



Ministry of Education and Training

**ANNUAL EDUCATION CENSUS (AEC)
REPORT 2013**



ACKNOWLEDGEMENT

The Ministry of Education and Training once again extends its gratitude and appreciation to all those who contributed in the production and publication of the 2013 Annual Education Census Report (AEC). The report is as a result of collaborative work between the Ministry, educational institutions, Regional Education Officers, head teachers and importantly class teachers who facilitated most of the data collection. In addition the report is to provide information on the sector. The Ministry certainly appreciates the support by all.

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. 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 irrespective of whether public or private to ensure that data is not only submitted on time**, but data is accurate and given the due weight it deserves. All **institutions operating in Swaziland are expected to abide by the Government of the Kingdom of Swaziland requirements**.

The response rate for General Education, formal TVET and Higher Education was 100%, save for delays in following up some private schools. TVET and Higher Education institutions data was collected only from the institutions that are fully recognised, registered 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 2013, due to reasons beyond the Ministry's control. It only contains data on number of learners in Grade 1 who have gone through some form of pre-school.

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 wishes to make a special request to private schools to submit data in time for timely reporting.

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.

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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 2013 and were registered and known. Data was collected through questionnaires which collected through REOs and was processed at the 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 or visiting the centres in their locations. The latter process is most efficient but very 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. In 2013 data was not collected due to budgetary limitations.

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. There have been challenges with private schools who view this exercise as an audit of their work, and yet it's a necessary responsibility for any institutions operating in the country as the case is internationally. It's obligatory as a Government requirement.

At higher education levels the EMIS follows up all data from the institutions because they are still 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 and also under a National Qualification Framework. Even if statistics were collected they would not contain any real information until all TVET and Higher Education programmes have been mapped both under the ISCED and under a national qualification framework.

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
REO	Regional Education Office
TVET	Technical Vocational and Education Training (TVET)

INTRODUCTION

The Government of the Kingdom of Swaziland has continued its efficient implementation of the Free Primary Education (FPE) programme. The net enrolment rates are still above 90% for primary education, indicating achievement of the Universal Primary Education (UPE) goal. The results of the 2013 Education Census indicated a slight drop in net enrolment rate from 95.6% in 2012 to 92.6% in 2013. The results also indicated a drop of 300 in primary enrolment during the same period. It is not normal for enrolment to drop, this suggested a number of scenarios, a larger number of learners could have moved to secondary education with a few entering primary education, some learners dropped out due to school related barriers such as 'top-up' and other costs, or that the population structure had fewer children aged 6, or that there were more repetition at primary, where older children took over space that was to be used up by those within the official age limits. This drop in enrolment rate, should be curtailed, the Ministry needs to observe the trend for the coming years, if it continues to drop then there is a serious problem of falling enrolments. The fact on the ground is that indeed some children are dropping out of school, some are enrolling in the neighbouring countries, and some communities have witnessed the drop as some schools have enrolments less than 100 in a fully-fledged primary schools with an expected enrolment of 240. This under enrolment represents a waste of resources, teacher salaries, time, infrastructure etc. The Ministry has to observe the prevailing trend with great concern as falling enrolments counter Government's efforts towards its national development goal – Vision 2022.

The intakes at Grade 1 also decreased. This needs to be investigated, because it purports a scenario that the demand for education is on the decline. This suggests that all potential enrollees have already benefitted or there is lack of interest due to the barriers such as registration fees and top-up. It is worth noting that the number receiving grants under the FPE in Grade 1 has been decreasing yearly. Another factor that could have contributed is the fact that the population of 6 year olds in 2013 is estimated to be lower than average, as such they were overwhelmed by the repeaters, thus inflating the number of out of age children, resulting in reduction of the net enrolment rate.

The statistics also indicated that more than 70% of the Grade 1 children claimed to have done some form of Early Childhood Care Development and Education (ECCDE). This talked to the fact that there are a lot of these centres in the country. The Ministry needs to expedite their registration. It was however a concern that two regions, Lubombo and Shiselweni had the lowest infiltration rates, 27% and 51% respectively, whilst the other recorded rates above 90%. ECCDE is quite expensive and some communities may not afford the costs. In addition is this scenario informs the Ministry that ECCDE, despite that it is not currently a prerequisite for admission into Grade 1 some schools, insist on it, maybe it is why there is a high percent of those who have gone through it especially in Manzini and Hhohho. The solution is introduction of Grade zero, which will provide even poorer communities with ECCDE so as to level the playing field. Again, this may call for such centres to be set up in the regions that are currently having challenges with ECCDE. Maybe the Ministry needs to distribute them in rural areas in both these regions to equate the distribution of such education which is currently lopsided and favouring the urban centres.

Repetition at primary and secondary has continued to increase and this is a cause for alarm. Repetition at primary levels increased from 37 000 learners in 2012 to 40 370 in 2013. Instead of increasing new entrants, the system increased repetition by more than 3000. These are learners who now have prevented new entrants into the system. There is need to investigate this repetition and also put in place stringent measures to address it. Never before has repetition being this high, is this supporting the notion that something that is 'free' is of less quality? Are communities lax now that education is provided by the state? This also brings the notion of repetition and transfers in Grade 1. Why would a child repeat in Grade 1? Are schools using Early Childhood Care Development and Education (pre-schools) as an assessment of achievement in Grade 1? Why would children go 'school-hopping' in Grade 1? These are important questions which need to be addressed. It doesn't make sense to transfer in Grade 1. If the repetition is analysed, it means more than a Grade is repeating. An average grade has about 38 000

children. These are children coming from all the grades, i.e. Grade 1 to Grade 7. If one considers the lowest FPE grant (E560), this meant Government paid more than E23 million in 2013 for repetition. Considering repetition over the last 3 years, the estimated costs for repetition, are:

Table A: Estimated Cost of Repetition, 2011 to 2013

Year	No. Repeaters	Unit Cost	Cost
2011	36,548	E560.00	E20,466,880.00
2012	37,074	E560.00	E20,761,440.00
2013	40,370	E560.00	E22,607,200.00
	113,992	E560.00	E63,835,520.00

The cost of repetition is estimated using the lowest grant per capita paid to Grade 1 learners, of E560.00. From 2011 the number of repeaters increased from 36 548 to 40 370 in 2013, this meant that the Government paid from E20million in 2011 to E23million in 2013, over the three year period the amount was about E64million.

Taking the 2013 figures, E23 million would set up about 46 classrooms estimated at E500 000 each, paid salaries for about 2000 degreed teachers (@E12000). There is need for Government to attach a cost to repetition, the fact that it is borne by the Government (and EU) might be contributing to it increasing every year. It is time that educationally, the Ministry investigates the causes and incidence with a view to addressing it. Maybe the inspection teams need to investigate all schools with a repetition rates exceeding 10% with a view to design remedial strategies for such schools. It might be time for parents to contribute to repeating learners, because maybe they do not appreciate the costs associated with repetition. This is because some studies have noted that repetition maybe school driven, or at times parental driven where parents feel the learners need to repeat to do better in external examinations. This repetition on average implied that on average it takes an average learner 12 years to complete primary education.

These high repetition rates resulted in children getting older whilst trapped at primary levels. The low enrolment at secondary level is an access issue but could also be contributed to the fact even at secondary level there is high repetition. There is about 11% repetition in Form 1, this meant in every classroom of 40 about 4 are repeaters. These 4 repeaters are blocking spaces for 4 prospective primary school graduates. An analytical look at the transition from Grade 7 and Form 1 is to look at the current enrolment patterns. Over the years, the enrolment of these grades has been roughly the same, suggesting that there is potential that all Grade 7 can enrol in Form 1. Data suggested that at least 95% of Grade 7 learners can be accommodated in Form 1, this then suggested that maybe there was need for additional classrooms in selected schools than building a lot more new schools. Some new secondary schools may be built in areas where feeder schools are many and the distances to/and between existing secondary schools is above the recommended Ministry's benchmark.

Access to secondary level remains a challenge, the enrolment have increased slightly by less than 3%. The main issue for increasing secondary enrolment is not only looking at lower secondary, but a deeper look at the primary school enrolment pyramid. Although the system begins with more than 37 000 learners in Grade 1, six years after only about 26 000 register for the Swaziland Primary Certificate examination. This suggested that more 11 000 are lost between Grade 1 and Grade 7, contributed by repetition and dropout. This means all the 619 primary schools enrollees end up being only part of those that entered Grade 1. **With about 26 000 sitting for the SPC external examination, data suggested only space for roughly the same numbers is needed in Form 1, and this capacity is not unreachable with the current number of schools.** This needs only to strategically place new schools where travelling distances are high, or where there a number of feeder schools, importantly place **the schools in rural areas to curb the rural to urban migration**. Importantly, Government needs to increase capacity in selected densely populated schools. There was an increase of about 18 secondary education. This increase does not justify the increase of about 3000 in secondary schools, there is need to encourage students to enrol in these new schools. However, the most critical question remains on the number of learners that will pass the end of primary examination in order to qualify for Form 1. If the numbers sitting for examinations at primary do not increase then the secondary levels will continue to be under enrolled. It is a myth to look at access to secondary education based only on the number of schools. Some schools are almost empty, especially in the border areas. We need to look at those in Grade 7, and space in Form 1. With current transition rates of more than 85%, it suggested that we may not need many new schools but expand on existing resources and schools. Adding schools will increase expenditure but making existing more attractive and efficient might be the solution.

Generally, data indicated that the supply of education may not equitably distributed in the country at all levels of education. Statistics showed low enrolment rates in Lubombo and Shiselweni regions, and above board enrolment rates in the Manzini region. This suggested that there was a high demand for education in Manzini, maybe due to perceived poor supply in education in the two other less resourced regions. The Ministry needs to correct this as it will cause an imbalance, new schools (centres of excellence) need to be located in the Lubombo region. Principles of equity dictate that unequal entities should be treated unequally, i.e., allocation same number of schools across the regions does not improve the situation. Schools need to be put where the people need them, to curb the migration to Manzini. It is indeed worrying that the low enrolment rates in Lubombo cut across all the sub sectors from ECCDE to senior secondary education. It requires major investment in the region.

It was encouraging to note that pregnancy rates decreased at primary levels, this can be attributed to the INQABA Framework which addresses issues around Life Skills and Sexuality Education. The impact is commended, and the challenge for the Ministry to expand it to secondary levels is glaring. The high pregnancy rates, at secondary levels are an indication that there is need for the Guidance Unit and its partners to extend their services to upper levels. Pregnancy deprives the girl-child of an education and in cases where the partner is a learner it tends to deprive both, especially in communities where the impregnator is also chucked out of school. Dropout due to school fees also decreased, but there was a makeable of dropout due to 'family reasons', this needs to be looked at as it could be it still fees but reported as a family reason.

There has been attempts to collect data on Special Education Needs (SEN) and OVC. The major challenge has been definitions of both categories and their classification in schools. However, the Ministry attempted to flag action zones so that such schools and communities can be visited so that their challenges can be addressed. A number of tables profiling tinkhundla by SEN, OVC and general enrolment have been included as annex. This is to provide information for other stakeholders through the tinkhundla to visit the communities.

There is still need for qualified primary teachers. A number of teachers are possess qualifications which are not for the level of education. Unfortunately some of them are engaged to teach primary schools in rural communities, especially lower grades. This could be another reason for the increased repetition, because such

teachers are not trained to deal with young children and may be applying the wrong teaching and assessment techniques. The Ministry has to put well qualified teachers in Grade 1 to 3, to ensure that the foundation is sound. Increasing enrolment for primary teaching trainees will address this situation and developing and adopting a national curriculum that can be assessed across the regions. There is still need to attract qualified teachers to rural communities, this will curb the migration and will ensure that Swazi children do not drop out. The pupil-teacher ratios at all level of education are within the national benchmarks, however, there may be need to further explore the different subject combinations offered by these teachers.

Generally the system is performing well, and is within the nationally defined indicator limits, and is within the Swaziland Development Index (SDI) limits. The enrolment rates for primary are favourable, however, more needs to be done to expand access to secondary education. The pupil-teacher ratios are within accepted levels, but they are bit on the lower side due to some challenges in certain pockets of the country to sustain enrolments. Schools along the borders continue to have fluctuating enrolments which does not only affect the learners but the resources that Government allocates to such schools. There is also need for a sector-wide improvement in Lubombo region to encourage communities staying put and not migrating to other regions for social services. The solution is for all services to be available within the region.

Government has to move and expedite registration of birth in all regions and communities. Most of the educational indicators in the sector are age based it is thus critical that all learners know their ages, and this can be achieved through the use of Personal Identification Numbers (PINS). In future when all children have PINS the Ministry and then track all the dropouts by their PINS and address the issues impeding their education. Later on it can even derive policies that would ensure migration to the cities is controlled, and could also be used to determine areas around migration, which may be attributed to the quality of the schools such children come from.

PRIMARY EDUCATION

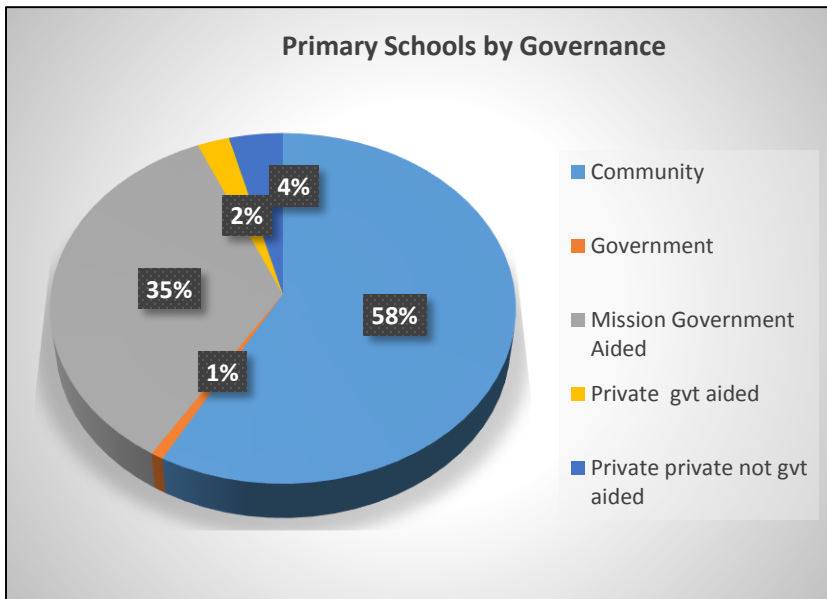
ISCED 1

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: Primary Schools by Governance and Region: 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Community	89	83	106	81	359
Government	2	1	1	1	5
Mission Government Aided	66	31	60	58	215
Private gvt aided	4	11	0	0	15
Private private not gvt aided	9	2	14	0	25
Total	170	128	181	140	619

Chart 1: Primary School by Governance 2013



Data indicated that there were 6 new primary schools that were established during the period 2012 to 2013. The number of primary schools increased from 613 in 2012, to 619. However it should be noted that during the same period three (3) private primary schools closed down.

The issue of schools closing down raises concern on the pupils who are enrolled in these schools as they are likely to drop out when they do not get placed in other schools. This is why the Ministry insists on all schools being registered to ensure that when schools close down the Ministry through the Regional Educational Officers (REO) can find alternative schools for them. It also provides inside information into any enrolment patterns that may occur.

These schools also affect the reported data as it fluctuates due to the closing of such schools unexpectedly. A larger proportion of the schools, 58 percent are community governed, this includes some schools which have been constructed by the Government for the community. There was an increase in private schools, it is important that such schools register with the Ministry to ensure that they become part of the National Register of

Schools.

Table 2: Grade1 Entrants by Progression Status: 2013

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
Female	First Grader	229	5,761	7,064	1,085	208	53	44	20	25		3	2	13	3		14,510
	Repeater	12	246	1,047	856	140	44	17	11	10		1		3			2,387
	Re-starter		2	1	1	2	1	1		1							9
	(blank)		1	6													7
Female Total		241	6,010	8,118	1,942	350	98	62	31	36		4	2	16	3		16,913
Male	First Grader	266	5,404	7,588	1,559	344	127	48	36	33	9	6	3	23	3	2	15,451
	Repeater	20	341	1,617	1,451	334	112	29	13	11	3	3	5	2	3	2	3,946
	Re-starter		2	1		6	5	1	1		1		1				18
Male Total		286	5,747	9,206	3,010	684	244	78	50	44	13	9	9	25	6	4	19,415
Grand Total		527	11,757	17,324	4,952	1,034	342	140	81	80	13	13	11	41	9	4	36,328

Chart 2: Grade 1 Entrants by Progression Status

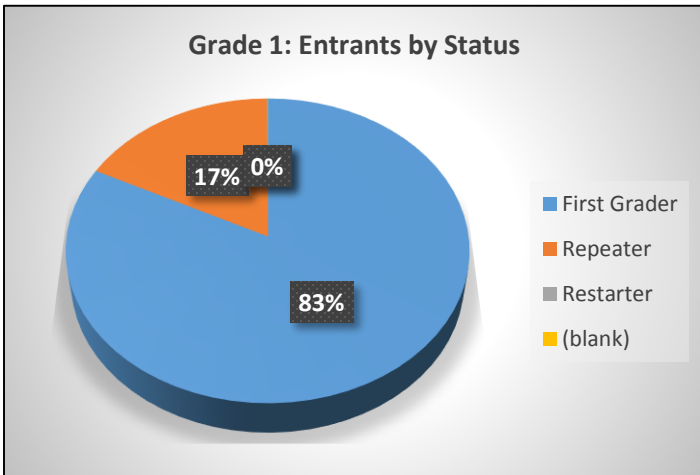
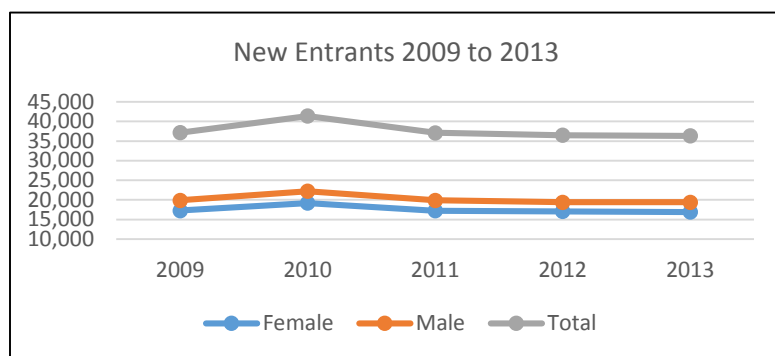


Table 3: Grade 1 Entrants, 2009 - 2013

Year	Female	Male	Total
2009	17,285	19,875	37,160
2010	19,185	22,210	41,395
2011	17,233	19,877	37,110
2012	17,093	19,401	36,494
2013	16,913	19,415	36,328

Data from 2009 indicated a declining trend in the number of children entering Grade 1. The only increase was observed in 2010, the year of the Free Primary Education (FPE). This may suggest that most of the children entered in 2010. There is need to investigate why there is a decline, this could be due population demographics and may not entirely an issue of barriers that are school based. More boys entered the system than girls. This may have been expected since there were slightly more males in the population.

Chart 3: Evolution of New Entrants 2009 to 2013



The data from 2011 to 2013 indicated that about 20 percent of Grade 1 pupils were repeaters. This suggested that one in five of Grade 1 learners are repeaters, on average 8 pupils in every Grade 1 class of 40 were repeaters. This represents space and resources allocated to the same pupils more than once in the same grade. A small number are re-starting. This again raises the issue of repetition at Grade 1, its significance and implication.

The fact that repetition has been at about 20%, constantly through the years suggested that there were reasons for this repetition, it was not an isolated incident. Such repetition is wastage of resources. The 20 percent are 'taking over', space that could have been allocated to additional children or represented resources that could be allocated to other programmes in

the education sector. Worth mentioning is that some of these children may have been repeating the Grade more than once, thus getting older in the process. This results in primary school children getting older than the official age. Considering the educational and psychosocial effects of repetition it is worth investigating the causes of repetition in Grade 1. Repeating is a major contributing factor to dropout. Some of the reasons leading to dropout in Grade 1 were also investigated and are presented in Table 4.

Table 4: Reasons for Dropout in Grade 1: 2013

	Reasons for Dropout	Grade 1
Female	Absconded or Other	32
	Death	3
	Family Reasons	125
	Pregnancy	2
	School fees	2
	Sickness	20
	Transfer	116
	Total	300
Male	Absconded or Other	42
	Death	6
	Disciplinary or Expelled	1
	Family Reasons	128
	Pregnancy	1
	School fees	1
	Sickness	34
	Transfer	98
	Total	311
Total		611

The dropout at this stage was to a large extent attributed to family reasons, transfers and absconding by pupils. Transfer is not dropping out, but this suggested there is a lot of movement from school to school even at Grade 1. Some of these children maybe moving from school to school without completing the year and as such repeat Grade 1. Such children are being disturbed, and this could also be attributed to 'family reasons'. The question is what family phenomena may result in a child repeating Grade 1. These need to be investigated, are these abused children, are these child headed households or they leave school for non-educational reasons such as poverty, and take up employment or hunger or are schools enrolling under aged children who end up dropping out later?

Overall this dropout suggested there are still barriers to education early in the life of our children. A smaller number dropout due to sickness. This sickness has not been identified, it could be attributed to the HIV and AIDS situation or these could be Special Education Needs (SEN) children who entered the system and did not get the support they needed in the schools they had enrolled in. It is expected that a very small number of the over-aged children could have fallen prey to pregnancy which resulted in them dropping out of school. This is not at all abnormal as some of the Grade 1 pupils are above the age of sixteen.

The next table shows the Inkhundla profiles for **Grade 1 classes** under each of the 55 tinkhundla. This is to indicate the incidence and extent of dropout in Grade 1. What was observed is that the dropout was consistent over a three year period. This suggested that

the reasons and extent is common in all the regions of the country and may not be attributed to rural areas only. The fact that the numbers are consistent meant that the reasons were not been adequately addressed by the concerned parties. This then puts a demand for support systems around the school community need strengthening. This is where the Ministry's INQABA initiative should be coming in. There is need to identify these barriers and then put in place programmes that will mitigate the impact of this phenomena.

It is also important to consider the proportion of enrolment in Grade 1 allocated to repetition. Crude as it sounds it implied that schools had allocated a certain amount of their resources to repetition, and this is being done at yearly basis. There is something happening in selected Grade 1 classes in the country that needs to be investigated.

Table 5: Grade 1 Progression Status Profiles by Inkhundla and 2011 to 2013

Inkhundla	2011			2011 Total	2012			2012 Total	2013			2013 Total
	First Grader	Repeater	Restarter		First Grader	Repeater	Restarter		First Grader	Repeater	Restarter	
Dvokodvweni	573	140	3	716	604	102	1	707	594	147	2	743
Emkhiweni	644	214	5	863	694	124		818	593	176		769
Gege	447	110		557	508	107	2	617	480	128	1	609
Hhukwini	230	58		288	229	51	1	281	236	34		270
Hlane	361	40		401	352	61		413	359	50		409
Hosea	429	78		507	451	80		531	420	94		514
Khubuta	288	83		371	343	99	1	443	324	123		447
Kukhanyeni	533	142		675	629	75	1	705	602	131		733
Kwaluseni	797	95		892	797	110		907	788	124		912
Lamgabhi	263	60		323	268	57		325	237	87		324
Lobamba	666	64		730	614	90		704	610	88		698
Lobamba Lomdzala	522	88	1	611	538	32		570	549	58		607
Lomahasha	855	189		1,044	740	190		930	682	183		865
Lubuli	426	130	3	559	371	97		468	358	91	2	451
Ludzeludze	770	116		886	864	84		948	729	100		829
Lugongolweni	981	161	1	1,143	915	185	1	1,101	872	192	1	1,065
Madlangampisi	737	166	3	906	675	122	1	798	727	151	2	880
Mafutseni	643	126	1	770	650	88		738	641	106		747
Mahlangatja	500	153	2	655	582	89	2	673	559	166	1	726
Mangcongco	148	23	2	173	160	13		173	140	12		152
Manzini North	811	56		867	786	74		860	787	91		878

Manzini South	708	57	2	767	830	43		873	720	45		765
Maphalaleni	438	102		540	433	134		567	422	123		545
Maseyisini	643	152		795	737	156	3	896	658	172	4	834
Matsanjeni	445	148	3	596	401	141		542	410	94		504
Matsanjeni North	446	156	1	603	460	139		599	606	144		750
Mayiwane	501	105		606	506	71	1	578	441	110		551
Mbabane East	1,279	106	2	1,387	1,257	120		1,377	1,439	116		1,555
Mbabane West	399	35		434	357	30		387	353	34		387
Mhlambanyatsi	394	98		492	428	91	1	520	344	133	1	478
Mhlangatane	707	162	4	873	630	149		779	605	132		737
Mhlume	457	52	1	510	396	54		450	383	69		452
Motshane	693	156		849	601	150	2	753	663	132	2	797
Mpholonjeni	473	67		540	444	102		546	405	120	1	526
Mtfongwaneni	370	120		490	431	68	1	500	428	100		528
Mtsambama	596	73		669	533	86		619	564	97	1	662
Ndzingeni	561	120		681	576	95		671	574	116	2	692
Ngudzeni	303	43		346	246	70		316	269	44		313
Ngwempisi	835	144		979	945	123		1,068	796	144	1	941
Nhlambeni	268	94		362	388	44	1	433	337	95		432
Nkhaba	697	179	1	877	626	190	5	821	670	164		834
Nkilongo	459	127		586	416	108		524	462	108	1	571
Nkwene	336	147	1	484	379	127		506	321	118		439
Ntfontjeni	595	158	1	754	589	136		725	552	131		683
Ntongozi	413	95	1	509	421	77		498	441	83		524
Pigg's Peak	471	69		540	409	96	1	506	525	87		612
Sandleni	905	245		1,150	739	251	1	991	815	235		1,050
Shiselweni I	336	101	1	438	343	108		451	349	80		429
Shiselweni II	1,022	172		1,194	958	168		1,126	986	168		1,154
Sigwe	385	93	1	479	426	74		500	404	90		494
Siphofaneni	1,043	300	3	1,346	1,000	271	1	1,272	1,019	275	1	1,295
Sithobela	615	167	3	785	702	202	6	910	639	209	3	851
Somntongo	338	91		429	370	61	1	432	325	61		386
Timphisini	359	98		457	307	93	1	401	332	70	1	403
Zombodze	411	120		531	421	107		528	412	102		514
(blank)	83	12		95	101	15	3	119	5			5
Grand Total	30,608	6,456	46	37,110	30,576	5,880	38	36,494	29,961	6,333	27	36,321

In the Annex section of this report there will be a table that will profile enrolment by school and inkhundla. The issue of repetition in Grade 1 is a national issue, it is thus important that school communities work together to alleviate this situation, because the high repetition even in Grade 1 could be caused by contextual issues around the school community. The question to be asked is why children repeating this grade, is it because they are unprepared for school, do not attend school regularly because of hunger, top up fees, or is it because education is free they jump in and out unnecessarily, are there psycho-social factors attributing to this scenario? Or generally because it is a norm that some children have to repeat. It is true that repetition usually leads to dropout. Another factor is that not all children attended ECCDE programmes, are these the children that repeat? The primary inspectorate and stakeholders such as the National Curriculum Centre need to investigate this situation and find a remedy.

Another phenomena that could contribute to repetition in Grade 1 is mixing learners who have heard Early Childhood Care Development and Education (ECCDE) with those that have not gone through any. The Ministry also explored data on the number of children enrolled in Grade 1 who have gone through some ECCDE, the data is presented in following tables.

Table 6: Learners who attended some ECCDE by Sex and Region, 2013

	Female	Male	Total
Hhohho	4,126	4,720	8,846
Lubombo	2,002	2,208	4,210
Manzini	4,976	5,544	10,520
Shiselweni	988	1,150	2,138
Total	12,092	13,622	25,714

Chart 4: Number of Learners attended ECCDE by Sex and Region, 2013

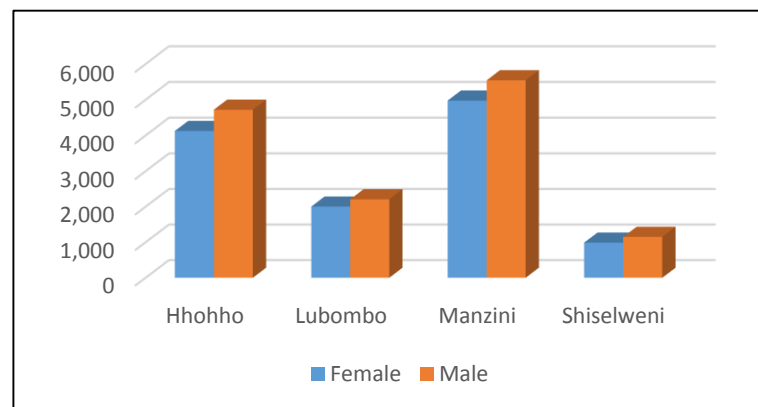


Table 7: Percentage of Grade 1 who attended ECCDE, 2013

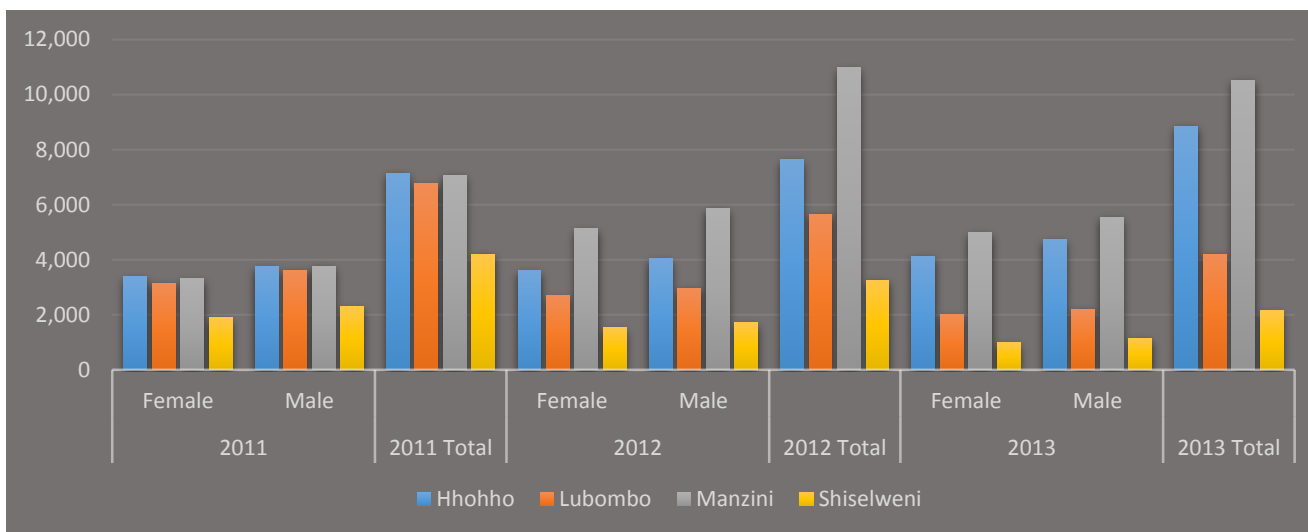
	Female	Male	Total
Hhohho	92.2%	90.6%	91.3%
Lubombo	52.8%	51.5%	52.1%
Manzini	97.0%	95.8%	96.4%
Shiselweni	27.8%	27.6%	27.7%
Total	71.4%	70.1%	70.7%

Data suggested that on average about 70 percent of Grade 1 entrants had gone through some form of Early Childhood Care Development and Education (ECCDE) programmes. Although the national average is relatively high, data indicated that very few (27.6%) of children from the Shiselweni region were exposed to some ECCDE. Shiselweni is followed Lubombo, which had about half of the children were exposed to ECCDE. The results also indicated a high discrepancy between the regions where the other two, i.e. Hhohho and Manzini recorded all almost 100% exposure. This suggested that children enter Grade 1, at unequal footing, some are obviously more advantaged than others. This justifies the need to universalise ECCE by either supporting rural communities with ECCE centres or the proposed introduction of Grade 0 in all primary schools. It should however be noted that the Ministry's policy is still that such programmes are not a prerequisite for entry into Grade 1. However, the extent of its practice and the value to the development of the child justifies that children be exposed to it. Since it is expensive the Government is contemplating introducing it so that every Swazi child will benefit.

Table 8: Attended ECCDE Programmes by Region and Sex: 2011 - 2013

	2011		2011 Total	2012		2012 Total	2013		2013 Total
	Female	Male		Female	Male		Female	Male	
Hhohho	3,390	3,753	7,143	3,604	4,029	7,633	4,126	4,720	8,846
Lubombo	3,150	3,611	6,761	2,690	2,965	5,655	2,002	2,208	4,210
Manzini	3,299	3,763	7,062	5,125	5,860	10,985	4,976	5,544	10,520
Shiselweni	1,893	2,299	4,192	1,535	1,719	3,254	988	1,150	2,138
Total	11,732	13,426	25,158	12,954	14,573	27,527	12,092	13,622	25,714

Chart 5: Grade 1 Attended ECCDE by Sex and Region, 2011 - 2013



The ECCDE reported here includes centres that offer education (ECCE) and those that offer developmental programmes in addition to education (ECCDE). Data reported in the section includes both, as there is some education taking place. However, as the Ministry adopts the Grade zero concept there would be need for **national standards to be adopted** that would define criteria for such centres to be classified as educational centres. Centres which will not meet the set and do **not** follow these nationally defined standards may in the future not be grouped as ECCE centres by the Ministry.

Table 9: Enrolment by Grade and Age: 2013

Age	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
Grade 1	527	11,777	17,367	4,952	1,034	342	140	81	80	13	13	11	41	9	4	0	36,391
Grade 2	0	424	8,704	14,836	6,936	2,361	865	314	223	55	39	34	8	6	1	3	34,809
Grade 3	0	0	329	6,597	12,973	8,446	4,456	2,238	1,410	480	224	107	38	31	9	23	37,361
Grade 4	0	0	0	332	5,025	10,022	8,062	5,585	4,364	1,823	990	404	182	81	45	44	36,959
Grade 5	0	0	0	0	319	3,914	8,158	7,078	7,366	4,090	2,552	1,232	668	308	113	112	35,910
Grade 6	0	0	0	0	0	186	2,914	6,307	7,348	5,843	4,439	2,522	1,638	769	313	238	32,517
Grade 7	0	0	0	0	0	0	163	2,431	5,587	5,060	4,438	2,999	2,140	1,305	591	358	25,072
Grand Total	527	12,201	26,400	26,717	26,287	25,271	24,758	24,034	26,378	17,364	12,695	7,309	4,715	2,509	1,076	778	239,019

Chart 6: Enrolment by Age and Grade 2013

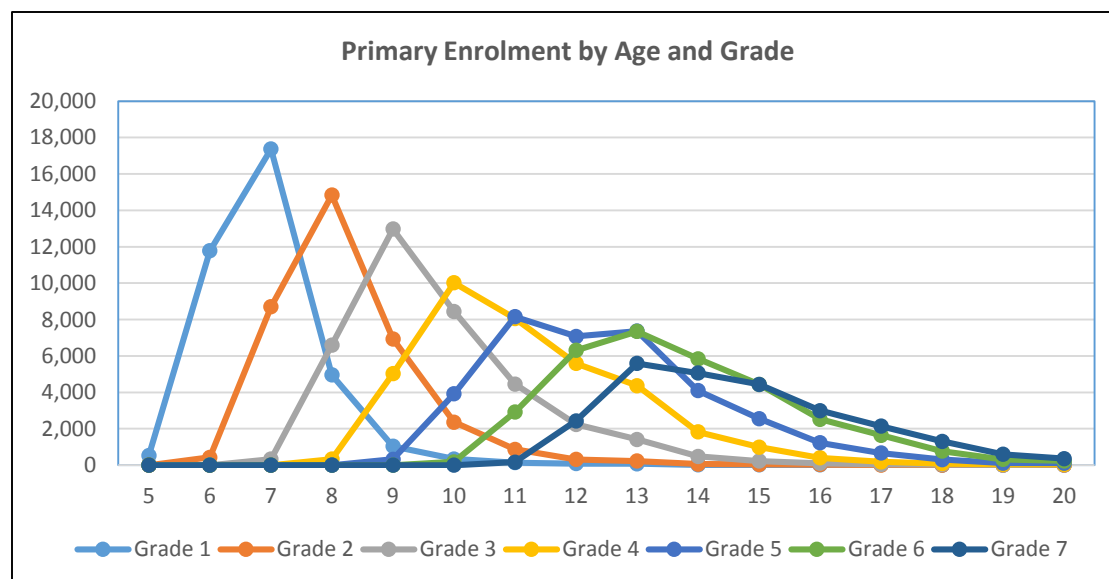
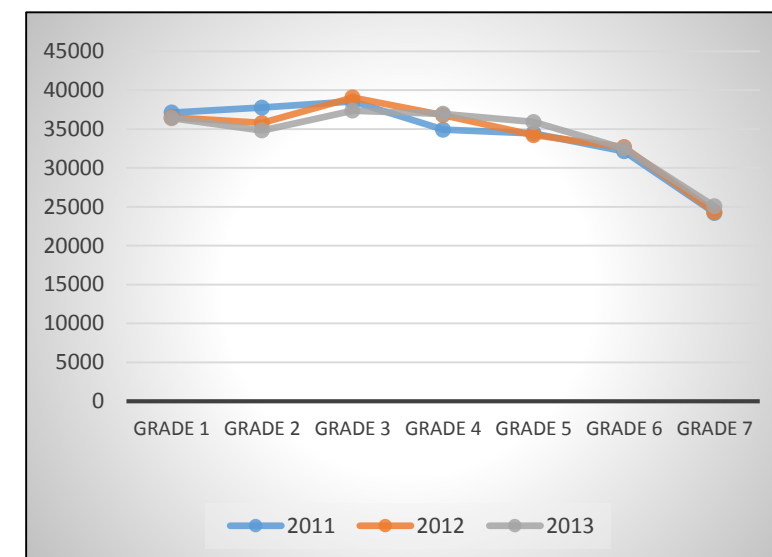


Chart 7: Primary Enrolment trend 2011 - 2013



Data indicated that a larger proportion of the children at primary level are aged seven years old and at Grade 1. Ideally these should be in Grade 2. The data also indicated a drop in overall enrolment at primary level. This needs to be investigated, it may suggest that there are barriers to accessing primary education or some children are no longer enrolling because of these barriers, or a result of population dynamics.

The Chart indicated that for 2012 and 2013 not all children enrolled in Grade 1 moved on to Grade 2, there is a 'dip', in enrolment this could have contributed to the decrease in enrolment. In some communities even the smallest challenge may lead to children dropping out or leaving the education system. This has been noted in those communities along the border. Communities will be attracted by systems that have fewer barriers to accessing education, and were crossing the border. A national drop of about 3000 pupils at primary level indicated there were serious issues that were creeping into the education system. These were challenges to sustaining the FPE program and need to be addressed before the system reverts to what it was before 2010.

Table 10: Primary Enrolment by Age, Grade and Sex: National 2013

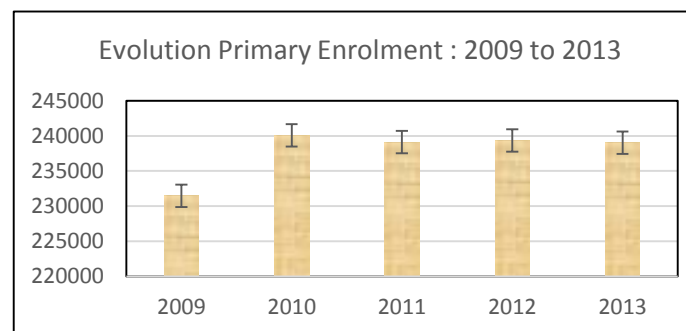
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
Female	Grade 1	241	6,020	8,141	1,942	350	98	62	31	36	0	4	2	16	3	0	0	16,946
	Grade 2	0	245	4,808	7,186	2,733	760	257	92	64	13	14	11	3	0	1	0	16,187
	Grade 3	0	0	201	3,726	6,615	3,646	1,552	707	409	145	63	29	12	6	2	10	17,123
	Grade 4	0	0	0	209	3,046	5,392	3,758	2,277	1,554	533	307	103	50	25	14	12	17,280
	Grade 5	0	0	0	0	194	2,474	4,630	3,603	3,262	1,578	903	340	171	79	22	24	17,280
	Grade 6	0	0	0	0	0	129	1,854	3,672	3,869	2,938	1,905	921	508	218	85	61	16,160
	Grade 7	0	0	0	0	0	0	95	1,533	3,303	2,725	2,144	1,307	781	420	147	82	12,537
Female		241	6,265	13,150	13,063	12,938	12,499	12,208	11,915	12,497	7,932	5,340	2,713	1,541	751	271	189	113,513
Male	Grade 1	286	5,757	9,226	3,010	684	244	78	50	44	13	9	9	25	6	4	0	19,445
	Grade 2	0	179	3,896	7,650	4,203	1,601	608	222	159	42	25	23	5	6	0	3	18,622
	Grade 3	0	0	128	2,871	6,358	4,800	2,904	1,531	1,001	335	161	78	26	25	7	13	20,238
	Grade 4	0	0	0	123	1,979	4,630	4,304	3,308	2,810	1,290	683	301	132	56	31	32	19,679
	Grade 5	0	0	0	0	125	1,440	3,528	3,475	4,104	2,512	1,649	892	497	229	91	88	18,630
	Grade 6	0	0	0	0	0	57	1,060	2,635	3,479	2,905	2,534	1,601	1,130	551	228	177	16,357
	Grade 7	0	0	0	0	0	0	68	898	2,284	2,335	2,294	1,692	1,359	885	444	276	12,535
Male		286	5,936	13,250	13,654	13,349	12,772	12,550	12,119	13,881	9,432	7,355	4,596	3,174	1,758	805	589	125,506
Total		527	12,201	26,400	26,717	26,287	25,271	24,758	24,034	26,378	17,364	12,695	7,309	4,715	2,509	1,076	778	239,019

One of the larger age group enrolled is age 13, these are outside the official age for primary education. These learners contribute negatively to net enrolment rates. Some of them may have been held back by repetition earlier in the education.

Table 11: Enrolment by Sex and Grade: National 2012 to 2013

	2012		2013	
	Female	Male	Female	Male
Grade 1	17,083	19,392	16,946	19,445
Grade 2	16,565	19,217	16,187	18,622
Grade 3	17,826	21,219	17,123	20,238
Grade 4	17,308	19,483	17,280	19,679
Grade 5	16,619	17,589	17,280	18,630
Grade 6	16,052	16,624	16,160	16,357
Grade 7	12,283	12,056	12,537	12,535
Total	113,736	125,580	113,513	125,506

Chart 8: Evolution of Enrolment: 2009 to 2013



Like in Grade 1 Entrants, the enrolment patterns indicated a dip after 2010. The trend is showing declining enrolment figures beyond 2010. Since Government was supporting FPE, the trend was expected to go through the system like a wave, with the crest being those who entered in 2010 however, this has not be the case.

