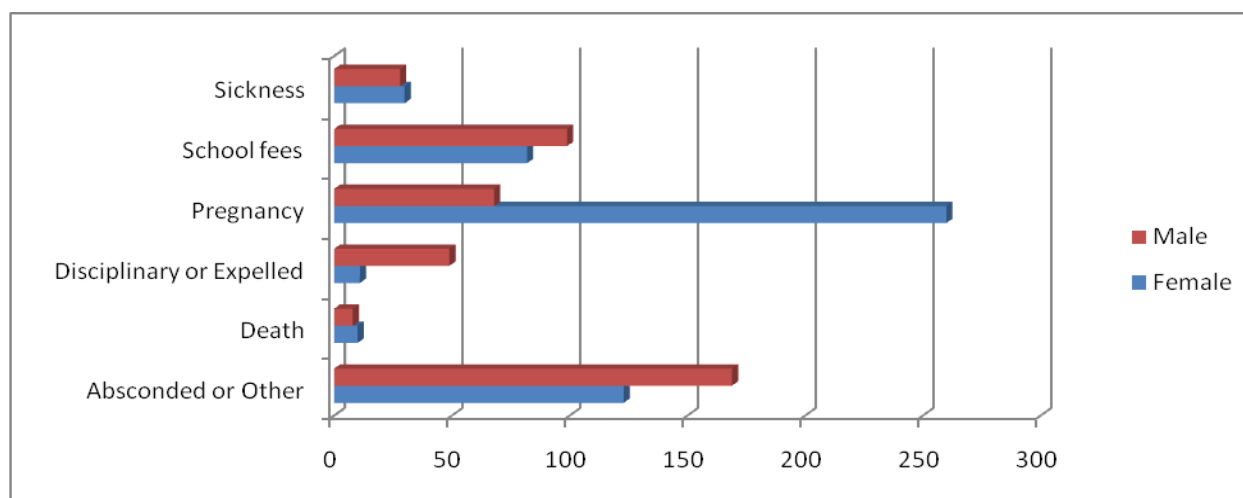
Promotion rates exceeding 100 percent in form 6 are due to fact that these are new classes and there are no repeaters thus everyone is a “promotee”.

Promotion in this case means moving into the next grade not necessarily skipping a grade, it is a normal transition. The lowest promotion rate is in Grade 1, this is worrying, why are pupils being forced to repeat in Grade 1.

**Table 4.15: Dropout by Gender, Reason and Gender**

		Form 4	Form 5	Total
Female	Absconded or Other	102	21	123
	Death	6	4	10
	Disciplinary or Expelled	9	2	11
	Pregnancy	184	76	260
	School fees	69	13	82
	Sickness	27	3	30
	Transfer	57	2	59
Female Total		454	121	575
Male	Absconded or Other	145	24	169
	Death	6	2	8
	Disciplinary or Expelled	37	12	49
	Pregnancy	49	19	68
	School fees	79	20	99
	Sickness	21	7	28
	Transfer	42	1	43
Male Total		379	85	464
Grand Total		833	206	1,039

**Chart 4.12: Dropout by Gender and Reason: Senior Secondary**

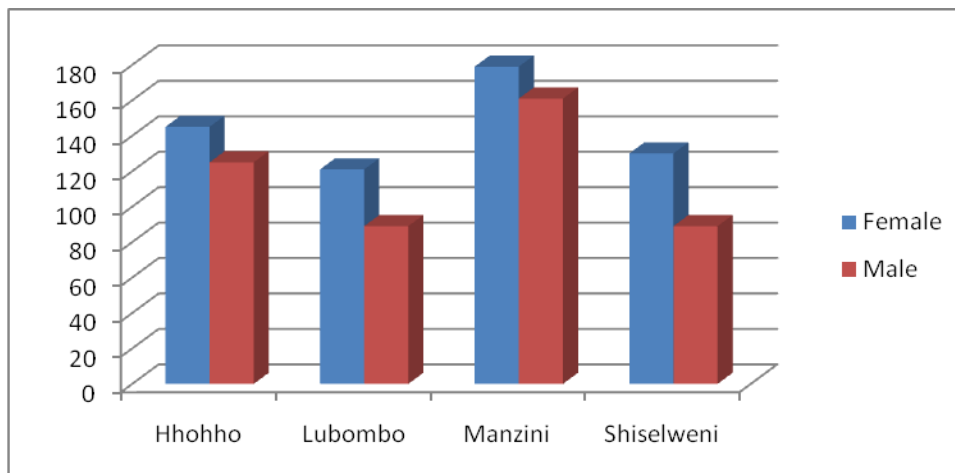


Two main reasons stood out, for girls it was dropping out due to pregnancy and for boys it was absconding. The high pregnancy rate suggests a need for intervention by the Health Education Unit.

**Table 4.16: Dropout by Gender, Reason and Grade**

		Hhohho	Lubombo	Manzini	Shiselweni	Grand Total
Female	Absconded or Other	24	25	46	28	123
	Death	2	2	3	3	10
	Disciplinary or Expelled	1	2	6	2	11
	Pregnancy	72	66	55	67	260
	School fees	23	12	40	7	82
	Sickness	9	4	6	11	30
	Transfer	14	10	23	12	59
Female Total		145	121	179	130	575
Male	Absconded or Other	44	40	57	28	169
	Death	1	4	2	1	8
	Disciplinary or Expelled	19	11	8	11	49
	Pregnancy	15	10	19	24	68
	School fees	20	16	50	13	99
	Sickness	8	5	6	9	28
	Transfer	18	3	19	3	43
Male Total		125	89	161	89	464
Grand Total		270	210	340	219	1,039

**Chart 4.13: Dropout by Gender and Region**



Manzini has the highest dropout followed by Hhohho, and this might be due to fact that these are biggest regions.

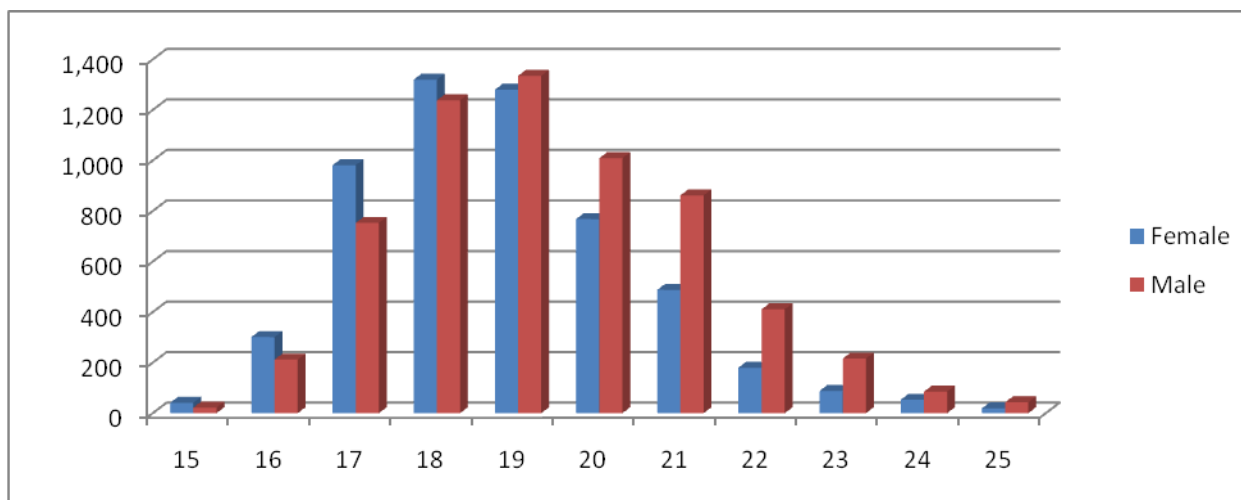
**Table 4.17: Special Education Needs: Visually Impaired**

	Gender	Region	Form 4	Form 5	Form 6	Total
Visually Impaired	Female	Hhohho	30	22	6	58
		Lubombo	27	2	0	29
		Manzini	28	27	0	55
		Shiselweni	2	2	0	4
	Female Total		87	53	6	146
	Male	Hhohho	11	14	3	28
		Lubombo	24	4	0	28
		Manzini	21	10	0	31
		Shiselweni	4	2	0	6
	Male Total		60	30	3	93
Visually Impaired Total			147	83	9	239
Total			147	83	9	239

**Table 4.17: OVC by Gender, Grade and Age**

Age		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	41	285	733	839	777	436	263	71	30	16	6	3,497
	Form 5		16	247	474	497	332	224	108	58	37	13	2,006
	Form 6			1	7	6		1	1				16
Female Total		41	301	981	1,320	1,280	768	488	180	88	53	19	5,519
Male	Form 4	22	197	575	819	835	572	466	206	99	39	13	3,843
	Form 5		15	176	417	494	435	396	205	117	46	30	2,331
	Form 6			2	2	6	2						12
Male Total		22	212	753	1,238	1,335	1,009	862	411	216	85	43	6,186
Total		63	513	1,734	2,558	2,615	1,777	1,350	591	304	138	62	11,705

**Chart 4.14: OVC by Age and Gender**



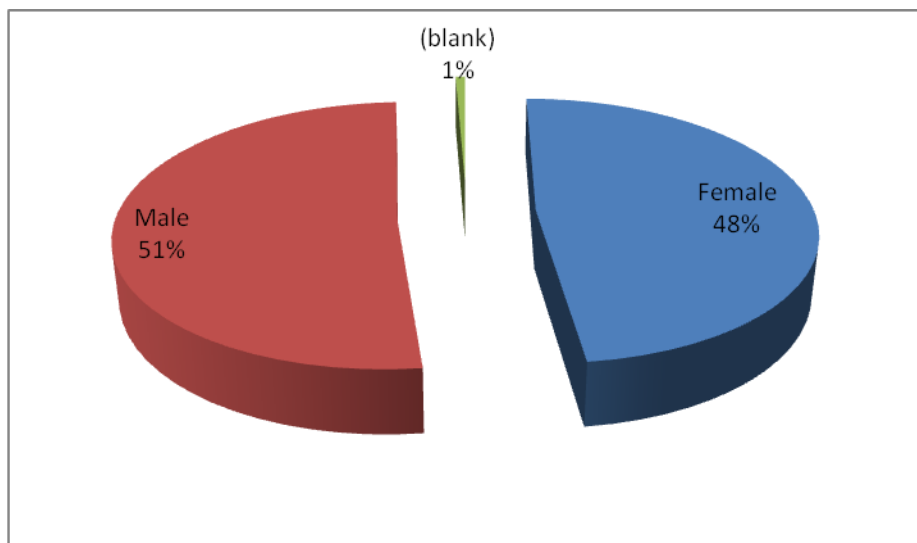
**Table 4.18: Teachers by Qualification and Gender**

	<b>Female</b>	<b>Male</b>	<b>(blank)</b>	<b>Total</b>
<b>A.A.T.</b>	5	1		6
<b>B.P.H.D in special education</b>	1	0		1
<b>BA</b>	36	48		84
<b>BA + CCE</b>	10	10		20
<b>BA Humanities</b>	155	85	2	242
<b>BA Humanities + CDE</b>	125	89	1	215
<b>BA Social Science</b>	25	31		56
<b>Bachelors + PGCE</b>	585	408	11	1,004
<b>Bachelor's Honours Degree</b>	28	29		57
<b>Bcom</b>	51	36		87
<b>Bed(Prim)</b>	1	3		4
<b>Bed(Sec)</b>	112	178	1	291
<b>Bsc + CDE</b>	39	54		93
<b>Bsc Agricultural Education</b>	121	277	2	400
<b>BSc in Computer &amp; Mathematics</b>	0	11		11
<b>BSc in Home Economics</b>	187	5	1	193
<b>BSc.</b>	61	184	2	247
<b>BSc. Agriculture</b>	12	36		48
<b>Certificate in I.T. Education</b>	8	11		19
<b>Dip. Technical Teaching</b>	4	51	1	56
<b>Diploma in Agriculture</b>	20	75	1	96
<b>Diploma in Commerce</b>	69	64	2	135
<b>Diploma in Computer Science</b>	8	24		32
<b>Diploma in Education</b>	93	170	2	265
<b>Diploma in Home Economics</b>	46	1		47
<b>Diploma in Law</b>	1	0		1

**Table 4.19: Teachers by Qualification and Gender...cont**

	Female	Male	(blank)	Total
<b>Masters</b>	40	46		86
<b>MSc Environmental Monitoring Assesment</b>	5	8		13
<b>N.P.D.E.</b>	2	2		4
<b>O-Level</b>	7	12		19
<b>P.H.C.</b>	2	1		3
<b>P.H.D.</b>	1	4		5
<b>PTC</b>	1	2		3
<b>PTD</b>	9	6		15
<b>STC</b>	82	43	1	126
<b>STD</b>	567	675	7	1,249
<b>V.I.D.</b>	1	0		1
<b>(blank)</b>	11	15		26
<b>Total</b>	2,531	2,695	34	5,260

**Chart 4.15: Teachers by Gender**

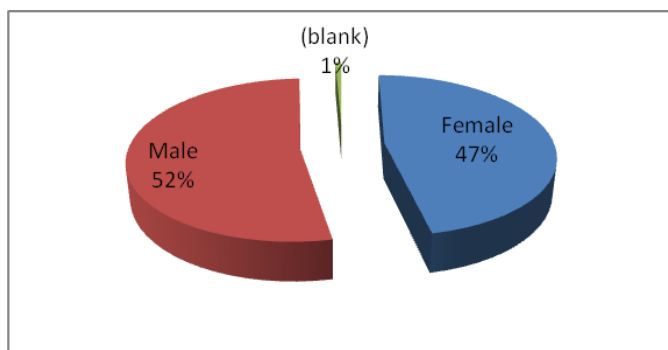


At secondary level there are slightly more male teachers than female, which is the opposite of what entails at the primary level. Most of the teachers at this level are holders of a secondary teacher's diploma. It was interesting to note that there are few teachers who possess primary teacher qualifications who teach at secondary levels.

