



MINISTRY OF EDUCATION AND TRAINING



ANNUAL EDUCATION CENSUS (AEC) REPORT 2012

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The Ministry wishes to thank all of the sector staff including the EMIS unit for the production of the report. Support from other partners such as UNESCO, the Director of Statistics and Central Statistics Office is also acknowledged for their professional guidance. In addition to the 2012 statistics and information this year's report also contains national and regional indicator profiles of education sub sectors from 2009 to 2012 by regions. This is to enable an analysis of the trends over the last four years.

All educational and training institutions (this refers to every institution that has enrolled children for purposes of education and training) are reminded of the importance of submitting in time all data collection instruments so as to ensure that the reports will be produced and published in time. It is important and a duty of all heads of institutions to ensure that data is not only submitted on time, but data is accurate and given the due weight it deserves. This is in line with Government's vision of an "evidence based engagement". The Ministry's wish is to have all data submitted by the beginning of the second term of each year to ensure that it is processed and finalised by the end of the academic year. For your information the response rate for General Education, formal TVET and Higher Education was 100%. These are TVET and Higher Education institutions that are fully recognised and have been mapped according to the International Standard for the Classification of Education (ISCED2011). However, the report does not contain data for pre-school for 2012, due to reason beyond the Ministry's control.

The Ministry wishes once again to remind all concerned that it is very important that all data is available for the country to assess its achievement not only in its national goals but also all international goals. It is for this reason that schools are encouraged to submit their data in time. The census day is the last school day in March of each year and it is advisable that data is submitted as of that day. As the Ministry adopts its Monitoring and Evaluation Framework., it is expected that making data to be available will also be very important.

The Ministry is once again grateful to everyone for their collaboration and hopes that the availability of data will provide an effective delivery of education.



.....
P. N. Muir
Principal Secretary

Ministry of Education and Training

PREFACE

The data in this report was collected from educational institutions that were active in 2012. Data is collected through questionnaires which are processed at national office. At pre-primary data is collected from centres throughout the country. Currently almost all of these centres are privately owned, and collection entails collecting the data through regional workshops where owners of such centres are invited and trained in completing the instruments. This process is expensive and time consuming. The situation is further compounded by the fact that most of the centres are not registered with the Ministry and as such identifying them is a challenge. The process needs the full cooperation of the regional pre-primary inspectors who would know the locations of all such centres in the respective region. In 2012 the EMIS experienced challenges, and this is why no data was collected. The Ministry is currently involved in registering all such centres, it is hoped that once all such centres are registered and mapped it will be easier for them to comply and provide their data the same way schools do, through the offices of the Regional Education Officer (REO).

For the General Education subsector (schools) censuses are currently organised and coordinated through the Regional Education Offices (REO). Instruments are sent to the REO, each February where they are collected by schools during the month of March. School heads collect salary advice slips monthly from REOs, and this is used as a vehicle to coordinate the distribution and collection of data collection instruments. Data is completed by schools, since the Census day is the last day of school in March, after enrolments have stabilised. School heads send back returns to the REOs after completion and these are collected by the EMIS beginning of the 2nd school term. Data processing only begins after receipt of the Returns. The EMIS follows up all schools through the phone until all schools have submitted their data. There is no doubt that this is labour intensive and time consuming process as this process of follow up can take up a lot of time. If the data is not up to the required standard, it is taken back to the school via the REO for correction and the school is called upon to provide the responses. In some cases schools are called upon to visit the Ministry. This process affects the timeliness of the release of data, as some schools submit their data towards the end of the school year.

At higher education levels the EMIS will follow up all data from the institutions because they are few. There is still a huge data gap at post secondary and Technical and Vocational Training Levels (TVET), this is largely due to the fact that most of these centres have not been classified under the International Standard for the Classification of Education (ISCED) Mapping. Even if statistics were collected they would not contain any real information until all TVET programmes have been mapped both under the ISCED and under a national qualification framework.

The current reports do not include aspects on Financial Information Systems, and this is largely due to limited resources. Examination related data can be obtained from the National Examination Council. Since this report is a collaborative process by all education and training stakeholders, the EMIS will improve its quality and relevance only when more resources and support is provided to the unit.

Educational Management Information Systems (EMIS)

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List of Abbreviations

AEC	Annual Education Census
EMIS	Educational Management Information Systems
ECCDE	Early Childhood Care, Development and Education
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
ISCED	International Standard for the Classification of Education (see report 2011 for definitions)
MOET	Ministry of Education and Training
NER	Net Enrolment Rate
NIR	Net Intake Rate
TVET	Technical Vocational and Education Training (TVET)

INTRODUCTION

The 2012 statistics suggested a further improvement in the achievement of universal primary education. The net enrolment rates (NER) increased from 93% in 2011 to 96% in 2012. With an NER of 96%, it is evident that the country has achieved universal primary education (UPE), what would remain as a challenge is to sustain and improve this rate. The high NER has been achieved in part due to the Ministry's successful implementation of the Free Primary Education (FPE) programme. This increase indicates the country's commitment to the achievement of the national education goals, the MDGs and EFA goals. A high participation at primary levels indicates a high commitment to human development. What statistics have also revealed is that even after the surge of 2010, the country is still witnessing the enrolment of more children, who are within the official school age. This is witnessed through the net enrolment rates. In addition at primary level the country has witnessed major achievements in that SEBENTA, a non-formal education institution has enrolled children who went on to sit for the primary examinations under the National Upper Primary Education (NUPE) programme. In terms of the worldwide trend the achievement of a net enrolment rate of more 95% as indicated above suggests that the Swaziland has indeed achieved this MDG.

Achievement of UPE is another very important milestone for the country. It is however important that all children complete primary education and do not drop out and further transit to secondary education. Completion rates at primary stand at 88%, which is relatively good, but this needs to be 100% to achieve first world status. A complete assessment of completion of primary education will require a high NER coupled with low repetition rates, and high graduation and completion ratios. A successful UPE is when there is 100% access as well as high internal efficiency, where children remain in the system and, complete primary education of high quality. It culminates in high transition rates to secondary levels.

On the whole there have been no major improvements in the repetition rates. Repetition in schools is still a major challenge and the time is ripe for the promulgation of a major policy shift. The country's education pyramid suggests quite a number of phenomena that may need policy retooling. The most glaring hypothesis is that children are repeating at crucial levels of the system, i.e. at Grade 6, Form 2 and Form 4. This repetition phenomenon occurs before external examinations, which are used to determine access to a higher level of education. **This demands a rethink on Repetition in our system. Is this a result of high stake examinations which determine the future of our children?** It also puts a huge spin on the purpose of education. If a child has to repeat a Grade for the purpose of getting a good pass in the next grade, what is this saying about the quality of education in Swaziland? Does a child have to repeat to get a good grade, is this saying the system is so poor that one has to spend two years preparing to pass an external exam. It is not an abnormal occurrence to find that there are children who have repeated more than twice within their primary education life (¹before Grade 6). In fact the lack of implementation of a national policy on repetition may also suggest that a child could repeat all the Grades. In some cases this could explain why there are so many over aged children at primary and secondary levels. It is currently estimated that it takes an average child more than 11 years to complete the 7-year primary education cycle. Over agedness at primary and lower secondary also leads to a very low net enrolment rate at secondary level.

The fact that repetition has not improved much over the years may also suggest the education system has acclimatized itself to repetition. This is not good because it suggests that no matter how good the quality of education, and how effective our teachers are, and how efficient our learners are, a proportion (about 15% at primary and 11% at secondary) will repeat. This now needs policy shift as the 10% limit approved for repetition has not worked. Coupled with repetition is the element of drop out. The

¹ SACMEQ II and SACMEQ III reports on monitoring the quality of education, MOET website

system is witnessing a huge number of drop outs at all levels due a number of reasons including the issue of “top up fees” at primary levels, high costs of secondary education and pregnancy. Pregnancy even at primary levels raises two very important issues, (i) young children engaging in unprotected sex and (ii) boys who may also be forced out of school by making girls pregnant-implying a pregnancy may be putting two young children at risk of not completing their education. There is need to institutionalise programmes aimed at empowering children especially girls in life skills. This demands improvement of initiatives like the girl-child, gender issues, protection and care, which may be achieved through strengthening programmes such as Schools as Centres of Care and Support (SCCS) and collaborating with other local and international agencies.

The statistics also revealed that there are more boys than girls in all levels of general education. Gender Parity Indexes still favour boys, but at an average of 0.9 puts the country in a better position to achieve gender parity later on. The interesting note is that despite the fact there are more boys than girls in the system, girls tend to be making a more effective and efficient use of resources. The gender parity indexes for “**within official age**” indicated that the country has not only achieved parity but girls are better off than boys – they are more efficient. Financially speaking they use educational resources more efficiently, they repeat fewer times than the boys thus go through the system faster than boys.

Transition rates from primary to secondary stand at above 80%. However when one considers repetition in Form 1, one realises that these rates could be improved because currently about 10% of the enrolment in Form 1 is due to repeaters, who may be blocking spaces for graduates of primary levels. In fact, the fact that enrolment figures for end of primary and Form 1 are almost equivalent suggests that the country has enough spaces in lower secondary. This may demand a few new schools to be built, and the overall picture is that there will be a substantial need for new classrooms. Although there are fewer secondary schools, they tend to have more streams than primary schools thus in terms of pupil capacity the system may cope with the demand for space in 2016. This demand for space will be matched with a bigger demand for finances still to support OVCs who will graduate into Form 1. It is important to appreciate the success of the national FPE programme, but also envisage a time when all graduates of the programme enrol in secondary education. The **success of the Free Primary Education (FPE) will be when most if not all of primary graduates in 2015, reach Form 1 in 2016**. This means that a number of OVC who have been in school and supported by the FPE will be ready for enrolment and this will demand a substantial increase in Grant Allocation at secondary levels. A large proportion of OVC will have to be enrolled and Government will need to take cognisance of this fact. Should a number of children who have passed the end of primary examination fail to access Form 1 due to fees then the system may fall back to old levels as some parents may even be reluctant to support the FPE programme as it will mean their limit is primary education only. The high costs of secondary education may result in low secondary enrolments in the future.

There will be need to increase access to secondary education, and this will inevitably require Government to support some vulnerable children due to the costs of secondary education. The Net enrolment rates of about 30% are very low, this suggests a need to improve efficiency at primary so that over aged pupils move to secondary education. A great number of the secondary aged pupils are trapped at primary due to repetition. An efficient primary education will result in improved enrolment rates at secondary levels, thus it is imperative that the FPE reaches Grade 7 and is sustained until the cohort reaches Form 5. Capital gains will be achieved if the country's youth acquire post secondary skills and training. A country cannot only rely on lower secondary level graduates to upgrade its economy. In order to break the threshold more children should reach post secondary levels.

There is still demand for qualified and trained teachers at all levels of education. Although the proportion of qualified teachers is above 70%, it does mean that 30% of the teaching force needs to be supported through in-service training programmes as they may not possess the pedagogy skills required for teaching. The demand for training is

high at primary where there are a number of secondary qualified teachers who are teaching these grades. The secondary qualified teachers need to be in-serviced and attempts made to not to assign them to Grade 1 and Grade 2 classes where the child is still developing and needs professional guidance. There is also need for the equitable distribution of qualified teachers regionally and in schools. The perception that city schools are better than rural schools needs to be eradicated. An analysis of enrolment rates revealed that Manzini witnesses a lot of pupils coming into the city for education, thus the net enrolment rate is above 100%. On the other hand rural areas have lower enrolment rates suggesting that there is a rural urban migration. This is why there is always a great demand for space in the Mbabane-Manzini corridor, when schools in rural areas are literally empty. There is no doubt that the Ministry is faced with major challenges in rural areas especially those closer to the border, where there is a grant provided for attending school across the fence. Some primary schools have enrolments of less than 100 pupils, this then means teachers, and other resources are not adequately utilised. This demands a highly interactive information system so that teachers may be posted where there is demand for them.

Statistics at post secondary, Technical Vocational Education and Training (TVET) and Tertiary have been included in the report. These are from the established institutions which are officially recognised by the Ministry. A lot more skills training and education centres still need to be assessed and mapped appropriately before sound statistics can be collected. Such training centres have to be mapped under ISCED, where there is need for an analysis of the entry requirements, the complexity of the course (content) and duration. This process is in the pipeline and will be undertaken under the proposed National Qualification Framework (NQF). Skills training at lower secondary levels do not break the cycle of dependency, thus there will be need for a strong TVET option through to tertiary levels.

The Ministry has also presented school based data by Region and Inkhundla. This is to enable use of data at all levels of administration. There maybe some errors in the analysis due to regional and Tinkhundla boundaries. However, school communities are requested to correct any discrepancies through the regional education offices. Another important feature is that of discrepancies between the Administrative Region boundaries and Education Regions. The MOET needs to adopt the gazetted boundaries so that regional analysis is accurate. This will need the Surveyor General's support, and a case in point is that some schools fall under the Manzini Education region and yet fall under the Lubombo Administrative region. This is common in all the regions. It might be one reason why some enrolment rates are higher than normal in some regions because the Ministry may be analysing different populations.

In addition it is important that the Ministry provides data for planning, budgeting, monitoring and evaluation to fully support Government's vision of an "evidence based engagement", because of this it is important that all levels of Government begin to interrogate and use the data. The EMIS data will be improved by the users of the data. For data to be used it has to be in the same Government standard, this is why some aspects of the data will be launched on a GIS platform.

Of note is that the EMIS was once again assessed by the UIS in 2013 under the Data Quality Assessment Framework (DQAF) on **Financial data** and for costs associated with education i.e. unit costs, allocation from public and private resources. It was discovered that there was a gap, and future trainings have been programmed for the EMIS and Accounts staff. It is not only important for Government to show its commitment to education by producing educational data but also through an indication of the amount of resources Government has allocated per child.

PRIMARY EDUCATION

ISCED 1

Primary education in Swaziland begins with Grade 1. The criterion is that a child should be six (6) years of age, at least by end on March. Attendance of Early Childhood Care Development and Education is currently not a prerequisite. Primary school lasts for a period of seven (7) years. This means the official age limit for this sub-sector is 12, at Grade 7.

Table 1: Schools by Type and region: 2012

Type	Hhohho	Lubombo	Manzini	Shiselweni	Total
Community gvt aided	89	82	106	84	361
Government	2	1	1	1	5
Mission Government Aided	64	33	59	53	209
Private gvt aided	5	10	0	0	15
Private private not gvt aided	8	1	14	0	23
Total	168	127	180	138	613

Chart 1: School by Type: 2012

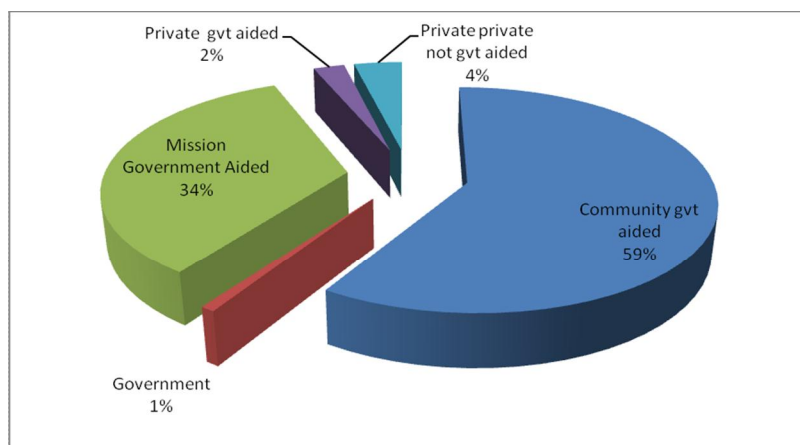


Table 2: Schools by Region and Year: 2009 to 2012

Year	Hhohho	Lubombo	Manzini	Shiselweni	Total
2009	162	125	173	135	595
2010	164	123	174	135	596
2011	167	124	177	136	604
2012	168	127	180	138	613

Data indicated that only 1 percent of primary schools were wholly Government owned. The majority, 59% were community aided schools. Government schools are those that receive additional support from Government, these include institutions for Special Education Needs (SEN) children. Private government aided schools are those schools that manage their schools like

private schools and yet receive support from Government through payment of teacher salaries and in some cases receive material and infrastructure support from Government. Private (private) schools are those that do not benefit from Government, and these are only 4 percent. Government supports 96 percent of schools in the country, the most common support being the payment of teacher's salaries, provision of teaching and learning materials, payment of fees through the FPE programme and school feeding in almost all public primary schools. In common language these 96% of schools are referred to as public schools. This report contains data from all schools that were in the EMIS National Register in 2012.

Table 3: Number of Primary Schools by Type and Year, 2009 to 2012

	Community	Government	Mission Government Aided	Private gvt aided	Private private not gvt aided	(blank)	Total
2009	375	5	175	16	15	9	595
2010	383	4	174	17	18	0	596
2011	357	4	205	17	21	0	604
2012	360	5	209	16	23	0	613

Chart 2: Number of Primary Schools by Year 2009 to 2012

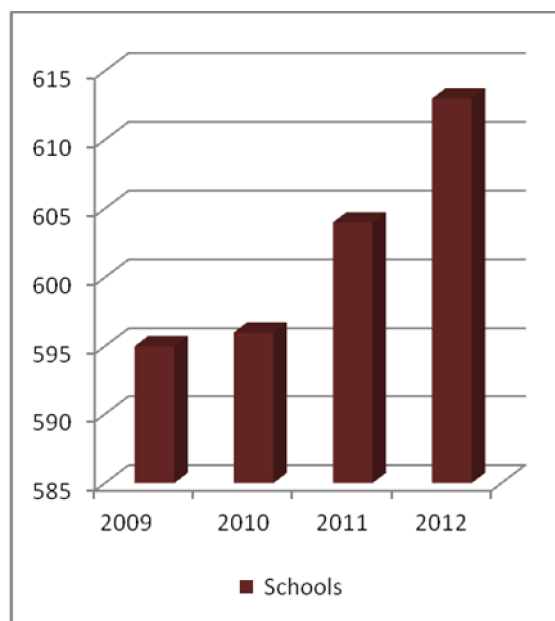


Chart 2 shows an increasing trend in the number of primary schools from 2009. A total of 18 new primary schools have been established since 2009. Some of them are public and a few private. One of the core activities of the Ministry is to register educational institutions in the country. This is for the development of a National Register of Institutions including primary schools. This required that the Ministry identifies the historical background and ownership/management of the schools. This has been a challenge as some schools which were originally 'mission based' had been handed over to communities, so in the last few years there has been need to put schools under the correct category. The Ministry will continue working with school communities to ensure that these issues are sorted out and the National Register is stabilised. However, the bottom line is that the Government fully supports all schools irrespective of their management.

Table 4: Enrolment by Grade and Age: National 2012

Age	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
Grade 1	146	11,586	18,350	4,918	896	282	142	89	18	19	16	3	6	1	1	2	36,475
Grade 2	9	664	8,582	15,558	6,915	2,395	857	496	154	73	37	11	12	8	4	7	35,782
Grade 3			428	6,944	14,012	8,937	4,431	2,647	833	437	173	95	60	17	11	20	39,045
Grade 4				413	5,827	10,349	7,659	6,343	3,129	1,660	716	328	213	75	29	50	36,791
Grade 5					316	4,286	8,070	8,538	5,681	3,740	1,728	1,021	462	193	94	79	34,208
Grade 6						238	2,996	7,664	7,671	5,895	3,420	2,435	1,394	584	206	173	32,676
Grade 7							177	2,654	5,876	6,081	3,742	2,754	1,627	793	356	285	24,345
Grand Total	155	12,250	27,360	27,833	27,966	26,487	24,332	28,431	23,362	17,905	9,832	6,647	3,774	1,671	701	616	239,322

Chart 3: Enrolment by Grade and Age: National

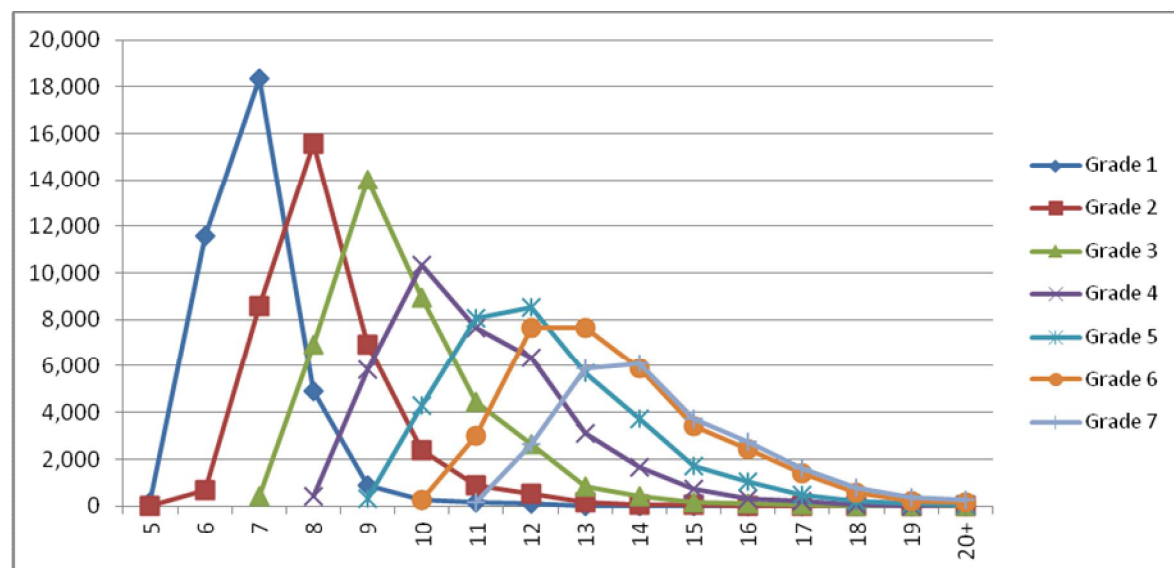
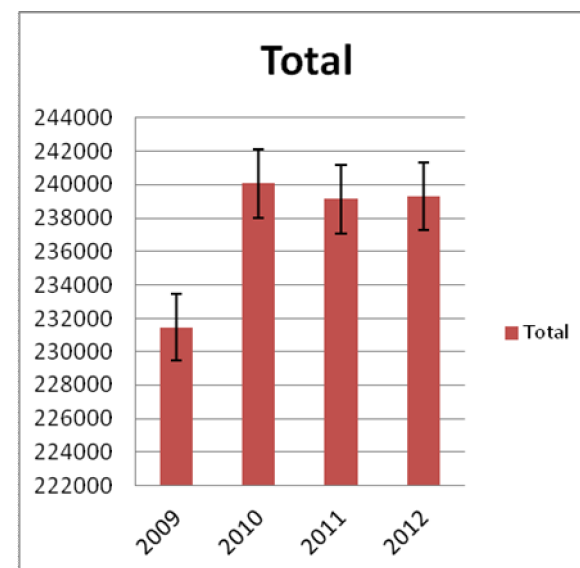


Chart 4: Change in enrolment by year 2009 to 2012



The figures indicated a slight improvement in enrolment, it grew from 239 124 in 2011 to 239 322 in 2012. However this increase did not match the gains that were made in 2010, the year of Free (state funded) Primary Education programme (FPE). The system appeared to have suffered a shock in 2011, which could be attributed to a relatively

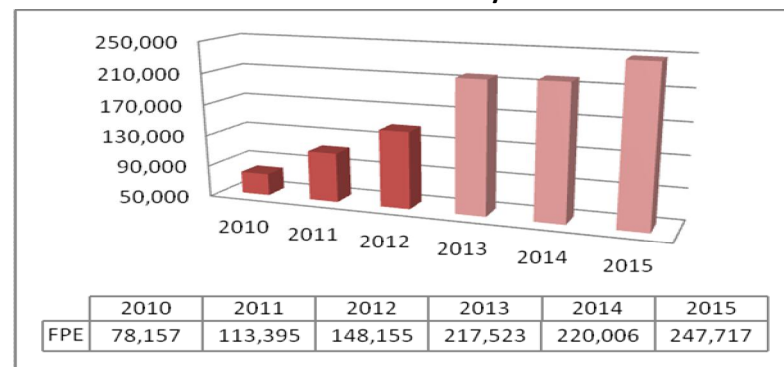
high dropout during and after 2010. It is envisaged that the system has since adjusted to the shocks and will gradually improve. What is clear from the chart is that the investments made by Government between 2009 and 2010 were quite substantial. If the current trends are maintained the enrolment patterns may take the form as presented in Table 5. The table presents actual reported data from 2009 to 2012 and ²projected data from 2013 to 2015. This data will be updated as new data is made available. For the projections, the average growth rate in total enrolment was used, which was just above 1.1% within the period under report.

Table 5: Projected Enrolment for years 2013 to 2015

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
2009	37,160	35,875	37,235	34,924	33,050	30,117	23,194	231,555
2010	41,395	36,762	37,604	35,332	34,244	31,316	24,351	241,004
2011	37,110	37,752	38,533	34,906	34,433	32,134	24,256	239,124
2012	36,494	35,799	39,057	36,805	34,221	32,691	24,355	239,422
2013	36,911	36,208	39,503	37,225	34,612	33,064	24,633	242,156
2014	37,332	36,621	39,954	37,650	35,007	33,442	24,914	244,920
2015	37,758	37,039	40,410	38,080	35,407	33,824	25,199	247,717

In 2015, it is estimated that about one quarter of the country's population will be enrolled in primary education and most will be benefitting from the Free Primary Education programme.

Chart 5: Evolution of State Funded Primary Education



The evolution of state funded primary education began in 2010 with the funding of about 80 000 pupils in Grades 1 and 2. This figure rose to more than 148 000 in 2012. It is estimated that by the time the programme reaches Grade 7, Government will have increased its FPE purse by more than 400% as about 250 000 children will stand to benefit. Importantly the fees charged per child increase as we approach Grade 7, thus the amount of money demanded by the system will increase drastically in 2015. Importantly in 2015 government will also have to pay for examination fees for all children that will be enrolled in Grade 7.

² This is projected data. This is based on School Enrolment data reported by schools. Reported data for 2013 and beyond may affect the trends indicated in the chart.

Grade 1 Enrolment

For most children Grade 1 represents the first time that they enter a formal classroom. Some may have been exposed to Early Childhood Programmes where the culture of school may have been developed. The following section is a basic analysis of what entailed in Grade 1, in 2012. There are children who were new to the education system (New entrants), there were those who were restarting (Restarters) and those who may be repeating (Repeaters). To a large extent our restarters in Grade 1 may have included those who failed or never completed their Grade the previous year. However, these can be only accurately captured using a system that tracks an individual pupil by use of a Personal Identification Number (PIN) based system which the Ministry currently does not have. Table 6 presents the number of new entrants by Age and Sex in 2012.

Table 6: New entrants in Grade 1 by Sex and Age, 2012

	5	6	7	8	9	10	11	12	13	14	15	17	22	Total
Female	65	5,573	7,531	1,327	205	49	37	29	6	6	2		1	14,831
Male	71	5,458	8,097	1,594	311	95	64	33	8	5	7	2		15,745
Total	136	11,031	15,628	2,921	516	144	101	62	14	11	9	2	1	30,576

Table 7: Grade 1 Repeaters by Year and Sex: 2009 - 2012

Year	Female	Male	Total
2009	2,754	4,346	7,100
2010	2,377	3,690	6,067
2011	2,472	3,984	6,456
2012	2,249	3,631	5,880

Table 8: Number of Restarters by Year and Sex: 2009 - 2012

Year	Female	Male	Total
2009	65	88	153
2010	49	95	144
2011	14	32	46
2012	13	25	38

Data indicated that a majority of the pupils entered at ages 6 and 7, which is to be expected since the official entry age is 6. However there were still a few who were over aged older than 8 years. Data also suggested that some pupils were repeating Grade 1. This needs to be investigated and solution found. The fact that there were also restarters indicated that there are still some barriers as some children did not complete the year in grade 1 the previous year. They dropped out and came back as repeaters or possibly moved to another school to restart. This does not represent efficient use of educational and financial resources. It is however encouraging to note that the figures for repeaters in 2012 went down when compared with the previous year. However, repetition in Grade 1 is a trend that should be avoided. Repetition at lower grades such as in Grades 1 and Grade 2 serves no educational purpose, other than being a waste of Government resources. These are years where most children especially those who never attended any preschool are still getting familiar with school.

It was also observed that throughout the four year period, from 2009 to 2014, males dominated Grade 1 enrolment, despite the fact that there are more girls than boys in the country's population. More boys were New Entrants, Repeaters and Restarted Grade 1, suggesting that the education system may still be dominated by males. Chart 6 and Chart 7 show the profiles of New Entrants and Repeaters respectively by Sex in Grade 1 from 2009 to 2012

Chart 6: Grade 1 New Entrants by Year and Sex: 2009 – 2012

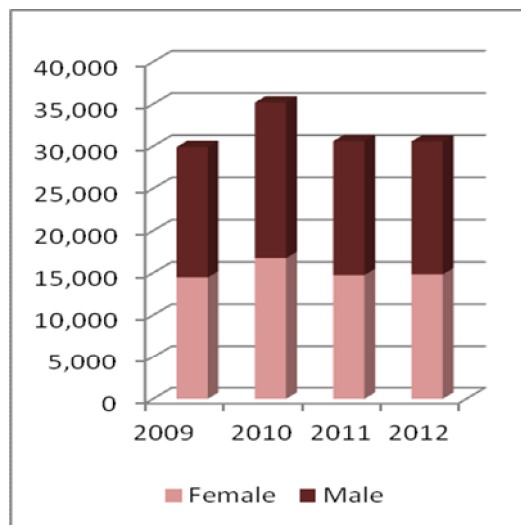


Chart 7: Grade 1 Repeaters by Year and Sex: 2009 - 2012

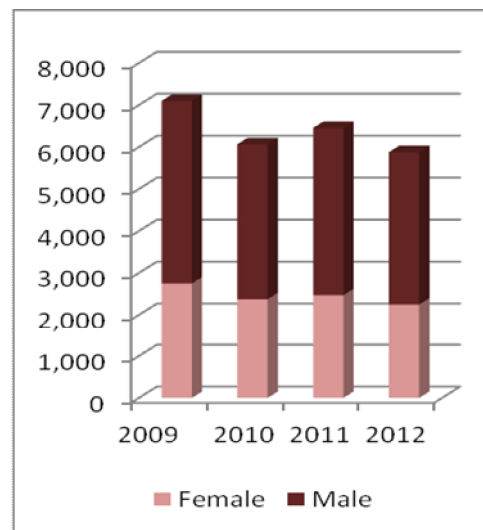
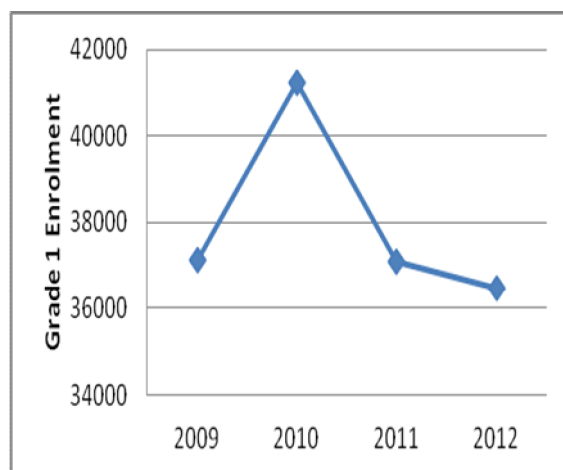


Chart 8: Grade 1 Enrolment: 2009 -2012



The impact of the introduction of FPE in 2010 was observed as indicated in Chart 8. There was a substantial increase in Grade 1 enrolment it rose from 37 000 in 2009 to more than 41 000 in 2010. It dropped in 2011, however it appeared as if the system stabilised in 2012. This suggested that a lot of pupils took advantage of the introduction of the FPE programme in 2010 and enrolled. Statistics also indicated that there may be some repeaters and restarters who took advantage of the FPE programme and returned to school during the same year consequently the increase in enrolment.

The drop in Grade 1 enrolment in 2011 and 2012 did not only suggest that fewer children were accessing the system, it may indicated that those that were over aged were gradually getting fewer, and the education system is gradually stabilising. The system was allowing more of those who are appropriately aged to enter as the older pupils have already gone through the system in 2010 and 2011 respectively.

Table 9: Enrolment By Sex, Grade and Age: National, 2012

		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	69	5,797	8,646	2,060	318	86	52	33	7	8	5	1						1				17,083
	Grade 2	4	316	4,389	7,492	2,898	892	314	158	50	24	11	3	4	2	3	2	1	1		1		16,565
	Grade 3			206	3,751	6,926	3,963	1,631	915	201	124	48	27	17	5	4	2	5	1				17,826
	Grade 4				201	3,242	5,497	3,656	2,641	1,138	559	211	74	51	19	6	8	5					17,308
	Grade 5					183	2,500	4,518	4,310	2,568	1,451	584	281	125	59	17	13	9		1			16,619
	Grade 6						132	1,696	4,450	3,852	2,791	1,479	941	462	156	44	26	19	4				16,052
	Grade 7							111	1,680	3,317	3,163	1,811	1,208	598	241	88	54	6	5	2	1		12,285
Female		73	6,113	13,241	13,504	13,567	13,070	11,978	14,187	11,133	8,120	4,149	2,535	1,257	482	162	105	45	12	3	2		113,738
Male	Grade 1	77	5,789	9,704	2,858	578	196	90	56	11	11	11	2	6	1	1	1						19,392
	Grade 2	5	348	4,193	8,066	4,017	1,503	543	338	104	49	26	8	8	6	1	2						19,217
	Grade 3			222	3,193	7,086	4,974	2,800	1,732	632	313	125	68	43	12	7	7	4	1				21,219
	Grade 4				212	2,585	4,852	4,003	3,702	1,991	1,101	505	254	162	56	23	20	6	9		1	1	19,483
	Grade 5					133	1,786	3,552	4,228	3,113	2,289	1,144	740	337	134	77	36	8	8	1	3		17,589
	Grade 6						106	1,300	3,214	3,819	3,104	1,941	1,494	932	428	162	77	24	16	2	4	1	16,624
	Grade 7							66	974	2,559	2,918	1,931	1,546	1,029	552	268	138	53	17	8	1		12,060
Male		82	6,137	14,119	14,329	14,399	13,417	12,354	14,244	12,229	9,785	5,683	4,112	2,517	1,189	539	281	95	51	11	9	2	125,584
Total		155	12,250	27,360	27,833	27,966	26,487	24,332	28,431	23,362	17,905	9,832	6,647	3,774	1,671	701	386	140	63	14	11	2	239,322

Table 10: Enrolment by Year, Sex and Grade, 2009 to 2012: National

Year	2009		2010		2011		2012	
Gender	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	17,271	19,865	19,105	22,140	17,233	19,877	17,083	19,392
Grade 2	16,563	19,293	16,873	19,729	17,370	20,382	16,565	19,217
Grade 3	17,217	19,999	17,210	20,257	17,575	20,958	17,826	21,219
Grade 4	16,623	18,284	16,746	18,457	16,568	18,338	17,308	19,483
Grade 5	15,983	17,058	16,476	17,597	16,610	17,823	16,619	17,589
Grade 6	14,968	15,140	15,498	15,715	15,887	16,247	16,052	16,624
Grade 7	11,535	11,650	12,206	12,050	12,168	12,088	12,285	12,060
Total	110,160	121,289	114,114	125,945	113,411	125,713	113,738	125,584

Chart 9: Enrolment by Year and Sex, 2009 to 2012: National

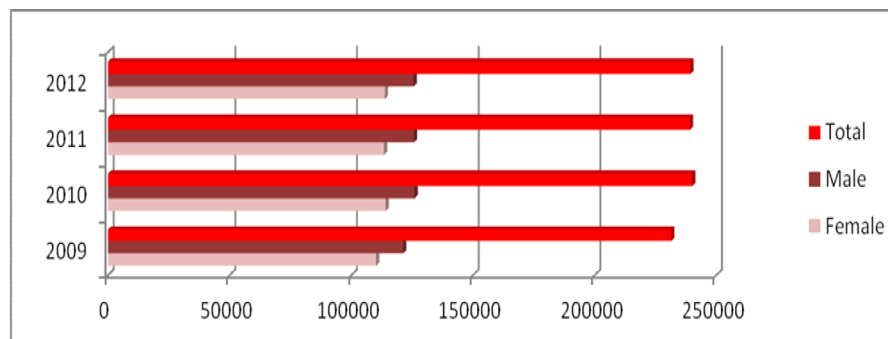


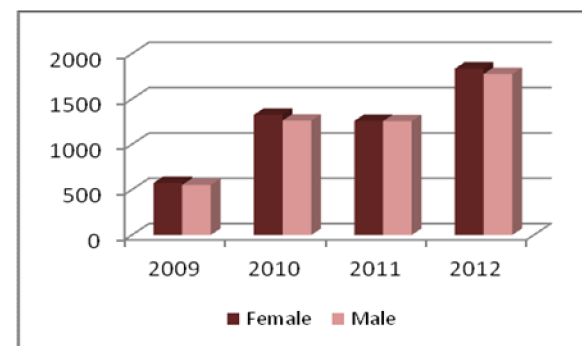
Table 11: Enrolment by Sex, Grade and Age: Private, National, 2012

	5	6	7	8	9	10	11	12	13	14	15	16	19	Total
Female	7	149	255	290	300	235	234	197	129	32	5	2		1,835
Grade 1	4	114	162	40	27				1					348
Grade 2	3	35	93	151	50	2								334
Grade 3				88	130	46	8	2						274
Grade 4				11	84	110	29	3	2			1		240
Grade 5					9	64	113	30	2	1				219
Grade 6						13	72	115	18	5	2			225
Grade 7							12	47	106	26	3	1		195
Male	8	144	230	238	308	247	222	185	137	47	7	1	1	1,775
Grade 1	3	103	170	30	21									327
Grade 2	5	41	59	116	69	4								294
Grade 3			1	82	134	45	4	2						268
Grade 4				10	81	130	32	9	4	1			1	268
Grade 5					3	53	102	32	7	3				200
Grade 6						15	69	112	40	7	2			245
Grade 7							15	30	86	36	5	1		173
Total	15	293	485	528	608	482	456	382	266	79	12	3	1	3,610

Table 12: Enrolment by Grade, Sex and Year: Private National, 2009 to 2012

	2009		2010		2011		2012	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	141	110	247	236	273	241	348	327
Grade 2	92	99	255	207	198	200	334	294
Grade 3	98	94	197	187	186	196	274	268
Grade 4	60	68	177	200	171	149	240	268
Grade 5	83	81	195	159	126	189	219	200
Grade 6	52	47	141	146	175	153	225	245
Grade 7	48	53	114	127	130	128	195	173
Total	574	552	1,326	1,262	1,259	1,256	1,835	1,775

Chart 10: Evolution of Enrolment in Private Schools, 2009 to 2012



Statistics indicated an increase in private school enrolment in 2012. There is further need to investigate what could be contributing to the increase, especially in the light that Government is implementing FPE. In addition what was also observed is that girls were dominating enrolment in private schools.