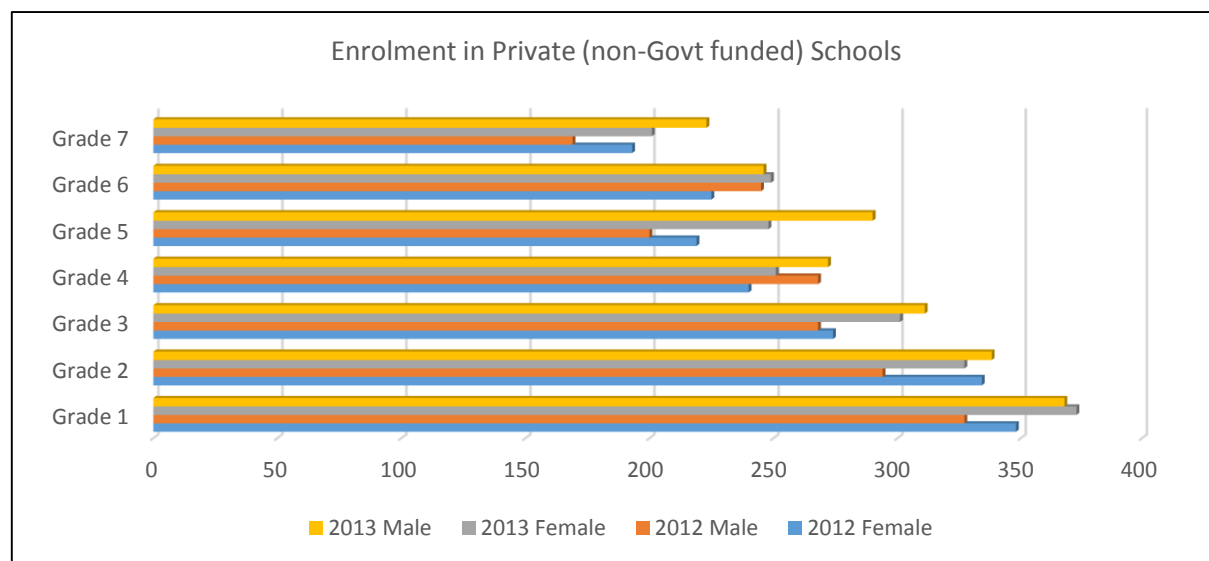
Table 12: Enrolment by Age, Sex and Grade: Private (non-Govt): 2013

		5	6	7	8	9	10	11	12	13	14	15	16	17	21	Total
Female	Grade 1	51	104	190	26	1	1	0	0	0	0	0	0	0	0	373
	Grade 2	0	8	124	147	45	1	2	0	0	0	0	0	0	0	327
	Grade 3	0	0	20	84	144	46	3	3	0	1	0	0	0	0	301
	Grade 4	0	0	0	14	74	117	31	5	7	2	0	1	0	0	251
	Grade 5	0	0	0	0	3	59	133	33	7	6	2	2	3	0	248
	Grade 6	0	0	0	0	0	6	57	106	48	21	8	3	0	0	249
	Grade 7	0	0	0	0	0	0	14	65	96	18	5	3	0	0	201
Female Total		51	112	334	271	267	230	240	212	158	48	15	9	3	0	1,950
Male	Grade 1	78	74	185	25	6	0	0	0	0	0	0	0	0	0	368
	Grade 2	0	4	102	171	50	6	5	0	0	0	0	0	0	0	338
	Grade 3	0	0	14	72	174	38	8	4	1	0	0	0	0	0	311
	Grade 4	0	0	0	2	56	130	55	11	12	5	1	0	0	0	272
	Grade 5	0	0	0	0	0	80	126	47	18	12	5	1	0	1	290
	Grade 6	0	0	0	0	0	4	31	115	64	19	9	1	3	0	246
	Grade 7	0	0	0	0	0	0	6	56	108	34	12	6	1	0	223
Male Total		78	78	301	270	286	258	231	233	203	70	27	8	4	1	2,048
Total		129	190	635	541	553	488	471	445	361	118	42	17	7	1	3,998

Table 13: Enrolment Private Schools: 2012 to 2013

	2012		2013	
	Female	Male	Female	Male
Grade 1	348	327	373	368
Grade 2	334	294	327	338
Grade 3	274	268	301	311
Grade 4	240	268	251	272
Grade 5	219	200	248	290
Grade 6	225	245	249	246
Grade 7	193	169	201	223
Total	1,833	1,771	1,950	2,048

Chart 9: Enrolment in Private Schools



There has been an observed gradual increase in private schools' enrolment over the period. This indicated that some parents opted for these schools despite that there was provision for free (highly subsidised) primary education.

Table 14: Enrolment by Age, Sex and Grade 2013: Hhohho Region

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
Female	Grade 1	49	1,616	2,230	447	81	21	16	3	12	0	1	0	1	0	0	0	4,477
	Grade 2	0	96	1,343	1,982	633	170	54	18	15	7	2	5	0	0	0	0	4,325
	Grade 3	0	0	57	1,077	1,926	895	368	168	86	22	16	7	4	3	1	5	4,635
	Grade 4	0	0	0	44	891	1,529	968	579	367	139	75	23	12	8	2	2	4,639
	Grade 5	0	0	0	0	53	732	1,373	1,047	823	391	229	76	46	37	3	11	4,821
	Grade 6	0	0	0	0	0	48	570	1,156	1,012	789	459	219	128	45	19	13	4,458
	Grade 7	0	0	0	0	0	0	27	462	961	757	530	319	193	127	41	25	3,442
Female		49	1,712	3,630	3,550	3,584	3,395	3,376	3,433	3,276	2,105	1,312	649	384	220	66	56	30,797
Male	Grade 1	54	1,613	2,544	730	167	54	21	10	10	4	1	3	0	0	0	0	5,211
	Grade 2	0	53	1,069	2,036	1,095	376	164	43	43	14	3	10	0	1	0	1	4,908
	Grade 3	0	0	27	817	1,773	1,244	770	400	249	76	45	22	14	3	1	2	5,443
	Grade 4	0	0	0	14	568	1,355	1,222	898	691	285	188	65	38	20	7	9	5,360
	Grade 5	0	0	0	0	27	424	1,029	1,057	1,115	673	441	223	130	78	22	29	5,248
	Grade 6	0	0	0	0	0	27	323	793	941	783	683	391	285	140	62	61	4,489
	Grade 7	0	0	0	0	0	0	20	265	654	676	643	475	369	236	109	84	3,531
Male		54	1,666	3,640	3,597	3,630	3,480	3,549	3,466	3,703	2,511	2,004	1,189	836	478	201	186	34,190
Total		103	3,378	7,270	7,147	7,214	6,875	6,925	6,899	6,979	4,616	3,316	1,838	1,220	698	267	242	64,987

Table 15: Enrolment by Grade and Sex: 2012-2013: Hhohho

	2012		2013	
	Female	Male	Female	Male
Grade 1	4,483	4,965	4,477	5,211
Grade 2	4,440	5,134	4,325	4,908
Grade 3	4,781	5,745	4,635	5,443
Grade 4	4,657	5,174	4,639	5,360
Grade 5	4,629	4,791	4,821	5,248
Grade 6	4,311	4,638	4,458	4,489
Grade 7	3,404	3,322	3,442	3,531
Total	30,705	33,769	30,797	34,190

Chart 10: Enrolment by Age, Sex and Grade 2013: Hhohho Region

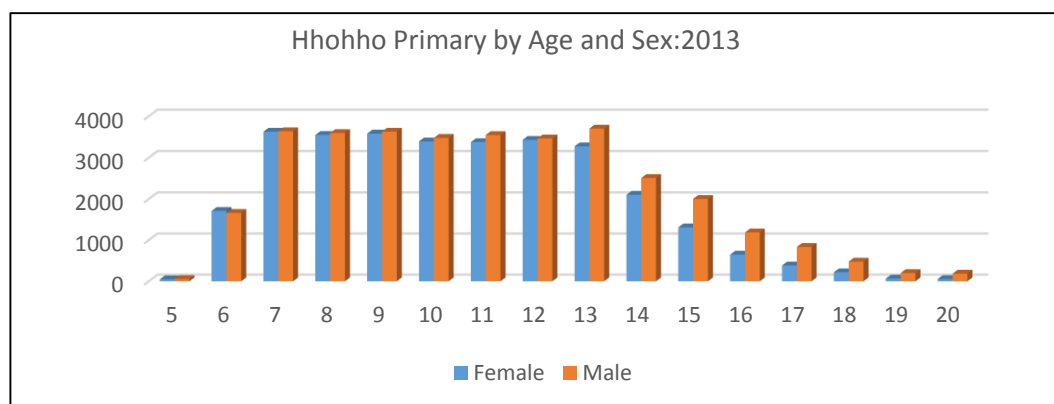


Table 16: Enrolment by Age, Sex and Grade 2013: Lubombo Region

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
Female	Grade 1	33	1,287	1,741	563	103	22	19	9	11	0	2	0	1	0	0	0	3,791
	Grade 2	0	22	981	1,492	732	228	104	29	24	3	4	3	2	0	1	0	3,625
	Grade 3	0	0	27	694	1,332	916	438	247	151	54	23	9	3	1	1	3	3,899
	Grade 4	0	0	0	46	486	1,063	910	624	394	167	99	39	18	12	5	7	3,870
	Grade 5	0	0	0	0	34	429	892	797	812	429	259	108	52	16	11	5	3,844
	Grade 6	0	0	0	0	0	14	306	656	796	686	476	266	153	72	32	20	3,477
	Grade 7	0	0	0	0	0	0	23	273	578	563	475	326	184	94	36	25	2,577
Female		33	1,309	2,749	2,795	2,687	2,672	2,692	2,635	2,766	1,902	1,338	751	413	195	86	60	25,083
Male	Grade 1	58	1,276	1,929	743	164	69	17	10	9	3	2	2	1	0	1	0	4,284
	Grade 2	0	21	818	1,584	984	397	163	70	45	13	12	10	2	2	0	0	4,121
	Grade 3	0	0	20	592	1,352	1,100	720	378	303	121	51	22	4	6	2	7	4,678
	Grade 4	0	0	0	31	381	949	924	774	707	361	183	84	38	18	10	11	4,471
	Grade 5	0	0	0	0	30	276	675	694	879	610	429	228	131	72	31	26	4,081
	Grade 6	0	0	0	0	0	11	177	488	699	598	540	391	260	140	53	47	3,404
	Grade 7	0	0	0	0	0	0	28	161	381	434	472	369	277	191	120	77	2,510
Male		58	1,297	2,767	2,950	2,911	2,802	2,704	2,575	3,023	2,140	1,689	1,106	713	429	217	168	27,549
Total		91	2,606	5,516	5,745	5,598	5,474	5,396	5,210	5,789	4,042	3,027	1,857	1,126	624	303	228	52,632

Table 17: Enrolment by Grade and Sex: 2012-2013: Lubombo

	2012		2013	
	Female	Male	Female	Male
Grade 1	3,763	4,296	3,791	4,284
Grade 2	3,778	4,438	3,625	4,121
Grade 3	4,131	4,888	3,899	4,678
Grade 4	3,886	4,370	3,870	4,471
Grade 5	3,717	3,889	3,844	4,081
Grade 6	3,458	3,373	3,477	3,404
Grade 7	2,582	2,552	2,577	2,510
Total	25,315	27,806	25,083	27,549

Chart 11: Enrolment by Age, Sex and Grade 2013: Lubombo Region

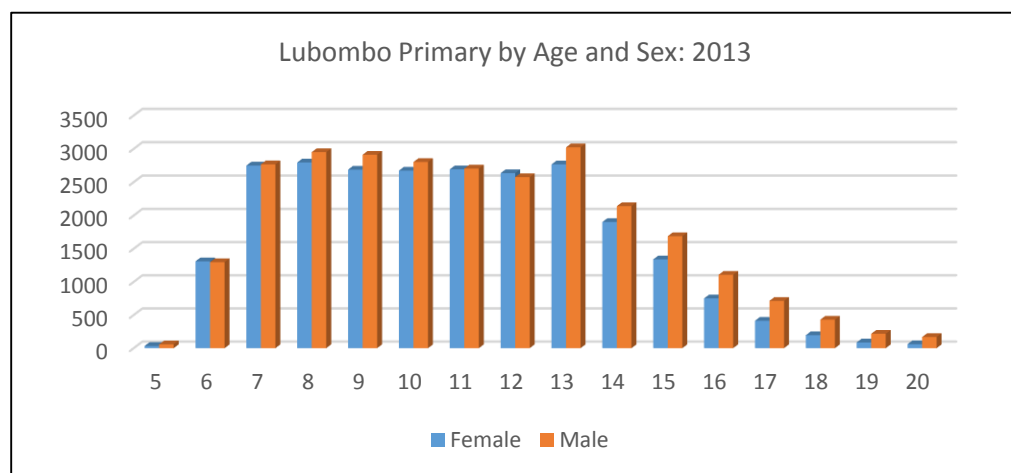


Table 18: Enrolment by Age, Sex and Grade 2013: Manzini Region

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Female	Grade 1	92	1,753	2,559	549	91	29	17	12	8	0	0	2	14	3	0	0	5,129
	Grade 2	0	84	1,449	2,247	817	213	62	23	9	2	5	0	0	0	0	0	4,911
	Grade 3	0	0	76	1,128	2,006	1,151	446	189	113	49	12	9	4	1	0	2	5,186
	Grade 4	0	0	0	87	991	1,702	1,047	577	444	126	81	17	12	2	5	1	5,092
	Grade 5	0	0	0	0	76	845	1,422	979	913	436	242	92	47	13	4	6	5,075
	Grade 6	0	0	0	0	0	48	634	1,202	1,235	859	573	238	108	41	19	13	4,970
	Grade 7	0	0	0	0	0	0	30	558	1,121	838	605	368	220	117	34	13	3,904
Female		92	1,837	4,084	4,011	3,981	3,988	3,658	3,540	3,843	2,310	1,518	726	405	177	62	35	34,267
Male	Grade 1	120	1,543	2,840	895	211	75	26	19	16	3	5	2	24	5	2	0	5,786
	Grade 2	0	80	1,196	2,368	1,230	459	149	65	43	11	9	0	3	2	0	2	5,617
	Grade 3	0	0	48	903	2,024	1,420	792	430	247	75	30	17	6	14	2	4	6,012
	Grade 4	0	0	0	45	604	1,454	1,253	914	819	387	174	83	28	11	11	8	5,791
	Grade 5	0	0	0	0	51	475	1,164	1,033	1,199	665	404	214	119	44	22	18	5,408
	Grade 6	0	0	0	0	0	15	356	871	1,125	913	774	462	322	139	60	37	5,074
	Grade 7	0	0	0	0	0	0	16	337	850	720	639	474	370	246	109	66	3,827
Male		120	1,623	4,084	4,211	4,120	3,898	3,756	3,669	4,299	2,774	2,035	1,252	872	461	206	135	37,515
Grand Total		212	3,460	8,168	8,222	8,101	7,886	7,414	7,209	8,142	5,084	3,553	1,978	1,277	638	268	170	71,782

Table 19: Enrolment by Grade and Sex: 2012-2013: Manzini

	2012		2013	
	Female	Male	Female	Male
Grade 1	5,200	5,951	5,129	5,786
Grade 2	4,999	5,681	4,911	5,617
Grade 3	5,220	6,143	5,186	6,012
Grade 4	5,152	5,770	5,092	5,791
Grade 5	4,874	5,103	5,075	5,408
Grade 6	4,878	5,139	4,970	5,074
Grade 7	3,742	3,644	3,904	3,827
Total	34,065	37,431	34,267	37,515

Chart 12: Enrolment by Age, Sex and Grade 2013: Manzini Region

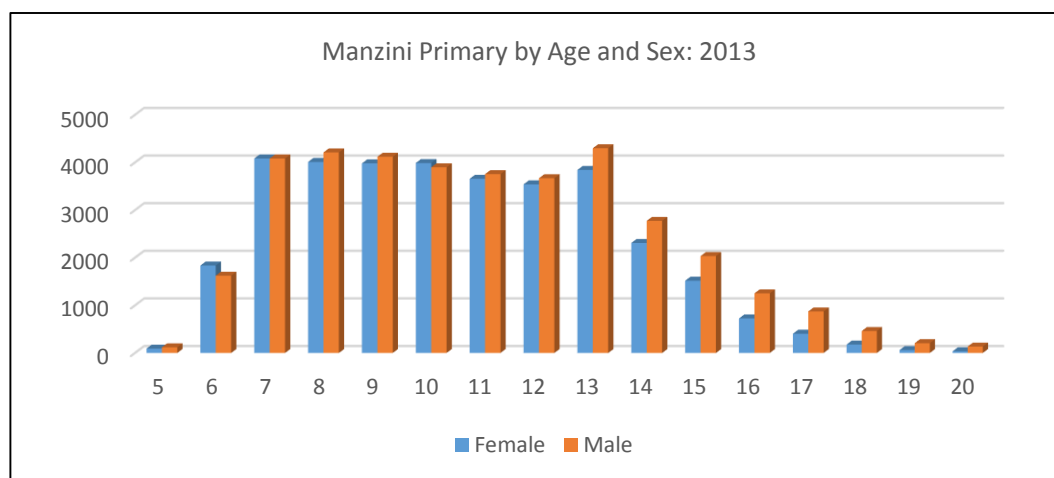


Table 20: Enrolment by Age, Sex and Grade 2013: Shiselweni Region

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Female	Grade 1	67	1,364	1,611	383	75	26	10	7	5	0	1	0	0	0	0	0	3,549
	Grade 2	0	43	1,035	1,465	551	149	37	22	16	1	3	3	1	0	0	0	3,326
	Grade 3	0	0	41	827	1,351	684	300	103	59	20	12	4	1	1	0	0	3,403
	Grade 4	0	0	0	32	678	1,098	833	497	349	101	52	24	8	3	2	2	3,679
	Grade 5	0	0	0	0	31	468	943	780	714	322	173	64	26	13	4	2	3,540
	Grade 6	0	0	0	0	0	19	344	658	826	604	397	198	119	60	15	15	3,255
	Grade 7	0	0	0	0	0	0	15	240	643	567	534	294	184	82	36	19	2,614
Female		67	1,407	2,687	2,707	2,686	2,444	2,482	2,307	2,612	1,615	1,172	587	339	159	57	38	23,366
Male	Grade 1	54	1,325	1,913	642	142	46	14	11	9	3	1	2	0	1	1	0	4,164
	Grade 2	0	25	813	1,662	894	369	132	44	28	4	1	3	0	1	0	0	3,976
	Grade 3	0	0	33	559	1,209	1,036	622	323	202	63	35	17	2	2	2	0	4,105
	Grade 4	0	0	0	33	426	872	905	722	593	257	138	69	28	7	3	4	4,057
	Grade 5	0	0	0	0	17	265	660	691	911	564	375	227	117	35	16	15	3,893
	Grade 6	0	0	0	0	0	4	204	483	714	611	537	357	263	132	53	32	3,390
	Grade 7	0	0	0	0	0	0	4	135	399	505	540	374	343	212	106	49	2,667
Male		54	1,350	2,759	2,896	2,688	2,592	2,541	2,409	2,856	2,007	1,627	1,049	753	390	181	100	26,252
Total		121	2,757	5,446	5,603	5,374	5,036	5,023	4,716	5,468	3,622	2,799	1,636	1,092	549	238	138	49,618

Table 21 : Enrolment by Grade and Sex: 2012-2013: Shiselweni

	2012		2013	
	Female	Male	Female	Male
Grade 1	3,637	4,180	3,549	4,164
Grade 2	3,348	3,964	3,326	3,976
Grade 3	3,694	4,443	3,403	4,105
Grade 4	3,613	4,169	3,679	4,057
Grade 5	3,399	3,806	3,540	3,893
Grade 6	3,405	3,474	3,255	3,390
Grade 7	2,555	2,538	2,614	2,667
Total	23,651	26,574	23,366	26,252

Chart 13: Enrolment by Age, Sex and Grade 2013: Shiselweni Region

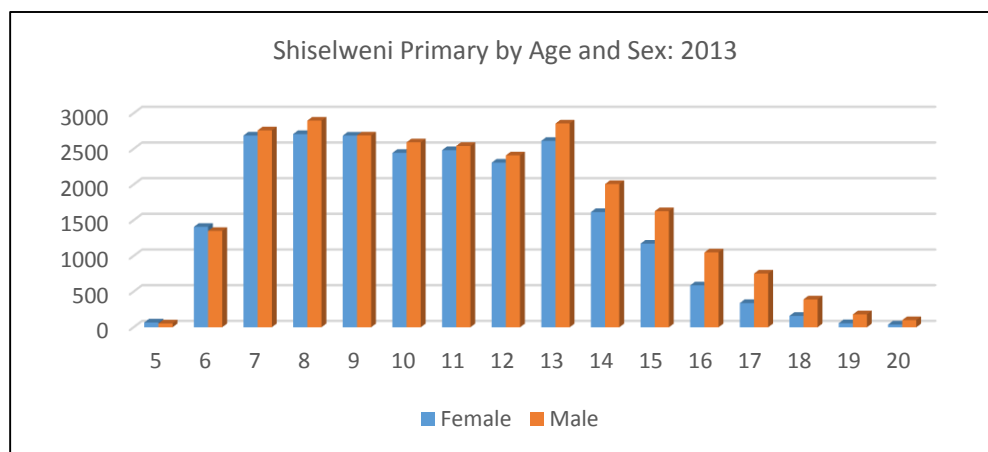
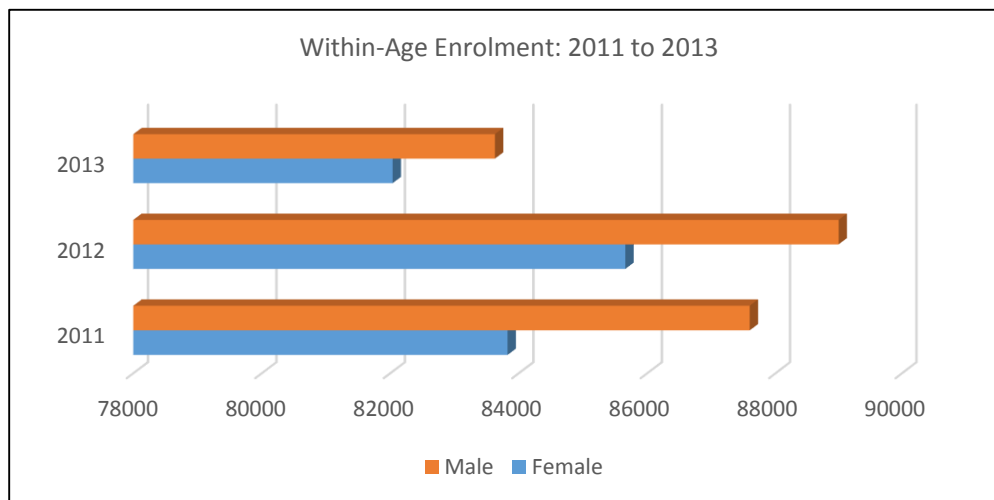


Table 22: “Within-Age”: 2011 to 2012

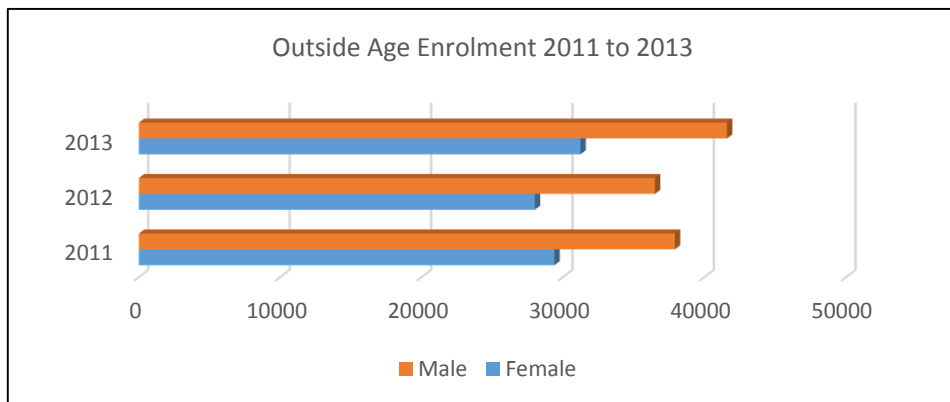
		2011	2012	2013
Female	Hhohho	23,074	22,734	22,680
	Lubombo	18,162	18,632	17,539
	Manzini	25,305	27,019	25,099
	Shiselweni	17,286	17,275	16,720
Female		83,827	85,660	82,038
Male	Hhohho	23,880	23,007	23,028
	Lubombo	18,980	19,820	18,006
	Manzini	26,522	28,367	25,361
	Shiselweni	18,214	17,805	17,235
Male		87,596	88,999	83,630
Total		171,423	174,659	165,668

Chart 14: Within-Age: 2011 to 2013



The data indicated a substantial decrease in the number of children aged between 6 and 12 years old in 2013. Although the actual number of children dropped slightly the drop in the ‘within-age’, it contributed negatively to the net enrolment rate in 2013. The drop suggested that there were less children between the official age limits. However, when one considers that in 2012, the majority of children were aged 12 years, then it does follow that in 2013, all of them fell outside the official age limit, thus the contributing factor to a drop in the net enrolment rate. This trend is also confirmed by the reported data this year, where the majority of the children were aged 13 years old, i.e. out of the primary age limit, which meant the 12 year olds were in 2013 aged 13 years old, i.e. outside the official age limits.

Chart 15: Number of Pupils “outside” the official age limit: 2013

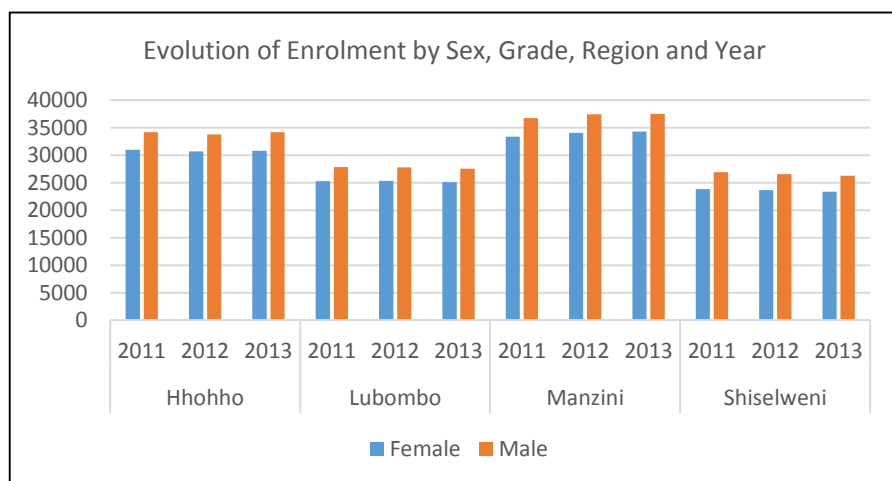


The number of children falling outside the official age increased in 2013 as indicated in Chart 15. A number of contributing factors may contribute to this scenario, these include that as the learners are made to repeat their ages increase or generally that they enter above the official entry age. However in general it is the boys that are most likely to be over aged than their female counterparts. This sets a worrying trend as the net enrolment rates will also begin to fall.

Table 23: Evolution of Enrolment by Sex, Grade, Region and Year: 2011 to 2013

		Hhohho			Lubombo			Manzini			Shiselweni		
		2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Female	Grade 1	4,656	4,483	4,477	3,930	3,763	3,791	5,016	5,200	5,129	3,631	3,637	3,549
	Grade 2	4,733	4,440	4,325	4,055	3,778	3,625	5,097	4,999	4,911	3,485	3,348	3,326
	Grade 3	4,826	4,781	4,635	3,965	4,131	3,899	5,095	5,220	5,186	3,689	3,694	3,403
	Grade 4	4,592	4,657	4,639	3,694	3,886	3,870	4,869	5,152	5,092	3,413	3,613	3,679
	Grade 5	4,495	4,629	4,821	3,648	3,717	3,844	4,921	4,874	5,075	3,546	3,399	3,540
	Grade 6	4,329	4,311	4,458	3,442	3,458	3,477	4,639	4,878	4,970	3,477	3,405	3,255
	Grade 7	3,335	3,404	3,442	2,522	2,582	2,577	3,730	3,742	3,904	2,563	2,555	2,614
Female		30,966	30,705	30,797	25,256	25,315	25,083	33,367	34,065	34,267	23,804	23,651	23,366
Male	Grade 1	5,360	4,965	5,211	4,480	4,296	4,284	5,787	5,951	5,786	4,250	4,180	4,164
	Grade 2	5,625	5,134	4,908	4,829	4,438	4,121	5,876	5,681	5,617	4,052	3,964	3,976
	Grade 3	5,635	5,745	5,443	4,717	4,888	4,678	6,013	6,143	6,012	4,593	4,443	4,105
	Grade 4	4,965	5,174	5,360	4,049	4,370	4,471	5,239	5,770	5,791	4,085	4,169	4,057
	Grade 5	4,898	4,791	5,248	3,812	3,889	4,081	5,331	5,103	5,408	3,782	3,806	3,893
	Grade 6	4,420	4,638	4,489	3,538	3,373	3,404	4,773	5,139	5,074	3,516	3,474	3,390
	Grade 7	3,291	3,322	3,531	2,409	2,552	2,510	3,736	3,644	3,827	2,634	2,538	2,667
Male		34,194	33,769	34,190	27,834	27,806	27,549	36,755	37,431	37,515	26,912	26,574	26,252
Total		65,160	64,474	64,987	53,090	53,121	52,632	70,122	71,496	71,782	50,716	50,225	49,618

Chart 16: Evolution of Enrolment by Sex, Grade, Region and Year: 2011 to 2013



The regional figures varied, some increased others decreased but the overall enrolment did not change much. The figures for the Lubombo and Shiselweni regions show a declining trend whilst Hhohho and Manzini suggest children maybe moving into these regions. Since the overall enrolment has not increased the figures suggested that there could be migration into the Hhohho and Manzini regions from the Lubombo and Shiselweni regions. Some parents may be sending their children to Manzini for their education which resulted in increased enrolments.

This could also explain the dropout reported in some schools at Grade 1. Some communities maybe moving their children to the cities, where they are enrolled as repeaters. Maybe if FPE did not support repetition there would be less cases of repetition even in Grade 1.

Repetition

The data indicated that in 2013 **there was an increase in the number of repeaters at primary levels**. The incidence of repetition at this level of education is a worrying trend because other than decreasing it appeared to be on the increase. The number in 2013 exceeded 40 000 children from about 37 000 in 2012. This is more than 16 percent of the total primary enrolment. There are a few cases of repeaters who are aged 5 years, this should not be the case, as it suggested that some children enter primary education aged four. This maybe the case where some primary schools have pre-schools attached to them. This maybe a worrying trend as the Ministry has not yet approved it and may inflate the rates if such children are kept in Grade 1 (made to repeat) until they reach 6 years of age.

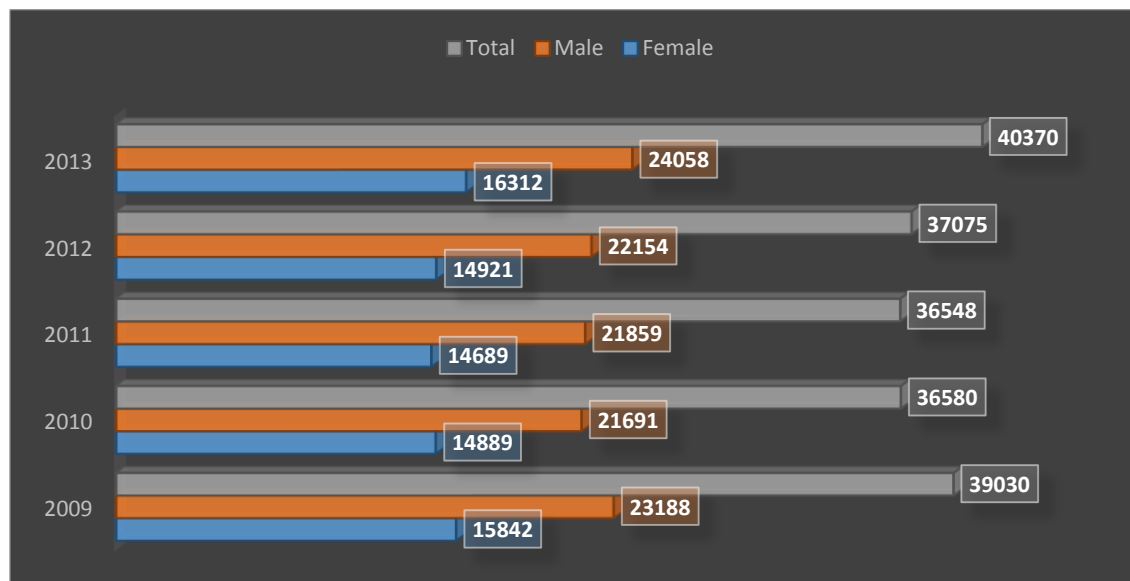
Table 24: Number of Repeaters by Sex, Grade and Age: National 2013

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Female	Grade 1	12	246	1,047	856	140	44	17	11	10		1		3			0	2,387
	Grade 2		4	201	641	740	279	110	41	22	5	3	5			1	0	2,052
	Grade 3			9	159	651	881	544	258	143	54	29	6	6	3	1	1	2,745
	Grade 4				4	109	419	661	561	471	219	105	31	14	11	5	5	2,615
	Grade 5					10	97	373	607	771	482	300	112	59	31	12	6	2,860
	Grade 6						10	63	244	605	687	535	293	193	81	34	18	2,763
	Grade 7								8	72	161	185	178	142	82	35	27	890
Female		12	250	1,257	1,660	1,650	1,730	1,768	1,730	2,094	1,608	1,158	625	417	208	88	57	16,312
Male	Grade 1	20	341	1,617	1,451	334	112	29	13	11	3	3	5	2	3	2	0	3,946
	Grade 2		20	231	919	1,282	715	269	91	69	21	8	6	2	2		1	3,636
	Grade 3			14	167	766	1,287	1,111	656	491	154	82	36	13	9	3	3	4,792
	Grade 4				12	91	391	717	795	898	472	279	120	39	19	7	8	3,848
	Grade 5					6	61	295	530	909	703	579	316	205	86	30	33	3,753
	Grade 6						4	51	172	459	602	659	480	378	182	83	68	3,138
	Grade 7								8	25	97	131	144	176	167	110	87	945
Male		20	361	1,862	2,549	2,479	2,570	2,472	2,265	2,862	2,052	1,741	1,107	815	468	235	200	24,058
Total		32	611	3,119	4,209	4,129	4,300	4,240	3,995	4,956	3,660	2,899	1,732	1,232	676	323	257	40,370

There were **40 370 repeaters** in 2013. This figure was higher than any of the Grade classes, the closest was Grade 3 with 37 370. This suggested that under the FPE **Government was paying for a whole Grade of repeaters**. From both an educational and financial point of view this is very worrying. This suggested and confirmed what was observed in 2012 that it implied that as Government moved the FPE to the next grade, repetition was 'eating away' a grade, the gains of the FPE programme. Each year about 37 000 enter Grade 1, if we have 40 370 repeaters this means the whole Grade 1 class in Swaziland is repeating. This meant that financially, taking the lowest possible fee (E560 for Grade 1) **Government was spending more than E23million per year funding repetition**. This excludes other

costs such as teacher salaries, materials and other services. With such high repetition, it also explain why the learners are getting older as they are trapped at primary levels.

Chart 17: Evolution of Number of Repeaters 2009 to 2013: National



The number of repeaters grew from 37 075 (2012) to 40 370 (2013). This is an increase of about 8 percent in one year. This is indeed a worrying trend. This may require a policy review under the FPE, all the repetition is currently borne by the Government. Maybe it is time for parents to contribute to children who repeat,

Table 25: Number of Repeaters by Sex and Region: 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	3,774	4,341	4,491	3,706	16,312
Male	6,212	5,975	6,470	5,401	24,058
Total	9,986	10,316	10,961	9,107	40,370

Chart 18: Number of Repeaters by Sex and Region: 2013

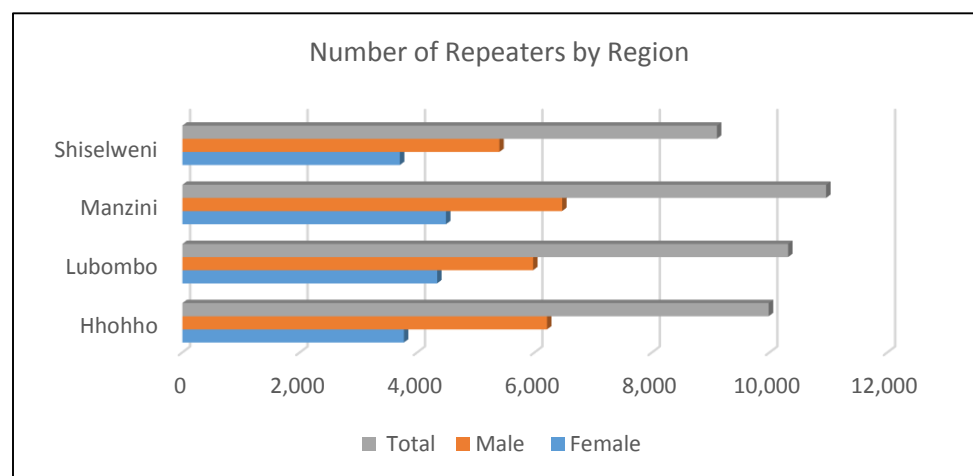


Table 26: Number of Repeaters by Sex, Grade, Region and Year: 2011 to 2013

		Hhohho			Hhohho Total	Lubombo			Lubombo Total	Manzini			Manzini Total	Shiselweni			Shiselweni Total
		2011	2012	2013		2011	2012	2013		2011	2012	2013		2011	2012	2013	
Female	Grade 1	618	543	555	1,716	656	681	643	1,980	675	473	658	1,806	523	552	531	1,606
	Grade 2	478	474	482	1,434	477	598	605	1,680	514	520	557	1,591	381	387	408	1,176
	Grade 3	636	608	650	1,894	639	702	770	2,111	612	550	742	1,904	632	616	583	1,831
	Grade 4	644	582	572	1,798	609	684	675	1,968	645	598	696	1,939	549	616	672	1,837
	Grade 5	578	662	685	1,925	575	737	760	2,072	670	547	734	1,951	518	623	681	1,822
	Grade 6	582	640	670	1,892	545	640	660	1,845	674	534	837	2,045	552	660	596	1,808
	Grade 7	191	205	160	556	131	149	228	508	211	187	267	665	174	152	235	561
Female Total		3,727	3,714	3,774	11,215	3,632	4,191	4,341	12,164	4,001	3,409	4,491	11,901	3,329	3,606	3,706	10,641
Male	Grade 1	1,008	994	943	2,945	904	876	973	2,753	1,098	816	1,122	3,036	974	945	908	2,827
	Grade 2	932	922	979	2,833	766	907	885	2,558	820	818	976	2,614	709	739	796	2,244
	Grade 3	1,049	1,160	1,245	3,454	1,018	1,022	1,232	3,272	1,068	1,064	1,238	3,370	1,079	1,150	1,077	3,306
	Grade 4	849	937	902	2,688	866	871	1,030	2,767	967	864	1,043	2,874	821	949	873	2,643
	Grade 5	859	847	1,049	2,755	767	815	888	2,470	907	843	947	2,697	747	861	869	2,477
	Grade 6	723	825	893	2,441	667	608	697	1,972	801	756	923	2,480	646	762	625	2,033
	Grade 7	239	230	201	670	118	150	270	538	287	246	221	754	170	177	253	600
Male Total		5,659	5,915	6,212	17,786	5,106	5,249	5,975	16,330	5,948	5,407	6,470	17,825	5,146	5,583	5,401	16,130
Grand Total		9,386	9,629	9,986	29,001	8,738	9,440	10,316	28,494	9,949	8,816	10,961	29,726	8,475	9,189	9,107	26,771

The figures presented in Table above suggested the repetition is increasing, despite the efforts by the Ministry to equip schools with educational resources. It is in the Shiselweni region that the proportion of repeaters dropped a bit. This does need the Ministry to take a decisive step to address this scenario. This needs to be investigated through a cross sector approach, maybe the reasons are not entirely educational. What is further worrying is the relatively high incidence in boys, maybe this needs to be addressed as a gender issue, “why are boys prone to repeat than their female counterparts”.

If repetition is increasing with the Government providing free textbooks to all students, free exercise books, paying for fees, providing food and other educational resources, then the question that begs an answer is, “what is causing this repetition?” Importantly why are the rates on the increase after the introduction of the FPE programme. Is the jargon that something that is free is of lower quality? If all that should be at school is in indeed in the schools what other factors are contributing to this repetition, is it the teachers, the school environment, or other auxiliary issues around the school.

Table 27: Percent Repetition by Sex, Grade and Age: National 2013.

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Total
Female	Grade 1	5%	4%	13%	44%	40%	45%	27%	35%	28%	0%	25%	0%	19%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14.1%
	Grade 2	0%	2%	4%	9%	27%	37%	43%	45%	34%	38%	21%	45%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	12.7%
	Grade 3	0%	0%	4%	4%	10%	24%	35%	36%	35%	37%	46%	21%	50%	50%	50%	0%	33%	0%	0%	0%	0%	0%	16.0%
	Grade 4	0%	0%	0%	2%	4%	8%	18%	25%	30%	41%	34%	30%	28%	44%	36%	67%	0%	50%	0%	0%	100%	0%	15.1%
	Grade 5	0%	0%	0%	0%	5%	4%	8%	17%	24%	31%	33%	33%	35%	39%	55%	27%	33%	17%	0%	0%	0%	0%	16.6%
	Grade 6	0%	0%	0%	0%	0%	8%	3%	7%	16%	23%	28%	32%	38%	37%	40%	42%	23%	13%	14%	0%	0%	0%	17.1%
	Grade 7	0%	0%	0%	0%	0%	0%	0%	1%	2%	6%	9%	14%	18%	20%	24%	29%	35%	33%	43%	0%	100%	0%	7.1%
Female		5%	4%	10%	13%	13%	14%	14%	15%	17%	20%	22%	23%	27%	28%	32%	33%	30%	24%	24%	0%	67%	0%	14.4%
Male	Grade 1	7%	6%	18%	48%	49%	46%	37%	26%	25%	23%	33%	56%	8%	50%	50%	0%	0%	0%	0%	0%	0%	0%	20.3%
	Grade 2	0%	11%	6%	12%	31%	45%	44%	41%	43%	50%	32%	26%	40%	33%	0%	0%	100%	0%	0%	0%	0%	0%	19.5%
	Grade 3	0%	0%	11%	6%	12%	27%	38%	43%	49%	46%	51%	46%	50%	36%	43%	33%	17%	33%	0%	0%	0%	0%	23.7%
	Grade 4	0%	0%	0%	10%	5%	8%	17%	24%	32%	37%	41%	40%	30%	34%	23%	38%	20%	0%	0%	0%	0%	0%	19.6%
	Grade 5	0%	0%	0%	0%	5%	4%	8%	15%	22%	28%	35%	35%	41%	38%	33%	39%	43%	33%	29%	0%	0%	0%	20.1%
	Grade 6	0%	0%	0%	0%	0%	7%	5%	7%	13%	21%	26%	30%	33%	33%	36%	38%	40%	45%	31%	33%	100%	0%	19.2%
	Grade 7	0%	0%	0%	0%	0%	0%	0%	1%	1%	4%	6%	9%	13%	19%	25%	30%	38%	23%	23%	22%	100%	0%	7.5%
Male		7%	6%	14%	19%	19%	20%	20%	19%	21%	22%	24%	24%	26%	27%	29%	34%	38%	30%	25%	23%	80%	0%	19.2%
Total		6%	5%	12%	16%	16%	17%	17%	17%	19%	21%	23%	24%	26%	27%	30%	34%	36%	27%	25%	21%	75%	0%	16.9%

Table 28: Percent Repetition by Sex, Year and Region: 2011 to 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2011	12.0%	14.4%	12.0%	14.0%	13.0%
	2012	12.1%	16.6%	10.0%	15.2%	13.1%
	2013	12.3%	17.3%	13.1%	15.9%	14.4%
Female		12.1%	16.1%	11.7%	15.0%	13.5%
Male	2011	16.5%	18.3%	16.2%	19.1%	17.4%
	2012	17.5%	18.9%	14.4%	21.0%	17.6%
	2013	18.2%	21.7%	17.2%	20.6%	19.2%
Male		17.4%	19.6%	16.0%	20.2%	18.1%
Total		14.9%	17.9%	13.9%	17.8%	15.9%

Percent repeating represents the number of learners in the class who are repeating over the total enrolment in that particular class. Nationally over the three year period the percent repetition had averaged at about 16% however the situation seems to be getting dire as it approaching 17%. On average the Lubombo and Shiselweni regions appeared to have higher proportions of repeaters, this has been the trend for sometimes thus it does appear that these two regions need special attention. It may be linked to the fact that these regions have the lowest exposure to ECCE.