**Table 4.20: Trained Teachers by Qualification and Gender**

	Female	Male	(blank)	Total
B.P.H.D in special education	1			1
BA + CCE	10	10		20
BA Humanities + CDE	125	89	1	215
Bachelors + PGCE	585	408	11	1,004
Bachelor's Honours Degree	28	29		57
Bed(Prim)	1	3		4
Bed(Sec)	112	178	1	291
Bsc + CDE	39	54		93
Bsc Agricultural Education	121	277	2	400
Certificate in I.T. Education	8	11		19
Dip. Technical Teaching	4	51	1	56
Diploma in Education	93	170	2	265
Masters	40	46		86
N.P.D.E.	2	2		4
P.H.C.	2	1		3
P.H.D.	1	4		5
PTC	1	2		3
PTD	9	6		15
STC	82	43	1	126
STD	567	675	7	1,249
V.I.D.	1			1
<b>Grand Total</b>	<b>1,832</b>	<b>2,059</b>	<b>26</b>	<b>3,917</b>

**Chart 4.16: Trained teachers by Gender**



**Table 4.21: Secondary Certified Teachers by Qualification and Gender**

	Female	Male	(blank)	Total
B.P.H.D in special education	1			1
BA + CCE	10	10		20
BA Humanities + CDE	125	89	1	215
Bachelors + PGCE	585	408	11	1,004
Bachelor's Honours Degree	28	29		57
Bed(Sec)	112	178	1	291
Bsc + CDE	39	54		93
Bsc Agricultural Education	121	277	2	400
Certificate in I.T. Education	8	11		19
Dip. Technical Teaching	4	51	1	56
Diploma in Education	93	170	2	265
Masters	40	46		86
STC	82	43	1	126
STD	567	675	7	1,249
Grand Total	1,815	2,041	26	3,882

**Chart 4.17: Secondary Certified Teachers by Gender**

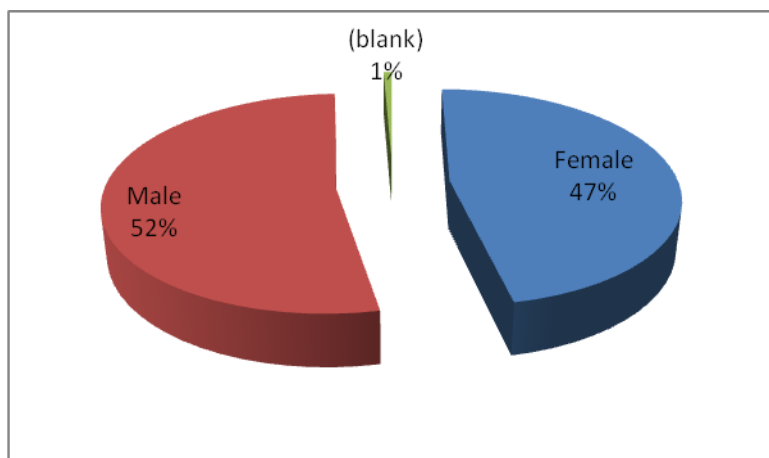


Chart 4.18: All teachers by Region

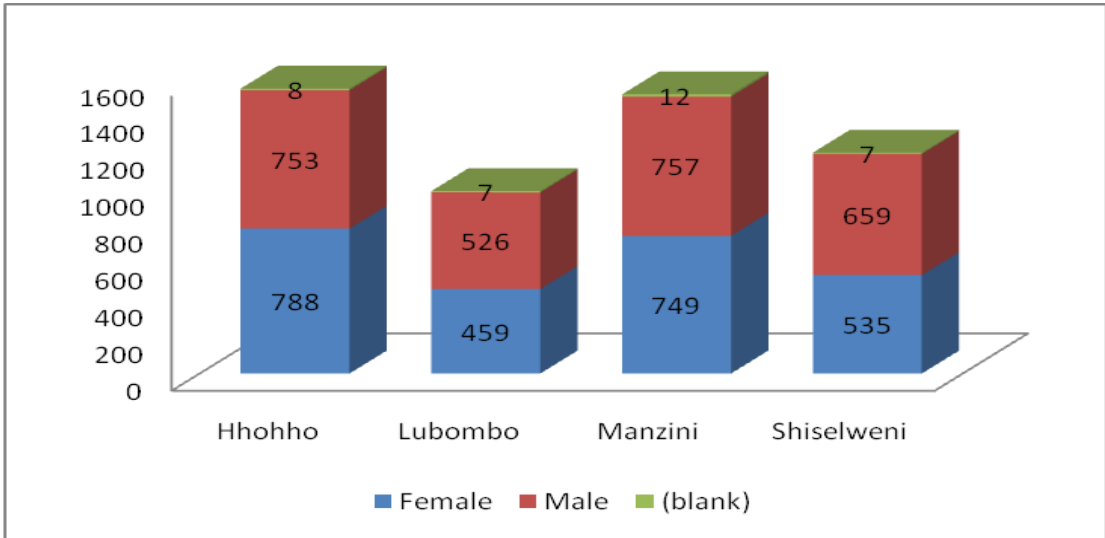
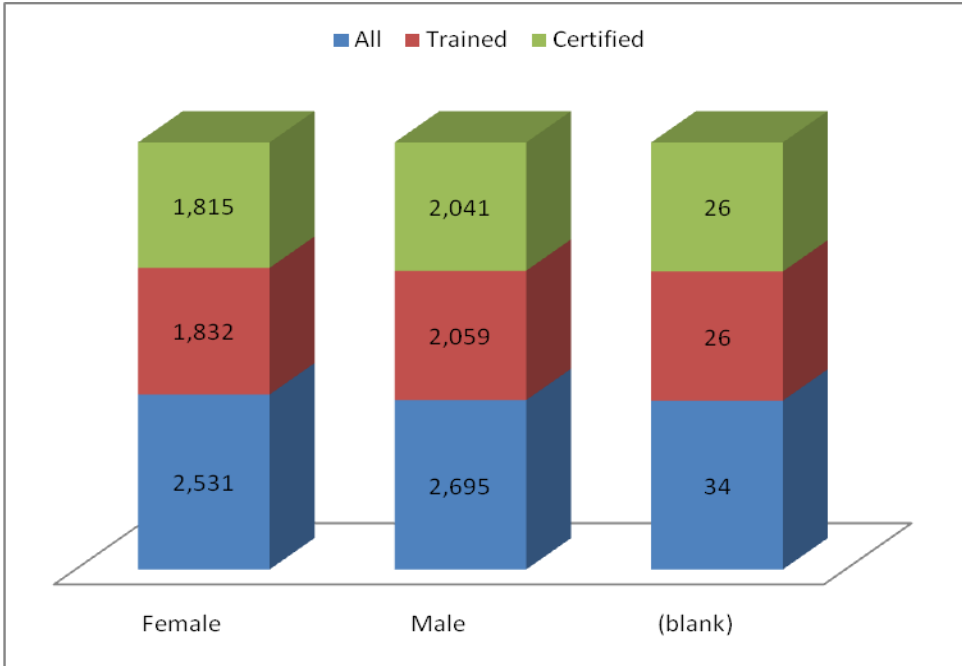


Chart 4.19: All Teachers by Qualified and Certified to teach Secondary Level



Results indicated that more than 70 percent of the teachers in secondary schools are qualified and certified to teach at this level.

**Table 4.22: Teachers in Leadership position by Gender**

	Male	Female	(blank)	Total
Department Head (Schools)	53	70	2	125
Deputy Head (Junior Secondary)	2	2		4
Deputy Head (Senior Secondary)	53	28		81
Deputy Head Teacher - Higher Primary	84	101		185
Head (Junior Secondary)	10	3		13
Head (Senior Secondary)	113	28	1	142
Head Teacher - Higher Primary	278	150	1	429
Head Teacher - Lower Primary	3	8		11
<b>Total</b>	<b>596</b>	<b>390</b>	<b>4</b>	<b>990</b>

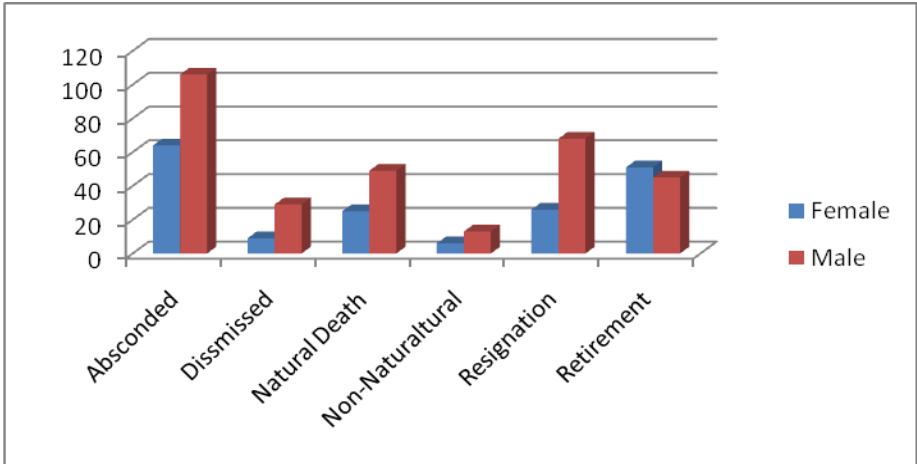
Data suggested that a bit more than half of teachers in leadership are male. The only intriguing fact is that while a majority of the teachers at primary level are female, a few schools are headed by female teachers. The situation is within reasonable proportions at secondary levels.

**Table 4.23: Teacher Attrition by Gender, Region and Reason**

		Absconded	Dismissed	Natural Death	Non-Natural	Resignation	Retirement	Transfer	Grand Total
<b>Female</b>	<b>Hhohho</b>	13	2	10	4	4	13	52	98
	<b>Lubombo</b>	6	2	2		1	4	26	41
	<b>Manzini</b>	38	5	4	2	15	16	47	127
	<b>Shiselweni</b>	7		9		6	18	50	90
<b>Female Total</b>		<b>64</b>	<b>9</b>	<b>25</b>	<b>6</b>	<b>26</b>	<b>51</b>	<b>175</b>	<b>356</b>
<b>Male</b>	<b>Hhohho</b>	23	9	19	5	14	7	38	115
	<b>Lubombo</b>	7	3	9	1	11	7	29	67
	<b>Manzini</b>	60	9	6	3	30	18	44	170
	<b>Shiselweni</b>	16	8	15	4	13	13	39	108
<b>Male Total</b>		<b>106</b>	<b>29</b>	<b>49</b>	<b>13</b>	<b>68</b>	<b>45</b>	<b>150</b>	<b>460</b>
<b>Grand Total</b>		<b>170</b>	<b>38</b>	<b>74</b>	<b>19</b>	<b>94</b>	<b>96</b>	<b>325</b>	<b>816</b>

Data suggested that a reasonable number of teachers abscond. This needs to be investigated by the TSC as this appears to happen every year. However other absconding might be due to teachers who are engaged on temporary basis leaving the system for further training, other jobs or problems with their contracts. Transfer is not attrition.