Table 13: Enrolment by Sex, Grade and Age: Hhohho, 2012

	AGE	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	23	1,558	2,275	452	104	31	14	17	3	4	1							1				4,483
	Grade 2		35	1,186	2,047	733	230	98	73	14	8	6	2	2	1	2	1	1	1				4,440
	Grade 3			42	1,014	1,683	1,061	511	278	83	54	25	13	11	1	2	2	1					4,781
	Grade 4				27	756	1,454	1,035	722	347	180	68	29	24	6	2	3	4					4,657
	Grade 5					30	653	1,333	1,125	735	393	160	96	59	25	8	8	3		1			4,629
	Grade 6						33	509	1,150	932	710	394	311	171	66	19	8	5	3				4,311
	Grade 7							18	447	914	801	513	349	210	75	38	31	3	4	1			3,404
Female		23	1,593	3,503	3,540	3,306	3,462	3,518	3,812	3,028	2,150	1,167	800	477	174	71	53	17	9	2			30,705
Male	Grade 1	19	1,443	2,486	750	160	57	19	21	2	3	3		2									4,965
	Grade 2		17	1,026	2,091	1,169	443	167	135	35	20	18	4	2	4	1	2						5,134
	Grade 3			40	779	1,591	1,427	925	536	208	112	56	36	22	6	2	3	2					5,745
	Grade 4				19	451	1,239	1,134	1,059	568	327	166	100	63	18	13	10	5			1	1	5,174
	Grade 5					16	356	926	1,136	844	647	370	242	131	60	31	24	4	3		1		4,791
	Grade 6						20	320	798	840	884	615	528	358	156	64	33	14	6	1		1	4,638
	Grade 7							7	244	585	670	560	483	381	186	100	68	21	11	6			3,322
Male		19	1,460	3,552	3,639	3,387	3,542	3,498	3,929	3,082	2,663	1,788	1,393	959	430	211	140	46	20	7	2	2	33,769
Grand Total		42	3,053	7,055	7,179	6,693	7,004	7,016	7,741	6,110	4,813	2,955	2,193	1,436	604	282	193	63	29	9	2	2	64,474

Table 14: Enrolment by Year, Grade and Sex: Hhohho, 2009 to 2012

	2009			2010			2011			2012		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Grade 1	4,629	5,353	9,982	4,967	5,804	10,771	4,656	5,360	10,016	4,483	4,965	9,448
Grade 2	4,507	5,254	9,761	4,624	5,461	10,085	4,733	5,625	10,358	4,440	5,134	9,574
Grade 3	4,712	5,274	9,986	4,712	5,408	10,120	4,826	5,635	10,461	4,781	5,745	10,526
Grade 4	4,329	4,752	9,081	4,571	4,905	9,476	4,592	4,965	9,557	4,657	5,174	9,831
Grade 5	4,279	4,557	8,836	4,354	4,728	9,082	4,495	4,898	9,393	4,629	4,791	9,420
Grade 6	3,999	4,093	8,092	4,124	4,221	8,345	4,329	4,420	8,749	4,311	4,638	8,949
Grade 7	3,085	3,048	6,133	3,335	3,270	6,605	3,335	3,291	6,626	3,404	3,322	6,726
Total	29,540	32,331	61,871	30,687	33,797	64,484	30,966	34,194	65,160	30,705	33,769	64,474

Chart 11: Enrolment by Sex Hhohho, 2009-2012

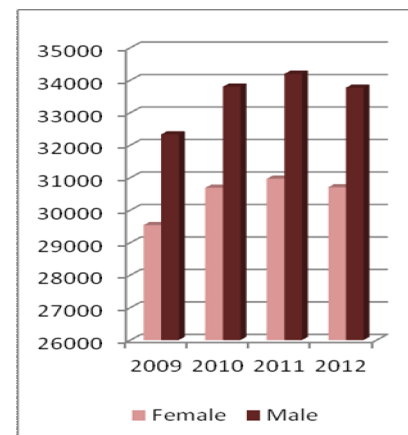


Table 15: Enrolment by Sex, Grade and Age: Lubombo, 2012

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Grade 1	12	1,239	1,808	593	66	24	10	6	1	1	2	1									3,763
	Grade 2	1	17	1,030	1,565	741	258	86	42	24	9	2			1	1	1					3,778
	Grade 3			26	732	1,499	1,107	442	208	61	30	14	7	2	1	1		1				4,131
	Grade 4				32	593	1,259	843	612	280	154	72	21	13	6			1				3,886
	Grade 5					44	591	938	920	526	382	202	72	25	10	3	2	2				3,717
	Grade 6						20	305	747	822	719	448	223	113	38	11	6	6				3,458
	Grade 7							6	223	621	682	473	322	166	61	17	11	2				2,584
Female		13	1,256	2,864	2,922	2,943	3,259	2,630	2,758	2,335	1,977	1,213	646	319	117	33	20	12				25,317
Male	Grade 1	18	1,324	1,953	746	148	56	24	16	4	1	5			1							4,296
	Grade 2		13	1,072	1,772	942	373	133	77	35	15	2		4								4,438
	Grade 3			30	700	1,624	1,239	596	392	149	91	36	13	11	3		3	1				4,888
	Grade 4				25	522	1,170	880	794	413	280	145	58	54	21	3	4		1			4,370
	Grade 5					31	477	854	835	598	480	282	190	90	25	18	5	2	1	1		3,889
	Grade 6						19	260	579	688	657	476	309	212	108	42	15	5	2		1	3,373
	Grade 7							3	141	491	596	499	353	217	143	67	33	10	1	1	1	2,556
Male		18	1,337	3,055	3,243	3,267	3,334	2,750	2,834	2,378	2,120	1,445	923	588	301	130	60	18	5	2	2	27,810
Total		31	2,593	5,919	6,165	6,210	6,593	5,380	5,592	4,713	4,097	2,658	1,569	907	418	163	80	30	5	2	2	53,127

Table 16: Enrolment by Year, Grade and Sex: Lubombo, 2009 to 2012

	2009			2010			2011			2012		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Grade 1	3,923	4,511	8,434	4,592	5,304	9,896	3,930	4,480	8,410	3,763	4,296	8,059
Grade 2	3,619	4,239	7,858	3,828	4,436	8,264	4,055	4,829	8,884	3,778	4,438	8,216
Grade 3	3,743	4,375	8,118	3,777	4,370	8,147	3,965	4,717	8,682	4,131	4,888	9,019
Grade 4	3,774	4,120	7,894	3,728	4,063	7,791	3,694	4,049	7,743	3,886	4,370	8,256
Grade 5	3,496	3,599	7,095	3,696	3,818	7,514	3,648	3,812	7,460	3,717	3,889	7,606
Grade 6	3,058	3,144	6,202	3,368	3,316	6,684	3,442	3,538	6,980	3,458	3,373	6,831
Grade 7	2,386	2,411	4,797	2,508	2,584	5,092	2,522	2,409	4,931	2,584	2,556	5,140
Total	23,999	26,399	50,398	25,497	27,891	53,388	25,256	27,834	53,090	25,317	27,810	53,127

Chart 12: Enrolment by Sex Lubombo, 2009-2012

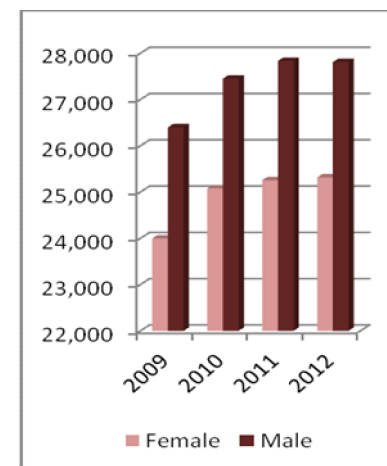


Table 17: Enrolment by Sex, Grade and Age: Manzini, 2012

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Grade 1	12	1,666	2,835	574	75	12	21	3	2												5,200
	Grade 2	3	241	1,202	2,406	832	221	65	21	3	2	1		1							1	4,999
	Grade 3			113	1,165	2,419	950	308	233	20	9	2		1								5,220
	Grade 4				123	1,327	1,661	949	671	280	112	22	1	3	1	2						5,152
	Grade 5					86	836	1,424	1,417	679	305	88	29	5	5							4,874
	Grade 6						63	592	1,743	1,327	687	275	147	40	3			1				4,878
	Grade 7							72	693	1,217	1,070	381	221	61	20	4	2			1		3,742
Female		15	1,907	4,150	4,268	4,739	3,743	3,431	4,781	3,528	2,185	769	398	111	29	6	2	1		1	1	34,065
Male	Grade 1	12	1,683	3,326	740	118	20	35	5	2	2	1	2	3		1	1					5,951
	Grade 2	5	299	1,286	2,627	991	294	110	46	13	3	1	3	2	1							5,681
	Grade 3			122	1,147	2,568	1,142	616	399	105	25	5	3	5	2	4						6,143
	Grade 4				155	1,263	1,564	1,088	933	503	180	43	20	10	1	2	3	1	4			5,770
	Grade 5					80	695	1,181	1,370	937	578	138	85	21	10	5		2			1	5,103
	Grade 6						59	556	1,349	1,636	847	367	207	76	31	9	2					5,139
	Grade 7							54	446	1,104	1,154	432	280	123	41	5	3	2				3,644
Male		17	1,982	4,734	4,669	5,020	3,774	3,640	4,548	4,300	2,789	987	600	240	86	26	9	5	4		1	37,431
Grand Total		32	3,889	8,884	8,937	9,759	7,517	7,071	9,329	7,828	4,974	1,756	998	351	115	32	11	6	4	1	2	71,496

Table 18: Enrolment by Year, Grade and Sex: Manzini, 2009 to 2012

	2009			2010			2011			2012		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Grade 1	5,110	5,702	10,812	5,661	6,479	12,140	5,016	5,787	10,803	5,210	5,960	11,170
Grade 2	4,901	5,566	10,467	5,055	5,810	10,865	5,097	5,876	10,973	5,006	5,691	10,697
Grade 3	5,063	5,822	10,885	5,081	5,868	10,949	5,095	6,013	11,108	5,227	6,148	11,375
Grade 4	4,850	5,316	10,166	4,924	5,470	10,394	4,869	5,239	10,108	5,159	5,777	10,936
Grade 5	4,688	5,057	9,745	4,928	5,289	10,217	4,921	5,331	10,252	4,883	5,107	9,990
Grade 6	4,470	4,582	9,052	4,609	4,644	9,253	4,639	4,773	9,412	4,881	5,151	10,032
Grade 7	3,491	3,582	7,073	3,614	3,670	7,284	3,730	3,736	7,466	3,745	3,651	7,396
Total	32,573	35,627	68,200	33,872	37,230	71,102	33,367	36,755	70,122	34,111	37,485	71,596

Chart 13: Enrolment by Sex Manzini, 2009-2012

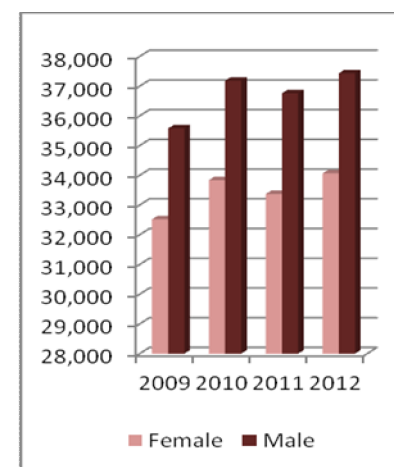


Table 19: Enrolment by Sex, Grade and Age: Shiselweni, 2012

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Grade 1	22	1,334	1,728	441	73	19	7	7	1	3	2										3,637
	Grade 2		23	971	1,474	592	183	65	22	9	5	2	1	1								3,348
	Grade 3			25	840	1,325	845	370	196	37	31	7	7	3	3	1		3	1			3,694
	Grade 4				19	566	1,123	829	636	231	113	49	23	11	6	2	5					3,613
	Grade 5					23	420	823	848	628	371	134	84	36	19	6	3	4				3,399
	Grade 6						16	290	810	771	675	362	260	138	49	14	12	7	1			3,405
	Grade 7							15	317	565	610	444	316	161	85	29	10	1	1		1	2,555
Female		22	1,357	2,724	2,774	2,579	2,606	2,399	2,836	2,242	1,808	1,000	691	350	162	52	30	15	3		1	23,651
Male	Grade 1	28	1,339	1,939	622	152	63	12	14	3	5	2		1								4,180
	Grade 2		19	809	1,576	915	393	133	80	21	11	5	1		1							3,964
	Grade 3			30	567	1,303	1,166	663	405	170	85	28	16	5	1	1	1	1	1			4,443
	Grade 4				13	349	879	901	916	507	314	151	76	35	16	5	3		4			4,169
	Grade 5					6	258	591	887	734	584	354	223	95	39	23	7		4		1	3,806
	Grade 6						8	164	488	655	716	483	450	286	133	47	27	5	8	1	3	3,474
	Grade 7							2	143	379	498	440	430	308	182	96	34	20	5	1		2,538
Male		28	1,358	2,778	2,778	2,725	2,767	2,466	2,933	2,469	2,213	1,463	1,196	730	372	172	72	26	22	2	4	26,574
Total		50	2,715	5,502	5,552	5,304	5,373	4,865	5,769	4,711	4,021	2,463	1,887	1,080	534	224	102	41	25	2	5	50,225

Table 20: Enrolment by Year, Grade and Sex: Shiselweni 2009 to 2012

	2009			2010			2011			2012		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Grade 1	3,623	4,309	7,932	3,965	4,623	8,588	3,631	4,250	7,881	3,637	4,180	7,817
Grade 2	3,545	4,244	7,789	3,439	4,109	7,548	3,485	4,052	7,537	3,348	3,964	7,312
Grade 3	3,712	4,534	8,246	3,706	4,682	8,388	3,689	4,593	8,282	3,694	4,443	8,137
Grade 4	3,683	4,100	7,783	3,582	4,089	7,671	3,413	4,085	7,498	3,613	4,169	7,782
Grade 5	3,523	3,851	7,374	3,577	3,854	7,431	3,546	3,782	7,328	3,399	3,806	7,205
Grade 6	3,444	3,327	6,771	3,450	3,584	7,034	3,477	3,516	6,993	3,405	3,474	6,879
Grade 7	2,574	2,617	5,191	2,795	2,575	5,370	2,581	2,652	5,233	2,555	2,538	5,093
Total	24,104	26,982	51,086	24,514	27,516	52,030	23,822	26,930	50,752	23,651	26,574	50,225

Chart 14: Enrolment by Sex Shiselweni, 2009-2012

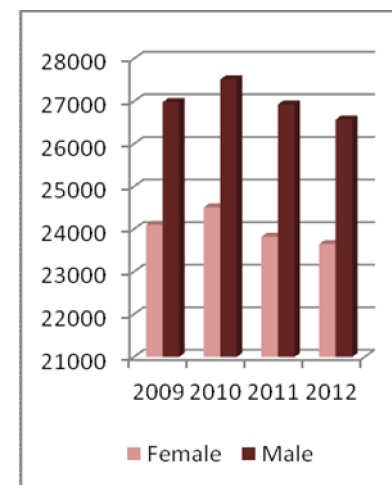
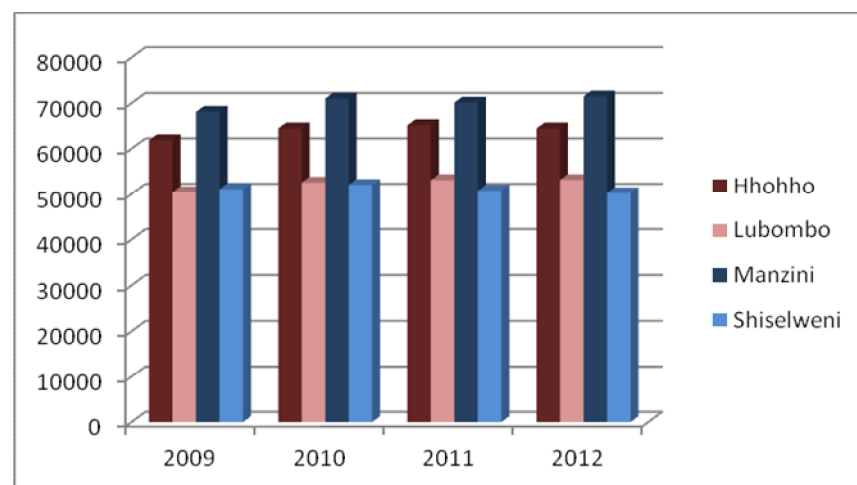


Table 21: Enrolment by Region, Sex, Grade and Year, 2009 to 2012

		Hhohho				Lubombo				Manzini				Shiselweni			
		2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Female	Grade 1	4,629	4,967	4,656	4,483	3,923	4,518	3,930	3,763	5,096	5,655	5,016	5,200	3,623	3,965	3,631	3,637
	Grade 2	4,507	4,624	4,733	4,440	3,619	3,765	4,055	3,778	4,892	5,045	5,097	4,999	3,545	3,439	3,485	3,348
	Grade 3	4,712	4,712	4,826	4,781	3,743	3,718	3,965	4,131	5,050	5,074	5,095	5,220	3,712	3,706	3,689	3,694
	Grade 4	4,329	4,571	4,592	4,657	3,774	3,673	3,694	3,886	4,837	4,920	4,869	5,152	3,683	3,582	3,413	3,613
	Grade 5	4,279	4,354	4,495	4,629	3,496	3,623	3,648	3,717	4,685	4,922	4,921	4,874	3,523	3,577	3,546	3,399
	Grade 6	3,999	4,124	4,329	4,311	3,058	3,319	3,442	3,458	4,467	4,605	4,639	4,878	3,444	3,450	3,477	3,405
	Grade 7	3,085	3,335	3,335	3,404	2,386	2,463	2,522	2,584	3,490	3,613	3,730	3,742	2,574	2,795	2,581	2,555
Female		29,540	30,687	30,966	30,705	23,999	25,079	25,256	25,317	32,517	33,834	33,367	34,065	24,104	24,514	23,822	23,651
Male	Grade 1	5,353	5,804	5,360	4,965	4,511	5,239	4,480	4,296	5,692	6,474	5,787	5,951	4,309	4,623	4,250	4,180
	Grade 2	5,254	5,461	5,625	5,134	4,239	4,358	4,829	4,438	5,556	5,801	5,876	5,681	4,244	4,109	4,052	3,964
	Grade 3	5,274	5,408	5,635	5,745	4,375	4,304	4,717	4,888	5,816	5,863	6,013	6,143	4,534	4,682	4,593	4,443
	Grade 4	4,752	4,905	4,965	5,174	4,120	4,005	4,049	4,370	5,312	5,458	5,239	5,770	4,100	4,089	4,085	4,169
	Grade 5	4,557	4,728	4,898	4,791	3,599	3,730	3,812	3,889	5,051	5,285	5,331	5,103	3,851	3,854	3,782	3,806
	Grade 6	4,093	4,221	4,420	4,638	3,144	3,272	3,538	3,373	4,576	4,638	4,773	5,139	3,327	3,584	3,516	3,474
	Grade 7	3,048	3,270	3,291	3,322	2,411	2,543	2,409	2,556	3,574	3,662	3,736	3,644	2,617	2,575	2,652	2,538
Male		32,331	33,797	34,194	33,769	26,399	27,451	27,834	27,810	35,577	37,181	36,755	37,431	26,982	27,516	26,930	26,574
Grand Total		61,871	64,484	65,160	64,474	50,398	52,530	53,090	53,127	68,094	71,015	70,122	71,496	51,086	52,030	50,752	50,225

Chart 15: Enrolment by Region by Year: 2009 to 2012



The results suggested that the largest primary school population was in the Manzini region, followed by the Hhohho region. The other two smaller regions are almost at par, but Lubombo showed signs of increasing enrolments whilst figures of the Shiselweni region were on a downward trend.

The results also suggested that some pupils were attracted to the Manzini and Lubombo regions. The enrolments were increasing in these regions whilst in Hhohho and Shiselweni they are decreasing. This needs to be addressed as one of the aspirations of the FPE programme was that education should be equitably and equally distributed throughout the

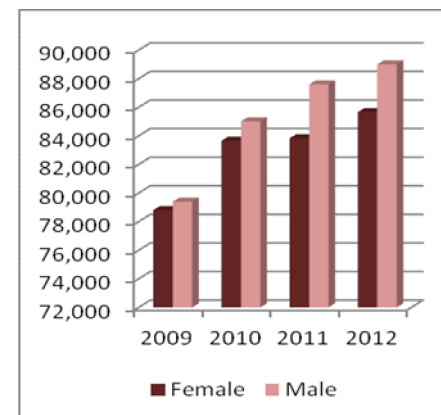
country. Children should not leave their home areas (rural) to seek 'better' education in the cities.

One indicator of internal efficiency is the measure of pupils who are of the official primary school age, i.e. ages 6 to 12 for Swaziland. The indicator that is commonly used is the Net Enrolment Rate (NER) which is the proportion of official aged pupils that are enrolled out of the total population of children within the same age cohort. The following table, Table 22 indicates the number of such children in the four regions from 2009 to 2012.

Table 22: Pupils of Official Age, by Region, Sex and Year, 2009 to 2012

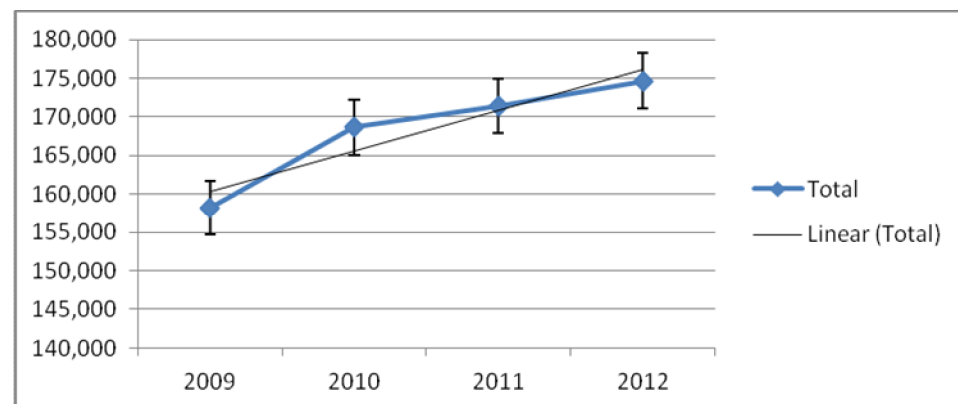
Sex	Region	2009	2009	2010	2011
Female	Hhohho	21,292	22,740	23,074	22,734
	Lubombo	16,921	18,022	18,162	18,632
	Manzini	23,642	25,334	25,305	27,019
	Shiselweni	16,950	17,562	17,286	17,275
Female		78,805	83,658	83,827	85,660
Male	Hhohho	21,400	23,025	23,880	23,007
	Lubombo	16,869	18,046	18,980	19,820
	Manzini	23,643	25,639	26,522	28,367
	Shiselweni	17,485	18,297	18,215	17,805
Male		79,397	85,007	87,597	88,999
Total		158,202	168,665	171,424	174,659

Chart 16: Pupils of Official Age by Sex and Year: 2009 to 2012



The observation was that, despite the decreasing enrolment figures the number of children who are within official primary school age (nationally) had been increasing gradually over time. This indicated that more and more children of the 'right age' are accessing the system. This suggested that there may be fewer older children that are entering the system when compared to the earlier years of the FPE programme.

Chart 17: Pupils of Official Age by Year, 2009 to 2012



If the trend were to continue it suggested that the country is on track to achieve the MDG and EFA Goals of universal primary education by 2015.

Repetition

The results of the 2012 Annual Education Census indicated a very slight improvement in repetition in Grade 1 when compared to 2011. However, nationally there was an increase in the overall repetition. **Repetition now demands attention**, the results suggested that the pupils may not be reaching the desired levels of achievement; a worrying trend. There is need to improve the level of the teaching/learning process in schools through provision of in-service, refresher courses and to improve teacher/pupil effectiveness. There will also be need for the Ministry to allocate human and material resources in an equitable fashion to schools. Allocation should be pro-poor (appropriately qualified teachers) and be matched to schools that need resources to alleviate the current levels of repetition.

Table 23: Number of Repeaters by Sex, Grade and Age: National, 2012

		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	5	230	1,111	731	113	34	14	4	1	2	3	1										2,249
	Grade 2	1	19	175	705	629	250	119	52	13	8	3	3		1	1							1,979
	Grade 3			19	175	690	771	440	254	61	36	11	7	2	3	2	1	3	1				2,476
	Grade 4				11	174	509	652	603	284	154	48	24	16	3		3						2,481
	Grade 5					13	121	443	656	595	377	175	112	36	26	8	4	3					2,569
	Grade 6						3	66	366	584	524	373	299	171	49	17	10	10	2				2,474
	Grade 7							3	23	96	172	137	110	72	48	17	13	1	1				693
Female		6	249	1,305	1,622	1,619	1,688	1,737	1,958	1,634	1,273	750	556	297	130	45	31	17	4				14,921
Male	Grade 1	8	333	1,602	1,260	264	97	25	22	3	5	3	2	4	1	1	1						3,631
	Grade 2		42	244	1,043	1,069	563	229	125	34	18	10	3	3	2	1							3,386
	Grade 3			28	271	926	1,172	884	657	256	125	32	24	10	4	1	3	2	1				4,396
	Grade 4				29	202	533	701	827	545	383	197	104	58	25	5	8	2	1			1	3,621
	Grade 5					15	115	350	723	650	647	382	275	107	50	33	12	1	4		2		3,366
	Grade 6						9	89	279	541	596	453	423	307	154	56	26	10	6	1		1	2,951
	Grade 7							4	30	86	128	118	121	143	74	50	36	10	2	1			803
Male		8	375	1,874	2,603	2,476	2,489	2,282	2,663	2,115	1,902	1,195	952	632	310	147	86	25	14	2	2	2	22,154
Grand Total		14	624	3,179	4,225	4,095	4,177	4,019	4,621	3,749	3,175	1,945	1,508	929	440	192	117	42	18	2	2	2	37,075

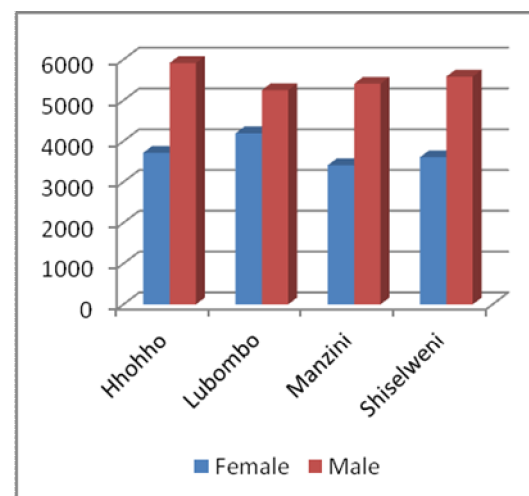
In 2012 the highest numbers of repeaters were recorded in Grade 5 for girls (2 569) and Grade 3 for boys (4 396). The total number of repeaters in the country was 37 075, which was almost equivalent to one national Grade, e.g. almost equivalent to the number of children enrolled in Grade 5. Crudely speaking this meant that the whole of Grade 5 could have been repeating. This suggests that as Government adds another grade under FPE, the system erodes a grade through repetition.

Statistics indicated that 16% of the children enrolled in 2012 were repeating. This is higher than the official allowed rate of 10 percent. There is need for a policy shift or implementation. In addition there is need for a study that investigate why there is so much repetition at primary levels. Studies have revealed that making a child repeat at lower grades does not make the child learn better in future.

Table 24: Repetition by Sex, Grade and Region: 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Grand Total
Female	Grade 1	543	681	473	552	2,249
	Grade 2	474	598	520	387	1,979
	Grade 3	608	702	550	616	2,476
	Grade 4	582	684	599	616	2,481
	Grade 5	662	737	547	623	2,569
	Grade 6	640	640	534	660	2,474
	Grade 7	205	149	187	152	693
Female Total		3,714	4,191	3,410	3,606	14,921
Male	Grade 1	994	876	816	945	3,631
	Grade 2	922	907	818	739	3,386
	Grade 3	1,160	1,022	1,064	1,150	4,396
	Grade 4	937	871	864	949	3,621
	Grade 5	847	815	843	861	3,366
	Grade 6	825	608	756	762	2,951
	Grade 7	230	150	246	177	803
Male Total		5,915	5,249	5,407	5,583	22,154
Grand Total		9,629	9,440	8,817	9,189	37,075

Chart 18: Repetition by Region and Sex: 2012



There was a slight variation in number of repeaters amongst the regions; however, more repeaters were recorded in Hhohho, followed by Lubombo, Shiselweni and lastly Manzini. Generally speaking, the results suggested that boys were more likely to repeat than girls. In all regions more boys than girls repeated Grade 3 in 2012.

Table 25: Repetition by Grade, Sex and Year: 2009 to 2012

	Male				Male			
	2009	2010	2011	2012	2009	2010	2011	2012
Grade 1	4,346	3,690	3,984	3,631	2,754	2,377	2,472	2,249
Grade 2	3,892	3,463	3,227	3,386	2,231	2,043	1,850	1,979
Grade 3	4,486	4,553	4,214	4,396	2,793	2,691	2,519	2,476
Grade 4	3,739	3,476	3,503	3,621	2,413	2,384	2,447	2,481
Grade 5	3,206	3,142	3,280	3,366	2,478	2,408	2,341	2,569
Grade 6	2,792	2,571	2,837	2,951	2,444	2,272	2,353	2,474
Grade 7	727	796	814	803	729	714	707	693
Total	23,188	21,691	21,859	22,154	15,842	14,889	14,689	14,921

The repetition at primary levels especially in Grade 3 needs to be investigated by the primary school inspectorate. In all the years with the exception of 2012 for girls, the highest repetition was reported in Grade 3 as can be observed in Table 25. Repetition in Grade 3 may be attributed to a number of issues such as e.g. change in the subjects offered, or due to the fact that some schools sometimes have in experienced teachers teaching the lower grades thus when the pupils reach the experienced teachers in Grade 3, the Grade3 teachers may feel that the pupils are not adequately prepared for Grade 4, or due to the fact that Grade 3 classes are generally bigger, thus more numbers repeat, but not necessarily representing a high

percentage.

Table 26: Percent Repeaters by Sex, Grade and Age: National 2012

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	7%	4%	13%	35%	36%	40%	27%	12%	14%	25%	60%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	13%
	Grade 2	25%	6%	4%	9%	22%	28%	38%	33%	26%	33%	27%	100%	0%	50%	33%	0%	0%	0%	0%	0%	0%	12%
	Grade 3	0%	0%	9%	5%	10%	19%	27%	28%	30%	29%	23%	26%	12%	60%	50%	50%	60%	100%	0%	0%	0%	14%
	Grade 4	0%	0%	0%	5%	5%	9%	18%	23%	25%	28%	23%	32%	31%	16%	0%	38%	0%	0%	0%	0%	0%	14%
	Grade 5	0%	0%	0%	0%	7%	5%	10%	15%	23%	26%	30%	40%	29%	44%	47%	31%	33%	0%	0%	0%	0%	15%
	Grade 6	0%	0%	0%	0%	0%	2%	4%	8%	15%	19%	25%	32%	37%	31%	39%	38%	53%	50%	0%	0%	0%	15%
	Grade 7	0%	0%	0%	0%	0%	0%	3%	1%	3%	5%	8%	9%	12%	20%	19%	24%	17%	20%	0%	0%	0%	6%
Female Total		8%	4%	10%	12%	12%	13%	15%	14%	15%	16%	18%	22%	24%	27%	28%	30%	38%	33%	0%	0%	0%	13%
Male	Grade 1	10%	6%	17%	44%	46%	49%	28%	39%	27%	45%	27%	100%	67%	100%	100%	100%	0%	0%	0%	0%	0%	19%
	Grade 2	0%	12%	6%	13%	27%	37%	42%	37%	33%	37%	38%	38%	38%	33%	100%	0%	0%	0%	0%	0%	0%	18%
	Grade 3	0%	0%	13%	8%	13%	24%	32%	38%	41%	40%	26%	35%	23%	33%	14%	43%	50%	100%	0%	0%	0%	21%
	Grade 4	0%	0%	0%	14%	8%	11%	18%	22%	27%	35%	39%	41%	36%	45%	22%	40%	33%	11%	0%	0%	100%	19%
	Grade 5	0%	0%	0%	0%	11%	6%	10%	17%	21%	28%	33%	37%	32%	37%	43%	33%	13%	50%	0%	67%	0%	19%
	Grade 6	0%	0%	0%	0%	0%	8%	7%	9%	14%	19%	23%	28%	33%	36%	35%	34%	42%	38%	50%	0%	100%	18%
	Grade 7	0%	0%	0%	0%	0%	0%	6%	3%	3%	4%	6%	8%	14%	13%	19%	26%	19%	12%	13%	0%	0%	7%
Male Total		10%	6%	13%	18%	17%	19%	18%	19%	17%	19%	21%	23%	25%	26%	27%	31%	26%	27%	18%	22%	100%	18%
Grand Total		9%	5%	12%	15%	15%	16%	17%	16%	16%	18%	20%	23%	25%	26%	27%	30%	30%	29%	14%	18%	100%	15%

Table 27: Percent Repetition by Region Sex and Year, 2009 to 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2009	13.2%	15.7%	13.3%	15.9%	14.4%
	2010	12.4%	13.4%	11.8%	15.0%	13.0%
	2011	12.0%	14.4%	12.0%	14.0%	13.0%
	2012	12.1%	16.6%	10.0%	15.2%	13.1%
Female		12.4%	15.0%	11.8%	15.0%	13.4%
Male	2009	17.8%	20.9%	18.0%	20.5%	19.1%
	2010	16.7%	16.9%	15.9%	19.6%	17.2%
	2011	16.5%	18.3%	16.2%	19.1%	17.4%
	2012	17.5%	18.9%	14.4%	21.0%	17.6%
Male		17.1%	18.7%	16.1%	20.0%	17.8%
Total		14.9%	16.9%	14.0%	17.7%	15.7%

Chart 19: Percent Repetition by Region, Sex, and Year, 2009 to 2012

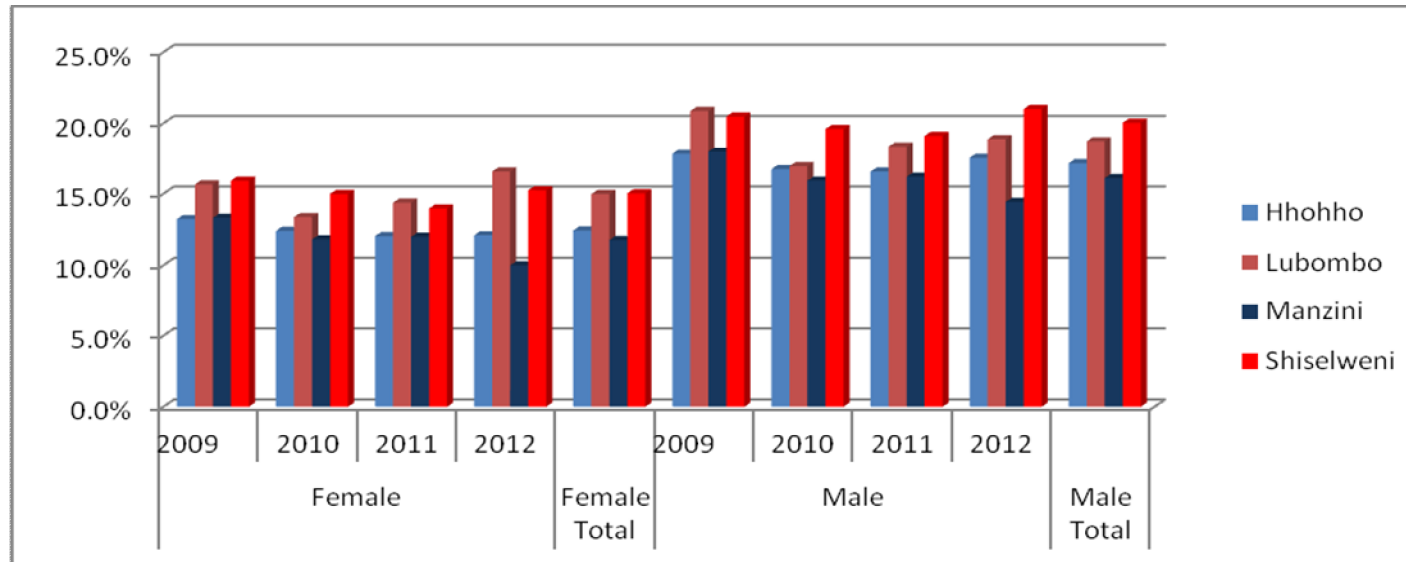


Table 28: Repetition Rate by Sex, Grade and Age: National 2012

		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	3%	4%	14%	35%	23%	22%	17%	16%	8%	20%	150%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	13%
	Grade 2	0%	7%	4%	10%	20%	23%	22%	37%	15%	21%	15%	13%	0%	50%	0%	0%	0%	0%	0%	0%	0%	11%
	Grade 3	0%	0%	9%	4%	11%	21%	20%	33%	16%	25%	15%	20%	13%	38%	33%	17%	300%	0%	0%	0%	0%	14%
	Grade 4	0%	0%	0%	5%	6%	10%	16%	27%	22%	33%	22%	28%	44%	27%	0%	150%	0%	0%	0%	0%	0%	15%
	Grade 5	0%	0%	0%	0%	10%	6%	9%	17%	21%	25%	23%	33%	20%	43%	30%	31%	100%	0%	0%	0%	0%	15%
	Grade 6	0%	0%	0%	0%	0%	4%	4%	9%	14%	19%	22%	31%	47%	37%	21%	63%	77%	50%	0%	0%	0%	16%
	Grade 7	0%	0%	0%	0%	0%	0%	6%	2%	3%	6%	6%	9%	12%	20%	18%	65%	10%	33%	0%	0%	0%	6%
Female Total		3%	4%	10%	12%	13%	14%	13%	16%	13%	17%	15%	21%	25%	29%	20%	53%	57%	40%	0%	0%	0%	13%
Male	Grade 1	4%	5%	18%	41%	34%	38%	18%	49%	12%	31%	27%	29%	67%	100%	50%	0%	0%	0%	0%	0%	0%	18%
	Grade 2	0%	16%	5%	14%	24%	29%	23%	36%	18%	19%	23%	9%	11%	50%	0%	0%	0%	0%	0%	0%	0%	17%
	Grade 3	0%	0%	15%	8%	15%	25%	24%	41%	31%	36%	20%	25%	28%	24%	13%	43%	67%	100%	0%	0%	0%	21%
	Grade 4	0%	0%	0%	24%	10%	13%	15%	26%	26%	37%	34%	38%	47%	56%	15%	73%	22%	100%	0%	0%	0%	20%
	Grade 5	0%	0%	0%	0%	17%	8%	9%	19%	18%	30%	27%	35%	28%	28%	39%	48%	6%	44%	0%	100%	0%	19%
	Grade 6	0%	0%	0%	0%	0%	19%	8%	9%	14%	20%	20%	27%	37%	42%	28%	41%	40%	120%	100%	0%	0%	18%
	Grade 7	0%	0%	0%	0%	0%	0%	17%	3%	3%	5%	5%	7%	14%	14%	17%	37%	19%	15%	25%	0%	0%	7%
Male		4%	6%	14%	18%	19%	20%	16%	20%	16%	21%	17%	22%	26%	27%	24%	42%	23%	44%	20%	29%	100%	18%
Grand Total		4%	5%	12%	15%	16%	17%	14%	18%	15%	19%	17%	21%	26%	28%	23%	44%	30%	43%	13%	17%	67%	16%

Table 29: Repetition Rate by Region, Sex and Year, 2009 to 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
	2010	12.7%	14.7%	12.8%	15.7%	13.8%
	2011	12.3%	13.5%	12.0%	15.4%	13.1%
	2012	12.1%	14.3%	11.7%	14.1%	12.9%
Female		12.4%	14.2%	12.2%	15.1%	13.3%
	2010	17.0%	19.8%	17.2%	20.1%	18.3%
	2011	16.5%	17.0%	16.1%	20.0%	17.3%
	2012	16.8%	18.4%	15.9%	19.4%	17.4%
Male Total		16.8%	18.4%	16.4%	19.8%	17.7%
Total		14.6%	16.3%	14.3%	17.4%	15.5%

Results from the last four years indicated that the national average repetition rate was about 16%. The rate was slightly higher for boys at 18% than girls 13%. Generally speaking, the figures suggest that on average it is more likely for a boy to repeat at primary level than it is for a girl. This phenomenon may also explain why there are more boys than girls, and also why on average boys tend to be slightly older than their female counterparts.

The highest repetition rates were observed in Lubombo and Shiselweni. These figures implied that although more repeated in Hhohho (see Chart 18) they were of a smaller proportion than the two other regions. Lubombo and Shiselweni are regions associated with relatively higher poverty levels than their two counterparts, this suggested that the

Ministry does need to balance the scales, and make education equitable. This will need an investigation (research) into why higher levels of repetition are observed in Lubombo and Shiselweni, and why these trends are not changing despite the FPE programme.

Chart 20: Repetition Rate by Region, Sex and Year, 2009 to 2012

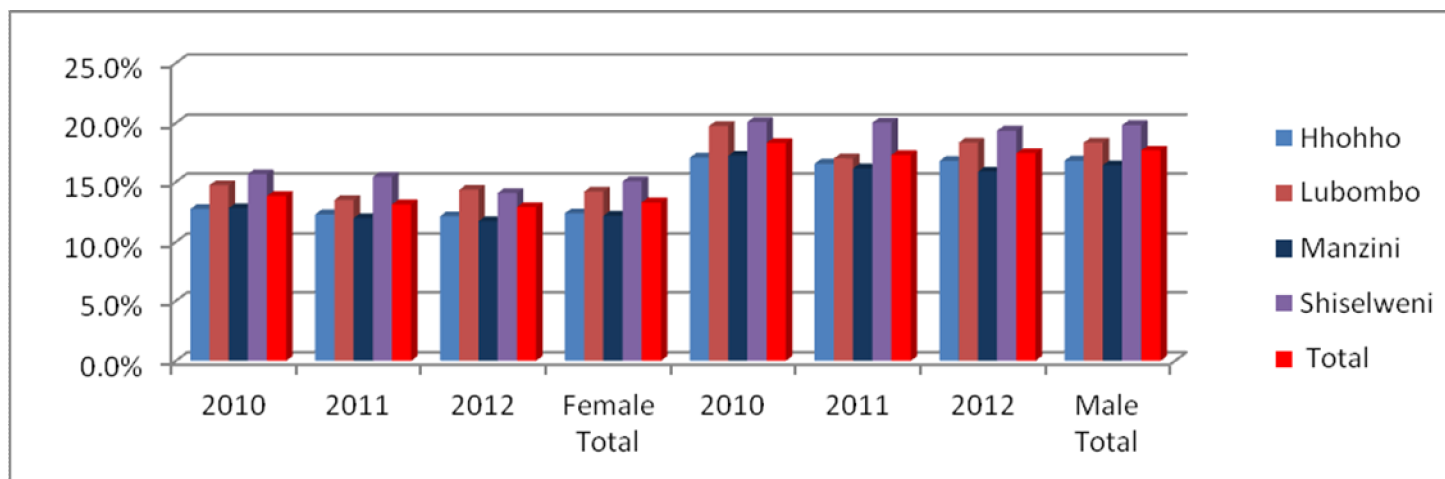


Table 30: Dropout by Sex, Grade and Reason, 2012

		Absconded or Other	Death	Disciplinary or Expelled	Family Reasons	Pregnancy	School fees	Sickness	<i>Transfer</i>	Grand Total
Female	Grade 1	29	6		86	13	3	19	105	261
	Grade 2	23	11	1	79	14	5	16	97	246
	Grade 3	30	8	4	71	12	11	20	113	269
	Grade 4	24	5	3	56	15	26	26	86	241
	Grade 5	35	11	3	57	26	28	17	87	264
	Grade 6	74	11	3	71	61	24	16	91	351
	Grade 7	48	8	2	22	71	7	13	55	226
Female Total		263	60	16	442	212	104	127	634	1,858
Male	Grade 1	24	13	19	107	13	10	24	111	321
	Grade 2	39	5	23	83	16	11	11	117	305
	Grade 3	56	9	20	73	12	7	17	102	296
	Grade 4	64	6	16	77	12	27	21	91	314
	Grade 5	72	9	17	63	12	34	15	113	335
	Grade 6	97	5	22	94	24	21	13	85	361
	Grade 7	46	4	11	32	37	11	9	62	212
Male Total		398	51	128	529	126	121	110	681	2,144
Grand Total		661	111	144	971	338	225	237	1,315	4,002

Table30 presents the number of pupils who did not complete the academic year (dropped out) 2011. Although the reasons were meant to differentiate causes of dropout, it should be noted that (i) absconding, (ii) family reason and (iii) school fees can be all linked to the socio-economic status of the children – home attributes. The number that dropped out of due to lack of school fees has dropped as compared to the other years, however, the existence of dropout, due to family reasons and absconding does highlight that there are still some barriers that counter Government’s efforts in the FPE programme. Although it’s quite astonishing to have dropouts due to pregnancy in the lower grades, it did highlight the need for Guidance and Counselling at primary levels. The Ministry does need to undertake further audits and visit the schools where this has been reported in order to address some of the issues around pregnancy, using programmes such as Schools as Centres of Care and Support. Validation of this data will be critical because if indeed there is so much pregnancy in lower primary then there will be need for an urgent intervention. Sickness also came in as another factor causing dropout. This suggests some children fall sick and eventually dropout. This is one area where the Ministry of Education and Training and other Government departments such as the Deputy Prime Minister’s office and the Ministry of Health need to collaborate and come in with holistic care. OVCs who are in schools may suffer from hunger related sicknesses, such malnutrition, sicknesses associated with HIV and AIDS, thus there is need for a complete package (whole school/child programmes) in schools. Nurses may have to contribute a bigger role, strengthened, counselling, special education needs (inclusive education) be supported and the School Feeding

Programme be strengthened. Some SEN children may be dropping out because they enrolled in schools where material or human support for their special needs does not exist.

Chart 21: Dropout by Grade and Sex: 2012

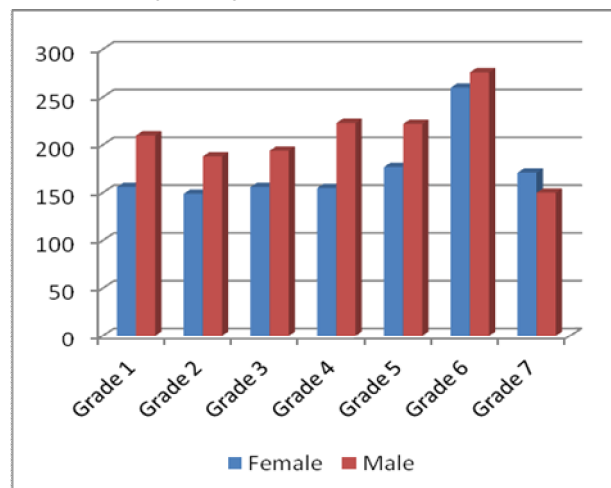


Table 31: Dropout Rate by Sex and Grade 2012

	Female	Male	Total
Grade 1	0.91%	1.06%	0.98%
Grade 2	0.86%	0.92%	0.89%
Grade 3	0.89%	0.93%	0.91%
Grade 4	0.94%	1.22%	1.08%
Grade 5	1.07%	1.25%	1.16%
Grade 6	1.64%	1.70%	1.67%
Grade 7	1.41%	1.24%	1.32%
	1.08%	1.16%	1.12%

The highest numbers of dropout was in Grade 6. It is interesting to note that the highest dropout rate was in boys in all the grades up to Grade 6, followed by the girls in Grade 7. This can be correlated with the reasons for dropout in Table 30. This suggested that beginning at Grade 6, girls may have already begun to engage in unprotected sex. This suggests that a targeted intervention in the upper grades is necessary. The issue of dropout due to pregnancy is becoming a concern because even boys are falling into the same situation. The Ministry and Government needs to come out with a solution because it may mean that for every pregnancy³ two pupils will ultimately dropout. It is however encouraging that fewer pupils dropout in Grade 7 and the rates by grade have decreased drastically.