Repetition Rate are those that are repeating that year over their cohort, i.e. those that they were in class with the previous year. However if the same numbers repeat every year these two indicators end up being similar.

Table 29: Repetition Rate by Sex, Grade and Age: National 2013.

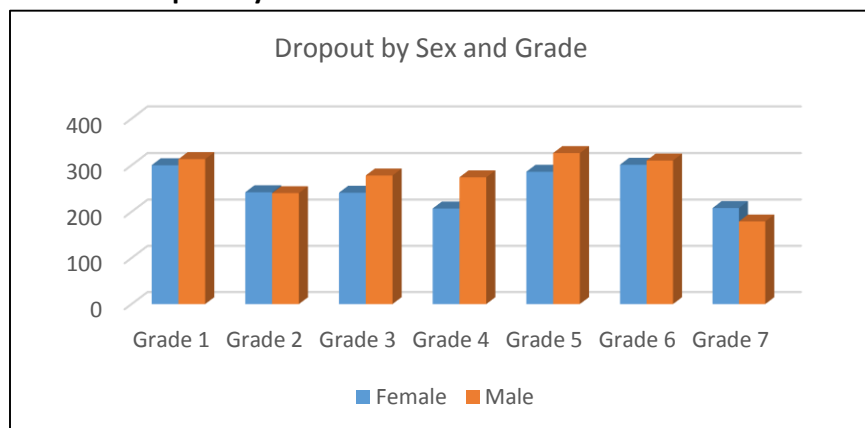
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Grade 1	17%	4%	12%	42%	44%	51%	33%	33%	143%	0%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14.0%
	Grade 2	0%	1%	5%	9%	26%	31%	35%	26%	44%	21%	27%	167%	0%	0%	33%	0%	0%	0%	0%	0%	0%	12.4%
	Grade 3	0%	0%	4%	4%	9%	22%	33%	28%	71%	44%	60%	22%	35%	60%	25%	0%	20%	0%	0%	0%	0%	15.4%
	Grade 4	0%	0%	0%	2%	3%	8%	18%	21%	41%	39%	50%	42%	27%	58%	83%	25%	0%	0%	0%	0%	0%	15.1%
	Grade 5	0%	0%	0%	0%	5%	4%	8%	14%	30%	33%	51%	40%	47%	53%	71%	23%	22%	0%	0%	0%	0%	17.2%
	Grade 6	0%	0%	0%	0%	0%	8%	4%	5%	16%	25%	36%	31%	42%	52%	77%	50%	16%	25%	0%	0%	0%	17.2%
	Grade 7	0%	0%	0%	0%	0%	0%	0%	0%	2%	5%	10%	15%	24%	34%	40%	22%	133%	60%	150%	0%	0%	7.2%
Female		16%	4%	9%	12%	12%	13%	15%	12%	19%	20%	28%	25%	33%	43%	54%	29%	31%	58%	133%	0%	0%	14.3%
Male	Grade 1	26%	6%	17%	51%	58%	57%	32%	23%	100%	27%	27%	250%	33%	300%	200%	0%	0%	0%	0%	0%	0%	20.3%
	Grade 2	0%	6%	6%	11%	32%	48%	50%	27%	66%	43%	31%	75%	25%	33%	0%	0%	0%	0%	0%	0%	0%	18.9%
	Grade 3	0%	0%	6%	5%	11%	26%	40%	38%	78%	49%	66%	53%	30%	75%	43%	14%	25%	100%	0%	0%	0%	22.6%
	Grade 4	0%	0%	0%	6%	4%	8%	18%	21%	45%	43%	55%	47%	24%	34%	30%	30%	33%	0%	0%	0%	0%	19.8%
	Grade 5	0%	0%	0%	0%	5%	3%	8%	13%	29%	31%	51%	43%	61%	64%	39%	47%	125%	25%	400%	0%	0%	21.3%
	Grade 6	0%	0%	0%	0%	0%	4%	4%	5%	12%	19%	34%	32%	41%	43%	51%	47%	79%	31%	250%	25%	200%	18.9%
	Grade 7	0%	0%	0%	0%	0%	0%	0%	1%	1%	3%	7%	9%	17%	30%	41%	33%	55%	29%	38%	200%	0%	7.8%
Male		24%	6%	13%	18%	17%	19%	20%	16%	23%	21%	31%	27%	32%	39%	44%	38%	65%	25%	109%	33%	200%	19.2%
Total		21%	5%	11%	15%	15%	16%	17%	14%	21%	20%	29%	26%	33%	40%	46%	35%	54%	32%	114%	27%	300%	16.9%

It was observed that the repetition rate was slightly higher than the percentage repetition but generally the indicators not very different. They both on average suggested that the amount of repetition has increased by 1% for girls and about 2% for boys in 2013. In all the grades the repetition is higher than the MOET national benchmark of 10 percent. This indicated that there are some schools where the national standard is exceeded. In some cases this may be learners who are returning to the system other than being taken as intake they are coded as repetitions. Others could be the transfers, when they transfer late they then forced to repeat a grade or those that move in and out of the system. Some contextual factors around the community and home may also contribute to this scenario. It has been noted that some dropout is attributed to 'family reasons', whatever they are they may contribute to and are in low internal efficiency of the education systems.

Table 30: Dropout by Sex, Grade and Reason: National 2013

		Absconded	Death	Disciplinary	Family Reasons	Pregnancy	School fees	Sickness	Transfer	Grand Total
Female	Grade 1	32	3		125	2	2	20	116	300
	Grade 2	25	8		81	2	6	9	111	242
	Grade 3	24	11		73	2	2	16	113	241
	Grade 4	27	4		72	17		13	74	207
	Grade 5	45	8		82	17	9	17	108	286
	Grade 6	64	2	1	69	47	23	20	75	301
	Grade 7	45	1		47	65	7	9	34	208
Female		262	37	1	549	152	49	104	631	1,785
Male	Grade 1	42	6	1	128	3	1	34	98	313
	Grade 2	37	5		94	3		15	86	240
	Grade 3	44	9		89	3	2	19	112	278
	Grade 4	57	11	3	108	4	1	11	79	274
	Grade 5	104	7		89	2	6	16	102	326
	Grade 6	99	4	6	94	4	14	11	78	310
	Grade 7	66	6	6	51	8	6	5	31	179
Male		449	48	16	653	27	30	111	586	1,920
Total		711	85	17	1,202	179	79	215	1,217	3,705

Chart 19: Dropout by Sex and Grade: National 2013



Results suggested that dropout due to school fees dropped in 2013. This may be due to the Ministry's insistence that children should not be forced out of school because of school fees. However, it is worrying that there was substantial dropout **due to family reasons**, and those that were claimed to have absconded. The question was what family reasons would warrant dropping out. The way these quantities have shifted around it could be that it is financially related. Data also suggested a drop in dropout due to pregnancy from 2012, this should be appreciated because it means that children and their teachers have seen the importance of not engaging in sex early in their lives. High incidence of dropout in Grade 1 is worrying. Why would children dropout in Grade 1, are we witnessing children being re-enrolled under age, who then dropout as the going got tough.

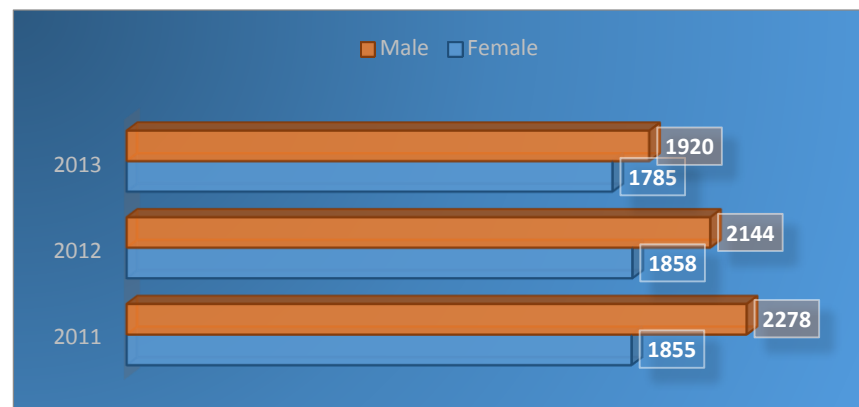
Table 31: Dropout by Sex, Reason and Region, 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Absconded or Other	71	92	28	71	262
	Death	10	10	7	10	37
	Disciplinary or Expelled			1		1
	Family Reasons	221	93	110	125	549
	Pregnancy	41	39	30	42	152
	School fees	12	17	17	3	49
	Sickness	19	29	31	25	104
	Transfer	250	114	129	138	631
Female Total		624	394	353	414	1,785
Male	Absconded or Other	107	169	62	111	449
	Death	16	10	6	16	48
	Disciplinary or Expelled	8	1	3	4	16
	Family Reasons	244	122	126	161	653
	Pregnancy	6	15	5	1	27
	School fees	16	6	6	2	30
	Sickness	33	31	18	29	111
	Transfer	245	105	122	114	586
Male Total		675	459	348	438	1,920
Grand Total		1,299	853	701	852	3,705

Table 32: Dropout by Sex, Grade and Region, 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Grade 1	116	62	56	66	300
	Grade 2	85	50	52	55	242
	Grade 3	79	72	38	52	241
	Grade 4	77	33	44	53	207
	Grade 5	115	60	48	63	286
	Grade 6	83	80	58	80	301
	Grade 7	69	37	57	45	208
Female		624	394	353	414	1,785
Male	Grade 1	102	66	64	81	313
	Grade 2	89	61	44	46	240
	Grade 3	104	59	60	55	278
	Grade 4	102	69	41	62	274
	Grade 5	126	81	45	74	326
	Grade 6	98	81	58	73	310
	Grade 7	54	42	36	47	179
Male		675	459	348	438	1,920
Total		1,299	853	701	852	3,705

Chart 20: Dropout by Sex, 2011 - 2013



Data suggested that the dropout rate is improving over the reporting period. This could mean more children stayed on and increased the chances of them completing the primary cycle.

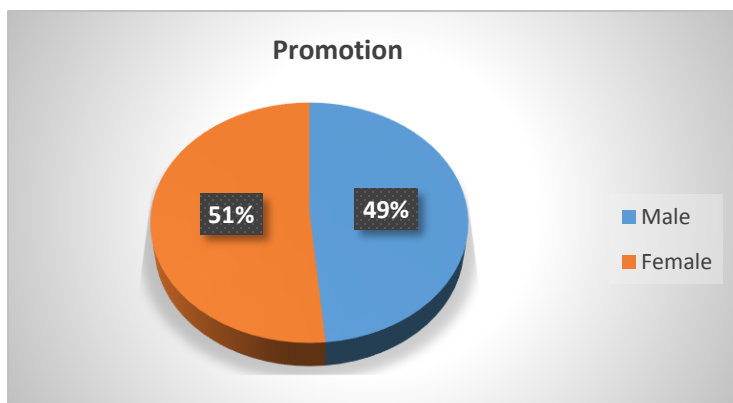
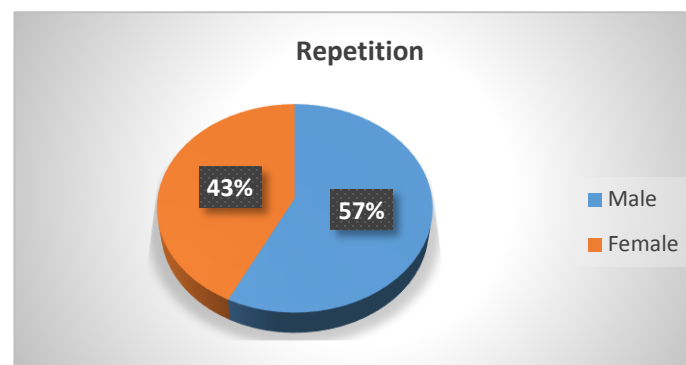
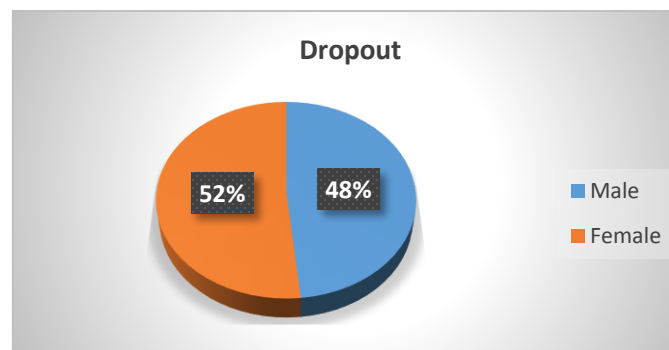
However, the fact that there is still some dropout attributed to family reasons provokes the need for a sector wide approach to engagement, may be these

reasons could be addressed by other Government departments such as the Welfare Department under the Deputy Prime Minister's office. There are incriminating factors for this to be occurring as early as in Grade 1 levels. Grade 1 has one of the highest repetition rates, high dropout rates and incidence of children aged 5 years old enrolling suggesting that some children could be registered and enrolled only to leave the systems as early as the third month of schooling. There is need for improved inspection early in the year. If schools register more children for them to drop out after 3 months, this suggests there is a barrier which needs addressing. It may be worth investigating the school communities where this is common so that remedial action can be taken. This may be a community that is affected by hunger and schools having challenges in feeding the learners. These discrepancies have also been observed under the EU fund, as changes in enrolment were picked up with the first term, which is worrying – what will push a child out of school in two months.

The movement of learners through the system is determined by a combination of three indicators, i.e. promotion (passing), repeating and dropout. The combination of these results in a measure of internal efficiency. These rates also determine the number of children who eventually complete the cycle, thus if any of these rates is compromised it affects the performance of the system. Repetition also impacts negatively on the number of years it takes a primary learner to complete the cycle. This is why it is estimated that on average it takes a child 12 years to complete primary education.

Table 33: Internal Efficiency Indicators: Dropout Rate, Repetition Rate and Promotion, 2013

		Dropout Rate	Repetition Rate	Promotion Rate
Female	Grade 1	1.8%	14.0%	84.3%
	Grade 2	1.5%	12.4%	86.2%
	Grade 3	1.4%	15.4%	83.2%
	Grade 4	1.2%	15.1%	83.7%
	Grade 5	1.7%	17.2%	81.1%
	Grade 6	1.9%	17.2%	80.9%
	Grade 7	1.7%	7.2%	91.1%
Female		1.6%	14.3%	84.1%
Male	Grade 1	1.6%	20.3%	78.0%
	Grade 2	1.2%	18.9%	79.8%
	Grade 3	1.3%	22.6%	76.1%
	Grade 4	1.4%	19.8%	78.8%
	Grade 5	1.9%	21.3%	76.8%
	Grade 6	1.9%	18.9%	79.3%
	Grade 7	1.5%	7.8%	90.7%
Male		1.5%	19.2%	79.3%
Total		1.5%	16.9%	81.6%



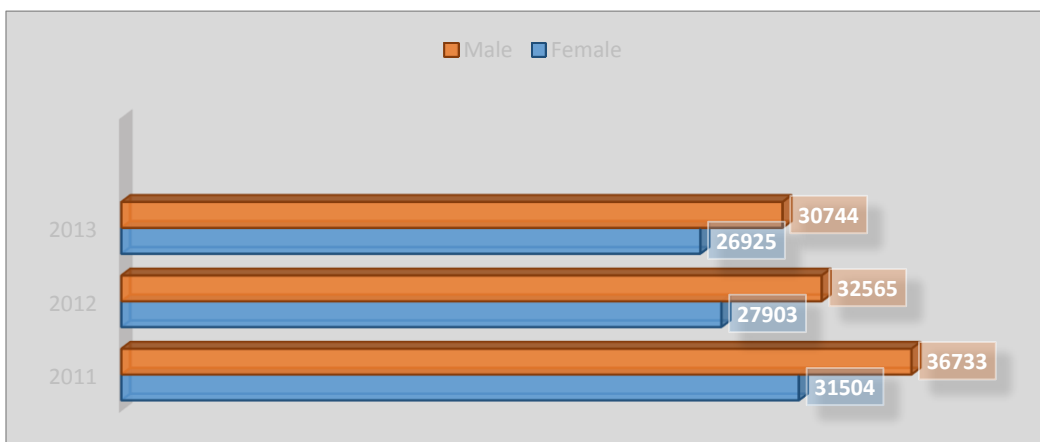
The three basic indicators of internal efficiency give a crude measure of how efficient the learners use the educational system. If one considered promotion rate, the girls were more efficient, data suggested that more than half (51%) are moving through the system at a better rate than boys. The same efficiency is observed at the rate of repetition (43%), girls do not repeat.

The promotion rate for girls is higher than that of boys, suggesting that girls are more efficient. The promotion rate between Grade 3 to 6 is relatively lower than other grades.

Table 34: OVC by Sex, Grade and Age: National, 2013

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Female	Grade 1	35	700	1,014	293	69	15	18	3	6		1		1	2		0	2,157
	Grade 2		42	616	991	462	174	45	15	17	3	3	2	2			0	2,372
	Grade 3			38	608	1,205	801	373	191	102	45	15	13	8	1	1	1	3,402
	Grade 4				43	543	1,062	907	595	448	160	88	25	17	6	3	1	3,898
	Grade 5					40	494	1,070	977	929	530	301	118	66	19	11	5	4,560
	Grade 6						29	468	1,086	1,367	1,150	805	403	228	109	43	30	5,718
	Grade 7							23	385	1,045	1,080	968	599	393	217	69	39	4,818
Female Total		35	742	1,668	1,935	2,319	2,575	2,904	3,252	3,914	2,968	2,181	1,160	715	354	127	76	26,925
Male	Grade 1	31	660	1,204	499	143	62	19	13	14	6	5	2	3	1	1	0	2,663
	Grade 2		34	536	1,067	736	356	144	54	30	13	6	5	1	2		1	2,985
	Grade 3			19	491	1,171	1,083	730	433	280	90	58	23	6	6	4	5	4,399
	Grade 4				26	360	864	978	866	801	398	215	92	50	17	9	11	4,687
	Grade 5					15	287	739	900	1,114	788	558	310	158	89	39	36	5,033
	Grade 6						13	276	711	1,153	1,077	1,016	727	546	293	119	90	6,021
	Grade 7							10	214	657	851	976	758	631	483	223	153	4,956
Male Total		31	694	1,759	2,083	2,425	2,665	2,896	3,191	4,049	3,223	2,834	1,917	1,395	891	395	296	30,744
Grand Total		66	1,436	3,427	4,018	4,744	5,240	5,800	6,443	7,963	6,191	5,015	3,077	2,110	1,245	522	372	57,669

Chart 21: OVC by Sex and Year: 2011 to 2013

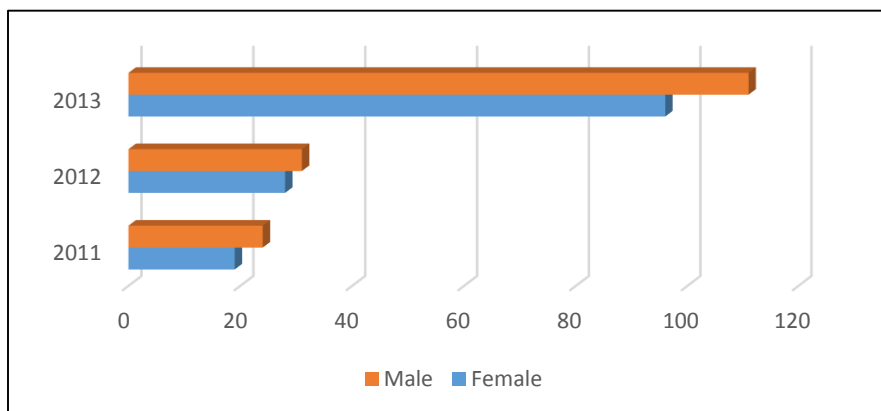


These figures are as reported by schools. They do not represent the numbers as assessed by the DPM office. However, the numbers do give an estimate of the proportion of OVC in our educational systems. However, the close to 60 000 OVC reported suggested that at least 25 percent of the primary school going children are OVC. This has serious implication for secondary and post-secondary education. These students may not be able to pay for their fees at secondary and tertiary levels and will need Government support.

Table 35: OVC by Sex, Grade and Age: Private Schools, 2013

		6	7	8	9	10	11	12	13	14	15	16	17	21	Total
Female	Grade 1	2	8	2											12
	Grade 2		2	3	3		1								9
	Grade 3			2	2	7	1								12
	Grade 4			1	3	5	4		5	2					20
	Grade 5					1	7	1	2	5	2	1			19
	Grade 6						2	4	2	2	1	3			14
	Grade 7							2	3	2	1	2			10
Female Total		2	10	8	8	13	15	7	12	11	4	6			96
Male	Grade 1	2	6	3	1										12
	Grade 2		2	6	4	2	3								17
	Grade 3			1	3	5	1								10
	Grade 4				1	3	9	5	7	3	1				29
	Grade 5					2	5	1	6	6	3	1		1	25
	Grade 6						1	3		3	2		1		10
	Grade 7						2	1	2	1		2			8
Male Total		2	8	10	9	12	21	10	15	13	6	3	1	1	111
Grand Total		4	18	18	17	25	36	17	27	24	10	9	1	1	207

Chart 22: OVC Sex and Year: Private Schools, 2011 to 2013



The incidence of OVC in private schools did appear an anomaly at first glance. Their numbers have increased during the reporting period. These could be children supported by other partners in education since Government does not implement FPE in private schools.

Table 36: OVC by Inkhundla and Grade 2013

Inkhundla	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Dvokodvweni	80	123	157	115	150	172	122	919
Emkhiweni	116	139	197	254	251	324	226	1,507
Gege	81	76	111	196	183	266	201	1,114
Hhukwini	25	52	70	84	59	80	58	428
Hlane	47	53	111	58	149	131	93	642
Hosea	77	92	150	116	223	204	173	1,035
Khubuta	100	94	145	125	139	202	209	1,014
Kukhanyeni	136	133	221	242	203	226	222	1,383
Kwaluseni	55	100	79	117	128	180	138	797
Lamgabhi	68	93	106	72	85	129	88	641
Lobamba	84	67	141	149	194	185	117	937
Lobamba Lomdzala	55	76	110	121	106	144	99	711
Lomahasha	90	148	156	211	258	220	192	1,275
Lubuli	62	52	66	56	128	162	46	572
Ludzeludze	102	122	200	273	222	227	251	1,397
Lugongolweni	105	96	198	256	264	300	290	1,509
Madlangampisi	150	165	228	258	267	416	321	1,805
Mafutseni	74	132	240	183	257	303	213	1,402
Mahlangatja	97	145	183	215	212	229	234	1,315
Mangcongco	16	11	81	87	66	84	51	396
Manzini North	58	63	113	127	94	116	131	702
Manzini South	20	10	39	52	84	102	117	424
Maphalaleni	96	108	102	152	154	166	156	934
Maseyisini	192	156	227	274	294	308	265	1,716
Matsanjeni	138	135	198	227	191	264	148	1,301
Matsanjeni North	81	56	146	167	100	175	76	801
Mayiwane	55	69	112	113	142	226	197	914
Mbabane East	99	133	141	215	183	250	264	1,285
Mbabane West	26	41	61	62	80	59	62	391
Mhlambanyatsi	80	82	120	68	110	146	108	714
Mhlangatane	97	93	212	204	226	242	182	1,256

Mhlume	25	18	15	15	35	57	40	205
Motshane	111	120	173	134	174	241	208	1,161
Mpholonjeni	77	112	124	154	165	225	212	1,069
Mtfongwaneni	102	107	124	145	178	164	123	943
Mtsambama	108	154	182	148	251	278	283	1,404
Ndzingeni	111	128	214	232	258	245	251	1,439
Ngudzeni	12	18	47	72	73	123	80	425
Ngwempisi	122	161	265	290	386	438	469	2,131
Nhlambeni	58	72	54	70	40	108	71	473
Nkhaba	83	103	152	104	188	265	203	1,098
Nkilongo	55	37	67	100	124	177	119	679
Nkwene	58	49	65	84	70	132	118	576
Ntfonjeni	83	142	162	195	172	260	244	1,258
Ntondozi	80	100	128	146	211	197	175	1,037
Pigg's Peak	112	85	122	187	129	164	164	963
Sandleni	143	104	138	172	240	428	413	1,638
Shiselweni I	109	81	88	114	117	206	146	861
Shiselweni II	189	172	245	296	330	318	291	1,841
Sigwe	113	148	181	198	195	257	210	1,302
Siphofaneni	110	119	156	192	232	239	195	1,243
Sithobela	112	182	340	227	274	340	263	1,738
Somntongo	82	79	105	204	292	267	185	1,214
Timphisini	58	37	99	104	127	163	104	692
Zombodze	145	114	134	153	130	209	157	1,042
Grand Total	4,820	5,357	7,801	8,585	9,593	11,739	9,774	57,669

Data presented in this table is as reported by schools in 2013. Some schools do not provide data on OVC, however this data is very important for the Ministry to aid in planning and also assist in monitoring the implementation of the INQABA framework in primary schools. The fact that OVC are distributed almost in all the tinkhundla suggested that all tinkhundla should embrace systems and programmes that embrace the INQABA principles. This OVC information needs to be verified with the national database on OVC.

The data reported in this publication is generated through school level data as such the tinkhundla would be those which the schools are located and not where the children come from. There is still a lot of cross tinkhundla movement by pupils.

There is still room for development in the data for OVC and SEN. Schools are not adequately qualified to identify these children as such, it is important that relevant departments such as the office of the Deputy Prime Minister set up early identification systems and databases. There are still issues around definitions, identification and registration. Schools would find it easier if children would register after having identified by relevantly qualified personnel. Data as reported by schools, it serves to sensitize and also help the inspectorate identify possible areas of intervention.

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 SEN/disability that may exist in the schools. The inspectorate and the EMIS are currently working with EMIS under a SADC to improve data under this sub-sector. A number of challenges still exists around early identification of learners who needs special attention, the definition of terms under the sub-sector. It is hoped that this will gradually improve the data being collected by the Ministry.

Table 37: Special Education Needs (SEN) by Sex, Grade and Age

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Total
Female	Grade 1	1	43	50	29	9	3		2	1		2									140
	Grade 2		1	35	66	35	7	5	5	1	1		2								158
	Grade 3			4	60	87	69	29	13	7	6	1	1				2		1		280
	Grade 4				4	30	68	42	27	34	5	6		1							217
	Grade 5					2	35	64	59	61	20	17	4	5	2		1		1		271
	Grade 6						5	29	52	62	43	29	14	12	5				1		252
	Grade 7							1	21	31	46	26	22	13	6	4	2		1		173
Female		1	44	89	159	163	187	170	179	197	121	81	43	31	13	4	5		4		1,491
Male	Grade 1		59	100	46	10	12	6	3	4			2		1						243
	Grade 2		5	53	102	57	35	14	12	2	3	2	1	1							287
	Grade 3			4	26	88	67	51	37	21	13	4	4	2		1					318
	Grade 4				2	27	58	61	67	49	22	13	6	5	2	1					313
	Grade 5					2	23	42	44	69	37	31	13	8	5	3				1	278
	Grade 6						2	27	32	30	37	27	26	14	11	6	4	1		2	219
	Grade 7								15	28	20	26	29	22	13	7	6	2	2		170
Male			64	157	176	184	197	201	210	203	132	103	81	52	32	18	10	3	2	3	1,828
Total		1	108	246	335	347	384	371	389	400	253	184	124	83	45	22	15	3	6	3	3,319

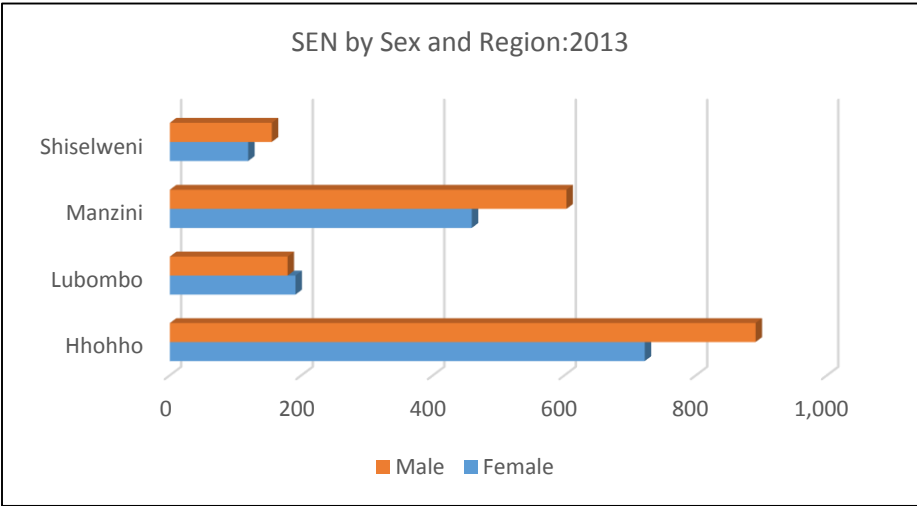
Table 38: Special Education Needs (SEN) by type and Age

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Total
Female	Hearing Impaired		5	15	35	35	23	26	20	28	17	15	3	5	1						228
	Learning Disability		10	18	28	33	33	25	18	24	18	14	10	9	1		3		2		246
	Other Impairment		3	4	3	5	4	7	9	4	4	3	2	1							49
	Physical Disability	1	3	6	13	4	4	1	8	5	5	1	1		1						53
	Visually Impaired		23	46	80	86	123	111	124	136	77	48	27	16	10	4	2		2		915
Female		1	44	89	159	163	187	170	179	197	121	81	43	31	13	4	5		4		1,491
Male	Hearing Impaired		9	16	23	20	17	16	20	21	16	14	10	1	3	2	2	2			192
	Learning Disability		19	41	58	48	65	53	51	34	24	27	25	20	8	4	1	1		2	481
	Other Impairment		6	7	7	8	11	8	8	7	3	3	1	2	1				1		73
	Physical Disability		5	10	11	13	11	4	5	6	3	6	2	4		1	1				82
	Visually Impaired		25	83	77	95	93	120	126	135	86	53	43	25	20	11	6		1	1	1,000
Male			64	157	176	184	197	201	210	203	132	103	81	52	32	18	10	3	2	3	1,828
Total		1	108	246	335	347	384	371	389	400	253	184	124	83	45	22	15	3	6	3	3,319

Table 39: SEN by Type, Sex and Grade 2013

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Hearing Impaired	23	27	67	17	33	31	30	228
Learning Disability	35	35	63	30	31	40	12	246
Other Impairment	5	8	11	2	10	8	5	49
Physical Disability	15	6	11	7	6	2	6	53
Visually Impaired	62	82	128	161	191	171	120	915
Female	140	158	280	217	271	252	173	1491
Hearing Impaired	24	30	40	28	23	25	22	192
Learning Disability	80	112	103	70	40	50	26	481
Other Impairment	13	15	20	3	15	2	5	73
Physical Disability	21	16	19	12	2	3	9	82
Visually Impaired	105	114	136	200	198	139	108	1000
Female	243	287	318	313	278	219	170	1828
Total	383	445	598	530	549	471	343	3319

Chart 23: SEN by Sex and Region: 2013



this is still a much unexplored area. The figures presented at based on school perceptions, some of which may not have been medically registered. The other huge area is that of universal definitions. This is work under progress but the data suggested something to based future investigations on.

Data reported in this section can be tracked back to the schools that reported data. It is hoped that the inspectorate will use the data by first verifying the data and then intervening. The Ministry currently implements INQABA in all primary schools ideally such data can be also verified by the Guidance and Counselling department. Through its partners the department can then direct interventions to the individual schools that may need them.

With data reported by age, it is possible with linking with the national population statistics to estimate national indicators such as net and gross enrolment rates for SEN learners. However, there is need for more focussed and comprehensive survey to be undertaken. The EMIS and the SEN inspectorate are currently working on a SADC initiative that will improve data of SEN children and those with disability as

Table 40: SEN by Grade, Sex and Regions: 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Grade 1	68	25	28	19	140
Grade 2	71	15	61	11	158
Grade 3	137	39	92	12	280
Grade 4	82	34	74	27	217
Grade 5	136	26	78	31	271
Grade 6	139	33	76	4	252
Grade 7	89	19	50	15	173
Female	722	191	459	119	1,491
Grade 1	116	37	66	24	243
Grade 2	140	21	101	25	287
Grade 3	165	35	103	15	318
Grade 4	132	37	108	36	313
Grade 5	117	27	95	39	278
Grade 6	120	14	77	8	219
Grade 7	101	8	53	8	170
Male	891	179	603	155	1,828
Total	1,613	370	1,062	274	3,319

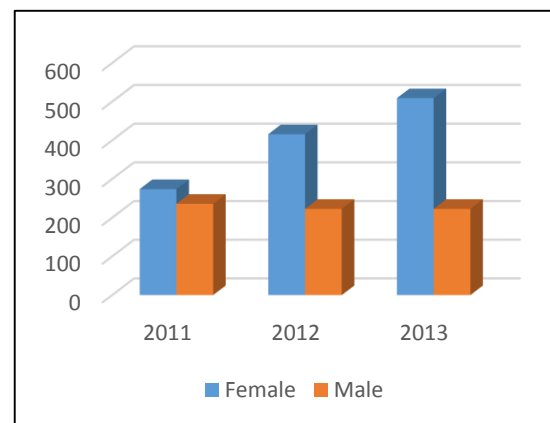
Table 41: Attrition and Transfers of Primary teachers: 2013.

		Absconded	Dismissed	Natural Death	not natural death	Others	Resignation	Retirement	Transfer	Total
Female	Hhohho	5	1	6		157	6	32	58	265
	Lubombo	1	1	9	1	7	2	11	49	81
	Manzini		10	8	1	1	2	22	22	66
	Shiselweni	2		6		1	5	44	39	97
Female Total		8	12	29	2	166	15	109	168	509
Male	Hhohho	5	4	2		48	7	11	38	115
	Lubombo		1	1		4		7	27	40
	Manzini		5	2		1	1	2	16	27
	Shiselweni	1		1		3	1	16	19	41
Male Total		6	10	6		56	9	36	100	223
Total		14	22	35	2	222	24	145	268	732

Table 42: Attrition and Transfers of Primary teachers 2011 to 2013

		2011	2012	2013	Total
Female	Hhohho	74	119	265	458
	Lubombo	88	90	81	259
	Manzini	68	120	66	254
	Shiselweni	44	87	97	228
Female Total		274	416	509	1,199
Male	Hhohho	56	46	115	217
	Lubombo	46	63	40	149
	Manzini	109	66	27	202
	Shiselweni	25	48	41	114
Male Total		236	223	223	682
Total		510	639	732	1,881

Chart 24: Attrition and Transfers of Primary Teachers 2011 - 2013



A large number of teachers who leave the schools seem not to indicate why they left the school. A large number left due to other reasons, from the data this suggested its cases where head teachers did not identify with the categories listed in the instrument. Some argue that teachers could have transferred, or left the system but the school was not informed thus did not identify the listed options.

Table 43: Teaching Staff by Gender, Qualification and Region: 2013

Gender	Qualifications	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	A.A.T.	1	1	3		5
	ACE	4	2	5	3	14
	B.P.H.D in special education		2	1		3
	BA	16	13	39	10	78
	BA + CCE	1		5		6
	BA Humanities	83	80	92	57	312
	BA Humanities + CDE	6	10	23	13	52
	BA Social Science	9	7	8	2	26
	Bachelors + PGCE	104	82	90	47	323
	Bachelor's Honours Degree	18	4	23	4	49
	Bcom	1	4	1		6
	Bed(Prim)	54	56	68	47	225
	Bed(Sec)	3	2	12	8	25
	Bsc + CDE			2	2	4
	Bsc Agricultural Education	5	4	3	2	14
	BSc in Computer & Mathematics	1			1	2
	BSc in Home Economics	9	8	8	3	28
	BSc.	6	8	11	4	29
	BSc. Agriculture			1	3	4
	Certificate in I.T. Education		3	1		4
	Diploma in Agriculture	1	1	2	3	7
	Diploma in Commerce	6	12	5	4	27
	Diploma in Computer Science			2	1	3
	Diploma in Education	54	28	96	15	193
	Diploma in Home Economics	4	1	6	1	12
	Diploma in Law	4	1	5	2	12
	J.C	2		1		3
	Masters	12	4	5	2	23
	MSc Environmental Monitoring Assesment				1	1
	N.P.D.E.	27	9	24	30	90
	O-Level	160	127	108	118	513

	P.H.C.		1	2		3
	P.H.C.+H.E.	5	4	3	12	24
	P.H.D.		1	1	1	3
	PLC	15	13	26	10	64
	PTC	266	260	421	274	1,221
	PTD	648	411	760	560	2,379
	STC	2		1		3
	STD	23	22	23	23	91
	V.I.D.		1			1
	(blank)	3	13	17		33
Female		1,553	1,195	1,904	1,263	5,915
Male	A.A.T.	1		1		2
	ACE	1	2	2		5
	BA	4	9	12	8	33
	BA Humanities	48	61	46	52	207
	BA Humanities + CDE	3	9	11	11	34
	BA Social Science		2	1	3	6
	Bachelors + PGCE	45	31	26	43	145
	Bachelor's Honours Degree	4	3	7	4	18
	Bcom	1	3			4
	Bed(Prim)	22	12	22	27	83
	Bed(Sec)		1	3		4
	Bsc + CDE		1	1	1	3
	Bsc Agricultural Education	4	8	8	3	23
	BSc in Computer & Mathematics		1			1
	BSc in Home Economics	3	2			5
	BSc.	8	7	4	7	26
	BSc. Agriculture	2	1		2	5
	Certificate in I.T. Education	1		3		4
	Dip. Technical Teaching				1	1
	Diploma in Agriculture	5	2	5	2	14
	Diploma in Commerce	6	23	6	1	36
	Diploma in Computer Science	4		1		5
	Diploma in Education	16	8	68	6	98

	Diploma in Home Economics				1	1
	Diploma in Law	4	1	2		7
	J.C			1		1
	Masters	1	2	2	1	6
	N.P.D.E.	3	1	1		5
	O-Level	56	46	53	49	204
	P.H.C.		1	3	1	5
	P.H.C.+H.E.				1	1
	P.H.D.	1		1		2
	PLC	1	3	3		7
	PTC	48	56	76	72	252
	PTD	316	231	338	296	1,181
	STC	1				1
	STD	29	23	25	20	97
	(blank)	3	9	2		14
Male		641	559	734	612	2,546
(blank)	BA			1		1
	BA Humanities				5	5
	BA Social Science		1			1
	Bachelors + PGCE		1		3	4
	Bachelor's Honours Degree	1			1	2
	Bed(Prim)		1			1
	BSc.				1	1
	Diploma in Education				2	2
	O-Level	1		1	4	6
	PTC			1	2	3
	PTD	3			14	17
	STD				3	3
(blank)		5	3	3	35	46
Total		2,199	1,757	2,641	1,910	8,507

Table presents results on the number of teaching staff in primary schools. This includes those that do not possess any pre-service training in teaching methodology. Some possess qualifications which do not have anything to do with teaching, a few are do not possess any post-secondary training, e.g. are temporary staff. In 2013 there were 8 507 persons employed a primary school teachers in the country.

Table 44: Qualified Teachers by Sex, Qualification and Region: 2013

Gender	Qualifications	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	B.P.H.D in special education		2	1		3
	BA + CCE	1		5		6
	BA Humanities + CDE	6	10	23	13	52
	Bachelors + PGCE	104	82	90	47	323
	Bed(Prim)	54	56	68	47	225
	Bed(Sec)	3	2	12	8	25
	Bsc + CDE			2	2	4
	Bsc Agricultural Education	5	4	3	2	14
	Certificate in I.T. Education		3	1		4
	Diploma in Education	54	28	96	15	193
	Masters	12	4	5	2	23
	N.P.D.E.	27	9	24	30	90
	P.H.C.		1	2		3
	P.H.C.+H.E.	5	4	3	12	24
	P.H.D.		1	1	1	3
	PLC	15	13	26	10	64
	PTC	266	260	421	274	1,221
	PTD	648	411	760	560	2,379
	STC	2		1		3
	STD	23	22	23	23	91
	V.I.D.		1			1
Female Total		1,225	913	1,567	1,046	4,751
Male	BA Humanities + CDE	3	9	11	11	34
	Bachelors + PGCE	45	31	26	43	145
	Bed(Prim)	22	12	22	27	83
	Bed(Sec)		1	3		4
	Bsc + CDE		1	1	1	3
	Bsc Agricultural Education	4	8	8	3	23
	Certificate in I.T. Education	1		3		4
	Dip. Technical Teaching				1	1
	Diploma in Education	16	8	68	6	98

	Masters	1	2	2	1	6
	N.P.D.E.	3	1	1		5
	P.H.C.		1	3	1	5
	P.H.C.+H.E.				1	1
	P.H.D.	1		1		2
	PLC	1	3	3		7
	PTC	48	56	76	72	252
	PTD	316	231	338	296	1,181
	STC	1				1
	STD	29	23	25	20	97
Male Total		491	387	591	483	1,952
(blank)	Bachelors + PGCE		1		3	4
	Bed(Prim)		1			1
	Diploma in Education				2	2
	PTC			1	2	3
	PTD	3			14	17
	STD				3	3
(blank) Total		3	2	1	24	30
Grand Total		1,719	1,302	2,159	1,553	6,733

There are teaching staff who have underwent some form of teacher training, this includes that have trained for secondary levels and/or vocational and other forms of teaching. These are qualified teachers. However, such teachers are not appropriately qualified for primary levels. The table above presents the number of teachers who possess a teaching qualification irrespective of the level.

Table 45 Number of Teachers with Primary Teaching Training, by Sex, Qualification and Region

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	B.P.H.D in special education		2	1		3
	Bed(Prim)	54	56	68	47	225
	Diploma in Education	54	28	96	15	193
	Masters	12	4	5	2	23
	P.H.C.		1	2		3
	P.H.C.+H.E.	5	4	3	12	24
	P.H.D.		1	1	1	3
	PLC	15	13	26	10	64
	PTC	266	260	421	274	1,221
	PTD	648	411	760	560	2,379
Female Total		1,054	780	1,383	921	4,138
Male	Bed(Prim)	22	12	22	27	83
	Diploma in Education	16	8	68	6	98
	Masters	1	2	2	1	6
	P.H.C.		1	3	1	5
	P.H.C.+H.E.				1	1
	P.H.D.	1		1		2
	PLC	1	3	3		7
	PTC	48	56	76	72	252
	PTD	316	231	338	296	1,181
Male Total		405	313	513	404	1,635
(blank)	Bed(Prim)		1			1
	Diploma in Education				2	2
	PTC			1	2	3
	PTD	3			14	17
Total		3	1	1	18	23
Grand Total		1,462	1,094	1,897	1,343	5,796

This table indicates appropriately qualified teachers, i.e. possess training in primary level teaching. It excludes those without any training and those who possess training other than of primary level.