Chart 4.20: Teacher Attrition by Reason and Gender



## Higher Education

Higher Education consists of all levels of education after Senior Secondary Level (ISCED 3). These include post secondary (non-tertiary) and tertiary level education. In Swaziland most of the non-tertiary would include institutions that offer training skills to school leavers and where the entry requirements and duration of the courses do not meet the existing minimum requirements for tertiary (university) level programmes in the established tertiary institutions. There are different levels and pathways that exist at this level. This report will focus on the existing tertiary institutions in the country. It is hoped that once the Higher Education Bill and the National Qualification Framework (NQF) have been approved a detailed analysis of the programmes that are offered by all local institutions will be made such that they are all accurately mapped on the ISCED framework. This will also include vocational institutions offering programmes at post secondary non-tertiary and tertiary levels. The tables under this section are those from currently existing institutions, and have been mapped according to their current status, which may change after the NQF has been operationalised. It will be noted that institutions that have programmes which fall short of the nationally agreed upon criteria will not be classified as tertiary despite the fact that the institutions offer diploma, degree and masters programmes. The report does not include all skills training and vocational institute that exist in the country.

### ISCED 4 Post Secondary (non Tertiary)

Post-secondary **non-tertiary** education provides learning experiences building on secondary education and preparing for labour market entry as well as tertiary education. It aims at the individual acquisition of knowledge, skills and competencies below the high level of complexity characteristic of tertiary education. Programmes at ISCED level 4, or “post-secondary non-tertiary” education, are typically designed to provide individuals who completed **ISCED level 3 with non-tertiary qualifications that they require for progression to tertiary education**. For example, graduates from general ISCED level 3 programmes may choose to complete a non-tertiary vocational qualification; or graduates from vocational ISCED level 3 programmes may choose to increase their level of qualification or specialise further. Given the complexity of their content, ISCED level 4 programmes cannot be regarded as tertiary education programmes, although they are clearly post-secondary education.

The completion of an ISCED level 3 programme is required to enter ISCED level 4 programmes. However, these **entry requirements may be lower than for tertiary programmes** at ISCED levels 5. Usually, programmes at this level are designed for direct labour market entry. Such programmes typically target students who have completed ISCED level 3 but who want to increase their opportunities to enter tertiary education. Programmes to be classified at ISCED level 4 are referred to in many ways across the world, e.g. technician diploma. In Swaziland such programmes are those that may be offered by colleges and universities, **but their entry requirements are lower than those required by university level** and also the duration of their courses is less than the formal diploma and degree courses which are three and four years respectively. In some cases even the complexity of the courses is different; in addition university courses are usually more academic. Programmes that are at ISCED 4 include certificate and diploma programmes offered by colleges such as SCOT, or university where the entry requirement and duration is lower than a standard university entrance requirement. If entry requirement for a standard university is five (5) credits then a programme that requires fewer credits, e.g. 3 at ISCED 3 level, will be classified as an ISCED 4 programme. The same applies for the duration, if diploma courses is less than the standard 3-year for tertiary, it is classified under ISCED 4 which means it is not a tertiary diploma.

For international comparability purposes the term “post-secondary non-tertiary” is used to label ISCED level 4. ISCED level 4 programmes are not considered as tertiary education and are typically vocational and terminal programmes that prepare for the labour market. ISCED level 4 programmes often serve to broaden rather than deepen the knowledge, skills and competencies of participants who have completed a programme at ISCED level 3. Programmes are often not

significantly more advanced than programmes at ISCED level 3, but the content is typically more specialized or detailed than at the upper secondary level. Programmes are clearly less advanced than at the tertiary level, and can be provided in a variety of institutional settings, not only those considered as post-secondary non-tertiary.

### **ISCED Levels 5, 6, 7, and 8 (Tertiary Education)**

Tertiary education builds on secondary education, providing learning activities in specialized fields of education. It aims at learning at a high level of complexity and specialization. Tertiary education includes what is commonly understood as academic education, but is broader than that because it also includes advanced vocational or professional education. Tertiary education comprises ISCED levels 5, 6, 7 and 8, which are labeled as short-cycle tertiary, bachelor or equivalent, master or equivalent and doctoral or equivalent, respectively. The content of programmes at the tertiary level is more complex and advanced than in lower ISCED levels. First programmes at ISCED levels 5, 6 or 7 require the successful completion of ISCED level 3 programmes that give direct access to first tertiary programmes. Access may also be possible from ISCED level 4. In addition to qualification requirements, entry to educational programmes at these levels may depend on subject choice and/or grades achieved at ISCED level 3 or 4. Further, it may be necessary to take and succeed in entrance examinations.

In tertiary education, an educational programme is always classified at the same level as the level of the qualification awarded on its successful completion. There is usually a clear hierarchy between qualifications granted by tertiary education programmes. However, unlike programmes at ISCED levels 1, 2, 3 and 4, national programmes at ISCED levels 5, 6 and 7 can exist in parallel rather than as one ISCED level building sequentially on another.

Completion of an ISCED level 3 or 4 programme may provides access to a range of first tertiary programmes at ISCED levels 5, 6 or 7, depending on the availability in a specific education system and/or on additional entry requirements which may be specified. These include: (i) short-cycle tertiary programmes at ISCED level 5 (at least 2 years); (ii) bachelor or equivalent first degree programmes at ISCED level 6 (3-4 years); bachelor or equivalent long first degree programmes at ISCED level 6 (more than 4 years); or (iii) master or equivalent long first degree programmes at ISCED level 7 (at least 5 years). The transition between programmes at the tertiary level is not always clearly distinguished and it may be possible to combine programmes and transfer credits from one programme to another. In certain cases, credits received from previously completed educational programmes may also be counted towards the completion of a programme at a higher ISCED level. For example, having obtained credits in an ISCED level 5 programmes can reduce the number of credits or study duration required to complete a level 6 programme. In some systems, individuals may transfer to an educational programme at ISCED level 6 after completion of an ISCED level 5 programmes, which may reduce the time required for an individual to complete an ISCED level 6 programme. Others may directly enter ISCED level 6 or 7 from ISCED level 3. In many education systems, most students must first complete ISCED level 6 before gaining entry to ISCED level 7. The successful completion of ISCED level 7 is usually required for entry into ISCED level 8.

**Table 5.1: Enrolment by Faculty VOCTIM**

Faculty	Male	Female	Total
Automotive Engineering	39	3	42
Building and Construction	21	1	22
Commercial	11	35	46
Electrical Engineering	11	3	14
Mechanical Engineering	23	0	23
Wood Work	11	1	12
<b>Total</b>	<b>116</b>	<b>43</b>	<b>159</b>

**Table 5.2: Enrolment by Faculty SCOT**

Faculty	Male	Female	Total
Building and Engineering	192	42	234
Business Administration	60	114	174
Information Communication Technology	77	43	120
Engineering Science	195	35	230
Education	132	65	197
<b>Total</b>	<b>656</b>	<b>299</b>	<b>955</b>

**Table 5.3: University of Limkokwing**

Faculty	Male	Female	Total
Communication	26	67	93
Design	60	17	77
Creative Multimedia	50	16	66
Business Studies	60	77	137
Architecture	6	1	7
Tourism	39	108	147
Information Technology	170	76	246
Broadcasting	38	23	61
<b>Total</b>	<b>449</b>	<b>385</b>	<b>834</b>

**Table 5.4: South African Nazarene University**

Faculty	Male	Female	Total
Education	121	281	402
Health	131	192	323
Theology	44	29	73
<b>Total</b>	<b>296</b>	<b>502</b>	<b>798</b>

**Table 5.5: Enrolment by Faculty Ngwane College**

	Year 1		Year 2		Year 3		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Pure Sciences	18	23	22	10	27	16	67	49
Languages	14	21	10	26	12	30	36	77
Social Studies	12	22	24	18	16	19	52	59
Applied Sceinces	16	19	4	35	7	31	27	85
<b>Total</b>	<b>60</b>	<b>85</b>	<b>60</b>	<b>89</b>	<b>62</b>	<b>96</b>	<b>182</b>	<b>270</b>

**Table 5.6: Enrolment by Course William Pitcher College**

Faculty	Year 1		Year 2		Year3		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Secondary Teachers Diploma	24	38	24	38	19	32	67	108
Primary teacher Diploma	41	24	39	42	39	29	119	192
<b>Total</b>	<b>65</b>	<b>62</b>	<b>63</b>	<b>80</b>	<b>58</b>	<b>61</b>	<b>186</b>	<b>300</b>

**Table 5.7: Enrolment by Faculty University of Swaziland**

<b>Faculty</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Agriculture</b>	445	411	856
<b>Commerce</b>	255	269	524
<b>Education</b>	212	227	439
<b>Health Sciences</b>	198	233	431
<b>Humanities</b>	156	199	355
<b>Science</b>	268	103	371
<b>Social Science</b>	303	267	570
<b>Post Graduate Studies</b>	87	72	159
<b>IDE</b>	770	1,080	1,850
<b>Total</b>	2,694	2,861	5,555

Post Graduate studies include masters programmes in a number of fields, such as education and sciences.

### Enrolment by School and Inkhundla

This next section is an appendix for the General Education Report. **All schools that reported data in 2011 have been presented** according to the inkhundla they reported under. Please note that the Inkhundla is what the school reported, there will be need for schools and communities to confirm this data because the boundaries may not be accurate. The intension of the Ministry is to be able to present data by region; this will enable resources to be targeted to the tinkhundla centres. This is a new initiative which will provide data to grass-root level. Please note there are other data sets, other than enrolment which can also be reported by Inkhundla. Please report discrepancies in relation to the tinkhudla to the Ministry so that the report can be improved.

Schools that will not appear in this report are those that did not report data and those that were established after March 2011. All new schools public and private (where children are learning) are requested to submit their annual census questionnaires in time for them to be processed. Should there be need to correct, rectify this report please contact the Ministry of Education and Training, EMIS unit, offices 104, 118 and 102.

There is analysis than can also be done at school level, for purpose of the report (costs) the data has not been included in the report, however it can be presented if requested. The Ministry will like to challenge students, teachers and researchers to tap into the data so that it can be used for

**School list by Inkhundla**

Inkhundla	School Name	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
Dvokodvweni	Dvokodvweni Primary	30	30	48	40	64	37	45							294
	Dvokodvweni Secondary								48	40	16	18	7		129
	Enjabulweni Primary	64	105	89	93	56	63	37							507
	Mabasa Primary	19	27	35	36										117
	Mabondweni Primary	87	77	124	96	87	78	58							607
	Malindza Central Primary	95	114	100	49	59	36	32							485
	Malindza Community Primary	70	110	110	79	91	75	62							597
	Malindza High								133	108	58	142	29		470
	Mampempeni Catholic Primary	26	22	26	38	35	30	15							192
	Manyeveni Nazarene Primary	67	87	76	73	59	59	39							460
	Mdumezulu Primary	23	31	27	21	34	24	13							173
	Mpaka High								117	124	54	85	50		430
	Mpaka Railway Primary	50	75	38	45	43	42	31							324
	New Thulwane Primary	38	41	47	31	26	31	16							230
	Sigcaweni High								40	71	29	34	34		208
	Sigcaweni Nazarene Primary	64	49	40	49	41	50	19							312
	Sulutane Primary	83	148	125	82	68	70	23							599
Dvokodvweni		716	916	885	732	663	595	390	338	343	157	279	120		6134
Emkhiweni	Antioch Primary	103	117	93	89	104	81	59							646
	Black Mbuluzi Methodist Primary	55	50	86	54	63	98	51							457
	Ekutsimuleni Primary	141	107	122	157	156	146	111							940
	Emcozini High								176	161	127	114	58		636
	Florence High								71	52	34	69	29		255
	Florence Primary	76	94	91	91	84	74	54							564
	Khuphuka High								92	106	64	56	33		351
	Lutfonja Methodist Primary	92	96	76	84	79	56	49							532
	Luve /Lamawandla High								118	115	75	121	48		477
	Malamlela Primary	47	29	21	32	48	25	27							229
	Mjoli Primary	51	32	79	43	36	51	41							333
	Mliba Nazarene Primary	164	175	136	176	164	54	87							956
	Phemba D.R.C. Primary	34	26	21	27	19	27	20							174
	Sidvokodvo Nazarene High								55	44	39	31	20		189
	Sidvokodvo Nazarene Primary	100	76	98	144	81	105	38							642