From the figures in Table 32, there is an indication that overall dropout is decreasing gradually as FPE is being institutionalised. The situation is better for girls where the figures dropped from 2 070 in 2009 to 1 858 in 2012.

³ If the pregnancy is a result of two pupils.

Table 32: Dropout by Grade, Sex and Year, 2009 to 2012

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Female	2009	331	261	282	299	294	379	224	2,070
	2010	305	268	249	260	288	324	231	1,925
	2011	332	209	217	261	270	320	246	1,855
	2012	261	246	269	241	264	351	226	1,858
Female Total		1,229	984	1,017	1,061	1,116	1,374	927	7,708
Male	2009	419	338	372	351	358	347	173	2,358
	2010	384	305	339	364	316	332	196	2,236
	2011	415	274	373	344	322	335	215	2,278
	2012	321	305	296	314	335	361	212	2,144
Male Total		1,539	1,222	1,380	1,373	1,331	1,375	796	9,016
Total		2,768	2,206	2,397	2,434	2,447	2,749	1,723	16,724

Table 33: Dropout by Region, Sex and Year, 2009 to 2012

		Hhohho	Lubombo	Manzini	Shiselweni
Female	2009	472	545	559	494
	2010	519	422	548	436
	2011	530	556	418	351
	2012	577	458	419	404
Female Total		2,098	1,981	1,944	1,685
Male	2009	634	599	622	503
	2010	598	511	633	494
	2011	671	595	631	381
	2012	642	559	541	402
Male Total		2,545	2,264	2,427	1,780
Grand Total		4,643	4,245	4,371	3,465

Table 34: Dropout Rate by Region, Sex and Year, 2009 to 2012

	Hhohho	Lubombo	Manzini	Shiselweni	Average
2010	1.76%	1.76%	1.69%	1.81%	1.75%
2011	1.73%	2.22%	1.24%	1.43%	1.65%
2012	1.86%	1.81%	1.26%	1.70%	1.66%
Female	1.78%	1.93%	1.39%	1.65%	1.69%
2010	1.85%	1.94%	1.78%	1.83%	1.85%
2011	1.99%	2.17%	1.70%	1.38%	1.81%
2012	1.88%	2.01%	1.47%	1.49%	1.71%
Male	1.90%	2.04%	1.65%	1.57%	1.79%

Table 35: Promotion Rate by Sex and Grade: National 2012

	Female	Male	Avg
Grade 1	85.9%	80.2%	82.9%
Grade 2	87.1%	81.4%	84.1%
Grade 3	85.2%	78.3%	81.5%
Grade 4	84.8%	80.3%	82.4%
Grade 5	83.5%	79.6%	81.5%
Grade 6	83.0%	80.6%	81.8%
Grade 7	93.0%	92.1%	92.5%
Avg	86.1%	81.8%	83.8%

Table 36: Promotion Rate by Region, Sex and Grade: National 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Grade 1	86.5%	80.8%	90.5%	83.8%	85.9%
	Grade 2	88.5%	83.0%	88.8%	87.5%	87.1%
	Grade 3	86.6%	81.8%	88.7%	82.4%	85.2%
	Grade 4	86.7%	81.4%	87.4%	82.1%	84.8%
	Grade 5	84.8%	79.1%	87.7%	80.4%	83.5%
	Grade 6	83.5%	79.5%	88.1%	78.4%	83.0%
	Grade 7	92.8%	92.1%	94.0%	92.5%	93.0%
	Female	87.1%	82.5%	89.3%	83.9%	86.1%
Male	Grade 1	78.8%	78.1%	85.3%	76.6%	80.2%
	Grade 2	81.5%	78.1%	84.4%	80.6%	81.4%
	Grade 3	78.9%	78.0%	81.8%	73.4%	78.3%
	Grade 4	80.8%	78.5%	84.2%	76.0%	80.3%
	Grade 5	81.2%	77.3%	82.3%	76.4%	79.6%
	Grade 6	80.6%	79.7%	83.9%	76.5%	80.6%
	Grade 7	92.0%	93.0%	92.1%	91.3%	92.1%
	Male	82.0%	80.4%	84.9%	78.7%	81.8%
	Avg	84.5%	81.5%	87.1%	81.3%	83.9%

In this section an analysis of promotion rate has been presented. Promotion rate is defined as the cohort of pupils who **successfully move from in one grade one year to the next grade the following year**. It is similar to what is commonly known as ‘passing’. It does not mean pupils who ‘skip’ a class (as traditionally known). Data indicated higher promotion rates for girls than boys; roughly 4% more girls than boys were promoted in 2011. The promotion rates are eroded by the relatively high repetition rates in all grades. Data suggested that promotion rates in Hhohho and Manzini were slightly higher than in the other regions.

Table 37: Number of OVC by Sex, Grade and Age: National, 2012

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Grade 1	4	722	1,145	387	69	20	13	4	5	1	1										2,371
	Grade 2	1	63	582	1,251	575	191	83	46	17	10	4	1	1	1	1		1				2,828
	Grade 3			39	661	1,478	915	429	251	66	34	15	10	6	2	3	1	2				3,912
	Grade 4				32	618	1,221	954	750	353	183	62	29	15	4	1	4	1				4,227
	Grade 5					48	602	1,219	1,338	853	561	247	129	58	25	7	2	4				5,093
	Grade 6						25	383	1,192	1,247	1,056	575	374	195	66	20	10	6	3			5,152
	Grade 7							21	440	1,042	1,102	697	544	304	107	41	19	2	1		1	4,321
Female Total		5	785	1,766	2,331	2,788	2,974	3,102	4,021	3,583	2,947	1,601	1,087	579	205	73	36	16	4		1	27,904
Male	Grade 1	14	737	1,422	557	144	48	22	11	1	5	6			1							2,968
	Grade 2		69	652	1,420	833	354	141	72	24	15	9	4	2	1	1	1					3,598
	Grade 3			49	582	1,426	1,218	745	496	210	112	55	23	9	2	1	4	3				4,935
	Grade 4				36	522	1,020	1,036	1,091	638	332	164	83	48	28	7	5		1		1	5,012
	Grade 5					36	444	918	1,347	1,084	901	480	320	151	62	36	19	1	7	1	1	5,808
	Grade 6						25	300	850	1,221	1,099	766	640	424	193	78	41	17	6	2	1	5,663
	Grade 7							11	244	755	1,070	757	698	500	290	142	73	28	9	5		4,582
Male Total		14	806	2,123	2,595	2,961	3,109	3,173	4,111	3,933	3,534	2,237	1,768	1,134	577	265	143	49	23	8	3	32,566
Grand Total		19	1,591	3,889	4,926	5,749	6,083	6,275	8,132	7,516	6,481	3,838	2,855	1,713	782	338	179	65	27	8	4	60,470

The number of OVCs reported here are those that have been reported by schools. There was no formal data audit by the Ministry of Education and Training. These figures may not be the same as those that would have claimed fees for the OVC grants in the respective grades, i.e. Grade 5 to Grade 7. The worrying trend is that as the FPE programme reaches a grade, schools are finding it hard to classify the children because Government is paying for all children. There is need for Government to continue monitoring these numbers as in 2016; we will witness the first graduates of FPE who are to enrol in Form 1. Importantly Government needs to begin to think about funding of lower secondary education as it is part of Basic Education which is a priority area under the country's PRSP. The real challenge will be finding a measure of the number of OVCs who will have graduated and are ready for Form 1. This will require tracking OVCs to Grade 7, despite the FPE programme. The biggest challenge is that in 2016 we will have the first cohort of the FPE reaching Form 1, from the figures in Table 37, we may assume that about 10 000 OVCs will qualify for Form 1, since these will have been under the FPE programme as such they will not be having any support. These pupils cannot simply vanish from the system. Government may have to fund their education because although they reached Grade 7, there will be still too young to go out into the "World of Work".

Another unique feature that has to be observed is the existence of OVC in some of the non-funded (private) schools in the country. Table 38 gives the number of OVCs that were reported to be enrolled in private schools.

Table 38: Number of OVC by Sex, Grade and Age: Private Schools National 2012

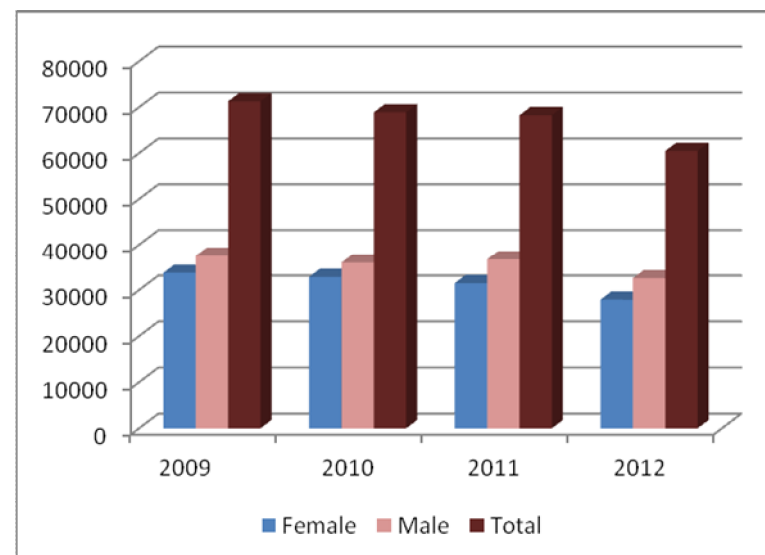
		6	7	8	9	10	11	12	13	14	15	Total
Female	Grade 1	1							1			2
	Grade 2	2										2
	Grade 3			2	2							4
	Grade 4				3	1	3					7
	Grade 5				1	2		2				5
	Grade 6						2	1	1			4
	Grade 7								4		1	5
Female		3	0	2	6	3	5	3	6	0	1	29
Male	Grade 1		3	1								4
	Grade 2			1								1
	Grade 3				1							1
	Grade 4				2	3		1		1		7
	Grade 5				2	1	1			1		5
	Grade 6					1	3	3	2			9
	Grade 7								3	2		5
Male Total		0	3	2	5	5	4	4	5	4	0	32
Grand Total		3	3	4	11	8	9	7	11	4	1	61

The number of OVCs in private schools is relatively low; however, there might be need to investigate how these children are being supported. There are some these children who are enrolled in private schools not necessarily because they can afford the fees (which are perceived to be high) but because no public school in the vicinity was willing to accept the child. Some OVCs, like normal children do not get good grades (merits and first class passes) as such may not be accepted by some schools where they live. Some of these are then forced to enrol in private schools, and maybe because the only support they have is within the cities where their guardians are based they then enrol in private schools along the Manzini-Mbabane corridor. This is an area where the DPM's Welfare department may have to investigate. The solution could be that public schools be coerced (compelled) to enrol such children or Government also supports them somehow because they are Swazi citizens and deserved to enjoy all the rights and benefits of the country.

Table 39: Number of OVC by Year, Sex and Grade: National, 2009 to 2012

		2009	2010	2011	2012
Female	Grade 1	3,459	1,976	2,841	2,371
	Grade 2	4,043	2,095	3,443	2,828
	Grade 3	4,879	5,214	4,131	3,912
	Grade 4	5,354	5,583	5,244	4,227
	Grade 5	5,746	6,332	5,569	5,093
	Grade 6	5,637	6,350	5,674	5,152
	Grade 7	4,642	5,319	4,609	4,321
Female Total		33,760	32,869	31,511	27,904
Male	Grade 1	4,091	2,266	3,594	2,968
	Grade 2	4,763	2,565	4,387	3,598
	Grade 3	6,013	6,292	5,429	4,935
	Grade 4	6,084	6,427	6,318	5,012
	Grade 5	6,241	6,932	6,327	5,808
	Grade 6	5,670	6,367	6,005	5,663
	Grade 7	4,668	5,159	4,680	4,582
Male Total		37,530	36,008	36,740	32,566
Grand Total		71,290	68,877	68,251	60,470

Chart 22: Number of OVC by Sex and Year, 2009 to 2012



the FPE programme. This suggests that Government needs to develop a national register of OVCs in the country. This system should capture all OVC in the country irrespective of whether they are in school or not. This scenario suggests that it is time that all citizens of the country should be issued with Personal Identity Number (PIN). This will enable every child, even those that are in the FPE to be classified accordingly thus giving Government more accurate information for planning for the country's needs. This register needs to be updated continuously because orphan hood and being an OVCs cannot be linked to any cycle, it is random. There are a lot of orphans and desperate vulnerable children who will need support to complete their education and these need to be tracked throughout to also ensure that they also get support for their post secondary education. It is very important to note that the FPE programme's objective is not just reaching Grade 7, it is completing primary education and completing primary education is qualifying and enrolling in secondary education, thus lower secondary becomes critical.

Special Education Needs (SEN)

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* which 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. 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. There is also need for the SEN inspectorate and EMIS to spread their wings to all schools to educate them about the SEN reporting and its importance.

Table: 40 Number of SEN Pupils by Grade and Sex: National 2012

	SEN Status	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Female	Hearing Impaired	9	19	8	6	4	3	5	54
	Learning Disability	5	2	3		4	3		17
	Physical Disability	5							5
	Visually Impaired	28	41	64	128	136	119	72	588
Female		47	62	75	134	144	125	77	664
Male	Hearing Impaired	22	19	2	1	4	5	1	54
	Learning Disability	8	8	7	7	6	7	10	53
	Physical Disability	9							9
	Visually Impaired	54	60	119	150	129	94	68	674
Male Total		93	87	128	158	139	106	79	790
Total		140	149	203	292	283	231	156	1,454

Schools have identified children with 'Learning disability'; this is an area that may need attention because it is delicate. Children with learning disability will drop out and end up with no education if they are not catered for. In some cases these may be slow learners, dyslexic, gifted or autistic children. There is need that the SEN inspectorate investigates these cases, documents and further tracks them so that remedial action may be taken. However, since most of them are in the SEN specialised institutions, it is hoped that they do get the desired support.

Table 41: Number of SEN Pupils by Region and Grade: National 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Grade 1	21	11	6	9	47
	Grade 2	16	24	19	3	62
	Grade 3	28	14	14	19	75
	Grade 4	42	23	43	26	134
	Grade 5	47	48	35	14	144
	Grade 6	51	26	31	17	125
	Grade 7	32	5	32	8	77
Female Total		237	151	180	96	664
Male	Grade 1	34	29	23	7	93
	Grade 2	24	22	24	17	87
	Grade 3	60	13	30	25	128
	Grade 4	65	14	51	28	158
	Grade 5	64	26	26	23	139
	Grade 6	37	13	26	30	106
	Grade 7	35	1	24	19	79
Male Total		319	118	204	149	790
Grand Total		556	269	384	245	1,454

It will be important in the near future for the Ministry to pursue an audit of all SEN pupils enrolled in schools in the country. The Ministry's EMIS will have to visit all the SEN schools and the pilot SEN centres of excellence to begin a process of documenting the SEN cases in the schools. There will be need for regional workshops for heads of schools to sensitise them on the importance of such data. If indeed such pupils were present in 2010 and then dropped out, it is equally important for the Ministry to investigate what caused the drop out and how these children can be brought back to the education system. It is also important that this issue be treated with the urgency and caution it deserves, because all children have a right to education. It might also be critical to tap on the SADC experience to see how other countries deal with SEN data. This is one area that still needs some development.

Table 42: SEN Pupils by Sex, Grade and Age National, 2012

		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	25	Total
Female	Grade 1	6	17	8	3	2	5	2		3	1								47
	Grade 2	1	13	19	4	4	4	8	4	3	2								62
	Grade 3		1	19	12	17	8	10	2	2	2	1			1				75
	Grade 4				26	28	32	25	8	3	4	3	3	1			1		134
	Grade 5				1	20	33	41	16	14	9	6	3	1					144
	Grade 6						19	34	22	18	14	10	2	3	2		1		125
	Grade 7							9	20	16	15	9	7	1					77
Female		7	31	46	46	71	101	129	72	59	47	29	15	6	3		2		664
Male	Grade 1	16	25	17	7	12	10	5			1								93
	Grade 2		17	21	12	9	7	8	4	2	4		1	2					87
	Grade 3		1	16	38	31	22	10	4	3		1	1		1				128
	Grade 4			1	9	42	33	28	15	14	7	2	3	1	1	1		1	158
	Grade 5				2	7	23	30	28	23	13	6	3	3	1				139
	Grade 6					2	13	21	14	13	19	15	7		2				106
	Grade 7						1	5	13	17	15	10	10	3	5				79
Male Total		16	43	55	68	103	109	107	78	72	59	34	25	9	10	1		1	790
Total		23	74	101	114	174	210	236	150	131	106	63	40	15	13	1	2	1	1,454

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, there will be 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 – appropriately qualified (certified to teach at primary level).

Table 43: Primary Teaching Staff by Sex, Qualification and Year: National, 2009 to 2012

Qualification	Female				Male				(blank)			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
A.A.T.	4	1	5	7		2	1	2				
ACE	14	18	17	12	6	7	3	4				
B.P.H.D in special education	4	4	3	1	1		1					1
BA	11	46	42	53	5	33	35	35				1
BA + CCE	15	1	4	4	13	2						
BA Humanities	235	390	413	338	119	209	238	218	1	7	1	1
BA Humanities + CDE	113	20	45	41	54	19	31	31			1	
BA Social Science	17	25	33	27	8	9	10	8				
Bachelors + PGCE	177	181	196	274	75	69	77	127		2	1	1
Bachelor's Honours Degree	11	30	28	27	9	11	20	15		1		
Bcom	1		4	4	2	1	4	3				
Bed(Prim)	136	190	186	192	44	67	66	76				
Bed(Sec)	10	20	16	25	9	3	2	2				1
Bsc + CDE	3	3	2	4	1	2	2	3				
Bsc Agricultural Education	7	10	13	15	8	12	19	24			1	
BSc in Computer & Mathematics				2			3	1				
BSc in Home Economics	12	13	30	28			4	5				
BSc.	3	10	13	21	7	9	9	11				
BSc. Agriculture	1	4	1	4	2	6	7	6				
Certificate in I.T. Education	1	2	5	4			4					
Dip. Technical Teaching	2	2			6	1	2					

Table 43: Primary Teaching Staff by Sex, Qualification and Year: National, 2009 to 2012 cont.....

	Female				Male				(blank)			
Qualification	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Diploma in Agriculture	8	6	6	6	9	6	16	11		1		
Diploma in Commerce	15	13	15	19	11	11	19	22				
Diploma in Computer Science	5	3	3	3	5	5	2	6				1
Diploma in Education	97	115	134	135	39	53	53	64		2		4
Diploma in Home Economics	6	12	11	8			1					
Diploma in Law	8	10	14	11	9	4	6	6				
J.C	5	12	5	2	2	3	2	1		1		
Masters	13	14	19	21	4	1	7	3				
N.P.D.E.	20	107	105	91	4	15	4	3		1		
O-Level	411	388	453	473	191	164	199	201		5	2	2
P.H.C.	3	12	8	5	5	14	8	10				
P.H.C.+H.E.	12	30	35	27		2		1				
P.H.D.	1	5	7	5	2	3	3	4				
PLC	4	6	56	72		1	5	7				
PTC	1,803	1,572	1,446	1,346	394	332	325	293		26	7	4
PTD	1,975	1,971	2,073	2,180	898	914	1,000	1,070		28	9	7
STC	9	7	5	5	3	6	2	1		1		
STD	102	113	102	105	91	101	88	96	1	2	1	1
(blank)			23	34			8	13				1
Grand Total	4,516	4,427	4,569	4,605	1,682	1,651	1,774	1,834	1	67	19	20

Table 43 is titled Primary School Teaching Staff to include those who were teaching, BUT did not possess any teaching qualification. Some did not have training in teaching and others were having qualifications in other careers. The results suggested that there is still a demand for qualified primary school teachers in the country. The demand may have been caused by the FPE programme, or a general increase in population. The high number of BA humanities (PGCE) teachers also demand a need to in-service these teachers on primary level pedagogy, these are the teachers that may need support in order to teach all subjects as is the case at primary levels.

Table 44: Primary Teaching Staff by Sex, Region and Qualification, National 2012

	Female				Female Total	Male				Male Total	(blank)			(blank) Total
	Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	
A.A.T.	2	3	2		7	2				2				
ACE	3		4	5	12	1	2	1		4				
B.P.H.D in special educ.		1			1								1	1
BA	9	10	27	7	53	5	10	15	5	35		1		1
BA + CCE	1	1	2		4									
BA Humanities	83	98	97	60	338	47	61	55	55	218			1	1
BA Humanities + CDE	4	9	17	11	41	4	9	10	8	31				
BA Social Science	9	7	10	1	27		3		5	8				
Bachelors + PGCE	71	68	96	39	274	32	24	32	39	127		1		1
B. Honours Degree	7	4	13	3	27	5		6	4	15				
Bcom	1	1	2		4	1	2			3				
Bed(Prim)	48	43	62	39	192	18	10	27	21	76				
Bed(Sec)	4	3	11	7	25	1		1		2			1	1
Bsc + CDE	1		2	1	4	2	1			3				
Bsc Agricultural Education	5	5	4	1	15	5	9	8	2	24				
BSc in Comp. & Maths	1		1		2		1			1				
BSc in Home Economics	6	11	8	3	28	3	2			5				
BSc.	5	4	6	6	21	3	3	4	1	11				
BSc. Agriculture			1	3	4	1	1	1	3	6				
Certificate in I.T. Educ	2		2		4									
Diploma in Agriculture	1	1	2	2	6	4	1	4	2	11				
Diploma in Commerce	5	7	4	3	19	2	13	4	3	22				
Dip. in Computer Science	2	1			3	3	1	1	1	6	1			1

Table 44: Primary Teaching Staff by Sex, Region and Qualification, National 2012 cont.....

	Female				Female Total	Male				Male Total	(blank)			(blank) Total
	Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	
Dip. in Education	49	18	55	13	135	12	13	35	4	64			4	4
Dip. Home Econ	1	1	5	1	8									
Diploma in Law	3	3	5		11	3	2	1		6				
J.C	1		1		2			1		1				
Masters	14	3	3	1	21	2		1		3				
N.P.D.E.	27	10	24	30	91	3				3				
O-Level	164	114	87	108	473	52	41	53	55	201		1	1	2
P.H.C.		2	2	1	5		3	3	4	10				
P.H.C.+H.E.	6	4	5	12	27				1	1				
P.H.D.			3	2	5	1		3		4				
PLC	19	11	30	12	72	1	2	4		7				
PTC	302	280	454	310	1,346	62	65	87	79	293		1	3	4
PTD	587	388	685	520	2,180	298	221	288	263	1,070	3		4	7
STC	2		2	1	5	1				1				
STD	29	23	33	20	105	36	22	19	19	96			1	1
(blank)	3	16	12	3	34	2	4	5	2	13			1	1
TOTAL	1,477	1,150	1,779	1,225	5,631	612	526	669	576	2,383	4	4	17	25

This table is a continuation of Table 44. It presents all persons who were teaching in primary schools in 2012, by the Regions and Sex (school based). The results indicated that the Manzini region has the highest number of teaching staff, followed by Hhohho. The majority of primary school teachers were female. Most of the teaching staff held a Primary Teachers Diploma (PTD), followed by those with a Primary Teachers Certificate (PTC). It is worth noting that there are still quite a number of pupils being taught by O' levels holders, and this also indicates that some schools may need more trained teachers.

Table 45: Trained Teachers by Gender, Qualification and Regions: 2012

	Female				Female Total	Male				Male Total	(blank)			(blank) Total	Grand Total
	Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini		
B.P.H.D in special education		1			1								1	1	2
BA + CCE	1	1	2		4										4
BA Humanities + CDE	4	9	17	11	41	4	9	10	8	31					72
Bachelors + PGCE	71	68	96	39	274	32	24	32	39	127		1		1	402
Bachelor's Honours Degree	7	4	13	3	27	5		6	4	15					42
Bed(Prim)	48	43	62	39	192	18	10	27	21	76					268
Bed(Sec)	4	3	11	7	25	1		1		2			1	1	28
Bsc + CDE	1		2	1	4	2	1			3					7
Bsc Agricultural Education	5	5	4	1	15	5	9	8	2	24					39
Certificate in I.T. Education	2		2		4										4
Diploma in Education	49	18	55	13	135	12	13	35	4	64			4	4	203
Masters	14	3	3	1	21	2		1		3					24
N.P.D.E.	27	10	24	30	91	3				3					94
P.H.C.		2	2	1	5		3	3	4	10					15
P.H.C.+H.E.	6	4	5	12	27				1	1					28
P.H.D.			3	2	5	1		3		4					9
PLC	19	11	30	12	72	1	2	4		7					79
PTC	302	280	454	310	1,346	62	65	87	79	293		1	3	4	1,643
PTD	587	388	685	520	2,180	298	221	288	263	1,070	3		4	7	3,257
STC	2		2	1	5	1				1					6
STD	29	23	33	20	105	36	22	19	19	96			1	1	202
Grand Total	1,178	873	1,505	1,023	4,579	483	379	524	444	1,830	3	2	14	19	6,428

Trained teachers are those that have gone through training in the field of education. The table presents all trained teachers irrespective of the level in which they are qualified to teach. Some of the teachers are qualified to teach at secondary levels, but have been engaged in primary schools because of the lack of appropriately qualified teachers. Some of these teachers have since been engaged on a permanent basis and are expected to undergo training in relevant pedagogy so as to be more effective at primary levels.

Table 46: Number of Primary Qualified and Certified Teachers by Gender, Region and Qualification, 2012 (Appropriately Qualified)

	Female				Female Total	Male				Male Total	(blank)			(blank) Total	Grand Total
	Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini		
B.P.H.D Special Educ		1			1								1	1	2
Bed(Prim)	48	43	62	39	192	18	10	27	21	76					268
Diploma in Educ	49	18	55	13	135	12	13	35	4	64			4	4	203
Masters	14	3	3	1	21	2		1		3					24
N.P.D.E.	27	10	24	30	91	3				3					94
P.H.C.		2	2	1	5		3	3	4	10					15
P.H.C.+H.E.	6	4	5	12	27				1	1					28
P.H.D.			3	2	5	1		3		4					9
PLC	19	11	30	12	72	1	2	4		7					79
PTC	302	280	454	310	1,346	62	65	87	79	293		1	3	4	1,643
PTD	587	388	685	520	2,180	298	221	288	263	1,070	3		4	7	3,257
Grand Total	1,052	760	1,323	940	4,075	397	314	448	372	1,531	3	1	12	16	5,622

The data indicated that about 87 percent of the teachers were qualified to teach at primary levels.

Table 47: Primary Qualified and Certified Teachers by Sex, Qualification and Year: 2009 to 2012 (Appropriately Qualified)

	Female				Male				(blank)			(blank)
	2009	2010	2011	2012	2009	2010	2011	2012	2010	2011	2012	Total
B.P.H.D special educ	4	4	3	1	1		1				1	1
Bed(Prim)	136	190	186	192	44	67	66	76				
Diploma in Educ	97	115	134	135	39	53	53	64	2		4	6
Masters	13	14	19	21	4	1	7	3				
N.P.D.E.	20	107	105	91	4	15	4	3	1			1
P.H.C.	3	12	8	5	5	14	8	10				
P.H.C.+H.E.	12	30	35	27		2		1				
P.H.D.	1	5	7	5	2	3	3	4				
PLC	4	6	56	72		1	5	7				
PTC	1,803	1,572	1,446	1,346	394	332	325	293	26	7	4	37
PTD	1,975	1,971	2,073	2,180	898	914	1,000	1,070	28	9	7	44
Grand Total	4,068	4,026	4,072	4,075	1,391	1,402	1,472	1,531	57	16	16	89

The number of qualified teachers has been increasing from 2009 for both female and male teachers. However, the data suggested that the increase was more evident in male teachers.

Table 48: Attrition and Transfers of Teachers by Reason, Sex and Region, 2012

		Absconded	Dismissed	Natural Death	not natural death	Resignation	Retirement	<i>Transfer</i>	Total
Female	Hhohho	28	1	5	4	3	18	60	119
	Lubombo	22		7	2		7	52	90
	Manzini	43		5		6	18	48	120
	Shiselweni	5		4	1	1	30	46	87
Female Total		98	1	21	7	10	73	206	416
Male	Hhohho	2	2	4			4	34	46
	Lubombo	15	1	1	1	2	2	41	63
	Manzini	30			1	1	4	30	66
	Shiselweni	5	2	3			8	30	48
Male Total		52	5	8	2	3	18	135	223
Grand Total		150	6	29	9	13	91	341	639

This table shows that a high proportion of teachers left the system without a formal process –in other words they absconded. This needs to be further investigated because, it could be that schools report these teachers as having absconded and yet these could have been temporary teachers who had their contracts terminated or moved to other schools without the head teachers’ knowledge. Manzini region appears to have challenges with teacher attrition.

Table 49: Toilets by Region, Toilet-Gender, and Users, 2012

		Pupils	Staff	Staff and Pupils	Grand Total
Hhohho	Female	720	230	43	993
	Male	768	272	37	1,077
	Male and Female	190	118	9	317
Hhohho Total		1,678	620	89	2,387
Lubombo	Female	613	190	16	819
	Male	609	176	15	800
	Male and Female	177	97	13	287
Lubombo Total		1,399	463	44	1,906
Manzini	Female	889	250	22	1,161
	Male	812	255	30	1,097
	Male and Female	217	108	7	332
Manzini Total		1,918	613	59	2,590
Shiselweni	Female	662	188	7	857
	Male	644	183	8	835
	Male and Female	105	58	2	165
Shiselweni Total		1,411	429	17	1,857
Grand Total		6,406	2,125	209	8,740

Schools were asked to indicate the number of toilets and how they are used by the schools. The question linked toilets to “toilet seats”, this was to avoid the ambiguity of counting toilet structures, which may have varying numbers of seats. As suggested by the results, there were toilets which were solely for pupils, others for teaching staff only but interestingly, it was reported that in some schools pupils and their teachers shared toilets. However, this was not very common.

The issue of teachers and pupils using the same toilets (same structure) does not come across as a safe environment for both. This needs to be followed up and such schools be allocated new toilets, and special attention given to girls toilets.

Although, the results suggested that slightly more schools had toilets for girls, this needs to be further investigated for schools in the Hhohho region, where there were fewer toilets for girls. Girls need more access to toilets than boys.

Table 50: Toilets System by Region and Type, 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
2012	Flush	845	515	863	231	2,454
	Pit	1,542	1,391	1,727	1,626	6,286
2012 Total		2,387	1,906	2,590	1,857	8,740

The data indicated that the majority of the toilets in the schools are pit latrines. Flush toilets are normally found in urban areas where there is a water and sewerage system. From the data, Manzini and Hhohho regions have most flush systems confirming the theory that flush toilets could be linked to urban environments. Shiselweni region has the lowest number of flush toilets, which

implied that the region is largely rural. It was not surprising that most flush toilets were found in Manzini and Hhohho regions because these regions have a higher number of schools in urban settings.

Table 51: Toilet-Gender by Toilets System and Year 2009 to 2012 (Pupils Only)

		2009	2010	2011	2012
Female	Flush	606	648	643	710
	Pit	1,863	2,045	1,844	2,174
Female Total		2,469	2,693	2,487	2,884
Male	Flush	668	726	765	786
	Pit	1,745	1,787	1,768	2,047
Male Total		2,413	2,513	2,533	2,833
Male and Female	Flush	86	150	150	190
	Pit	385	579	494	499
Male and Female Total		471	729	644	689
Grand Total		5,353	5,935	5,664	6,406

The number of toilets has been increasing steadily from 5 353 in 2009 to 6 406 in 2012. Although the numbers have increased the ratio of pupils to toilets has not changed much, it has remained at around 1:20. This ratio needs to be improved for girls to ensure that they are always safe in schools. The national averages do hide the fact that some schools may not have toilets. It also hides the status of the toilets; this needs a more comprehensive infrastructure survey. This is an area where the Schools as Centres of Care and Support may need to intervene for the sake of the girl child.

Table 52: Teacher Housing by Type, Region and Year, 2011 and 2012

	Region	2011		2012	
		No_of_Units	No._of_Teachers housed	No_of_Units	No_of_Teachers housed
Family Units	Hhohho	441	512	478	556
	Lubombo	488	584	509	630
	Manzini	556	681	560	707
	Shiselweni	377	433	395	492
Family Units Total		1,862	2,210	1,942	2,385
Single Units	Hhohho	356	396	382	405
	Lubombo	216	273	231	288
	Manzini	300	305	290	300
	Shiselweni	287	285	296	322
Single Units Total		1,159	1,259	1,199	1,315
Grand Total		3,021	3,469	3,141	3,700

Table 53: Water Supply to Schools by Region and Source, 2012

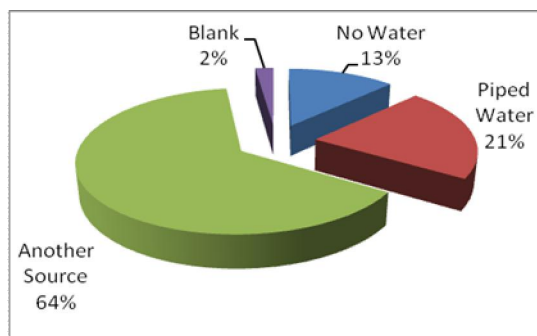
	No Water Supply	Piped Water by Municipality	Water from Another Source	(blank)	Grand Total
Hhohho	17	44	101	6	168
Lubombo	19	37	69	2	127
Manzini	15	36	126	3	180
Shiselweni	26	14	96	2	138
Grand Total	77	131	392	13	613

Schools were asked to indicate the source of their water supply. They were asked whether they received piped water from a municipality, or water from another source such as a borehole or other means like harvesting of rain water, or were being supplied by the Ministry's tankers. About 85% indicated that they had access to water, of these about 25% had access to clean piped water which can be considered to be relatively safe for use.

A total of 77 schools reported that they do not have water; this suggested that there were schools where even the water tankers did not reach. The 64 percent, who claimed

they got water from another source, may be dependent on the water tankers for supply. If there are more than 300 primary schools depending on the supply of water by tankers maybe there is a need for other government departments to also support the Ministry of Education and Training with water-tankers.

Chart 23: Schools Source of Water, 2012



It is important that the 13 percent of primary schools that claimed not to have any water are assessed by the Ministry and the Ministry of Natural Resources to determine how these can be assisted or serviced. These schools have to have water since it is a necessity. ⁴Tinkhundlas with schools that reported non-availability of water are, Mhlangatane, Ndzingeni, Lubuli, Lomahasha, Shiselweni I and II, Ngwempisi and Mkhiweni. Some are in isolated tinkhundla.

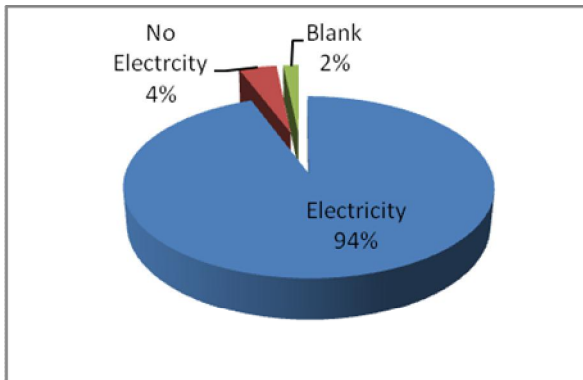
⁴ A list of school that reported not to have water can be obtained for validation.

Table 54: Electricity Supply to Schools by Region, 2012

	Municipality or External Supplier	No Electricity	(blank)	Total
Hhohho	158	7	3	168
Lubombo	118	6	3	127
Manzini	169	8	3	180
Shiselweni	133	4	1	138
Total	578	25	10	613

It was interesting to note that schools have more access to electricity than water. This could be attributed to the Government Rural Electrification Programme. The data presented the number of schools that are connected to the grid. An additional survey maybe needed to determine which rooms in the schools are connected and use power.

Chart 24 Electricity Supply to Schools



Only 4 percent of the schools reported not to have electricity. These schools need to be mapped so that they can be assisted to get power. The availability of electricity in schools is a potential for development, this suggested that Information Communication Technologies can be introduced to all schools irrespective of location in Swaziland.

Some Primary Level Indicators

13. Intake Rates

(f) Gross Intake Rate (GIR)

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	109%	115%	112%	113%	120%	116%	109%	114%	112%	107%	116%	112%	109%	116%	113%
2010	122%	132%	127%	102%	113%	107%	178%	188%	183%	118%	127%	123%	127%	137%	132%
2011	113%	118%	116%	85%	90%	88%	159%	163%	161%	110%	112%	111%	113%	118%	116%
2012	114%	110%	112%	114%	123%	119%	127%	134%	131%	118%	118%	118%	119%	122%	120%
Avg	114%	119%	117%	102%	110%	106%	139%	146%	143%	113%	118%	116%	117%	123%	120%

(g) Net Intake Rate (NIR)

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	36%	33%	34%	33%	31%	32%	39%	36%	37%	44%	40%	42%	38%	35%	36%
2010	40%	38%	39%	32%	30%	31%	63%	57%	60%	48%	45%	46%	44%	41%	43%
2011	44%	44%	44%	36%	34%	35%	67%	63%	65%	48%	43%	45%	47%	45%	46%
2012	43%	37%	40%	44%	45%	45%	43%	41%	42%	49%	46%	48%	45%	42%	43%
Avg	41%	38%	39%	36%	34%	35%	51%	47%	49%	47%	43%	45%	43%	41%	42%

Intake rates indicate the capacity of the education system's access to those that qualify, i.e. are of official entry age. In the case of Swaziland are those aged 6. The Gross intake rates being greater than 100% suggested that the system was more than capable to absorb all children aged 6. However, when those aged six are considered it was noted that only 2 in 5 were able to enter grade 1 in 2012. This picture has not changed much between 2009 and 2012, suggesting that some of the children enter slightly older (aged 7). This includes those who reached age 6 during the course of the previous year. This may be the case in primary schools that may insist that a child must have reached age 6 beginning of school. The other phenomena that could contribute to the low net intake rate could be the number of repeaters in Grade 1 who are blocking new entrants from entering. There is need for the Ministry to enforce a policy that discourages repetition in Grade 1, because it does not make educational and developmental sense. This also leads to a reasonable number of pupils aged 7 entering Grade1, as those who did not enter have to wait for another year.

14. Enrolment Rate

(a) Gross Enrolment Rate (GER)

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	116.0%	130.2%	123.0%	122.1%	136.8%	129.4%	115.3%	131.4%	123.2%	121.3%	136.8%	129.0%	118.2%	133.4%	125.7%
2010	121.0%	135.3%	128.1%	91.1%	102.4%	96.7%	172.7%	188.1%	180.0%	124.4%	141.1%	132.7%	123.5%	138.2%	130.8%
2011	122.7%	136.2%	129.4%	91.3%	100.7%	96.6%	170.9%	185.4%	178.2%	120.9%	137.0%	128.9%	123.1%	136.8%	129.9%
2012	122.7%	134.3%	128.5%	129.3%	141.2%	135.3%	125.1%	137.5%	131.3%	122.9%	134.6%	128.8%	126.2%	136.8%	130.8%
Avg	120.6%	134.0%	127.3%	105.5%	117.1%	111.5%	141.5%	156.5%	148.9%	122.4%	137.3%	129.9%	122.7%	136.3%	129.3%

Enrolment rates at primary level indicate the level of participation of children in primary education. A gross enrolment rate of more than 100% indicates that the system is capable to enrol all its primary aged population. Gross enrolment rates have been above 100 percent in Swaziland for sometime, this suggested there are enough school spaces.

(b) Net Enrolment Rate (NER)

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	83.8%	86.4%	85.1%	86.2%	87.6%	86.9%	84.2%	87.5%	85.8%	85.7%	88.9%	87.3%	84.8%	87.6%	86.2%
2010	89.8%	92.4%	91.1%	65.8%	67.7%	66.7%	129.7%	130.1%	129.5%	89.5%	94.1%	91.8%	90.8%	93.5%	92.2%
2011	91.6%	95.3%	93.5%	65.7%	68.7%	67.7%	129.8%	134.0%	131.9%	88.0%	93.0%	90.5%	91.2%	95.5%	93.3%
2012	90.9%	91.6%	91.3%	95.2%	100.7%	98.0%	99.3%	104.3%	101.8%	89.9%	90.3%	90.1%	95.2%	97.0%	95.6%
Avg	89.0%	91.4%	90.2%	76.1%	79.0%	77.7%	107.4%	111.1%	109.2%	88.2%	91.6%	89.9%	90.5%	93.4%	91.8%

In the table above the Net Enrolment rates in Manzini are the highest, and the NER has been above 100% between 2009 and 2012. This suggested that there may be pupils are moving from other regions to attend school in Manzini. There could be migration to the Manzini region for a better education. The results also suggested there might have been movement of pupils between 2009 and 2010 from Lubombo to Manzini when free primary education was declared, because of the sudden jump in NER in Manzini after 2012. Parents could have seen this as an opportunity to enrol their children in “good Manzini Schools”. The NER in Shiselweni has always been the lowest suggesting that a number of children may be attending schools in the other regions. Another possible cause of the mis-match, maybe due to the differences between the Administrative and Educational regions, eg. where schools under Shiselweni administrative region maybe reporting to another educational region. However, the overall

picture is that a bigger proportion of pupils were enrolled in the Manzini region. This migration needs to be looked at when the Ministry reviews its access, quality and equity of the educational environment in the country. This suggested that parents out there have their own perception of equity and preferred moving their children to the cities for a perceived better education.

Gender Parity in Education

Gender parity index is used to measure how women and girls have access to education. It seeks to assess how the country empowers its women through opening access to education and other services. In the presentation below, an assessment has been made of gender parity for the gross and net enrolment rates.

(a) Gender Parity Index (GER)

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	0.89	0.89	0.88	0.89	0.89
2010	0.89	0.89	0.92	0.88	0.89
2011	0.90	0.91	0.92	0.88	0.90
2012	0.91	0.92	0.91	0.91	0.92
Avg	0.90	0.90	0.90	0.89	0.90

The results suggested that in terms of access girls were still trailing behind their male counterparts. The national average, suggested that out of every 10 boys enrolled, 9 girls were enrolled in primary education.

(b) Gender Parity NER

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	0.97	0.98	0.96	0.96	0.97
2010	0.97	0.97	1.00	0.95	0.97
2011	0.96	0.96	0.97	0.95	0.95
2012	0.99	0.95	0.95	1.00	0.98
Avg	0.97	0.96	0.97	0.96	0.97

When considering the Gender Parity Index for those who are of official age (NER), the index is slightly better, but males still dominate. This scenario confirmed that first, there are more males enrolled at primary levels than females. It also suggested that most of these males are probably over-aged. This is why this indicator is better than the gross enrolment parity index.