Chart 25: Appropriately Qualified teachers 2013

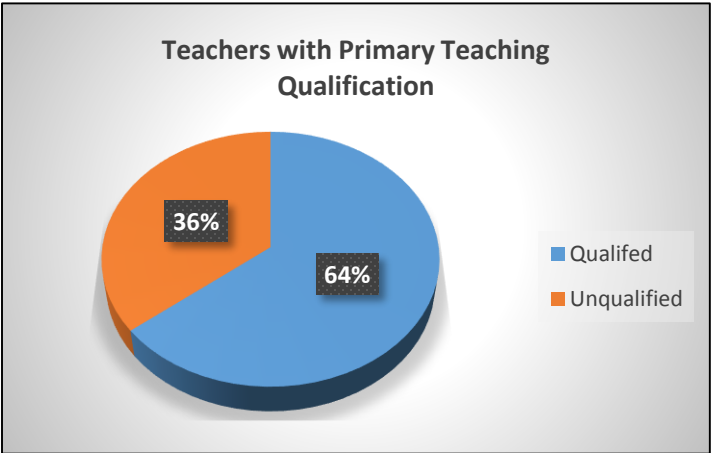
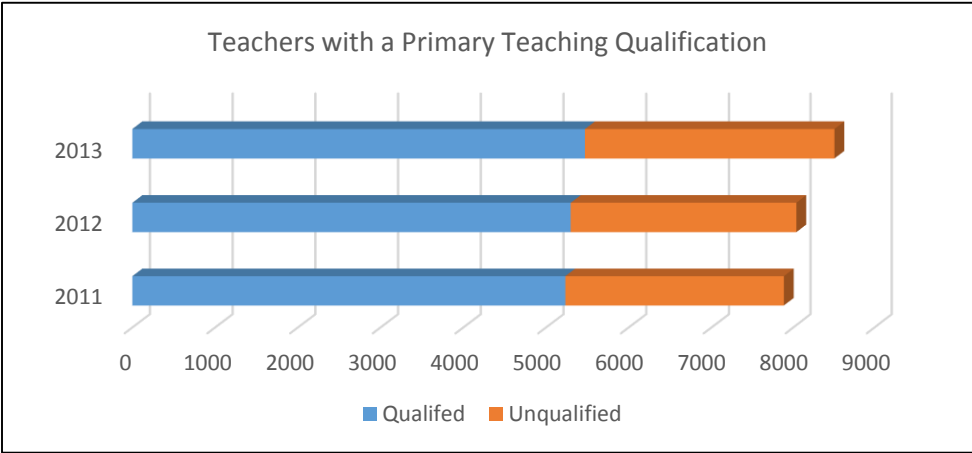


Chart 26: Evolution of Primary Qualified Teachers



Results indicated that about 40% of teachers currently teaching at primary levels possessed the necessary training to teach in primary schools in the country. This suggested that about 3 in 5 of primary school teachers are not adequately prepared to handle children of primary school going age. The trend is improving as more and more of appropriately qualified teachers leave training institutions to take up teaching in local schools. This is a worrisome scenario as it suggested that about 60% of the children might not be getting adequate support, this does not however imply that there is no teaching and learning taking place as most of these teachers have gone through some in-service programmes.

Chart 27: Primary Qualified teachers by Gender, 2011 -2013

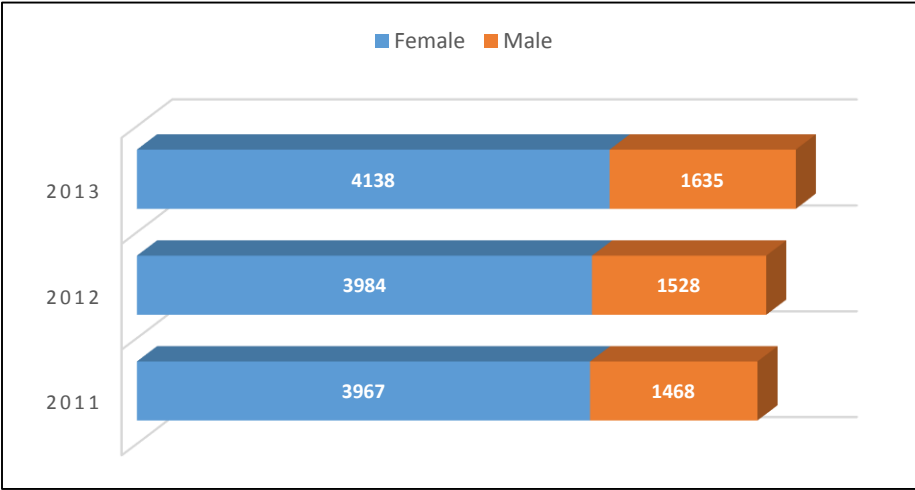


Table 46: Number of Toilet Seats by Region, Gender and Type of User, 2013

		Pupils	Staff	Staff and Pupils	Total
Hhohho	Female	835	249	47	1,131
	Male	819	258	33	1,110
	Male and Female	175	145	11	331
Hhohho		1,829	652	91	2,572
Lubombo	Female	657	215	28	900
	Male	603	185	22	810
	Male and Female	153	90	15	258
Lubombo Total		1,413	490	65	1,968
Manzini	Female	928	252	18	1,198
	Male	769	242	21	1,032
	Male and Female	232	107	3	342
Manzini		1,929	601	42	2,572
Shiselweni	Female	678	222	10	910
	Male	679	207	11	897
	Male and Female	103	57		160
Shiselweni Total		1,460	486	21	1,967
Grand Total		6,631	2,229	219	9,079

The table above presents the number of toilets seats within the education system. The number represented an increase from 2012 where there 8 740 seats to 9 079 seats in 2013. It is encouraging that schools are building up more toilets. This is critical for sanitation. It is encouraging to note that more toilets were constructed for pupils within the reporting period.

It is however worrying that there are still schools where teachers and pupils share ablutions facilities. Although a few toilets where males and females shared facilities are available in some schools, these raises critical questions on safety of the girl child.

Chart 28: Toilets by User, 2013

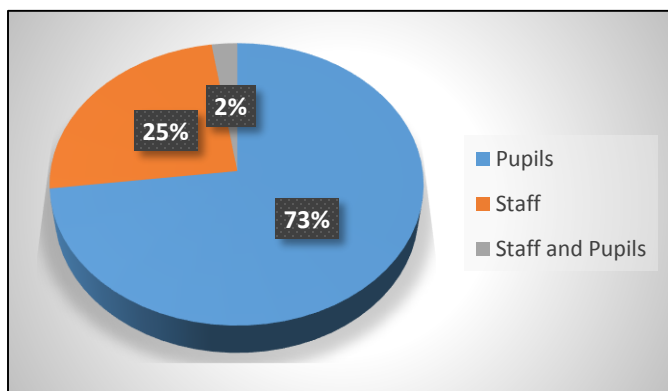


Table 47: Number of Toilet Seats by Region, Gender, Toilet System and Type of User

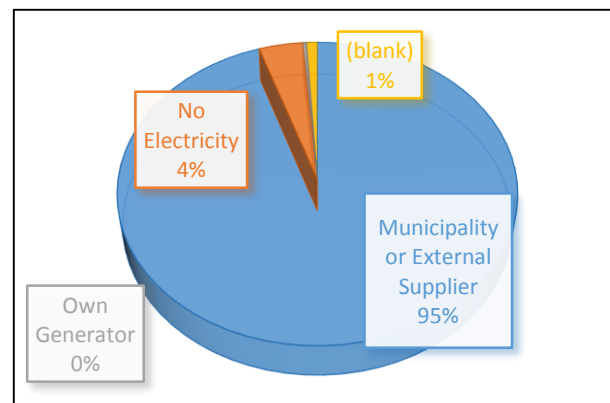
		Flush			Flush Total	Pit			Pit Total	Grand Total
		Pupils	Staff	Staff and Pupils		Pupils	Staff	Staff and Pupils		
Hhohho	Female	250	101	21	372	585	148	26	759	1,131
	Male	267	121	14	402	552	137	19	708	1,110
	Male and Female	39	49	2	90	136	96	9	241	331
Hhohho		556	271	37	864	1,273	381	54	1,708	2,572
Lubombo	Female	154	50	1	205	503	165	27	695	900
	Male	157	50	1	208	446	135	21	602	810
	Male and Female	37	19	1	57	116	71	14	201	258
Lubombo		348	119	3	470	1,065	371	62	1,498	1,968
Manzini	Female	317	94	6	417	611	158	12	781	1,198
	Male	232	87	10	329	537	155	11	703	1,032
	Male and Female	67	50	2	119	165	57	1	223	342
Manzini		616	231	18	865	1,313	370	24	1,707	2,572
Shiselweni	Female	51	39		90	627	183	10	820	910
	Male	85	48	3	136	594	159	8	761	897
	Male and Female	23	16		39	80	41		121	160
Shiselweni		159	103	3	265	1,301	383	18	1,702	1,967

The majority of the toilets are 'Pit' toilets, i.e. not water driven. The Shiselweni region has the lowest number of flush systems, this could be attributed to the fact that the region is largely rural.

Table 48: Number of Schools with Electricity and Source 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Municipality or External Supplier	161	121	172	133	587
No Electricity	6	6	7	5	24
Own Generator	1		1		2
(blank)	2	1	1	2	6
Total	170	128	181	140	619

Chart 29: Schools with Electricity



The data suggested that almost all schools had electricity connected to an external supplier. This suggests that the national electric grid covered most of the country thus enabling schools to further develop their infrastructure. This data does not however give information on which structures are connected to the electricity in the schools. This would require an extensive infrastructure survey. It however gives schools potential for development if they have connections and access to electricity. The number of schools without electricity is almost the same across the regions. Having electricity in all schools, is a vehicle for other forms of education to take place, suggesting that all schools could have computers, TV, radio and would be better placed to exploit other technologies.

Table 49: Number of Schools Water and Source 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Total
No Water Supply	14	19	16	30	79
Piped Water by Municipality	40	37	36	13	126
Water from Another Source	112	72	128	94	406
(blank)	4		1	3	8
Total	170	128	181	140	619

More schools need water, the number is higher than those who need electricity. About 500 primary schools are not guaranteed clean water.

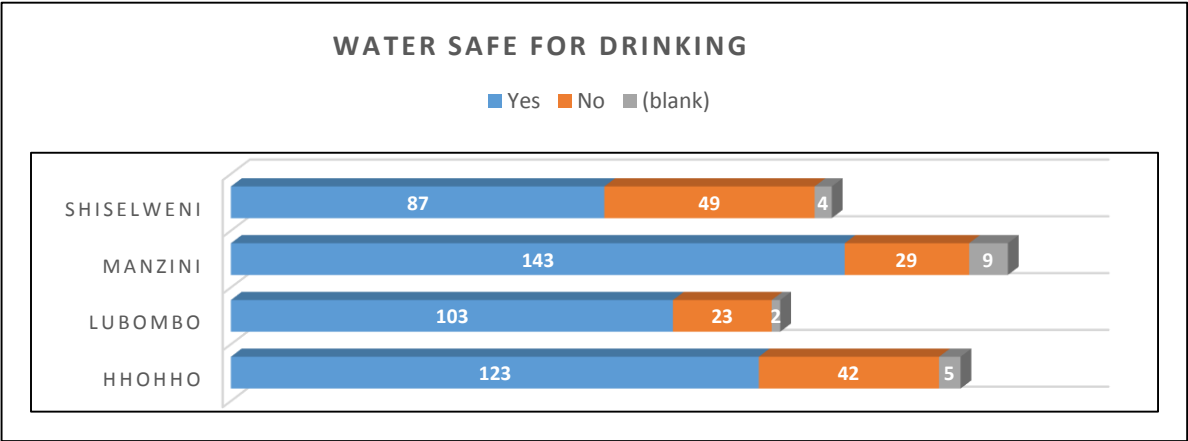
Table 50: Source of Water by Region and Safety for drinking, 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Total
No Water Supply	14	19	16	30	79
<i>No</i>	<i>12</i>	<i>12</i>	<i>9</i>	<i>23</i>	<i>56</i>
Yes	1	5	4	7	17
(blank)	1	2	3		6
Piped Water by Municipality	40	37	36	13	126
<i>No</i>	<i>1</i>	<i>1</i>	<i>3</i>	<i>1</i>	<i>6</i>
Yes	38	36	32	11	117
(blank)	1		1	1	3
Water from Another Source	112	72	128	94	406
<i>No</i>	<i>29</i>	<i>10</i>	<i>17</i>	<i>24</i>	<i>80</i>
Yes	82	62	107	69	320
(blank)	1		4	1	6
(blank)	4		1	3	8
No				<i>1</i>	<i>1</i>
Yes	2				2
(blank)	2		1	2	5
Grand Total	170	128	181	140	619

Data reported indicated that 79 schools did not have access to water. A majority of schools in this category also claimed that the water they used was not safe for drinking. This needs to be investigated and schools to be issued with tanked water.

Schools using water from another source includes those that have boreholes. Other studies have revealed that some boreholes need to be investigated and checked because some may be hazardous to the pupils' health.

Chart 30: Safety of School Water for Drinking



Considering the number of schools that claimed that their water was not good for drinking the results suggested that the Ministry needs to engage department of water affairs to assess all the boreholes/streams/rivers and advise the schools on what can be done to alleviate the situation. The children in such schools could be suspects to water borne diseases such as bilharzia and worms, which may compromise their health. Once their health is compromised children will not be able to learn well.

Table 51: Equipment by Type of User and Region, 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Grand Total
For Pupils Only	Computers	396	556	304	251	1,507
	Duplicators	7	4	7	3	21
	First Aid Kits	71	35	65	33	204
	Photocopiers	25	9	26	10	70
	Printers (for Computers)	17	10	29	7	63
	Radios or Tape recorders	37	9	10	3	59
	Refrigerators	38	25	43	13	119
	Stoves	133	105	167	109	514
	Typewriters	4	2	3		9
For Pupils Only Total		728	755	654	429	2,566
For teachers or Administrators	Computers	190	137	197	114	638
	Duplicators	45	41	40	51	177
	First Aid Kits	41	43	56	35	175
	Photocopiers	153	132	156	124	565
	Printers (for Computers)	117	114	137	103	471
	Radios or Tape recorders	9	22	36	5	72
	Refrigerators	30	28	40	16	114
	Stoves	32	46	70	57	205
	Typewriters	26	12	26	39	103
For teachers or Administrators Total		643	575	758	544	2,520
Used by all	Computers	59	240	75	63	437
	Duplicators	14	9	17	11	51
	First Aid Kits	54	34	57	46	191
	Photocopiers	34	23	32	25	114
	Printers (for Computers)	17	15	24	15	71
	Radios or Tape recorders	26	9	27	7	69
	Refrigerators	36	22	32	23	113
	Stoves	84	38	106	119	347
	Typewriters	7	7	3	5	22
Used by all Total		331	397	373	314	1,415
Grand Total		1,702	1,727	1,785	1,287	6,501

Table 52: Classroom furniture, Type and Condition, 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Broken and cannot be repaired					
Book Cupboards	171	211	257	146	785
Bulleting (Pin) Boards	103	132	216	108	559
Pupil chairs Sitting Places	6,113	5,207	7,666	6,343	25,329
Pupils Desks Writing places	3,814	3,477	5,173	3,545	16,009
Teachers Chairs	245	140	257	136	778
Teachers desks	265	107	290	164	826
Writing (Chalk) Boards	91	28	135	68	322
Broken and cannot be repaired Total	10,802	9,302	13,994	10,510	44,608
In good or fair condition					
Book Cupboards	1,036	803	1,162	798	3,799
Bulleting (Pin) Boards	997	934	1,133	654	3,718
Pupil chairs Sitting Places	50,968	37,973	50,874	38,115	177,930
Pupils Desks Writing places	34,491	23,315	39,145	26,796	123,747
Teachers Chairs	1,834	1,345	2,040	1,741	6,960
Teachers desks	1,440	1,104	1,596	1,005	5,145
Writing (Chalk) Boards	1,706	1,397	1,916	1,396	6,415
In good or fair condition Total	92,472	66,871	97,866	70,505	327,714
Must be Repaired					
Book Cupboards	342	221	414	246	1,223
Bulleting (Pin) Boards	254	182	253	129	818
Pupil chairs Sitting Places	5,794	5,253	7,541	4,313	22,901
Pupils Desks Writing places	6,228	5,046	6,669	4,984	22,927
Teachers Chairs	162	134	197	184	677
Teachers desks	196	157	208	148	709
Writing (Chalk) Boards	256	168	226	185	835
Must be Repaired Total	13,232	11,161	15,508	10,189	50,090
Grand Total	116,506	87,334	127,368	91,204	422,412

The number of furniture that needs to be repaired is almost the same as that of furniture that needs to be disposed of. This situation justifies the need for the Ministry to institutionalise the repair of classroom furniture, as it suggested that there could be children who do not have sitting and writing places.

Worrying is the report that some classes do not have chalk boards and one wonders how the sessions are conducted. This demands a need for a comprehensive infrastructure survey.

Table 53: Number of Teaching Rooms/Facilities by Region, 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Grand Total
Agricultural Facilities	158	47	108	41	354
Book Store	34	25	20	15	94
Class/Laboratory Store Room	12	8	7	6	33
Classroom/teaching Room	1,960	1,559	2,181	1,589	7,289
Computer Laboratory	24	24	23	6	77
Home economics Laboratory	81	58	101	66	306
Kitchen	142	114	162	89	507
Library	26	24	38	17	105
Offices(Number Of Rooms)	291	208	263	172	934
Other Rooms Not for Teaching	76	56	82	40	254
Practical Arts Workshop	1	2	3		6
School Hall	37	19	34	28	118
Science Laboratory	3	2	3	1	9
Staff Room	110	92	100	92	394
Store Room	114	98	107	80	399
Strong Room	61	68	75	40	244
Technical Workshop		2			2
Grand Total	3,130	2,406	3,307	2,282	11,125



EDUCATIONAL INDICATORS

This year educational indicators for General Education have been presented as one section. This is to make for easier reading, however indicators need to be read with a run-through of the educational statistics to ensure that a picture of their context is clear.

EDUCATIONAL INDICATORS FOR GENERAL EDUCATION

Primary and Secondary

This year data for the number children who attended any form of Early Childhood Care Education and Development (ECCDE) programmes who were enrolled in Grade 1 classes was analysed. This was to get a rough picture of its incidence in the education system. Data from 2011 is presented.

Table 54: Number of children who attended ECCDE, by Region, Sex and Year, 2011 to 2013

	2011		2011 Total	2012		2012 Total	2013		2013 Total
	Female	Male		Female	Male		Female	Male	
Hhohho	3,390	3,753	7,143	3,604	4,029	7,633	4,126	4,720	8,846
Lubombo	3,150	3,611	6,761	2,690	2,965	5,655	2,002	2,208	4,210
Manzini	3,299	3,763	7,062	5,125	5,860	10,985	4,976	5,544	10,520
Shiselweni	1,893	2,299	4,192	1,535	1,719	3,254	988	1,150	2,138
Total	11,732	13,426	25,158	12,954	14,573	27,527	12,092	13,622	25,714

Chart 31: Number of children who attended ECCDE, by Region, Sex and Year, 2011 to 2013

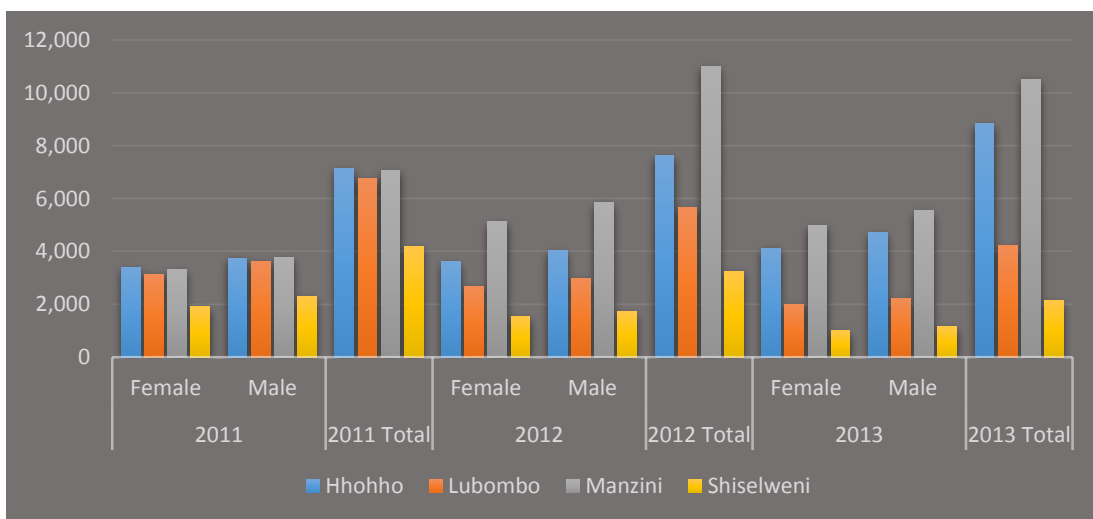


Table 55: Percentage of Grade 1 attended ECCDE, 2013

	Female	Male	Total
Hhohho	92.2%	90.6%	91.3%
Lubombo	52.8%	51.5%	52.1%
Manzini	97.0%	95.8%	96.4%
Shiselweni	27.8%	27.6%	27.7%
Total	71.4%	70.1%	70.7%

Data indicated a relatively high attendance of ECCDE by learners in the country. The Hhohho and Manzini region recorded above 90%, which suggested that more children accessed the services. Shiselweni had the lowest (28%) which indicated there maybe some challenges to children in the region to access such services. In Lubombo a bit more than half of the Grade 1 learners reported that

they had attended such centres. The data indicated a demand for the sub-sector to be institutionalised since a high proportion are already enrolled in some form of ECCDE. Data also indicated high levels (96.4%) in Manzini, in fact it would seem that schools in the region could be making it a requirement for entry. This is still not a MOET policy, schools maybe doing unlawfully. What came out clearly is the need for annually collect and profile all such centres, ensure that they all abide to nationally defined ECCDE Standards. From an educational perspective, data suggested that children entered primary on unequal footing, and since ECCDE critical for early development, some children from Lubombo and Shiselweni enter disadvantaged. These are children who attended classes with those with ECCDE and may have been considered low achievers in some schools. This justified the need for Grade zero to balance the inequity. It should however be noted that this data

may not represent children who have gone through a Pre-Schools education, or Early Childhood Care and Education (ECCE) as those in ECCE have to follow MOET defined standard and a nationally defined curriculum. The Ministry will in future collect all data and classify these institutions accordingly. These will ensure that those that follow the MOET curriculum are classified accordingly.

Table 56: Grade 1 New Entrants, by Region, Sex and Year, 2009 to 2013

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2009	3,959	4,202	8,161	3,231	3,461	6,692	4,330	4,514	8,844	3,011	3,352	6,363	14,531	15,529	30,060
2010	4,427	4,864	9,291	4,010	4,491	8,501	4,962	5,435	10,397	3,409	3,730	7,139	16,808	18,520	35,328
2011	4,038	4,352	8,390	3,274	3,576	6,850	4,341	4,689	9,030	3,108	3,276	6,384	14,761	15,893	30,654
2012	3,940	3,971	7,911	3,082	3,420	6,502	4,737	5,144	9,881	3,085	3,235	6,320	14,844	15,770	30,614
2013	3,922	4,268	8,190	3,148	3,311	6,459	4,431	4,634	9,065	3,018	3,256	6,274	14,519	15,469	29,988

Table 57: Population Aged 6 years, by Region, Sex and Year, 2009 to 2013 (CSO Projections)

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2009	3,646	3,656	7,302	2,871	2,889	5,761	3,962	3,963	7,925	2,811	2,880	5,692	13,291	13,388	26,679
2010	3,633	3,682	7,314	3,924	3,984	7,908	2,789	2,897	5,687	2,877	2,931	5,807	13,222	13,494	26,716
2011	3,585	3,676	7,261	3,850	3,958	7,808	2,736	2,870	5,606	2,837	2,913	5,750	13,008	13,417	26,425
2012	3,466	3,598	7,064	2,697	2,780	5,476	3,716	3,834	7,550	2,617	2,749	5,366	12,496	12,961	25,457
2013	3,170	3,339	6,509	3,458	3,487	6,946	2,377	2,430	4,807	2,354	2,352	4,706	11,360	11,608	22,968

Table 58: Gross Intake Rate (GIR) at Grade 1 by Region, Sex and Year, 2009 to 2013

	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%
2013	124%	128%	126%	91%	95%	93%	186%	191%	189%	128%	138%	133%	128%	133%	131%

The GIR is derived from new entrants in Grade 1 divided by 6 year olds in the population. Data suggested that in all the regions save for Lubombo, the GIR was above 100%. This indicated that they were still a number of learners entering the system above/below the official age which is 6 years. The data for Lubombo suggested that some of the children from Lubombo may not be schooling in the region, could have migrated to regions such as Manzini. This could also suggest that some families originally from Lubombo migrates to cities for better education. In all regions the GIR Males>GIR Females. Generally an indication that boys enter the system slightly older than girls.

Table 59: Number of 6 year olds in Grade 1, by Region, Sex and Year, 2009 to 2013

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2009	1,305	1,212	2,517	956	889	1,845	1,546	1,407	2,953	1,225	1,151	2,376	5,032	4,659	9,691
2010	1,461	1,389	2,850	1,254	1,202	2,456	1,762	1,641	3,403	1,374	1,314	2,688	5,851	5,546	11,397
2011	1,589	1,617	3,206	1,381	1,338	2,719	1,833	1,805	3,638	1,358	1,243	2,601	6,161	6,003	12,164
2012	1,504	1,339	2,843	1,181	1,262	2,443	1,593	1,585	3,178	1,295	1,275	2,570	5,573	5,461	11,034
2013	1,616	1,613	3,229	1,287	1,276	2,563	1,753	1,543	3,296	1,364	1,325	2,689	6,020	5,757	11,777

Table 60: Net Intake Rate (NIR) in Grade 1, by Region, Sex and Year, 2009 to 2013

	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%
2013	51%	48%	50%	37%	37%	37%	74%	63%	69%	58%	56%	57%	53%	50%	51%

Nationally, the data indicated that about half the learners who entered Grade 1 in 2013 were aged 6 years old – the official entry age for Swaziland. Data suggested that in 2013 the NIR improved substantially from 43% (2009) to 51% in 2013. Marked increases were observed in the Manzini region where the NIR was 70 percent. However, the NIR for Lubombo dropped by a similar percent. This may suggest that indeed some children from Lubombo migrated out of the region. This also suggested that, there is a barrier, a deficiency that is perceived by the community in the region. It also may be an issue of ease of access, maybe there are more primary schools in Manzini thus more migration into the region.

The six years is an important age for the education system in the country. Most of the indicators of access, efficiency and flow rates through the system are derived using the 6 year old population and other ages at key milestone points such as Grade 7 (aged 12), JC (aged 15) and Form 5 (aged 17). As observed in Table 2, the

majority of learners in Grade 1 were aged 7. This then implied from the start, the system was not being accessed by those who were of correct age. However, as the years progress, and as the older children enter the system, this indicator will improve and stabilize at around 100%. Barriers before at Grade 1 may be due to a number of issues, i.e. distances to schools especially for girls, lack of access in schools within the immediate community, registration fees, children attending some form of Early Childhood Care Education and Development programmes or some even enrolling in Neighbourhood Care Points and Kagogo centres etc. The country's policy is that once a child reaches age 6, or will be 6 years old by end of March, then that child should be enrolled.

Enrolment Indicators

The official ages for primary level is from aged 6 to age 12. This then suggests that assuming no children entered the system under/over the age of six years and no child failed, repeated, all children enrolled in the primary sub sector should be aged between the age limits. The enrolment indicators are based on this premise and are derived from the population aged between the two limits.

Gross Enrolment Rate

Gross enrolment rate (GER) is the total enrolment in primary schools (Grade 1 to 7) divided by the children in the population aged between from 6 to 12. These are children falling within the official population. For this indicator to be accurate, the country needs to embrace the culture of registration of birth. In addition the provision of Personal Identification Numbers (PIN) would be an advantage as teachers will use the registered date of birth every time such statistics are collected.

Table 61: Primary Level enrolment, by Region, Sex and Year, 2009 to 2011

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2009	29,540	32,331	61,871	23,999	26,399	50,398	32,573	35,627	68,200	24,104	26,982	51,086	110,216	121,339	231,555
2010	30,687	33,797	64,484	25,497	27,891	53,388	33,872	37,230	71,102	24,514	27,516	52,030	114,570	126,434	241,004
2011	30,966	34,194	65,160	25,256	27,834	53,090	33,367	36,755	70,122	23,822	26,930	50,752	113,411	125,713	239,124
2012	30,705	33,769	64,474	25,317	27,810	53,127	34,111	37,485	71,596	23,651	26,574	50,225	113,784	125,638	239,322
2013	30,797	34,190	64,987	25,083	27,549	52,632	34,267	37,515	71,782	23,366	26,252	49,618	113,513	125,506	239,019

Data indicated that the only time there was a sizeable increase in enrolment was in 2010, the year FPE started. Thereafter, enrolment stabilised around 239 000. In 2013 there was a further decrease in enrolment. This suggested either that learners have moved to secondary education, and there were fewer new entrants in the system or some had dropped out or simply there were fewer children aged six in the population when compared to other years.

Table 62: Primary School Age Population, by Region, Sex and Year, 2009 to 2013

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2009	25,466	24,830	50,293	19,663	19,293	38,957	28,241	27,123	55,364	19,874	19,730	39,604	93,246	90,970	184,216
2010	25,368	24,976	50,343	27,973	27,231	55,202	19,609	19,789	39,500	19,704	19,495	39,198	92,754	91,490	184,244
2011	25,245	25,105	50,352	27,667	27,647	54,973	19,523	19,826	39,348	19,708	19,663	39,370	92,142	91,900	184,042
2012	25,025	25,149	50,172	19,581	19,697	39,276	27,274	27,262	54,533	19,250	19,750	39,000	90,129	91,857	182,986
2013	24,526	24,921	49,446	26,550	26,987	53,267	18,769	19,365	38,134	19,120	19,295	38,415	89,085	90,449	179,534

Table 63: Primary Gross Enrolment Rate, Region, Sex and Year, 2009 to 2013

	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%
2013	125.6%	137.2%	131.4%	94.5%	102.1%	98.8%	182.6%	193.7%	188.2%	122.2%	136.1%	129.2%	127.4%	138.8%	133.1%

Results indicated that nationally the GER was 133% in 2013. This indicated that the system had enough capacity to enrol all primary aged children. In all the regions the GER for boys is above that of girls, indicating that there were more boys enrolled than girls. GER for the Lubombo region were the lowest, this suggested that the region was operating at lower capacity as children had migrated out of the region, a GER 100% with over aged children indicated that some of the regions' population was not enrolled in the region. Results further suggested that Manzini had more children, this suggests that the region had capacity and also that it was the region some of the children might had migrated to. This migration out of Lubombo needs to be addressed, because this may lead to schools being underutilised, i.e. teachers having very low enrolments in their classrooms whilst other regions might have big classes.

Table 64: Gender Parity (GER) Primary, by Region and Year

	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
2013	0.92	0.93	0.94	0.90	0.92

Nationally, in terms of overall primary enrolment, the system still had more Boys than girls. Manzini fared better but this could have been caused by the fact some of the girls came from other regions such as Lubombo due to the migration.

Chart 32: Gender Parity (GER) Primary, by Region and Year

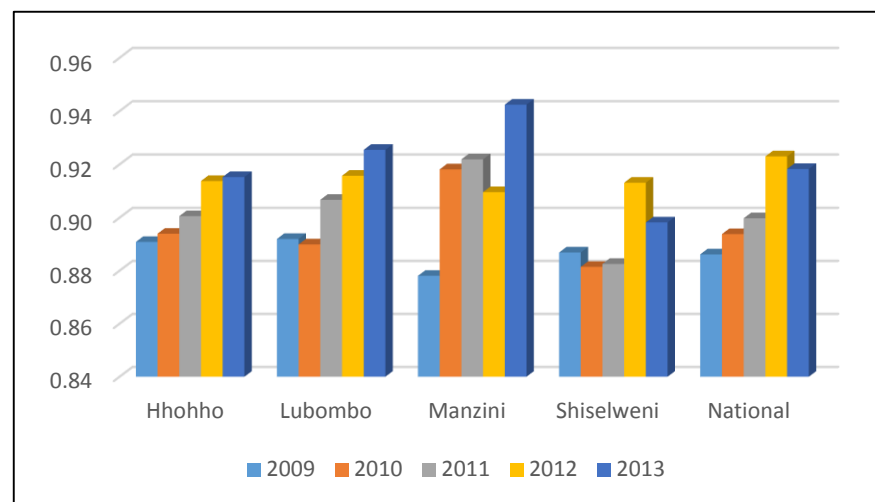


Table 65: Primary School Aged Learners, by Region, Sex and Year, 2009 to 2013

	Hhohho			Lubombo			Manzini			Shiselweni			National		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	21,348	21,461	42,809	16,953	16,910	33,863	23,784	23,743	47,527	17,027	17,548	34,575	79,112	79,662	158,774
2010	22,793	23,068	45,861	18,405	18,426	36,831	25,434	25,737	51,171	17,630	18,347	35,977	84,262	85,578	169,840
2011	23,130	23,934	47,064	18,186	19,005	37,191	25,338	26,561	51,899	17,351	18,285	35,636	84,005	87,785	171,790
2012	22,757	23,026	45,783	18,645	19,838	38,483	27,078	28,431	55,509	17,297	17,833	35,130	85,777	89,128	174,905
2013	22,680	23,028	45,708	17,539	18,006	35,545	25,099	25,361	50,460	16,720	17,235	33,955	82,038	83,630	165,668

Table 66: Primary Net Enrolment Rate, by Region, Sex and Year, 2009 to 2013

	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%
2013	92.5%	92.4%	92.4%	66.1%	66.7%	66.7%	133.7%	131.0%	132.3%	87.4%	89.3%	88.4%	92.1%	92.5%	92.3%

Nationally, the NER dropped from 95.6% to 92.3% in 2013. This is a drop of 3.3%. The data indicated that there was a drop in the school aged population. The fact that the overall enrolment did not decrease substantially, this drop suggested that learners were out of age. This will be presumed to have been contributed by the fact that in 2012, one of the largest group of learners was aged 12 years old. They turned 13 in 2013, thus fell out of the official school age cohort. Reason for over agedness is largely caused by repetition, because children get older as they repeat. This is compounded by the fact that some enter already old and whenever they repeat fall out of age. This decrease has to be stopped, as it suggested that we could be experiencing the first symptoms of challenges around sustaining the Universal Primary Education (UPE) which the country achieved in 2012. If the NER continues to fall then it means there is a serious issue of children exiting the system. However, this view is not totally absurd, when the falling enrolment figures in selected primary schools are considered. Some schools including these along the border have experienced decreasing enrolment and this eroded the gains of 2012. Reasons for this may include barriers such as ‘top-up’, and the fact that some children were observed to be crossing the border to a neighbouring country due to socio-economic factors.

Nationally this is not good as it suggested that the low NIR was due to the fact that some of the over aged learners are blocking spaces for the appropriately aged children. A NER of 67% in Lubombo and NER of 132% in Manzini confirms the hypothesis that some children migrated to Manzini from Lubombo. This may have indicated perceived inequity in the quality of education by Lubombo parents.

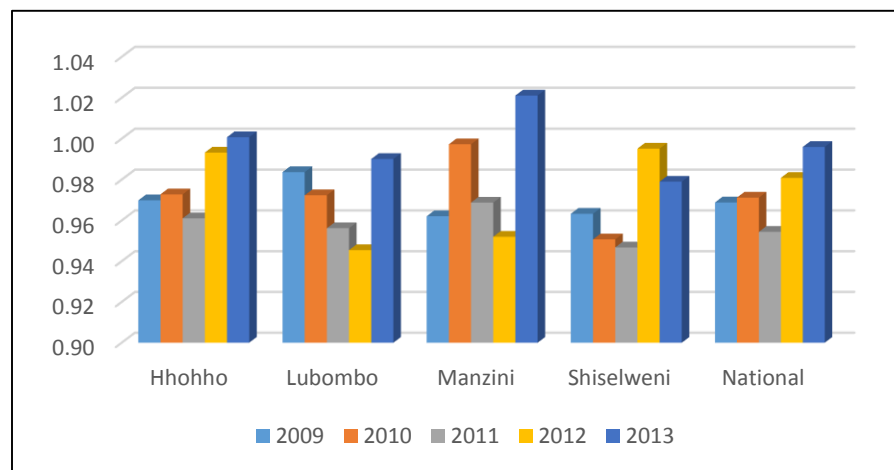
To sustain UPE the country needs to keep children in school. To achieve this, the Government needs to support children (especially OVC) holistically, it seems paying for fees needs to be accompanied by other support systems such as nutrition at home, family welfare, and general psychosocial care. Government is doing enough to support education, but there the low enrolment in some pockets in the country suggest there are other gaps which maybe socio-economic, which needs to be embraced. This demands a sector wide engagement, and can be achieved through the INQABA Framework.

Table 67: Gender Parity (NER) Primary, by Region and Year

	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
2013	1.00	0.99	1.02	0.98	1.00

Nationally gender parity NER was achieved in 2013. This is consideration of only those learners who are of official primary age. Manzini again had more “in age” girls enrolled with 102%, indicating it has enrolled children from outside the region. The two indicator GER and NER Parity, confirmed that most of the boys enrolled in primary schools are over aged.

Chart 33: Gender Parity (NER) by Region and Year



Internal Efficiency Indicators

Flow-rates are determined by three indicators, i.e. Promotion, Repetition and Dropout Rates. It is these rates that determine how many survive and complete primary education. In Swaziland there is no automatic promotion. Although the FPE Act talks about repeating once, the general rule applied is that learners do not progress to the next class unless they have passed, i.e. met school defined criteria. Most schools do not even follow the MOET national policy that of repetition not exceeding 10% annually. These rates are also referred to determinants of internal efficiency in education, how learners flow through the system.

Repeating

Data on repetition indicated that more than 40 370 primary school learners repeated in 2013. This is due to repetition rate of more than 16%, 6 percent higher than the national benchmark. Repetition is one of the factors that impede efficiency in the education system as those who repeat tend to block spaces for new entrants and generally represent usage of educational resources more than once to the same individuals. Data also indicated that instead of decreasing repetition increased in 2013.

Table 68: Primary Percent Repetition by Region, Sex and Year, 2011 to 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2011	12.0%	14.4%	12.0%	14.0%	13.0%
	2012	12.1%	16.6%	10.0%	15.2%	13.1%
	2013	12.3%	17.3%	13.1%	15.9%	14.4%
Female Total		12.1%	16.1%	11.7%	15.0%	13.5%
Male	2011	16.5%	18.3%	16.2%	19.1%	17.4%
	2012	17.5%	18.9%	14.4%	21.0%	17.6%
	2013	18.2%	21.7%	17.2%	20.6%	19.2%
Male Total		17.4%	19.6%	16.0%	20.2%	18.1%
Total		14.9%	17.9%	13.9%	17.8%	15.9%

Percent Repetition represents the proportion of learners that are repeating in a particular class. The national average suggested that in 2013, about 17 percent of the learners were repeating. This about 1/5 of the primary sub-sector, i.e. 40 300 learners.

Taking the lowest school fee of E560.00 under the FPE, this amounted to about E23 million. Considering that since 2010 the number of repeaters exceeded 35 000 this suggested that Government had been paying more than E20million for repetition per year.

Table 69: Repetition Rate by Region, Sex and Year, 2012 to 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2012	12.0%	14.3%	11.7%	14.1%	13.0%
	2013	12.3%	17.1%	13.2%	15.7%	14.3%
Female Total		12.1%	15.7%	12.4%	14.9%	13.7%
Male	2012	16.8%	18.4%	15.9%	19.4%	17.6%
	2013	18.4%	21.5%	17.3%	20.3%	19.2%
Male Total		17.6%	19.9%	16.6%	19.9%	18.4%
Total		14.9%	17.8%	14.5%	17.4%	16.0%

Repetition rates also increased in 2013. This confirmed that repetition was relatively high in the country. A larger proportion was boys, this justified enquiry to be undertaken into why repetition is high and why boys are more likely to repeat than girls.

Repetition in most cases is a result of school level perceptions than due to a nationally defined criteria. Decisions on who should repeat are usually based on teacher perceptions, school perceptions, learner and parent perceptions. In most cases learners are judged relative to their counter parts, rather than nationally laid down criteria. It would not be surprising to have learners repeating in a high achieving schools say in Manzini, pass in a relatively low achieving school in any rural part of the country. There is need to a national criteria, to define a national benchmark (ruler) which all learners should be judged against. Enquiry can determine whether the repetitions are justified or are serving other purposes than education itself. But the fact is that high repetition is wasteful and is wrongly perceived to be a remedy for low performance. Curriculum reform to a competency based curriculum would best address this scenario as learners, teachers and schools would be assessed by a common criteria in all the schools.

Table 70: Gross Primary Graduation Rate (GPGR), 2009 to 2013

	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%
2013	96.4%	100.5%	98.5%	66.9%	63.2%	65.0%	140.9%	137.3%	139.1%	94.5%	97.6%	96.1%	95.9%	97.3%	96.6%

The GPGR indicates the number of learners that were enrolled in Grade 7 (irrespective of whether they were repeating or not), as a proportion of 12 year olds in the population. The same trend was observed the rate for Manzini is on the high side. The low GPGR for Lubombo suggested that not all of the Lubombo 12 year old children are enrolled in schools in the region, some are registered elsewhere, possibly in Manzini.

Table 71: Gross Intake Ratio in the Last Grade of Primary (GIRLG), 2009 to 2013

	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%
2013	91.9%	94.8%	93.4%	61.0%	56.4%	58.7%	131.3%	129.4%	130.3%	86.0%	88.4%	87.2%	89.1%	90.0%	89.5%

GIRLG indicates those enrolled in Grade 7 **excluding repeaters**. It's more accurate in determination of the completion rate and was adopted internationally to measure completion. This suggested a 90% completion rate for the country which is commendable. In this case completion are those that reach Grade 7, not necessarily those who pass Grade 7. There was still some repetition in Grade 7, about 7%, an increase of a percent from last year.

Teachers

At primary levels there are three broad categories of teaching staff, i.e. those who are not qualified as teachers, they can have degrees in their respective field but have never received any training in a formally recognised institution for teacher training, those who have the training BUT for a different level of education, e.g.

Secondary (BA Hums + PGCE). This second group are qualified teachers but not for primary education. The last group are those trained specifically for primary education teaching.

Table 72: Pupil-Teacher Ratio, 2009 to 2013 (all teachers)

	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
2013	30	30	27	26	28

Table 73: Pupil-Teacher Ratio, 2009 to 2013 (Primary Trained)

	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
2013	44	48	38	37	41

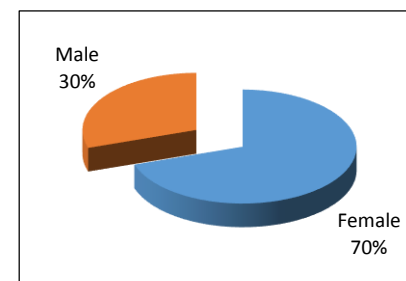
Table 74: Percentage of Primary Qualified Teachers, 2009 to 2013

	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
2013	0.66	0.62	0.72	0.70	0.68

The results suggested that the proportion of primary qualified teachers has not changed over the reporting period. This is not suggesting none were employed, but possibly that the increase in enrolment was proportional thus no overall change.

Table 75: Teacher Gender by Region and Year

	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%
2013	70.8%	29.2%	68.1%	31.9%	72.2%	27.8%	67.4%	32.6%	69.9%	30.1%



In 2013, data indicated a slight increase in the number of male teachers at primary levels, but female teachers still dominated the subsector. The distribution of teachers by gender across the regions was equitably, roughly the same proportion of male to female teachers.