<b>Emkhiweni</b>		863	802	823	897	834	717	537	512	478	339	391	188		7381
<b>Gege</b>	<b>Bethel Lutheran Primary</b>	34	36	42	31	46	29	17							235
	<b>Bethlehem Primary</b>	12	13	18	13	20	26	14							116
	<b>Dudusini Primary</b>	25	17	19	14	16	24	21							136
	<b>Eric Rosenberg Primary</b>	90	67	86	83	70	78	56							530
	<b>Eric Rosenburg High</b>								136	115	88	83	43		465
	<b>Gege Methodist Primary</b>	60	53	48	55	54	56	25							351
	<b>Ka-Dinga Primary</b>	23	29	51	52	50	36	22							263
	<b>Magubheleni High</b>								91	85	50	92	39		357
	<b>Magubheleni Primary</b>	77	86	133	102	82	118	83							681
	<b>Mashobeni South Primary</b>	112	121	120	86	101	110	53							703
	<b>Sidwala Lutheran Primary</b>	12	18	25	23	11	24	17							130
	<b>Siyendle Community Primary</b>	56	62	56	33	31	36	46							320
	<b>Siyendle High</b>								36	43	25	18	8		130
	<b>Siyendle Methodist Primary</b>	15	26	22	17	12	17	10							119
	<b>Vulamehlo Primary</b>	41	28	25	22	22	35	29							202
<b>Gege Total</b>		557	556	645	531	515	589	393	263	243	163	193	90		4738
<b>Hhukwini</b>	<b>Dlangeni Primary</b>	104	120	123	99	101	78	47							672
	<b>Entfubeni Primary</b>	84	89	77	80	91	80	83							584
	<b>Ka-Lamgabhi / Siliya Primary</b>	100	82	99	116	72	95	77							641
	<b>Mdzimba High</b>								106	102	85	52	64		409
	<b>Nsukumbili High</b>								110	135	54	60	40		399
<b>Hhukwini Total</b>		288	291	299	295	264	253	207	216	237	139	112	104		2705
<b>Hlane</b>	<b>Dlalisile Primary</b>	45	70	35	38	39	37	30							294
	<b>Dlalisile/Hlane High</b>								54	52	34	18	3		161
	<b>Emabhalenhle Primary</b>	20	43	25	34	32	17	8							179
	<b>Entandweni Primary</b>	61	62	53	25	30	31	21							283
	<b>Entandweni Secondary</b>								74	55	16	45	12		202
	<b>Esiweni Primary</b>	105	112	114	100	89	83	49							652
	<b>Khuphuka Primary</b>	87	157	124	147	128	94	79							816
	<b>Njonjwane Primary</b>	83	82	75	96	91	90	26							543
<b>Hlane Total</b>		401	526	426	440	409	352	213	128	107	50	63	15		3130
<b>Hosea</b>	<b>Bhejisa /St Benedict Primary</b>	35	61	60	52	38	50	33							329
	<b>Ensingizini Primary</b>	61	50	55	84	85	57	36							428
	<b>Entabeni Primary</b>	51	42	30	42	42	38	24							269
	<b>Florence Christian High</b>								63	69	59	88	41		320
	<b>Florence Christian Primary</b>	31	35	51	40	48	46	45							296
	<b>Hluthi Central Primary</b>	58	70	84	65	65	64	63							469
	<b>Hluthi High</b>								137	88	83	63	38		409

	Hosea High								103	101	31	61	32		328
	Hosea Primary	106	127	157	124	100	134	46							794
	Ngozi Primary	95	101	65	76	76	65	64							542
	Patmos Primary	42	65	54	36	68	54	38							357
	St. Benedict's Orphanage Primary	28	29	24	14	19	26	11							151
<b>Hosea Total</b>		<b>507</b>	<b>580</b>	<b>580</b>	<b>533</b>	<b>541</b>	<b>534</b>	<b>360</b>	<b>303</b>	<b>258</b>	<b>173</b>	<b>212</b>	<b>111</b>		<b>4692</b>
<b>Khubuta</b>	<b>Bethany Primary</b>	46	34	45	40	62	41	24							292
	Dvumbe Primary	29	38	48	35	41	31	27							249
	Ekuphakameni Community High								103	86	48	75	39		351
	Ka-Kholwane Primary	30	29	29	23	19	12	6							148
	Ka-Lamdladla High								106	70	55	86	53		370
	Ka-Lamdladla Primary	65	80	86	62	56	80	56							485
	Ka-Phunga High								100	82	72	43	33		330
	Ka-Phunga Primary	46	51	45	37	42	46	30							297
	Latsamela Primary	20	27	26	27	25	25	19							169
	Matjana Primary	34	33	37	26	33	34	36							233
	Moti Primary	42	44	34	36	34	25	21							236
	Nain Primary	59	53	38	47	29	48	35							309
	Sidlangatsini Secondary								48	30	20				98
<b>Khubuta Total</b>		<b>371</b>	<b>389</b>	<b>388</b>	<b>333</b>	<b>341</b>	<b>342</b>	<b>254</b>	<b>357</b>	<b>268</b>	<b>195</b>	<b>204</b>	<b>125</b>		<b>3567</b>
<b>Kukhanyeni</b>	<b>Bhekinkosi Nazarene Primary</b>	99	142	118	81	83	96	77							696
	Ekukhanyeni High								151	168	73	106	77		575
	Ekukhanyeni Primary	66	86	91	76	75	57	77							528
	Ensenga/Mhlahlo High								95	80	35	67	19		296
	Maliyaduma Primary	139	144	141	108	125	95	103							855
	Malunge High								102	80	82	50	36		350
	Mpembekati Primary	67	77	95	86	113	69	85							592
	New Mbuluzi Primary	99	71	77	78	64	40	40							469
	Ngwazini Catholic Primary	29	48	41	42	30	37	47							274
	Nkiliji High								96	69	41	59	22		287
	Nkiliji Primary	68	54	81	50	57	66	39							415
	Salukazi Primary	59	32	95	57	44	62	41							390
	Seven Holy Founders Primary	49	63	92	48	74	78	32							436
<b>Kukhanyeni</b>		<b>675</b>	<b>717</b>	<b>831</b>	<b>626</b>	<b>665</b>	<b>600</b>	<b>541</b>	<b>444</b>	<b>397</b>	<b>231</b>	<b>282</b>	<b>154</b>		<b>6163</b>
<b>Kwaluseni</b>	<b>Embikwakhe Primary</b>	109	107	60	53	55	58	43							485
	Ephocweni Primary	132	124	117	111	102	75	49							710
	Excelsiors Primary School	50	18	16	17	8	7	8							124
	Kwaluseni Central Primary	181	174	233	206	163	164	121							1242

	Kwaluseni Infant Primary	82	84	91	77	72	90	75							571
	Labone Complex school								18	27	25	25	19		114
	Matsapa Government Primary	168	169	216	157	184	205	122							1221
	Phumelele International High School								44	29	90	84	72		319
	Siphumelele Community Primary	145	94	77	46	47	39								448
	Swazi National High								368	377	180	321	128		1374
	Tubungu High School								22	16		20	16		74
	Tubungu Primary School	25	14	28	12	18	16	12							125
<b>Kwaluseni</b>		<b>892</b>	<b>784</b>	<b>838</b>	<b>679</b>	<b>649</b>	<b>654</b>	<b>430</b>	<b>452</b>	<b>449</b>	<b>295</b>	<b>450</b>	<b>235</b>		<b>6807</b>
<b>Lamgabhi</b>	Ekuthokozeni Community Primary	29	39	48	35	36	31	27							245
	Ekuthuleni A.E.C. Primary	58	92	68	60	60	43	47							428
	Emhlangeni Primary	82	59	73	64	52	74	44							448
	Engwenyameni Primary	39	46	45	53	48	35	25							291
	Etimphisini High								295	239	149	249	125		1057
	Inyandza High								118	145	86	101	75		525
	Ka-Luhleko Primary	40	37	37	31	28	30	15							218
	Othandweni Primary	75	57	85	92	81	71	53							514
<b>Lamgabhi Total</b>		<b>323</b>	<b>330</b>	<b>356</b>	<b>335</b>	<b>305</b>	<b>284</b>	<b>211</b>	<b>413</b>	<b>384</b>	<b>235</b>	<b>350</b>	<b>200</b>		<b>3726</b>
<b>Lobamba</b>	Elangeni Primary	81	91	103	103	77	118	51							624
	Esitjeni Primary	46	45	44	60	46	49	28							318
	Ezulwini / Community High								105	91	81	54	35		366
	Ezulwini Catholic Primary	127	123	122	107	91	122	80							772
	Ezulwini Community Primary	129	157	133	93	96	132	34							774
	Ezulwini Valley Primary	112	100	156	143	165	130	78							884
	Langeni High								104	115	51	99	32		401
	Lobamba National High								151	155	112	146	143		707
	Lobamba National Primary	143	175	152	119	122	109	117							937
	Somnjalo High								97	106	86	107	74		470
	St. Anne's High School								85	44	33	73	29		264
	St. John Bosco's High								86	86	69	71	65		377
	St. Mary's High								144	131	67	136	93		571
	St. Mary's Primary	92	45	65	59	59	73	56							449
<b>Lobamba Total</b>		<b>730</b>	<b>736</b>	<b>775</b>	<b>684</b>	<b>656</b>	<b>733</b>	<b>444</b>	<b>772</b>	<b>728</b>	<b>499</b>	<b>686</b>	<b>471</b>		<b>7914</b>
<b>Lobamba Lomdzala</b>	Bethany Mission Primary	81	79	109	70	91	70	51							551
	Mahlanya High								130	112	33	54	13		342
	Mahlanya Primary	83	84	99	89	86	70	81							592

	Malkerns Valley Primary	45	45	45	47	49	49	30							310
	Mhlabubovu Primary	72	77	76	57	80	34	38							434
	Mphetseni Primary	45	56	34	31	19	28	21							234
	St. Andrew's Primary	102	86	96	98	90	89	69							630
	St. Christopher's High								107	102	54	106	46		415
	St. John Bosco's Primary	101	102	106	75	84	54	40							562
	Usuthu Mission Primary	82	91	84	89	95	79	67							587
<b>Lobamba Lomdzala Total</b>		611	620	649	556	594	473	397	237	214	87	160	59		4657
<b>Lomahasha</b>	Emafusini Nazarene Primary	137	137	98	98	102	78	69							719
	Lomahasha Central Primary	141	114	96	91	117	57	50							666
	Lomahasha High								170	169	115	125	83		662
	Mafucula Primary	72	73	92	53	59	45	30							424
	Mafucula Secondary								56	38	24				118
	Majembeni Primary	119	92	90	93	108	102	72							676
	Mbandzamane Primary	90	174	80	67	58	55	38							562
	Mbokojweni Primary	111	121	88	86	94	61	45							606
	Nkalashane High								46	55	29	46	31		207
	Nkalashane Primary	94	116	77	69	50	48	43							497
	Shewula High								122	106	72	38	38		376
	Shewula Primary	102	110	111	61	47	82	66							579
	Sidloko Primary	80	79	70	64	27	50	23							393
	Tsambokhulu Nazarene Primary	98	90	106	80	77	115	48							614
<b>Lomahasha Total</b>		1044	1106	908	762	739	693	484	394	368	240	209	152		7099
<b>Lubuli</b>	Bekezela Primary	68	42	45	38	37	41	37							308
	Bekezela Secondary								24	32	14				70
	Dlakadla Primary	66	54	51	69	67	44	52							403
	Entuthwakwazi Primary	34	28	35	43	36	52	42							270
	Ikhwezi High								86	78	62	64	28		318
	Ikhwezi Primary	32	35	42	31	26	40	10							216
	Lubuli Catholic Primary	116	112	148	92	117	69	31							685
	Lubuli High								94	98	68	63	17		340
	Majai/Sinyamantulwa Primary	65	64	59	52	41	30	21							332
	Mhlabeni Primary	32	16	28	32	31	32	19							190
	Mqonqwane Primary	55	40	56	49	49	41	30							320
	Ngonini Primary	26	24	24	21										95
	Nkanini Primary	65	69	68	62	68	49	43							424
	Nkanini Secondary								52	39	24				115
<b>Lubuli Total</b>		559	484	556	489	472	398	285	256	247	168	127	45		4086