15. Repetition Rate

		Hhohho	Lubombo	Manzini	Shiselweni	Total
	2010	12.70%	14.70%	12.80%	15.70%	13.80%
	2011	12.30%	13.50%	12.00%	15.40%	13.10%
	2012	12.10%	14.30%	11.70%	14.10%	12.90%
Female		12.40%	14.20%	12.20%	15.10%	13.30%
	2010	17.00%	19.80%	17.20%	20.10%	18.30%
	2011	16.50%	17.00%	16.10%	20.00%	17.30%
	2012	16.80%	18.40%	15.90%	19.40%	17.40%
Male		16.80%	18.40%	16.40%	19.80%	17.70%
Total		14.60%	16.30%	14.30%	17.40%	15.50%

Repetition has remained above the official rate of 10 percent for some time now. As it has been pointed out before, there is need for an intervention because this is wastage of resources. The highest rates were observed in Shiselweni (19.8%) and Lubombo (18.4%) males and Shiselweni (15.1%) females over the four year period. This meant that since the introduction of FPE a budget of about (20%) one fifth has been going towards repetition. The results suggested that the primary inspectorate in these regions needed to visit the schools where there is prevalent repetition to assess and find remedial interventions in order to help alleviate the situation. It could be a lack of inspection, resources or qualified teachers that contribute to repetition because these regions are at times associated with poverty.

16. Promotion Rate

		Hhohho	Lubombo	Manzini	Shiselweni	Total
	2010	85.54%	83.54%	85.51%	82.49%	84.45%
	2011	85.97%	84.28%	86.76%	83.17%	85.25%
	2012	86.04%	83.89%	87.04%	84.20%	85.44%
Female		85.82%	83.87%	86.41%	83.25%	85.01%
	2010	81.15%	78.26%	81.02%	78.07%	79.85%
	2011	81.51%	80.83%	82.20%	78.62%	80.89%
	2012	81.32%	79.59%	82.63%	79.11%	80.89%
Male		81.30%	79.56%	81.95%	78.63%	80.51%
Total		83.58%	81.73%	84.19%	80.94%	82.79%

17. Gross Primary Graduation Rate (GPGR)

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	84.6%	88.2%	86.4%	85.8%	90.0%	87.9%	84.5%	93.5%	88.8%	89.1%	93.4%	91.3%	85.8%	91.3%	88.5%
2010	92.1%	94.3%	93.2%	61.2%	67.3%	64.2%	129.1%	131.1%	128.8%	100.7%	95.6%	98.2%	91.8%	94.5%	93.1%
2011	92.6%	94.7%	93.6%	62.3%	61.1%	62.5%	132.0%	134.1%	133.0%	93.3%	98.4%	95.8%	91.9%	94.5%	93.2%
2012	95.0%	95.2%	95.1%	93.7%	94.6%	94.1%	93.4%	95.2%	94.3%	91.4%	91.3%	91.3%	93.5%	94.2%	93.8%

GPGR indicates the level of primary graduation, where graduation is reaching the end of the last grade in primary education irrespective of age and whether the child is repeating or not. It is the total number of pupils enrolled in Grade 7, irrespective of age and repetition status expressed as a percentage of the theoretical age at Grade 7. A GPGR of less than 100% may suggest that not all of the 12 year olds are enrolled in Grade 7. This is the case for Swaziland, and because of the over agedness of the pupils, the space is taken over by some pupils who are above 12 years of age. However, in the Manzini region in years 2010 and 2011 this rate was more than 100% which may confirm that it has a number of children coming from other regions for their education.

18. Gross Intake Ratio in the Last Grade of Primary (GIRLS)

The indicator is used as a proxy to measure level of completion. These are 'new entrants only', expressed as a percentage of the theoretical age of Grade 7. It excludes those who are repeating.

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	79.3%	83.8%	81.5%	80.2%	83.0%	81.6%	79.2%	87.4%	83.1%	83.6%	88.0%	85.8%	80.4%	85.6%	82.9%
2010	87.6%	88.7%	88.1%	57.3%	62.6%	59.8%	121.8%	122.6%	120.9%	94.1%	88.9%	91.5%	86.4%	88.3%	87.3%
2011	87.3%	87.8%	87.5%	59.0%	58.1%	59.4%	124.6%	123.8%	124.2%	87.0%	92.1%	89.5%	86.5%	88.1%	87.3%
2012	89.3%	88.6%	88.9%	88.3%	89.0%	88.6%	88.8%	88.8%	88.8%	85.9%	84.9%	85.4%	88.2%	87.9%	88.1%

The results indicated that there is potential for the country to have a completion rate of above 90% provided the repetition rates are reduced. A GPGR of 94% and a GIRLG of 88% suggested that there is enough space to improve the efficiency by at least 6%. There is need to improve the GIRLG indicator so that at least 95% of the children (new entrants only) complete primary education. One suggested way to reduce repetition in Grade 7, is by improving the quality of teaching and learning at this level. This indicator also gives a measure of the number of pupils who are potential Form 1 enrolment.

19. Pupil-Teacher Ratios

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	33	33	31	30	32
2010	33	35	31	30	32
2011	32	32	29	28	30
2012	31	32	29	28	30
Avg	32	33	30	29	31

8. Pupil-Qualified Teacher Ratio

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	39	42	37	35	38
2010	41	45	38	36	40
2011	39	44	37	35	38
2012	39	43	37	34	38
Avg	40	44	38	35	39

9. Percentage Certified of Qualified Teachers

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	0.84	0.79	0.83	0.84	0.83
2010	0.80	0.77	0.80	0.82	0.80
2011	0.81	0.73	0.78	0.82	0.79
2012	0.80	0.73	0.78	0.82	0.78
Avg	0.81	0.76	0.80	0.83	0.80

10. Pupil-Appropriately Qualified Teacher Ratio

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	45	48	43	39	44
2010	48	51	43	40	45
2011	47	50	42	39	44
2012	46	50	42	39	44
Avg	47	50	43	39	44

10. Percentage of Appropriately Qualified Teachers

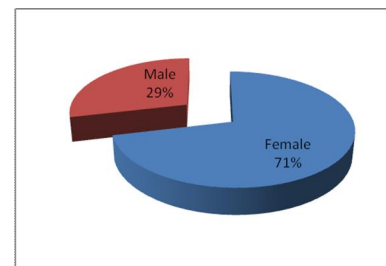
	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	0.73	0.69	0.73	0.76	0.73
2010	0.69	0.68	0.71	0.74	0.70
2011	0.68	0.64	0.69	0.73	0.68
2012	0.67	0.63	0.69	0.72	0.68
Avg	0.69	0.66	0.70	0.74	0.70

Results suggested that about 8 in 10 of primary school teachers in Swaziland are qualified to teach, these included those with secondary level qualifications. However, the results also indicated that out of 10 teachers 3 are **not** appropriately qualified to teach at primary levels. The fact that 30% of the teachers are not appropriately qualified is also a worry as it suggested that on average 30 percent of primary pupils are taught by an uncertified teacher. The average ratio of pupil to appropriately qualified teacher stands at 1:44, which is above the national benchmark of 1:40 at primary levels. This ratio needs to be improved such that it is equivalent to the benchmark. This suggests that there is still a need for more appropriately qualified teachers in the system. The results also suggested that there were fewer qualified teachers in Lubombo, which may explain the relatively high repetition. It was worrying in Shiselweni, which had **the lowest number of pupils to a teacher**, and a **higher percentage of appropriately qualified teachers** why there was more repetition. This suggested that maybe the teachers were not placed in a equitably way across the region; they may be concentrated in town areas.

11. Teacher-Gender

	Hhohho		Lubombo		Manzini		Shiselweni		National	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2009	72.4%	27.6%	71.7%	28.3%	74.0%	26.0%	70.0%	30.0%	72.1%	27.9%
2010	72.7%	27.3%	69.8%	30.2%	74.3%	25.7%	69.8%	30.2%	71.9%	28.1%
2011	71.5%	28.5%	67.9%	32.1%	73.3%	26.7%	69.8%	30.2%	70.9%	29.1%
2012	70.7%	29.3%	68.6%	31.4%	72.7%	27.3%	68.0%	32.0%	70.3%	29.7%
Avg	71.8%	28.2%	69.4%	30.6%	73.5%	26.5%	69.4%	30.6%	71.3%	28.7%

Gender Proportions



Results suggested that more than 70 percent of primary teachers were female. This proportion is roughly the same in all regions, save for Manzini where there are slightly more female teachers than their male counterparts.

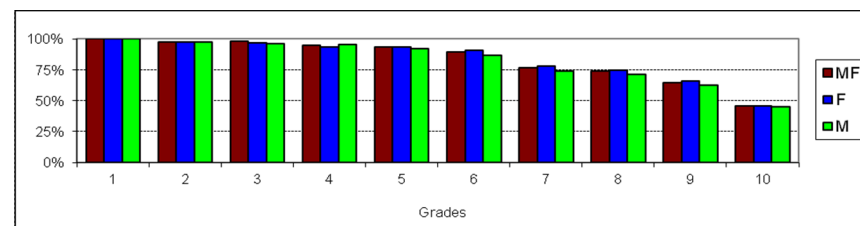
12. Transition Rates

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2010	97.7%	95.3%	96.5%	90.3%	92.0%	91.1%	90.2%	88.2%	89.2%	94.5%	90.1%	92.3%	93.2%	91.3%	92.2%
2011	98.9%	99.0%	98.9%	86.9%	90.7%	88.8%	86.8%	82.8%	84.8%	87.5%	91.1%	89.2%	90.3%	90.6%	90.5%
2012	93.5%	95.6%	94.6%	84.2%	91.0%	87.5%	89.2%	86.1%	87.6%	94.0%	91.1%	92.5%	90.4%	90.8%	90.6%

Transition rates provide a measure of access into lower secondary education. They are derived from the number of 'new entrants' in Form 1 as a percentage of enrolment in Grade 7 of the previous year. Ideally, it should be 100% meaning that all children who graduate in primary transit to Form 1. Transition rates have been above 90% in the country for sometime now suggesting that about 10 percent of those who graduate (pass) never reach lower secondary levels. These are likely to drop out than repeat. They could those who obtain 3rd class passes who never get spaces in Form 1. This suggests that end of primary is the first stage where enrolment is reduced. This indicator is linked to the end of primary examination, not all pupils who reach grade 7 pass and move into Form 1, if the pass rates are about 91%, then the transition rate is expected to be around 90%. If this examination were to be scrapped, then the rates may approach 100%, otherwise it will remain as is. A hidden phenomenon is that if there was no repetition in Form 1, these transition rates implied that there may not be any need for construction of additional schools to cater for the successful completion of FPE pupils. The current differences in Grade 7 and Form 1 also suggested that the country may need to add more classrooms.

13. Survival Rates

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Female	100.0%	97.4%	97.2%	93.8%	93.6%	90.5%	78.3%
Male	100.0%	97.5%	96.5%	95.4%	92.2%	87.1%	73.7%
Total	100.0%	97.5%	98.2%	95.2%	93.5%	89.4%	76.4%



Survival rates have improved at Primary levels since the introduction of FPE programme. This suggested that some of the dropouts in the past were maybe were due to lack of finance or it is because under FPE more children are enrolled as the programme approaches Grade 7. The situation is not as good when basic education is considered, which is up to Form 3. Results suggested that less than half of those who enter Grade 1 reach Form 3. This suggested the repetitions and dropouts at each grade resulted in about 50% of the children getting lost from the system before they reach Form 3.

LOWER SECONDARY EDUCATION

ISCED 2

Lower secondary includes Form 1 to Form 3. It is the last three years of Basic Education, from Grade 1 to Form 3 (10 years). In Swaziland this ISCED level shares most of its attributes with higher (senior) secondary which is the last stage of General Education. Although it is possible to analyse enrolment according to the Forms, other resources such as teachers, laboratories, toilets cannot be analysed by Form because they are shared with senior secondary. The analysis of such resources will come under the Senior Secondary section.

Table 55: Number of Secondary Schools by Region and Governance: National 2012

Type	Hhohho	Lubombo	Manzini	Shiselweni	Grand Total
Community	49	44	41	42	176
Government	4	1	3	1	9
Mission Government Aided	11	5	18	13	47
Private gvt aided	2	4	0	0	6
Private private not gvt aided	3	2	12	0	17
Total	69	56	74	56	255

Chart 25: Secondary School by Governance, 2012

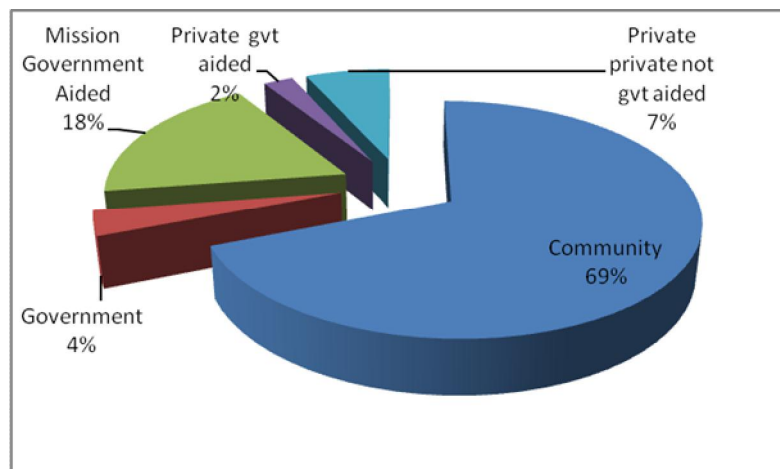


Table 56: Number of Secondary Schools by Region and Year, 2009 to 2012

Year	Hhohho	Lubombo	Manzini	Shiselweni	Grand Total
2009	58	53	67	51	229
2010	58	56	71	52	237
2011	68	55	74	53	250
2012	69	56	74	56	255

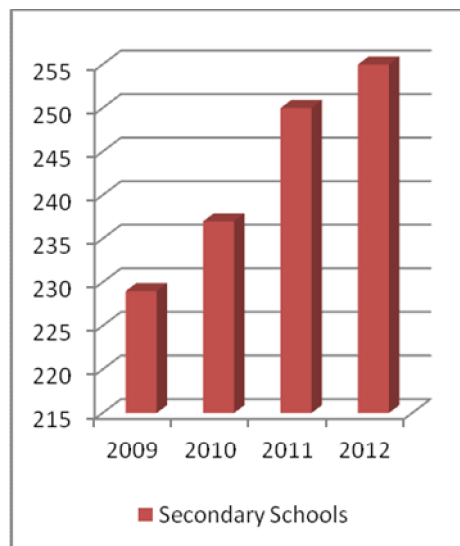
The results indicated that most (69%) of secondary schools in the country were community schools. They also indicated that 18% were mission government aided schools. These are schools which were linked to missions or church groupings. Only 4 percent of the schools were wholly owned by Government, these were in most cases boarding schools which received additional support from Government. This support came in the form of salaries of support staff, and provision of materials support, i.e. transport and payment of utilities. The proportion of private (non-government aided)

secondary schools, is higher than at primary level. This supports the notion that private providers started off at secondary level. It could also be attributed to the fact that some of the Grade 7 graduates who did not get places in public schools ended up enrolling in these private schools.

Table 57: Number of Secondary Schools by School-Governance and Year, 2009 to 2012

	Community	Government	Mission Government Aided	Private gvt aided	Private private not gvt aided	(blank)	Total
2009	160	9	44	6	9	1	229
2010	167	10	43	5	12	0	237
2011	171	9	47	6	17	0	250
2012	176	9	47	6	17	0	255

Chart 26: Number of Secondary Schools: 2009 to 2012

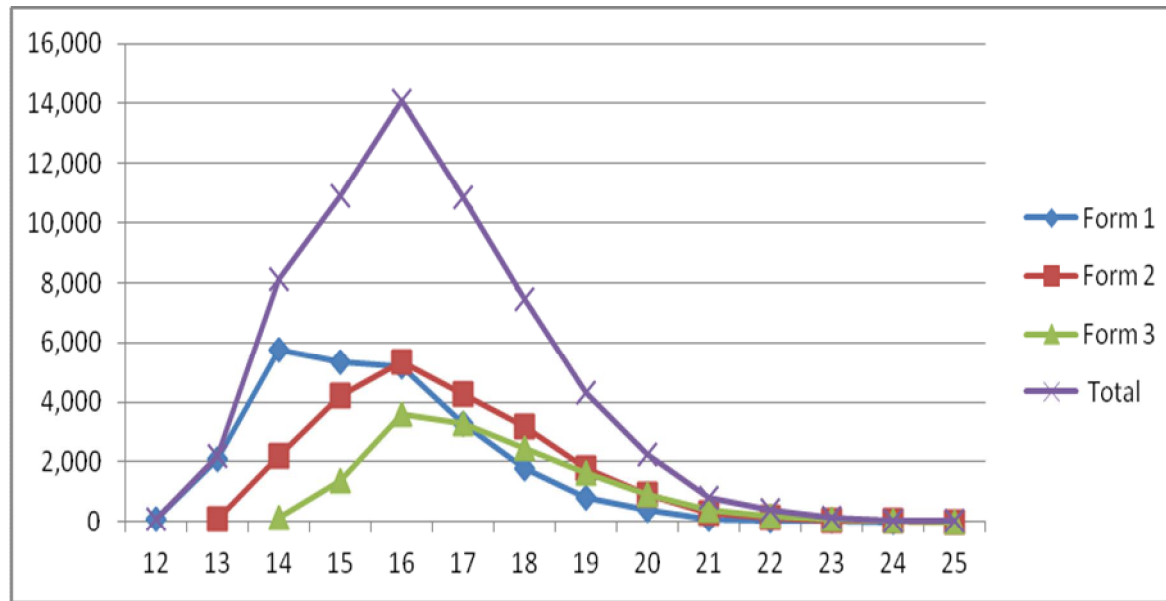


The number of secondary schools increased steadily from 229 schools in 2009 to 255 in 2012. Results indicated an increase in the number of community schools and private non-government aided schools. The results also showed that non-aided private education provision was on the increase. The Ministry is tasked to ensure that these private schools conform to all expectations of the country's education requirements.

Table 58: Enrolment by Age and Form (JC level), 2012

	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Form 1	72	2,089	5,760	5,324	5,185	3,300	1,813	833	418	109	56	15	2		24,976
Form 2		91	2,185	4,195	5,354	4,247	3,168	1,806	915	284	154	49	17	3	22,468
Form 3			165	1,399	3,577	3,301	2,476	1,655	917	396	193	65	32	10	14,186
Total	72	2,180	8,110	10,918	14,116	10,848	7,457	4,294	2,250	789	403	129	51	13	61,630

Chart 27: Enrolment by Form and Age, 2012



The data suggested that the majority of the pupils were above 15 years which is the official age limit for lower secondary school in Swaziland. From the graph the highest age enrolled is 16, which suggested that the pupils were on average over aged. These over aged pupils represented more than 60 percent of the total enrolment at lower secondary level.

Table 59: Enrolment by Age, Sex and Form, 2012

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	45	1,296	3,355	2,817	2,579	1,376	630	216	114	17	8	2			12,455
	Form 2		63	1,318	2,370	2,910	2,097	1,364	661	266	61	33	18	4	1	11,166
	Form 3			83	852	1,976	1,733	1,142	673	304	117	47	18	6	4	6,955
Female		45	1,359	4,756	6,039	7,465	5,206	3,136	1,550	684	195	88	38	10	5	30,576
Male	Form 1	27	793	2,405	2,507	2,606	1,924	1,183	617	304	92	48	13	2		12,521
	Form 2		28	867	1,825	2,444	2,150	1,804	1,145	649	223	121	31	13	2	11,302
	Form 3			82	547	1,601	1,568	1,334	982	613	279	146	47	26	6	7,231
Male		27	821	3,354	4,879	6,651	5,642	4,321	2,744	1,566	594	315	91	41	8	31,054
Total		72	2,180	8,110	10,918	14,116	10,848	7,457	4,294	2,250	789	403	129	51	13	61,630

Table 60: Enrolment by Year, Sex and Form, 2012

	2009		2010		2011		2012	
	Female	Male	Female	Male	Female	Male	Female	Male
Form 1	11,075	10,999	12,000	11,972	12,351	12,388	12,455	12,521
Form 2	10,431	10,396	11,151	11,329	11,262	11,489	11,166	11,302
Form 3	7,127	7,229	7,435	7,635	7,041	7,277	6,955	7,231
Total	28,633	28,624	30,586	30,936	30,654	31,154	30,576	31,054

Chart 28: Enrolment by Year and Sex, 2012

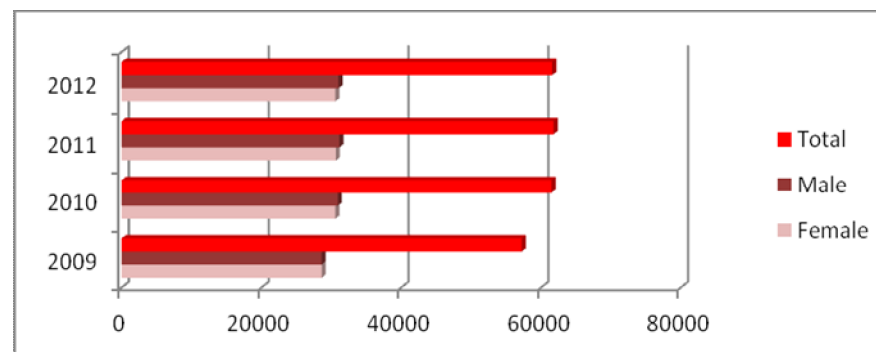


Table 61: Enrolment by Age, Sex and Form: Private 2012

		12	13	14	15	16	17	18	19	20	21	22	25	Total
Female	Form 1	11	36	38	34	14	5	1		8	6			153
	Form 2		7	76	34	23	20	27	14	8				209
	Form 3			14	60	39	28	43	29	6	5			224
Female		11	43	128	128	76	53	71	43	22	11			586
Male	Form 1	15	43	42	43	20	5	4	2	4	1	2		181
	Form 2		3	54	32	25	23	20	16	2	2			177
	Form 3			14	43	52	35	42	29	23	8		1	247
Male		15	46	110	118	97	63	66	47	29	11	2	1	605
Total		26	89	238	246	173	116	137	90	51	22	2	1	1,191

Table 62: Enrolment by Year, Sex and Form, 2009 to 2012

	2009		2010		2011		2012	
	Female	Male	Female	Male	Female	Male	Female	Male
Form 1	108	86	127	161	127	169	153	181
Form 2	92	98	175	165	151	129	209	177
Form 3	125	106	230	185	176	167	224	247
Total	325	290	532	511	454	465	586	605

Chart 29: Enrolment by Year and Sex, 2009 to 2012

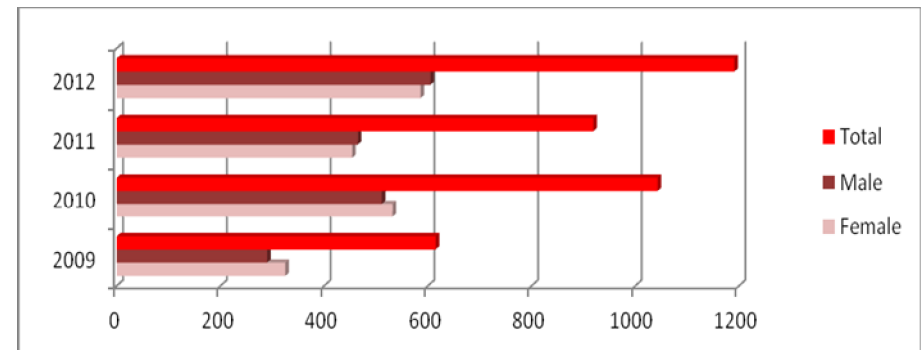


Table 63: Enrolment by Age, Sex and Form: Hhohho, 2012

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	10	494	959	787	581	401	179	66	46	2	1	1			3,527
	Form 2		19	401	752	842	535	381	172	64	19	4	5		1	3,195
	Form 3			14	298	607	486	338	197	77	30	9	8	1	1	2,066
Female		10	513	1,374	1,837	2,030	1,422	898	435	187	51	14	14	1	2	8,788
Male	Form 1	6	285	642	715	695	525	373	222	114	21	15	5			3,618
	Form 2		6	259	540	674	599	515	335	174	78	41	8	5	1	3,235
	Form 3			5	173	476	461	383	300	206	70	40	15	7	2	2,138
Male		6	291	906	1,428	1,845	1,585	1,271	857	494	169	96	28	12	3	8,991
Total		16	804	2,280	3,265	3,875	3,007	2,169	1,292	681	220	110	42	13	5	17,779

Table 64: Enrolment by Year and Form, Hhohho, 2009 to 2012

	2009		2010		2011		2012	
	Female	Male	Female	Male	Female	Male	Female	Male
Form 1	2,954	3,096	3,333	3,270	3,576	3,578	3,527	3,618
Form 2	3,102	2,989	3,009	3,210	3,206	3,339	3,195	3,235
Form 3	1,932	2,068	2,191	2,134	2,113	2,204	2,066	2,138
Total	7,988	8,153	8,533	8,614	8,895	9,121	8,788	8,991

Chart 30: Enrolment by Year and Sex, Hhohho, 2009 to 2012

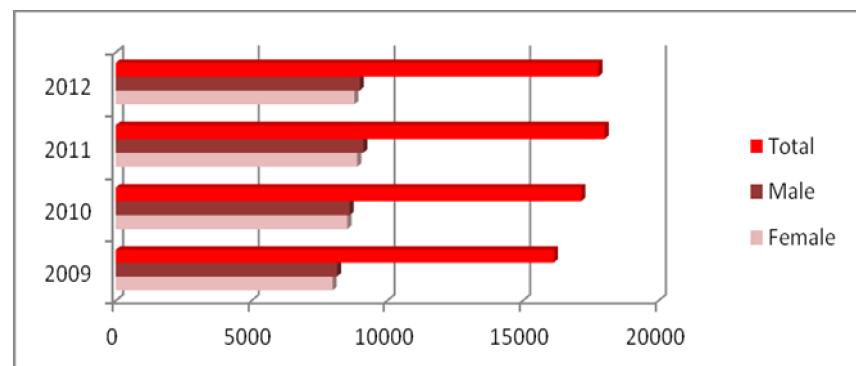


Table 65: Enrolment by Age, Sex and Form: Lubombo, 2012

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	8	216	552	571	555	330	161	46	22	5	1				2,467
	Form 2		4	188	409	578	494	337	125	50	14	5	2	1		2,207
	Form 3			10	105	330	355	287	146	78	30	11	2	4		1,358
Female Total		8	220	750	1,085	1,463	1,179	785	317	150	49	17	4	5		6,032
Male	Form 1	1	172	430	563	520	433	217	86	50	11	2	6			2,491
	Form 2		3	123	345	489	460	440	235	159	51	19	8	2	1	2,335
	Form 3			5	87	282	297	269	203	128	63	39	12	12	1	1,398
Male Total		1	175	558	995	1,291	1,190	926	524	337	125	60	26	14	2	6,224
Total		9	395	1,308	2,080	2,754	2,369	1,711	841	487	174	77	30	19	2	12,256

Table 66 Enrolments by Year, Form and Sex, 2009 to 2012

	2009		2010		2011		2012	
	Female	Male	Female	Male	Female	Male	Female	Male
Form 1	2,190	2,177	2,426	2,457	2,410	2,598	2,467	2,491
Form 2	1,906	1,968	2,146	2,210	2,235	2,262	2,207	2,335
Form 3	1,394	1,486	1,450	1,569	1,256	1,453	1,358	1,398
Total	5,490	5,631	6,022	6,236	5,901	6,313	6,032	6,224

Chart 31: Enrolment by Year and Sex, 2009 to 2012

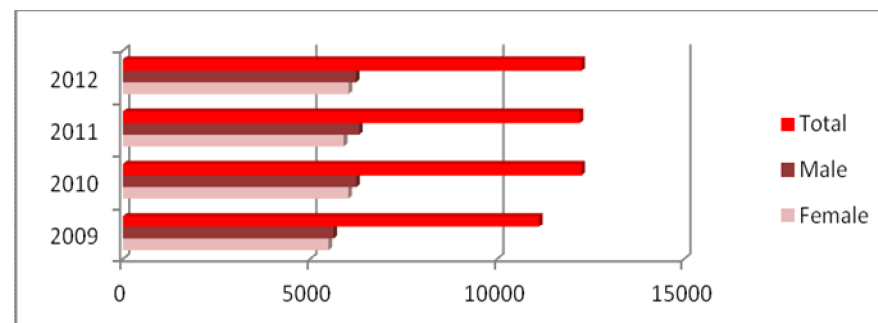


Table 67: Enrolment by Age, Sex and Form, Manzini 2012

		12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Form 1	17	341	1,220	844	839	228	80	16	14	6				3,605
	Form 2		28	499	758	950	530	262	111	45	4	2	1		3,190
	Form 3			51	273	702	545	278	178	58	20	6			2,111
Female Total		17	369	1,770	1,875	2,491	1,303	620	305	117	30	8	1		8,906
Male	Form 1	15	182	938	772	840	439	190	101	35	8	11			3,531
	Form 2		13	351	634	836	581	364	205	67	23	13	4		3,091
	Form 3			62	225	589	544	391	233	128	49	23	7	1	2,252
Male Total		15	195	1,351	1,631	2,265	1,564	945	539	230	80	47	11	1	8,874
Total		32	564	3,121	3,506	4,756	2,867	1,565	844	347	110	55	12	1	17,780

Table 68: Enrolment by Year, Sex and Form, Manzini 2009 to 2012

	2009		2010		2011		2012	
	Female	Male	Female	Male	Female	Male	Female	Male
Form 1	3,258	3,082	3,456	3,514	3,501	3,416	3,605	3,531
Form 2	2,969	2,945	3,296	3,145	3,143	3,210	3,190	3,091
Form 3	2,069	1,965	2,108	2,138	2,104	2,049	2,111	2,252
Total	8,296	7,992	8,860	8,797	8,748	8,675	8,906	8,874

Chart 32: Enrolment by Year and Sex, Manzini 2009 to 2012

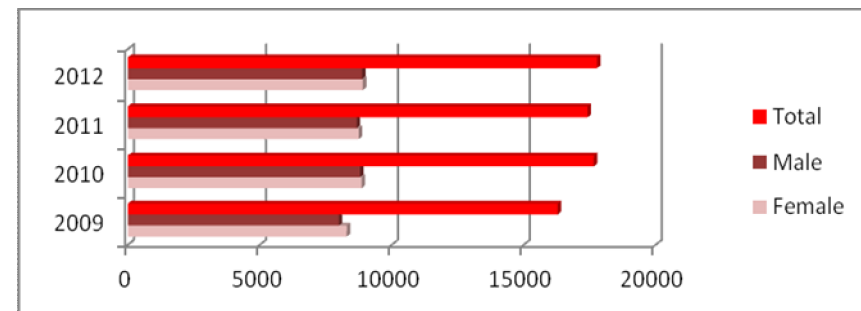


Table 69: Enrolment by Age, Sex and Form Shiselweni 2012

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	10	245	624	615	604	417	210	88	32	4	6	1			2,856
	Form 2		12	230	451	540	538	384	253	107	24	22	10	3		2,574
	Form 3			8	176	337	347	239	152	91	37	21	8	1	3	1,420
Female Total		10	257	862	1,242	1,481	1,302	833	493	230	65	49	19	4	3	6,850
Male	Form 1	5	154	395	457	551	527	403	208	105	52	20	2	2		2,881
	Form 2		6	134	306	445	510	485	370	249	71	48	11	6		2,641
	Form 3			10	62	254	266	291	246	151	97	44	13	6	3	1,443
Male Total		5	160	539	825	1,250	1,303	1,179	824	505	220	112	26	14	3	6,965
Total		15	417	1,401	2,067	2,731	2,605	2,012	1,317	735	285	161	45	18	6	13,815

Table 70: Enrolment by Year, Form and Sex, Shiselweni, 2009 to 2012

	2009		2010		2011		2012	
	Female	Male	Female	Male	Female	Male	Female	Male
Form 1	2,673	2,644	2,785	2,731	2,864	2,796	2,856	2,881
Form 2	2,454	2,494	2,700	2,764	2,678	2,678	2,574	2,641
Form 3	1,732	1,710	1,686	1,794	1,568	1,571	1,420	1,443
Total	6,859	6,848	7,171	7,289	7,110	7,045	6,850	6,965

Chart 33: Enrolment by Year and Sex, 2009 to 2012

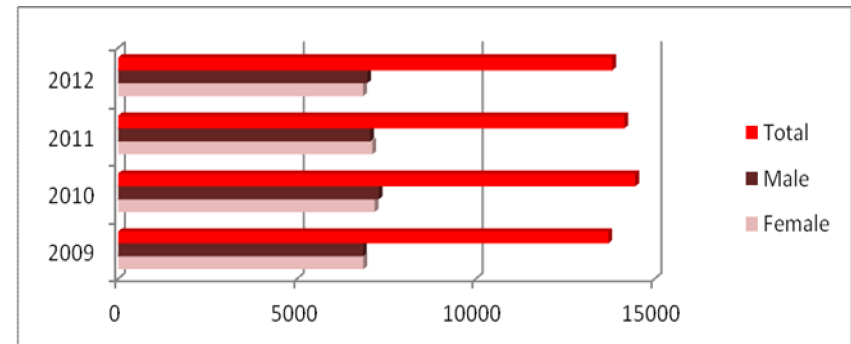
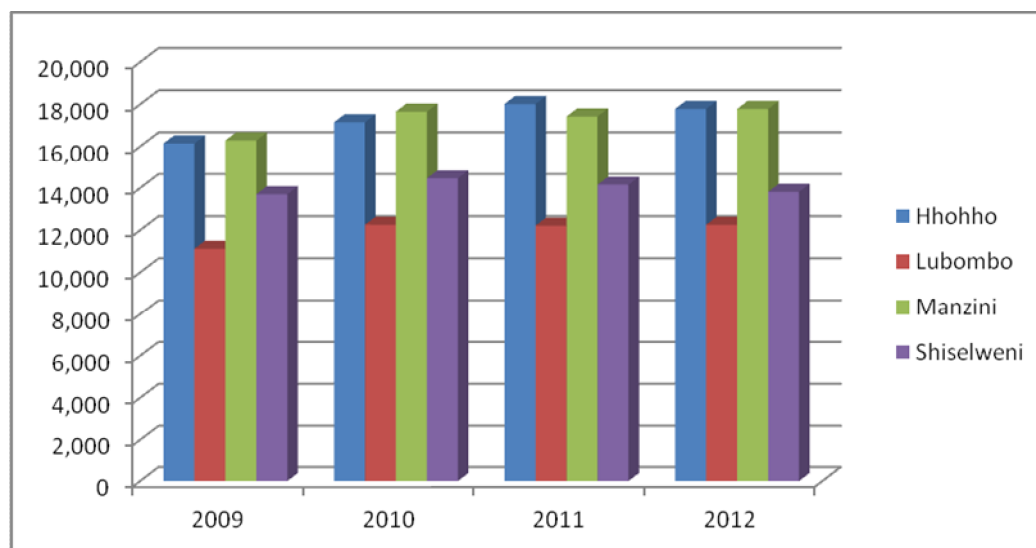


Table 71: Enrolment by Region, Sex, Form and Year, 2009 to 2012

		Hhohho				Lubombo				Manzini				Shiselweni			
		2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Female	Form 1	2,954	3,333	3,576	3,527	2,190	2,426	2,410	2,467	3,258	3,456	3,501	3,605	2,673	2,785	2,864	2,856
	Form 2	3,102	3,009	3,206	3,195	1,906	2,146	2,235	2,207	2,969	3,296	3,143	3,190	2,454	2,700	2,678	2,574
	Form 3	1,932	2,191	2,113	2,066	1,394	1,450	1,256	1,358	2,069	2,108	2,104	2,111	1,732	1,686	1,568	1,420
Female		7,988	8,533	8,895	8,788	5,490	6,022	5,901	6,032	8,296	8,860	8,748	8,906	6,859	7,171	7,110	6,850
Male	Form 1	3,096	3,270	3,578	3,618	2,177	2,457	2,598	2,491	3,082	3,514	3,416	3,531	2,644	2,731	2,796	2,881
	Form 2	2,989	3,210	3,339	3,235	1,968	2,210	2,262	2,335	2,945	3,145	3,210	3,091	2,494	2,764	2,678	2,641
	Form 3	2,068	2,134	2,204	2,138	1,486	1,569	1,453	1,398	1,965	2,138	2,049	2,252	1,710	1,794	1,571	1,443
Male Total		8,153	8,614	9,121	8,991	5,631	6,236	6,313	6,224	7,992	8,797	8,675	8,874	6,848	7,289	7,045	6,965
Grand Total		16,141	17,147	18,016	17,779	11,121	12,258	12,214	12,256	16,288	17,657	17,423	17,780	13,707	14,460	14,155	13,815

Chart 34: Enrolment by Region, 2009 to 2012



The lower secondary enrolment increased steadily from 57 257 in 2009 to 61 630 in 2012. This is largely due to normal population growth rates and transition rates from primary to secondary which is still largely dictated by the availability of spaces in secondary schools.

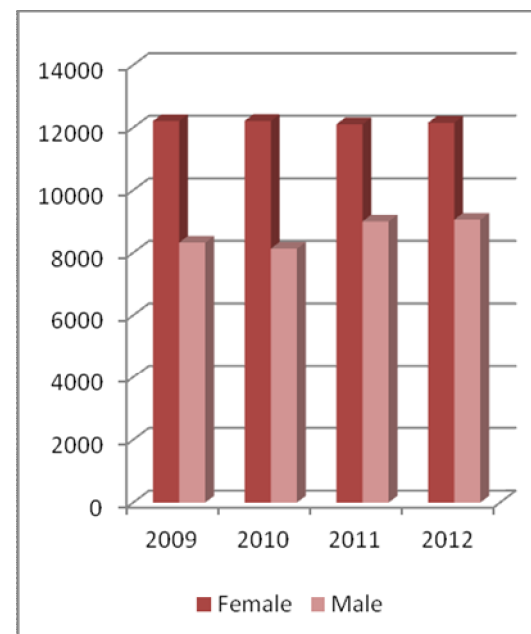
The figures also suggested that there was a slight drop in enrolment between 2010 and 2011, however, in 2012 the figures began to climb again. The two regions that had higher enrolment figures were Hhohho and Manzini, whilst Lubombo had the lowest.

This trend is somewhat similar to that of primary level, where it was noted that some pupils were migrating to the cities in Manzini and Hhohho for a perceived better education or closer to their working parents.

Table 72: 'Within Official Age' Enrolment by Region, Sex and Year 2009 to 2012

		2009	2010	2011	2012
Female	Hhohho	3,845	3,586	3,803	3,724
	Lubombo	2,049	2,184	2,243	2,055
	Manzini	3,736	3,866	3,720	4,014
	Shiselweni	2,577	2,577	2,338	2,361
Female		12,207	12,213	12,104	12,154
Male	Hhohho	2,889	2,521	2,698	2,625
	Lubombo	1,314	1,359	2,033	1,728
	Manzini	2,441	2,540	2,556	3,177
	Shiselweni	1,678	1,709	1,712	1,524
Male		8,322	8,129	8,999	9,054
Total		20,529	20,342	21,103	21,208

Chart 35: 'Within Official Age' Enrolment by Sex, 2009 to 2012



At lower secondary levels, i.e. from Form 1 to Form 3, the local official age from 13 to 15. Table 74 shows the trend in enrolment of official ages between 2009 and 2012. There was a steady increase in the number of pupils who were within the official age, it rose from 20 529 in 2009 to 21 208 in 2012. This increase could be attributed to normal transition rates which are determined by population increases over the same period. It is however expected that these will improve gradually as the FPE programme reaches Grade 7 as more children will qualify and enrol in Form 1.

Chart 35 also indicated that from 2011, the number of boys within the official age increased suggesting that a relative increase in number of boys transit from primary to secondary during the same period. The number of girls did not change much, but were still more than the boys. When one considered that at primary levels, the relative numbers of the sexes is almost equal; the figures suggested that generally boys of secondary official age might still be trapped at primary levels, due to the higher repetition of boys at primary level. This may imply that generally boys are older than their female counterparts even at this level.

An interesting phenomenon is that at primary levels it is the boys that dominate enrolment and at secondary the opposite is true. This also suggested that boys drop out at the end of primary.

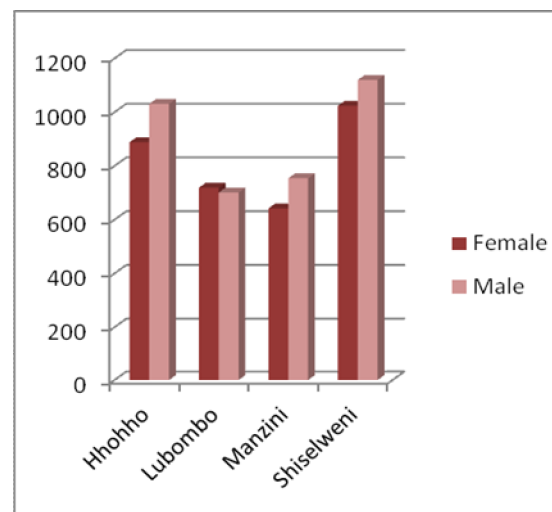
Table 73: Number of Repeaters by Sex, Form and Age: National 2012

		12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Form 1		40	178	320	398	268	158	66	25	3	4	1		1,461
	Form 2		2	50	141	391	408	331	196	62	14	14	6	2	1,617
	Form 3			1	5	10	37	51	37	32	11	6	1	4	195
Female Total			42	229	466	799	713	540	299	119	28	24	8	6	3,273
Male	Form 1	1	14	123	203	318	321	264	174	86	29	13	2	1	1,549
	Form 2		2	44	114	275	351	393	321	199	75	39	9	7	1,829
	Form 3			4	3	15	26	42	42	38	21	16	14	7	228
Male Total		1	16	171	320	608	698	699	537	323	125	68	25	15	3,606
Total		1	58	400	786	1,407	1,411	1,239	836	442	153	92	33	21	6,879

Table 74: Number of Repeaters by Region, Sex and Form, 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	408	344	279	430	1,461
	Form 2	423	335	313	546	1,617
	Form 3	57	40	50	48	195
Female Total		888	719	642	1,024	3,273
Male	Form 1	471	298	314	466	1,549
	Form 2	490	353	387	599	1,829
	Form 3	70	50	53	55	228
Male Total		1,031	701	754	1,120	3,606
Total		1,919	1,420	1,396	2,144	6,879

Chart 36: Number of Repeaters by Sex and Region, 2012



Similarly at primary levels the repetition is still dominated by boys. The highest number of repeaters for both sexes is in Form 2. There is a hypothesis that suggests that pupils are made to repeat Form 2 so that they get better results in the external Form 3 examination. Form 3 is associated with a low repetition which suggested that a few children are allowed to repeat formal in schools. These may be repeating outside the formal sector.