Table 76: Primary Dropout, Repetition and Promotion Rate, 2013

		Dropout Rate	Repetition Rate	Promotion Rate
Female	Grade 1	1.8%	14.0%	84.3%
	Grade 2	1.5%	12.4%	86.2%
	Grade 3	1.4%	15.4%	83.2%
	Grade 4	1.2%	15.1%	83.7%
	Grade 5	1.7%	17.2%	81.1%
	Grade 6	1.9%	17.2%	80.9%
	Grade 7	1.7%	7.2%	91.1%
Female Total		1.6%	14.3%	84.1%
Male	Grade 1	1.6%	20.3%	78.0%
	Grade 2	1.2%	18.9%	79.8%
	Grade 3	1.3%	22.6%	76.1%
	Grade 4	1.4%	19.8%	78.8%
	Grade 5	1.9%	21.3%	76.8%
	Grade 6	1.9%	18.9%	79.3%
	Grade 7	1.5%	7.8%	90.7%
Male Total		1.5%	19.2%	79.3%
Total		1.5%	16.9%	81.6%

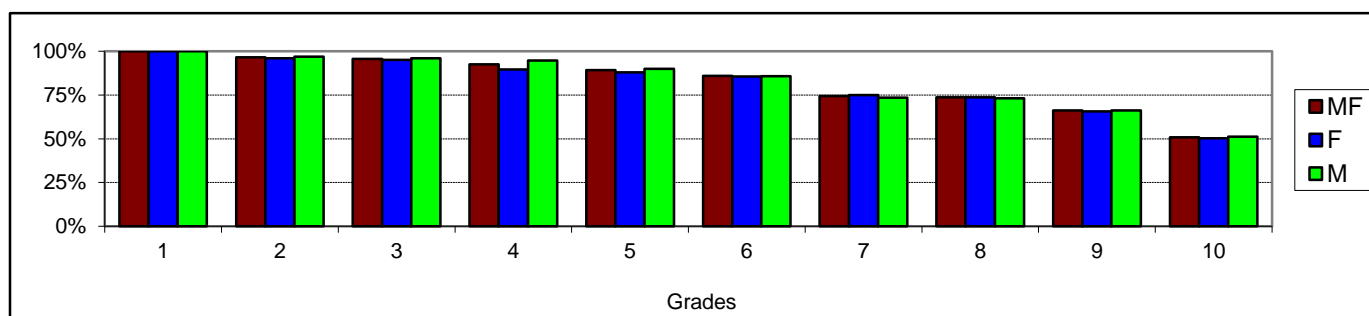
Table 77: Primary to Secondary Transition Rates by Region, Sex and Year, 2010 to 2013

	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%
2013	97.2%	99.8%	98.4%	85.1%	87.7%	86.4%	88.7%	88.7%	88.7%	92.9%	90.7%	91.8%	91.2%	92.0%	91.6%

Transition rates are not merely a comparison of the number of primary schools and secondary schools. It is the number of learners in Grade 7 and Form 1 that are compared, how many of the Grade 7 manage to get enrolled in Form 1 the following year. Enrolment in Form 1 is a factor of those who pass Grade 7, and the space in Form 1. Despite that there ratio of institutions could be as high 1:2, the enrolment at these grades (Grade 7 and Form 1) is almost equal suggesting it is possible for all those who reach and pass Grade 7 to get places in Form 1. Data suggested that 9 out of 10 children transit to secondary levels from primary, this is highly efficient. The question then becomes, how many of the children reach Grade 7? If the numbers are low then it follows that only that few will demand places in Form 1. The question then is how the system ensures that our learners survive and reach Grade 7.

The challenge is that learners and their parents prefer urban schools and they tend to over-enrol in the cities. This is notion that maybe in 2016, we need to add classes than adding schools. Evenly distributing of teachers and resources is the only challenge. The fact that transition rates are above 90% and the fact that there is a repetition rate of about 10% in Form 1 suggested that there is indeed enough spaces for Form 1, it is just some classes may not be in areas where they are in demand, i.e. in city schools. It is a fact that rural schools are in most cases with low enrolments due to rural to urban migration.

Chart 34: Survival Rates, by Grade and Gender 2013



Survival rates are derived from internal efficiency indicators, i.e. promotion, repetition and dropout. The figures suggested that about 74% of the children reach end of primary (Grade 7) and a bit more than half (51%) complete JC in 2013. Crudely speaking this meant that for 100 children than enter school in Grade 1, only

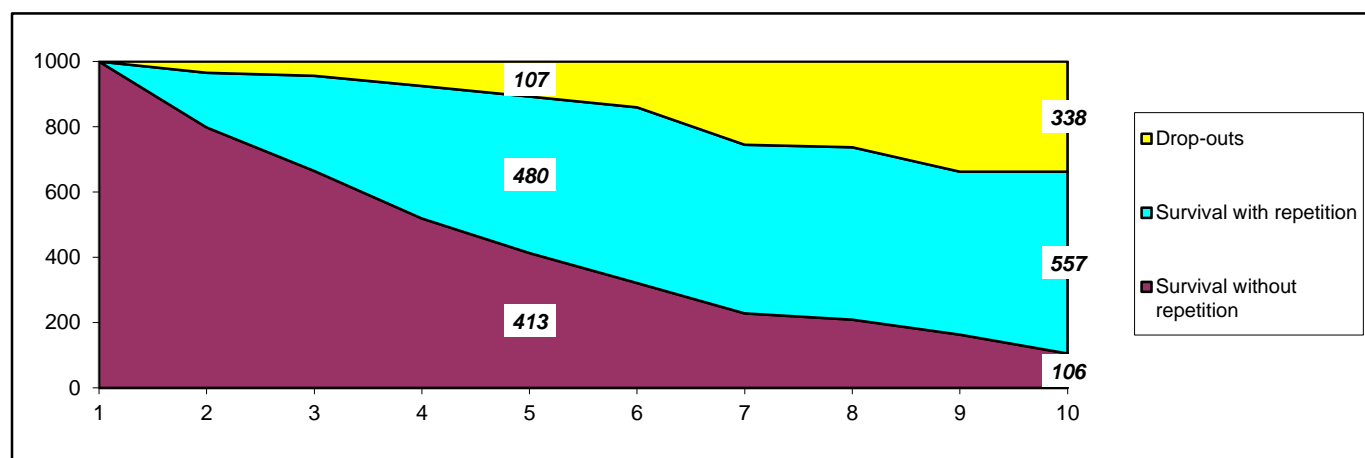
51 will reach JC. Others are lost due to dropout, whilst others are those who would have repeated a grade more than twice.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Female	100.0%	96.1%	95.2%	89.7%	88.0%	85.6%	75.0%
Male	100.0%	97.0%	96.1%	94.7%	90.0%	85.7%	73.5%
Total	100%	96.6%	95.6%	92.5%	89.3%	86.0%	74.5%

more, which reflects a poor internal efficiency.

The survival rates have not changed from what it was in 2012, but the slight drop maybe due to the increased repetition in 2013. The survival rates is calculated with the assumption that the Ministry's policy is that a learner is only allowed to do a class twice, i.e. repeat once. The fact is figures indicated that some learners maybe repeating grades twice or

Chart 35: Survival to Grade 5 and Final Grade with and without Repetition, 2013



The chart estimates the different flow patterns. It does indicate that 89.3% reach Grade 5 (480+413). This includes that some may have repeated along the way. Repetition is an issue that needs to addressed, as other studies have indicated that in Swaziland more than 60% of Grade 6 children claimed to have repeated at least once on their educational life.

A very small fraction of the children go through the system without repeating even once, this is the 106, which is 10.6%.

EDUCATIONAL INDICATORS FOR GENERAL EDUCATION Secondary Level

Table 78: Lower Secondary Gross Enrolment Rate (GER) by Region, Sex and Year, 2009 to 2013

	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%
2013	86.7%	91.7%	89.1%	51.1%	55.8%	53.4%	110.2%	111.3%	110.8%	83.5%	86.3%	84.9%	80.1%	84.0%	82.0%

Table 79: Lower Secondary Gender Parity (GER) by Region, Sex and Year, 2009 to 2013

	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
2013	0.9	0.9	1.0	1.0	1.0

Gross Enrolment rates at lower secondary improved in 2013. However, the fact that it was still less than 100% indicated that not all children who ought to be in secondary schools were enrolled. The fact is some are still trapped at primary school due to late start or repetition. Data also indicated that boys were slightly dominating at lower secondary, but generally parity was very close to 1 which suggested that the proportions were almost equal. Whilst the regions showed remarkable increases, the Lubombo region had a drop in enrolment, which resulted in lower GER.

The fact that GER in Lubombo was less than 100%, indicated that a few learners accessed secondary education in the region. The Manzini region which had more than 100%, indicated that there were children from outside the region that had enrolled in it. From statistics, it can be safely concluded that chances were high that they came from Lubombo.

Table 80: Lower Secondary Net Enrolment rate (NER) by region, Sex and Region, 2009 to 2013

	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%
2013	36.3%	25.8%	31.1%	18.0%	13.7%	15.9%	47.1%	36.4%	41.7%	30.3%	20.0%	25.2%	31.7%	23.2%	27.5%

The NER although increased in 2013, still indicated serious access problems at secondary levels. They indicated that about a third of learners are enrolled, however this is not to suggest that they are out of school, but a reasonable number is trapped at primary education. This is the other picture of repetition at primary levels, a number of the children are aged above 12 years and as such do not reflect at secondary level. This meant that if the repetition rates improved at primary more will be enrolled at secondary which is what the education system needs. The low enrolment rates at secondary, suggested on average a child may not go to secondary level, and that is not good for the development of the country, and counter the perceived objectives of the country goals and visions.

Table 81: Lower Secondary Gender Parity (NER), by Region, sex and Year, 2009 to 2013

	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
2013	1.4	1.3	1.3	1.5	1.4

The results for both GER and NER Gender parity suggested that at secondary levels girls did much better than at primary, they were more represented than boys. A gender parity NER>1, indicated that there were more 'in-age' girls than boys. This meant girls were not over aged, they still were more efficient users of the education system.

Table 82: Lower Secondary Repetition, Dropout and Promotion Rates, by Grade and Sex, 2013

		Repeat Rate	Drop-Out	Promotion
Female	Form 1	12.3%	4.1%	83.6%
	Form 2	14.6%	4.5%	81.0%
	Form 3	3.8%	3.2%	93.0%
Female Total		11.2%	4.0%	84.8%
Male	Form 1	14.2%	3.7%	82.1%
	Form 2	17.5%	3.7%	78.7%
	Form 3	5.2%	2.4%	92.4%
Male Total		13.3%	3.4%	83.3%
Grand Total		12.3%	3.7%	84.0%

Noteworthy is that repetition is high in Form 2. This is contributed by the fact learners compete for places after JC, for Form 4 places. They need good grades to get places in "good" schools for their senior secondary education. As suggested earlier the issue of repetition at certain grades is no longer strictly educational performance only, there are other purposes that have been put into the picture. There is a belief that repetition aids in getting a good grade, this is not educationally sound but practically realistic.

Table 83: Senior Secondary Gross Enrolment (GER) Rate by Region, Sex and Year 2009 to 2013

	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%
2013	60.3%	66.2%	63.2%	30.2%	35.2%	32.6%	78.7%	81.0%	79.8%	58.0%	64.6%	61.3%	54.2%	59.7%	56.9%

Table 84: Senior Secondary Gender Parity, by Region and Year, 2009 to 2013

	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
2013	0.9	0.9	1.0	0.9	0.9

Table 85: Senior Secondary Net Enrolment Rate (NER), by Region, Sex and Year, 2009 to 2013

	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%
2013	15.7%	10.2%	13.0%	6.4%	5.2%	5.8%	22.2%	14.2%	18.3%	11.2%	8.2%	9.7%	13.2%	9.2%	11.2%

The very low enrolment rates at senior secondary suggested that very few of the learners reach the end of high school education. The concern was that if most of our learners do not go beyond JC, then the country is still producing low skill graduates.

Table 86: Senior Secondary Gender Parity by Region and Year, 2009 to 2013

	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
2013	1.54	1.23	1.56	1.36	1.44

Table 87: Senior Secondary, Dropout, Repetition and Promotion Rate by Sex and Grade, 2013

		Drop-Out	Repeat Rate	Promotion
Female	Form 4	5.1%	16%	79%
	Form 5	2.6%	1%	96%
	Form 6	3.3%	0%	97%
Female Total		4.1%	10%	86%
Male	Form 4	3.4%	18%	78%
	Form 5	1.4%	1%	98%
	Form 6	4.3%	0%	96%
Male Total		2.6%	11%	86%
Grand Total		3.4%	11%	86%

Again high repetition was observed in Form 4 as in previous years. This is in preparation for Form 5 examinations which are also critical in pursuing tertiary education. Students compete for scholarships so repeating in Form 4 is believed to put them in better stead for high scores, which may lead to them faring better in the limited Government scholarships.

Table 88: Secondary (both) Pupil-Teacher Ratio (all teachers) by Region and Year, 2009 to 2013

	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
2013	17	16	16	15	16

The national benchmark for secondary level for pupil teacher ratio is 1:33. A national ratio of 1:16 suggested that there were far more teachers than needed. This was not the case as teachers at this level also specialised subjects, therefore the ratio did not present an accurate picture.

Table 89: Secondary (both) Pupil-Qualified Teacher Ratio by Region and Year, 2009 to 2013

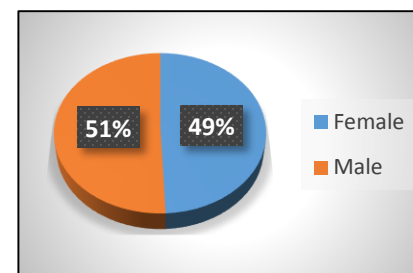
	Hhohho	Lubombo	Manzini	Shiselweni	National
2009	22	23	22	22	22
2010	26	25	24	24	25
2011	24	24	23	23	23
2012	22	23	21	21	22
2013	22	22	22	21	22

A relatively low pupil per qualified teacher ratio suggested that most of the teachers at this level of education were adequately qualified.

Table 90: Secondary Percent Qualified teacher by Region and Year, 2009 to 2013

	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
2013	0.75	0.74	0.72	0.74	0.74

Chart 36: Teacher Gender



LOWER SECONDARY EDUCATION STATISTICS (ISCED2)

Table 91: Number of Secondary Schools (Low and Senior) by Governance and Region

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Community	55	46	45	43	189
Government	2	2	4	1	9
Mission Government Aided	11	7	18	14	50
Private gvt aided	2	4	0	0	6
Private private not gvt aided	4	2	13	0	19
Total	74	61	80	58	273

Chart 37: Number of Secondary Schools by Governance and Region

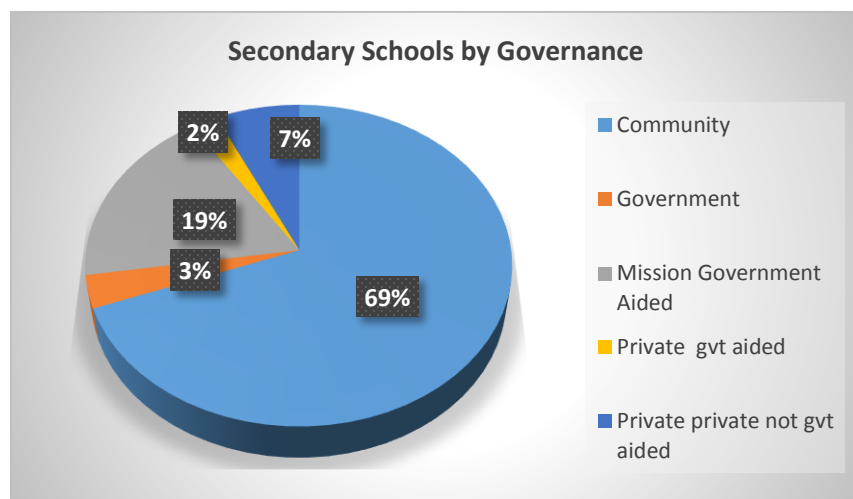
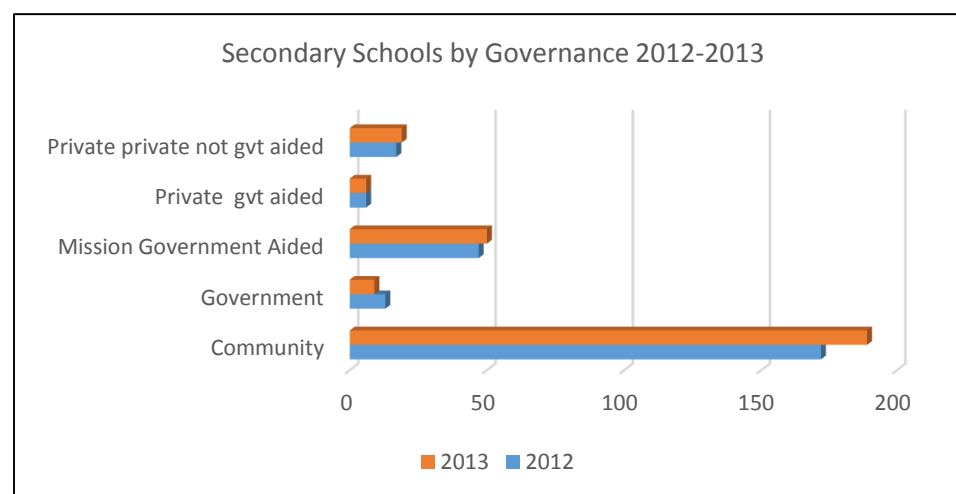


Chart 38: Secondary School Governance 2012 - 2013



Data indicated that the number of secondary schools increased from 255 in 2012 to 273 in 2013. This suggested a substantial increase and expansion in secondary education. These schools included the 12 schools which were built with support from the Japanese.

Table 92: Enrolment by Grade and Age (JC level), 2013

	12	13	14	15	16	17	18	19	20	21	22	23	24	25	28	Total
Form 1	116	2,306	5,231	5,602	4,582	3,559	2,241	1,169	472	190	58	43	13	11	0	25,593
Form 2	0	85	1,893	4,524	4,473	4,616	3,401	2,172	1,046	512	166	79	16	7	0	22,990
Form 3	0	0	122	1,621	3,112	3,355	2,793	1,985	1,159	571	235	109	35	22	1	15,120
Grade 10	0	0	1	14	41	30	14	10	0	1	1	0	0	0	0	112
Total	116	2,391	7,247	11,761	12,208	11,560	8,449	5,336	2,677	1,274	460	231	64	40	1	63,815

Chart 39: Enrolment by Grade and Age, 2013

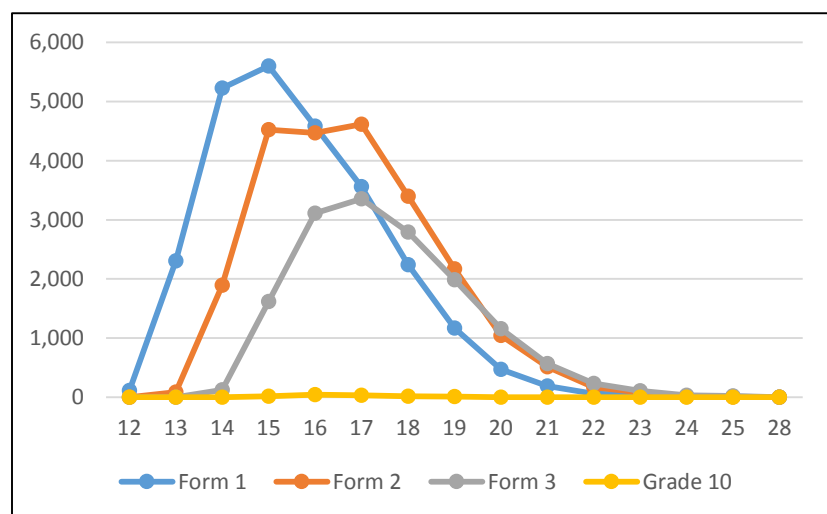
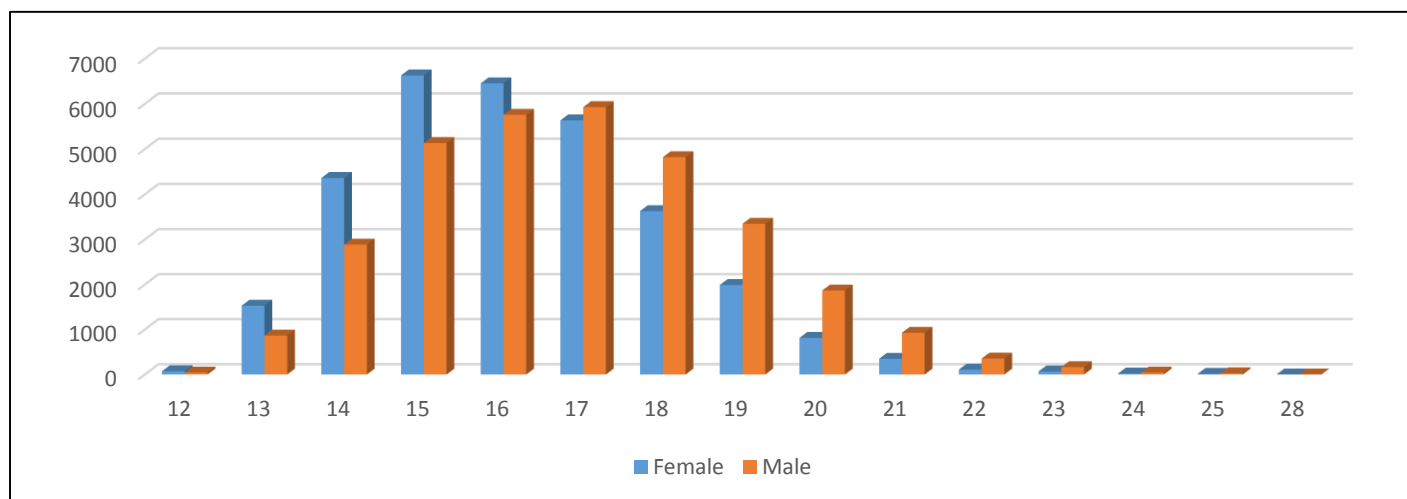


Table 93: Enrolment by Age and Grade (JC)

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	28	Total
Female	Form 1	72	1,461	3,069	2,913	2,259	1,591	773	374	119	52	10	14	8	7	0	12,722
	Form 2	0	66	1,201	2,702	2,336	2,254	1,479	794	290	137	46	23	3	1	0	11,332
	Form 3	0	0	90	1,005	1,832	1,780	1,371	816	404	158	50	30	11	6	1	7,554
	Grade 10	0	0	1	8	24	9	6	4	0	1	1	0	0	0	0	54
Female Total		72	1,527	4,361	6,628	6,451	5,634	3,629	1,988	813	348	107	67	22	14	1	31,662
Male	Form 1	44	845	2,162	2,689	2,323	1,968	1,468	795	353	138	48	29	5	4	0	12,871
	Form 2	0	19	692	1,822	2,137	2,362	1,922	1,378	756	375	120	56	13	6	0	11,658
	Form 3	0	0	32	616	1,280	1,575	1,422	1,169	755	413	185	79	24	16	0	7,566
	Grade 10	0	0	0	6	17	21	8	6	0	0	0	0	0	0	0	58
Male Total		44	864	2,886	5,133	5,757	5,926	4,820	3,348	1,864	926	353	164	42	26	0	32,153
Total		116	2,391	7,247	11,761	12,208	11,560	8,449	5,336	2,677	1,274	460	231	64	40	1	63,815

Chart 40: Enrolment by Age and Grade



Enrolment at lower secondary grew from 61 382 (2012) to 63 815 (2013). This represented a sizable increase when compared to primary education within the same period. These may be attributed to the number of new secondary schools.

The data also indicated that boys were generally older than girls, they dominated after age 16. In fact boys were above the official age for lower secondary education. This was partly due to the fact that even at primary levels,

boys are generally older than girls and they repeat more than girls making them more likely to be older.

Table 94: Enrolment by Sex, Grade and Regions, 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	3,718	2,499	3,735	2,770	12,722
	Form 2	3,260	2,255	3,282	2,535	11,332
	Form 3	2,306	1,448	2,236	1,564	7,554
	Grade 10	0	54	0	0	54
Female Total		9,284	6,256	9,253	6,869	31,662
Male	Form 1	3,830	2,557	3,677	2,807	12,871
	Form 2	3,383	2,363	3,339	2,573	11,658
	Form 3	2,255	1,493	2,259	1,559	7,566
	Grade 10	0	58	0	0	58
Male Total		9,468	6,471	9,275	6,939	32,153
Total		18,752	12,727	18,528	13,808	63,815

Chart 41: Enrolment by Sex and Region : 2012 - 2013

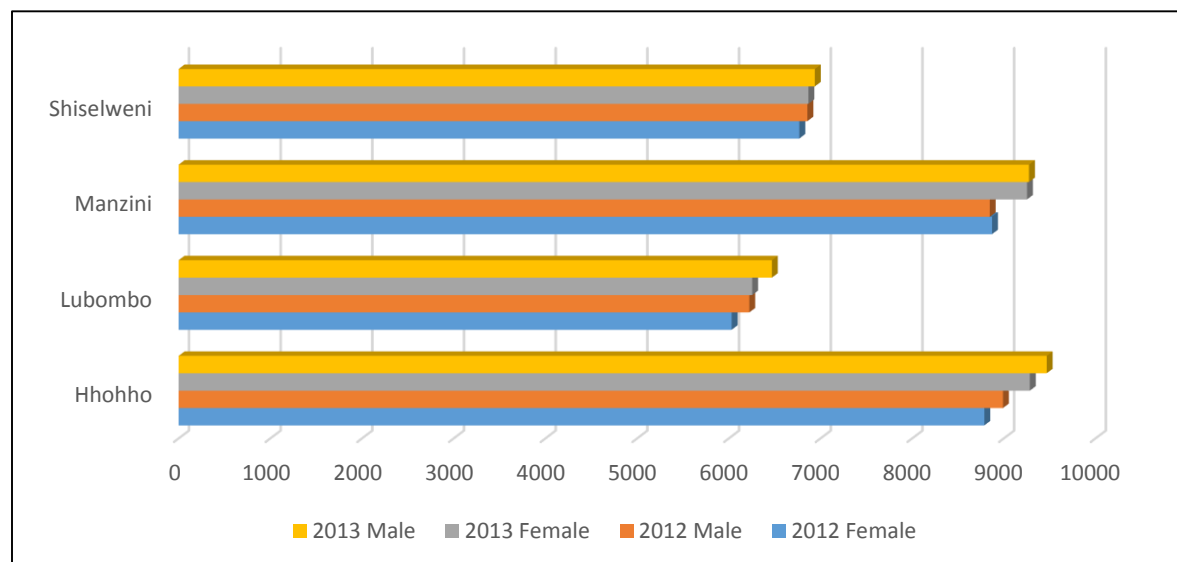


Table 95: Enrolment by Sex, Grade and Age: Private Schools, 2013

		12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Form 1	14	43	51	42	18	17	6	1	4	1	0	1	1	199
	Form 2	0	7	36	41	32	49	18	6	3	1	3	0	1	197
	Form 3	0	0	14	22	41	50	32	51	25	5	6	1	0	247
Female Total		14	50	101	105	91	116	56	58	32	7	9	2	2	643
Male	Form 1	10	39	29	39	28	16	9	7	3	1	0	3	0	184
	Form 2	0	1	21	41	27	70	12	16	8	0	3	0	0	199
	Form 3	0	0	5	20	50	69	54	76	30	15	2	0	0	321
Male Total		10	40	55	100	105	155	75	99	41	16	5	3	0	704
Total		24	90	156	205	196	271	131	157	73	23	14	5	2	1347

Chart 42: Enrolment by Sex and Age: Private Schools, 2013

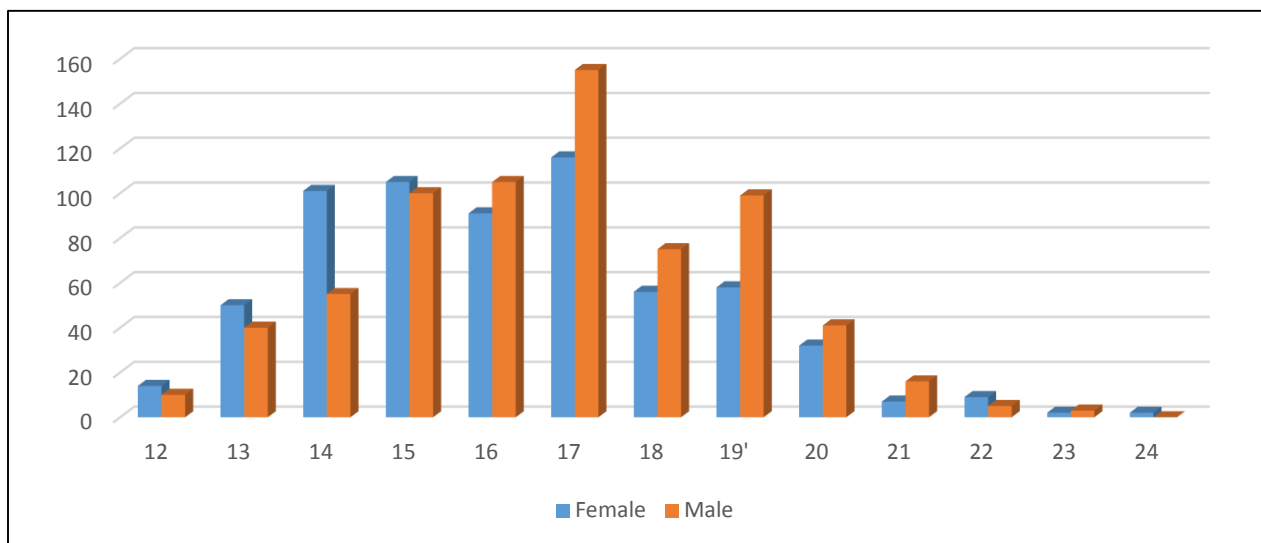


Table 96: Enrolment by Sex, Grade and Age: Hhohho 2013

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	28	Total
Female	Form 1	16	495	997	814	611	466	190	77	29	14	2	2	3	2	0	3,718
	Form 2	0	20	397	837	622	622	403	220	85	36	10	7	1	0	0	3,260
	Form 3	0	0	19	304	588	524	408	266	124	47	17	6	2	0	1	2,306
Female Total		16	515	1,413	1,955	1,821	1,612	1,001	563	238	97	29	15	6	2	1	9,284
Male	Form 1	4	280	619	835	676	602	436	210	103	45	11	7	1	1	0	3,830
	Form 2	0	6	212	539	619	686	516	400	230	107	45	16	6	1	0	3,383
	Form 3	0	0	7	166	416	462	426	349	215	120	55	26	11	2	0	2,255
Male Total		4	286	838	1,540	1,711	1,750	1,378	959	548	272	111	49	18	4	0	9,468
Total		20	801	2,251	3,495	3,532	3,362	2,379	1,522	786	369	140	64	24	6	1	18,752

Table 97: Enrolment 2012-2013

		2012	2013
Female	Form 1	3,527	3,718
	Form 2	3,195	3,260
	Form 3	2,066	2,306
Female Total		8,788	9,284
Male	Form 1	3,618	3,830
	Form 2	3,235	3,383
	Form 3	2,138	2,255
Male Total		8,991	9,468
Grand Total		17,779	18,752

Chart 43: Enrolment by Age and Sex: Hhohho Region

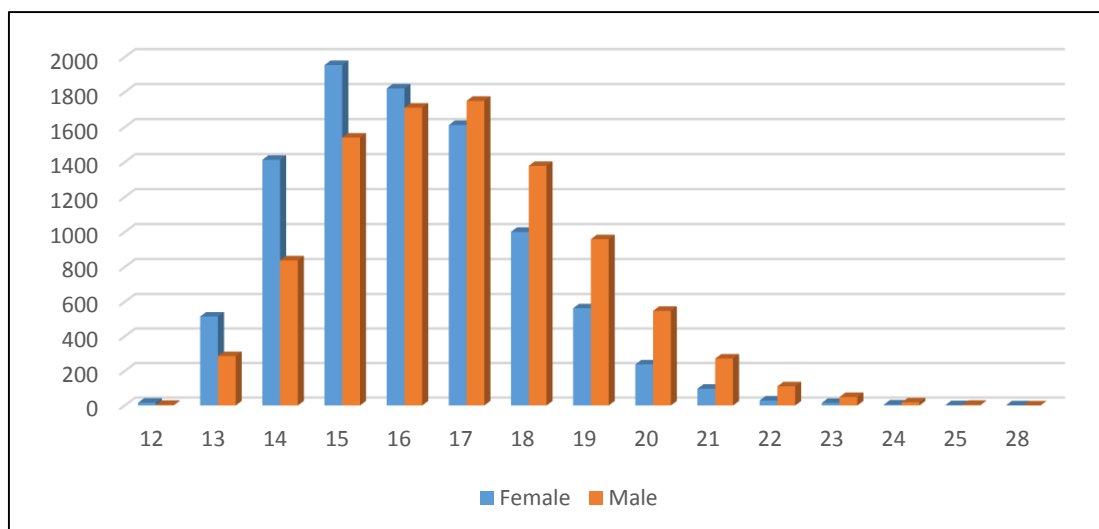


Table 98: Enrolment by Sex, Grade and Age: Lubombo 2013

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	7	203	541	572	425	361	211	110	40	17	4	2	2	4	2,499
	Form 2	0	17	205	471	471	461	302	183	77	48	15	4	0	1	2,255
	Form 3	0	0	20	155	304	340	288	177	90	46	13	10	3	2	1,448
	Grade 10	0	0	1	8	24	9	6	4	0	1	1	0	0	0	54
Female Total		7	220	767	1,206	1,224	1,171	807	474	207	112	33	16	5	7	6,256
Male	Form 1	13	136	430	459	431	404	338	218	71	37	8	9	2	1	2,557
	Form 2	0	7	126	311	412	456	448	278	194	93	28	4	3	3	2,363
	Form 3	0	0	5	96	189	289	272	264	172	123	52	16	8	7	1,493
	Grade 10	0	0	0	6	17	21	8	6	0	0	0	0	0	0	58
Male Total		13	143	561	872	1,049	1,170	1,066	766	437	253	88	29	13	11	6,471
Total		20	363	1,328	2,078	2,273	2,341	1,873	1,240	644	365	121	45	18	18	12,727

Table 99: Enrolment 2012 – 2013

		2012	2013
Female	Form 1	2,467	2,499
	Form 2	2,207	2,255
	Form 3	1,358	1,448
	Grade 10	0	54
Female Total		6,032	6,256
Male	Form 1	2,491	2,557
	Form 2	2,335	2,363
	Form 3	1,398	1,493
	Grade 10	0	58
Male Total		6,224	6,471
Total		12,256	12,727

Chart 44: Enrolment by Age and Sex Lubombo 2013

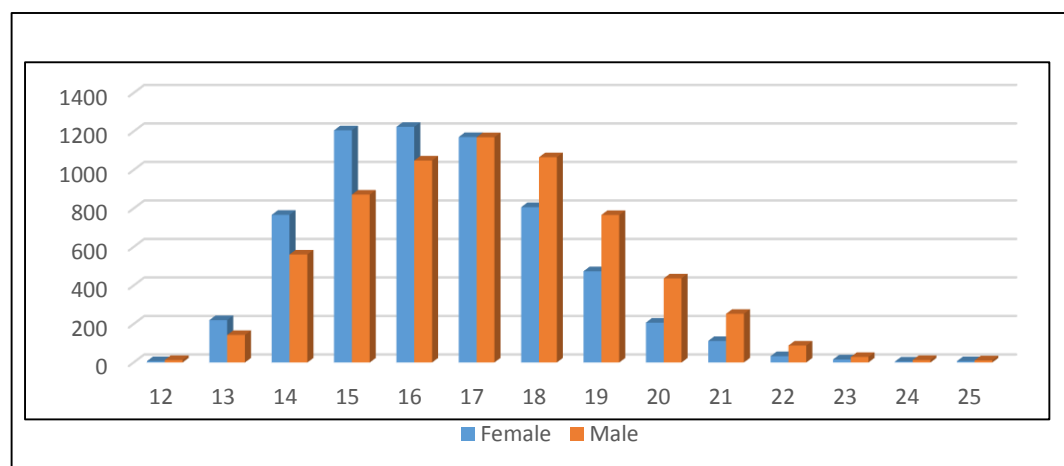


Table 100: Enrolment by Sex, Grade and Age: Manzini, 2013

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	31	469	955	879	705	392	166	94	23	13	1	6	0	1	3,735
	Form 2	0	15	398	838	729	650	398	171	49	17	10	6	1	0	3,282
	Form 3	0	0	39	359	601	550	349	198	90	29	9	5	5	2	2,236
Female Total		31	484	1,392	2,076	2,035	1,592	913	463	162	59	20	17	6	3	9,253
Male	Form 1	21	271	740	873	695	511	308	147	75	24	4	5	1	2	3,677
	Form 2	0	4	231	656	691	720	486	324	128	65	18	14	1	1	3,339
	Form 3	0	0	15	241	463	538	412	294	169	74	31	17	2	3	2,259
Male Total		21	275	986	1,770	1,849	1,769	1,206	765	372	163	53	36	4	6	9,275
Total		52	759	2,378	3,846	3,884	3,361	2,119	1,228	534	222	73	53	10	9	18,528

Table 101: Enrolment 2012 - 2013

		2012	2013
Female	Form 1	3,596	3,735
	Form 2	3,178	3,282
	Form 3	2,098	2,236
Female Total		8,872	9,253
Male	Form 1	3,525	3,677
	Form 2	3,084	3,339
	Form 3	2,238	2,259
Male Total		8,847	9,275
Grand Total		17,719	18,528

Chart 45: enrolment by Age and Sex: Manzini, 2013

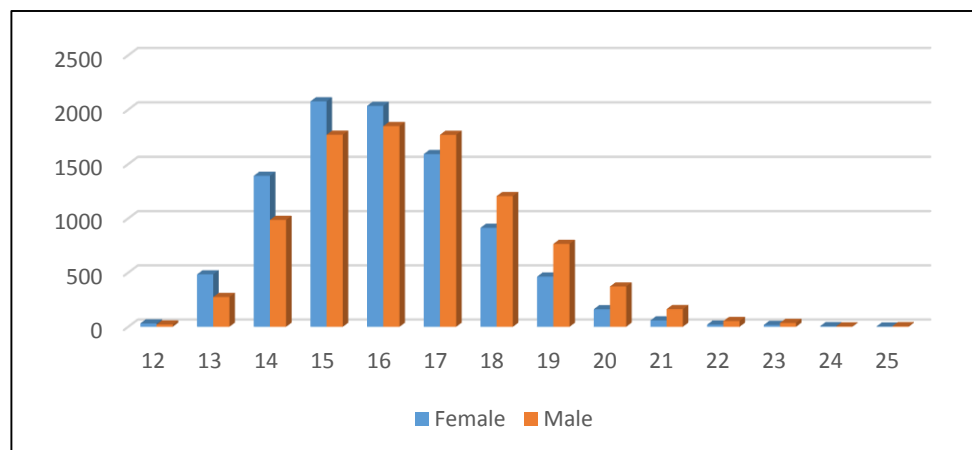


Table 102: Enrolment by Sex, Grade and Age: Shiselweni, 2013

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	18	294	576	648	518	372	206	93	27	8	3	4	3	0	2,770
	Form 2	0	14	201	556	514	521	376	220	79	36	11	6	1	0	2,535
	Form 3	0	0	12	187	339	366	326	175	100	36	11	9	1	2	1,564
Female Total		18	308	789	1,391	1,371	1,259	908	488	206	80	25	19	5	2	6,869
Male	Form 1	6	158	373	522	521	451	386	220	104	32	25	8	1	0	2,807
	Form 2	0	2	123	316	415	500	472	376	204	110	29	22	3	1	2,573
	Form 3	0	0	5	113	212	286	312	262	199	96	47	20	3	4	1,559
Male Total		6	160	501	951	1,148	1,237	1,170	858	507	238	101	50	7	5	6,939
Grand Total		24	468	1,290	2,342	2,519	2,496	2,078	1,346	713	318	126	69	12	7	13,808

Table 103: Enrolment 2012 – 2013

		2012	2013
Female	Form 1	2,814	2,770
	Form 2	2,550	2,535
	Form 3	1,406	1,564
Female Total		6,770	6,869
Male	Form 1	2,825	2,807
	Form 2	2,601	2,573
	Form 3	1,432	1,559
Male Total		6,858	6,939
Total		13,628	13,808

Chart 46: Enrolment by Age and Sex: Shiselweni, 2013

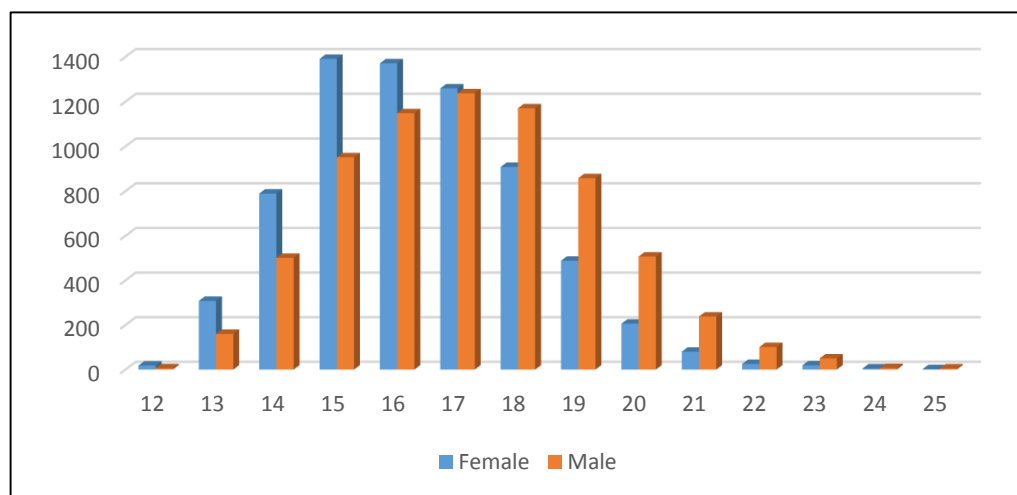


Table 104: Enrolment by Sex, Grade, Region and Year: 2012 - 2013

		Hhohho		Lubombo		Manzini		Shiselweni	
		2012	2013	2012	2013	2012	2013	2012	2013
Female	Form 1	3,527	3,718	2,467	2,499	3,596	3,735	2,814	2,770
	Form 2	3,195	3,260	2,207	2,255	3,178	3,282	2,550	2,535
	Form 3	2,066	2,306	1,358	1,448	2,098	2,236	1,406	1,564
	Grade 10	0	0	0	54	0	0	0	0
Female Total		8,788	9,284	6,032	6,256	8,872	9,253	6,770	6,869
Male	Form 1	3,618	3,830	2,491	2,557	3,525	3,677	2,825	2,807
	Form 2	3,235	3,383	2,335	2,363	3,084	3,339	2,601	2,573
	Form 3	2,138	2,255	1,398	1,493	2,238	2,259	1,432	1,559
	Grade 10	0	0	0	58	0	0	0	0
Male Total		8,991	9,468	6,224	6,471	8,847	9,275	6,858	6,939
Total		17,779	18,752	12,256	12,727	17,719	18,528	13,628	13,808

Table 105: 'Within-Age', Enrolment 2011 – 2013

		2011	2012	2013
Female	Hhohho	3,803	3,724	3,883
	Lubombo	2,243	2,055	2,184
	Manzini	3,720	3,990	3,952
	Shiselweni	2,334	2,338	2,488
Female Total		12,100	12,107	12,507
Male	Hhohho	2,698	2,625	2,664
	Lubombo	2,033	1,728	1,570
	Manzini	2,556	3,165	3,031
	Shiselweni	1,702	1,506	1,612
Male Total		8,989	9,024	8,877
Grand Total		21,089	21,131	21,384

Chart 47 : 'Within –Age', Enrolment by Sex and Region, 2013

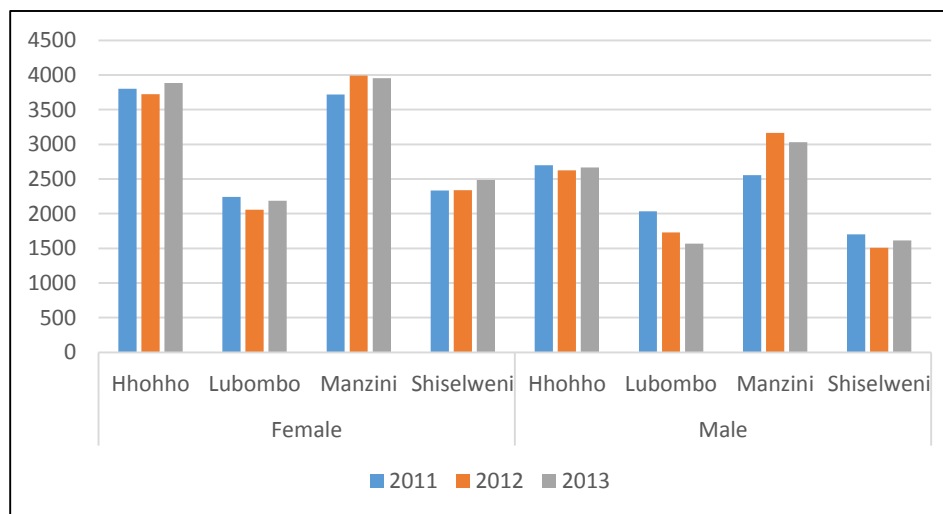


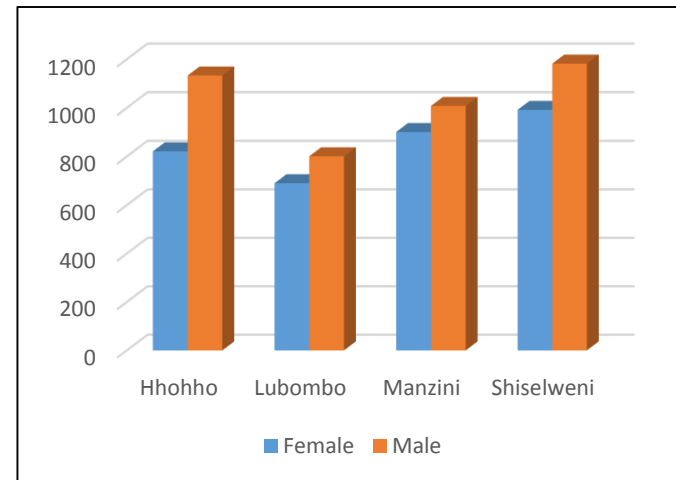
Table 106: Repeaters by Sex, Grade and Age 2013

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1		25	179	337	353	322	175	81	31	7	3	3	3	1	1,520
	Form 2		1	29	178	320	409	341	208	79	38	10	6	1		1,620
	Form 3				4	15	42	78	54	36	19	7	7	1	1	264
Female Total			26	208	519	688	773	594	343	146	64	20	16	5	2	3,404
Male	Form 1	2	20	114	252	321	367	341	199	116	26	10	6		1	1,775
	Form 2		2	19	120	279	390	398	357	216	124	42	19	3	2	1,971
	Form 3			2	7	16	39	53	78	72	58	34	11	5	3	378
Male Total		2	22	135	379	616	796	792	634	404	208	86	36	8	6	4,124
Total		2	48	343	898	1,304	1,569	1,386	977	550	272	106	52	13	8	7,528

Table 107: Repeaters by Sex, Grade and Region, 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	411	300	412	397	1,520
	Form 2	350	319	433	518	1,620
	Form 3	60	71	56	77	264
Female Total		821	690	901	992	3,404
Male	Form 1	516	316	439	504	1,775
	Form 2	536	379	477	579	1,971
	Form 3	81	106	92	99	378
Male Total		1,133	801	1,008	1,182	4,124
Grand Total		1,954	1,491	1,909	2,174	7,528

Chart 48: Repeaters by Sex and Region



The highest repetition was observed in Form 2. This was also the case in previous years, conforming the hypothesis that some learners could be repeating the grade to ensure that they do better in the JC external examination.