<b>Ludzeludze</b>	<b>Boyane Primary</b>	99	104	83	70	68	60	58							542
	<b>Ekudzeni Primary</b>	31	47	37	37	21									173
	<b>Esibuyeni Primary</b>	55	51	47	45	49	43	36							326
	<b>Lomgeletjane Primary</b>	30	45	28	31	19									153
	<b>Lozitha Central High</b>								207	135	89	138	52		621
	<b>Lozitha Central Primary</b>	83	79	95	74	78	86	61							556
	<b>Ludzeludze Primary</b>	146	178	179	141	163	157	130							1094
	<b>Mbekelweni Lutheran High</b>								108	85	66	89	45		393
	<b>Mbekelweni Lutheran Primary</b>	102	111	101	117	97	114	70							712
	<b>Mvubula Primary School</b>	18	24	33	35										110
	<b>Qinisweni Primary</b>	97	93	95	54	53	55	34							481
	<b>Sigombeni Community Primary</b>	66	87	100	44	131	116	99							643
	<b>Sigombeni High</b>								95	91	46	48	43		323
	<b>Vusweni High School</b>								41	47	24				112
	<b>Vusweni Primary</b>	73	85	111	85	103	108	38							603
	<b>Zombodze High</b>								153	155	80	103	70		561
	<b>Zombodze Primary</b>	86	172	117	85	107	104	95							766
<b>Ludzeludze Total</b>		886	1076	1026	818	889	843	621	604	513	305	378	210		8169
<b>Lugongolweni</b>	<b>Assembly of God Primary</b>	77	54	44	70	49	32	41							367
	<b>Ekumeni Primary</b>	78	102	74	63	47	52	37							453
	<b>Good Shepherd High</b>								116	121	78	67	66		448
	<b>Imbuyiselo Academy Primary</b>	20	17	14	8	7	7								73
	<b>Ka-Langa Nazarene Primary</b>	129	121	113	95	120	87	96							761
	<b>Khalakahle Primary</b>	77	52	86	64	48	58	33							418
	<b>Langa High</b>								130	140	56	94	61		481
	<b>Letindze Primary</b>	23	21	21	24	18	21	27							155
	<b>Lonhlupeko Primary</b>	52	64	52	49	72	54	61							404
	<b>Lubombo Central High</b>								145	142	63	124	97		571
	<b>Lubombo Central Primary</b>	77	98	49	51	63	65	26							429
	<b>Matsetsa Nazarene High</b>								120	137	65	72	39		433
	<b>Mhlumeni Nazarene Primary</b>	36	34	48	29	21	22	12							202
	<b>Mlindazwe I Primary</b>	90	69	45	68	58	60	34							424
	<b>Nyambo Primary</b>	26	37	64	41	42	33	14							257
	<b>School for the Deaf High</b>								5	7	14	7	11		44
	<b>School for the Deaf Primary</b>	30	12	11	8	8	6	5							80
	<b>Siteki Nazarene High</b>								141	115	63	130	131		580
	<b>Siteki Nazarene Primary</b>	101	85	107	99	72	103	101							668
	<b>Sitsatsaweni High</b>								63	57	16	20	8		164

	Sitsatsaweni Primary	133	101	142	98	105	53	106							738
	St. Boniface's Primary	94	64	91	104	86	87	78							604
	St. Paul's Catholic Primary	72	70	72	70	72	67	50							473
	St. Peter's Primary	28	36	47	41	36	37	28							253
<b>Lugongolweni Total</b>		1143	1037	1080	982	924	844	749	720	719	355	514	413		9480
<b>Madlangampisi</b>	<b>Bhalegane Nazarene Primary</b>	106	120	135	148	110	83	62							764
	<b>Black Mbuluzi Nazarene Primary</b>	104	144	152	131	126	109	65							831
	<b>Dvokolwako High</b>								265	267	151	200	120	5	1008
	<b>Ekutfunyweni Primary</b>	74	79	47	51	53	46	24							374
	<b>Enjakeni Primary</b>	26	51	36	32	31	19	16							211
	<b>Enyokeni Primary</b>	66	50	57	55	29	31	23							311
	<b>Enyonyane Primary</b>	22	18	13	21	14	18	21							127
	<b>Mabhibha/Buhlebuyeza Primary</b>	42	43	29	26	15	27	38							220
	<b>Madlangempisi High</b>								108	107	66	66	60		407
	<b>Madzanga High</b>								106	98	48	57	22		331
	<b>Maguga Dam High</b>								63	47	30	54	29		223
	<b>Maguga Primary</b>	39	39	55	48	39	31	29							280
	<b>Mangedla Central Primary</b>	58	70	82	58	77	49	24							418
	<b>Manzana Nazarene Primary</b>	83	87	96	79	103	76	62							586
	<b>Mzaceni Primary</b>	55	55	51	30	43	32	27							293
	<b>Ngojeni/Zwide Primary</b>	31	28	41	32	33	34	27							226
	<b>Nkambeni Central Primary</b>	94	95	86	60	76	42	46							499
	<b>Sikhunyane High</b>								106	97	75	74	56		408
	<b>Zandondo High</b>								45	67	38	36	15		201
	<b>Zandondo Lutheran Primary</b>	106	94	96	91	122	82	74							665
<b>Madlangampisi Total</b>		906	973	976	862	871	679	538	693	683	408	487	302	5	8383
<b>Mafutseni</b>	<b>Joy Mission Primary</b>	45	44	27	38	38	45	25							262
	<b>Ka-Bhudla Primary</b>	82	93	79	69	114	91	59							587
	<b>Luhlokohla Primary</b>	71	51	35	31	60	42	29							319
	<b>Mafutseni Community Primary</b>	69	62	61	73	90	56	35							446
	<b>Mafutseni Nazarene Primary</b>	82	85	94	104	87	68	49							569
	<b>Mafutseni R.C. Primary</b>	40	63	59	72	63	57	57							411
	<b>Mgeb'seni Primary</b>	31	37	45	32	23	16								184
	<b>Mhubhe High</b>								117	92	55	102	53		419
	<b>Moyeni Secondary</b>								254	185	59	151	100		749
	<b>Ngculwini Nazarene Primary</b>	48	81	30	57	44	27	33							320

	St. Joseph's High								104	75	69	39	39		326
	St. Joseph's Primary	37	34	48	47	63	67	52							348
	St. Philomena's R.C. Primary	113	97	111	88	79	82	61							631
	Thulwane Primary	69	60	55	54	51	43	53							385
	Vulamehlo Primary	83	75	90	83	75	58	45							509
<b>Mafutseni Total</b>		770	782	734	748	787	652	498	475	352	183	292	192		6465
<b>Mahlangatja</b>	<b>Bethesda /Endzeleni Primary</b>	27	35	31	38	35	31	28							225
	<b>Dzanyana Primary</b>	42	55	102	52	64	49	54							418
	<b>Ekuphakameni High</b>								107	114	48	30	38		337
	<b>Ekuphakameni Primary</b>	88	65	58	67	52	84	47							461
	<b>Esigcineni Primary</b>	57	79	72	85	72	76	58							499
	<b>Magojela Primary</b>	52	57	62	61	42	38	41							353
	<b>Mahlangatja Methodist Primary</b>	48	51	48	62	62	57	29							357
	<b>MavovokatiA. M. E. Primary</b>	37	28	50	26	31	32	24							228
	<b>Mbita Primary</b>	24	30	45	21	16	23	20							179
	<b>Mlindzini Primary</b>	20	18	23	11	15	12	18							117
	<b>Mlindzini secondary</b>								39	34	22				95
	<b>New Hebron (Manzini) Primary</b>	50	44	45	44	36	42	30							291
	<b>Nhlontjeni Primary</b>	19	28	22	10	15	16	11							121
	<b>Ntfungula Primary</b>	66	64	47	58	61	47	39							382
	<b>Nyatsini High</b>								45	44	42	21			152
	<b>Nyatsini Primary</b>	57	59	48	67	43	44	34							352
	<b>Sibovu High</b>								93	72	34	46	17		262
	<b>Sibovu Primary</b>	35	84	55	43	59	53	57							386
	<b>Sigcineni Secondary</b>								66	78	53	33	36		266
	<b>Zamani High</b>								35	34	28	31	32		160
	<b>Zamani Primary</b>	33	43	29	43	29	24	26							227
<b>Mahlangatja Total</b>		655	740	737	688	632	628	516	385	376	227	161	123		5868
<b>Mangcongco</b>	<b>Dwalile Central Primary</b>	55	62	28	32	86	38	40							341
	<b>Dwalile High</b>								56	43	45	20	23		187
	<b>Mafutseni West Primary</b>	38	38	36	20	27	28	28							215
	<b>Mangcongco Primary</b>	35	37	38	35	52	35	21							253
	<b>Osuthu Methodist High</b>								69	52	46	76	13		256
	<b>Osuthu Methodist Primary</b>	45	57	51	49	65	52	33							352
<b>Mangcongco Total</b>		173	194	153	136	230	153	122	125	95	91	96	36		1604
<b>Manzini North</b>	<b>Bayandza Primary</b>	44	27	21	10										102
	<b>Hillside-Labotsibeni High</b>								238	225	158	230	136		987

	Hillside-Labotsibeni Primary	156	168	177	174	164	183	171							1193
	Ka - Zakhali Primary School	54	52	48	53	49	66	65							387
	LomaDvokola Primary	26	9	6											41
	Manzini Central High								154	114	71	136	99		574
	Manzini Central Primary	227	173	173	164	162	88	106							1093
	Manzini Infant Primary	129	120	96	88	97	77	79							686
	St. Michael's High								155	164	80	135	125		659
	St. Michael's Primary	116	103	92	103	113	104	91							722
	St. Paul's Methodist High								98	98	90	130	51		467
	St. Paul's Methodist Primary	115	139	152	138	131	149	92							916
<b>Manzini North Total</b>		867	791	765	730	716	667	604	645	601	399	631	411		7827
<b>Manzini South</b>	Beaufort Nazarene Primary	46	45	54	49	47	54	47							342
	Inkhanyeti High								22	18	22	22	7		91
	Inkhanyeti Primary	16	12	16	16	15	9	9							93
	Ka-Zakhali High School								54	22	25	18	32		151
	Khanyisile Primary	48	38	33	52	56	53	38							318
	Manzini Nazarene High								144	151	143	131	134		703
	Manzini Nazarene Primary	48	44	51	50	83	85	76							437
	Mjinga High								66	93	78	101	75		413
	Nazarene Practising Primary	97	57	50	54	54	53	51							416
	Ngwane Park High								268	251	139	243	180		1081
	Ngwane Park Primary	169	167	160	154	180	159	118							1107
	Salesian High								165	161	125	153	112		716
	Salesian Primary	110	101	98	96	110	105	94							714
	Sankolweni Primary	36	21	57	34	54	37	22							261
	Sidney Williams Primary	83	148	113	114	101	107	89							755
	St. Theresa's High								90	75	80	89	80		414
	St. Theresa's Primary	114	153	112	112	108	57	46							702
<b>Manzini South Total</b>		767	786	744	731	808	719	590	809	771	612	757	620		8714
<b>Maphalaleni</b>	Ararati /Edlozini Primary	47	46	71	40	59	33	36							332
	Emcengeni Primary	28	46	34	27	20	15	18							188
	Ensingweni High								163	131	71	75	47		487
	Ensingweni Nazarene Primary	30	50	46	43	47	39	23							278
	Entsanjeni Primary	20	27												47
	Ka-Siko Primary	48	41	48	48	32	36	27							280
	Ka-Sobandla Primary	89	86	102	66	57	86	39							525
	Mabheleni Secondary	15	18	23	16	8	14	13							107
	Maphalaleni Anglican Primary	92	109	112	100	64	80	62							619

	Maphalaleni High								87	119	69	48	18		341
	Maphalaleni S.A.G.M. Primary	75	61	41	62	36	79	25							379
	Mdlunkhulu S.A.G.M. Primary	40	63	78	53	47	63	56							400
	Mphumalanga Primary	56	73	71	93	60	55	31							439
	Sikanye Secondary								45	54	18	23			140
<b>Maphalaleni Total</b>		540	620	626	548	430	500	330	295	304	158	146	65		4562
<b>Maseyisini</b>	<b>Joppa Primary</b>	82	64	95	57	83	49	40							470
	Ka-Mazombizwe High								77	59	34	36	13		219
	Ka-Mazombizwe Primary	88	85	82	64	64	86	61							530
	Machobeni Primary	14	9	8	5	3									39
	Mahamba High								121	108	80	84	50		443
	Mahamba Primary	53	38	37	35	44	39	29							275
	Mahandle Primary	59	46	46	36	34	31	25							277
	Makhosini Community Primary	44	38	33	40	33	35	31							254
	Makhosini High								98	84	35	37	17		271
	Mbukwane High								86	87	45	62	34		314
	Mbukwane S.D.A. Primary	58	52	47	36	52	54	39							338
	Mlambo Primary	81	74	91	69	81	66	69							531
	Motane Primary	12	10	5	7	5	5	5							49
	Nkoneni Primary	42	31	49	38	37	35	22							254
	Nyamane High								141	150	93	283	106		773
	Nyamane Primary	94	96	62	63	56	65	47							483
	Nzongomane High								45	39	36	14	13		147
	Nzongomane Primary	30	41	46	43	42	36	28							266
	St. Anthony's/Makhosini Primary	49	43	42	35	48	41	39							297
	Tfokotani Primary	89	95	102	68	95	94	69							612
<b>Maseyisini Total</b>		795	722	745	596	677	636	504	568	527	323	516	233		6842
<b>Matsanjeni</b>	<b>Bambitshe Primary</b>	33	32	23	34	30	23	25							200
	Hlushwana Primary	56	67	56	44	40	44	35							342
	Matsanjeni Ascension Primary	42	26	27	37	44	40	18							234
	Matsanjeni Primary	77	52	87	74	45	37	19							391
	Nkutjini Primary	36	43	37	39	34	24	18							231
	Nsalitje Primary	40	40	39	32	35	35	20							241
	Nsalitje Primary II	25	24	35	17	17	26	28							172
	Osabeni Primary	35	35	30	31	32	25	19							207
	Oslo High								106	111	56	66	43		382
	Oslo Primary	109	111	76	72	82	88	66							604