Table 75: Repeaters by Year, Sex and Form, 2009 to 2012

		2009	2010	2011	2012
Female	Form 1	1,121	1,251	1,291	1,461
	Form 2	1,221	1,606	1,666	1,617
	Form 3	367	294	217	195
Female Total		2,709	3,151	3,174	3,273
Male	Form 1	1,149	1,332	1,421	1,549
	Form 2	1,448	1,719	1,985	1,829
	Form 3	443	326	284	228
Male Total		3,040	3,377	3,690	3,606
Grand Total		5,749	6,528	6,864	6,879

Table 76: Repeaters by Sex, Region and Year, 2009 to 2012

		2009	2010	2011	2012
Female	Hhohho	519	745	689	888
	Lubombo	539	611	629	719
	Manzini	776	800	840	642
	Shiselweni	875	995	1,016	1,024
Female Total		2,709	3,151	3,174	3,273
Male	Hhohho	600	873	870	1,031
	Lubombo	633	597	684	701
	Manzini	883	824	996	754
	Shiselweni	924	1,083	1,140	1,120
Male Total		3,040	3,377	3,690	3,606
Grand Total		5,749	6,528	6,864	6,879

Table 75 indicated that since 2009 the highest repetition has been in Form 2. This represented wastage of resources and space, because it implied that the number of pupils proceeding to Form 3 is reduced. It supports the notion that there is a 'bulge' in Form 2, which has gradually resulted, in fewer, than expected number of pupils sitting the end of junior certificate examinations.

Table 76 suggested that most of the repeaters were from the Shiselweni and Hhohho regions. Manzini has the lowest numbers of repeaters, and had further reduced the this number by a sizeable amount in 2012. In the other regions the numbers increased. This may suggest that, schools in Manzini have improved in their internal efficiencies, because in 2009 Manzini was one of the regions with a higher number of repeaters.

The true picture of repetition will be observed when the repetition rates are presented in the tables to follow which will look at Percent Repetition and Repetition rates respectively. The indicators will provide a more accurate indication on the extent of repetition. Of importance is to note that the Ministry's policy is that repetition is not to exceed 10 percent per grade.

Table 77: Percent Repetition by Sex, Form and Age, 2012

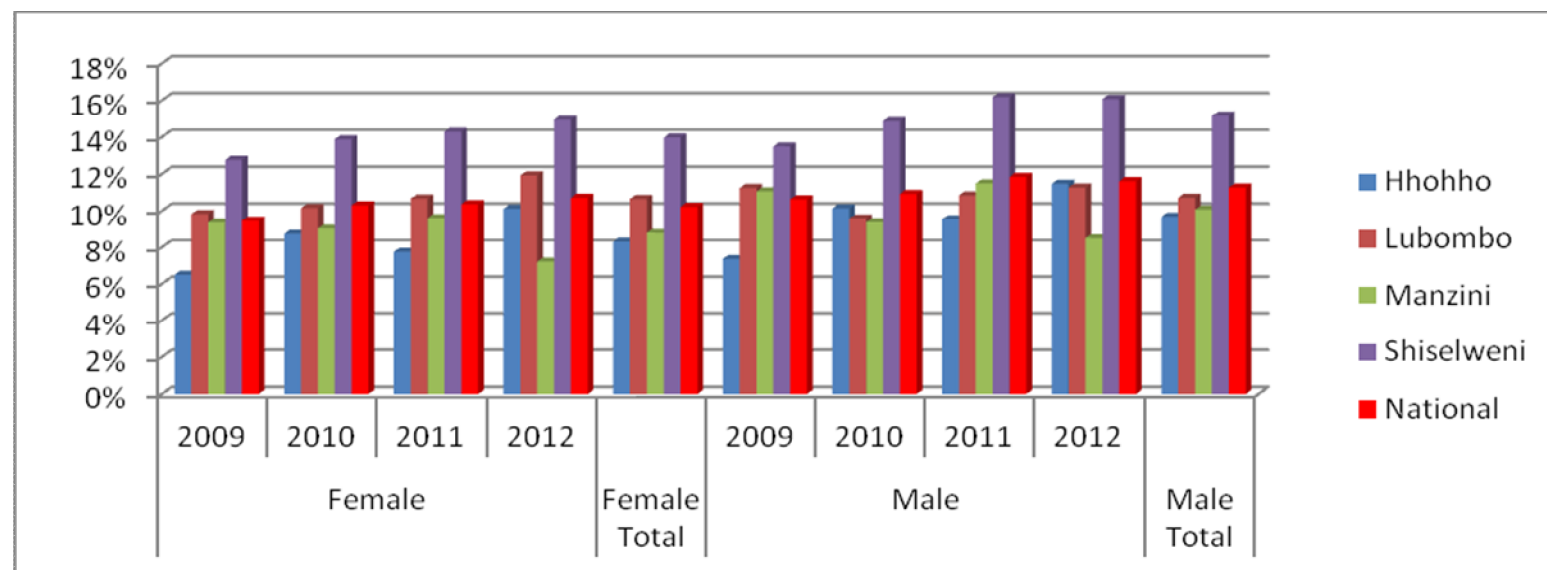
		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	0%	3%	5%	11%	15%	19%	25%	31%	22%	18%	50%	50%	0%	0%	12%
	Form 2	0%	3%	4%	6%	13%	19%	24%	30%	23%	23%	42%	33%	50%	0%	14%
	Form 3	0%	0%	1%	1%	1%	2%	4%	5%	11%	9%	13%	6%	67%	0%	3%
Female		0%	3%	5%	8%	11%	14%	17%	19%	17%	14%	27%	21%	60%	0%	11%
Male	Form 1	4%	2%	5%	8%	12%	17%	22%	28%	28%	32%	27%	15%	50%	0%	12%
	Form 2	0%	7%	5%	6%	11%	16%	22%	28%	31%	34%	32%	29%	54%	0%	16%
	Form 3	0%	0%	5%	1%	1%	2%	3%	4%	6%	8%	11%	30%	27%	0%	3%
Male		4%	2%	5%	7%	9%	12%	16%	20%	21%	21%	22%	27%	37%	0%	12%
Total		1%	3%	5%	7%	10%	13%	17%	19%	20%	19%	23%	26%	41%	0%	11%

Table 78: Percent Repeaters by Sex, Year and Region: 2009 to 2012

		Hhohho	Lubombo	Manzini	Shiselweni	National
Female	2009	6.5%	9.8%	9.4%	12.8%	9.5%
	2010	8.7%	10.1%	9.0%	13.9%	10.3%
	2011	7.7%	10.7%	9.6%	14.3%	10.4%
	2012	10.1%	11.9%	7.2%	14.9%	10.7%
Female		8.3%	10.7%	8.8%	14.0%	10.2%
Male	2009	7.4%	11.2%	11.0%	13.5%	10.6%
	2010	10.1%	9.6%	9.4%	14.9%	10.9%
	2011	9.5%	10.8%	11.5%	16.2%	11.8%
	2012	11.5%	11.3%	8.5%	16.1%	11.6%
Male Total		9.7%	10.7%	10.1%	15.2%	11.3%
Grand Total		9.0%	10.7%	9.4%	14.6%	10.7%

The indicator Percent Repetition gives a picture of the proportion that is repeating a particular class/grade. From the averages in Table 78, it may be concluded that it is the Shiselweni and Lubombo regions that exceed the national accepted 10% repetition. What is worrying is that repetition rates in the Shiselweni region have been higher than the national standard (norm) for a period, which suggested that nothing much has been done to improve the prevailing situation.

Chart 37: Percent Repeaters by Region, Sex and Year, 2009 to 2012



The results indicated that the proportion of repeaters (% repeaters) in the Lubombo and Shiselweni regions were slightly above the national average. The Hhohho region, which had one of the highest numbers of pupils who repeated in 2009, had the lowest repetition rate in the same period. This was due to the fact that the region also had a high enrolment rate. However, as is noticed from the chart, the percentage of repeaters in the same region in 2012 is the second lowest. This also suggested that repetition was on the increase in Hhohho. Proportions in the Shiselweni region have been above the national average since 2009, this suggests that the region need to make a lot of improvements. It further suggested two major scenarios for the Ministry, (i) to establish why the region has a high repetition rate and (ii) why more boys are repeating nationally and especially in this region.

Repetition Rate is the proportion of repeaters of the same cohort of learners. It compares those who are repeating a grade with their own classmates, i.e. those who were in the same grade as them in the previous year.

E.g. Form 2 percent repetition, are the Form 2 repeaters in 2012 divided by the Form 2 enrolment in the same year. Form 2 Repetition Rate in 2012, are the Form 2 in 2012, divided by the enrolment of Form 1 in 2011, i.e. those who were at a lower grade in the previous year. These indicators may appear to be same if the trends remain constant over time, i.e. if there is no improvement (internal efficiency) in the system. In some cases 'restarters' may be introduced back as repeaters, and this may give rise to increased rates.

Table 79: Repetition Rate by Sex, Form and Age, 2012

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	0%	3%	6%	10%	16%	17%	23%	24%	45%	11%	57%	50%	0%	0%	12%
	Form 2	0%	2%	5%	5%	15%	18%	22%	27%	33%	14%	67%	150%	67%	0%	14%
	Form 3	0%	0%	1%	1%	1%	2%	4%	5%	13%	8%	19%	8%	400%	0%	3%
Female		0%	3%	6%	7%	11%	13%	16%	18%	24%	10%	41%	42%	120%	0%	11%
Male	Form 1	2%	2%	6%	7%	13%	16%	20%	25%	39%	31%	57%	33%	50%	0%	13%
	Form 2	0%	2%	7%	6%	12%	16%	21%	24%	39%	24%	52%	28%	88%	0%	16%
	Form 3	0%	0%	7%	0%	1%	2%	3%	4%	8%	6%	15%	44%	100%	0%	3%
Male Total		2%	2%	6%	6%	10%	12%	15%	17%	26%	17%	33%	36%	88%	0%	12%
Total		1%	2%	6%	7%	11%	12%	16%	17%	26%	15%	35%	37%	95%	0%	11%

Table 80: Repetition Rate by Region, Sex and Year, 2010 to 2012

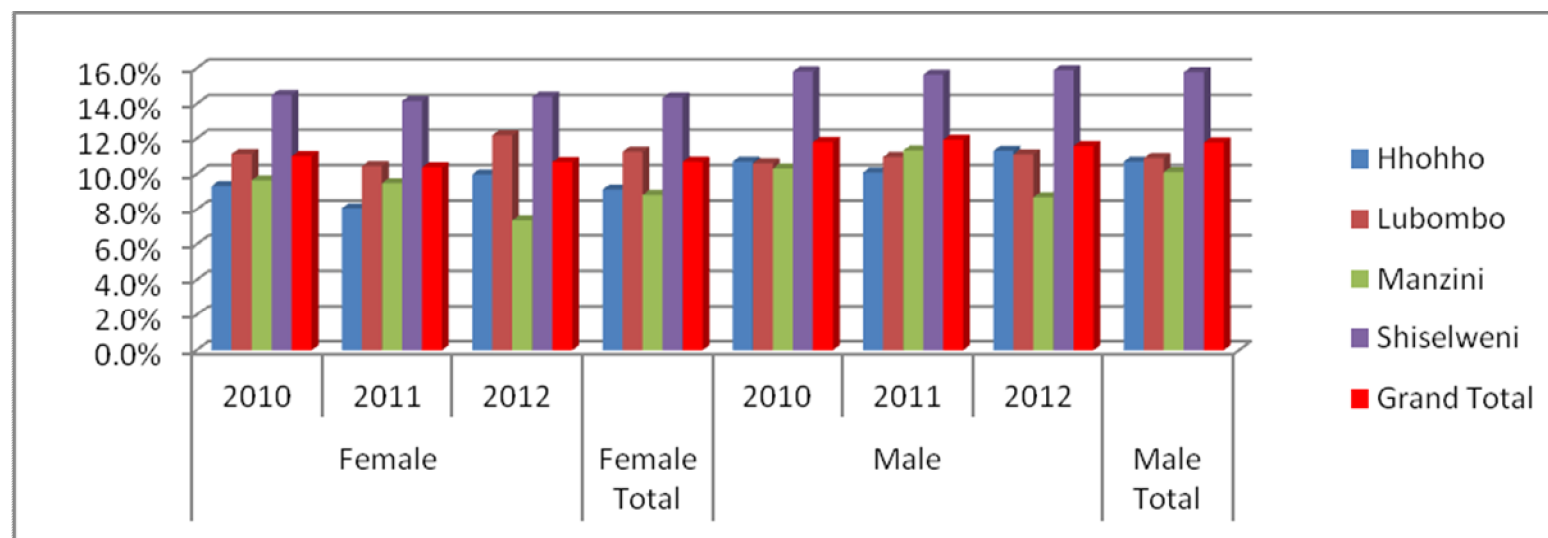
		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2010	9.3%	11.1%	9.6%	14.5%	11.0%
	2011	8.1%	10.4%	9.5%	14.2%	10.4%
	2012	10.0%	12.2%	7.3%	14.4%	10.7%
Female Total		9.1%	11.3%	8.8%	14.4%	10.7%
Male	2010	10.7%	10.6%	10.3%	15.8%	11.8%
	2011	10.1%	11.0%	11.3%	15.6%	11.9%
	2012	11.3%	11.1%	8.7%	15.9%	11.6%
Male Total		10.7%	10.9%	10.1%	15.8%	11.8%

Grand Total	9.9%	11.1%	9.5%	15.1%	11.2%
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Generally, results indicated high repetition rates in Forms 1 and 2. However, the highest repetition rates were observed in Form 2, (14% girls) and (16% boys). This partly explains the bigger classes in Form 2. These trends suggest that may be more pupils were failed in Form 2, so as to perform better in the following grade, which is an external examination and determines entry into high school.

This is observed in that fewer pupils enrolled in Form 3, and consequently fewer pupils may even sit for the examinations at the end of the year. Examinations have become very selective. There is an emerging danger in focusing teaching/learning for the external examinations, this definitely affects the delivery process, because the focus is shifted from 'education,' to doing well in the examinations. This indicates that slow learners are then left in the lurch and may not get any remedial education and assistance.

Chart 38: Repetition Rate by Region, Sex and Year, 2010 to 2012



The results indicated that the average repetition rate for 2012 (11.2%) was slightly higher than the percentage repetition (10.7%) for the same year. However, these variations are relatively small suggesting that repetition has been constant in the period. Repetition rates are a key contributor to internal efficiency of the system, the higher the repetition rate the lower the efficiency. The results confirm the need for an intervention in the Lubombo and Shiselweni regions. These were the two regions where the rates have been higher than the national averages. This was the case in years 2010 to 2012.

The issue of repetition in the Shiselweni and Lubombo regions raises critical questions about educational equality and equity. The same scenario was observed at the primary levels which suggested that the problems are not only at primary but also at secondary levels. One wonders if the implication is that education in these regions is not as good as the other regions. If this is not the case why is it that there is very high repetition in these two sub sector levels? It should be noted that some repetition may not be educational, teachers and parents may force pupils to repeat with the hope that they will do better in external examinations. If this is done intentionally, it then gives the impression that the schools are aware and children have to repeat to pass a grade. In other words schools are treating the symptoms rather than addressing the problem. The Ministry is encouraged to take a closer look at repetition with a view to address some of the anomalies.

Table 81: Dropout by Sex, Form and Reason, 2012

		Absconded or Other	Death	Disciplinary or Expelled	Family Reasons	Pregnancy	School fees	Sickness	⁵ Transfer	Total
Female	Form 1	114	3	4	41	215	101	25	50	553
	Form 2	116	4	3	46	263	88	21	36	577
	Form 3	37	1	3	23	156	20	15	14	269
Female Total		267	8	10	110	634	209	61	100	1,399
Male	Form 1	159	7	22	57	54	106	26	61	492
	Form 2	125	1	67	53	92	90	20	46	494
	Form 3	48	3	69	17	34	26	9	10	216
Male Total		332	11	158	127	180	222	55	117	1,202
Grand Total		599	19	168	237	814	431	116	217	2,601

The results indicated that the lowest number of dropouts was in Form 3. When this factor is coupled with repetition which was also lowest in Form 3, it suggested that reaching Form 3 had become very selective such that those who made it through to Form 3 stay on and complete the year. This selective process will in the long run result in fewer children sitting for the end of lower secondary examinations because they are trapped in Form 2. On the other hand it might result with an increased pass rate maybe due to the fact that the selective process had “streamed off” those who were struggling in the lower Forms and only those capable reached Form 3. However, the perceived “forced” repetition in Form 2, may lead to some children being put off education and dropping out.

⁵ Transfers are not ‘dropout’; they have been included in this table due to structure of instruments. These children were still within the system. They will be recorded as having transferred from one school. System would need a PIN based system for accurate tracking.

The highest reason for drop-out was reported to be pregnancy, 634 girls and 180 boys. The high pregnancy dropout was a concern once again, and it seemed as if the gospel of abstinence was not getting through to our young people. Due to the nature of the instruments, boys were also reported to have dropped out. These are possibly boys who could have impregnated girls of school-going age (their classmates) or other girls within the community. Some communities may force both parties out of school under the notion that they had classified themselves as adults by engaging in sex. It was also informative that fewer girls dropped out due to pregnancy in Form 3.

As with primary level, when the reasons, Absconded, Family Reasons and Schools fees are coupled they may be linked to the socio-economic situation of the homes the children came from. About 50 percent of the children who dropout may not be completing basic education due to unavailability of financial resources from Government and otherwise. In most cases even those who get pregnant may be victims of their poverty situation. This situation may be improved through the budgeting for additional resources i.e. increased funding at secondary levels or provision of grants to OVC especially the girls.

Chart 39: Dropout by Sex and Form, 2012

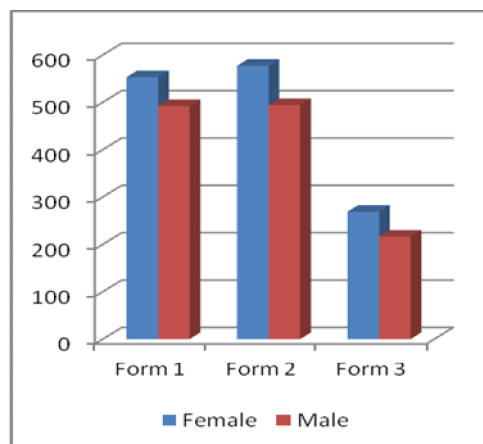


Table 82: Dropout Rate by Sex and Form, 2012

	Female	Male	Total
Form 1	4.4%	3.9%	4.2%
Form 2	5.2%	4.4%	4.8%
Form 3	3.9%	3.0%	3.4%
Total	4.6%	3.9%	4.2%

Table 83: Dropout by Form, Sex and Year, 2009 to 2012

		Form 1	Form 2	Form 3	Total
Female	2009	506	506	272	1,284
	2010	527	504	328	1,359
	2011	570	627	339	1,536
	2012	553	577	269	1,399
Female		2,156	2,214	1,208	5,578
Male	2009	365	292	154	811
	2010	331	262	142	735
	2011	470	458	243	1,171
	2012	492	494	216	1,202
Male Total		1,658	1,506	755	3,919
Total		3,814	3,720	1,963	9,497

The results suggested that over the four year period more girls have been dropping out at lower secondary education than boys. Since this has been the trend unless remedial intervention is identified and taken the trend is bound to continue. The gender dimension of dropout at the level of education suggested that it had something to do with being a girl, who is in early and mid-teens. This is an area than can be addressed through 'Life Skills' programmes and other programmes that can support children from low socio-economic statuses i.e. a holistic approach to the girl child through financial and psycho-social support programmes.

Table 84: Dropout by Region, Sex and Year, 2009 to 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2009	261	256	356	411	1,284
	2010	433	294	302	330	1,359
	2011	391	403	419	323	1,536
	2012	472	269	265	393	1,399
Female		1,557	1,222	1,342	1,457	5,578
Male	2009	189	184	203	235	811
	2010	266	137	190	142	735
	2011	358	268	327	218	1,171
	2012	499	222	176	305	1,202
Male		1,312	811	896	900	3,919
Total		2,869	2,033	2,238	2,357	9,497

Table 85: Dropout Rate by Region, Sex and Year, 2009 to 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2009	3.3%	4.7%	4.3%	6.0%	4.5%
	2010	5.1%	4.9%	3.4%	4.6%	4.4%
	2011	4.4%	6.8%	4.8%	4.5%	5.0%
	2012	5.4%	4.5%	3.0%	5.7%	4.6%
Female		4.6%	5.2%	3.9%	5.2%	4.6%
Male	2009	2.3%	3.3%	2.5%	3.4%	2.8%
	2010	3.1%	2.2%	2.2%	1.9%	2.4%
	2011	3.9%	4.2%	3.8%	3.1%	3.8%
	2012	5.5%	3.6%	2.0%	4.4%	3.9%
Male		3.8%	3.3%	2.6%	3.2%	3.2%
Total		4.2%	4.2%	3.2%	4.2%	3.9%

The overall dropout was below 5% for both boys and girls between 2009 and 2012. Although in terms of numbers the Hhohho region had the highest numbers (2 869) of pupils dropping out, the average dropout rate was not the highest because the enrolment rate was also higher in the region. However, it was worrying that in 2012, the dropout rate increased in the Hhohho region.

Lubombo and Shiselweni regions had the highest dropout rates for girls (5.2%) within the same period, and this suggested that the intervention on 'Life Skills,' and development of the Schools as Centres of Care and Support programmes were highly needed in these regions. This further suggested that the Ministry's Guidance and Counselling unit and its partners need to put more effort in addressing the challenges in the two regions.

Table 86: Promotion Rate by Sex and Form, 2012

	Female	Male	Avg
Form 1	84.2%	84.2%	84.2%
Form 2	80.7%	79.9%	80.3%
Form 3	93.5%	94.0%	93.8%
Avg	86.1%	86.0%	86.1%

Table 87: Promotion Rate by Region, Sex and Year, 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	83.4%	82.0%	89.7%	80.3%	84.2%
	Form 2	81.1%	80.2%	86.7%	73.1%	80.7%
	Form 3	93.0%	93.3%	95.4%	91.8%	93.5%
Female		85.9%	85.1%	90.6%	81.7%	86.1%
Male	Form 1	82.6%	83.9%	88.9%	80.7%	84.2%
	Form 2	78.6%	81.7%	85.6%	73.0%	79.9%
	Form 3	92.0%	94.1%	96.6%	92.8%	94.0%
Male		84.4%	86.5%	90.4%	82.2%	86.0%
Avg		85.1%	85.8%	90.5%	81.9%	86.1%

Special Education Needs (SEN)

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. 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. There is also need for the SEN inspectorate and EMIS to spread their wings to all schools to educate them about the SEN reporting and its importance.

Table 88: SEN by Sex, Type and Form, 2012

		Form 1	Form 2	Form 3	Total
Female	Hearing Impaired	4	4	5	13
	Learning Disability		1	4	5
	Visually Impaired	181	168	72	421
Female Total		185	173	81	439
Male	Hearing Impaired	3		11	14
	Learning Disability			9	9
	Visually Impaired	137	83	63	283
Male Total		140	83	83	306
Grand Total		325	256	164	745

The number of reported cases indicated that most of the SEN cases were either visual or hearing. This might have been due to the fact that there are specialist schools for the SEN. However, the fact that some schools reported Learning Disability, also suggested existence of children who maybe slow learners or even fast learners or may have other disability which affect the learning process of the children. Learning difficulties at Form 3 posed a great danger to the affected pupils because that suggested that they had to write the Junior Certificate examination without much preparation and support. It may suggest why fewer SEN children did well in JC, i.e. they did not get all the different kinds of support their disability required.

Table 89: SEN by Region, Sex and Status, 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired		13			13
	Learning Disability		4	1		5
	Visually Impaired	176	19	156	70	421
Female Total		176	36	157	70	439
Male	Hearing Impaired		14			14
	Learning Disability		9			9
	Visually Impaired	108	3	136	36	283
Male		108	26	136	36	306
Grand Total		284	62	293	106	745

Table 90: SEN by Age, Sex and Form 2012

		13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Form 1	24	54	33	34	20	13	4	3					185
	Form 2		29	48	34	26	13	14	7	1	1			173
	Form 3			8	31	12	15	6	1	2	2		4	81
Female Total		24	83	89	99	58	41	24	11	3	3		4	439
Male	Form 1	11	29	30	27	18	14	6	2	3				140
	Form 2		12	10	12	17	11	13	5	1	2			83
	Form 3			2	21	10	6	9	5	9	9	4	8	83
Male Total		11	41	42	60	45	31	28	12	13	11	4	8	306
Total		35	124	131	159	103	72	52	23	16	14	4	12	745

The results suggested that other forms of disability other than visual existed in the Lubombo and Manzini region. It is true that there are specialist institutions in these regions; however it might not be a true picture that there are no SEN cases other than visual in the other regions. This needs further intervention, maybe there is need for the EMIS and the SEN inspectorate to further sensitize schools on reporting on SEN children.

Table 91: Number of OVC by Age, Sex and Form, National 2012

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	11	326	937	936	893	531	242	80	35	4	2				3,997
	Form 2		17	336	736	985	737	534	265	92	27	16	9	3		3,757
	Form 3			22	210	607	611	415	283	119	46	23	10	5	1	2,352
Female Total		11	343	1,295	1,882	2,485	1,879	1,191	628	246	77	41	19	8	1	10,106
Male	Form 1	3	182	631	740	865	718	442	259	129	37	22	7	1		4,036
	Form 2		7	194	495	759	717	635	447	289	93	58	16	6		3,716
	Form 3			18	143	497	553	506	402	273	149	75	24	18		2,658
Male Total		3	189	843	1,378	2,121	1,988	1,583	1,108	691	279	155	47	25		10,410
Grand Total		14	532	2,138	3,260	4,606	3,867	2,774	1,736	937	356	196	66	33	1	20,516

Table 92: Number of OVC by Region, Sex and Form, National 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	1,009	837	1,143	1,008	3,997
	Form 2	968	791	1,066	932	3,757
	Form 3	624	497	701	530	2,352
Female Total		2,601	2,125	2,910	2,470	10,106
Male	Form 1	1,008	773	1,153	1,102	4,036
	Form 2	955	823	960	978	3,716
	Form 3	725	523	810	600	2,658
Male Total		2,688	2,119	2,923	2,680	10,410
Grand Total		5,289	4,244	5,833	5,150	20,516

Table 93: Number of OVC by Year, Sex and Form, National 2009 to 2012

		2009	2010	2011	2012
Female	Form 1	4,198	5,152	5,097	3,997
	Form 2	4,094	5,004	4,880	3,757
	Form 3	2,849	3,433	2,913	2,352
Female Total		11,141	13,589	12,890	10,106
Male	Form 1	4,126	4,986	5,240	4,036
	Form 2	4,052	5,087	5,107	3,716
	Form 3	2,874	3,515	3,332	2,658
Male Total		11,052	13,588	13,679	10,410
Grand Total		22,193	27,177	26,569	20,516

Data for OVC is highly unstable. The results suggested a high variation of reported data over the four year period, i.e. from 2009 to 2012. It presented an increase in 2010 and has been decreasing ever since. This may suggest that some OVCs may have gone to school when the Government declared FPE in 2010, but then did not go back after

having noted the same barriers as those that existed before. The results also indicated a high incidence of OVCs in the Manzini and Hhohho regions. This may be due to the high enrolment rates in these regions. However, on the contrary it may suggest that OVC may not be linked to city or rural area location, i.e. OVC may exist in urban or city areas, or there has also been migration of OVC to urban schools.

Chart 40: OVC by Sex, Form and Year, National 2009 to 2012

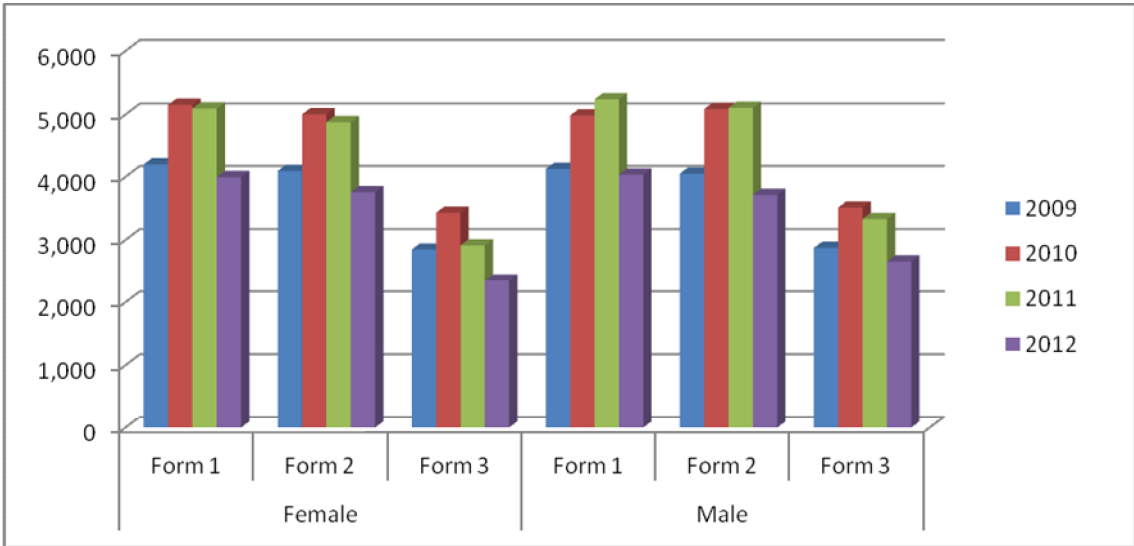


Table 94: Evolution of OVC in Private (non-aided) Schools, by Sex, Form and Year 2009 to 2012

		2009	2011	2012	Total
Female	Form 1	2	3	10	15
	Form 2		21	13	34
	Form 3		22	5	27
Female Total		2	46	28	76
Male	Form 1	3	8	10	21
	Form 2	1	8	8	17
	Form 3	1	30	20	51
Male Total		5	46	38	89
Grand Total		7	92	66	165

Some Lower Secondary Indicators

1. Enrolment Rates

a. Gross Enrolment Rate

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	73.6%	80.3%	76.8%	66.8%	71.9%	69.3%	66.7%	70.6%	68.6%	79.6%	83.0%	81.2%	71.4%	68.9%	73.7%
2010	78.6%	84.3%	81.4%	48.5%	54.7%	51.4%	106.4%	105.6%	104.2%	86.9%	92.1%	89.4%	76.2%	81.7%	78.8%
2011	82.2%	88.9%	85.4%	47.7%	53.4%	51.3%	102.1%	103.8%	103.0%	86.1%	88.3%	87.2%	76.6%	81.9%	79.2%
2012	81.6%	87.3%	84.4%	73.2%	77.7%	75.4%	72.6%	77.3%	74.9%	80.7%	83.4%	82.1%	76.9%	81.4%	79.1%
Avg	79.0%	85.2%	82.0%	56.8%	62.4%	59.8%	83.7%	87.0%	85.0%	83.3%	86.6%	84.9%	75.3%	78.2%	77.7%

Generally a Gross Enrolment rate of less than 100% suggested a lack of access to secondary level education. This does not only refer to space, but also capacity to enrol, i.e. to pay for secondary school fees which are currently not state funded. In addition, it presented a picture that not all children continue with education after primary. It may be a relevant exercise to investigate why there is a low enrolment rate at this level, in preparation for 2016 where there is an expected increase in secondary enrolment.

b. Net Enrolment Rate

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	35.4%	28.5%	32.1%	24.9%	16.8%	21.0%	30.0%	21.6%	26.0%	29.9%	20.3%	25.2%	30.4%	20.0%	26.4%
2010	33.0%	24.7%	29.0%	17.6%	11.9%	14.9%	46.4%	30.5%	37.8%	31.2%	21.6%	26.5%	30.4%	21.5%	26.1%
2011	35.1%	26.3%	30.8%	18.1%	17.2%	17.9%	43.4%	30.6%	37.1%	28.3%	21.5%	24.9%	30.2%	23.6%	27.0%
2012	34.6%	25.5%	30.1%	24.9%	21.6%	23.3%	32.7%	27.7%	30.3%	27.8%	18.2%	23.1%	30.6%	23.7%	27.2%
Avg	34.5%	26.2%	30.5%	20.7%	16.5%	18.7%	36.9%	27.1%	32.0%	29.3%	20.4%	24.9%	30.4%	22.2%	26.7%

The low net enrolment rates suggested that only one in four children aged between 13 and 15 were not enrolled in secondary schools. Some were enrolled at primary levels (contributing to over agedness). A low gross and net enrolment rate indicated a need to build capacity at lower secondary levels in terms of space, support for those who did not have financial support or harmonisation of the secondary school fees – i.e. reasonably.

2. Gross Intake Ratio in the last Grade of Lower Secondary (JC) – GIRLLS

This indicator has been used as a proxy measure of lower secondary level completion. It is an indicator of how the inefficiencies at primary level such as high repetition, dropout and over agedness impact on lower secondary education. It is derived from the number of new entrants to Form 3 as a percentage of 15 year olds in the population (official age).

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	17.2%	19.6%	18.4%	15.9%	17.6%	16.7%	16.0%	16.5%	16.2%	18.6%	18.8%	18.7%	16.8%	16.3%	17.4%
2010	19.9%	20.3%	20.1%	11.3%	13.3%	12.3%	24.8%	25.0%	24.5%	18.4%	20.6%	19.5%	17.8%	19.3%	18.5%
2011	19.1%	20.9%	20.0%	9.8%	11.7%	10.9%	24.2%	23.9%	24.1%	17.9%	18.3%	18.1%	17.1%	18.4%	17.7%
2012	18.7%	20.1%	19.4%	16.0%	16.8%	16.4%	16.8%	19.2%	17.9%	16.2%	16.6%	16.4%	17.0%	18.4%	17.7%

A GIRLLS of about 20% is very low; it indicates that most of the 15 year olds are not in Form 3. This suggested a low efficiency at lower levels, some pupils reach Form 3 after having repeated more than once in their primary education, thus are over aged. The system suggested that some of the secondary aged pupils were in primary and their spaces taken over by over aged who ought to be in higher secondary.

3. Gender Parity

(a) Gender Parity-GER

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	0.9	0.9	0.9	1.0	1.0
2010	0.9	0.9	1.0	0.9	0.9
2011	0.9	0.9	1.0	1.0	0.9
2012	0.9	0.9	0.9	1.0	0.9
Avg	0.9	0.9	1.0	1.0	1.0

(b) Gender Parity-NER

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	1.2	1.5	1.4	1.5	1.5
2010	1.3	1.5	1.5	1.4	1.4
2011	1.3	1.1	1.4	1.3	1.3
2012	1.4	1.2	1.2	1.5	1.3
Avg	1.3	1.3	1.4	1.4	1.4

Nationally the results suggested that the Gender Parity indexes at this level of education were better than at primary levels. This may be due to the fact that more boys drop out than girls, thus their dropping out may have created a balance. When the NER parity is considered, girls fared quite well because the index is above 1 in all of the regions. What is further impressive is that in Shiselweni, a region associated with high poverty levels the index is 1.4. This suggested that parents could be appreciating the need to invest in girls' education for their development potential or that boys have been sent to the city schools in the urban regions.

4. Repetition Rate by Region and Year

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2010	9.3%	11.1%	9.6%	14.5%	11.0%
	2011	8.1%	10.4%	9.5%	14.2%	10.4%
	2012	10.0%	12.2%	7.3%	14.4%	10.7%
Female Total		9.1%	11.3%	8.8%	14.4%	10.7%
Male	2010	10.7%	10.6%	10.3%	15.8%	11.8%
	2011	10.1%	11.0%	11.3%	15.6%	11.9%
	2012	11.3%	11.1%	8.7%	15.9%	11.6%
Male Total		10.7%	10.9%	10.1%	15.8%	11.8%
Grand Total		9.9%	11.1%	9.5%	15.1%	11.2%

The existence of high repetition rates between 2010 and 2012 in the Lubombo and Shiselweni regions indicated the need for a study to investigate this phenomenon. These rates were also high at primary levels in the same regions, which may lead to a general perception that education in these regions is not up to the required standards – this needs to be investigated by the inspectorate.

5. Promotion Rates by region 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	83.4%	82.0%	89.7%	80.3%	84.2%
	Form 2	81.1%	80.2%	86.7%	73.1%	80.7%
	Form 3	93.0%	93.3%	95.4%	91.8%	93.5%
Female		85.9%	85.1%	90.6%	81.7%	86.1%
Male	Form 1	82.6%	83.9%	88.9%	80.7%	84.2%
	Form 2	78.6%	81.7%	85.6%	73.0%	79.9%
	Form 3	92.0%	94.1%	96.6%	92.8%	94.0%
Male		84.4%	86.5%	90.4%	82.2%	86.0%
Avg		85.1%	85.8%	90.5%	81.9%	86.1%

Other indicators will be covered under Senior Secondary level indicators. This is because most resources are shared between lower and senior secondary levels.

SENIOR LEVEL SECONDARY (HIGH SCHOOL)

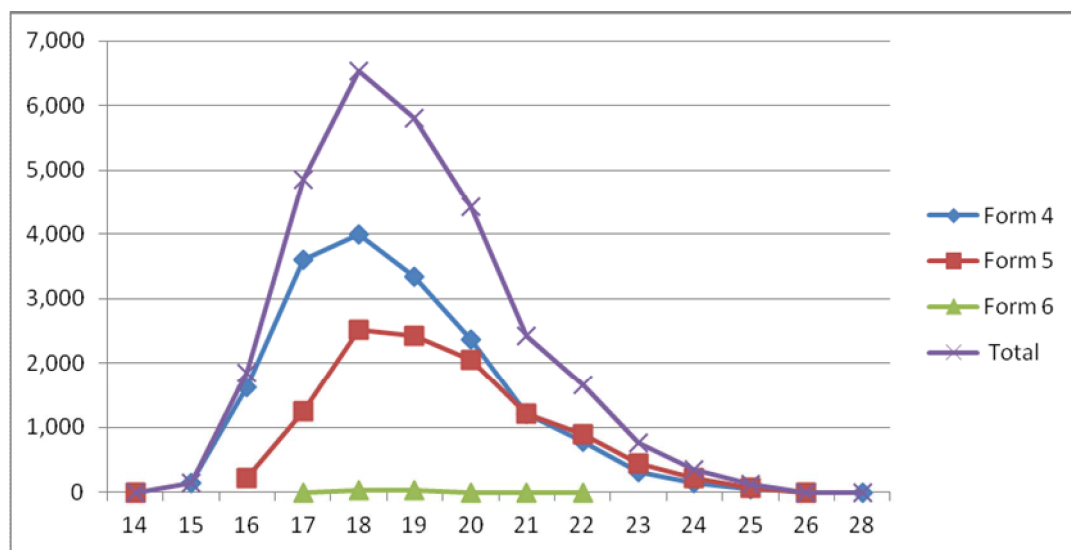
ISCED 3

Senior Secondary or High School consists of Form 4 and Form 5. There is an emerging grade, Form 6 which is considered part of high school. High school leads to post secondary and tertiary education levels in the country. Successful completion of High school is a prerequisite for entry into higher levels.

Table 95: Enrolment by Age and Form, Senior Secondary, 2012

	14	15	16	17	18	19	20	21	22	23	24	25	26	28	Total
Form 4		144	1,630	3,606	3,992	3,339	2,361	1,208	778	306	137	49		1	17,551
Form 5	1		212	1,250	2,521	2,427	2,054	1,215	887	451	217	79	1		11,315
Form 6				2	27	40	4	2	2						77
Total	1	144	1,842	4,858	6,540	5,806	4,419	2,425	1,667	757	354	128	1	1	28,943

Chart 41: Enrolment by age and Form, 2012



Some schools have introduced Form 6. However the number of pupils has not been consistent because currently it is only those children who seek to improve their grades for post secondary education.