Table 108: Repeaters by Sex, Grade and Year 2012 - 2013

		2012	2013	Total
Female	Form 1	1,461	1,520	2,976
	Form 2	1,617	1,620	3,224
	Form 3	195	264	459
Female Total		3,273	3,404	6,659
Male	Form 1	1,549	1,775	3,315
	Form 2	1,829	1,971	3,784
	Form 3	228	378	606
Male Total		3,606	4,124	7,705
Total		6,879	7,528	14,364

The number of repeaters increased during the reporting period. Although there was a quantitative increase (numbers) the situation in terms of percentage did not change much from 2012. This is partly due to fact that the number of pupils attending the same classes also increased. Data at this stage also revealed that more boys than girls repeated. The low repeating at Form 3, is likely due to the fact that those who repeat this class maybe doing so in non-formal education centres or privately. It is however encouraging to note that some schools do give learners a second chance in life.

The proportion of enrolled children is expressed as a Percent repetition. It indicates the number of people at any class who are repeating that grade. The children do not belong to the same cohort as their classmates.

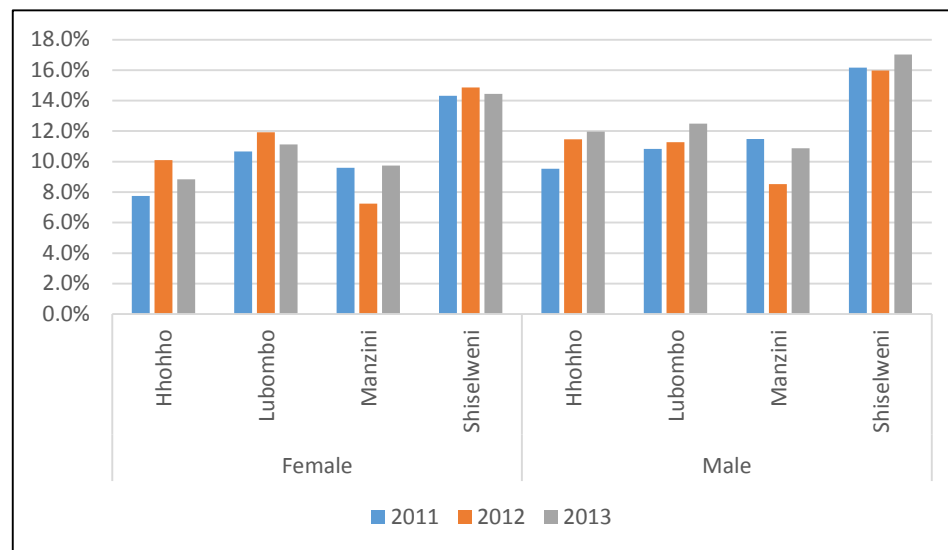
Table 109: Percent Repetition by Sex, Grade and Age, 2013

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	28	Total
Female	Form 1	0.0%	1.7%	5.8%	11.6%	15.6%	20.2%	22.6%	21.7%	26.1%	13.5%	30.0%	21.4%	37.5%	14.3%	0.0%	11.9%
	Form 2	0.0%	1.5%	2.4%	6.6%	13.7%	18.1%	23.1%	26.2%	27.2%	27.7%	21.7%	26.1%	33.3%	0.0%	0.0%	14.3%
	Form 3	0.0%	0.0%	0.0%	0.4%	0.8%	2.4%	5.7%	6.6%	8.9%	12.0%	14.0%	23.3%	9.1%	16.7%	0.0%	3.5%
Female Total		0.0%	1.7%	4.8%	7.8%	10.7%	13.7%	16.4%	17.3%	18.0%	18.4%	18.7%	23.9%	22.7%	14.3%	0.0%	10.8%
Male	Form 1	0.0%	0.2%	0.9%	4.5%	12.0%	19.8%	27.1%	44.9%	61.2%	89.9%	87.5%	65.5%	60.0%	50.0%	0.0%	15.3%
	Form 2	0.0%	0.0%	0.3%	0.4%	0.7%	1.7%	2.8%	5.7%	9.5%	15.5%	28.3%	19.6%	38.5%	50.0%	0.0%	3.2%
	Form 3	0.0%	0.0%	2.2%	0.7%	0.9%	2.2%	3.9%	9.6%	17.8%	36.7%	68.0%	36.7%	45.5%	50.0%	0.0%	5.0%
Male Total		4.5%	2.5%	4.7%	7.4%	10.7%	13.4%	16.4%	18.9%	21.7%	22.5%	24.4%	22.0%	19.0%	23.1%	0.0%	12.8%
Total		1.7%	2.0%	4.7%	7.6%	10.7%	13.6%	16.4%	18.3%	20.5%	21.4%	23.0%	22.5%	20.3%	20.0%	0.0%	11.8%

Table 110: Percent Repetition by Sex and Region: 2011 – 2013

		2011	2012	2013	Total
Female	Hhohho	7.7%	10.1%	8.8%	8.9%
	Lubombo	10.7%	11.9%	11.1%	11.2%
	Manzini	9.6%	7.2%	9.7%	8.9%
	Shiselweni	14.3%	14.9%	14.4%	14.5%
Female Total		10.4%	10.7%	10.8%	10.6%
Male	Hhohho	9.5%	11.5%	12.0%	11.0%
	Lubombo	10.8%	11.3%	12.5%	11.5%
	Manzini	11.5%	8.5%	10.9%	10.3%
	Shiselweni	16.2%	16.0%	17.0%	16.4%
Male Total		11.8%	11.6%	12.8%	12.1%
Total		11.1%	11.1%	11.8%	11.4%

Chart 49: Repetition Rate by Sex and Region: 2011 - 2013



Data suggested a slight increase in percent repetition from 2012.

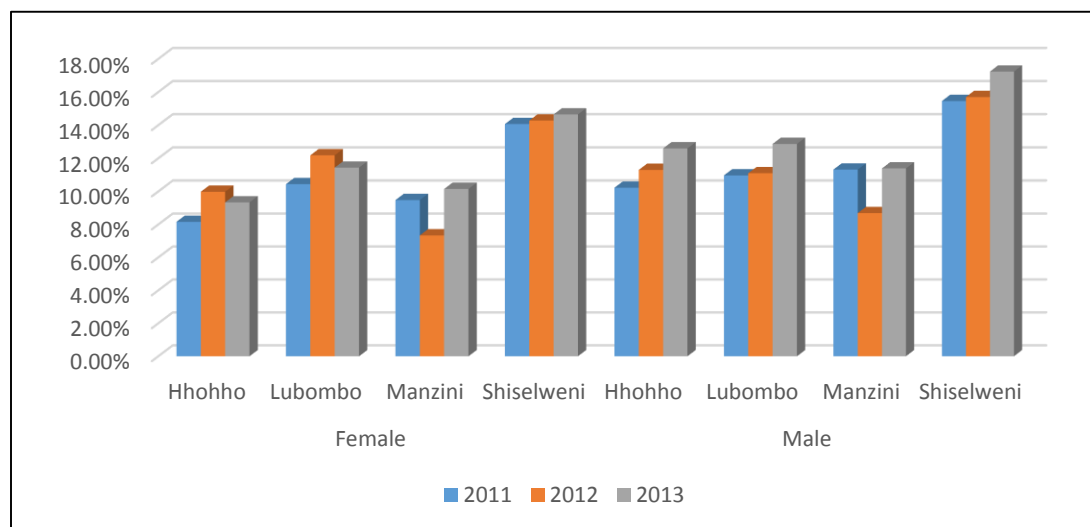
Table 111: Repetition Rate by Sex, Grade and Age, National 2013

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	0.0%	1.9%	5.3%	12.0%	13.7%	23.5%	28.1%	37.7%	27.7%	43.8%	37.5%	150.0%	0.0%	0.0%	12.3%
	Form 2	0.0%	1.7%	2.2%	7.5%	11.0%	19.6%	25.1%	31.6%	29.9%	63.3%	30.3%	33.3%	25.0%	0.0%	14.6%
	Form 3	0.0%	0.0%	0.0%	0.5%	0.8%	2.4%	6.8%	8.1%	11.9%	16.2%	14.9%	41.2%	16.7%	33.3%	3.8%
Female Total		0.0%	1.9%	4.4%	8.6%	9.2%	14.9%	19.0%	22.2%	21.5%	33.2%	22.7%	43.2%	50.0%	50.0%	11.2%
Male	Form 1	8.0%	2.5%	4.8%	10.1%	12.3%	19.2%	29.2%	32.7%	38.5%	28.3%	22.2%	46.2%	0.0%	0.0%	14.2%
	Form 2	0.0%	7.7%	2.2%	6.6%	11.5%	18.2%	22.1%	31.4%	33.6%	56.4%	35.9%	61.3%	23.1%	100.0%	17.5%
	Form 3	0.0%	0.0%	2.5%	1.3%	1.0%	2.5%	4.0%	7.9%	11.8%	20.9%	23.4%	23.4%	19.2%	50.0%	5.2%
Male Total		8.0%	2.7%	4.0%	7.8%	9.3%	14.2%	18.4%	23.3%	26.0%	35.3%	28.0%	39.6%	19.5%	75.0%	13.3%
Total		3.0%	2.2%	4.2%	8.2%	9.3%	14.5%	18.7%	22.9%	24.6%	34.7%	26.8%	40.6%	25.5%	66.7%	12.3%

Table 112: Repetition Rate 2011 to 2013

		2011	2012	2013	Total
Female	Hhohho	8.2%	10.0%	9.3%	9.2%
	Lubombo	10.4%	12.2%	11.4%	11.4%
	Manzini	9.5%	7.3%	10.2%	9.0%
	Shiselweni	14.1%	14.3%	14.7%	14.3%
Female Total		10.4%	10.6%	11.2%	10.7%
Male	Hhohho	10.2%	11.3%	12.6%	11.4%
	Lubombo	11.0%	11.1%	12.9%	11.6%
	Manzini	11.3%	8.7%	11.4%	10.5%
	Shiselweni	15.5%	15.7%	17.2%	16.1%
Male Total		11.9%	11.5%	13.3%	12.3%
Total		11.2%	11.1%	12.3%	11.5%

Chart 50: Repetition Rate by Sex and Region 2011- 2013



Data indicated a slight increase in the repetition rate. This is due to the increase in number of repeaters, when compared to the number of children in the same cohort. Although the indicators appear to be almost the same, they represent a worrying scenario. Repetition rate suggested that even with increased enrolments year by year the same proportions repeated. Even if the proportions remained almost constant, the numbers increased which suggested that more and more

pupils were repeat. The increasing repetition needs to be addressed because at this level, the repeaters tend to take up space which could have been used by graduates of primary education. A repetition rate of more than 10 percent implies that, about form 1 operated at 90% efficiency, because the 10% was for repeaters

Table 113: Dropout by Sex, Grade and Reason, 2013

		Absconded or Other	Death	Disciplinary or Expelled	Family Reasons	Pregnancy	School fees	Sickness	Transfer	Total
Female	Form 1	90	8	2	72	180	86	35	41	514
	Form 2	97	3	8	75	216	61	19	21	500
	Form 3	30		2	26	95	22	8	36	219
Female Total		217	11	12	173	491	169	62	98	1,233
Male	Form 1	139	5	17	116	41	93	23	25	459
	Form 2	121	6	24	104	60	68	18	20	421
	Form 3	33		6	40	24	43	7	19	172
Male Total		293	11	47	260	125	204	48	64	1,052
Grand Total		510	22	59	433	616	373	110	162	2,285

Chart 51: Dropout by Grade and Sex, 2011 – 2013

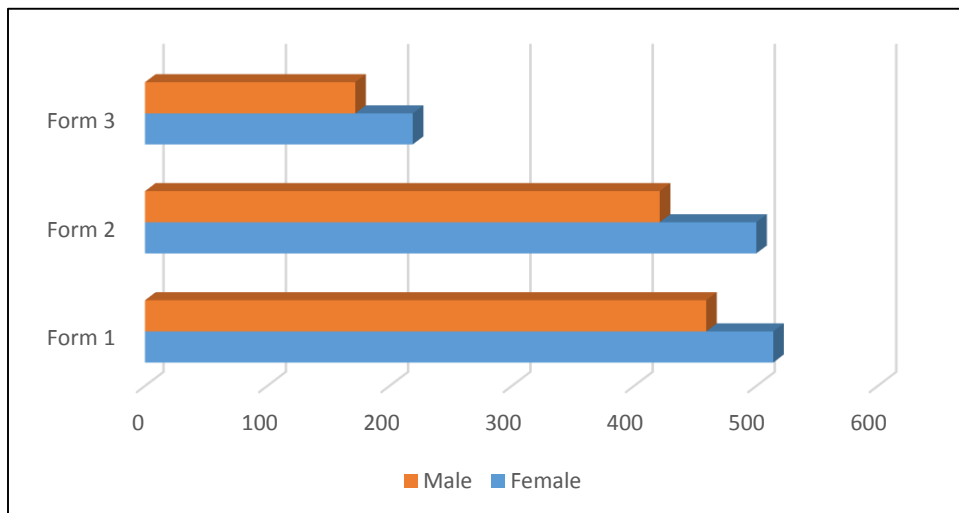
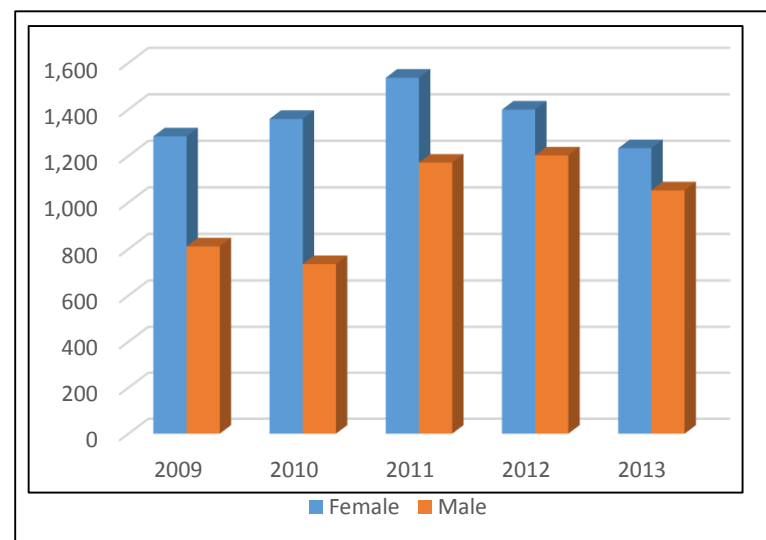


Chart 52 : Dropout Rate by Sex, 2009 - 2013



The highest dropout at this level was pregnancy. This demands intervention, maybe time is opportune for the INQABA Framework to be introduced to secondary schools. The highest was observed in Form 2. The other reason such as absconding, family reasons and schools fees suggested that there are barriers also at this stage that need to be identified and addressed. It is important to note that school fees at this level are relatively higher than primary education, and this may be contributing to the dropout, of course including the pregnancy. The charts do show the impact this has on girls' education. It is however encouraging to note that from 2012, the incidence appears to be on the decrease. From 2009 to 2013 more girls dropped out, this demands Guidance and Counselling to expedite the introduction of the INQABA at secondary levels.

Table 114: Dropout by Sex, Reason and Region

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Absconded or Other	40	75	28	74	217
	Death	5	1	4	1	11
	Disciplinary or Expelled	2	2	7	1	12
	Family Reasons	60	32	30	51	173
	Pregnancy	132	103	106	150	491
	School fees	61	34	52	22	169
	Sickness	11	12	17	22	62
	Transfer	38	40	11	9	98
Female Total		349	299	255	330	1,233
Male	Absconded or Other	49	74	61	109	293
	Death	1	4	4	2	11
	Disciplinary or Expelled	17	2	8	20	47
	Family Reasons	76	62	50	72	260
	Pregnancy	36	40	32	17	125
	School fees	73	29	77	25	204
	Sickness	13	8	13	14	48
	Transfer	28	21	9	6	64
Male Total		293	240	254	265	1,052
Grand Total		642	539	509	595	2,285

The largest proportion of girls dropped out due to pregnancy. The figures were the highest even above those who dropped out due to fees and family reasons. The high pregnancy is a cause for concern, not only for the girls but the boys also. The figures suggested that both are engaged in unprotected sex, whilst at school. The Guidance and Counselling needs to urgently expand their Framework into secondary schools.

Table 115: Internal efficiency Indicators: Repetition Rate, Dropout rate and Promotion Rate 2013

		Repeat Rate	Drop-Out	Promotion
Female	Form 1	12.3%	4.1%	83.6%
	Form 2	14.6%	4.5%	81.0%
	Form 3	3.8%	3.2%	93.0%
Female Total		11.2%	4.0%	84.8%
Male	Form 1	14.2%	3.7%	82.1%
	Form 2	17.5%	3.7%	78.7%
	Form 3	5.2%	2.4%	92.4%
Male Total		13.3%	3.4%	83.3%
Grand Total		12.3%	3.7%	84.0%

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 SEN/disability that may exist in the schools. The inspectorate and the EMIS are currently working with EMIS under a SADC to improve data under this sub-sector. A number of challenges still exists around early identification of learners who needs special attention, the definition of terms under the sub-sector. It is hoped that this will gradually improve the data being collected by the Ministry.

Table 116: SEN Sex, Grade and Age, 2013

		12	13	14	15	16	17	18	19	20	21	22	23	25	Total
Female	Form 1		73	111	86	40	40	15	5	1		1			372
	Form 2		2	38	97	75	63	37	24	7	6	1	1		351
	Form 3			1	33	56	47	31	21	9	3	2			203
Female Total			75	150	216	171	150	83	50	17	9	4	1		926
Male	Form 1	1	17	44	40	42	30	23	8	11	2	1	2	1	222
	Form 2			19	42	45	48	50	42	19	6	4		2	277
	Form 3				16	17	20	15	12	9	6	6	1		102
Male Total		1	17	63	98	104	98	88	62	39	14	11	3	3	601
Grand Total		1	92	213	314	275	248	171	112	56	23	15	4	3	1,527

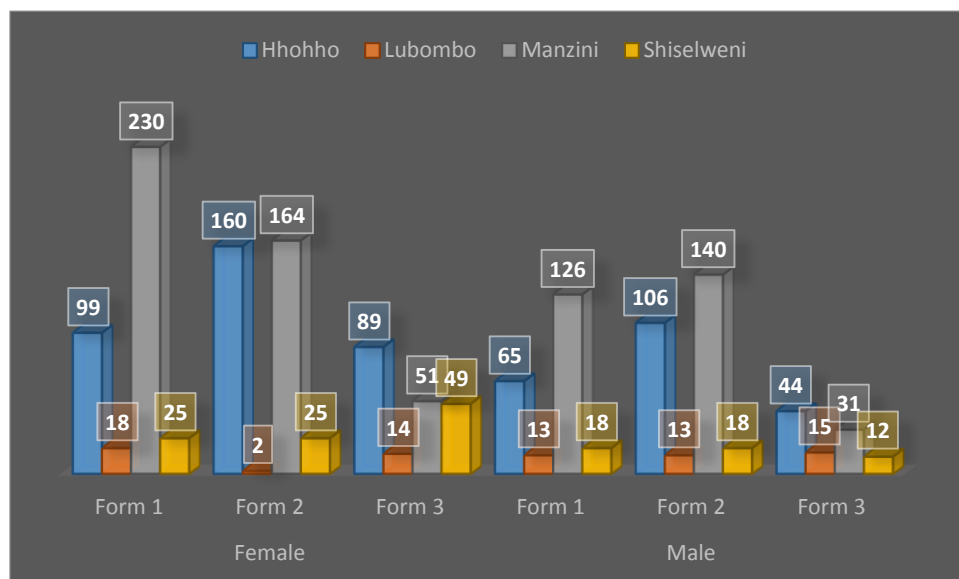
Table 117 : SEN by Sex, Type of SEN and Age, 2013

		12	13	14	15	16	17	18	19	20	21	22	23	25	Total
Female	Hearing Impaired		4	7	16	14	16	6	3						66
	Learning Disability		3	4	16	11	9	10	10		1	1			65
	Other Impairment		12	18	11	12	4	7	3						67
	Physical Disability		2	2	6	4	1	3							18
	Visually Impaired		54	119	167	130	120	57	34	17	8	3	1		710
Female Total			75	150	216	171	150	83	50	17	9	4	1		926
Male	Hearing Impaired	1		5	9	3	11	5	5	3		2			44
	Learning Disability		2	3	5	5	6	9	4	6			1	1	42
	Other Impairment		1	3	6	9	6	3	2	3	3				36
	Physical Disability				1	2	3	2					1		9
	Visually Impaired		14	52	77	85	72	69	51	27	11	9	1	2	470
Male Total		1	17	63	98	104	98	88	62	39	14	11	3	3	601
Grand Total		1	92	213	314	275	248	171	112	56	23	15	4	3	1,527

Table 118: SEN by Sex, Grade and Region, 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	99	18	230	25	372
	Form 2	160	2	164	25	351
	Form 3	89	14	51	49	203
Female Total		348	34	445	99	926
Male	Form 1	65	13	126	18	222
	Form 2	106	13	140	18	277
	Form 3	44	15	31	12	102
Male Total		215	41	297	48	601
Grand Total		563	75	742	147	1,527

Chart 53: SEN by Sex, Grade and Region, 2013



Data suggested that Manzini region had the highest number of SEN pupils. This picture can be made clearer if we could omit the visually, who would make the largest proportion because such a centre is based under the Manzini region. The concept of definitions also came into play. The trend is that the numbers in the lower Forms is increasing, this demands that the sub-sector be organised to deal with both children who have been identified as SEN and those that have disabilities. Currently our data may be combining these two groups, this is where the SADC initiative will be of value to the country.

Table 119: OVC by Sex, Grade and Age, 2013

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	28	Total
Female	Form 1	21	448	1,137	1,302	1,078	807	396	227	67	21	5	8	5	5		5,527
	Form 2		20	382	1,015	1,020	1,121	757	406	166	73	22	11	2			4,995
	Form 3			29	360	728	822	666	382	188	83	21	16	5	4	1	3,305
Female Total		21	468	1,548	2,677	2,826	2,750	1,819	1,015	421	177	48	35	12	9	1	13,827
Male	Form 1	12	246	744	1,141	1,110	978	777	443	199	73	29	15	2	3		5,772
	Form 2		5	233	638	907	1,074	948	680	421	198	67	30	8	4		5,213
	Form 3			9	207	474	680	665	564	412	237	118	43	14	14		3,437
Male		12	251	986	1,986	2,491	2,732	2,390	1,687	1,032	508	214	88	24	21		14,422
Total		33	719	2,534	4,663	5,317	5,482	4,209	2,702	1,453	685	262	123	36	30	1	28,249

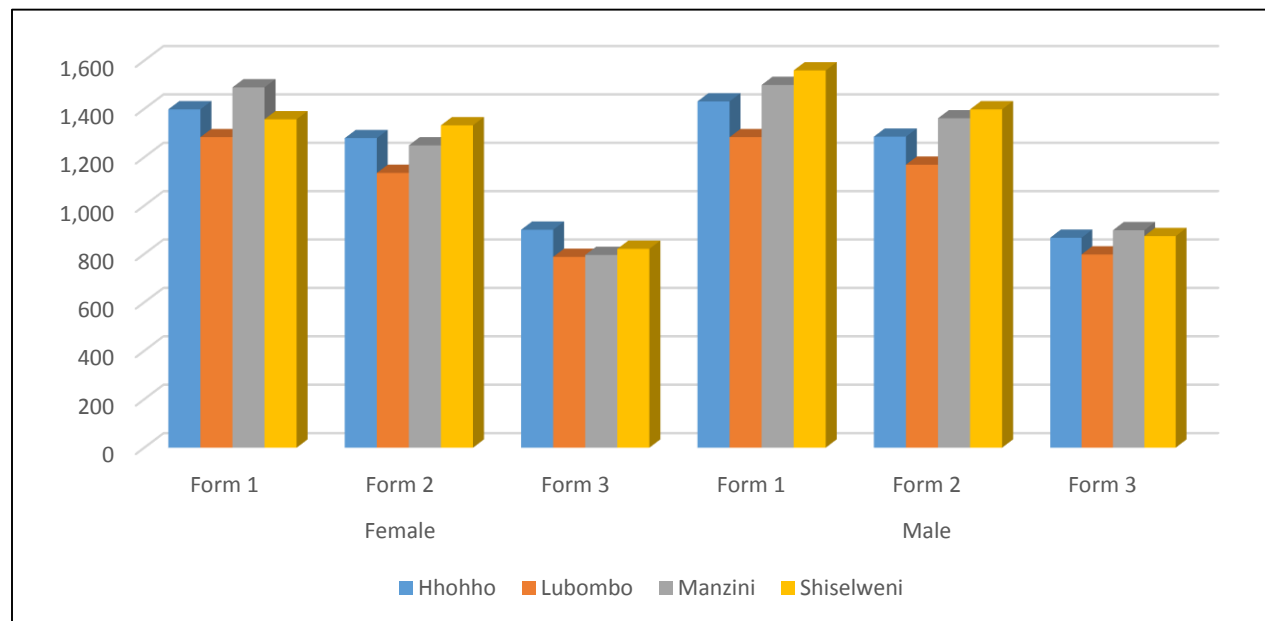
Table 120: OVC by Sex, Grade and Age: Private Schools, 2013

		12	13	14	15	16	17	18	19	20	21	22	23	Total
Female	Form 1		4	6	14	7	5		1	2			1	40
	Form 2			8	9	14	6	14	6	3		3		63
	Form 3			1	2	7	10	10	12	4	3	1		50
Female Total			4	15	25	28	21	24	19	9	3	4	1	153
Male	Form 1	2	4	3	9	14	9	5	2	1	1			50
	Form 2			3	6	7	9	8	2	5		1		41
	Form 3				4	7	14	17	12	6	8	2		70
Male		2	4	6	19	28	32	30	16	12	9	3		161
Grand Total		2	8	21	44	56	53	54	35	21	12	7	1	314

Table 121: OVC by Sex, Grade and Region, 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	1,398	1,283	1,489	1,357	5,527
	Form 2	1,279	1,135	1,249	1,332	4,995
	Form 3	900	788	796	821	3,305
Female Total		3,577	3,206	3,534	3,510	13,827
Male	Form 1	1,431	1,283	1,499	1,559	5,772
	Form 2	1,285	1,169	1,361	1,398	5,213
	Form 3	867	798	898	874	3,437
Male Total		3,583	3,250	3,758	3,831	14,422
Grand Total		7,160	6,456	7,292	7,341	28,249

Chart 54: Number of OVC by Sex, Grade and Region, 2013



Data indicated that the number of OVC decrease from Form 1 to Form 3. Although this could be a normal trend it does however, raise concern that some of the OVC maybe dropping due to the high fees required at this level of education. It is also worrying that the Shiselweni region being one of the smaller regions has the highest number of OVC. There may be need for intervention in the region when one also considers it has the second highest incidence of dropout.

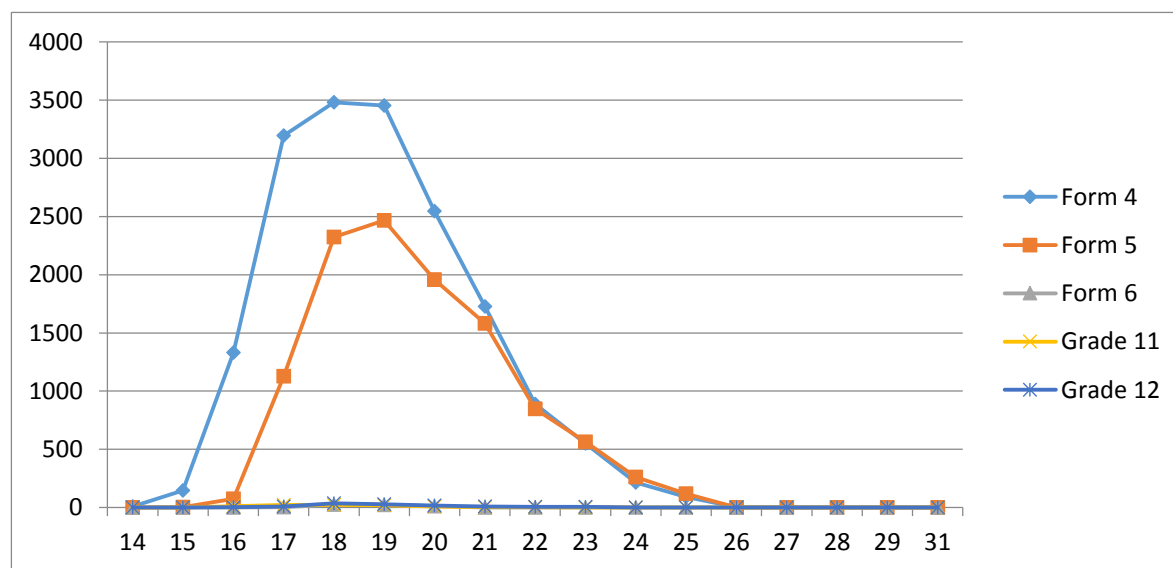
SENIOR SECONDARY EDUCATION

ISCED 3

Table 122: Enrolment by Grade and Age, 2013

	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	31	Total
Form 4	10	147	1,331	3,195	3,480	3,454	2,546	1,728	889	550	215	92	4	0	1	0	0	17,642
Form 5	1	3	75	1,128	2,324	2,467	1,958	1,582	847	564	263	120	1	0	1	1	1	11,336
Form 6	0	1	0	4	24	23	11	1	1	1	0	0	0	1	1	0	0	68
Grade 11	0	1	12	23	22	19	9	4	2	1	0	0	0	0	0	0	0	93
Grade 12	0	0	3	8	35	29	16	8	5	7	0	0	0	0	0	0	0	111
Total	11	152	1,421	4,358	5,885	5,992	4,540	3,323	1,744	1,123	478	212	5	1	3	1	1	29,250

Chart 55: Enrolment by age and Grade 2013



There was a slight increase in enrolment at this level. It is hoped that as the new secondary schools become stable and established they will attract more children into the secondary sub-sector. The Form 4 class still has the highest enrolment, which may suggest a possible expansion at this level of education.

Table 123: Enrolment by Age, Sex and Form Senior Secondary, National 2013

		14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	31	Total
Female	Form 4	7	97	877	1,821	1,857	1,688	1,038	664	309	171	81	37	3	0	0	0	0	8,650
	Form 5	1	1	51	708	1,289	1,228	935	671	326	192	88	38	0	0	1	1	1	5,531
	Form 6	0	1	0	4	8	6	0	0	1	0	0	0	0	0	0	0	0	20
	Grade 11	0	1	6	9	7	6	5	2	0	0	0	0	0	0	0	0	0	36
	Grade 12	0	0	3	4	16	5	6	5	1	4	0	0	0	0	0	0	0	44
Female		8	100	937	2,546	3,177	2,933	1,984	1,342	637	367	169	75	3	0	1	1	1	14,281
Male	Form 4	3	50	454	1,374	1,623	1,766	1,508	1,064	580	379	134	55	1	0	1	0	0	8,992
	Form 5	0	2	24	420	1,035	1,239	1,023	911	521	372	175	82	1	0	0	0	0	5,805
	Form 6	0	0	0	0	16	17	11	1	0	1	0	0	0	1	1	0	0	48
	Grade 11	0	0	6	14	15	13	4	2	2	1	0	0	0	0	0	0	0	57
	Grade 12	0	0	0	4	19	24	10	3	4	3	0	0	0	0	0	0	0	67
Male		3	52	484	1,812	2,708	3,059	2,556	1,981	1,107	756	309	137	2	1	2	0	0	14,969
Total		11	152	1,421	4,358	5,885	5,992	4,540	3,323	1,744	1,123	478	212	5	1	3	1	1	29,250

Table 124: Enrolment by Year, Sex and Grade 2011 to 2013

	2011		2012		2013	
	Female	Male	Female	Male	Female	Male
Form 4	9,104	9,182	8,621	8,902	8,650	8,992
Form 5	5,192	5,455	5,508	5,722	5,531	5,805
Form 6	116	93	30	47	20	48
Grade 11	0	0	0	0	36	57
Grade 12	0	0	0	0	44	67
Total	14,412	14,730	14,159	14,671	14,281	14,969

Chart 56: Enrolment by Sex and Year 2011 to 2013

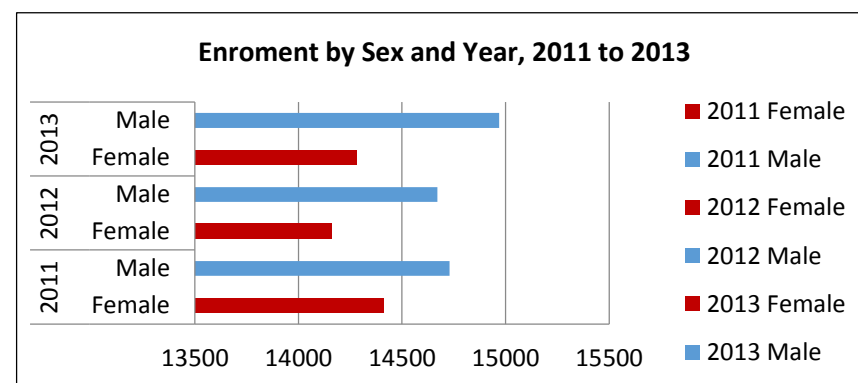


Table 125: Enrolment by Age, Sex, and Grade Private (non-aided), National 2013

		14	15	16	17	18	19	20	21	22	23	24	25	26	28	Total
Female	Form 4	3	11	25	50	82	97	31	16	3	5	2	0	0	0	325
	Form 5	1	1	14	22	60	83	81	43	20	12	6	3	0	1	347
Female		4	12	39	72	142	180	112	59	23	17	8	3	0	1	672
Male	Form 4	3	6	19	29	42	101	43	16	3	6	3	0	0	0	271
	Form 5	0	2	7	19	60	70	52	36	19	14	7	5	1	0	292
Male		3	8	26	48	102	171	95	52	22	20	10	5	1	0	563
Total		7	20	65	120	244	351	207	111	45	37	18	8	1	1	1,235

Table 126: Enrolment by Year, Sex, and Grade Private 2011 to 2013

	2011		2012		2013	
	Female	Male	Female	Male	Female	Male
Form 4	182	153	220	225	325	271
Form 5	146	154	247	239	347	292
Form 6	62	50	0	0	0	0
Total	390	357	467	464	672	563

Data in all the levels indicated increases in enrolment in private schools. This could be attributed to new private schools being developed in the country. This is a good prospect as it suggest that may be more such institutions may be set up resulting in some setting up even private tertiary institutions which will give children more options after high school.