	Phumelela Primary	69	39	61	50	40	40	30							329
	Qomintaba High								100	90	59	34	21		304
	Qomintaba Primary	32	52	73	48	63	38	34							340
	Zamokuhle R.C. Primary	42	32	19	40	25	25	30							213
<b>Matsanjeni Total</b>		596	553	563	518	487	445	342	206	201	115	100	64		4190
<b>Matsanjeni North</b>	Dvumane Primary	20	34	29	30	46	33	20							212
	Ebenezer Primary	52	66	63	62	41	48	43							375
	Intfutuko Primary	84	61	77	61	71	45	41							440
	Loyiwe/Manhleke Primary	73	89	78	114	88	105	51							598
	Lucaceni Primary	49	72	68	56	51	44	39							379
	Magwanyana Secondary								49	39					88
	Mambane High								52	52	32	47	17		200
	Mambane Primary	61	99	113	89	79	59	42							542
	Matsanjeni High								63	74	30	30	4		201
	Mphundle High								132	106	67	60	61		426
	Mphundle Primary	110	92	90	84	75	67	45							563
	Ndlalane Primary	93	118	100	74	73	56	64							578
	St. John's Primary	61	89	77	56	39	62	29							413
	Tikhuba High								111	82	58	47	28		326
<b>Matsanjeni North Total</b>		603	720	695	626	563	519	374	407	353	187	184	110		5341
<b>Mayiwane</b>	Baleni/Matibekhulu Primary	51	54	49	54	52	59	31							350
	Ebuhleni Secondary								25	11					36
	Ebuhleni Royal Primary	38	35	65	43	51	51	44							327
	Gijimani Primary	52	42	55	45	44	35	31							304
	Herefords High								127	129	38	80	33		407
	Herefords Primary	37	37	56	44	43	33	27							277
	Lugongodlwane Nazarene Primary	59	77	52	59	67	68	43							425
	Matfuntini Community	26	30	24	36	20	13	17							166
	Mavula Community Secondary								5						5
	Mavula Pisgah Primary	71	37	64	30	58	48	30							338
	Mayiwane High								125	118	84	127	65		519
	Mayiwane Nazarene Primary	94	55	73	55	67	39	30							413
	Mcuba Primary	38	28	41	43	39	19	14							222
	Mkhuzweni High								55	73	53	15	20		216
	Mkhuzweni Primary	84	94	80	80	112	92	51							593
	Ntabinezimpisi Primary	56	47	57	55	61	45	47							368

<b>Mayiwane Total</b>		606	536	616	544	614	502	365	337	331	175	222	118		4966
<b>Mbabane East</b>	<b>Anadale Primary</b>	53	50	49	48	51	42	29							322
	<b>Educare Child Care &amp; Learning Centre</b>	11	5	4	1	2		1							24
	<b>Ekwetsembeni Hand Primary</b>	11	18	13	13	13	13	18							99
	<b>Entuthukweni Primary</b>	77	80	78	42	64	54	53							448
	<b>Fonteyn Primary</b>	81	67	77	41	53	60	24							403
	<b>Fonteyn Secondary</b>								43						43
	<b>Hermann Gmeiner SOS Primary</b>	95	110	105	99	104	102	68							683
	<b>John Wesley Methodist Primary</b>	49	46	61	79	91	76	47							449
	<b>John Wesley Secondary</b>								89	52	33				174
	<b>Ka-Boyce High</b>								93	92	83	98	86	18	470
	<b>Ka-Shile High</b>								148	139	86	147	106		626
	<b>Mater Dolorosa High</b>								166	150	115	131	92		654
	<b>Mater Dolorosa Primary</b>	85	113	109	89	97	109	100							702
	<b>Mbabane Evangelical Primary</b>	66	67	64	29	48	51	48							373
	<b>Mbabane Central Primary</b>	77	70	85	96	81	101	52							562
	<b>Mbabane Lutheran Primary</b>	27	33	46	64	64	54	42							330
	<b>Mbabane S.A.G.M. Primary</b>	138	120	121	112	100	105	93							789
	<b>Mqolo Central Primary</b>	98	89	104	94	69	78	62							594
	<b>Msunduzi Infant Primary</b>	55	55	52	51	52	51	30							346
	<b>Qedusizi Primary</b>	102	99	91	89	93	97	66							637
	<b>Sifundzani High</b>								61	66	44	42	46		259
	<b>Sithembiso Sebunye/Bahai High</b>								69	73	20	58	51	9	280
	<b>St. Francis' High</b>								90	168	82	107	98		545
	<b>St. Francis' Primary</b>	139	119	137	94	119	136	86							830
	<b>St. Mark's High</b>								139	149	130	138	126		682
	<b>St. Mark's Primary</b>	223	234	220	229	206	203	227							1542
<b>Mbabane East Total</b>		1387	1375	1416	1270	1307	1332	1046	898	889	593	721	605	27	12866
<b>Mbabane West</b>	<b>EGLESVALE CHRISTIAN SCHOOL</b>	16	5	10	3										34
	<b>Hermann Gmeiner SOS High</b>								85	90	68	86	55		384
	<b>Imphumelelo High</b>								41	46	44	24			155
	<b>Mangwaneni Primary</b>	110	115	113	100	97	109	70							714
	<b>Mbabane Bahai Primary</b>	73	65	60	61	67	65	62							453
	<b>Mbabane Central High</b>								134	152	95	155	94		630
	<b>Montessori Life Primary</b>	13	19	4											36
	<b>Nkwalini Primary</b>	113	108	131	114	95	105	81							747
	<b>SAIM Christian High School</b>								95	127	84	79	39	63	487

	Sifundzani Primary	59	59	58	60	60	56	45							397
	Siyakhula Primary	22	9	20	19	20	16	6							112
	The little school	28	29	30	30	23	25	25							190
	Waterford/Kamhlaba High								52	75	79	86	82	112	486
	Woodlands High								102	97	68	95	37		399
<b>Mbabane West Total</b>		434	409	426	387	362	376	289	509	587	438	525	307	175	5224
<b>Mhlambanyatsi</b>															
	Bhunya High								92	61	35	46	38		272
	Bhunya Primary	123	129	92	115	107	80	53							699
	Bhunya Usuthu High								137	140	78	73	38		466
	Dingizwe Primary	24	21	28	18	13	11								115
	Intuthuko Primary	13	25	25	22	18	29	20							152
	Ka-Zondwako Primary	35	42	33	39	55	19	34							257
	Lundzi High								34	37	19	27	20		137
	Matseni Primary	21	24	29	25	31	26	27							183
	Mgotjane Primary	41	49	55	37	66	42	27							317
	Mhlambanyatsi Primary	33	19	24	26	25	21	16							164
	Mlindazwe High								35	28	17				80
	Mphakamela Primary	40	48	27	32	26	21	19							213
	Mpuluzi Anglican Primary	56	60	57	37	39	71	44							364
	Mpuluzi High								54	52	41	32	31		210
	Torgyle Central Primary	16	11	13	10	28	13	12							103
	Ulundzi Primary	46	39	53	48	30	27	63							306
	Usuthu Forest Primary	44	46	44	46	50	39	29							298
<b>Mhlambanyatsi Total</b>		492	513	480	455	488	399	344	352	318	190	178	127		4336
<b>Mhlangatane</b>															
	Ekujabuleni Holiness Primary	77	66	65	52	44	42	49							395
	Entsinini Primary	81	91	90	94	98	79	76							609
	Lonhlabane Primary School	35	36	19											90
	Malibeni High								69	54	22	42	18		205
	Malibeni Primary	65	68	60	60	49	49	25							376
	Mangweni High								17						17
	Mangweni Primary	60	45	59	80	54	46	37							381
	Mavula Central Primary	106	127	129	103	96	98	97							756
	Mavula Central Secondary								30	18					48
	Mdlawini Primary	24	41												65
	Mhlangatane Nazarene Primary	57	83	76	44	50	61	26							397
	Mhlangatane/Ntsinini High								88	81	48	24	26		267
	Mpofu High								160	128	102	92	58		540

	Mpofu Methodist Primary	132	73	88	120	145	112	65							735
	Nhlanguyavuka Nazarene Primary	65	98	106	81	62	77	30							519
	Nyakatfo Secondary								35						35
	Nyakatfo Nazarene Primary	134	55	119	122	91	54	38							613
	Zinyane Primary	37	66	50	34	43	26	17							273
<b>Mhlangatane Total</b>		873	849	861	790	732	644	460	399	281	172	158	102		6321
<b>Mhlume</b>	Jack Hersov Primary	57	39	36	38	32	31	25							258
	Lusoti High								79	87	36	120	50		372
	Lusoti Primary	75	69	83	79	79	69	60							514
	Mananga College								22	23	21	34	29		129
	Mhlume Central Primary	90	77	79	60	73	53	32							464
	Mhlume High								154	147	124	154	96		675
	Ngomane High								87	82	67	93	60		389
	Ngomane Primary	66	42	53	56	47	39	42							345
	Nokwane Primary	40	43	43	36	36	33	32							263
	Thembelisha Primary	43	36	42	28	34	29	32							244
	Tshaneni Central Primary	61	74	83	54	70	73	50							465
	Vuvulane High								67	63	30	77	14		251
	Vuvulane Primary	78	45	42	41	31	20	28							285
<b>Mhlume Total</b>		510	425	461	392	402	347	301	409	402	278	478	249		4654
<b>Motshane</b>	All Saints Primary	39	42	46	37	28	39	29							260
	Beaconkop Primary	27	18	21	18	22	13	8							127
	Bhekephi Primary	133	107	110	91	78	85	76							680
	Embo Methodist Primary	52	44	42	65	36	49	37							325
	Esigangeni High								131	150	86	68	74		509
	Esigangeni Primary	115	102	88	84	92	92	67							640
	Esiphocosini High								157	144	120	117	71		609
	Londunduma High								135	101	83	71	24		414
	Enhlanganisweni High								177	123	59	100	24		483
	Makhwane Primary	42	48	53	48	70	41	33							335
	Maryward Primary	29	31	41	31	35	37	25							229
	Motjane High								148	79	67	102	31		427
	Motjane Primary	70	73	74	54	53	67	68							459
	Mpholonjeni Primary	15	14	17	20	25	15	19							125
	Mpolonjeni Primary	50	46	48	54	28	32								258
	New Hebron Primary	60	53	60	57	50	47	28							355
	Ngwenya Central Primary	59	81	107	85	43	72	45							492
	Nsokolweni Primary	19	21	29	29	42	31	20							191