Table 96: Enrolment by Age, Sex and Form, Senior Secondary, National, 2012

		14	15	16	17	18	19	20	21	22	23	24	25	26	28	Total
Female	Form 4		94	958	1,985	2,087	1,675	997	437	253	90	45	20			8,641
	Form 5			135	735	1,403	1,240	962	530	290	165	72	27			5,559
	Form 6				2	16	9	1		2						30
Female			94	1,093	2,722	3,506	2,924	1,960	967	545	255	117	47			14,230
Male	Form 4		50	672	1,621	1,905	1,664	1,364	771	525	216	92	29		1	8,910
	Form 5	1		77	515	1,118	1,187	1,092	685	597	286	145	52	1		5,756
	Form 6					11	31	3	2							47
Male		1	50	749	2,136	3,034	2,882	2,459	1,458	1,122	502	237	81	1	1	14,713
Total		1	144	1,842	4,858	6,540	5,806	4,419	2,425	1,667	757	354	128	1	1	28,943

Table 97: Enrolment by Year, Sex and Form, 2009 to 2012

	2009		2010		2011		2012	
	Female	Male	Female	Male	Female	Male	Female	Male
Form 4	7,764	7,803	8,681	8,742	9,104	9,182	8,641	8,910
Form 5	5,063	5,256	5,214	5,511	5,192	5,455	5,559	5,756
Form 6	76	70	87	81	116	93	30	47
Total	12,903	13,129	13,982	14,334	14,412	14,730	14,230	14,713

Chart 42: Enrolment by Sex and Year, 2009 to 2012

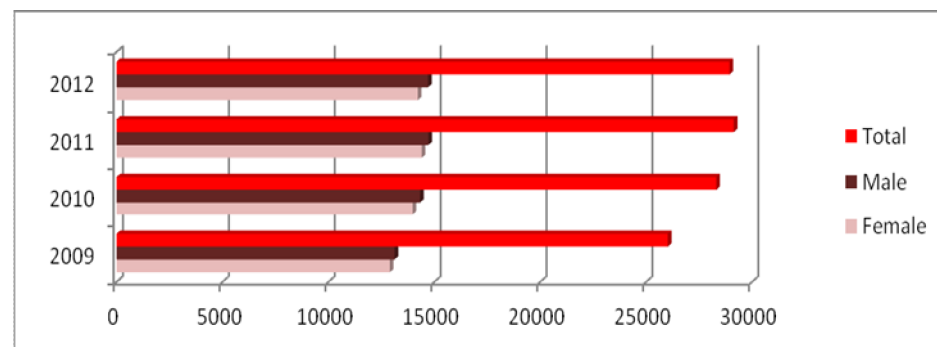


Table 98: Enrolment by Age, Sex and Form, Private (non-aided), National, 2012

		14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4		13	37	90	41	31	21	4	3				240
	Form 5			17	73	95	49	32	12	15	2	3		298
Female			13	54	163	136	80	53	16	18	2	3		538
Male	Form 4		8	41	70	47	32	16	9	9			1	233
	Form 5	1		17	48	92	42	31	14	20	8			273
Male		1	8	58	118	139	74	47	23	29	8		1	506
Total		1	21	112	281	275	154	100	39	47	10	3	1	1,044

Table 99: Enrolment by Year, Sex and Form, Private (non-aided) 2009 to 2012

	2009		2010		2011		2012	
	Female	Male	Female	Male	Female	Male	Female	Male
Form 4	192	192	259	224	182	153	240	233
Form 5	202	175	302	242	146	154	298	273
Form 6					62	50		
Total	394	367	561	466	390	357	390	357

Table 100: Enrolment by Age, Sex and Form, Hhohho, 2012

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	15	261	601	628	511	343	116	59	19	12	5	2,570
	Form 5		24	200	455	377	284	158	79	31	14	8	1,630
	Form 6			2	16	9	1		2				30
Female		15	285	803	1,099	897	628	274	140	50	26	13	4,230
Male	Form 4	3	148	513	568	478	430	228	148	58	19	11	2,604
	Form 5		14	110	340	348	343	221	179	93	48	21	1,717
	Form 6				11	31	3	2					47
Male		3	162	623	919	857	776	451	327	151	67	32	4,368
Grand		18	447	1,426	2,018	1,754	1,404	725	467	201	93	45	8,598

Table 101: Enrolment by Year, Sex and Form, Hhohho, 2009 to 2012

		2009	2010	2011	2012
Female	Form 4	2,133	2,489	2,686	2,570
	Form 5	1,437	1,510	1,680	1,630
	Form 6	76	76	116	30
Female		3,646	4,075	4,482	4,230
Male	Form 4	2,289	2,590	2,710	2,604
	Form 5	1,550	1,675	1,766	1,717
	Form 6	70	72	91	47
Male		3,909	4,337	4,567	4,368
Grand		7,555	8,412	9,049	8,598

Chart 43: Enrolment by Sex and Form, Hhohho, 2009 to 2012

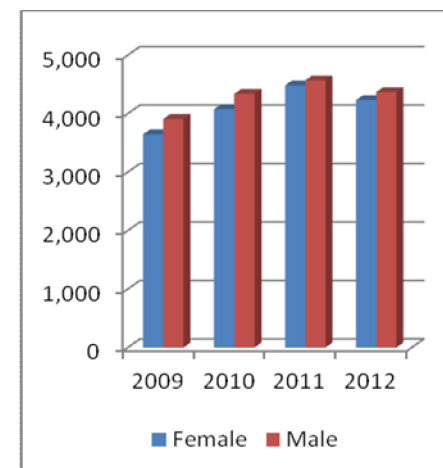


Table 102: Enrolment by Age, Sex and Form, Lubombo, 2012

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	6	148	298	336	286	172	103	32	12	7	4	1,404
	Form 5		15	105	246	201	203	100	31	37	12	5	955
Female		6	163	403	582	487	375	203	63	49	19	9	2,359
Male	Form 4		95	296	351	270	225	132	90	43	13	6	1,521
	Form 5		11	81	209	235	215	133	119	42	17	9	1,071
Male Total			106	377	560	505	440	265	209	85	30	15	2,592
Grand Total		6	269	780	1,142	992	815	468	272	134	49	24	4,951

Table 103: Enrolment by Year, Sex and Form, Lubombo, 2009 to 2012

		2009	2010	2011	2012
Female	Form 4	1,410	1,468	1,605	1,404
	Form 5	908	954	861	955
	Form 6		2		
Female		2,318	2,424	2,466	2,359
Male	Form 4	1,451	1,556	1,686	1,521
	Form 5	944	1,033	1,003	1,071
	Form 6		1	2	
Male		2,395	2,590	2,691	2,592
Grand		4,713	5,014	5,157	4,951

Chart 44: Enrolment by Sex and Year, Lubombo, 2009 to 2012

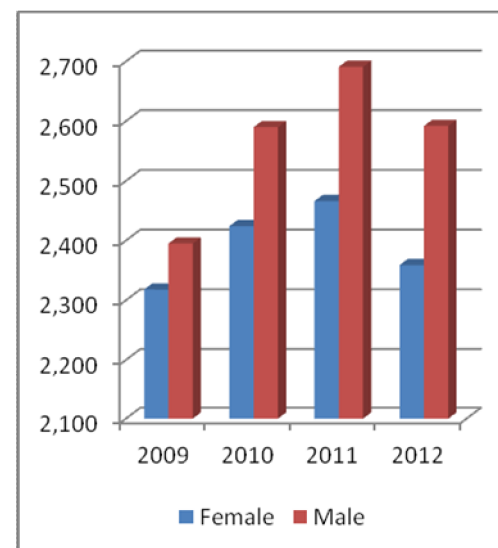


Table 104: Enrolment by Age, Sex and Form, Manzini, 2012

		14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4		50	386	719	692	455	195	51	28	4	4		2,584
	Form 5			88	329	477	446	233	107	58	14	9	1	1,762
Female			50	474	1,048	1,169	901	428	158	86	18	13	1	4,346
Male	Form 4		41	333	591	605	488	292	114	73	16	3	1	2,557
	Form 5	1		51	259	399	402	286	148	108	32	10		1,696
Male Total		1	41	384	850	1,004	890	578	262	181	48	13	1	4,253
Total		1	91	858	1,898	2,173	1,791	1,006	420	267	66	26	2	8,599

Table 105: Enrolment by Year, Sex and Form, Manzini, 2009 to 2012

		2009	2010	2011	2012
Female	Form 4	2,292	2,585	2,550	2,584
	Form 5	1,576	1,602	1,566	1,762
	Form 6		9		
Female		3,868	4,196	4,116	4,346
Male	Form 4	2,156	2,416	2,488	2,557
	Form 5	1,494	1,503	1,514	1,696
	Form 6		8		
Male Total		3,650	3,927	4,002	4,253
Total		7,518	8,123	8,118	8,599

Chart 45: Enrolment by Year and Sex, Manzini, 2009 to 2012

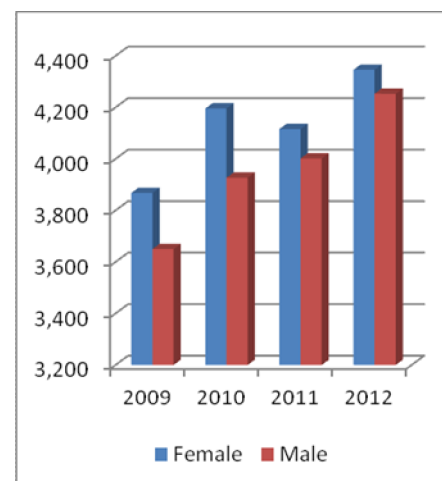


Table106: Enrolment by Age, Sex and Form, Shiselweni, 2012

		15	16	17	18	19	20	21	22	23	24	25	26	28	Total
Female	Form 4	23	163	367	431	423	287	167	134	55	22	11			2,083
	Form 5		8	101	225	216	242	165	122	83	37	13			1,212
Female		23	171	468	656	639	529	332	256	138	59	24			3,295
Male	Form 4	6	96	221	381	428	417	297	214	99	57	11		1	2,228
	Form 5		1	65	170	202	248	183	191	119	70	22	1		1,272
Male Total		6	97	286	551	630	665	480	405	218	127	33	1	1	3,500
Total		29	268	754	1,207	1,269	1,194	812	661	356	186	57	1	1	6,795

Table107: Enrolment by Year, Sex and Form, Shiselweni, 2009 to 2012

		2009	2010	2011	2012
Female	Form 4	1,929	2,139	2,263	2,083
	Form 5	1,142	1,148	1,085	1,212
Female		3,071	3,287	3,348	3,295
Male	Form 4	1,907	2,180	2,298	2,228
	Form 5	1,268	1,300	1,172	1,272
Male Total		3,175	3,480	3,470	3,500
Grand Total		6,246	6,767	6,818	6,795

Chart 46: Enrolment by Year and Sex, Shiselweni, 2009 to 2012

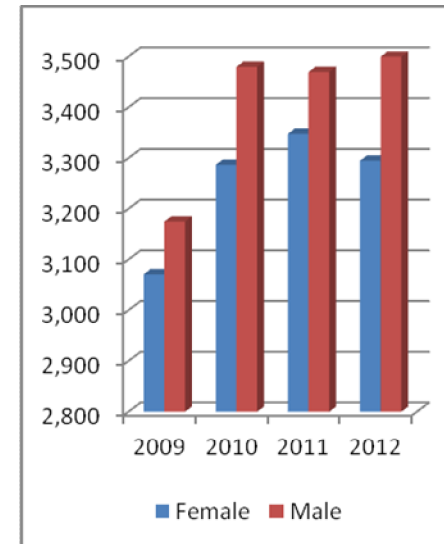


Table 108: Enrolment by Region, Sex and Form, 2009 to 2012

		Hhohho				Lubombo				Manzini				Shiselweni			
		2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Female	Form 4	2,133	2,489	2,686	2,570	1,410	1,468	1,605	1,404	2,292	2,585	2,550	2,584	1,929	2,139	2,263	2,083
	Form 5	1,437	1,510	1,680	1,630	908	954	861	955	1,576	1,602	1,566	1,762	1,142	1,148	1,085	1,212
	Form 6	76	76	116	30		2				9						
Female		3,646	4,075	4,482	4,230	2,318	2,424	2,466	2,359	3,868	4,196	4,116	4,346	3,071	3,287	3,348	3,295
Male	Form 4	2,289	2,590	2,710	2,604	1,451	1,556	1,686	1,521	2,156	2,416	2,488	2,557	1,907	2,180	2,298	2,228
	Form 5	1,550	1,675	1,766	1,717	944	1,033	1,003	1,071	1,494	1,503	1,514	1,696	1,268	1,300	1,172	1,272
	Form 6	70	72	91	47		1	2			8						
Male		3,909	4,337	4,567	4,368	2,395	2,590	2,691	2,592	3,650	3,927	4,002	4,253	3,175	3,480	3,470	3,500
Grand Total		7,555	8,412	9,049	8,598	4,713	5,014	5,157	4,951	7,518	8,123	8,118	8,599	6,246	6,767	6,818	6,795

Chart 47: Enrolment by Region and Year, 2009 to 2012

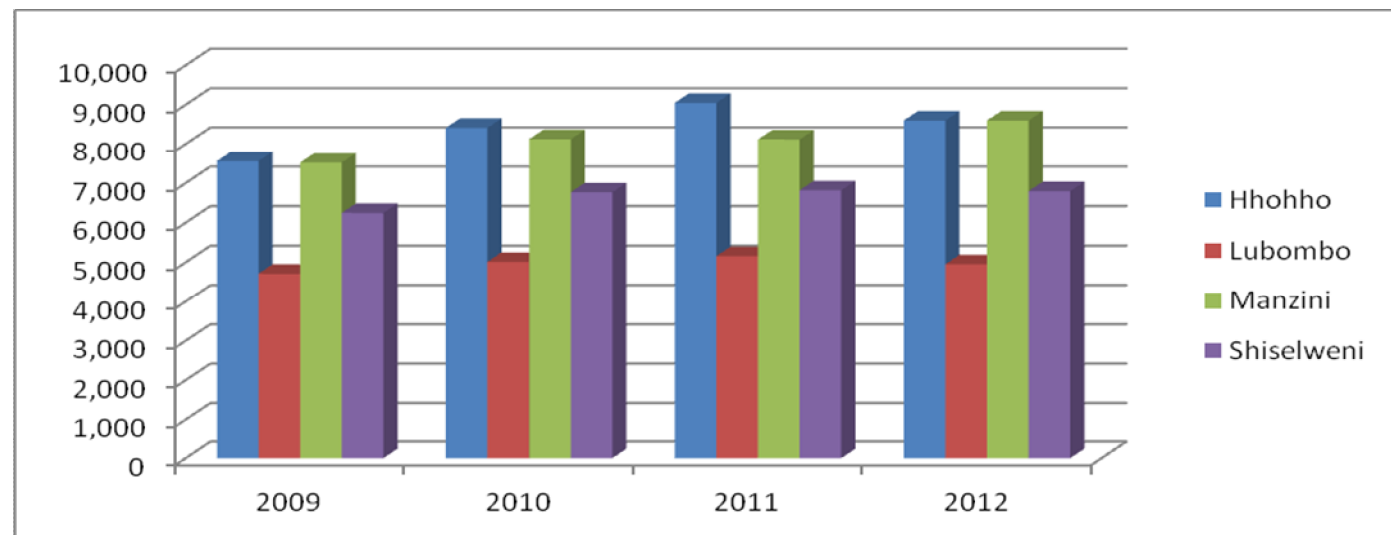
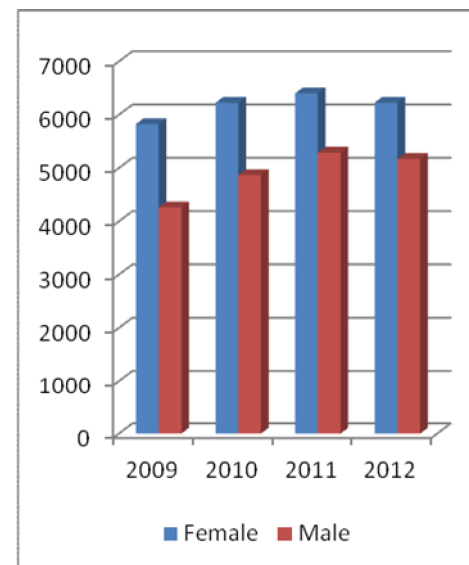


Table 109: “Within Age” by Sex, Region and Year, 2009 to 2012

		2009	2010	2011	2012
Female	Hhohho	1,748	1,837	2,095	1,902
	Lubombo	1,035	1,042	1,140	985
	Manzini	1,873	2,072	1,926	2,217
	Shiselweni	1,169	1,274	1,240	1,124
Female		5,825	6,225	6,401	6,228
Male	Hhohho	1,478	1,556	1,740	1,542
	Lubombo	686	788	1,050	937
	Manzini	1,223	1,476	1,468	1,854
	Shiselweni	874	1,049	1,031	837
Male		4,261	4,869	5,289	5,170
Grand		10,086	11,094	11,690	11,398

Chart 48: “Within Age”, by Year and Sex, 2009 to 2012



The results indicated that there are more appropriately aged girls at senior levels than their male counterparts. This trend is continuing which may suggest that again at this level there are more boys who are over aged. From an economic perspective the results may suggest that girls are making more effective use of education resources than boys. Boys repeat more than girls at all levels of general education, despite their numbers they may not all complete their education.

Table 110: Repeaters by Age, Sex and Form, 2012

		15	16	17	18	19	20	21	22	23	24	25	28	Total
Female	Form 4	1	42	149	326	341	252	115	80	32	11	6		1,355
	Form 5		3	4	16	15	14	11	20	5	3	2		93
Female Total		1	45	153	342	356	266	126	100	37	14	8		1,448
Male	Form 4	6	36	129	245	293	346	224	161	72	35	8	1	1,556
	Form 5		2	7	12	10	17	16	15	12	4			95
Male Total		6	38	136	257	303	363	240	176	84	39	8	1	1,651
Total		7	83	289	599	659	629	366	276	121	53	16	1	3,099

Table 111: Repeaters by Region, Sex and Form, 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	388	225	295	447	1,355
	Form 5	10	23	31	29	93
Female Total		398	248	326	476	1,448
Male	Form 4	390	277	309	580	1,556
	Form 5	18	17	40	20	95
Male Total		408	294	349	600	1,651
Grand Total		806	542	675	1,076	3,099

Chart 49: Repeaters by Region and Sex, 2012

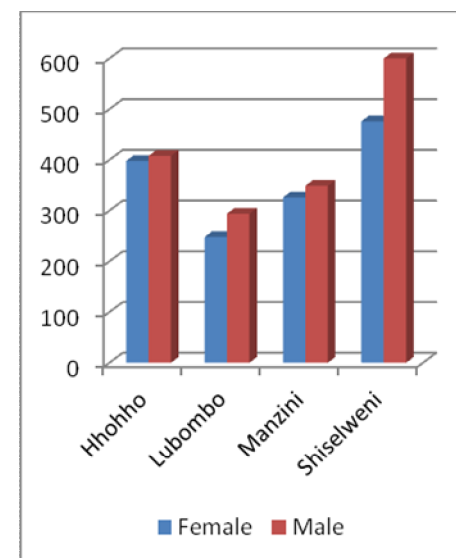


Table 112: Repeaters by Year, Sex and Form, 2009 to 2012

		2009	2010	2011	2012
Female	Form 4	1,189	1,396	1,401	1,355
	Form 5	88	45	81	93
	Form 6		2	1	
Female		1,277	1,443	1,483	1,448
Male	Form 4	1,254	1,371	1,575	1,556
	Form 5	87	54	111	95
	Form 6		1	2	
Male Total		1,341	1,426	1,688	1,651
Grand Total		2,618	2,869	3,171	3,099

Table113: Repeaters by Year, Sex and Region, 2009 to 2012

		2009	2010	2011	2012
Female	Hhohho	224	333	414	398
	Lubombo	205	235	214	248
	Manzini	389	421	364	326
	Shiselweni	459	454	491	476
Female		1,277	1,443	1,483	1,448
Male	Hhohho	269	332	444	408
	Lubombo	209	260	294	294
	Manzini	411	411	373	349
	Shiselweni	452	423	577	600
Male Total		1,341	1,426	1,688	1,651
Grand Total		2,618	2,869	3,171	3,099

The highest repetition was observed in Form 4. This is to be expected as it is the only grade before the end of secondary education (for most pupils) in the country. This high repetition rate resulted in the Form 4 class being slightly larger than Form 3 class. Repetition in Form 4 could still be linked to the external examination in Form 5. However, there is concern at the very high repetition rates of more than 16%. There is need to appreciate that in as much as it is understood that repeating a Grade “helps” one perform better in the next grade, this is not always true and high repetition is a waste of educational resources and space. However, this is caused by the high selectiveness of entrance levels into tertiary (and scholarship awards) education.

Table 114: Repetition Rate by Form, Sex and Year, 2009 to 2012

		Form 4	Form 5	Form 6
Female	2010	18.0%	0.9%	2.6%
	2011	16.1%	1.6%	1.1%
	2012	14.9%	1.8%	0.0%
Female		16.3%	1.4%	1.3%
Male	2010	17.6%	1.0%	1.4%
	2011	18.0%	2.0%	2.5%
	2012	16.9%	1.7%	0.0%
Male Total		17.5%	1.6%	1.3%
Total		16.9%	1.5%	1.3%

Table 115: Percentage Repetition by Region, Sex and Year, 2009 to 2012

		Hhohho	Lubombo	Manzini	Shiselweni	National Avg
Female	2009	6.1%	8.8%	10.1%	14.9%	9.9%
	2010	8.2%	9.7%	10.0%	13.8%	10.3%
	2011	9.2%	8.7%	8.8%	14.7%	10.3%
	2012	9.4%	10.5%	7.5%	14.4%	10.2%
Female		8.3%	9.4%	9.1%	14.5%	10.2%
Male	2009	6.9%	8.7%	11.3%	14.2%	10.2%
	2010	7.7%	10.0%	10.5%	12.2%	9.9%
	2011	9.7%	10.9%	9.3%	16.6%	11.5%
	2012	9.3%	11.3%	8.2%	17.1%	11.2%
Male Total		8.5%	10.3%	9.8%	15.1%	10.7%
Grand Total		8.4%	9.9%	9.4%	14.8%	10.5%

Table 116: Repetition Rate by Region, Sex and Year, 2009 to 2012

		Hhohho	Lubombo	Manzini	Shiselweni	National Avg
Female	2010	9.1%	10.1%	10.9%	14.8%	11.2%
	2011	10.2%	8.8%	8.7%	14.9%	10.6%
	2012	8.9%	10.1%	7.9%	14.2%	10.0%
Female Total		9.4%	9.7%	9.2%	14.6%	10.6%
Male	2010	8.5%	10.9%	11.3%	13.3%	10.9%
	2011	10.2%	11.4%	9.5%	16.6%	11.8%
	2012	8.9%	10.9%	8.7%	17.3%	11.2%
Male Total		9.2%	11.0%	9.8%	15.7%	11.3%
Grand Total		9.3%	10.4%	9.5%	15.2%	10.9%

The same trend is also observed in high school education. Repetition has always been around 10 percent. This suggested that the education system is being plagued by repetition. The same regions, Shiselweni and Lubombo have slightly higher rates. This confirms the need to look deep into the causes of repetition in these two regions as the repetition rates have been highest through all the levels of general education.

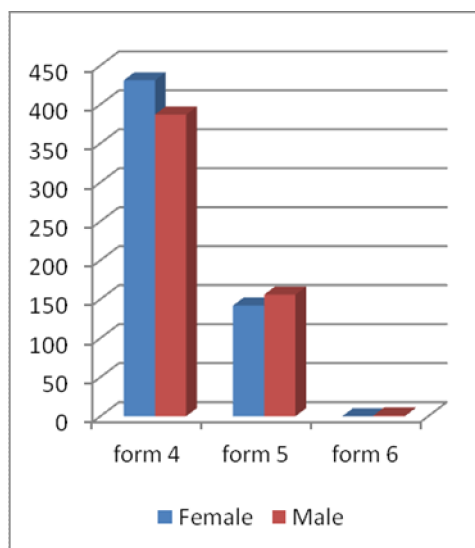
Table 117: Dropout by Form, Sex, and Year 2009 to 2012

		Form 4	Form 5	Form 6	Total
Female	2009	402	125		527
	2010	401	149	7	557
	2011	454	121		575
	2012	431	142		573
Female Total		1,688	537	7	2,232
Male	2009	214	70		284
	2010	221	47	1	269
	2011	379	85		464
	2012	387	156	1	544
Male Total		1,201	358	2	1,561
Grand Total		2,889	895	9	3,793

Table 117a: Dropout by Reason, National 2012

		Absconded or Other	Death	Disciplinary or Expelled	Family Reasons	Pregnancy	School fees	Sickness	Transfer	Grand Total
Female	Form 4	94	6	5	25	224	41	17	19	431
	Form 5	15	1			109	15	1	1	142
Female Total		109	7	5	25	333	56	18	20	573
Male	Form 4	103	3	77	37	73	50	13	31	387
	Form 5	14	1	72	4	43	8	13	1	156
	Form 6	1								1
Male Total		118	4	149	41	116	58	26	32	544
Grand Total		227	11	154	66	449	114	44	52	1,117

Ch49a: Dropout by Reason, National 2012



The results suggested that on average more girls dropped out than their male counterparts at this level of education. The highest proportion of dropout is due to pregnancy. Pregnancy remains a problem in our school system, and the results suggested that about 2 in 5 of high school pupils dropped out because of pregnancy. The incidence of male dropout due to pregnancy also seems to confirm that indeed that some male pupils also are affected by the situation. Dropout due to pregnancy is the highest contributor at this level followed by pupils who abscond. This could be attributed to socio-economic situation of the families, and if the reasons, i.e. absconding, family reasons and school fees are combined they also suggested a notion that some dropout is due to lack of financial support to some pupils.

Table 118: Dropout by Region, Sex and Year, 2009 to 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2009	132	97	112	186	527
	2010	180	105	113	159	557
	2011	145	121	179	130	575
	2012	225	98	107	143	573
Female Total		682	421	511	618	2,232
Male	2009	69	56	57	102	284
	2010	101	40	68	60	269
	2011	125	89	161	89	464
	2012	290	73	76	105	544
Male Total		585	258	362	356	1,561
Grand Total		1,267	679	873	974	3,793

Table 119: Dropout Rate by Region, Sex and Year, 2009 to 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2010	3.2%	4.0%	2.7%	5.7%	3.8%
	2011	4.0%	4.3%	2.7%	4.7%	3.9%
	2012	3.4%	5.1%	4.1%	3.9%	4.0%
Female Total		3.6%	4.5%	3.2%	4.8%	3.9%
Male	2010	1.6%	2.2%	1.5%	2.9%	2.0%
	2011	2.2%	1.5%	1.7%	1.7%	1.8%
	2012	2.9%	3.4%	3.8%	2.5%	3.2%
Male Total		2.2%	2.4%	2.3%	2.4%	2.3%
Grand Total		2.9%	3.4%	2.7%	3.6%	3.1%

Table 120: Promotion Rate by Sex and Form, 2012

	Female	Male	Avg
Form 4	79.6%	78.5%	79.0%
Form 5	95.8%	95.7%	95.7%
Form 6	100.0%	97.9%	98.7%
Avg	91.8%	90.7%	91.2%

Table 121: Promotion Rate by Region, Sex and Form, 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	79.4%	77.8%	86.0%	72.9%	79.6%
	Form 5	94.7%	96.5%	96.3%	96.0%	95.8%
	Form 6	100.0%				100.0%
Female		91.4%	87.2%	91.1%	84.5%	91.8%
Male	Form 4	78.1%	78.6%	86.0%	70.5%	78.5%
	Form 5	93.1%	96.9%	96.3%	97.2%	95.7%
	Form 6	100.0%	0.0%	0.0%	0.0%	97.9%
Male		90.4%	58.5%	60.7%	55.9%	90.7%
Avg		90.9%	72.8%	75.9%	70.2%	91.2%

Table 122: Number of OVC by Age, Sex and Form, 2012

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	14	234	516	632	530	327	160	82	26	17	8	2,546
	Form 5		26	182	382	380	317	184	100	59	34	7	1,671
	Form 6								1				1
Female Total		14	260	698	1,014	910	644	344	183	85	51	15	4,218
Male	Form 4	9	166	407	571	544	466	286	187	87	38	10	2,771
	Form 5		11	105	331	380	367	267	224	141	68	20	1,914
Male Total		9	177	512	902	924	833	553	411	228	106	30	4,685
Grand Total		23	437	1,210	1,916	1,834	1,477	897	594	313	157	45	8,903

Table 123: Number of OVC by Region, Sex and Form, 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	740	449	693	664	2,546
	Form 5	485	329	468	389	1,671
	Form 6	1				1
Female		1,226	778	1,161	1,053	4,218
Male	Form 4	772	434	734	831	2,771
	Form 5	569	385	446	514	1,914
Male		1,341	819	1,180	1,345	4,685
Total		2,567	1,597	2,341	2,398	8,903

Table 124: Number of OVC by Sex, Form and Year, 2009 to 2012

		2009	2010	2011	2012	Total
Female	Form 4	2,660	3,431	3,497	2,546	12,134
	Form 5	1,656	1,983	2,006	1,671	7,316
	Form 6	7	2	16	1	26
Female Total		4,323	5,416	5,519	4,218	19,476
Male	Form 4	2,690	3,494	3,843	2,771	12,798
	Form 5	1,879	2,200	2,331	1,914	8,324
	Form 6	1	1	12		14
Male Total		4,570	5,695	6,186	4,685	21,136
Grand Total		8,893	11,111	11,705	8,903	40,612

Chart 50: OVC by Form, Sex and Year, 2009 to 2012

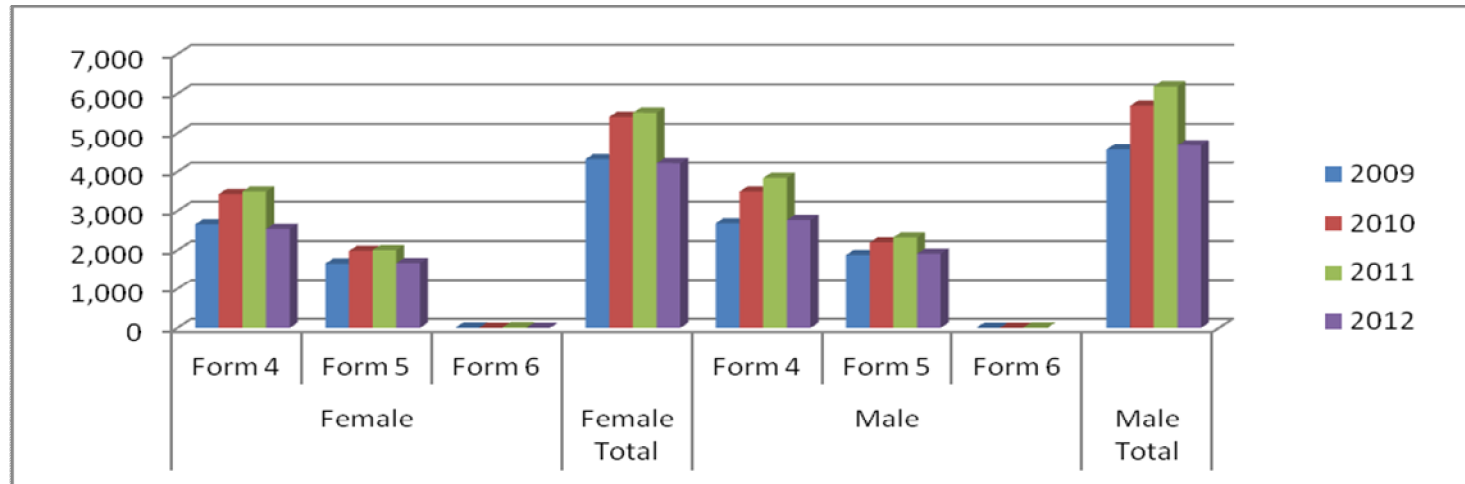


Table 125: Number of OVC by Age, Sex and Grade, Private Schools, 2012

		16	17	18	19	20	21	22	23	Total
Female	Form 4		8	1	2	3	1			15
	Form 5	2	2	2	1	1		1		9
Female Total		2	10	3	3	4	1	1		24
Male	Form 4	2	1	4	2					9
	Form 5	1	3	7	5			2	2	20
Male Total		3	4	11	7			2	2	29
Grand Total		5	14	14	10	4	1	3	2	53

Table 126: OVC by Region, Sex and Form, Private Schools, 2012

		Hhohho	Manzini	Total
Female	Form 4		15	15
	Form 5		9	9
Female			24	24
Male	Form 4		9	9
	Form 5	1	19	20
Male Total		1	28	29
Grand Total		1	52	53

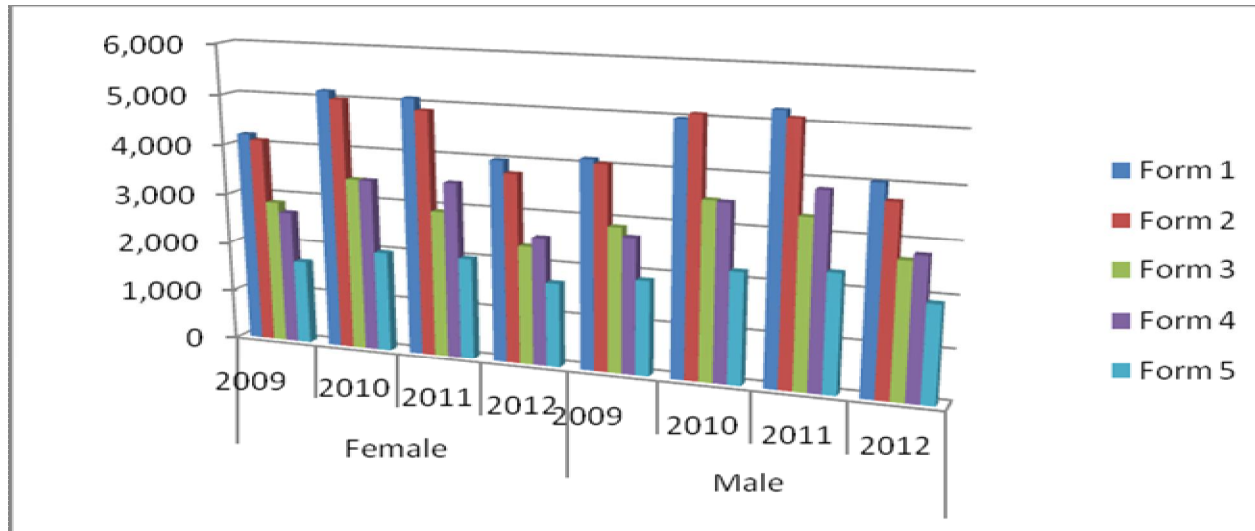
Table 127: OVC by Year, Sex and Form, Private Schools, 2009 to 2012

		2009	2010	2011	2012
Female	Form 4	2	2	22	15
	Form 5	5		7	9
Female		7	2	29	24
Male	Form 4	10	4	18	9
	Form 5	2		10	20
Male Total		12	4	28	29
Grand Total		19	6	57	53

Table 128: OVC by Form, Sex and Year, 2009 to 2012

		Form 1	Form 2	Form 3	Form 4	Form 5	Total
Female	2009	4,198	4,094	2,849	2,660	1,656	15,457
	2010	5,152	5,004	3,433	3,431	1,983	19,003
	2011	5,097	4,880	2,913	3,497	2,006	18,393
	2012	3,997	3,757	2,352	2,546	1,671	14,323
Female Total		18,444	17,735	11,547	12,134	7,316	67,176
Male	2009	4,126	4,052	2,874	2,690	1,879	15,621
	2010	4,986	5,087	3,515	3,494	2,200	19,282
	2011	5,240	5,107	3,332	3,843	2,331	19,853
	2012	4,036	3,716	2,658	2,771	1,914	15,095
Male Total		18,388	17,962	12,379	12,798	8,324	69,851
Grand Total		36,832	35,697	23,926	24,932	15,640	137,027

Chart 51: OVC by Form, Sex and Year, 2009 to 2012



The most observable trend is the decrease in the number of OVC as we approach Form 5. This trend is not abnormal at face value; however, there might be need to track OVC so as to determine how many actually complete their education.

Table 129: SEN by Form, Sex and SEN Status, National, 2012

		Form 4	Form 5	Total
Female	Hearing Impaired	10		10
	Learning Disability	9		9
	Physical Disability	2	1	3
	Visually Impaired	137	80	217
Female		158	81	239
Male	Hearing Impaired	11	1	12
	Learning Disability	8		8
	Visually Impaired	76	42	118
Male Total		95	43	138
Total		253	124	377

Table 130: SEN by Region, Sex and SEN Status, National, 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired		9	1		10
	Learning Disability		9			9
	Physical Disability			3		3
	Visually Impaired	67	4	108	38	217
Female		67	22	112	38	239
Male	Hearing Impaired		8	4		12
	Learning Disability		8			8
	Visually Impaired	38		53	27	118
Male Total		38	16	57	27	138
Total		105	38	169	65	377

Table 131: SEN by Age, Sex and Form, National, 2012

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	1	16	27	33	33	18	12	10	4	3	1	158
	Form 5		7	16	17	11	9	5	5	5	2	4	81
Female		1	23	43	50	44	27	17	15	9	5	5	239
Male	Form 4		3	8	13	18	19	15	14	4	1		95
	Form 5			3	7	8	10	7	3	3	1	1	43
Male Total			3	11	20	26	29	22	17	7	2	1	138
Total		1	26	54	70	70	56	39	32	16	7	6	377

Table 132: Teaching Staff by Sex, Region and Qualification, National 2012 (Secondary, Lower and Higher)

	Female				Female Total	Male				Male Total	(blank)				(blank) Total
	Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni	
A.A.T.		1	2		3	1		1	1	3					
ACE						1				1					
BA	18	6	16	8	48	15	5	38	11	69	1				1
BA + CCE	7	4	5		16	5	3	2	1	11					
BA Humanities	55	27	47	26	155	12	10	22	23	67					
BA Humanities + CDE	37	22	66	29	154	16	12	43	30	101					
BA Social Science	5	5	5	3	18	11	7	9	8	35					
Bachelors + PGCE	221	95	179	138	633	130	83	102	121	436	2				2
Bachelor's Honours Degree	7	4	11	5	27	4	4	11	4	23					
Bcom	17	12	12	7	48	13	7	8	6	34					
Bed(Prim)		1	2		3	1	1		1	3					
Bed(Sec)	31	21	48	22	122	38	40	69	32	179		1			1
Bsc + CDE	18	8	19	5	50	16	14	29	6	65			1		1
Bsc Agricultural Education	36	21	46	29	132	67	57	86	82	292					
BSc in Compt & Mathematics			1	1	2	3	3	2	2	10					
BSc in Home Economics	58	27	55	43	183		1	1	6	8					
BSc.	24	13	23	14	74	59	28	59	33	179					
BSc. Agriculture	4	5	2	2	13	8	7	12	11	38					
Certificate in I.T. Education		2	3	2	7		3	1		4					
Dip. Technical Teaching		1	1	2	4	21	12	8	12	53		1			1
Diploma in Agriculture	4	5	5	6	20	23	9	22	16	70					
Diploma in Commerce	16	9	23	17	65	19	14	15	21	69	1				1
Diploma in Computer Science	1	1	7	2	11	3	9	10	4	26					

Table 132: Teaching Staff by Sex, Region and Qualification, National 2012 (Secondary, Lower and Higher) cont.....

	Female				Female Total	Male				Male Total	(blank)				(blank) Total
	Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni	
Diploma in Education	26	21	34	12	93	46	26	70	24	166		1	1		2
Diploma in Home Economics	13	8	17	6	44	1			1	2					
Masters	23	7	8	7	45	28	9	6	8	51					
MSc Environm Monit Asses	2	1	2		5	1	1	6		8					
N.P.D.E.	2				2	2				2					
O-Level	2	1	1	2	6	1	4	2	1	8					
P.H.C.			2		2	2				2					
P.H.C.+H.E.	1				1										
P.H.D.				1	1		2	1		3					
PTC							1			1					
PTD	2	1	1		4	1	5	1	1	8					
STC	15	16	31	22	84	14	6	12	6	38					
STD	170	116	166	150	602	204	140	173	211	728	3			2	5
V.I.D.							5			5					
(blank)	1	2	7	1	11	1	1	7		9					
Total	816	463	847	562	2688	767	529	828	683	2807	7	3	2	2	14

Table 133: Teaching Staff by Sex, Qualification and Year, 2009 to 2012, National

	Female				Male				(blank)		
	2009	2010	2011	2012	2009	2010	2011	2012	2010	2011	2012
A.A.T.	9	2	5	3	1	1	1	3			
ACE					5			1			
B.P.H.D in special education			1		2						
BA	11	30	36	48	19	53	48	69	1		1
BA + CCE	13	4	10	16	15	12	10	11			
BA Humanities	69	145	156	155	56	89	86	67	3		
BA Humanities + CDE	149	65	125	154	97	55	90	101	2		
BA Social Science	12	21	25	18	25	25	31	35	1		
Bachelors + PGCE	536	573	592	633	454	413	408	436	10	4	2
Bachelor's Honours Degree	22	27	28	27	31	30	29	23	1		
Bcom	32	50	51	48	32	40	36	34	2		
Bed(Prim)	3	2	1	3		6	3	3			
Bed(Sec)	98	105	112	122	165	173	179	179	1		1
Bsc + CDE	45	30	39	50	71	51	54	65	2		1
Bsc Agricultural Education	101	92	121	132	206	228	279	292	2		
BSc in Computer & Mathematics	4	3		2	8	8	11	10			
BSc in Home Economics	143	184	188	183	3	5	5	8	1		
BSc.	38	68	61	74	88	157	186	179	5		
BSc. Agriculture	18	8	12	13	55	25	36	38	2		

Table 133: Teaching Staff by Sex, Qualification and Year, 2009 to 2012, National cont.....

	Female				Male				(blank)		
	2009	2010	2011	2012	2009	2010	2011	2012	2010	2011	2012
Certificate in I.T. Education		6	8	7	1	2	11	4			
Dip. Technical Teaching		4	4	4	46	63	52	53			1
Diploma in Agriculture	21	22	21	20	51	74	75	70	1		
Diploma in Commerce	59	71	69	65	66	49	65	69	3	1	1
Diploma in Computer Science	22	9	8	11	27	27	24	26			
Diploma in Education	58	129	94	93	84	173	171	166	6		2
Diploma in Home Economics	13	39	46	44	1	3	1	2	1		
Diploma in Law	3	3	1		7	1					
Masters	35	35	40	45	47	46	46	51			
MSc Environmental Monitoring Assesment	3	9	5	5	9	11	8	8			
N.P.D.E.		2	2	2		3	2	2			
O-Level	1	9	7	6	5	9	12	8			
P.H.C.		3	2	2	1	2	1	2			
P.H.C.+H.E.				1	1						
P.H.D.	3	3	1	1	2	4	4	3			
PLC		1									
PTC	7	8	1		4	2	2	1			
PTD	33	18	9	4	31	11	6	8			
STC	99	87	83	84	60	48	43	38	2		
STD	580	488	567	602	700	629	677	728	16	5	5
V.I.D.		2	1		1	5		5			
(blank)			11	11			15	9			
Grand Total	2,240	2,357	2,543	2,688	2,477	2,533	2,707	2,807	62	10	14

Table 134: Trained teachers by Sex, Qualification and Year, 2009 to 2012, National

	Female				Male				(blank)		
	2009	2010	2011	2012	2009	2010	2011	2012	2010	2011	2012
B.P.H.D in special education			1		2						
BA + CCE	13	4	10	16	15	12	10	11			
BA Humanities + CDE	149	65	125	154	97	55	90	101	2		
Bachelors + PGCE	536	573	592	633	454	413	408	436	10	4	2
Bed(Prim)	3	2	1	3		6	3	3			
Bed(Sec)	98	105	112	122	165	173	179	179	1		1
Bsc + CDE	45	30	39	50	71	51	54	65	2		1
Bsc Agricultural Education	101	92	121	132	206	228	279	292	2		
Certificate in I.T. Education		6	8	7	1	2	11	4			
Dip. Technical Teaching		4	4	4	46	63	52	53			1
Diploma in Education	58	129	94	93	84	173	171	166	6		2
N.P.D.E.		2	2	2		3	2	2			
P.H.C.		3	2	2	1	2	1	2			
P.H.C.+H.E.				1	1						
P.H.D.	3	3	1	1	2	4	4	3			
PLC		1									
PTC	7	8	1		4	2	2	1			
PTD	33	18	9	4	31	11	6	8			
STC	99	87	83	84	60	48	43	38	2		
STD	580	488	567	602	700	629	677	728	16	5	5
V.I.D.		2	1		1	5		5			
Grand Total	1,725	1,622	1,773	1,910	1,941	1,880	1,992	2,097	41	9	12

Table 135: Secondary Certified teachers by Sex, Qualification and Year, 2009 to 2012

	Female				Male				(blank)		
	2009	2010	2011	2012	2009	2010	2011	2012	2010	2011	2012
B.P.H.D in spec education			1		2						
BA + CCE	13	4	10	16	15	12	10	11			
BA Humanities + CDE	149	65	125	154	97	55	90	101	2		
Bachelors + PGCE	536	573	592	633	454	413	408	436	10	4	2
Bed(Sec)	98	105	112	122	165	173	179	179	1		1
Bsc + CDE	45	30	39	50	71	51	54	65	2		1
Bsc Agricultural Education	101	92	121	132	206	228	279	292	2		
Certificate in I.T. Education		6	8	7	1	2	11	4			
Dip. Technical Teaching		4	4	4	46	63	52	53			1
Diploma in Education	58	129	94	93	84	173	171	166	6		2
STC	99	87	83	84	60	48	43	38	2		
STD	580	488	567	602	700	629	677	728	16	5	5
V.I.D.		2	1		1	5		5			
Grand Total	1,679	1,585	1,757	1,897	1,902	1,852	1,974	2,078	41	9	12

Table 136: Teachers in Leadership Positions, 2012

	2011		2011 Total	2012		2012 Total
	Male	Female		Male	Female	
Department Head (Schools)	53	72	125	55	78	133
Deputy Head (Junior Secondary)	2	2	4	2	1	3
Deputy Head (Senior Secondary)	53	28	81	44	23	67
Deputy Head Teacher - Higher Primary	84	101	185	80	100	180
Head (Junior Secondary)	10	3	13	11	3	14
Head (Senior Secondary)	114	28	142	118	32	150
Head Teacher - Higher Primary	279	150	429	279	154	433
Head Teacher - Lower Primary	3	8	11	3	6	9
Grand Total	598	392	990	592	397	989

Table 137: Attrition by Reason, Sex and Region, National 2012

		Absconded	Dismissed	Natural Death	not natural death	Resignation	Retirement	Transfer	Total
Female	Hhohho	3						1	4
	Lubombo	1			1	3	3	12	20
	Manzini	1	1	2		3	1	10	18
	Shiselweni	2		2		2	4	27	37
Female Total		7	1	4	1	8	8	50	79
Male	Hhohho	3		1				5	9
	Lubombo	6	2	1	2	3	4	13	31
	Manzini	2	2	1	1	4	1	18	29
	Shiselweni	4	2		3	8	4	28	49
Male Total		15	6	3	6	15	9	64	118
Grand Total		22	7	7	7	23	17	114	197

Table 138: Toilets by User, Toilet-Gender and Toilet System, 2012

		Pupils	Staff	Staff and Pupils	Total
Female	Flush	558	240	45	843
	Pit	816	174	30	1,020
Female Total		1,374	414	75	1,863
Male	Flush	711	296	13	1,020
	Pit	736	182	21	939
Male Total		1,447	478	34	1,959
Male and Female	Flush	139	91		230
	Pit	184	65	8	257
Male and Female Total		323	156	8	487
Total		3,144	1,048	117	4,309

Table 139: Toilets by Region, Toilet-Gender and Toilet System, 2012

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Flush	298	133	313	99	843
	Pit	192	269	251	308	1,020
Female Total		490	402	564	407	1,863
Male	Flush	375	167	337	141	1,020
	Pit	176	200	269	294	939
Male Total		551	367	606	435	1,959
Male and Female	Flush	116	48	59	7	230
	Pit	60	73	65	59	257
Male and Female Total		176	121	124	66	487
Total		1,217	890	1,294	908	4,309

Table 140: Toilets by Toilet-Gender and Toilet Systems (Pupils only), 2009 to 2012

		2009	2010	2011	2012
Female	Flush	514	544	527	558
	Pit	724	753	778	816
Female Total		1,238	1,297	1,305	1,374
Male	Flush	564	589	675	711
	Pit	623	674	640	736
Male Total		1,187	1,263	1,315	1,447
Male and Female	Flush	90	76	129	139
	Pit	96	110	158	184
Male and Female Total		186	186	287	323
Total		2,611	2,746	2,907	3,144

Table141: Teacher Housing by Type of Unit, Region, Number of Units (2011 and 2012)

		2011		2012	
		No. Of Units	No. Teachers Housed	No. Of Units	No. Teachers Housed
Family Units	Hhohho	327	428	331	443
	Lubombo	351	438	344	429
	Manzini	418	468	438	506
	Shiselweni	336	487	318	483
Family Units Total		1,432	1,821	1,431	1,861
Single Units	Hhohho	174	192	182	194
	Lubombo	114	123	107	119
	Manzini	155	165	152	160
	Shiselweni	203	241	261	299
Single Units Total		646	721	702	772
Grand Total		2,078	2,542	2,133	2,633

Table 142: Water Supply by Source and Region, 2012

	No Water Supply	Piped Water by Municipality	Water from Another Source	(blank)	Total
Hhohho	4	19	46		69
Lubombo	5	10	40	1	56
Manzini	3	21	50		74
Shiselweni	4	7	42	3	56
Total	16	57	178	4	255

Table 143: Electricity by Source and Region, 2012

	Municipality or External Supplier	No Electricity	(blank)	Total
Hhohho	62	6	1	69
Lubombo	53	2	1	56
Manzini	73	2		74
Shiselweni	50	3	3	56
Total	238	12	5	255

Some Higher Secondary Indicators

1. Enrolment Rates

a. Gross Enrolment Rate (GER)

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	51.1%	59.0%	54.9%	44.5%	48.5%	46.5%	47.4%	50.1%	48.7%	56.3%	61.4%	58.8%	49.7%	54.7%	52.1%
2010	56.7%	64.7%	60.6%	29.4%	35.0%	32.0%	78.1%	74.2%	75.1%	62.4%	69.2%	65.7%	53.3%	58.6%	55.9%
2011	61.5%	67.1%	64.2%	29.7%	34.1%	32.6%	74.0%	74.4%	74.2%	62.8%	67.9%	65.3%	54.4%	59.4%	56.8%
2012	59.0%	64.3%	61.5%	44.0%	50.0%	46.9%	52.3%	56.2%	54.1%	59.1%	64.3%	61.7%	53.8%	58.9%	56.3%
Avg	57.1%	63.8%	60.3%	35.3%	40.4%	38.0%	60.3%	62.0%	61.0%	60.1%	65.6%	62.8%	52.8%	57.9%	55.3%

b. Net Enrolment Rate (NER)

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	17.8%	16.0%	16.9%	11.8%	7.0%	9.4%	15.8%	10.0%	13.0%	13.1%	8.7%	11.0%	14.9%	10.7%	12.9%
2010	17.0%	12.7%	14.9%	6.7%	5.6%	6.2%	24.2%	14.8%	19.3%	13.9%	11.1%	12.5%	14.5%	10.7%	12.7%
2011	17.6%	14.2%	16.0%	8.4%	8.1%	8.4%	23.6%	15.6%	19.7%	13.1%	10.1%	11.7%	15.1%	11.9%	13.5%
2012	15.3%	11.7%	13.5%	10.5%	9.3%	9.9%	18.3%	16.3%	17.4%	11.5%	7.0%	9.3%	14.5%	11.6%	13.1%
Avg	16.9%	13.6%	15.3%	8.9%	7.4%	8.3%	19.8%	14.0%	17.0%	12.9%	9.2%	11.1%	14.7%	11.2%	13.0%

The NER of 13 percent suggest that only a few of officially aged pupils for this level are enrolled at senior secondary levels. This suggested a low access and efficiency rate. This needs to be improved.