Table 127: Enrolment by Age, Sex and Grade, Hhohho, 2013

		15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Total
Female	Form 4	17	277	580	502	492	306	171	96	46	10	6	1	0	0	0	2504
	Form 5	0	17	237	421	394	283	244	79	50	20	12	0	0	0	1	1758
	Form 6	1	0	4	8	6	0	0	1	0	0	0	0	0	0	0	20
Male	Form 4	10	148	386	458	538	436	335	162	106	41	12	0	0	1	0	2633
	Form 5	0	9	148	320	385	312	287	147	111	48	28	1	0	0	0	1796
	Form 6	0	0	0	16	17	11	1	0	1	0	0	0	1	1	0	48
Total		28	451	1355	1725	1832	1348	1038	485	314	119	58	2	1	2	1	8759

Table 128: Enrolment by Year, Sex , and Form Hhohho, 2011 to 2013

		2011	2012	2013
Female	Form 4	2686	2570	2504
	Form 5	1680	1630	1758
	Form 6	116	30	20
Female Total		4482	4230	4282
Male	Form 4	2710	2604	2633
	Form 5	1766	1717	1796
	Form 6	91	47	48
Male Total		4567	4368	4477
Grand Total		9049	8598	8759

Chart 57: Enrolment by Sex, and Form Hhohho, 2011 to 2013

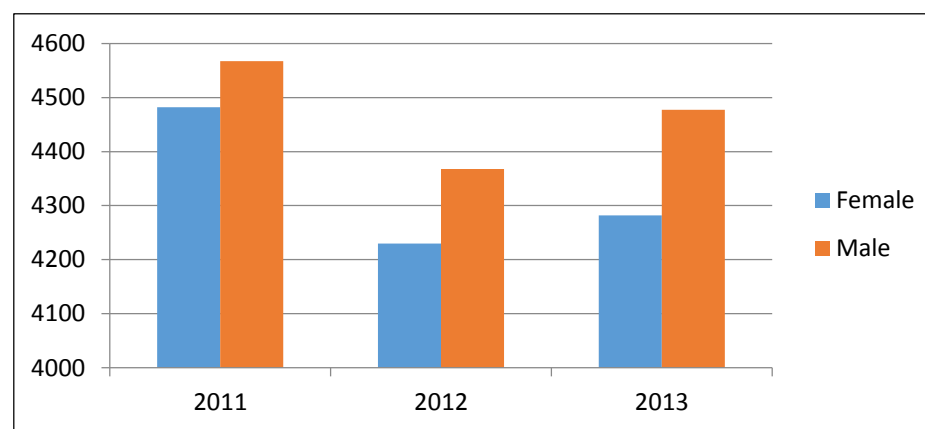


Table 129: Enrolment by Age, Sex and Grade, Lubombo, 2013

		15	16	17	18	19	20	21	22	23	24	25	26	31	Total
Female	Form 4	4	26	130	270	316	318	210	135	56	29	19	6	2	1,521
	Form 5	0	0	6	104	193	200	166	110	63	33	21	8	0	904
	Grade 11	0	1	6	9	7	6	5	2	0	0	0	0	0	36
	Grade 12	0	0	3	4	16	5	6	5	1	4	0	0	0	44
Female Total		4	27	145	387	532	529	387	252	120	66	40	14	2	2,505
Male	Form 4	0	7	76	242	255	308	285	177	109	63	24	14	0	1,560
	Form 5	0	0	1	53	167	201	188	174	97	70	27	17	0	995
	Grade 11	0	0	6	14	15	13	4	2	2	1	0	0	0	57
	Grade 12	0	0	0	4	19	24	10	3	4	3	0	0	0	67
Male Total		0	7	83	313	456	546	487	356	212	137	51	31	0	2,679
Grand Total		4	34	228	700	988	1075	874	608	332	203	91	45	2	5,184

Table 130: Enrolment by Sex, and Form Lubombo, 2011 to 2013

		2011	2012	2013
Female	Form 4	1,605	1,404	1,521
	Form 5	861	943	904
	Grade 11	0	0	36
	Grade 12	0	0	44
Female Total		2,466	2,347	2,505
Male	Form 4	1,686	1,521	1,560
	Form 5	1,003	1,066	995
	Form 6	2	0	0
	Grade 11	0	0	57
	Grade 12	0	0	67
Male Total		2,691	2,587	2,679
Grand Total		5,157	4,934	5,184

Chart 58: Enrolment by Sex, and Form, Lubombo, 2011 to 2013

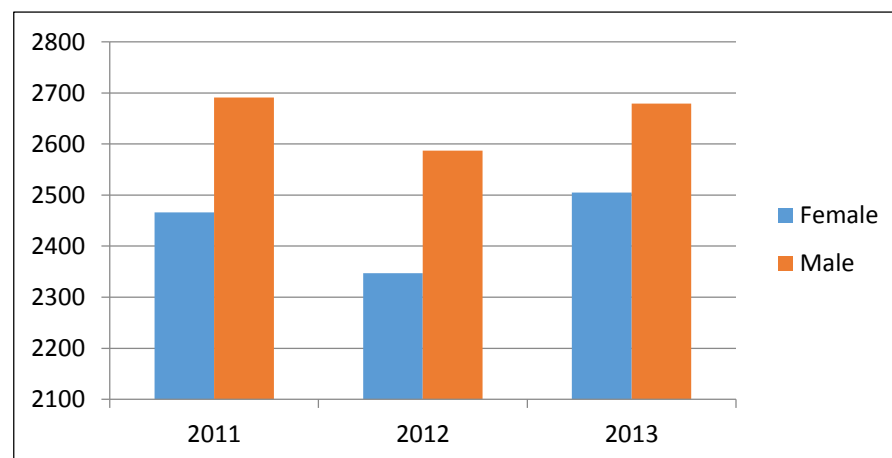


Table 131: Enrolment by Age, Sex and Grade, Manzini, 2013

		15	16	17	18	19	20	21	22	23	24	25	26	31	Total
Female	Form 4	3	29	317	641	586	502	253	160	58	34	19	8	0	2,610
	Form 5	1	1	20	256	488	413	289	154	75	40	18	9	1	1,765
Female Total		4	30	337	897	1074	915	542	314	133	74	37	17	1	4,375
Male	Form 4	3	19	146	473	570	551	437	264	122	83	19	7	0	2,694
	Form 5	0	2	11	150	396	410	290	225	118	81	40	17	0	1,740
Male Total		3	21	157	623	966	961	727	489	240	164	59	24	0	4,434
Grand Total		7	51	494	1,520	2,040	1,876	1,269	803	373	238	96	41	1	8,809

Table 132: Enrolment by Sex, and Form Manzini, 2011 to 2013

		2011	2012	2013
Female	Form 4	2,550	2,564	2,610
	Form 5	1,566	1,723	1,765
Female Total		4,116	4,287	4,375
Male	Form 4	2,488	2,549	2,694
	Form 5	1,514	1,667	1,740
Male Total		4,002	4,216	4,434
Grand Total		8,118	8,503	8,809

Chart 59: Enrolment by Sex, and Form Manzini, 2011 to 2013

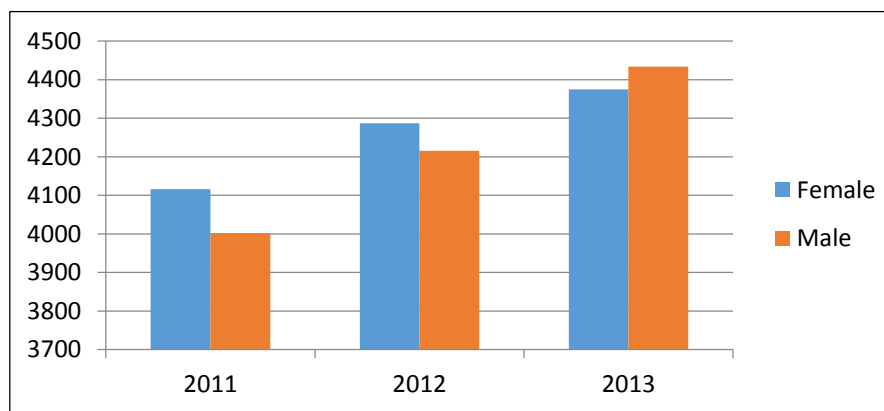


Table 133: Enrolment by Age, Sex and Grade, Shiselweni, 2013

		15	16	17	18	19	20	21	22	23	24	25	26	31	Total
Female	Form 4	25	153	330	453	376	269	198	99	62	33	17	0	0	2,015
	Form 5	0	8	111	187	221	197	163	109	69	29	9	0	1	1,104
Female		25	161	441	640	597	466	361	208	131	62	26	0	1	3,119
Male	Form 4	14	84	273	340	369	350	288	187	127	50	22	1	0	2,105
	Form 5	0	3	69	152	243	233	225	159	110	60	20	0	0	1,274
Male Total		14	87	342	492	612	583	513	346	237	110	42	1	0	3,379
Grand Total		39	248	783	1,132	1,209	1,049	874	554	368	172	68	1	1	6,498

Table 134: Enrolment by Sex, and Form Shiselweni, 2011 to 2013

		2011	2012	2013
Female	Form 4	2,263	2,083	2,015
	Form 5	1,085	1,212	1,104
Female Total		3,348	3,295	3,119
Male	Form 4	2,298	2,228	2,105
	Form 5	1,172	1,272	1,274
Male Total		3,470	3,500	3,379
Grand Total		6,818	6,795	6,498

Chart 60: Enrolment by Sex, and Form Shiselweni, 2011 to 2013

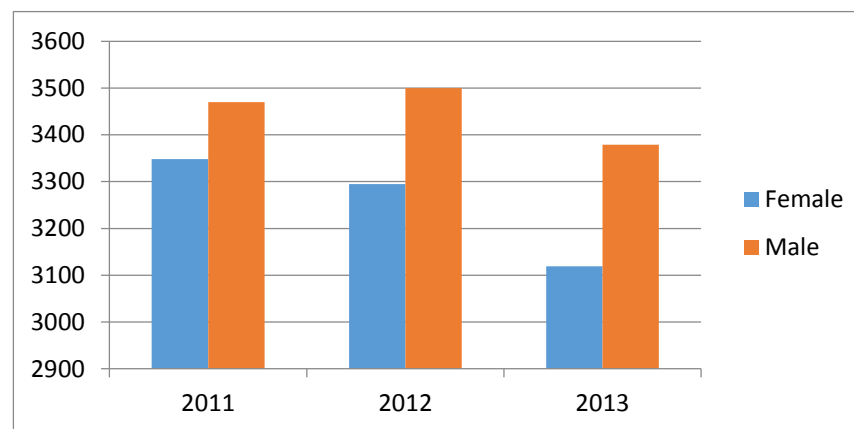


Table 135: Enrolment by Region, Sex and Form 2011 to 2013

		Hhohho			Lubombo			Manzini			Shiselweni		
		2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Female	Form 4	2,686	2,570	2,504	1,605	1,404	1,521	2,550	2,564	2,610	2,263	2,083	2,015
	Form 5	1,680	1,630	1,758	861	943	904	1,566	1,723	1,765	1,085	1,212	1,104
	Form 6	116	30	20	0	0	0	0	0	0	0	0	0
	Grade 11	0	0	0	0	0	36	0	0	0	0	0	0
	Grade 12	0	0	0	0	0	44	0	0	0	0	0	0
Female		4,482	4,230	4,282	2,466	2,347	2,505	4,116	4,287	4,375	3,348	3,295	3,119
Male	Form 4	2,710	2,604	2,633	1,686	1,521	1,560	2,488	2,549	2,694	2,298	2,228	2,105
	Form 5	1,766	1,717	1,796	1,003	1,066	995	1,514	1,667	1,740	1,172	1,272	1,274
	Form 6	91	47	48	2	0	0	0	0	0	0	0	0
	Grade 11	0	0	0	0	0	57	0	0	0	0	0	0
	Grade 12	0	0	0	0	0	67	0	0	0	0	0	0
Male		4,567	4,368	4,477	2,691	2,587	2,679	4,002	4,216	4,434	3,470	3,500	3,379
Grand Total		9,049	8,598	8,759	5,157	4,934	5,184	8,118	8,503	8,809	6,818	6,795	6,498

Chart 61: Enrolment by Region and Year 2011 to 2013

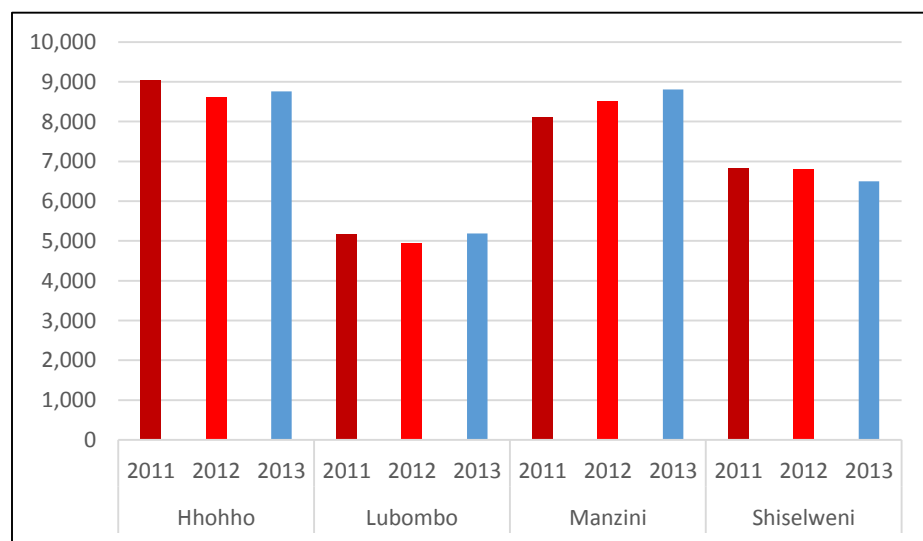


Table 136: Repeaters by Age Sex and Form 2013

		15	16	17	18	19	20	21	22	23	24	25	26	Total
Female	Form 4	6	28	143	262	345	246	167	80	37	20	8	1	1,343
	Form 5		1	2	7	14	6	10	7	4	1	3		55
	Grade 12			1						1				2
Female Total		6	29	146	269	359	252	177	87	42	21	11	1	1,400
Male	Form 4	5	18	119	203	306	364	271	162	111	40	18		1617
	Form 5			1	6	8	13	11	6	6	4	3		58
	Grade 11		1		2	1			1					5
Male Total		5	19	120	211	315	377	282	169	117	44	21		1,680
Grand Total		11	48	266	480	674	629	459	256	159	65	32	1	3,080

Table 137: Repeaters by Region, Sex and Form

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	382	220	341	400	1,343
	Form 5	14	12	7	22	55
	Grade 12		2			2
Female Total		396	234	348	422	1,400
Male	Form 4	444	293	386	494	1617
	Form 5	11	17	14	16	58
	Grade 11		5			5
Male Total		455	315	400	510	1,680
Grand Total		851	549	748	932	3,080

Chart 62: Repeaters by Year, Region and Sex, 2013

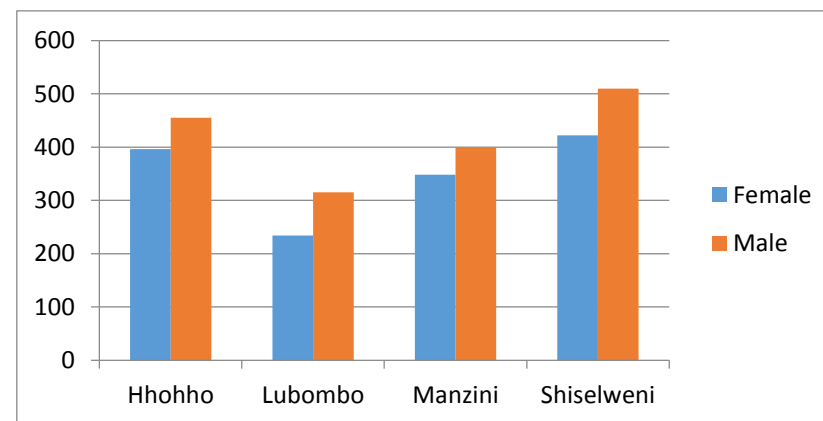


Table 138: Repeaters by Year, Sex and Grade, 2011 to 2013

		2011	2012	2013
Female	Form 4	1,401	1,355	1343
	Form 5	81	93	55
	Form 6	1		
	Grade 12			2
Female Total		1,483	1,448	1,400
Male	Form 4	1575	1556	1617
	Form 5	111	95	58
	Form 6	2		
	Grade 11			5
Male Total		1,688	1,651	1,680
Total		3,171	3,099	3,080

Table 139: Repeaters by Year, Sex and Region 2011 to 2013

		2011	2012	2013
Female	Hhohho	414	398	396
	Lubombo	214	248	234
	Manzini	364	326	348
	Shiselweni	491	476	422
Female Total		1,483	1,448	1,400
Male	Hhohho	444	408	455
	Lubombo	294	294	315
	Manzini	373	349	400
	Shiselweni	577	600	510
Male Total		1,688	1,651	1,680
Grand Total		3,171	3,099	3,080

Table 140: Percent Repetition by Sex, Grade and Age

		15	16	17	18	19	20	21	22	23	24	25	26	Total
Female	Form 4	86%	29%	16%	14%	19%	15%	16%	12%	12%	12%	10%	3%	16%
	Form 5	0%	100%	4%	1%	1%	0%	1%	1%	1%	1%	3%	0%	1%
	Form 6	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Grade 11	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Grade 12	0%	0%	33%	0%	0%	0%	0%	0%	100%	0%	0%	0%	5%
Female Total		75%	29%	16%	11%	11%	9%	9%	6%	7%	6%	7%	1%	10%
Male	Form 4	167%	36%	26%	15%	19%	21%	18%	15%	19%	11%	13%	0%	18%
	Form 5	0%	0%	4%	1%	1%	1%	1%	1%	1%	1%	2%	0%	1%
	Form 6	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Grade 11	0%	0%	0%	14%	7%	0%	0%	50%	0%	0%	0%	0%	9%
	Grade 12	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Male Total		167%	37%	25%	12%	12%	12%	11%	9%	11%	6%	7%	0%	11%
Total		100%	32%	19%	11%	11%	10%	10%	8%	9%	6%	7%	0%	11%

The new secondary schools could have provided more space at secondary levels. It is possible some children who had failed form 4 in other schools could then have repeated in the new schools. This could explain the high repetition at Form 4. This is however compounded by the fact that generally students are made to repeat to get good grades in Form 5.

Table141: Repetition Rate by Sex, Grade and Age, 2013

		15	16	17	18	19	20	21	22	23	24	25	26	Total
Female	Form 4	0%	30%	15%	13%	17%	15%	17%	18%	15%	22%	18%	5%	16%
	Form 5	0%	0%	1%	1%	1%	0%	1%	1%	1%	1%	4%	0%	1%
	Form 6	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Female Total		0%	31%	13%	10%	10%	9%	9%	9%	8%	8%	9%	2%	10%
Male	Form 4	0%	37%	18%	13%	16%	22%	20%	21%	21%	19%	20%	0%	18%
	Form 5	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	2%	0%	1%
	Form 6	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Male Total		0%	39%	16%	10%	10%	13%	11%	12%	10%	9%	9%	0%	11%
Total		0%	34%	15%	10%	10%	11%	10%	11%	10%	9%	9%	1%	11%

Table 142: Dropout by Sex, Grade and Reason, 2013

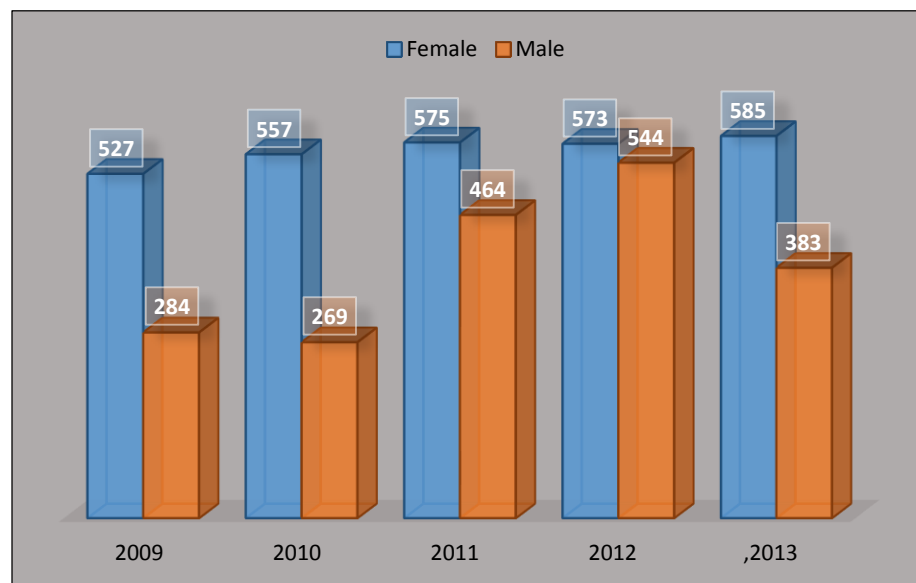
		Absconded or Other	Death	Disciplinary or Expelled	Family Reasons	Pregnancy	School fees	Sickness	Transfer	Total
Female	Form 4	69	4	9	59	220	35	20	25	441
	Form 5	16	5	4	12	72	22	9	3	143
	Form 6								1	1
Female		85	9	13	71	292	57	29	29	585
Male	Form 4	68	4	18	74	40	61	14	21	300
	Form 5	13	1	3	13	22	22	5	2	81
	Form 6	1							1	2
Male Total		82	5	21	87	62	83	19	24	383
Grand Total		167	14	34	158	354	140	48	53	968

The highest dropout was due to pregnancy. This again is a worrying scenario, this may be attributed to the fact that the INQABA Framework has not reached secondary levels. The highest pregnancy was observed in Form 4. Again as in the other levels of education there is dropout attributed to School Fees, Absconding and Family reasons. This needs to be investigated and compared to primary. The concept of 'family reason', is currently a black box, this needs to be investigated to determine whether these family reasons are not financial. The country cannot have a huge dropout component coded as family reason.

Table 143: Dropout by Form, Sex and Year 2009 to 2013

		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
,2013		441	143	1	585
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
2013		300	81	2	383
Male Total		1,201	358	2	1,561
Grand Total		2,889	895	9	3,793

Chart 63: Dropout by Sex 2009 to 2013



At secondary levels the highest dropout was observed in females, and this was largely due to pregnancy.

Table 144: Dropout by Sex, Reason and Region, 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Absconded or Other	12	19	14	40	85
	Death	2	3	2	2	9
	Disciplinary or Expelled	2	2	9		13
	Family Reasons	33	6	13	19	71
	Pregnancy	83	68	49	92	292
	School fees	14	6	30	7	57
	Sickness	10	6	6	7	29
	Transfer	13	10		6	29
Female Total		169	120	123	173	585
Male	Absconded or Other	7	20	15	40	82
	Death	2	2		1	5
	Disciplinary or Expelled	7	1	4	9	21
	Family Reasons	35	9	11	32	87
	Pregnancy	12	17	17	16	62
	School fees	27	10	34	12	83
	Sickness	5	4	4	6	19
	Transfer	13	2	6	3	24
Male Total		108	65	91	119	383
Total		277	185	214	292	968

Table 145: Dropout by Sex, Year and Region, 2011 – 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2011	145	121	179	130	575
	2012	225	98	107	143	573
	2013	169	120	123	173	585
Female		539	339	409	446	1,733
Male	2011	125	89	161	89	464
	2012	290	73	76	105	544
	2013	108	65	91	119	383
Male Total		523	227	328	313	1,391
Total		1,062	566	737	759	3,124

Table 146: Internal Efficiency Indicators: Dropout, Repetition and promotion Rates, 2013

		Drop-Out	Repeat Rate	Promotion
Female	Form 4	5.1%	16%	79%
	Form 5	2.6%	1%	96%
	Form 6	3.3%	0%	97%
Female		4.1%	10%	86%
Male	Form 4	3.4%	18%	78%
	Form 5	1.4%	1%	98%
	Form 6	4.3%	0%	96%
Male Total		2.6%	11%	86%
Grand Total		3.4%	11%	86%

Table 147: Number of OVC by Age, Sex, and Grade 2013

		15	16	17	18	19	20	21	22	23	24	25	26	28	Total
Female	Form 4	19	273	689	779	725	436	295	145	81	35	17	1		3,495
	Form 5		11	251	436	519	409	292	145	88	43	21			2,215
	Grade 11			2			1								3
	Grade 12			1	1	2	3	1	1						9
Female Total		19	284	943	1,216	1,246	849	588	291	169	78	38	1		5,722
Male	Form 4	14	130	469	678	749	670	501	316	199	76	32	1	1	3,836
	Form 5		3	128	341	497	462	398	280	195	90	45			2,439
	Form 6				1	2	1							1	5
	Grade 11		1	1	1	1									4
	Grade 12			2		2	1								5
Male Total		14	134	600	1,021	1,251	1,134	899	596	394	166	77	1	2	6,289
Grand Total		33	418	1,543	2,237	2,497	1,983	1,487	887	563	244	115	2	2	12,011

Table 148: Number of OVC by Region, Sex, and Form 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	922	657	924	992	3,495
	Form 5	686	414	529	586	2,215
	Grade 11		3			3
	Grade 12		9			9
Female Total		1,608	1,083	1,453	1,578	5,722
Male	Form 4	1,086	750	1,010	990	3,836
	Form 5	701	455	595	688	2,439
	Form 6	5				5
	Grade 11		4			4
	Grade 12		5			5
Male Total		1,792	1,214	1,605	1,678	6,289
Grand Total		3,400	2,297	3,058	3,256	12,011

Table 149: Number of OVC by Sex, Grade, and Year 2011 to 2013

		2011	2012	2013	Total
Female	Form 4	3 497	2 546	3 495	9 538
	Form 5	2 006	1 671	2 215	5 892
	Form 6	16	1		17
	Grade 11			3	3
	Grade 12			9	9
Female Total		5 519	4 218	5 722	15 459
Male	Form 4	3 843	2 771	3 836	10 450
	Form 5	2 331	1 914	2 439	6 684
	Form 6	12		5	17
	Grade 11			4	4
	Grade 12			5	5
Male Total		6 186	4 685	6 289	17 160
Grand Total		11 705	8 903	12 011	32 619

Chart 64: OVC by Grade, Sex, and Year 2011 to 2013

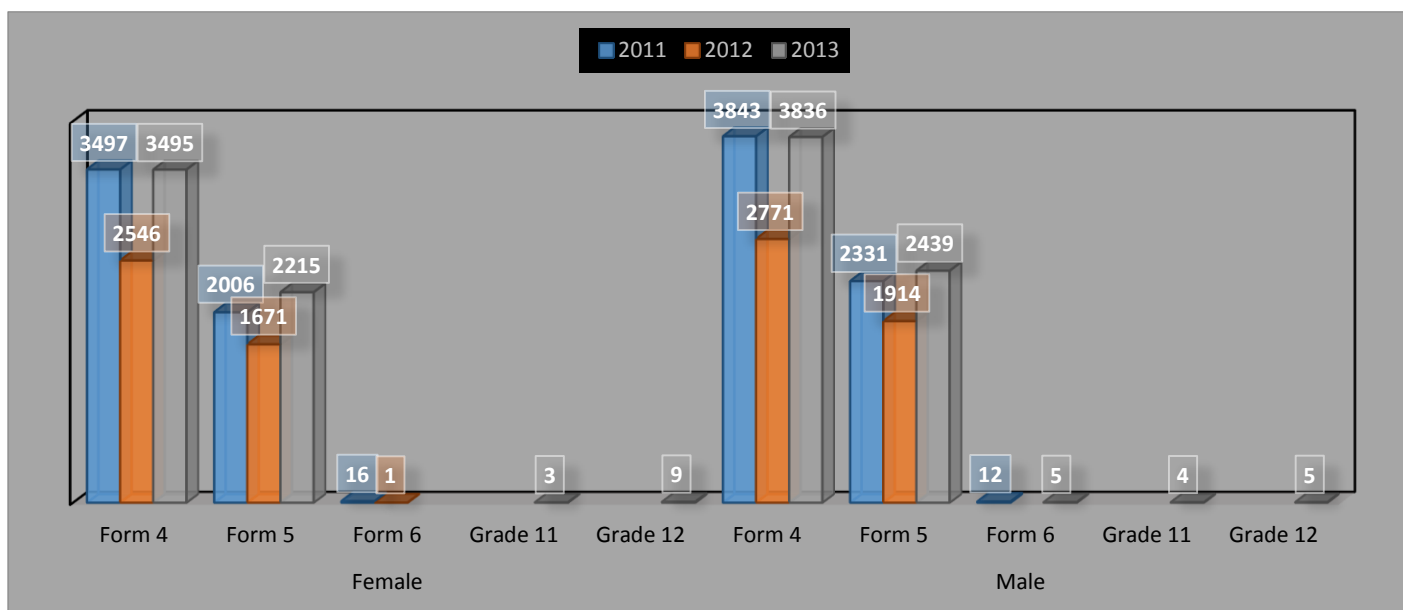


Table 150: Number of OVC by Age Sex, and Grade, Private Schools 2013

		17	18	19	20	21	22	23	24	25	Grand Total
Female	Form 4	1	3	7	4	3					18
	Form 5	2	2	3	5	3	1	3	1		20
Female Total		3	5	10	9	6	1	3	1		38
Male	Form 4	2	1	8	5	4		3			23
	Form 5		3	3	2	5	3	3	1	2	22
Male Total		2	4	11	7	9	3	6	1	2	45
Grand Total		5	9	21	16	15	4	9	2	2	83

Table 151: OVC by Region, Sex, and Form Private Schools

		Hhohho	Lubombo	Manzini	Grand Total
Female	Form 4		5	13	18
	Form 5	13	1	6	20
Female		13	6	19	38
Male	Form 4		11	12	23
	Form 5	12	6	4	22
Male Total		12	17	16	45
Total		25	23	35	83

Table 152: OVC by Year, Sex and Form, Private Schools 2011 to 2013

		2011	2012	2013
Female	Form 4	22	15	18
	Form 5	7	9	20
Female Total		29	24	38
Male	Form 4	18	9	23
	Form 5	10	20	22
Male Total		28	29	45
Total		57	53	83

Table 153: OVC by Form, Sex: National Year 2011 to 2013

		2011	2012	2013
Female	Form 1	5,097	3,997	5,527
	Form 2	4,880	3,757	4,995
	Form 3	2,913	2,352	3,305
	Form 4	3,497	2,546	3,495
	Form 5	2,006	1,671	2,215
	Form 6	16	1	
Female Total		18,409	14,324	19,537
Male	Form 1	5,240	4,036	5,772
	Form 2	5,107	3,716	5,213
	Form 3	3,332	2,658	3,437
	Form 4	3,843	2,771	3,836
	Form 5	2,331	1,914	2,439
	Form 6	12		5
Male Total		19,865	15,095	20,702
Grand Total		38,274	29,419	40,239

Table154: OVC by Sex, Grade and Age 2013

		12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	28	Total
Female	Form 1	21	448	1,137	1,302	1,078	807	396	227	67	21	5	8	5	5			5,527
	Form 2		20	382	1,015	1,020	1,121	757	406	166	73	22	11	2				4,995
	Form 3			29	360	728	822	666	382	188	83	21	16	5	4		1	3,305
	Form 4				19	273	689	779	725	436	295	145	81	35	17	1		3,495
	Form 5					11	251	436	519	409	292	145	88	43	21			2,215
Female Total		21	468	1,548	2,696	3,110	3,690	3,034	2,259	1,266	764	338	204	90	47	1	1	19,537
Male	Form 1	12	246	744	1,141	1,110	978	777	443	199	73	29	15	2	3			5,772
	Form 2		5	233	638	907	1,074	948	680	421	198	67	30	8	4			5,213
	Form 3			9	207	474	680	665	564	412	237	118	43	14	14			3,437
	Form 4				14	130	469	678	749	670	501	316	199	76	32	1	1	3,836
	Form 5					3	128	341	497	462	398	280	195	90	45			2,439
	Form 6							1	2	1							1	5
Male Total		12	251	986	2,000	2,624	3,329	3,410	2,935	2,165	1,407	810	482	190	98	1	2	20,702
Total		33	719	2,534	4,696	5,734	7,019	6,444	5,194	3,431	2,171	1,148	686	280	145	2	3	40,239

Table 155: SEN by Form, Sex, and SEN Status, National 2013

		Form 4	Form 5	Grand Total
Female	Hearing Impaired	20	12	32
	Learning Disability	5		5
	Other Impairment	4	3	7
	Physical Disability	13		13
	Visually Impaired	189	86	275
Female Total		231	101	332
Male	Hearing Impaired	11	8	19
	Learning Disability	6	2	8
	Other Impairment	5	2	7
	Physical Disability	9	5	14
	Visually Impaired	84	43	127
Male Total		115	60	175
Grand Total		346	161	507

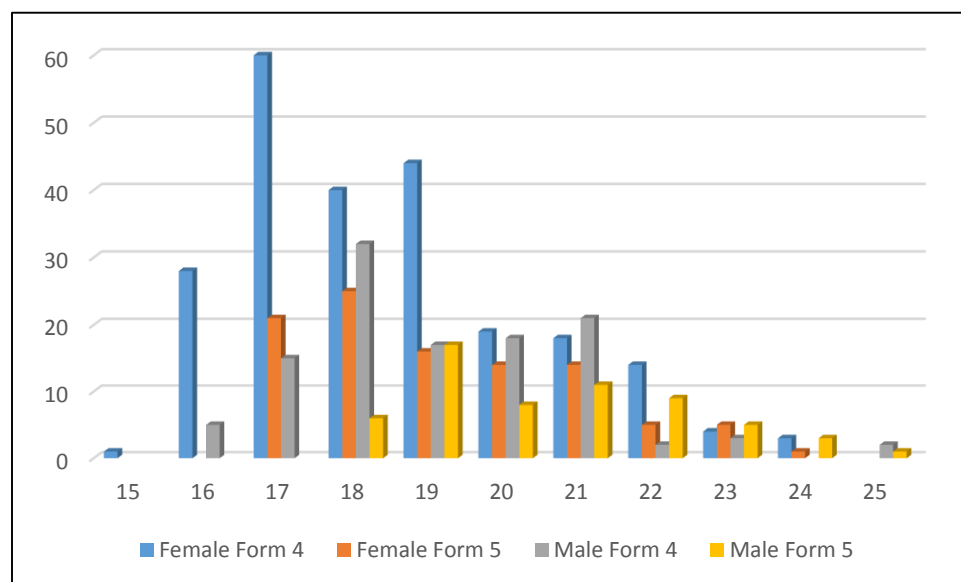
Table 156: SEN by Region, Sex, and SEN Status, National 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Grand Total
Female	Hearing Impaired	9	3	20		32
	Learning Disability	4		1		5
	Other Impairment	2		5		7
	Physical Disability	5		8		13
	Visually Impaired	113	4	110	48	275
Female Total		133	7	144	48	332
Male	Hearing Impaired	8	4	7		19
	Learning Disability	5		3		8
	Other Impairment	5		2		7
	Physical Disability	6		7	1	14
	Visually Impaired	43	13	41	30	127
Male Total		67	17	60	31	175
Grand Total		200	24	204	79	507

Table 157: SEN by Age, Sex, and Form, National 2013

		15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	1	28	60	40	44	19	18	14	4	3		231
	Form 5			21	25	16	14	14	5	5	1		101
Female Total		1	28	81	65	60	33	32	19	9	4		332
Male	Form 4		5	15	32	17	18	21	2	3		2	115
	Form 5				6	17	8	11	9	5	3	1	60
Male Total			5	15	38	34	26	32	11	8	3	3	175
Grand Total		1	33	96	103	94	59	64	30	17	7	3	507

Chart 65: SEN by Sex and Age, 2013



Data suggested that there were more females that had Special Education Needs than their male counterparts, and the majority were in Form 4. There is need for the Ministry to seriously consider these figures. These figures indicated a demand for higher education to begin planning for SEN students.

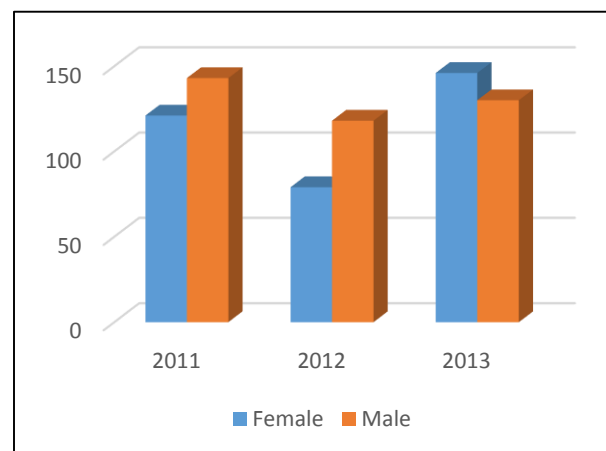
Table 158: Attrition and Transfer, Secondary teachers 2013

		Absconded	Dismissed	Natural Death	not natural death	Others	Resignation	Retirement	Transfer	Total
Female	Hhohho	1		1		1	2	6	38	49
	Lubombo			1		1		6	26	34
	Manzini		1			2	2	6	22	33
	Shiselweni	1			1	2		3	23	30
Female Total		2	1	2	1	6	4	21	109	146
Male	Hhohho	6	2	2	1	1	6	3	29	50
	Lubombo	1	1	2			2	4	18	28
	Manzini		2	1		5	2	4	13	27
	Shiselweni	3	3	3		1	1	7	7	25
Male Total		10	8	8	1	7	11	18	67	130
Total		12	9	10	2	13	15	39	176	276

Table 159: Attrition and Transfer of Secondary teachers, 2011 to 2013

		2011	2012	2013	Total
Female	Hhohho	37	4	49	90
	Lubombo	17	20	34	71
	Manzini	29	18	33	80
	Shiselweni	38	37	30	105
Female Total		121	79	146	346
Male	Hhohho	47	9	50	106
	Lubombo	16	31	28	75
	Manzini	35	29	27	91
	Shiselweni	45	49	25	119
Male Total		143	118	130	391
Total		264	197	276	737

Chart 66: Attrition and Transfer of Secondary Teachers, 2011 - 2013



Since a transfer is not movement of out the system, data indicated that the largest proportion of transfers were due to retirement. The other forms of attrition were within normal limits, but indicated an increase from 2012.

Table 160: Teaching Staff by Qualification, Sex and Region, 2013

	Female				Female Total	Male				Male Total	(blank)			(blank) Total	Grand Total
	Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Shiselweni		
A.A.T.		2	3		5										5
ACE									1	1					1
BA	10	9	23	14	56	12	29	40	8	89	1		2	3	148
BA + CCE	6	1	12		19	3	3	2	1	9					28
BA Humanities	34	28	51	25	138	15	12	28	26	81			4	4	223
BA Humanities + CDE	36	25	88	31	180	12	12	45	31	100			1	1	281
BA Social Science	4	8	4		16	9	7	11	8	35					51
Bachelors + PGCE	261	134	169	141	705	141	95	99	131	466	1		11	12	1,183
Bachelor's Honours Degree	8	4	10	3	25	13	6	18	5	42					67
Bcom	15	14	17	9	55	12		9	6	27			2	2	84
Bed(Prim)			1		1				1	1					2
Bed(Sec)	29	28	59	26	142	38	38	65	32	173		2		2	317
Bsc + CDE	18	4	19	5	46	20	10	20	8	58					104
Bsc Agricultural Education	43	20	44	27	134	94	51	95	90	330			2	2	466
BSc in Computer & Mathematics	1	1	1		3	2	1	2	3	8					11
BSc in Home Economics	73	31	61	44	209	2	1	1	6	10			2	2	221
BSc.	24	18	30	10	82	46	38	59	38	181			3	3	266
BSc. Agriculture	6	6	2	4	18	13	12	12	14	51			1	1	70
Certificate in I.T. Education		2	3		5		6	3	1	10					15
Dip. Technical Teaching		2	2	2	6	23	13	8	13	57	1	2		3	66
Diploma in Agriculture	6	4	5	5	20	24	7	20	16	67			1	1	88
Diploma in Commerce	18	9	23	16	66	27	15	13	26	81	1		6	7	154
Diploma in Computer Science	5	2	5	3	15	6	8	9	13	36					51
Diploma in Education	18	20	43	12	93	34	23	63	22	142			2	2	237
Diploma in Home Economics	9	7	14	6	36				1	1					37
Diploma in Law								1		1					1
Masters	20	8	11	7	46	25	13	9	5	52					98

MSc Environmental Monitoring Assestment		1	1		2	2	2	4		8					10
N.P.D.E.	2				2	1		1		2					4
O-Level	1	1		1	3	6	2	3		11					14
P.H.C.+H.E.	1				1										1
PTC							1			1					1
PTD	2	1	1	2	6	3	4	2	7	16					22
STC	12	13	26	17	68	17	7	10	4	38					106
STD	182	123	164	155	624	216	144	176	188	724	2		8	10	1,358
V.I.D.		2			2		5			5					7
(blank)	1	1	4		6		4	2		6		1		1	13
Grand Total	845	529	896	565	2,835	816	569	830	705	2,920	6	5	45	56	5,811

Chart 67: Teaching Staff by Sex, 2011 - 2013

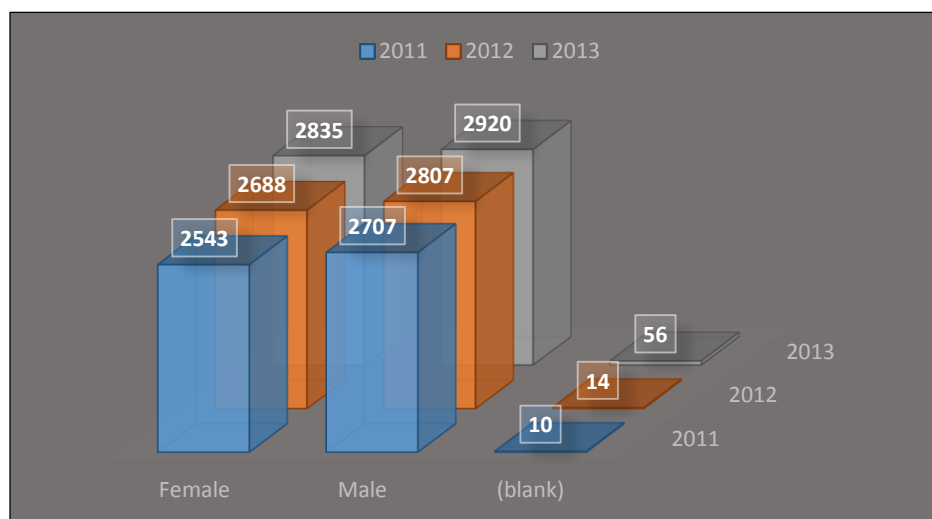


Table 161: Teaching Staff (with teaching qualification) by Sex and Qualification, 2011 - 2013

	2011			2011 Total	2012			2012 Total	2013			2013 Total
	Female	Male	(blank)		Female	Male	(blank)		Female	Male	(blank)	
B.P.H.D in special Educ	1			1								
BA + CCE	10	10		20	16	11		27	19	9		28
BA Humanities + CDE	125	90		215	154	101		255	180	100	1	281
BA Social Science	25	31		56	18	35		53	16	35		51
Bachelors + PGCE	592	408	4	1,004	633	436	2	1,071	705	466	12	1,183
Bachelor's Honours Degree	28	29		57	27	23		50	25	42		67
Bed(Prim)	1	3		4	3	3		6	1	1		2
Bed(Sec)	112	179		291	122	179	1	302	142	173	2	317
Bsc + CDE	39	54		93	50	65	1	116	46	58		104
Bsc Agricultural Education	121	279		400	132	292		424	134	330	2	466
Certificate in I.T. Education	8	11		19	7	4		11	5	10		15
Dip. Technical Teaching	4	52		56	4	53	1	58	6	57	3	66
Diploma in Education	94	171		265	93	166	2	261	93	142	2	237
Masters	40	46		86	45	51		96	46	52		98
N.P.D.E.	2	2		4	2	2		4	2	2		4
P.H.C.	2	1		3	2	2		4				
P.H.C.+H.E.					1			1	1			1
P.H.D.	1	4		5	1	3		4				
PTC	1	2		3		1		1		1		1
PTD	9	6		15	4	8		12	6	16		22
STC	83	43		126	84	38		122	68	38		106
STD	567	677	5	1,249	602	728	5	1,335	624	724	10	1,358
V.I.D.	1			1		5		5	2	5		7
(blank)	11	15		26	11	9		20	6	6	1	13
Grand Total	1,877	2,113	9	3,999	2,011	2,215	12	4,238	2,127	2,267	33	4,427

There was an increase in the number of teaching staff over the three year reporting period.

Table 162: Teaching Staff (appropriately qualified) by Qualification and Sex, 2011 - 2013

	2011			2011 Total	2012			2012 Total	2013			2013 Total
	Female	Male	(blank)		Female	Male	(blank)		Female	Male	(blank)	
B.P.H.D in special	1			1								
BA + CCE	10	10		20	16	11		27	19	9		28
BA Humanities + CDE	125	90		215	154	101		255	180	100	1	281
BA Social Science	25	31		56	18	35		53	16	35		51
Bachelors + PGCE	592	408	4	1,004	633	436	2	1,071	705	466	12	1,183
Bachelor's Honours Degree	28	29		57	27	23		50	25	42		67
Bed(Sec)	112	179		291	122	179	1	302	142	173	2	317
Bsc + CDE	39	54		93	50	65	1	116	46	58		104
Bsc Agricultural Education	121	279		400	132	292		424	134	330	2	466
Certificate in I.T. Education	8	11		19	7	4		11	5	10		15
Dip. Technical Teaching	4	52		56	4	53	1	58	6	57	3	66
Diploma in Education	94	171		265	93	166	2	261	93	142	2	237
Masters	40	46		86	45	51		96	46	52		98
STC	83	43		126	84	38		122	68	38		106
STD	567	677	5	1,249	602	728	5	1,335	624	724	10	1,358
V.I.D.	1			1		5		5	2	5		7
Grand Total	1,850	2,080	9	3,939	1,987	2,187	12	4,186	2,111	2,241	32	4,384

Chart 68: Number of Secondary Qualified teachers by Sex and Year, 2011 - 2013

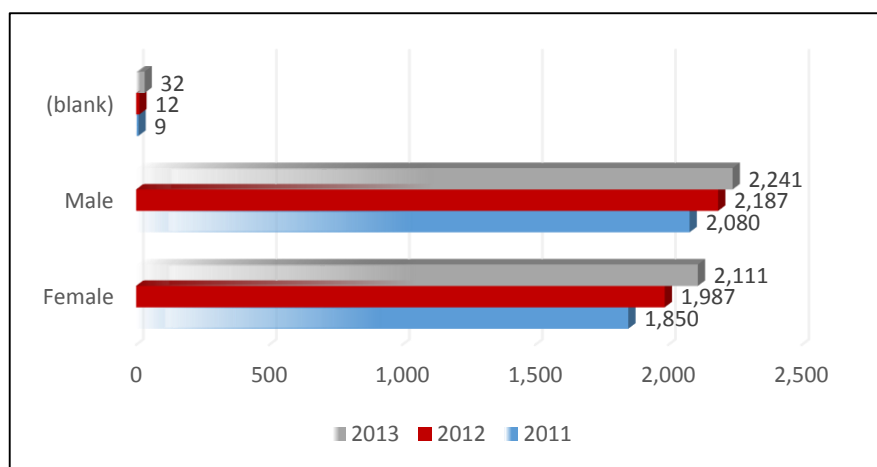


Table 163: Number of toilet (seats) by Region, Sex of User and User, 2013

		Pupils	Staff	Staff and Pupils	Grand Total
Hhohho	Female	464	148	12	624
	Male	455	154	11	620
	Male and Female	149	80		229
Hhohho Total		1,068	382	23	1,473
Lubombo	Female	414	92	9	515
	Male	312	101	8	421
	Male and Female	67	31		98
Lubombo Total		793	224	17	1,034
Manzini	Female	484	118	55	657
	Male	434	115	15	564
	Male and Female	110	48	6	164
Manzini Total		1,028	281	76	1,385
Shiselweni	Female	370	95	1	466
	Male	361	84	1	446
	Male and Female	36	23		59
Shiselweni		767	202	2	971
Grand Total		3,656	1,089	118	4,863

Table 164: Number of toilets by Region, Sex, and Toilet System, 2013

		Flush			Flush Total	Pit			Pit Total	Grand Total
		Pupils	Staff	Staff and Pupils		Pupils	Staff	Staff and Pupils		
Hhohho	Female	239	99		338	225	49	12	286	624
	Male	245	103		348	210	51	11	272	620
	Male and Female	71	47		118	78	33		111	229
Hhohho Total		555	249		804	513	133	23	669	1,473
Lubombo	Female	134	43	7	184	280	49	2	331	515
	Male	102	42	6	150	210	59	2	271	421
	Male and Female	43	11		54	24	20		44	98
Lubombo Total		279	96	13	388	514	128	4	646	1,034
Manzini	Female	246	93	40	379	238	25	15	278	657
	Male	192	74		266	242	41	15	298	564
	Male and Female	61	35		96	49	13	6	68	164
Manzini Total		499	202	40	741	529	79	36	644	1,385
Shiselweni	Female	61	37		98	309	58	1	368	466
	Male	81	42		123	280	42	1	323	446
	Male and Female		8		8	36	15		51	59
Shiselweni Total		142	87		229	625	115	2	742	971
Grand Total		1,475	634	53	2,162	2,181	455	65	2,701	4,863

Table 165: Schools with Water by Source of Water and Region, 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Total
No Water Supply	4	7	4	5	20
Piped Water by Municipality	20	10	22	6	58
Water from Another Source	50	44	53	47	194
(blank)			1		1
Grand Total	74	61	80	58	273

Table 166: Safety of Drinking water by Region, 2013

Water Safe for Drinking	Hhohho	Lubombo	Manzini	Shiselweni	Total
No	10	12	4	14	40
No Water Supply	4	5	2	5	16
Water from Another Source	6	7	2	9	24
Yes	61	49	70	42	222
No Water Supply		2	1		3
Piped Water by Municipality	18	10	19	6	53
Water from Another Source	43	37	50	36	166
(blank)	3		6	2	11
No Water Supply			1		1
Piped Water by Municipality	2		3		5
Water from Another Source	1		1	2	4
(blank)			1		1
Grand Total	74	61	80	58	273

Most of secondary schools indicated that their source for water was from an alternative source, which suggested that most schools either relied on boreholes, or water tanks. This suggested that there is still need for clean water in schools.