	Prince Simon Primary	54	38	45	49	47	60	47							340
	St. John's Primary	85	74	72	73	54	63	75							496
<b>Motshane Total</b>		849	792	853	795	703	743	577	748	597	415	458	224		7754
<b>Mpholonjeni</b>	Enhlabeni Primary	52	51	62	61	58	53	26							363
	Good Shepherd Primary	132	96	100	95	79	70	57							629
	Holy Ghost Catholic Primary	48	80	72	73	48	50	47							418
	Lasi/Ngcina High								121	101	31	51	22		326
	Mpolonjeni High								108	101	56	69	43		377
	Ndzangu Primary	85	78	103	113	98	75	62							614
	Ndzangu Secondary								99	51	52				202
	Ngcina Primary	65	73	72	59	84	66	50							469
	Siphoso Primary	112	153	156	132	135	153	141							982
	St. Augustine's Primary	46	34	69	39	43	45	29							305
<b>Mpholonjeni Total</b>		540	565	634	572	545	512	412	328	253	139	120	65		4685
<b>Mtfongwaneni</b>	Bulunga Primary	38	42	42	46	38	20	28							254
	Ebugeleni / Lwandle Primary	62	82	52	61	51	57	38							403
	Ehlane Primary	46	40	37	23	37	35	23							241
	Ekuphileni Primary	57	45	37	64	34	20	34							291
	Elwandle Primary	60	66	74	75	40	59	38							412
	Ethembeni Primary	119	69	61	91	72	67	77							556
	Ethembeni Secondary								43	29	17				89
	Gundvwini High								165	134	76	85	36		496
	Gundvwini Primary	76	90	61	62	78	70	57							494
	Hlane/Bulunga Secondary								42	31	23				96
	Lomveshe Primary	32	66	37	42	24	23	16							240
<b>Mtfongwaneni Total</b>		490	500	401	464	374	351	311	250	194	116	85	36		3572
<b>Mtsambama</b>	Christ The King High								122	109	61	99	64		455
	Christ The King Primary	131	101	95	86	83	90	70							656
	Ebenezer High								234	261	149	278	77		999
	Ebenezer Primary	66	59	100	105	94	55	111							590
	Hlatikulu Central High								75	96	48	118	29		366
	Mavukutfu Primary	31	31	19	49	30	32	41							233
	Mhlab'uyaduma Primary	21	20	34	32	33	28	20							188
	Mphatseni Primary	51	37	59	45	49	42	33							316
	New Warm Primary	44	50	50	60	49	55	40							348
	Salem High								111	107	76	136	69		499
	Salem Primary	67	68	64	101	75	79	53							507

	Sibetsamoya Primary	67	60	106	115	171	86	75							680
	St. Anthony's/Mpompota Primary	121	105	138	127	81	118	53							743
	Thembelihle High								66	71					137
	Thembelihle Primary	70	69	64	74	56	47	48							428
<b>Mtsambama Total</b>		669	600	729	794	721	632	544	608	644	334	631	239		7145
<b>Ndzingeni</b>	Cetjwayo Primary	58	73	82	59	79	44	54							449
	Ebulandzeni Primary	29	30	30	32	28	23	35							207
	Ekubongeni High								162	117	76	79	34		468
	Ekuphumleni/Nkamanzi Primary	17	10	16	18	16	11	9							97
	Ekwaliweni Primary	33	31	41	38	38	25	36							242
	Endzingeni Nazarene High								128	109	85	161	72		555
	Endzingeni Nazarene Primary	118	132	93	135	94	102	89							763
	Geza Primary School	56	55	53	60	65	53	44							386
	Mgululu Primary	42	63	70	56	50	44	57							382
	Monile Primary School	27	25												52
	Mphondla Nazarene Primary	26	50	45	47	40	24	38							270
	Mvuma Primary School	24	23												47
	Mzimnene Lutheran Primary	38	30	52	52	45	20	19							256
	Mzimnene Secondary								34	31	19				84
	Ngowane Primary	71	71	69	59	46	47	41							404
	Nkamanzi/Njaliba Primary	68	116	140	118	107	67	93							709
	Nkonyeni High School								61	89	30	23			203
	St. Peregrine's Primary	74	94	77	70	66	71	66							518
<b>Ndzingeni Total</b>		681	803	768	744	674	531	581	385	346	210	263	106		6092
<b>Ngudzeni</b>	Ebaleni Primary	61													61
	Engudzeni FEA High								46	18					64
	Engudzeni High								109	105	50	91	39		394
	Engudzeni Primary	91	87	76	62	93	63	53							525
	Mahhoshe Primary	45	63	44	48	44	54	56							354
	Maloma Primary	63	76	94	73	71	54	35							466
	Mphelandzaba Secondary								38						38
	Ntjanini High								142	148	106	188	49		633
	Ntjanini Primary	86	132	143	134	108	92	54							749
<b>Ngudzeni Total</b>		346	358	357	317	316	263	198	335	271	156	279	88		3284
<b>Ngwempisi</b>	Cana High								223	147	140	100	52		662
	Cana Primary	96	83	82	86	95	89	56							587

	Egugwini Primary	24	22	21	27	23	11	23						151
	Ekukhulumeni Primary	20	22	29	24	23	17	16						151
	Elunyaweni Primary	21	23	45	22	28	25	24						188
	Emseni Primary	15	22	20	17	8	5	7						94
	Etjebovu Primary	19	27	20	28	24	26	28						172
	Holy Rosary High								128	107	47	67	18	367
	Holy Rosary Primary	60	86	65	76	65	70	36						458
	Macudvulwini Primary	23	29	29	23	26	21	26						177
	Malangeni Primary	54	58	89	70	53	61	54						439
	Mankayane High								48	81	61	91	79	360
	Mbhesamandla Primary	42	33	39	30	45	38	31						258
	Mhlatane Primary	42	42	36	40	53	65	39						317
	Mount Hermon Primary	58	59	71	69	51	89	50						447
	Mponono AME Primary	41	42	57	44	44	55	25						308
	Mtimane Primary	36	32	52	55	63	57	43						338
	Musi Primary	37	48	64	60	36	33	33						311
	Ndlaleni Community Primary	11	14	17	15	15	19	12						103
	Ndwandwe /Velezizweni High								79	76	42	49	19	265
	Ngcoseni High								64	92	44	46		246
	Ngcoseni Primary	68	76	88	64	53	83	50						482
	Ngwempisane Primary	25	28	32	29	26	26	17						183
	Ngwempisi Farm Primary	28	30	23										81
	Nkanyezini Primary	61	75	74	82	50	65	54						461
	Nokuthula High								92	94	49	72	33	340
	Nokuthula Primary	30	39	53	54	59	51	49						335
	Phumtile Secondary								106	101	73	56	40	376
	St. Stephen's Primary	55	42	73	63	70	57	43						403
	Tentele Primary	44	38	64	26	40	32	36						280
	Thawela Methodist Primary	24	18	25	26	32	21	22						168
	Velezizweni Primary	45	52	78	35	57	42	59						368
Ngwempisi Total		979	1040	1246	1065	1039	1058	833	740	698	456	481	241	9876
Nhlabeni	Damaseko Primary	38	41	29	23	31	20	16						198
	Emthonjeni High								119	99	77	104	54	453
	Emthonjeni Primary	74	60	58	42	47	74	61						416
	Masundvwini High								135	145	98	153	102	633
	Masundvwini Primary	63	78	68	53	57	73	46						438
	Nhlambeni Nazarene Primary	68	57	79	81	86	66	67						504
	Nhlambeni Primary	62	81	72	64	65	76	35						455

	Sidvokodvo Railway Primary	57	46	37	48	36	41	21							286
<b>Nhlambeni Total</b>		362	363	343	311	322	350	246	254	244	175	257	156		3383
<b>Nkhaba</b>	Ejubukweni High								44	70	63	37	27		241
	Ejubukweni Primary	37	38	47	47	49	28	29							275
	Ekufikeni Primary	42	38	36	46	38	36	23							259
	Ekuvinjelweni Secondary								63						63
	Elshadaai (Mission) Primary	32	37	36	36	37	34	24							236
	Elubhaceni Primary	42	37	47	35	33	21	20							235
	Enkalangeni Primary	35	56	39	33	39	45	21							268
	Enkhaba High								157	157	70	118	71		573
	Enkhaba Primary	50	40	52	77	60	53	42							374
	Forbes Reef Primary	65	64	59	43	53	56	40							380
	Fundukuwela high								243	167	79	153	80		722
	Hawane Central Primary	59	60	51	44	49	41	33							337
	Ku-Hlahla Primary	35	42	49	53	48	23	32							282
	Mabhawu Catholic Primary	13	21	22											56
	Machegwini Primary	58	50	82	43	64	46	26							369
	Malandzela Primary	118	120	93	154	100	75	37							697
	Mbuluzi High								66	75	54	79	65		339
	Mbuluzi S.A.G.M. Primary	49	54	52	58	51	51	37							352
	Mnyokane Primary	59	55	70	62	53	49	31							379
	Phakamani Primary	23	47	30	39	24	20	22							205
	St. Manettus' Primary	48	37	41	39	43	44	19							271
	St. Paul's Anglican Primary	78	95	75	84	89	100	74							595
	Zamani Primary	34	24	20	14	9	8	8							117
<b>Nkhaba Total</b>		877	915	901	907	839	730	518	573	469	266	387	243		7625
<b>Nkilongo</b>	Big Bend High								125	118	60	54	25		382
	Dumisa Primary	96	102	89	84	116	111	53							651
	Ebholi Methodist Primary	46	54	51	47	49	51	51							349
	Mahlabaneni Primary	63	74	66	64	48	36								351
	Majombe Primary	47	43	44	37	39	46	37							293
	Manyonyaneni Central Primary	32	33	34	27	39	40	20							225
	Ndzevane High								95	82	42	73	29		321
	Ndzevane Primary	126	100	128	68	91	105	53							671
	Sisekelo High								37	52	50	51	48		238
	Ubombo Primary	20	17	23	18	26	20	14							138
	Ubombo Ranches Primary	156	144	135	112	102	136	58							843
	U-Tech High								112	91	151	146	48		548

<b>Nkilongo Total</b>		586	567	570	457	510	545	286	369	343	303	324	150		5010
<b>Nkwene</b>	<b>Ebaleni Community Primary</b>	21	12	17	10	9									69
	<b>Ebuhleni Primary</b>	21	42	46	34	29	40	46							258
	<b>Ekujabuleni Primary</b>	23	21	14	27	17	19	22							143
	<b>Ekuphumuleni Primary</b>	34	24	39	32	35	36	21							221
	<b>Mandulo Community Primary</b>	125	90	107	45	92	83	50							592
	<b>Mbanjane Primary</b>	31	19	22	24	22	29	14							161
	<b>Nkwene High</b>								128	135	116	65	40		484
	<b>Nkwene Primary</b>	85	82	129	99	112	93	69							669
	<b>Nyanyali Primary</b>	39	32	37	27	31	25	28							219
	<b>Tholulwazi Primary</b>	79	62	62	60	51	60	57							431
	<b>Zamokuhle Primary</b>	26	27	21	26	15	16	14							145
<b>Nkwene Total</b>		484	411	494	384	413	401	321	128	135	116	65	40		3392
<b>Ntfonjeni</b>	<b>Ekudvwaleni Secondary</b>								113	95	71	68	50		397
	<b>Ekujabuleni Primary</b>	54	62	44	43	38	53	30							324
	<b>Enhlahleni Primary</b>	32	32	22	16	11	16								129
	<b>Enkonjaneni Primary</b>	26	38	35	31	32	24	19							205
	<b>Entfonjeni High</b>								256	216	91	172	84		819
	<b>Entfonjeni Primary</b>	68	88	88	88	84	78	75							569
	<b>Esidwashini Methodist Primary</b>	110	104	96	46	86	100	64							606
	<b>Evusweni Primary</b>	92	91	90	56	110	69	33							541
	<b>Gobolodlo Primary</b>	34	55	48	38	51	51	21							298
	<b>Hhelehhele Nazarene Primary</b>	23	31	28	21	43	25	27							198
	<b>Hhohho A.M.E. Primary</b>	50	82	87	69	74	65	55							482
	<b>Lufafa Primary</b>	23	21	22	21	26	17	18							148
	<b>Mbasheni Primary</b>	101	105	97	70	95	82	51							601
	<b>Mshingishingini Nazarene Primary</b>	113	117	134	89	102	102	66							723
	<b>Mswati II Methodist High</b>								75	89	63	36	44		307
	<b>Phophonyane Primary</b>	28	49	50	42	64	34	29							296
<b>Ntfonjeni Total</b>		754	875	841	630	816	716	488	444	400	225	276	178		6643
<b>Ntondozi</b>	<b>Emphini Primary</b>	59	60	63	69	54	63	52							420
	<b>Encabaneni High</b>								68	53	24	40	15		200
	<b>Encabaneni Primary</b>	45	39	19	28	50	29	31							241
	<b>Gebeni High</b>								120	121	49	57	35		382
	<b>Gebeni Primary</b>	75	68	78	49	58	47	38							413
	<b>Ka-Ndinda Primary</b>	87	69	102	91	96	84	84							613
	<b>Khalangilile Primary</b>	70	76	78	72	70	62	49							477
	<b>Makhungutja Primary</b>	50	57	55	39	50	54	27							332