2. Gender Parity

(c) Gender Parity-GER

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	0.9	0.9	0.9	0.9	0.9
2010	0.9	0.8	1.1	0.9	0.9
2011	0.9	0.9	1.0	0.9	0.9
2012	0.9	0.9	0.9	0.9	0.9
Avg	0.9	0.9	1.0	0.9	0.9

(d) Gender Parity-NER

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	1.11	1.68	1.59	1.51	1.40
2010	1.34	1.19	1.63	1.25	1.35
2011	1.25	1.03	1.52	1.30	1.26
2012	1.31	1.13	1.12	1.63	1.25
Avg	1.24	1.21	1.41	1.40	1.31

3. Repetition Rate

		Hhohho	Lubombo	Manzini	Shiselweni	National Avg
Female	2010	9.1%	10.1%	10.9%	14.8%	11.2%
	2011	10.2%	8.8%	8.7%	14.9%	10.6%
	2012	8.9%	10.1%	7.9%	14.2%	10.0%
Female Total		9.4%	9.7%	9.2%	14.6%	10.6%
Male	2010	8.5%	10.9%	11.3%	13.3%	10.9%
	2011	10.2%	11.4%	9.5%	16.6%	11.8%
	2012	8.9%	10.9%	8.7%	17.3%	11.2%
Male Total		9.2%	11.0%	9.8%	15.7%	11.3%
Grand Total		9.3%	10.4%	9.5%	15.2%	10.9%

4. Promotion Rates

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	79.4%	77.8%	86.0%	72.9%	79.6%
	Form 5	94.7%	96.5%	96.3%	96.0%	95.8%
	Form 6	100.0%				100.0%
Female		91.4%	87.2%	91.1%	84.5%	91.8%
Male	Form 4	78.1%	78.6%	86.0%	70.5%	78.5%
	Form 5	93.1%	96.9%	96.3%	97.2%	95.7%
	Form 6	100.0%	0.0%	0.0%	0.0%	97.9%
Male		90.4%	58.5%	60.7%	55.9%	90.7%
Avg		90.9%	72.8%	75.9%	70.2%	91.2%

5. Pupil-Teacher Ratios

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	18	18	17	18	18
2010	19	18	17	19	18
2011	17	18	17	17	17
2012	17	17	16	17	16
Avg	18	18	17	18	17

6. Pupil-Qualified Teacher Ratios

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	22	23	22	22	22
2010	26	25	24	24	25
2011	24	24	23	23	23
2012	22	23	21	21	22
Avg	24	24	23	23	23

7. Percentage of Qualified Teachers

	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	0.80	0.79	0.76	0.81	0.79
2010	0.72	0.70	0.71	0.78	0.73
2011	0.73	0.74	0.73	0.76	0.74
2012	0.75	0.76	0.73	0.77	0.75
Avg	0.75	0.75	0.73	0.78	0.75

About 3 in 4 of secondary level teachers are qualified to teach secondary level. Shiselweni has a slightly higher proportion of such teachers than the other regions. Most of the unqualified teachers include those that do not have a teaching qualification, and they may be academically qualified and not professionally trained in teaching pedagogy.

8. Secondary Teachers-Gender

	Hhohho		Lubombo		Manzini		Shiselweni		National	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2009	50.0%	50.0%	44.3%	55.7%	49.5%	50.5%	44.3%	55.7%	47.5%	52.5%
2010	50.2%	49.8%	46.0%	54.0%	50.2%	49.8%	44.9%	55.1%	48.2%	51.8%
2011	51.1%	48.9%	46.8%	53.2%	49.7%	50.3%	44.8%	55.2%	48.4%	51.6%
2012	51.5%	48.5%	46.7%	53.3%	50.6%	49.4%	45.1%	54.9%	48.9%	51.1%
Avg	50.8%	49.2%	46.0%	54.0%	50.0%	50.0%	44.8%	55.2%	48.3%	51.7%

Table 144: Enrolment by Age, Sex and Form, National 2012 (Total Secondary, lower and senior)

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	28	Total
Female	Form 1	45	1,296	3,355	2,817	2,579	1,376	630	216	114	17	8	2					12,455
	Form 2		63	1,318	2,370	2,910	2,097	1,364	661	266	61	33	18	4	1			11,166
	Form 3			83	852	1,976	1,733	1,142	673	304	117	47	18	6	4			6,955
	Form 4				94	958	1,985	2,087	1,675	997	437	253	90	45	20			8,641
	Form 5					135	735	1,403	1,240	962	530	290	165	72	27			5,559
	Form 6						2	16	9	1		2						30
Female		45	1,359	4,756	6,133	8,558	7,928	6,642	4,474	2,644	1,162	633	293	127	52			44,806
Male	Form 1	27	793	2,405	2,507	2,606	1,924	1,183	617	304	92	48	13	2				12,521
	Form 2		28	867	1,825	2,444	2,150	1,804	1,145	649	223	121	31	13	2			11,302
	Form 3			82	547	1,601	1,568	1,334	982	613	279	146	47	26	6			7,231
	Form 4				50	672	1,621	1,905	1,664	1,364	771	525	216	92	29		1	8,910
	Form 5			1		77	515	1,118	1,187	1,092	685	597	286	145	52	1		5,756
	Form 6							11	31	3	2							47
Male Total		27	821	3,355	4,929	7,400	7,778	7,355	5,626	4,025	2,052	1,437	593	278	89	1	1	45,767
Total		72	2,180	8,111	11,062	15,958	15,706	13,997	10,100	6,669	3,214	2,070	886	405	141	1	1	90,573

Chart 52: Enrolment by Age and Sex, National 2012 (Total Secondary, lower and senior)

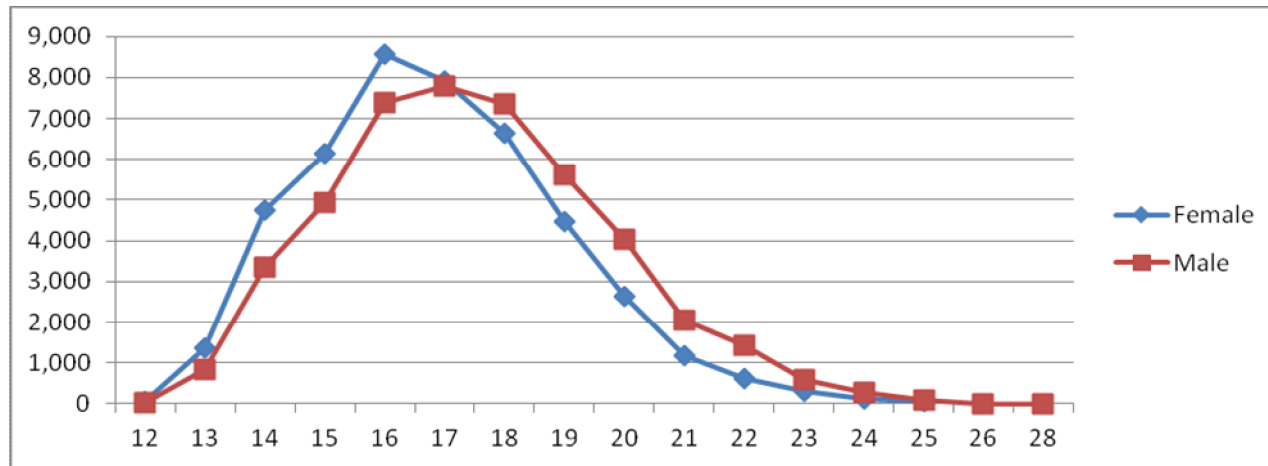


Chart 53: Enrolment Pyramid 2012

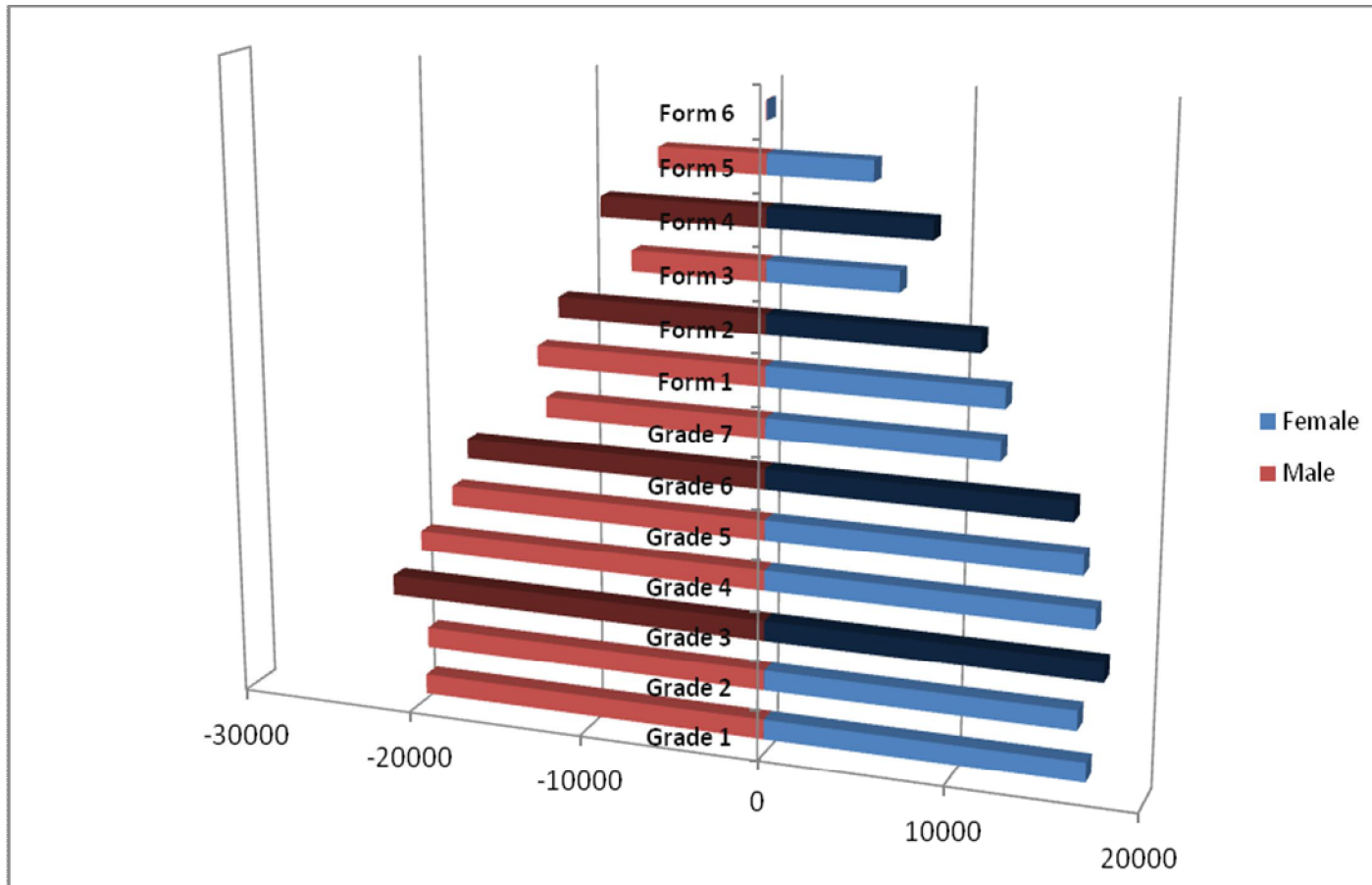


Chart shows the enrolment pyramid for 2012, from Grade 1 to Form 6. On the right hand side are females (blue) and on the left hand side are males (cyan).

This pyramid should mirror the population patterns especially at primary levels, assuming our good record on FPE and UPE.

A number of observations can be made on the figures presented by the chart.

1. On average there are more boys than girls in the system
2. Enrolment in Grade 1 was as high as 40 000 which lead to the enrolment of about 12 000 in Form 5. This suggests that we lose more than 2800 children between Grade 1 and Form 5.
3. At primary levels, the enrolment rates at Grade 3 are higher than those in Grades 1 and 2. This is the

same for all the pyramids from 2009 to 2012. This suggests high repetition at this grade.

4. The classes before an external examination, i.e., SPC, JC and O' level are relatively bigger than those of the external examination classes. Grade 6 is relatively bigger than Grade 7, so is Form 2 and Form 3 and lastly Form 4 and Form 5. This may suggest students being made to repeat just before an external examination.
5. Form 1 is slightly bigger than Grade 7 and Form 4 is larger than Form 3. This suggests that there may be an element of pupils coming from outside the system or pupils repeating in Form 1 and From 4. The question is "Where do the extra numbers at Form 4 come from?" The answer could be students repeating to get good grades in form 5, in preparation for college and tertiary education.

TVET and Higher Education

Technical and Vocational Education (TVET) is offered at different ISCED levels depending on the entry requirements and qualifications. It has been included under this section for purposes of presentation. TVET which requires a successful completion of senior secondary will be classified as post secondary or tertiary. Some TVET in Swaziland are at secondary levels, i.e. may require completion of Basic Education.

Higher Education includes post secondary and tertiary levels, which are ISCED levels 4 and 5. Most of the colleges and university will fall under tertiary. Only a few TVET institutions have been presented here, it is only the formal TVET which are recognised by the Ministry of Education and Training. Most private TVET are not included. This will require a complete analysis of the entry requirements, content and duration and importantly for them to comply with Government Standards and Regulations.

Manzini Industrial Training Centre (MITC)

Table 145: Enrolment by Faculty, 2012

Faculty	Female	Male	Total
Agriculture	4	11	15
Building	0	11	11
Carpentry	0	18	18
Electrical	4	20	24
Metalwork	0	20	20
Motor Mechanics	21	1	22
Panel Beating and Spray Painting	0	20	20
Plumbing	1	24	25
Upholstery	2	8	10
Total	32	133	165

Table 146: Graduates by Faculty, 2012

Faculty	Female	Male	Total
Agriculture	2	12	14
Building	0	5	5
Carpentry	0	16	16
Electrical	3	15	18
Metalwork	0	16	16
Motor Mechanics	1	21	22
Panel Beating and Spray Painting	0	18	18
Plumbing	1	24	25
Upholstery	2	8	10
Total	9	135	144

Table 147: Teaching Staff by Faculty, 2012

Faculty	Female	Male	Total
Agriculture	0	1	1
Building	0	2	2
Carpentry	0	2	2
Electrical	0	2	2
Metalwork	0	2	2
Motor Mechanics	0	2	2
Panel Beating and Spray Painting	0	2	2
Plumbing	0	2	2
Upholstery	0	2	2
Computers	0	1	1
Entrepreneurship	1	0	1
Total	1	18	19

Table 148: Non-Teaching Staff, 2012

	Female	Male	Total
Non-Teaching Staff	6	6	12

Siteki Industrial Training Centre

Table 149: Enrolment by Faculty, 2012

Faculty	Female	Male	Total
Agriculture	10	11	21
Arts and Craft	12	0	12
Building	3	1	4
Carpentry	1	7	8
Metalwork	1	11	12
Motor Mechanics	1	18	19
Total	28	48	76

Table150: Graduates by Faculty, 2012

Faculty	Female	Male	Total
Agriculture	11	9	20
Arts and Craft	12	0	12
Building	0	4	4
Carpentry	1	7	8
Metalwork	2	8	10
Motor Mechanics	2	16	18
Total	28	44	72

Table 151: Teaching Staff by Faculty, 2012

Faculty	Female	Male	Total
Agriculture	0	2	2
Building	2	0	2
Carpentry	0	1	1
Electrical	0	2	2
Metalwork	1	0	1
Motor Mechanics	2	0	2
Entrepreneurship	1	0	1
Total	6	5	11

Table 152: Teaching Staff by Faculty, 2012

	Female	Male	Total
Non-Teaching Staff	2	3	5

Nhlangano Industrial Training Centre

Table 153: Enrolment by Faculty, 2012

Faculty	Female	Male	Total
Automotive Engineering	0	0	0
Building and Agriculture	15	7	22
Metalwork	0	16	16
Electrical Engineering	2	14	16
Mechanical Engineering	4	28	32
Woodwork	1	13	14
Total	22	78	100

Table154: Graduates by Faculty, 2012

Faculty	Female	Male	Total
Automotive Engineering	0	0	0
Building and Agriculture	14	11	25
Metalwork	0	13	13
Electrical Engineering	3	10	13
Mechanical Engineering	4	19	23
Woodwork	4	9	13
Total	25	62	87

Table 155: Teaching Staff by Faculty, 2012

Faculty	Female	Male	Total
Automotive Engineering	0	0	0
Building and Agriculture	0	3	3
Metalwork	0	2	2
Electrical Engineering	0	1	1
Mechanical Engineering	0	2	2
Woodwork	0	2	2
Commercial	2	0	2
Total	2	10	12

Table156: Non-Teaching Staff, 2012

	Female	Male	Total
Non-Teaching Staff	6	7	13

Industrial training centres provide practical and entrepreneurship skills to people with varying levels of educational background.

Gwamile - VOCTIM

Table 157: Enrolment by Faculty, 2012

Faculty	Female	Male	Total
Automotive Engineering	2	31	33
Building and Construction	1	21	22
Commercial	5	17	22
Electrical Engineering	2	12	14
Mechanical Engineering	0	23	23
Woodwork	1	11	12
Total	11	115	126

Table 158: Graduates by Faculty, 2012

Faculty	Female	Male	Total
Automotive Engineering	3	39	0
Building and Construction	1	22	23
Commercial	35	11	46
Electrical Engineering	2	11	13
Mechanical Engineering	1	21	22
Woodwork	1	11	12
Total	43	115	116

Table 159: Teaching Staff by Faculty, 2012

Faculty	Female	Male	Total
Automotive Engineering	0	5	0
Building and Construction	0	3	3
Commercial	5	1	6
Electrical Engineering	0	4	4
Mechanical Engineering	1	6	7
Woodwork	0	4	4
Total	6	23	24

Table 160: Non-Teaching Staff, 2012

	Female	Male	Total
Non-Teaching Staff	33	22	55

Swaziland College of Technology-SCOT

Table 161: Enrolment by Faculty, 2012

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

Table 162: Graduates by Faculty, 2012

Faculty	Female	Male	Total
Building and Civil Engineering	16	46	62
Business Administration	36	10	46
Education	13	31	44
Information Communication Technology	78	164	242
Engineering and Science	4	59	63
Total	147	310	457

Table 163: Enrolment by Faculty, 2012

Faculty	Female	Male	Total
Business Globalisation	254	294	548
Communication and Media	164	159	323
Design and Innovation	151	118	269
Information Technology	227	202	429
Total	796	773	1569

Southern Africa Nazarene University-SANU

Table 164: Enrolment by Faculty, 2012

Faculty	Female	Male	Total
Education	329	133	462
Health	212	160	372
Theology	29	55	84
Total	570	348	918

Table 165: Graduates by Faculty, 2012

Faculty	Female	Male	Total
Education	69	34	103
Health	92	51	143
Theology	3	11	14
Total	164	96	260

Table 166: Teaching Staff by Faculty, 2012

Faculty	Female	Male	Total
Education	28	12	40
Health	15	4	19
Theology	2	4	6
Total	45	20	65

Table 167: Non-Teaching Staff, 2012

	Female	Male	Total
Non-Teaching Staff	13	19	32

Ngwane Teacher Training College

Table 168: Enrolment by Faculty, 2012

Faculty	Female	Male	Total
Pure Sciences	55	58	113
Languages	80	30	110
Social Studies	66	47	113
Applied Sciences	84	29	113
Total	285	164	449

Table 169: Graduates by Faculty, 2012

Faculty	Female	Male	Total
Pure Sciences	11	21	32
Languages	27	9	36
Social Studies	24	18	42
Applied Sciences	33	6	39
Total	95	54	149

Table 170: Teaching Staff by Faculty, 2012

Faculty	Female	Male	Total
Pure Sciences	2	6	8
Languages	9	0	9
Social Studies	4	2	6
Applied Sciences	4	4	8
Total	19	12	31

Table 171: Non-Teaching Staff, 2012

	Female	Male	Total
Non-Teaching Staff	37	31	68

William Pitcher College

Table 172: Enrolment by Faculty, 2012

Faculty	Female	Male	Total
Primary Teachers Diploma	99	121	220
Secondary Teachers Diploma	111	72	183
Total	210	193	403

Table 173: Graduates by Faculty, 2012

Faculty	Female	Male	Total
Pure Sciences	10	16	26
Languages	15	5	20
Social Studies	5	14	19
Applied Sciences	0	0	0
Total	30	35	65

Table 174: Teaching Staff by Faculty, 2012

Faculty	Female	Male	Total
Pure Sciences	4	7	11
Languages	10	2	12
Social Studies	5	6	11
Applied Sciences	4	2	6
Education	5	3	8
Practical Arts	5	3	8
Total	33	23	56

Table 175: Non-Teaching Staff, 2012

	Female	Male	Total
Non-Teaching Staff	33	37	70

University of Swaziland - UNISWA

Table 176: Enrolment by Faculty, 2012

Faculty	Female	Male	Total
Agriculture	439	454	893
Commerce	257	253	510
Education	224	205	429
Health Science	242	218	460
Humanities	175	122	297
Science	109	268	377
Social Sciences	255	289	544
Post Graduate Studies	88	124	212
IDE	987	708	1,695
Total	2,776	2,641	5,417

Table 177: Graduates by Faculty, 2012

Faculty	Female	Male	Total
Agriculture	92	99	191
Commerce	95	84	179
Education	112	89	201
Health Science	105	79	184
Humanities	36	31	67
Science	16	32	48
Social Sciences	59	57	116
Post Graduate Studies	15	17	32
IDE			
Total	530	488	1,018

Table 178: Teaching Staff by Faculty, 2012

Faculty	Female	Male	Total
Agriculture	21	49	70
Commerce	16	10	26
Education	14	18	32
Health Science	24	14	38
Humanities	19	10	29
Science	5	47	52
Social Sciences	15	22	37
Post Graduate Studies	0	0	0
IDE	7	5	12
Total	121	175	296

NON-FORMAL SECTOR

The Ministry of Education and Training also offers a non-formal education wing. This department is the Adult and Non-formal education. There are a number of institutions under the Ministry, such as SEBENTA and Rural Education Centres. SEBENTA provides education and skills training to learners. It has also catered for pupils who may have not enrolled under formal education due to a variety of reasons. The table presents the enrolment for 2012

Table 179: NUPE and Skills Classes

	Regions	NUPE		SEWING		CARPENTRY		CONSTRUCTION	
		Classes	Learners	Classes	Learners	Classes	Learners	Classes	Learners
Hhohho	Mbabane	7	45	4	25	1	5	1	4
	Piggs-Peak	1	5						
Lubombo	Big-Bend			2	23				
	Siteki	1	15	6	97				
Manzini	Mankayane	2	21	3	33				
	Manzini	3	36	2	16				
	Sidvokodvo	1	5	5	67				
Hhohho	Hluthie			2	21				
	Nhlangano								
Total		15	127	24	282	1	5	1	4

This section is an appendix for the General Education Report. **All schools that reported data in 2012 have been presented** according to the inkhundla they reported under. 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 2012. 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 their research.

Table180: Schools by Tinkhundla Regions and Grade National

	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 High								47	50	14	19	7		137
Dvokodvweni Primary	41	32	34	52	43	53	33							288
Enjabulweni Primary	54	54	116	86	82	50	43							485
Khuzwayo Primary	40	23	34											97
Mabasa Primary	30	23	31	37	38									159
Mabondweni Primary	67	72	77	113	83	87	48							547
Malindza Central Primary	80	115	99	72	59	39	22							486
Malindza Community Primary	73	82	100	90	64	82	56							547
Malindza High								144	108	72	97	84		505
Mampempeni Catholic Primary	21	19	29	33	39	40	14							195
Manyeveni Nazarene Primary	63	59	77	81	60	57	36							433
Mdumezulu Primary	28	22	27	25	31	14	20							167
Mpaka High								112	125	83	96	43		459
Mpaka Railway Primary	44	44	79	41	42	43	41							334
New Thulwane Primary	30	35	49	39	30	39	19							241
Sigcaweni High								55	46	43	29	25		198
Sigcaweni Nazarene Primary	42	58	44	41	37	50	31							303
Sulutane Primary	94	106	119	119	58	77	39							612
Dvokodvweni Total	707	744	915	829	666	631	402	358	329	212	241	159		6,193
Emkhiweni														
Antioch Primary	106	95	93	106	90	88	60							638
Black Mbuluzi Methodist Primary	51	51	55	65	61	69	63							415
Ekutsimuleni Primary	153	119	123	129	149	164	75							912
Emcozini High								87	157	105	97	55		501
Florence High								63	69	34	53	51		270
Florence Primary	71	66	115	75	100	68	66							561
Khuphuka High								112	87	40	46	22		307
Lutfonja Methodist Primary	102	71	114	82	71	66	36							542

Luve /Lamawandla High								125	106	71	133	48		483
Malamlela Primary	28	38	30	22	35	39	28							220
Mjoli Primary	65	28	58	62	30	36	39							318
Mjoli Secondary								34	24	24				82
Mliba Nazarene Primary	120	178	166	153	85	102	101							905
Phemba D.R.C. Primary	28	31	25	22	30	20	21							177
Sidvokodvo Nazarene High								54	40	22	32	15		163
Sidvokodvo Nazarene Primary	94	86	59	117	108	93	72							629
Emkhiweni Total	818	763	838	833	759	745	561	475	483	296	361	191		7,123
Gege														
Bethel Lutheran Primary	26	39	37	33	37	36	22							230
Bethlehem Primary	9	17	12	10	20	13	15							96
Dudusini Primary	27	20	15	26	9	16	15							128
Eric Rosenberg Primary	97	85	62	69	99	31	63							506
Eric Rosenburg High								118	89	58	63	36		364
Gege Methodist Primary	74	48	45	61	59	45	41							373
Ka-Dinga Primary	35	34	37	53	35	53	19							266
Magubheleni High								111	100	33	81	59		384
Magubheleni Primary	122	76	115	94	45	117	43							612
Mashobeni South Primary	122	101	112	101	87	140	37							700
Sidwala Lutheran Primary	11	11	22	23	16	20	18							121
Siyendle Community Primary	40	62	67	41	29	32	36							307
Siyendle High								65	56	36	19	11		187
Siyendle Methodist Primary	15	17	25	19	16	18	12							122
Vulamehlo Primary	39	39	27	18	29	28	20							200
Gege Total	617	549	576	548	481	549	341	294	245	127	163	106		4,596
Hhukwini														
Dlangeni Primary	107	49	201	108	95	101	50							711
Entfubeni Primary	88	79	90	89	82	97	71							596
Ka-Lamgabhi / Siliya Primary	86	93	106	108	80	86	66							625
Mdzimba High								96	105	77	52	31		361
Nsukumbili High								172	102	87	77	37		475

Hhukwini Total	281	221	397	305	257	284	187	268	207	164	129	68		2,768
Hlane														
Dlalisile Primary	44	40	83	41	41	39	24							312
Dlalisile/Hlane High								68	38	34	24	9		173
Emabhalenhle Primary	22	27	48	22	30	27	14							190
Entandweni Primary	42	64	53	32	32	34	18							275
Entandweni Secondary								60	57	26	29	27		199
Esiweni Primary	98	111	100	108	100	80	71							668
Khuphuka Primary	133	115	136	140	122	80	86							812
Njonjwane Primary	74	84	88	73	121	62	62							564
Hlane Total	413	441	508	416	446	322	275	128	95	60	53	36		3,193
Hosea														
Bhejisa /St Benedict Primary	53	28	84	54	40	36	44							339
Ensingizini Primary	42	57	43	73	102	43	33							393
Entabeni Primary	44	40	47	26	54	28	35							274
Florence Christian High								71	60	40	94	36		301
Florence Christian Primary	42	33	35	43	38	49	34							274
Hluthi Central Primary	65	59	80	51	72	64	50							441
Hluthi High								156	98	37	81	27		399
Hosea High								108	114	40	22	29		313
Hosea Primary	125	112	145	139	119	125	55							820
Ngozi Primary	72	84	98	90	54	75	46							519
Patmos Primary	66	53	57	45	48	62	34							365
St. Benedict's Orphanage Primary	22	27	18	20	23	12	20							142
Hosea Total	531	493	607	541	550	494	351	335	272	117	197	92		4,580
Khubuta														
Bethany Primary	46	39	41	51	46	50	33							306
Dvumbe Primary	35	32	45	38	34	33	31							248
Ekuphakameni Community High								98	86	40	76	23		323
Ekuphakameni Primary	62	52	65	63	51	74	51							418
Ka-Kholwane Primary	30	29	29	23	19	12	6							148
Ka-Lamdladla High								106	70	55	86	53		370

Ka-Lamdladla Primary	72	59	82	74	74	56	55							472
Ka-Phunga High								95	99	43	50	21		308
Ka-Phunga Primary	50	33	46	46	39	36	49							299
Latsamela Primary	28	21	31	24	20	25	23							172
Matjana Primary	23	39	35	30	29	31	32							219
Moti Primary	33	39	35	38	37	30	15							227
Nain Primary	54	57	57	32	37	44	36							317
New Life Primary	10	6	2	10	4	6	3							41
Sidlangatsini Secondary								43	37	24				104
Khubuta Total	443	406	468	429	390	397	334	342	292	162	212	97		3,972
Kukhanyeni														
Bhekinkosi Nazarene Primary	123	125	108	129	100	91	79							755
Ekukhanyeni High								150	114	86	89	49		488
Ekukhanyeni Primary	80	84	91	82	65	69	54							525
Ensenga/Mhlahlo High								66	79	53	53	38		289
Maliyaduma Primary	113	90	171	115	97	143	34							763
Malunge High								106	60	39	69	31		305
Mpembekati Primary	75	79	69	95	111	70	79							578
New Mbuluzi Primary	108	71	82	69	77	59	29							495
Ngwazini Catholic Primary	28	29	45	34	35	31	36							238
Nkiliji High								94	70	48	65	34		311
Nkiliji Primary	66	58	68	70	52	66	52							432
Salukazi Primary	56	55	52	66	43	56	35							363
Seven Holy Founders Primary	56	53	88	69	76	70	40							452
Kukhanyeni Total	705	644	774	729	656	655	438	416	323	226	276	152		5,994
Kwaluseni														
Embikwakhe Primary	110	107	94	57	77	60	49							554
Ephocweni Primary	143	136	132	170	55	77	72							785
Excelsiors Primary School	50	36	13	14	14	10	14							151
Kwaluseni Central Primary	217	179	184	240	197	193	107							1,317
Kwaluseni Infant Primary	86	82	72	84	85	84	66							559
Matsapa Government Primary	156	163	210	174	177	216	135							1,231

Phumelele International High School								22	34	60	42	78		236
Siphumelele Community Primary	124	118	80	80	45	39	16							502
Swazi National High								353	389	254	306	178		1,480
Tubungu High School								14	20	11	6	14		65
Tubungu Primary School	21	20	15	20	12	14	14							116
Kwaluseni Total	907	841	800	839	662	693	473	389	443	325	354	270		6,996
Lamgabhi														
Ekuthokozeni Community Primary	31	35	43	37	37	30	24							237
Ekuthuleni A.E.C. Primary	59	74	81	48	71	45	41							419
Emhlangeni Primary	84	68	78	54	73	60	55							472
Engwenyameni Primary	37	35	49	44	55	38	25							283
Etimphisini High								236	269	152	231	124		1,012
Inyandza High								114	129	92	102	43		480
Ka-Luhleko Primary	34	39	42	28	39	24	16							222
Othandweni Primary	80	65	68	81	87	73	53							507
Lamgabhi Total	325	316	361	292	362	270	214	350	398	244	333	167		3,632
Lobamba														
Elangeni Primary	81	91	103	103	77	118	51							624
Esitjeni Primary	30	45	44	47	68	39	28							301
Ezulwini / Community High								105	78	52	45	27		307
Ezulwini Catholic Primary	102	121	140	105	107	95	95							765
Ezulwini Community Primary	142	138	158	132	93	104	70							837
Ezulwini Valley Primary	102	102	94	190	117	117	94							816
Langeni High								170	145	78	160	71		624
Lobamba National High								165	167	121	175	77		705
Lobamba National Primary	166	153	150	137	120	109	87							922
Somnjalo High								139	112	46	79	57		433
St. Mary's High								146	126	64	91	90		517
St. Mary's Primary	81	89	59	59	60	80	56							484
Lobamba Total	704	739	748	773	642	662	481	725	628	361	550	322		7,335
Lobamba Lomdzala														
Bethany Mission Primary	85	71	87	94	86	76	65							564

Mahlanya High								131	117	46	55	29		378
Mahlanya Primary	61	74	97	86	87	85	49							539
Malkerns Industrial School	11	13	16	18	31	21								110
Malkerns Valley Primary	45	48	46	48	49	47	44							327
Mhlabubovu Primary	83	84	95	56	68	80	35							501
Mphetseni Primary	29	42	40	26	27	20	23							207
St. Andrew's Primary	77	90	94	97	86	85	74							603
St. Anne's High School								91	78	35	70	50		324
St. Christopher's High								132	88	62	110	78		470
St. John Bosco's High								87	75	73	78	48		361
St. John Bosco's Primary	117	99	89	92	70	76	42							585
Usuthu Mission Primary	73	82	80	77	98	77	75							562
Lobamba Lomdzala Total	581	603	644	594	602	567	407	441	358	216	313	205		5,531
Lomahasha														
Emafusini Nazarene Primary	100	127	131	97	101	94	65							715
Lomahasha Central Primary	98	119	114	105	90	99	41							666
Lomahasha High								192	186	101	131	78		688
Mafucula Primary	67	70	91	90	54	52	36							460
Mafucula Secondary								55	47	25				127
Majembeni Primary	112	135	159	109	88	98	74							775
Mbandzamane Primary	101	128	131	75	68	51	31							585
Mbokojweni Primary	100	113	104	87	89	70	33							596
Nkalashane High								73	60	16	40	25		214
Nkalashane Primary	84	92	100	67	60	42	41							486
Shewula High								141	98	70	50	24		383
Shewula Primary	93	100	106	90	60	39	48							536
Sidloko Primary	69	77	65	52	46	26	42							377
Tsambokhulu Nazarene Primary	106	75	111	81	75	87	59							594
Lomahasha Total	930	1,036	1,112	853	731	658	470	461	391	212	221	127		7,202
Lubuli														
Bekezela Primary	60	54	44	46	32	47	23							306
Bekezela Secondary								28	31	19				78

Dlakadla Primary	51	56	60	57	57	51	30							362
Entuthwakwazi Primary	29	31	26	31	32	34	46							229
Ikhwezi High								90	92	59	55	33		329
Ikhwezi Primary	30	29	38	38	29	21	19							204
Lubuli Catholic Primary	101	116	129	101	90	86	51							674
Lubuli High								86	82	47	47	21		283
Majai/Sinyamantulwa Primary	54	59	60	52	33	31	19							308
Mhlabeni Primary	29	21	19	24	31	18	28							170
Mqonqwane Primary	45	54	55	42	57	37	29							319
Ngonini Primary	24	29	30	30	23									136
Nkanini Primary	45	77	80	55	66	55	49							427
Nkanini Secondary								49	45	27	23			144
Lubuli Total	468	526	541	476	450	380	294	253	250	152	125	54		3,969
Ludzeludze														
Boyane Primary	97	89	106	83	61	59	30							525
Ekudzeni Primary	33	43	36	37	34	29	7							219
Esibuyeni Primary	51	49	49	45	36	41	33							304
Lechwe Light High School								54	47	33	49	38		221
Lechwe Light Primary	53	54	30	35	24	29	23							248
Lomgeletjane Primary	37	47	42	28	38	19								211
Lozitha Central High								221	149	95	159	97		721
Lozitha Central Primary	67	74	73	78	75	77	80							524
Ludzeludze Primary	157	139	174	151	134	161	127							1,043
Mbekelweni Lutheran High								125	71	51	97	63		407
Mbekelweni Lutheran Primary	92	101	121	120	96	134	56							720
Mvubula Primary School	29	23	29	33	38									152
Qinisweni Primary	101	98	106	100	47	54	34							540
Sigombeni Community Primary	51	60	90	82	45	115	100							543
Sigombeni High								120	75	56	53	21		325
Vusweni High School								46	41	32				119
Vusweni Primary	83	80	100	94	102	88	57							604
Zombodze High								152	134	90	94	76		546

Zombodze Primary	97	104	125	95	84	115	32							652
Ludzeludze Total	948	961	1,081	981	814	921	579	718	517	357	452	295		8,624
Lugongolweni														
Assembly of God Primary	53	67	44	47	67	33	28							339
Ekumeni Primary	67	89	87	92	45	61	37							478
Global Revival Primary	52	36	39	38	25	38	14							242
Good Shepherd High								141	99	50	67	45		402
Imbuyiselo Academy Primary	26	15	17	15	8	9	6							96
Ka-Langa Nazarene Primary	110	138	115	102	116	88	78							747
Khalakahle Primary	70	57	73	71	50	59	38							418
Langa High								132	133	70	87	56		478
Lonhlupeko Primary	67	49	54	49	68	52	34							373
Lubombo Central High								110	142	85	100	78		515
Lubombo Central Primary	84	83	85	53	57	73	45							480
Matsetsa Nazarene High								111	131	60	59	41		402
Mhlumeni Nazarene Primary	37	33	42	40	27	13	13							205
Mlindazwe I Primary	90	97	54	72	61	77	43							494
Nyambo Primary	37	20	37	62	55	35	24							270
School for the Deaf High								8	4	16	17			45
School for the Deaf Primary	27	38	10	13	8	8	6							110
Siteki Nazarene High								117	121	103	104	81		526
Siteki Nazarene Primary	105	106	95	112	100	87	77							682
Sitsatsaweni High								89	51	46	9	17		212
Sitsatsaweni Primary	108	82	73	82	76	62	57							540
St. Boniface's Primary	86	68	58	96	97	86	71							562
St. Paul's Catholic Primary	82	64	85	60	69	73	49							482
Lugongolweni Total	1,101	1,042	968	1,004	929	854	620	708	681	430	443	318		9,098
Madlangampisi														
Bhalegane Nazarene Primary	94	95	108	137	144	96	60							734
Black Mbuluzi Nazarene Primary	102	120	120	96	114	128	90							770
Dvokolwako High								237	248	200	169	170		1,024
Ekutfunyweni Primary	55	75	75	41	54	47	34							381