	Mvimbeke High								126	160	147	70	71		574
	Ntondozi R.C. Primary	92	83	89	103	95	95	79							636
	St. Bernard's Primary	31	32	45	32	43	48	33							264
<b>Ntondozi Total</b>		509	484	529	483	516	482	393	314	334	220	167	121		4552
<b>Pigg's Peak</b>	Edudusi Primary	27	25	21	18	15	11	12							129
	Ekuthuleni Primary	21	11	15	12	14	8	10							91
	Eluhlangotsini Primary	35	69	69	51	59	50	31							364
	Emagobodvo High								103	58	68	90	42		361
	Hlanganani Primary School	16	13	15	13	12	9	5							83
	Luhhumaneni Primary	24	34	20	17	32	36	17							180
	Mbeka High								79	70	49	60	18		276
	Mhlatane High								321	264	307	463	366		1721
	Nginamadvolo Primary	53	49	53	49	47	40	34							325
	Peak Nazarene Primary	43	58	77	72	82	71	44							447
	Pigg's Peak Central Primary	49	48	43	36	35	40	39							290
	Piggs Peak High								98	68	40	109	57		372
	Rosenberg Primary	42	35	24	29	33	28	18							209
	St. Aidan's Primary	70	64	86	54	77	61	56							468
	St. Amideus' Primary	34	40	48	56	69	71	54							372
	St. Benedict's Primary	77	86	55	94	78	56	59							505
	The Peak Primary	49	48	37	50	42	36	32							294
<b>Pigg's Peak Total</b>		540	580	563	551	595	517	411	601	460	464	722	483		6487
<b>Sandleni</b>	Dzakasini Primary	81	62	69	81	87	55	32							467
	Esandleni High								87	94	64	74	43		362
	Esandleni Primary	90	89	127	98	85	102	73							664
	Etjendlovu /Ekukhanyeni Primary	58	85	84	64	41	69	45							446
	Etjendlovu High								60	57	23	36	10		186
	Hhohho Primary	63	59	45	76	61	38	49							391
	Hletjeni Primary	29	37	39	52	49	46	51							303
	Holy Family Primary	48	49	49	35	49	28	26							284
	Jericho B.E.A. Primary	127	92	147	85	81	120	72							724
	Jericho High								95	98	61	57	18		329
	Jerusalem High								80	102	39	63	26		310
	Jerusalem Primary	79	63	73	67	63	51	39							435
	Ka-Mbhebeha/Ka-Mzila Primary	87	95	99	104	83	79	42							589
	Ko-Ntjingila Primary	19	25	18	24	29	33	17							165
	Makhonza Primary	76	68	69	64	59	46	54							436
	Mbowane Primary	57	41	38	46	71	32	42							327

	Mbowane Secondary								41						41
	New Nazareth Primary	103	57	84	85	78	79	47							533
	Ngololweni High								115	75	32	33	16		271
	Ngololweni Primary	51	57	70	43	65	52	34							372
	Nhletjeni High								91	88	72	178	93		522
	Nkhungwini High								49	34	27	40	24		174
	Nkhungwini Primary	46	60	57	44	57	73	44							381
	Phongolwane Primary	67	68	82	66	68	68	60							479
	Velebantfu High								79	127	61	112	61		440
	Velebantfu Primary	69	63	108	80	85	89	78							572
<b>Sandleni Total</b>		1150	1070	1258	1114	1111	1060	805	697	675	379	593	291		10203
<b>Shiselweni I</b>	<b>Beersheba Primary</b>	19	9	14	11	8	13	13							87
	Franson Christian High								101	75	39	134	95		444
	Franson Christian Primary	44	60	54	68	72	53	51							402
	Galile B.E.A. Primary	31	22	31	13	19	18	8							142
	Mantambe High								35	43	28	35	17		158
	Mantambe Primary	63	48	58	33	41	32	17							292
	Manyandzeni Primary	38	29	24	26	26	30	23							196
	Masiphula High								123	99	65	91	64		442
	Masiphula Primary	40	46	49	40	54	42	34							305
	Mizper Primary	33	33	21	20	28	22	14							171
	Our Lady of Sorrows High								100	101	88	94	64		447
	Our Lady of Sorrows Primary	46	44	45	49	48	42	39							313
	St. Anselm's Primary	47	34	50	49	31	22	32							265
	St. Juliana's Primary	33	26	45	34	36	46	31							251
	Themba Primary	21	7	13	6	9	4	5							65
	Welcome Primary	23	18	15	24	19	13	11							123
<b>Shiselweni I Total</b>		438	376	419	373	391	337	278	359	318	220	354	240		4103
<b>Shiselweni II</b>	<b>Edoropeni High</b>								77	86	41	35	20		259
	Edoropeni Primary	106	111	117	87	93	117	79							710
	Edulini Primary	22	23	23	30	31	20	18							167
	Edwaleni High								130	124	74	111	51		490
	Edwaleni Primary	89	93	95	105	131	125	76							714
	Etjedze Primary	35	29	50	39	46	33	45							277
	Evelyn Baring High								205	195	123	260	163		946
	Evelyn Baring Primary	110	101	61	53	57	47	49							478
	Galilee Community Primary	43	33	37	38	40	33	29							253
	Madulini High								120	112	59	48	28		367

	Madulini Primary	99	55	91	64	78	53	39							479
	Mhlanga Methodist Primary	68	67	68	58	55	66	38							420
	Mkhondvo Primary	48	86	61	63	59	37	40							394
	Ngwane Practising Primary	126	98	102	102	80	85	89							682
	Nhlangano Central High								215	211	70	238	105		839
	Nhlangano Central Primary	188	209	206	193	187	169	140							1292
	Nkhulungo Primary	45	33	31	33	33	34	19							228
	Nsongweni High								141	108	82	135	50		516
	Nsongweni Primary	96	82	115	88	87	83	53							604
	Sibovu (Shiselweni) Primary	56	28	41	60	44	35	34							298
	Single Tree Primary	63	57	63	42	80	49	43							397
	Sokhonjiwe Secondary								39	59	22				120
Shiselweni II Total		1194	1105	1161	1055	1101	986	791	927	895	471	827	417		10930
Sigwe	Ekujabuleni /Langolotjeni Primary	45	70	96	55	68	34	37							405
	Elulakeni High								199	119	76	92	33		519
	Elulakeni Primary	111	130	157	121	104	112	91							826
	Mahlabatsini B.E.A. Primary	43	35	50	56	46	53	41							324
	Mahlabatsini Deccapol Primary	52	46	58	88	49	62	44							399
	Makhava Primary	38	30	36	50	30	41	21							246
	Mbava Primary	46	59	59	48	38	37								287
	Mngayi Primary	39	44	44	38	29	47	25							266
	Mpakeni Primary	60	57	52	80	55	68	58							430
	Ndunayithini High								90	121	32	44	11		298
	Nyatsini Primary	45	64	82	53	50	45	29							368
Sigwe Total		479	535	634	589	469	499	346	289	240	108	136	44		4368
Siphofaneni	Duze Central Primary	100	106	105	113	113	111	84							732
	Duze High								158	133	115	125	77		608
	Emnotfweni Primary	14	28	19											61
	Gilgal High								149	121	36	38	24		368
	Gilgal Primary	140	104	170	137	178	132	109							970
	Hlutse High								48	38	34	46	23		189
	Hlutse Primary	106	112	93	85	81	65	44							586
	Madlenya Primary	114	78	95	90	67	80	62							586
	Mahlabatsini Primary	34	36	36	29	31	25	13							204
	Manyovu Primary	55	81	86	66	55	57	39							439
	Mkhuzweni High								101	96	73	96	31		397
	Mkhweli Primary	153	158	159	125	108	143	73							919
	Mphaphati Primary	39	47	47	39	30	31	26							259

	Mpumakudze Primary	39	24	32	27	37	35	25							219
	Othandweni /Maphilingo Secondary								49	35	17				101
	Othandweni Primary	68	68	90	91	96	86	49							548
	Phonjwane High								200	127	74	176	60	2	639
	Phonjwane Primary	65	66	72	64	67	85	57							476
	Sibetsaphi High								96	94	25	35	9		259
	Sibetsaphi/Engevini Primary	92	68	100	80	72	54	36							502
	Sibusisweni High								64	73	45	80	57		319
	Sinceni Mission Primary	77	122	126	109	137	133	67							771
	Siphofaneni High								105	121	87	69	50		432
	Siphofaneni Primary	161	149	141	161	162	159	84							1017
	St. Philip's High								85	74	39	63	43		304
	St. Philip's Primary	64	83	63	74	62	52	40							438
	Tambuti Primary	25	23	33	25	32	27	27							192
<b>Siphofaneni Total</b>		1346	1353	1467	1315	1328	1275	835	1055	912	545	728	374	2	12535
<b>Sithobela</b>	Bhokweni Central Primary	106	141	121	150	99	87	80							784
	Ekukhanyeni Primary	71	93	100	88	73	95	41							561
	Embosi Primary	46	35	43	42	41	51	38							296
	Esihlangwini Primary	56	58	61	65	70	42	47							399
	Gucuka High								73	54	51	24	7		209
	Lamagangane Primary	38	60	31	32	35	33	12							241
	Lavundlamanti High								154	141	79	144	82		600
	Lomphala/Mbabala Primary	49	71	75	74	66	66	31							432
	Mabhensane Primary	38	73	40	38	48									237
	Madubeni Primary	51	45	48	51	45	28	19							287
	Makhwekhwet Primary	53	50	76	68	60	87	49							443
	Maloyi High								90	73	59	20	19		261
	Maloyi Primary	93	143	51	52	100	94	88							621
	Mammisa Primary	14	49	17											80
	Mpompota High								131	141	85	109	46		512
	Nkonjwa High								134	99	24	51	19		327
	Nkonjwa Primary	131	102	83	111	107	93	53							680
	St. Lorretta's Primary	39	115	67	94	58	99	39							511
<b>Sithobela Total</b>		785	1035	813	865	802	775	497	582	508	298	348	173		7481
<b>Somntongo</b>	Emthonjeni Primary	32	36	58	47	49	31	23							276
	Etjeni Primary	56	67	42	65	47	49	37							363
	Ezindwendweni High								105	98	63	54	39		359
	Ezindwendweni Primary	48	59	73	78	77	53	58							446

	Lavumisa Primary	75	80	98	52	58	66	26							455
	Mgampondo Primary	74	71	86	62	88	63	41							485
	Mlindazwe Primary	47	78	65	53	62	63	30							398
	Mthunzini/Mahlaba Primary	43	42	60	53	38	41	31							308
	Ndabazezwe High								93	109	76	32	39		349
	Nsubane Primary	38	32	39	27	23	34	18							211
	Siphondo Primary	16	18	11	17	17	45	8							132
<b>Somntongo Total</b>		429	483	532	454	459	445	272	198	207	139	86	78		3782
<b>Timphisini</b>	Envembili Central Primary	67	56	51	45	61	63	49							392
	Envembili Lutheran Primary	32	30	32	38	45	28	20							225
	Ensonyama Primary	42	44	25	61	33	22	36							263
	Etimphisini Primary	64	88	74	85	75	78	45							509
	Ludzibini High School								40						40
	Mashobeni North Primary	48	44	59	51	43	60	36							341
	Mlumati High								28	48	37	37	35		185
	Mlumati Primary	49	39	34	27	44	32	14							239
	Ndlalambi Nazarene Primary	120	134	122	108	104	96	67							751
	Ngonini Estates Primary	35	46	33	35	46	40	24							259
<b>Timphisini Total</b>		457	481	430	450	451	419	291	68	48	37	37	35		3204
<b>Zombodze</b>	Chibidze A.M.E. Primary	45	47	35	49	39	35	31							281
	Ekuthuleni High								133	120	80	97	57		487
	Ekuthuleni Primary	63	63	66	72	54	57	48							423
	Eqinisweni Primary	195	116	146	104	109	110	92							872
	Mabamba Primary	32	23	24	34	23	25	20							181
	Makhonza High								135	151	55	107	25		473
	Mshengu/Mashobeni South High								83	99	53	54	20		309
	Ndvungunye Primary	15	22	13	12	10	11	3							86
	Ngwane Central Primary	97	101	120	104	68	71	56							617
	Ngwane High								194	142	121	120	124		701
	Othandweni Primary	84	69	55	68	51	60	16							403
<b>Zombodze Total</b>		531	441	459	443	354	369	266	545	512	309	378	226		4833
<b>(blank)</b>	Living Waters Pre-Primary School	48	36	25	22	18	36	17							202
	Mavalela Primary	47	46	43	39										175
	Wisdom Academy								21	24	37	22	43		147
<b>(blank) Total</b>		95	82	68	61	18	36	17	21	24	37	22	43		524

Grand Total		37110	37752	38533	34906	34433	32134	24256	24739	22751	14318	18286	10647	209	330074
-------------	--	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-----	--------

EDUCATION  
PYRAMID