Enjakeni Primary	37	36	51	36	28	31	20						239
Enyokeni Primary	34	80	54	51	50	33	24						326
Enyonyane Primary	24	15	14	17	16	16	20						122
Mabhibha/Buhlebuyeza Primary	25	33	37	19	19	15	53						201
Madlangempisi High								105	90	53	76	32	356
Madzanga High								94	112	71	43	38	358
Maguga Dam High								49	52	30	58	30	219
Maguga Primary	48	38	53	55	35	37	25						291
Mangedla Central Primary	58	70	82	58	77	49	24						418
Manzana Nazarene Primary	72	81	83	80	85	89	71						561
Mzaceni Primary	46	43	55	36	31	45	26						282
Ngojeni/Zwide Primary	26	28	30	29	37	28	24						202
Nkambeni Central Primary	74	94	102	86	43	65	44						508
Sikhunyane High								85	97	67	88	43	380
Zandondo High								63	48	37	35	22	205
Zandondo Lutheran Primary	103	78	102	99	117	91	54						644
Madlangampisi Total	798	886	966	840	850	770	569	633	647	458	469	335	8,221
Mafutseni													
Joy Mission Primary	40	49	41	24	39	47	27						267
Ka-Bhudla Primary	62	97	83	76	60	99	62						539
Luhlokohla Primary	56	73	48	48	47	51	37						360
Mafutseni Community Primary	68	68	60	51	86	79	27						439
Mafutseni Nazarene Primary	79	92	84	95	77	76	50						553
Mafutseni R.C. Primary	65	35	67	51	70	69	36						393
Mbalenhle Christian Academy								15	19	27	28	68	157
Mgeb'seni Primary	33	34	39	38	27	25	14						210
Mhubhe High								113	96	68	97	57	431
Moyeni Secondary								216	154	63	142	56	631
Ngculwini Nazarene Primary	52	54	62	41	46	44	25						324
St. Joseph's High								54	76	67	59	60	316
St. Joseph's Primary	38	37	40	38	49	61	53						316
St. Philomena's R.C. Primary	120	91	110	85	86	92	58						642

Thulwane Primary	59	69	53	61	52	32	41							367
Vulamehlo Primary	66	79	81	82	93	61	54							516
Mafutseni Total	738	778	768	690	732	736	484	398	345	225	326	241		6,461
Mahlangatja														
Bethesda /Endzeleni Primary	28	28	28	39	36	27	28							214
Dzanyana Primary	50	43	81	75	43	57	41							390
Ekuphakameni High								108	102	58	27	16		311
Ekuphakameni Primary	70	74	61	62	36	61	48							412
Esigcineni Primary	65	64	73	80	69	68	68							487
Magojela Primary	57	56	59	53	57	38	30							350
Mahlangatja Methodist Primary	51	44	53	48	70	52	36							354
MavovokatiA. M. E. Primary	27	41	40	38	27	25	28							226
Mbita Primary	26	34	39	36	15	25	16							191
Mlindzini Primary	23	20	23	15	9	15	17							122
Mlindzini secondary								34	37	33				104
New Hebron (Manzini) Primary	45	45	39	53	37	32	32							283
Nhlontjeni Primary	19	15	27	14	11	16	13							115
Ntfungula Primary	64	51	68	55	60	35	44							377
Nyatsini High								41	48	26	40	11		166
Nyatsini Primary	51	56	48	59	38	42	35							329
Sibovu Primary	52	61	63	58	30	66	26							356
Sigcineni Secondary								70	95	49	32	25		271
Zamani High								45	33	16	40	15		149
Zamani Primary	45	37	31	29	37	21	19							219
Mahlangatja Total	673	669	733	714	575	580	481	298	315	182	139	67		5,426
Mangcongco														
Dwalile Central Primary	52	52	52	69	60	56	31							372
Dwalile High								53	46	29	41	17		186
Mafutseni West Primary	25	30	28	25	22	27	24							181
Mangcongco Primary	44	30	38	33	44	47	26							262
Osuthu Methodist High								66	44	35	61	23		229
Osuthu Methodist Primary	52	55	51	58	46	56	26							344

Mangcongco Total	173	167	169	185	172	186	107	119	90	64	102	40		1,574
Manzini North														
Bayandza Primary	40	40	25	20	17	11								153
Hillside-Labotsibeni High								241	211	166	221	125		964
Hillside-Labotsibeni Primary	153	143	164	173	157	156	154							1,100
Living Waters Pre-Primary School	32	47	33	22	23	17	36							210
LomaDvokola Primary	22	21	6	8										57
Manzini Central High								152	137	69	151	104		613
Manzini Central Primary	253	245	173	186	145	175	97							1,274
Manzini Infant Primary	125	113	151	88	78	87	57							699
Roads Park High School								45	35	28	37	28		173
St. Michael's High								151	152	132	122	115		672
St. Michael's Primary	88	122	88	111	116	103	91							719
St. Paul's Methodist High								131	84	49	101	96		461
St. Paul's Methodist Primary	156	87	133	172	137	133	140							958
Manzini North Total	869	818	773	780	673	682	575	720	619	444	632	468		8,053
Manzini South														
Apex Tutorial Academy								20	22	59	52	69		222
Beaufort Nazarene Primary	57	45	49	56	50	55	41							353
Enjabulweni High								42	47	40	34	38		201
Enjabulweni Primary	35	38	35	41	35	38	35							257
Inkhanyeti Primary	19	17	12	14	13	15	10							100
Inkhanyeti School	19	17	12	14	13	15	10							100
Ka - Zakhali Primary School	23	23	25	25	26	27	20							169
Ka Shali Pro Learning								6	10	20	13	30		79
Ka-Zakhali High School								21	26	25	25	26		123
Khanyisile Primary	48	40	43	53	49	45	44							322
Manzini Nazarene High								159	148	121	122	104		654
Manzini Nazarene Primary	46	46	53	47	66	90	58							406
Mjinga High								76	65	63	80	66		350
Nazarene Practising Primary	56	87	57	52	47	52	51							402
Ngwane Park High								236	267	164	259	193		1,119

Ngwane Park Primary	221	172	187	169	152	197	116							1,214
Salesian High								156	159	145	138	103		701
Salesian Primary	115	111	104	102	99	103	84							718
Sankolweni Primary	37	26	30	54	34	46	35							262
Sidney Williams Primary	106	105	155	110	108	113	88							785
St. Theresa's High								92	90	56	100	62		400
St. Theresa's Primary	114	120	153	114	114	117	39							771
Manzini South Total	896	847	915	851	806	913	631	808	834	693	823	691		9,708
Maphalaleni														
Ararati /Edlozini Primary	37	50	69	43	52	44	28							323
Elubhaceni Primary	35	39	46	42	26	31	21							240
Emcengeni Primary	28	32	49	30	29	15	17							200
Ensingweni High								127	134	83	87	40		471
Ensingweni Nazarene Primary	36	24	58	41	38	38	22							257
Entseanjeni Primary School	15	24	22											61
Ka-Siko Primary	41	34	43	37	41	31	31							258
Ka-Sobandla Primary	84	90	77	96	68	58	69							542
Mabheleni Secondary	16	12	15	19	11	8	9							90
Maphalaleni Anglican Primary	89	91	107	107	82	59	68							603
Maphalaleni High								78	75	57	44	29		283
Maphalaleni S.A.G.M. Primary	80	78	46	44	58	64	35							405
Mdlunkhulu S.A.G.M. Primary	46	42	81	65	47	49	55							385
Mphumalanga Primary	60	55	76	85	85	47	49							457
Sikanye Secondary								37	42	29	24	17		149
Maphalaleni Total	567	571	689	609	537	444	404	242	251	169	155	86		4,724
Maseyisini														
Joppa High School								14						14
Joppa Primary	71	79	77	61	74	68	33							463
Ka-Mazombizwe High								76	81	34	31	14		236
Ka-Mazombizwe Primary	88	95	86	58	64	64	67							522
Machobeni Primary	26	8	10	6	7	5	5							67
Mahamba High								98	108	75	53	57		391

Mahamba Primary	72	37	34	36	39	42	29							289
Mahlandle Primary	48	56	36	46	27	33	29							275
Makhonza Primary	79	74	50	66	54	59	32							414
Makhosini Community Primary	35	33	41	30	36	28	30							233
Makhosini High								74	77	27	27	16		221
Mbukwane High								96	99	33	76	23		327
Mbukwane S.D.A. Primary	59	49	56	53	41	51	27							336
Mlambo Primary	83	74	91	71	89	68	71							547
Motane Primary	14	10	5	5	8	4	3							49
Nkoneni Primary	64	43	55	41	48	34	14							299
Nyamane High								158	161	70	232	162		783
Nyamane Primary	75	112	82	59	61	56	55							500
Nzongomane High								50	41	29	27	11		158
Nzongomane Primary	50	34	45	47	41	40	22							279
St. Anthony's/Makhosini Primary	31	38	49	32	40	42	27							259
Tfokotani Primary	101	86	103	96	93	80	71							630
Maseyisini Total	896	828	820	707	722	674	515	566	567	268	446	283		7,292
Matsanjeni														
Bambitshe Primary	25	32	34	24	24	26	33							198
Hlushwana Primary	45	54	72	61	38	34	28							332
Matsanjeni Ascension Primary	34	35	36	27	40	38	23							233
Matsanjeni Primary	55	55	84	73	45	34	21							367
Nkutjini Primary	40	28	53	31	43	24	13							232
Nsalitje Primary	31	26	39	38	28	37	17							216
Nsalitje Primary II	21	22	36	18	14	13	24							148
Osabeni Primary	38	32	58	66	40	25	19							278
Oslo High								105	109	31	80	37		362
Oslo Primary	87	77	78	65	71	82	50							510
Phumelela Primary	69	39	61	50	40	40	30							329
Qomintaba High								60	73	55	27	30		245
Qomintaba Primary	57	46	61	61	59	50	29							363
Zamokuhle R.C. Primary	40	32	25	37	26	19	18							197

Matsanjeni Total	542	478	637	551	468	422	305	165	182	86	107	67		4,010
Matsanjeni North														
Dvumane Primary	34	32	42	31	39	41	19							238
Ebenezer Primary	48	66	57	63	54	43	38							369
Intfutuko Primary	77	44	73	54	64	36	32							380
Loyiwe/Manhleke Primary	64	61	88	94	85	94	70							556
Lucaceni Primary	54	60	63	56	57	48	29							367
Magwanyana Secondary								41	42	17				100
Mambane High								48	46	43	28	37		202
Mambane Primary	61	99	113	89	79	59	42							542
Matsanjeni High								47	66	46	48	15		222
Mavalela Primary	45	43	52	45	35									220
Mphundle High								52	103	68	27	64		314
Mphundle Primary	87	100	69	98	86	70	43							553
Ndlalane Primary	86	100	128	86	63	63	58							584
St. John's Primary	54	62	94	70	50	47	48							425
St. Peter's Primary	34	29	41	44	38	33	31							250
Tikhuba High								113	98	44	43	34		332
Matsanjeni North Total	644	696	820	730	650	534	410	301	355	218	146	150		5,654
Mayiwane														
Baleni/Matibekhulu Primary	49	46	45	60	50	58	34							342
Ebuhleni Secondary								14	28					42
Ebuhleni Royal Primary	43	31	46	58	41	51	34							304
Gijimani Primary	44	51	44	38	49	36	33							295
Herefords High								114	126	49	64	36		389
Herefords Primary	40	34	48	54	50	39	26							291
Lugongodlwane Nazarene Primary	57	56	74	46	56	67	48							404
Matfuntini Community	38	26	30	36	36	13	11							190
Mavula Community Secondary								17	11					28
Mavula Pischah Primary	49	64	71	54	56	46	36							376
Mayiwane High								155	129	82	131	65		562
Mayiwane Nazarene Primary	83	63	61	75	52	53	36							423

Mcuba Primary	33	31	34	38	46	24	16							222
Mkhuzweni High								27	60	46		7		140
Mkhuzweni Primary	84	74	89	66	112	84	54							563
Ntabinezimpisi Primary	58	50	57	52	56	59	46							378
Mayiwane Total	578	526	599	577	604	530	374	327	354	177	195	108		4,949
Mbabane East														
Anadale Primary	47	65	47	57	46	92	40							394
Educare Child Care & Learning Centre	11	16	6	13										46
Ekwetsembeni Handicapped Primary	11	10	10	10	11	15	13							80
Entuthukweni Primary	89	78	89	67	44	62	45							474
Fonteyn Primary	64	103	80	50	45	54	42							438
Fonteyn Secondary								51	28					79
John Wesley Methodist Primary	48	48	55	54	79	102	56							442
John Wesley Secondary								46	79	18				143
Ka-Boyce High								115	97	85	90	49	24	460
Ka-Shile High								182	133	62	152	89		618
Mater Dolorosa High								178	151	125	122	113		689
Mater Dolorosa Primary	106	93	108	89	94	94	103							687
Mbabane Evangelical Primary	66	67	64	29	23	51	24							324
Mbabane Central Primary	92	60	77	76	97	76	59							537
Mbabane Lutheran Primary	39	38	50	53	60	75	23							338
Mbabane S.A.G.M. Primary	126	135	131	119	96	97	102							806
Mqolo Central Primary	99	90	80	97	76	71	59							572
Msunduzi Infant Primary	56	51	54	49	48	59	33							350
Qedusizi Primary	99	88	98	88	92	98	70							633
Sifundzani High								63	29	54	47	28		221
Sithembiso Sebunye/Bahai High								31	56	33	61	52	8	241
St. Francis' High								102	96	96	103	97		494
St. Francis' Primary	123	113	129	136	120	109	114							844
St. Mark's High								146	150	125	182	82	45	730
St. Mark's Primary	184	221	225	205	206	173	179							1,393

The little school	31	29	31	28	30	25	24							198
Mbabane East Total	1,291	1,305	1,334	1,220	1,167	1,253	986	914	819	598	757	510	77	12,231
Mbabane West														
Hermann Gmeiner SOS High								87	81	60	88	66		382
Hermann Gmeiner SOS Primary	117	104	119	95	105	107	88							735
Mangwaneni Primary	99	112	132	114	87	130	62							736
Mbabane Bahai Primary	75	70	62	64	58	72	54							455
Mbabane Central High								147	128	110	138	90		613
Montessori Life Primary	22	8	26	5										61
Nkwalini Primary	115	117	107	119	107	90	99							754
SAIM Christian High School								143	145	95	93	72		548
Sifundzani Primary	60	59	62	61	58	57	50							407
Waterford/Kamhlaba High								52	75	79	86	82		374
Wisdom Academy								16	18	35	14	37		120
Woodlands High								105	94	53	100	50		402
Mbabane West Total	488	470	508	458	415	456	353	550	541	432	519	397		5,587
Mhlambanyatsi														
Bhunya High								101	82	40	50	32		305
Bhunya Primary	146	112	135	58	122	89	47							709
Bhunya Usuthu High								135	143	76	84	18		456
Dingizwe Primary	16	25	22	29	23	25	11							151
Intuthuko Primary	17	15	23	28	22	25	21							151
Ka-Zondwako Primary	47	47	37	34	58	27	25							275
Lundzi High								33	39	26	27	26		151
Matseni Primary	23	27	25	23	26	21	21							166
Mgotjane Primary	46	36	37	47	44	52	25							287
Mhlambanyatsi Primary	33	25	22	27	25	24	17							173
Mlindazwe High								42	27	26	22			117
Mphakamela Primary	44	38	43	40	30	14	20							229
Mpuluzi Anglican Primary	46	57	63	49	35	48	45							343
Mpuluzi High								58	47	43	22	27		197
Torgyle Central Primary	17	8	6	10	14	19	8							82

Ulundzi Primary	41	48	57	48	35	30	19							278
Usuthu Forest Primary	44	46	44	46	50	39	29							298
Mhlambanyatsi Total	520	484	514	439	484	413	288	369	338	211	205	103		4,368
Mhlangatane														
Ekujabuleni Holiness Primary	88	69	67	63	54	36	31							408
Entsinini Primary	64	73	88	89	90	72	56							532
Lonhlahane Primary School	31	28	27	29										115
Malibeni High								69	54	22	42	18		205
Malibeni Primary	71	64	60	65	54	56	27							397
Mangweni High								19	22					41
Mangweni Primary	43	46	45	62	67	57	30							350
Mavula Central Primary	91	110	74	120	101	79	92							667
Mavula Central Secondary								39	22	9				70
Mdlawini Primary	12	27	30											69
Mhlangatane Nazarene Primary	60	58	82	77	58	47	41							423
Mhlangatane/Ntsinini High								75	82	34	44	15		250
Mpofu High								185	118	60	118	59		540
Mpofu Methodist Primary	100	109	115	139	121	125	78							787
Nhlanguyavuka Nazarene Primary	64	59	119	86	72	74	95							569
Nyakatfo Secondary								25	30					55
Nyakatfo Nazarene Primary	104	126	106	103	141	57	42							679
Zinyane Primary	51	42	56	39	33	32	24							277
Mhlangatane Total	779	811	869	872	791	635	516	412	328	125	204	92		6,434
Mhlume														
Jack Hersov Primary	38	34	33	36	35	29	23							228
Lusoti High								63	66	59	102	67		357
Lusoti Primary	76	76	69	73	85	69	51							499
Mananga College								19	20	25	23	17		104
Mhlume Central Primary	49	91	61	58	66	73	45							443
Mhlume High								152	143	122	104	103		624
Ngomane High								86	85	57	91	48		367
Ngomane Primary	55	57	46	45	57	46	36							342

Nokwane Primary	35	39	44	38	34	33	29							252
Thembelisha Primary	48	34	39	40	25	32	26							244
Tshaneni Central Primary	61	74	83	54	70	73	50							465
Vuvulane High								59	61	42	52	42		256
Vuvulane Primary	88	58	34	46	45	28	13							312
Mhlume Total	450	463	409	390	417	383	273	379	375	305	372	277		4,493
Motshane														
All Saints Primary	43	43	41	43	34	30	42							276
Beaconkop Primary	22	28	20	18	21	23	10							142
Bhekephi Primary	102	112	51	96	79	78	80							598
Embo Methodist Primary	42	56	54	49	59	47	28							335
Esigangeni High								122	139	90	85	59		495
Esigangeni Primary	63	102	82	92	85	94	60							578
Esiphocosini High								156	138	102	88	70		554
Londunduma High								108	101	53	82	34		378
Mahwalala /Enhlanganisweni High								146	95	61	86	35		423
Makhwane Primary	39	38	55	50	50	57	31							320
Maryward Primary	28	29	33	41	27	32	22							212
Motjane High								173	107	29	108	31		448
Motjane Primary	73	80	73	63	58	58	63							468
Mpholonjeni Primary	26	10	16	17	19	21	14							123
Mpolonjeni Primary	38	42	48	47	48	31	29							283
New Hebron Primary	52	62	48	63	54	51	35							365
Ngwenya Central Primary	87	58	89	92	87	83	50							546
Nsokolweni Primary	28	21	26	38	28	34	27							202
Prince Simon Primary	39	37	41	41	46	45	49							298
St. John's Primary	71	70	76	62	67	58	57							461
Motshane Total	753	788	753	812	762	742	597	705	580	335	449	229		7,505
Mpholonjeni														
Enhlabeni Primary	55	47	58	61	58	52	37							368
Good Shepherd Primary	75	107	122	96	88	82	39							609
Holy Ghost Catholic Primary	57	62	82	41	72	47	39							400

Lasi/Ngcina High								105	87	31	49	18		290
Mpolonjeni High								118	105	42	74	32		371
Ndzangu Primary	110	101	89	104	97	83	58							642
Ndzangu Secondary								103	72	32				207
Ngcina Primary	83	59	37	71	75	60	25							410
Siphoso Primary	123	112	171	159	128	136	139							968
St. Augustine's Primary	43	46	46	47	37	44	26							289
Mpholonjeni Total	546	534	605	579	555	504	363	326	264	105	123	50		4,554
Mtfongwaneni														
Bulunga Primary	36	39	49	39	42	29	29							263
Ebugeleni / Lwandle Primary	63	69	68	58	51	49	44							402
Ehlane Primary	41	48	30	45	26	36	21							247
Ekuphileni Primary	43	51	35	55	41	25	14							264
Elwandle Primary	55	68	59	77	61	43	50							413
Ethembeni Primary	79	104	74	55	84	68	61							525
Ethembeni Secondary								51	22	18				91
Gundwini High								166	139	57	113	39		514
Gundwini Primary	53	83	67	74	52	74	62							465
Hlane/Bulunga Secondary								42	28	18				88
Lomveshe Primary	38	34	68	31	33	25	21							250
Mkhuzweni Primary	92	106	115	112	96	85	51							657
Mtfongwaneni Total	500	602	565	546	486	434	353	259	189	93	113	39		4,179
Mtsambama														
Christ The King High								88	109	64	90	51		402
Christ The King Primary	116	126	106	93	92	82	68							683
Ebenezer High								260	227	160	278	144		1,069
Ebenezer Primary	68	62	43	117	112	76	69							547
Hlatikulu Central High								139	91	42	102	54		428
Mavukutfu Primary	31	29	29	38	33	25	36							221
Mhlab'uyaduma Primary	26	30	30	26	34	38	20							204
Mphatseni Primary	46	49	42	45	47	42	30							301
New Warm Primary	43	43	54	50	54	50	39							333

Salem High								107	91	72	115	81		466
Salem Primary	64	61	63	84	67	69	65							473
Sibetsamoya Primary	68	62	85	98	102	97	76							588
St. Anthony's/Mpompota Primary	91	125	133	150	69	105	45							718
Thembelihle High								98	64	25				187
Thembelihle Primary	66	88	68	62	42	52	42							420
Mtsambama Total	619	675	653	763	652	636	490	692	582	363	585	330		7,040
Ndzingeni														
Cetjwayo Primary	57	62	80	78	50	87	30							444
Ebulandzeni Primary	36	21	19	26	28	17	32							179
Ekubongeni High								192	119	87	50	47		495
Ekuphumleni/Nkamanzi Primary	11	15	17	12	22	13	10							100
Ekwaliweni Primary	29	33	29	49	34	35	30							239
Endzingeni Nazarene High								97	105	84	162	93		541
Endzingeni Nazarene Primary	89	116	140	87	129	98	76							735
Geza Primary School	46	60	53	60	65	60	44							388
Lanyandza Primary School	13													13
Mgululu Primary	50	42	74	54	54	46	48							368
Monile Primary School	31	28	23											82
Mphondla Nazarene Primary	33	40	41	53	40	35	32							274
Mvuma Primary School	11	25	27											63
Mzimnene Lutheran Primary	35	27	33	50	42	32	13							232
Mzimnene Secondary								42	29	27	13			111
Ngowane Primary	57	78	58	72	52	41	47							405
Nkamanzi/Njaliba Primary	99	102	137	94	110	73	79							694
Nkonyeni High School								66	87	27	46	9		235
St. Peregrine's Primary	74	90	77	70	66	71	66							514
Ndzingeni Total	671	739	808	705	692	608	507	397	340	225	271	149		6,112
Ngudzeni														
Ebaleni Primary	37	48												85
Engudzeni FEA High								40	37	14				91
Engudzeni High								88	88	40	103	43		362

Engudzeni Primary	80	74	86	69	69	94	41						513
Mahhoshe Primary	52	43	58	44	57	58	55						367
Maloma Primary	67	63	75	79	75	55	33						447
Mphelandzaba Secondary								42	34				76
Ntjanini High								125	111	107	154	105	602
Ntjanini Primary	80	121	149	127	128	91	74						770
Ngudzeni Total	316	349	368	319	329	298	203	295	270	161	257	148	3,313
Ngwempisi													
Cana High								227	121	67	83	55	553
Cana Primary	93	77	84	97	90	75	89						605
Egugwini Primary	24	19	24	22	21	13	5						128
Ekukhulumeni Primary	20	18	27	21	24	20	14						144
Elunyaweni Primary	29	18	21	36	23	17	16						160
Emseni Primary	12	16	17	22	10	4	4						85
Etjebovu Primary	23	22	25	17	27	24	35						173
Future Primary	30	19	16	14	12	8	6						105
Holy Rosary High								105	98	48	45	30	326
Holy Rosary Primary	91	54	91	53	57	73	43						462
Macudvulwini Primary	24	18	37	24	22	28	19						172
Malangeni Primary	53	51	79	67	71	63	21						405
Mankayane High								44	49	61	56	65	275
Mbhesamandla Primary	44	31	41	33	33	39	28						249
Mhlatane Primary	47	49	37	34	48	63	39						317
Mount Hermon Primary	64	46	62	72	48	65	68						425
Mponono AME Primary	38	33	57	49	42	42	33						294
Mtimane Primary	36	35	40	54	51	56	74						346
Musi Primary	43	40	54	64	44	41	23						309
Ndlaleni Community Primary	15	16	12	18	12	17	14						104
Ndwandwe /Velezizweni High								102	68	27	55	19	271
Ngcoseni High								98	72	28	46	40	284
Ngcoseni Primary	80	69	89	68	43	77	39						465
Ngwempisane Primary	29	29	31	32	28	25	23						197

Ngwempisi Farm Primary	34	28	33	21									116
Nkanyezini Primary	63	61	85	60	82	56	65						472
Nokuthula High								88	73	73	70	27	331
Nokuthula Primary	34	31	40	50	39	52	48						294
Phumtile Secondary								116	87	81	54	27	365
Sibovu High								111	77	56	32	34	310
St. Stephen's Primary	32	50	60	67	57	67	31						364
Tentele Primary	44	41	50	33	30	37	26						261
Thawela Methodist Primary	23	20	21	26	36	28	15						169
Velezizweni Primary	43	33	77	51	32	50	56						342
Ngwempisi Total	1,068	924	1,210	1,105	982	1,040	834	891	645	441	441	297	9,878
Nhlambeni													
Damaseko Primary	50	31	32	31	31	23	13						211
EGLESVALE CHRISTIAN SCHOOL Primary	16	5	10	3									34
Emthonjeni High								115	113	72	81	52	433
Emthonjeni Primary	91	60	57	50	42	62	49						411
JABEZ SCHOOL OF EXCELLENCE	13	9	11	14	12	8	17						84
Masundwini High								132	146	95	146	116	635
Masundwini Primary	65	71	81	72	44	71	56						460
Mkhondvo Secondary								102	64	61	30	25	282
Nhlambeni Nazarene Primary	69	60	62	86	87	86	59						509
Nhlambeni Primary	66	69	93	76	60	71	47						482
Sidvokodvo Railway Primary	79	52	42	54	41	46	31						345
Wem High School								8	13	29	64	46	160
Nhlambeni Total	449	357	388	386	317	367	272	357	336	257	321	239	4,046
Nkhaba													
Ejubukweni High								70	60	58	47	28	263
Ejubukweni Primary	52	31	45	46	57	39	22						292
Ekufikeni Primary	40	44	36	28	44	27	26						245
Ekuvinjelweni High School								64	67				131
Elshadaai (Mission) Primary	34	36	42	40	32	45	23						252

Enkalangeni Primary	31	30	43	37	29	31	30							231
Enkhamba High								158	141	125	122	55		601
Enkhamba Primary	46	52	50	60	67	51	42							368
Forbes Reef Primary	72	64	52	37	48	47	46							366
Fundukuwela high								232	124	72	89	69		586
Hawane Central Primary	47	48	58	36	47	51	22							309
Ku-Hlahla Primary	50	27	35	44	48	43	28							275
Mabhawu Catholic Primary	12	17	17	25	25									96
Machegwini Primary	49	56	65	92	66	63	25							416
Malandzela Primary	112	115	121	110	140	93	45							736
Mbuluzi High								79	62	60	90	57		348
Mbuluzi S.A.G.M. Primary	40	49	52	45	56	49	37							328
Mnyokane Primary	60	69	60	77	56	48	34							404
Phakamani Primary	28	25	40	37	43	14	12							199
St. Manettus' Primary	41	34	47	37	40	44	26							269
St. Paul's Anglican Primary	90	86	85	81	91	86	74							593
Zamani Primary	17	18	27	13	6	8	3							92
Nkhaba Total	821	801	875	845	895	739	495	603	454	315	348	209		7,400
Nkilonogo														
Big Bend High								124	109	62	43	31		369
Dumisa Primary	71	77	87	84	92	97	51							559
Ebholi Methodist Primary	42	23	47	42	41	50	19							264
Mahlabaneni Primary	65	68	66	72	46	36	36							389
Majombe Primary	46	47	44	42	41	41	40							301
Manyonyaneni Central Primary	39	32	33	42	34	38	26							244
Ndzevane High								90	81	54	71	59		355
Ndzevane Primary	97	86	113	111	70	96	84							657
Sisekelo High								53	35	61	62	51		262
Ubombo Primary	24	22	20	25	20	23	20							154
Ubombo Ranches Primary	140	143	149	123	106	94	95							850
U-Tech High								103	121	120	166	127		637
Nkilonogo Total	524	498	559	541	450	475	371	370	346	297	342	268		5,041

Nkwene													
Ebaleni Community Primary	25	18	23	18	10	13							107
Ebuhleni Primary	34	20	30	55	26	26	55						246
Ekujabuleni Primary	10	17	20	22	11	23	15						118
Ekuphumuleni Primary	50	14	33	29	34	35	24						219
Mandulo Community Primary	126	86	87	107	71	105	45						627
Mbanjane Primary	29	30	20	19	18	20	23						159
Nkwene High								123	144	62	80	38	447
Nkwene Primary	105	66	92	119	108	89	85						664
Nyanyali Primary	27	35	34	30	24	32	25						207
Tholulwazi Primary	73	67	54	67	57	55	68						441
Zamokuhle Primary	27	29	20	29	19	14	5						143
Nkwene Total	506	382	413	495	378	412	345	123	144	62	80	38	3,378
Ntfontjeni													
Ekudvwaleni Secondary								113	99	54	67	46	379
Ekujabuleni Primary	62	60	38	49	42	48	32						331
Enhlahleni Primary	23	34	36	20	10	13	12						148
Enkonjaneni Primary	16	33	34	31	27	18	23						182
Entfontjeni High								227	193	125	132	95	772
Entfontjeni Primary	55	70	87	94	80	81	73						540
Esidwashini Methodist Primary	117	102	100	94	109	83	69						674
Evusweni Primary	102	86	99	55	67	110	41						560
Gobolodlo Primary	40	36	54	38	36	56	34						294
Hhelehhele Nazarene Primary	17	31	27	35	26	38	26						200
Hhohho A.M.E. Primary	67	63	64	81	62	85	53						475
Lufafa Primary	18	20	21	21	15	24	20						139
Mbasheni Primary	89	83	104	89	78	93	65						601
Mshingishingini Nazarene Primary	87	104	119	122	104	99	67						702
Mswati II Methodist High								78	70	30	48	14	240
Phophonyane Primary	32	31	48	47	59	43	22						282
Ntfontjeni Total	725	753	831	776	715	791	537	418	362	209	247	155	6,519
Ntondozi													

Emphini Primary	64	56	50	62	54	65	46							397
Encabaneni High								67	62	62	20	26		237
Encabaneni Primary	31	38	32	24	35	32	29							221
Gebeni High								109	121	79	49	34		392
Gebeni Primary	67	79	58	54	61	49	40							408
Ka-Ndinda Primary	99	80	67	85	120	55	80							586
Khalangilile Primary	68	79	83	63	89	72	40							494
Makhungutja Primary	49	54	48	52	43	54	33							333
Mvimbeke High								134	107	65	94	42		442
Ntondozi R.C. Primary	84	79	70	89	96	95	79							592
St. Bernard's Primary	36	33	39	41	35	35	59							278
Ntondozi Total	498	498	447	470	533	457	406	310	290	206	163	102		4,380
Pigg's Peak														
Edudusi Primary	21	18	26	22	14	15	12							128
Ekuthuleni Primary	14	7	12	7	8	10	7							65
Eluhlangotsini Primary	43	39	79	51	41	64	37							354
Emagobodvo High								93	93	53	89	44		372
Hlanganani Primary School	7	11	6	11	8	7	8							58
Luhhumaneni Primary	26	19	33	19	21	36	19							173
Mbeka High								80	53	39	39	23		234
Mhlatane High								336	332	287	339	343		1,637
Nginamadvollo Primary	48	51	51	57	51	44	32							334
Peak Nazarene Primary	43	42	70	61	95	67	57							435
Pigg's Peak Central Primary	47	54	44	44	41	37	38							305
Piggs Peak High								86	44	44	93	74		341
Rosenberg Primary	37	31	31	25	29	41	18							212
St. Aidan's Primary	67	61	70	66	54	69	41							428
St. Amideus' Primary	35	43	40	60	66	67	33							344
St. Benedict's Primary	72	63	82	89	71	89	34							500
The Peak Primary	46	48	48	45	48	35	29							299
Pigg's Peak Total	506	487	592	557	547	581	365	595	522	423	560	484		6,219
Sandleni														

Dzakasini Primary	87	63	57	72	83	55	38							455
Esandleni High								87	94	64	74	43		362
Esandleni Primary	98	66	104	107	105	98	47							625
Etjendlovu /Ekukhanyeni Primary	48	68	78	77	43	61	60							435
Etjendlovu High								71	83	29	32	24		239
Hhohho Primary	52	55	49	60	66	60	40							382
Hletjeni Primary	39	27	45	37	50	56	42							296
Holy Family Primary	40	66	32	46	44	43	29							300
Jericho B.E.A. Primary	72	121	121	118	92	103	61							688
Jericho High								93	88	37	48	17		283
Jerusalem High								69	89	45	71	30		304
Jerusalem Primary	69	64	75	61	64	45	29							407
Ka-Mbhebha/Ka-Mzila Primary	55	106	87	100	98	78	31							555
Ka-Mzila Secondary								46						46
Ko-Ntjingila Primary	32	23	20	25	25	35	21							181
Mbowane Primary	63	40	47	40	49	43	24							306
Mbowane Secondary								49	30					79
New Nazareth Primary	86	68	70	82	85	84	53							528
Ngololweni High								104	92	32	29	15		272
Ngololweni Primary	61	43	63	80	49	52	37							385
Nhletjeni High								103	81	70	163	110		527
Nkhungwini High								44	38	24	32	19		157
Nkhungwini Primary	56	39	56	45	44	38	64							342
Phongolwane Primary	76	51	79	63	85	73	44							471
Velebantfu High								121	96	47	72	56		392
Velebantfu Primary	57	61	93	87	87	80	58							523
Sandleni Total	991	961	1,076	1,100	1,069	1,004	678	787	691	348	521	314		9,540
Shiselweni I														
Beersheba Primary	25	11	12	10	10	8	14							90
Franson Christian High								131	89	35	84	41		380
Franson Christian Primary	48	33	60	64	58	69	43							375
Galile B.E.A. Primary	33	22	26	30	11	19	16							157

Mantambe High								46	27	24	40	22		159
Mantambe Primary	65	40	48	45	24	44	24							290
Manyandzeni Primary	23	22	21	16	13	24	12							131
Masiphula High								123	94	47	85	32		381
Masiphula Primary	49	40	48	38	46	42	31							294
Mizper Primary	44	27	24	14	21	20	20							170
Our Lady of Sorrows High								93	93	76	92	79		433
Our Lady of Sorrows Primary	46	48	45	48	44	46	35							312
St. Anselm's Primary	48	39	45	41	31	47	33							284
St. Juliana's Primary	35	35	38	33	35	41	28							245
Themba Primary	12	10	6	7	8	9	4							56
Welcome Primary	23	13	13	14	20	17	6							106
Shiselweni I Total	451	340	386	360	321	386	266	393	303	182	301	174		3,863
Shiselweni II														
Edoropeni High								87	73	23	33	10		226
Edoropeni Primary	92	105	115	103	105	74	82							676
Edulini Primary	17	25	23	23	26	30	16							160
Edwaleni High								123	115	96	99	72		505
Edwaleni Primary	77	84	88	99	120	111	85							664
Etjedze Primary	36	26	36	47	41	35	32							253
Evelyn Baring High								213	193	141	279	171		997
Evelyn Baring Primary	111	100	101	56	54	60	35							517
Galilee Community Primary	46	30	40	35	34	42	29							256
Madulini High								110	103	72	51	17		353
Madulini Primary	76	67	68	80	71	59	34							455
Mhlaba Nazarene Primay	17	5	7											29
Mhlanga Methodist Primary	72	66	77	50	64	64	37							430
Mkhondvo Primary	37	58	76	56	60	52	50							389
Ngwane Practising Primary	113	114	99	108	88	78	79							679
Nhlangano Central High								186	189	132	189	122		818
Nhlangano Central Primary	186	201	207	195	180	175	150							1,294
Nkhulungo Primary	39	39	29	32	38	39	25							241

Nsongweni High								120	116	70	110	92		508
Nsongweni Primary	88	98	108	116	69	77	55							611
Sibovu (Shiselweni) Primary	59	40	35	38	64	32	28							296
Single Tree Primary	60	64	60	50	67	61	42							404
Sokhonjiwe Secondary								40	61	16	30			147
Shiselweni II Total	1,126	1,122	1,169	1,088	1,081	989	779	879	850	550	791	484		10,908
Sigwe														
Ekujabuleni /Langolotjeni Primary	53	57	75	67	39	54	27							372
Elulakeni High								188	141	59	131	40		559
Elulakeni Primary	130	120	145	163	114	97	84							853
Mahlabatsini B.E.A. Primary	45	40	36	48	56	43	43							311
Mahlabatsini Deccapol Primary	58	50	44	68	80	61	46							407
Makhava Secondary								41						41
Makhava Primary	38	38	35	33	54	25	29							252
Mbava Primary	44	39	58	61	46	41	22							311
Mngayi Primary	39	35	40	32	31	35	38							250
Mpakeni Primary	56	45	53	74	63	53	66							410
Ndunayithini High								75	104	29	46	23		277
Nyatsini Primary	37	54	76	57	40	23	33							320
Sigwe Total	500	478	562	603	523	432	388	304	245	88	177	63		4,363
Siphofaneni														
Duze Central Primary	109	84	122	104	102	89	104							714
Duze High								89	148	71	78	82		468
Emnotfweni Primary	19	20	22	22										83
Gilgal High								127	101	45	35	17		325
Gilgal Primary	113	129	164	153	157	163	144							1,023
Hlutse High								55	51	29	45	33		213
Hlutse Primary	78	112	91	100	73	71	51							576
Lanjani Primary	28	17	14											59
Madlenya Primary	93	76	87	81	77	60	57							531
Mahlabatsini Primary	23	40	36	27	34	24	16							200
Manyovu Primary	53	62	58	64	47	46	37							367

Mkhuzweni High								117	96	69	71	66		419
Mkhweli Primary	128	154	162	152	127	105	94							922
Mphaphati Primary	35	48	44	36	35	30	29							257
Mpumakudze Primary	42	23	35	32	32	20	28							212
Nceka/Sinceni Secondary								44						44
Othandweni /Maphilingo Secondary								61	43	22				126
Othandweni Primary	63	66	72	97	98	76	38							510
Phonjwane High								226	173	49	154	76		678
Phonjwane Primary	54	73	72	59	60	53	77							448
Sibetsaphi High								107	88	55	29	16		295
Sibetsaphi/Engevini Primary	106	67	77	103	74	75	33							535
Sibusisweni High								75	75	50	70	51		321
Sinceni Mission Primary	76	95	123	115	134	122	88							753
Siphofaneni High								108	95	49	68	55		375
Siphofaneni Primary	142	120	171	138	185	166	91							1,013
St. Philip's High								99	68	55	55	38		315
St. Philip's Primary	69	83	64	77	56	67	31							447
Tambuti Primary	41	21	26	27	28	26	19							188
Siphofaneni Total	1,272	1,290	1,440	1,387	1,319	1,193	937	1,108	938	494	605	434		12,417
Sithobela														
Bhokweni Central Primary	110	90	184	100	122	76	79							761
Ekukhanyeni Primary	90	85	93	84	89	68	51							560
Embosi Primary	40	46	33	45	42	51	35							292
Esihlangwini Primary	67	51	49	76	59	60	34							396
Gucuka High								76	65	40	40	8		229
Lamagangane Primary	40	47	53	61	41	32	25							299
Lavundlamanti High								137	133	104	130	84		588
Lomphala/Mbabala Primary	52	46	84	72	69	62	53							438
Mabhensane Primary	32	60	59	46	49	49								295
Madubeni Primary	59	45	40	23	31	23	20							241
Makhwekhwet Primary	41	59	54	69	67	60	86							436
Maloyi High								78	79	33	25	20		235

Maloyi Primary	173	127	133	176	151	124	85						969
Mammisa Primary	26	18	50	30									124
Mpompota High								134	127	81	85	72	499
Nkonjwa High								125	106	61	43	29	364
Nkonjwa Primary	110	115	93	97	99	90	77						681
St. Lorretta's Primary	70	62	94	75	62	69	66						498
Sithobela Total	910	851	1,019	954	881	764	611	550	510	319	323	213	7,905
Somntongo													
Emthonjeni Primary	32	36	58	47	49	31	23						276
Etjeni Primary	47	48	62	35	65	54	42						353
Ezindwendweni High								140	94	66	55	31	386
Ezindwendweni Primary	39	56	88	64	66	58	38						409
Lavumisa Primary	84	54	97	78	47	61	33						454
Mgampondo Primary	67	66	73	88	58	70	51						473
Mlindazwe Primary	61	55	79	55	59	54	54						417
Mthunzini/Mahlaba Primary	53	32	40	56	41	34	30						286
Ndabazezwe High								39	74	48	36	19	216
Nsubane Primary	34	32	29	33	20	19	25						192
Siphondo Primary	15	17	15	13	15	14	18						107
Somntongo Total	432	396	541	469	420	395	314	179	168	114	91	50	3,569
Timphisini													
Emvembili Central Primary	53	60	52	46	63	59	45						378
Emvembili Lutheran Primary	36	25	31	27	40	36	15						210
Ensonyama Primary	20	36	34	38	44	13	18						203
Etimphisini Primary	78	59	99	70	90	92	42						530
Ludzibini High School								25	26				51
Mashobeni North Primary	42	45	44	61	55	46	47						340
Mlumati High								32	33	27	37	28	157
Mlumati Primary	36	36	32	33	39	28	19						223
Ndlalambi Nazarene Primary	107	126	128	121	116	93	77						768
Ngonini Estates Primary	29	33	31	33	37	38	33						234
Timphisini Total	401	420	451	429	484	405	296	57	59	27	37	28	3,094

Zombodze														
Chibidze A.M.E. Primary	44	38	48	50	36	26	31							273
Ekuthuleni High								106	118	35	67	48		374
Ekuthuleni Primary	55	57	66	68	59	54	40							399
Eqinisweni Primary	196	140	141	132	100	112	80							901
Mabamba Primary	30	26	29	38	18	18	17							176
Makhonza High								128	119	91	90	64		492
Mshengu/Mashobeni South High								102	97	48	60	29		336
Ndvungunye Primary	24	13	18	14	9	10	9							97
Ngwane Central Primary	98	112	105	109	85	67	47							623
Ngwane High								180	174	82	168	103		707
Othandweni Primary	81	46	78	50	63	59	26							403
Zombodze Total	528	432	485	461	370	346	250	516	508	256	385	244		4,781
Grand Total	36,494	35,799	39,057	36,805	34,221	32,691	24,355	24,976	22,468	14,186	17,551	11,315	77	329,995