Table 167: Electricity by Source and Region, 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Municipality or External Supplier	68	56	78	52	254
No Electricity	5	4		6	15
Own Generator			1		1
(blank)	1	1	1		3
Grand Total	74	61	80	58	273

Table 168: Electricity by Region and Source, 2011 – 2013

	Municipality	No Electricity	Own Generator	(blank)	Grand Total
2011	231	12	2	5	250
Hhohho	61	6		1	68
Lubombo	52	1		2	55
Manzini	68	2	2	2	74
Shiselweni	50	3			53
2012	237	12	1	5	255
Hhohho	62	6		1	69
Lubombo	53	2		1	56
Manzini	72	1	1		74
Shiselweni	50	3		3	56
2013	254	15	1	3	273
Hhohho	68	5		1	74
Lubombo	56	4		1	61
Manzini	78		1	1	80
Shiselweni	52	6			58

The number of secondary schools with electricity connection grew from 231 in 2011 to 254 in 2013. A small proportion about 5 % still had no electricity. These schools need to be connected to the grid because in these schools students might not be exposed to technology, not only computers but also suggested that some of the core activities in Science were not been undertaken.

Government priority is to ensure that every child has exposure to ICT and as such if there is no connection to electricity it suggested that the children are less privileged than their counterparts, this needs to be normalised.

Table 169: Classroom Equipment by User, Equipment type and Region, 2013

		Hhohho	Lubombo	Manzini	Shiselweni	Total
For Pupils Only	Computers	1,547	1,239	1,588	865	5,239
	Duplicators	6	7	8	2	23
	First Aid Kits	47	31	368	41	487
	Photocopiers	13	6	13	14	46
	Printers (for Computers)	83	54	73	75	285
	Radios or Tape recorders	69	36	70	63	238
	Refrigerators	35	41	54	32	162
	Stoves	137	122	194	167	620
	Typewriters	49		25	19	93
For Pupils Only Total		1,986	1,536	2,393	1,278	7,193
For teachers or Administrators	Computers	207	261	233	120	821
	Duplicators	38	36	39	43	156
	First Aid Kits	20	26	51	23	120
	Photocopiers	92	79	102	78	351
	Printers (for Computers)	123	116	156	95	490
	Radios or Tape recorders	30	26	52	26	134
	Refrigerators	28	39	32	18	117
	Stoves	28	26	18	38	110
	Typewriters	39	10	16	18	83
For teachers or Administrators Total		605	619	699	459	2,382
Used by all	Computers	253	307	404	148	1,112
	Duplicators	7	2	8	4	21
	First Aid Kits	29	21	69	24	143
	Photocopiers	14	9	23	15	61
	Printers (for Computers)	31	17	45	21	114
	Radios or Tape recorders	52	22	64	36	174
	Refrigerators	30	16	42	14	102
	Stoves	70	20	115	31	236
	Typewriters	2	1	28	20	51
Used by all Total		488	415	798	313	2,014
Grand Total		3,079	2,570	3,890	2,050	11,589

Table 170: Classroom Furniture by Condition and Region, 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Broken and cannot be repaired					
Book Cupboards	23	25	36	29	113
Bulleting (Pin) Boards	61	16	407	21	505
Pupil chairs Sitting Places	1,545	1,280	2,422	1,840	7,087
Pupils Desks Writing places	1,726	673	1,095	777	4,271
Teachers Chairs	120	47	107	35	309
Teachers desks	52	68	45	43	208
Writing (Chalk) Boards	54	16	4	50	124
Broken and cannot be repaired Total	3,581	2,125	4,116	2,795	12,617
In good or fair condition					
Book Cupboards	447	323	361	186	1,317
Bulleting (Pin) Boards	614	535	592	311	2,052
Pupil chairs Sitting Places	27,572	20,371	27,940	19,588	95,471
Pupils Desks Writing places	25,515	19,337	26,947	19,069	90,868
Teachers Chairs	1,569	1,075	1,960	2,275	6,879
Teachers desks	1,238	879	1,421	784	4,322
Writing (Chalk) Boards	949	714	1,011	999	3,673
In good or fair condition Total	57,904	43,234	60,232	43,212	204,582
Must be Repaired					
Book Cupboards	60	50	36	37	183
Bulleting (Pin) Boards	47	114	89	87	337
Pupil chairs Sitting Places	1,310	1,150	3,089	1,732	7,281
Pupils Desks Writing places	1,767	1,701	3,578	2,036	9,082
Teachers Chairs	136	170	195	49	550
Teachers desks	76	96	203	33	408
Writing (Chalk) Boards	75	66	89	48	278
Must be Repaired Total	3,471	3,347	7,279	4,022	18,119
Grand Total	64,956	48,706	71,627	50,029	235,318

Table 171: Teaching Rooms by Region, 2013

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Agricultural Facilities	79	52	122	61	314
Book Store	33	30	32	20	115
Class/Laboratory Store Room	93	57	46	57	253
Classroom/teaching Room	866	615	908	670	3,059
Computer Laboratory	60	63	72	44	239
Home economics Laboratory	64	41	64	42	211
Kitchen	52	55	77	44	228
Library	40	32	46	24	142
Offices(Number Of Rooms)	178	153	195	119	645
Other Rooms Not for Teaching	41	14	32	16	103
Practical Arts Workshop	10	15	1	5	31
School Hall	21	15	34	18	88
Science Laboratory	110	83	135	82	410
Staff Room	78	56	99	56	289
Store Room	68	58	74	49	249
Strong Room	52	35	67	38	192
Technical Workshop	59	44	40	40	183
Grand Total	1,904	1,418	2,044	1,385	6,751

Table 172: Total Secondary (Form 1 to Form 6) by Sex, Grade and Age, 2013

	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	31	Total
Form 1	72	1,461	3,069	2,913	2,259	1,591	773	374	119	52	10	14	8	7	0	0	0	0	0	12,722
Form 2	0	66	1,201	2,702	2,336	2,254	1,479	794	290	137	46	23	3	1	0	0	0	0	0	11,332
Form 3	0	0	90	1,005	1,832	1,780	1,371	816	404	158	50	30	11	6	0	0	1	0	0	7,554
Form 4	0	0	7	97	877	1,821	1,857	1,688	1,038	664	309	171	81	37	3	0	0	0	0	8,650
Form 5	0	0	1	1	51	708	1,289	1,228	935	671	326	192	88	38	0	0	1	1	1	5,531
Form 6	0	0	0	1	0	4	8	6	0	0	1	0	0	0	0	0	0	0	0	20
Grade 10	0	0	1	8	24	9	6	4	0	1	1	0	0	0	0	0	0	0	0	54
Grade 11	0	0	0	1	6	9	7	6	5	2	0	0	0	0	0	0	0	0	0	36
Grade 12	0	0	0	0	3	4	16	5	6	5	1	4	0	0	0	0	0	0	0	44
Female	72	1,527	4,369	6,728	7,388	8,180	6,806	4,921	2,797	1,690	744	434	191	89	3	0	2	1	1	45,943
Male																				
Form 1	44	845	2,162	2,689	2,323	1,968	1,468	795	353	138	48	29	5	4	0	0	0	0	0	12,871
Form 2	0	19	692	1,822	2,137	2,362	1,922	1,378	756	375	120	56	13	6	0	0	0	0	0	11,658
Form 3	0	0	32	616	1,280	1,575	1,422	1,169	755	413	185	79	24	16	0	0	0	0	0	7,566
Form 4	0	0	3	50	454	1,374	1,623	1,766	1,508	1,064	580	379	134	55	1	0	1	0	0	8,992
Form 5	0	0	0	2	24	420	1,035	1,239	1,023	911	521	372	175	82	1	0	0	0	0	5,805
Form 6	0	0	0	0	0	0	16	17	11	1	0	1	0	0	0	1	1	0	0	48
Grade 10	0	0	0	6	17	21	8	6	0	0	0	0	0	0	0	0	0	0	0	58
Grade 11	0	0	0	0	6	14	15	13	4	2	2	1	0	0	0	0	0	0	0	57
Grade 12	0	0	0	0	0	4	19	24	10	3	4	3	0	0	0	0	0	0	0	67
Male Total	44	864	2,889	5,185	6,241	7,738	7,528	6,407	4,420	2,907	1,460	920	351	163	2	1	2	0	0	47,122
Grand Total	116	2,391	7,258	11,913	13,629	15,918	14,334	11,328	7,217	4,597	2,204	1,354	542	252	5	1	4	1	1	93,065

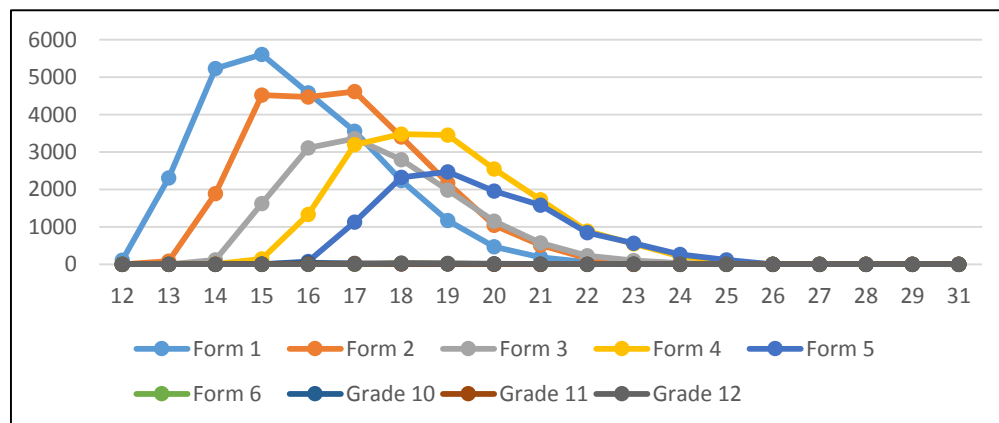


Table 173: Evolution of Secondary School Sex and Region

	2011	2012	2013
Female			
Hhohho	13,377	13,018	13,566
Lubombo	8,367	8,379	8,761
Manzini	12,864	13,205	13,628
Shiselweni	10,392	10,065	9,988
Female	45,000	44,667	45,943
Male			
Hhohho	13,688	13,359	13,945
Lubombo	9,004	8,811	9,150
Manzini	12,677	13,117	13,709
Shiselweni	10,444	10,358	10,318
Male	45,813	45,645	47,122
Total	90,813	90,312	93,065

Chart 69: Secondary by Sex, 2011 to 2013

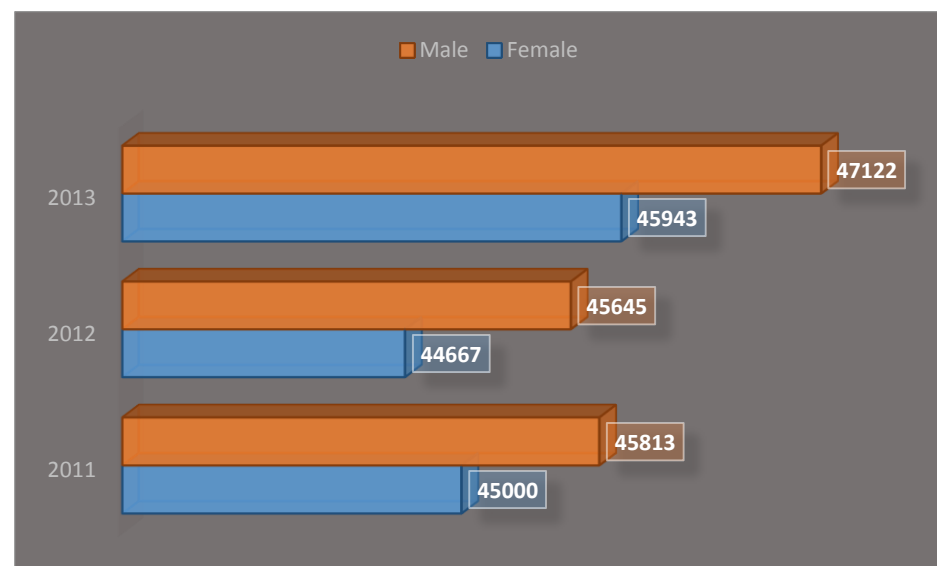
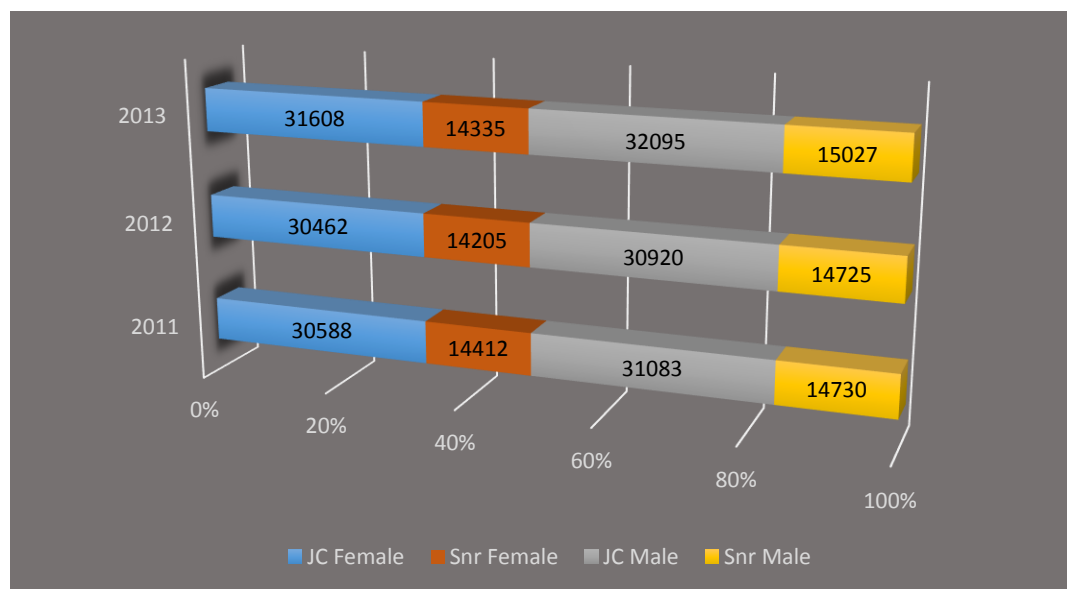


Chart 70: Secondary by Level (JC and Snr) by Sex and Year, 2011 to 2013



Enrolment grew from 90 312 (2012) to 93 056 (2013). A larger proportion of the growth was contributed by Junior Level enrolment which grew by more than 2000 in 2013. Enrolment for girls grew from 30 462 (2012) to 31 608 (2013) and for boys it grew from 30 920 to 32 095 respectively. This suggested an increased transition from primary to secondary, which could be attributed to expansion of secondary level.

**TVET, POST-SECONDARY AND
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MANZINI INDUSTRIAL TRAINING CENTRE

Table 174: Enrolment by Sex and Faculty, 2013

Faculty/Department	Females	Males	Total
Agriculture	10	9	19
Building	0	10	10
Carpentry	1	25	26
Electrical	6	27	33
Metalwork	1	20	21
Motor Mechanic	1	29	30
Panel Beating and Spray Painting	0	24	24
Plumbing	2	26	28
Upholstery	10	5	15
Total	31	175	206

Table 176: Non-teaching Staff by Gender, 2013

	Females	Males	Total
Non-Teaching Staff	6	6	12

Table 175: Teaching Staff by Sex and Faculty, 2013

Faculty/Department	Females	Males	Total
Agriculture	0	1	1
Building	0	2	2
Carpentry	0	2	2
Electrical	0	2	2
Metalwork	0	2	2
Motor Mechanic	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
Auto Electrical	0	0	0
Total	1	18	19

NHLANGANO INDUSTRIAL TRAINING CENTRE

Table 177: Enrolment by Sex and Faculty, 2013

Faculty	Female	Male	Total
Agriculture	18	6	24
Carpentry and Joinery	2	14	16
Electricity Engineering	3	14	17
Metalwork	0	16	16
Motor Mechanics	4	22	26
Total	27	72	99

Table 179: Graduates by Sex and Faculty, 2013

Faculty	Female	Male	Total
Agriculture	16	6	22
Carpentry and Joinery	1	13	14
Electricity Engineering	2	13	15
Metalwork	0	15	15
Motor Mechanics	4	22	26
Total	23	69	92

Table 178: Teaching Staff by Sex and Faculty, 2013

Faculty	Female	Male	Total
Agriculture	0	3	3
Carpentry and Joinery	0	2	2
Electricity Engineering	0	1	1
Metalwork	0	2	2
Motor Mechanics	0	2	2
Entrepreneurship	2	0	2
Total	2	10	12

Table 180: Non-Teaching Staff, 2013

	Female	Male	Total
Non-Teaching Staff	6	7	13

SITEKI INDUSTRIAL TRAINING CENTRE

Table 181: Enrolment by Sex and Faculty, 2013

Faculty	Female	Male	Total
Agriculture	12	11	23
Arts and Crafts	13	0	13
Building	0	8	8
Carpentry	0	12	12
Metalwork	0	12	12
Motor Mechanics	1	22	23
Total	26	65	91

Table 183: Graduates by Sex and Faculty, 2013

Faculty	Female	Male	Total
Agriculture	11	9	20
Arts and Crafts	10	1	11
Building	0	4	4
Carpentry	0	8	8
Metalwork	0	9	9
Motor Mechanics	0	19	19
Total	21	50	71

Table 182: Teaching Staff by Sex and Faculty, 2013

Faculty	Female	Male	Total
Agriculture	0	2	2
Arts and Crafts	2	0	2
Building	0	1	1
Carpentry	0	2	2
Metalwork	1	0	1
Motor Mechanics	0	2	2
Entrepreneurship	1	0	1
Total	4	7	11

Table 184: Non-Teaching Staff by Sex, 2013

	Female	Male	Total
Non-Teaching	2	3	5

GWAMILE VOCTIM

Table 185: Enrolment by Sex and Faculty, 2013

Faculty/Department	Females	Males	Total
Automotive Engineering	1	50	51
Building and Construction	1	22	23
Commercial	41	13	54
Electrical	1	17	18
Mechanical Engineering	2	32	34
Woodwork	0	7	7
Total	46	141	187

Table 187: Graduates by Sex and Faculty, 2013

Faculty/Department	Females	Males	Total
Automotive Engineering	1	50	51
Building and Construction	1	22	23
Commercial	30	11	41
Electrical	1	17	18
Mechanical Engineering	0	16	16
Woodwork	0	7	7
Total	33	123	156

Table 186: Teaching Staff

Faculty/Department	Females	Males	Total
Automotive Engineering	0	5	5
Building and Construction	0	3	3
Commercial	5	1	6
Electrical	0	3	3
Mechanical Engineering	1	6	7
Woodwork	0	4	4
Total	6	22	28

SWAZILAND COLLEGE OF TECHNOLOGY

Table188: Enrolment by Sex and Department, 2013

Faculty	Female	Male	Total
Building and Civil Engineering	38	185	223
Education	87	45	232
Information Communication and Tech.	30	94	124
Engineering and Science	21	103	124
Business Administration	70	67	137
Total	246	494	840

Table 190: Graduates by Sex, 2013

Faculty	Female	Male	Total
Graduates	81	213	294

Table 189: Teaching Staff by Sex and Department, 2013

Faculty	Female	Male	Total
Building and Civil Engineering		9	9
Education	4	7	11
Information Communication and Tech.	1	5	6
Engineering and Science		8	8
Automotive Engineering		7	7
Electrical Engineering		4	4
Business Administration	8	3	11
Total	13	43	56

LIMKOKWING UNIVERSITY OF TECHNOLOGY

Table 191: Enrolment by Sex and Faculty, 2013

Faculty	Female	Male	Total
Design and Innovation	43	195	238
Communication and Media	286	198	484
Business and Globalisation	501	298	799
Information Technology	213	441	654
Total	1,043	1,132	2,175

SOUTHERN AFRICA NAZARENE UNIVERSITY (SANU)

Table 192: Enrolment by Sex and Faculty, 2013

Faculty	Female	Male	Total
Education	528	277	805
Health Science	268	172	440
Theology	30	40	70
Total	826	489	1315

Table 194: Graduates by Sex and Faculty, 2013

Faculty	Female	Male	Total
Education			144
Health Science			141
Theology			14
Total			299

Table 193: Teaching Staff by Sex and Faculty, 2013

Faculty	Female	Male	Total
Education			
Health Science			
Theology			
Total	n/a	n/a	n/a

NGWANE TEACHER TRAINING COLLEGE

Table 195: Enrolment by Sex and Faculty, 2013

Faculty	Female	Male	Total
Pure Sciences	69	59	128
Languages	93	31	124
Social Studies	64	51	115
Applied Sciences	95	31	126
Total	321	172	493

Table 196: Graduates by Sex and Faculty, 2013

Faculty	Female	Male	Total
Pure Sciences	17	22	39
Languages	23	7	30
Social Studies	16	15	31
Applied Sciences	30	6	36
Total	86	50	136

Table 197: Teaching Staff by Sex and Faculty, 2013

Faculty	Female	Male	Total
Pure Sciences	1	6	7
Languages	9	0	9
Social Studies	4	2	6
Applied Sciences	4	4	8
Total	18	12	30

Table 198: Non-teaching Staff, 2013

	Female	Male	Total
Non-Teaching Staff	40	33	73

WILLIAM PITCHER COLLEGE

Table 199: Enrolment by Sex and Program, 2013

Faculty	Female	Male	Total
Primary Teachers Diploma	106	73	179
Secondary Teachers Diploma	98	120	218
Total	204	193	397

Table 201: Graduates by Sex and program, 2013

Faculty	Female	Male	Total
Primary Teachers Diploma	33	22	55
Secondary Teachers Diploma	44	38	82
Total	77	60	137

Table 200: Teaching Staff by Sex and Faculty, 2013

Faculty	Female	Male	Total
Languages	10	2	12
Education	5	2	7
Practical Arts	3	4	6
Applied Sciences	4	2	6
Social Studies	5	6	11
Sciences	5	7	12
Total	32	23	55

Table 202: Non-Teaching Staff by Sex, 2013

	Female	Male	Total
Non-Teaching Staff	33	45	78

SWAZILAND CHRISTIAN UNIVERSITY

Table 203: Enrolment by Sex and Faculty, 2013

Faculty	Female	Male	Total
Nursing	91	36	127
Pharmacy	76	52	128
Medical Laboratory	61	43	104
Radiography	40	35	75
Computer Science	10	21	31
Social Work	30	7	37
Psychology	61	22	83
Total	369	216	585

Table 205: Non-Teaching Staff, by Sex, 2013

	Female	Male	Total
Non-Teaching Staff	16	8	24

Table 204: Teaching Staff by Sex and Faculty, 2013

Faculty	Female	Male	Total
Nursing	6	0	6
Pharmacy	0	4	4
Medical Laboratory	0	4	4
Radiography	1	3	4
Computer Science	0	3	3
Social Work	2	0	2
Psychology	3	1	4
Total	12	15	27

UNIVERSITY OF SWAZILAND (UNISWA)

Table 206: Enrolment by Sex and Faculty, 2013

Faculty	Female	Male	Total
Agriculture	520	485	1,005
Commerce	260	260	520
Education	182	183	365
Health Sciences	225	249	474
Humanities	97	168	265
Science	285	123	408
Social Science	263	257	520
Postgraduate Studies	130	104	234
IDE	630	911	1,541
Total	2,592	2,740	5,332

Table 208: Graduates by Sex and Faculty 2013

Faculty	Female	Male	Total
Agriculture			189
Commerce			101
Education			155
Health Science			148
Humanities			87
Science			68
Social Science			88
IDE			432
IPGS			33
Total			1,301

Table 207: Teaching Staff, by Sex and Faculty, 2013

Faculty	Female	Male	Total
Agriculture	19	47	66
Commerce	6	11	17
Education	13	20	33
Health Science	25	12	37
Humanities	18	11	29
Science & Engineering	7	46	53
Social Science	15	21	36
IDE	6	5	11
IPGS	1	1	2
Total	103	168	271

Table 209: Non-teaching Staff by Sex, 2013

	Female	Male	Total
Non-Teaching	181	290	471

SEBENTA

Table 210: NUPE and Skills Classes 2013

	Regions	NUPE		VOCATIONAL SKILLS PROGRAMME					
		Classes	Learners	Sewing		Carpentry		Building	
Hhohho	Mbabane	23	126	4	54	1	8	1	4
	Piggs Peak	9	108						
Manzini	Manzini	11	55	3	51				
	Sidvokodvo	6	31	5	67				
Lubombo	Big Bend	13	114	4	29	1	5		
	Siteki	15	198	3	69				
Shiselweni	Hluthie	25	223	3	52	5	7		
Totals		102	855	22	322	7	20	1	4

Table 211: Graduates 2013

Regions	Town	Siswati	Basic English	Post Basic English	Sewing	Carpentry	Construction
		S	E	E	Skill	Skill	Skill
Hhohho	Mbabane	26	87	22	9	8	8
	Piggs Peak	17	8				
Manzini	Manzini	30	58	30			
	Sidvokodvo	16	7				
Shiselweni	Hluthie	57	19				
	Nhlangano	46	20	25			
Lubombo	Siteki	27			19		
	Big-Bend	88	25		20	7	
Total		307	224	77	48	15	8



DATA ON EDUCATIONAL AND SOCIAL INDICATORS

Data on reported numbers of Special Needs Education, OVC and Enrolment have been presented in this section. . Data has been presented by inkhundla to support initiatives at Government grass root level. Data can be presented by school, however, this would require a lot more resources, but can be sourced from the Ministry's EMIS unit. Data is to support any research, enquiry or targeting at inkhundla levels. It is critical to note that the data is as reported by the schools. Enrolment data is presented by both school and inkhundla to enable cross-referencing. Variation in data sets will be observed because EMIS data is collected as of EMIS Census day which is the last school day in March every year.

Table 212: OVC by Inkhundla and Grade, 2013

	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	Grade 10	Grade 11	Grade 12	Total
Dvokodvweni	80	123	157	115	150	172	122	192	191	57	113	54					1,526
Emkhiweni	116	139	197	254	251	324	226	293	222	126	167	118					2,433
Gege	81	76	111	196	183	266	201	166	137	110	80	55					1,662
Hhukwini	25	52	70	84	59	80	58	66	79	64	26	32					695
Hlane	47	53	111	58	149	131	93	95	118	34	52	25					966
Hosea	77	92	150	116	223	204	173	217	160	92	84	76					1,664
Khubuta	100	94	145	125	139	202	209	98	174	113	67	58					1,524
Kukhanyeni	136	133	221	242	203	226	222	242	151	108	70	63					2,017
Kwaluseni	55	100	79	117	128	180	138	111	122	82	126	72					1,310
Lamgabhi	68	93	106	72	85	129	88	158	172	109	163	102					1,345
Lobamba	84	67	141	149	194	185	117	282	246	174	237	186					2,062
Lobamba Lomdzala	55	76	110	121	106	144	99	149	168	89	106	73					1,296
Lomasha	90	148	156	211	258	220	192	228	149	191	109	72					2,024
Lubuli	62	52	66	56	128	162	46	129	147	81	58	56					1,043
Ludzeludze	102	122	200	273	222	227	251	285	188	106	152	47					2,175
Lugongolweni	105	96	198	256	264	300	290	346	255	244	200	143					2,697
Madlangampisi	150	165	228	258	267	416	321	275	315	222	230	121					2,968
Mafutseni	74	132	240	183	257	303	213	123	121	91	103	87					1,927
Mahlangatja	97	145	183	215	212	229	234	157	143	66	86	52					1,819
Mangcongco	16	11	81	87	66	84	51	106	89	45	76	32					744
Manzini North	58	63	113	127	94	116	131	260	237	154	177	142					1,672
Manzini South	20	10	39	52	84	102	117	194	193	124	216	117					1,268
Maphalaleni	96	108	102	152	154	166	156	140	128	66	96	42					1,406
Maseyisini	192	156	227	274	294	308	265	312	282	151	198	86					2,745
Matsanjeni	138	135	198	227	191	264	148	46	99	66	58	38					1,608
Matsanjeni North	81	56	146	167	100	175	76	208	222	161	138	51					1,581
Mayiwane	55	69	112	113	142	226	197	117	140	109	109	56					1,445
Mbabane East	99	133	141	215	183	250	264	192	151	153	138	144	5				2,068
Mbabane West	26	41	61	62	80	59	62	162	161	131	153	104					1,102

Mhlambanyatsi	80	82	120	68	110	146	108	164	213	165	95	58					1,409
Mhlangatane	97	93	212	204	226	242	182	205	137	91	70	47					1,806
Mhlume	25	18	15	15	35	57	40	60	82	66	88	72					573
Motshane	111	120	173	134	174	241	208	348	271	146	249	129					2,304
Mpholonjeni	77	112	124	154	165	225	212	213	194	159	81	76					1,792
Mtfongwaneni	102	107	124	145	178	164	123	106	92	48	50	11					1,250
Mtsambama	108	154	182	148	251	278	283	344	293	132	343	111					2,627
Ndzingeni	111	128	214	232	258	245	251	178	148	89	108	96					2,058
Ngudzeni	12	18	47	72	73	123	80	120	87	111	114	93					950
Ngwempisi	122	161	265	290	386	438	469	394	312	263	213	108					3,421
Nhlambeni	58	72	54	70	40	108	71	98	104	61	78	67					881
Nkhaba	83	103	152	104	188	265	203	304	261	147	160	141					2,111
Nkilongo	55	37	67	100	124	177	119	129	87	67	72	40		1	7	14	1,096
Nkwene	58	49	65	84	70	132	118	151	141	38	39	10					955
Ntfonjeni	83	142	162	195	172	260	244	174	170	99	96	61					1,858
Ntongozi	80	100	128	146	211	197	175	110	88	87	56	26					1,404
Pigg's Peak	112	85	122	187	129	164	164	247	197	174	227	153					1,961
Sandleni	143	104	138	172	240	428	413	404	397	280	216	151					3,086
Shiselweni I	109	81	88	114	117	206	146	185	125	92	107	118					1,488
Shiselweni II	189	172	245	296	330	318	291	360	431	233	305	196					3,366
Sigwe	113	148	181	198	195	257	210	194	161	47	98	45					1,847
Siphofaneni	110	119	156	192	232	239	195	643	556	355	347	211					3,355
Sithobela	112	182	340	227	274	340	263	357	310	169	223	93					2,890
Somntongo	82	79	105	204	292	267	185	106	72	59	39	28					1,518
Timphisini	58	37	99	104	127	163	104	32	38	24	15						801
Zombodze	145	114	134	153	130	209	157	324	281	221	254	209					2,331
Grand Total	4,820	5,357	7,801	8,585	9,593	11,739	9,774	11,299	10,208	6,742	7,331	4,654	5	1	7	14	97,930

Table 213 : SEN by Inkhundla and Grade, 2013

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 2	Form 3	Form 4	Form 5	Total
Dvokodvweni	4	2	1		3	6							16
Emkhiweni	3	10	20	13	18	9	30	25	18		17	3	166
Gege	12	11	2	16	3		9	1	6	14		1	75
Hhukwini	8	16	4	13	6	9	18	7	16				97
Hlane	4	6	2	3	12	12							39
Hosea		4	3	3	10								20
Khubuta		4	2	1				2		5	1	3	18
Kukhanyeni	7	8	14	28	6	9		26	13	7	2	7	127
Kwaluseni	6	26	32	21	10	68	2	12	4	3	23	4	211
Lamgabhi	2	1			7		7	8	20	6	9		60
Lobamba	2	11	5	7	2	1	3	1	5	8	8	2	55
Lobamba Lomd	7	13	4	8	9	2	5	24	45	4	3	1	125
Lomahasha	30	3	9	4	3	2				1			52
Lubuli		1	4		6								11
Ludzeludze	11	4	18	18	13	17	1	72	44	5	8		211
Lugongolweni	7	6	36	9	3	7	3	12	1	4	3	4	95
Madlangampisi	5	2	22	7	10	2	14	20	26	16	18	2	144
Mafutseni	6	7	16	17	2	4	18	17	13	23	5	4	132
Mahlangatja	13	10	10	8	17	3	3		16			1	81
Mangcongco			2		1			7	22	7	5		44
Manzini North	3	4	11	15	8	4	1	66	38	8	29	32	219
Manzini South	10	34	55	6	14	14	1	59	42	10	35	11	291
Maphalaleni	12	8	42	5	5	28	7		5		8		120
Maseyisini	4	3	5	1									13
Matsanjeni			2		1								3
Matsanjeni North	1	5	3	10						1			20
Mayiwane	8	5	12	2	24	8	9	5	6	7	10		96
Mbabane East	19	22	29	29	47	75	52	53	40	45	18	19	448
Mbabane West	9	21	18	14	8	7	25	13	7	4	13		139
Mhlambanyatsi	5	4	1	2	5	2		15	29	7	8	2	80
Mhlangatane	18	7	7	6	13	28	3	8		5	1		96

Mhlume	10	1	5	8	1	2		4			16	1	48
Motshane	20	12	52	69	47	11	29	17	34	9	32	1	333
Mpholonjeni		6		4	8	1	1						20
Mtfongwaneni	3	2	4	12	2	9	1	1	1	3	1		39
Mtsambama		1	1			1		9	9	3	18	6	48
Ndzingeni	13	50	35	19	28	6	4	1	23	7		1	187
Ngudzeni	9	2		8	6		2	7	2		4		40
Ngwempisi	2	11	4	12	19	10	35	10	10	2			115
Nhlambeni	13	16	4	14	20			11	10	3		4	95
Nkhaba	15	29	21	5	10	34	11	21	51	20	7		224
Nkilongo	1	3	10	26	11		19	3	1				74
Nkwene		2	1	2	2			5	4	3		1	20
Ntfonjeni	10	9	5	15	12	23		7	11	3	20	12	127
Ntondozi	1	6	3		23	1	4						38
Pigg's Peak	38	20	26	14	21	11	6	1	20	2	8	7	174
Sandleni	3		2	15	39		9		1			7	76
Shiselweni I	3	5	1	3				2				3	17
Shiselweni II	5	5	5	2	11	4	2	9	11	16	5	2	77
Sigwe					1	6	1			1	8		17
Siphofaneni	6		1	2	1	16		11	13	10			60
Sithobela	1	4	4	8		4	4	12		14			51
Somntongo		1		7	1								9
Timphisini	7		18	11	18	14	4	2	1	1	3		79
Zombodze	7	2	5	8	2	1		8	10	18		20	81
Grand Total	383	445	598	530	549	471	343	594	628	305	346	161	5,353

Table 214 : School by Inkhundla and Grade

Dvokodvweni	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 High	0	0	0	0	0	0	0	52	58	22	14	11	0	157
Dvokodvweni Primary	29	33	36	35	45	38	53	0	0	0	0	0	0	269
Enjabulweni Primary	83	53	75	102	86	70	40	0	0	0	0	0	0	509
Khuzwayo Primary	22	33	27	31	24	0	0	0	0	0	0	0	0	137
Mabasa Primary	28	30	28	39	34	35	0	0	0	0	0	0	0	194
Mabondvweni High School	0	0	0	0	0	0	0	76	46	0	31	0	0	153
Mabondweni Primary	63	59	74	103	67	94	47	0	0	0	0	0	0	507
Malindza Central Primary	96	108	91	95	65	59	22	0	0	0	0	0	0	536
Malindza Community Primary	68	80	98	83	102	80	34	0	0	0	0	0	0	545
Malindza High	0	0	0	0	0	0	0	121	125	37	85	47	0	415
Mampempeni Catholic Primary	17	19	18	37	28	43	21	0	0	0	0	0	0	183
Manyeveni Nazarene Primary	62	47	79	84	60	64	41	0	0	0	0	0	0	437
Mdumezulu Primary	22	26	27	22	28	20	16	0	0	0	0	0	0	161
Mpaka High	0	0	0	0	0	0	0	88	136	80	116	55	0	475
Mpaka Railway Primary	48	47	56	69	35	41	39	0	0	0	0	0	0	335
New Thulwane Primary	33	31	40	45	33	35	31	0	0	0	0	0	0	248
Sigcaweni High	0	0	0	0	0	0	0	32	29	28	28	22	0	139
Sigcaweni Nazarene Primary	48	42	48	43	30	33	42	0	0	0	0	0	0	286
Sulutane Primary	124	115	91	140	86	57	51	0	0	0	0	0	0	664
Dvokodvweni Total	743	723	788	928	723	669	437	369	394	167	274	135	0	6,350
Emkhiweni														
Antioch Primary	97	112	91	96	106	86	61	0	0	0	0	0	0	649
Black Mbuluzi Methodist Primary	48	51	33	68	71	59	53	0	0	0	0	0	0	383
Ekutsimuleni Primary	129	126	137	114	139	162	95	0	0	0	0	0	0	902
Emcozini High	0	0	0	0	0	0	0	132	134	55	92	44	0	457
Florence High	0	0	0	0	0	0	0	72	73	44	47	43	0	279
Florence Primary	78	76	77	92	91	85	51	0	0	0	0	0	0	550
Khuphuka High	0	0	0	0	0	0	0	89	102	40	31	31	0	293
Lutfonja Methodist Primary	98	72	113	80	81	50	34	0	0	0	0	0	0	528
Luve /Lamawandla High	0	0	0	0	0	0	0	54	102	61	109	57	0	383
Mamlalela Primary	28	31	37	26	26	39	31	0	0	0	0	0	0	218
Mjoli Primary	60	58	54	51	40	31	32	0	0	0	0	0	0	326
Mjoli Secondary	0	0	0	0	0	0	0	27	19	13	0	0	0	59

Mliba High School	0	0	0	0	0	0	0	124	0	0	49	0	0	173
Mliba Nazarene Primary	120	145	192	151	154	103	66	0	0	0	0	0	0	931
Phemba D.R.C. Primary	29	28	35	23	31	27	16	0	0	0	0	0	0	189
Sidvokodvo Nazarene High	0	0	0	0	0	0	0	56	38	26	32	18	0	170
Sidvokodvo Nazarene Primary	82	82	63	57	98	101	70	0	0	0	0	0	0	553
Emkhiweni Total	769	781	832	758	837	743	509	554	468	239	360	193	0	7,043
Gege														
Bethel Lutheran Primary	37	29	39	37	37	33	29	0	0	0	0	0	0	241
Bethlehem Primary	8	8	14	10	11	17	6	0	0	0	0	0	0	74
Dudusini Primary	28	24	19	21	21	11	18	0	0	0	0	0	0	142
Eric Rosenberg Primary	87	89	72	80	82	64	29	0	0	0	0	0	0	503
Eric Rosenburg High	0	0	0	0	0	0	0	123	75	80	44	21	0	343
Gege Methodist Primary	65	65	49	60	62	45	35	0	0	0	0	0	0	381
Ka-Dinga Primary	31	32	46	44	25	37	24	0	0	0	0	0	0	239
Magubheleni High	0	0	0	0	0	0	0	116	87	57	71	51	0	382
Magubheleni Primary	84	100	100	106	79	107	77	0	0	0	0	0	0	653
Mashobeni South Primary	132	114	119	94	88	108	50	0	0	0	0	0	0	705
Sidwala Lutheran Primary	35	12	16	38	22	12	19	0	0	0	0	0	0	154
Siyendle Community Primary	45	35	75	45	32	29	42	0	0	0	0	0	0	303
Siyendle High	0	0	0	0	0	0	0	52	73	46	21	22	0	214
Siyendle Methodist Primary	19	18	21	31	24	13	17	0	0	0	0	0	0	143
Vulamehlo Primary	38	35	27	20	23	28	34	0	0	0	0	0	0	205
Gege Total	609	561	597	586	506	504	380	291	235	183	136	94	0	4,682
Hhukwini														
Dlangeni Primary	115	98	101	152	113	110	66	0	0	0	0	0	0	755
Entfubeni Primary	81	90	89	75	97	77	97	0	0	0	0	0	0	606
Ka-Lamgabhi / Siliya Primary	74	105	106	101	101	74	65	0	0	0	0	0	0	626
Mdzimba High	0	0	0	0	0	0	0	125	70	89	38	25	0	347
Nsukumbili High	0	0	0	0	0	0	0	159	129	73	43	51	0	455
Hhukwini Total	270	293	296	328	311	261	228	284	199	162	81	76	0	2,789
Hlane														
Dlalisile Primary	45	43	50	65	43	36	27	0	0	0	0	0	0	309
Dlalisile/Hlane High	0	0	0	0	0	0	0	78	66	14	37	14	0	209
Emabhalenhle Primary	20	24	44	40	26	32	13	0	0	0	0	0	0	199
Entandweni High	0	0	0	0	0	0	0	73	76	22	29	19	0	219
Entandweni Primary	48	42	62	47	26	29	32	0	0	0	0	0	0	286

Esiweni Primary	97	109	116	79	110	84	53	0	0	0	0	0	0	648
Khuphuka Primary	120	127	142	153	114	124	86	0	0	0	0	0	0	866
Njonjwane Primary	79	58	101	78	103	56	52	0	0	0	0	0	0	527
Hlane Total	409	403	515	462	422	361	263	151	142	36	66	33	0	3,263
Hosea														
Bhejisa /St Benedict Primary	58	56	51	60	55	38	39	0	0	0	0	0	0	357
Ensingizini Primary	56	47	51	69	88	48	43	0	0	0	0	0	0	402
Entabeni Primary	32	49	35	43	49	39	23	0	0	0	0	0	0	270
Florence Christian High	0	0	0	0	0	0	0	63	60	42	70	54	0	289
Florence Christian Primary	35	32	32	42	32	45	44	0	0	0	0	0	0	262
Hluthi Central Primary	74	61	75	61	72	71	47	0	0	0	0	0	0	461
Hluthi High	0	0	0	0	0	0	0	115	106	55	51	52	0	379
Hosea High	0	0	0	0	0	0	0	139	94	53	35	29	0	350
Hosea Primary	109	133	129	147	98	92	76	0	0	0	0	0	0	784
Ngozi Primary	86	66	92	119	82	63	60	0	0	0	0	0	0	568
Patmos Primary	46	63	53	58	50	53	49	0	0	0	0	0	0	372
St. Benedict's Orphanage Primary	18	27	20	21	23	17	12	0	0	0	0	0	0	138
Hosea Total	514	534	538	620	549	466	393	317	260	150	156	135	0	4,632
Khubuta														
Bethany Primary	42	29	44	45	40	52	37	0	0	0	0	0	0	289
Dvumbe Primary	27	30	40	42	35	35	32	0	0	0	0	0	0	241
Ekuphakameni Community High	0	0	0	0	0	0	0	93	79	50	69	28	0	319
Ekuphakameni Primary	58	51	55	57	53	39	65	0	0	0	0	0	0	378
Ka-Kholwane Primary	37	22	21	36	23	16	10	0	0	0	0	0	0	165
Ka-Lamdladla High	0	0	0	0	0	0	0	74	108	76	55	56	0	369
Ka-Lamdladla Primary	83	69	83	72	81	70	42	0	0	0	0	0	0	500
Ka-Phunga High	0	0	0	0	0	0	0	88	83	57	45	22	0	295
Ka-Phunga Primary	52	40	42	42	56	29	45	0	0	0	0	0	0	306
Latsamela A. M. E. Primary	23	21	29	26	25	21	25	0	0	0	0	0	0	170
Matjana Primary	23	22	39	30	33	32	25	0	0	0	0	0	0	204
Moti Primary	42	32	37	29	40	30	16	0	0	0	0	0	0	226
Nain Primary	48	55	72	30	34	30	53	0	0	0	0	0	0	322
New Life Primary	12	8	6	6	6	4	7	0	0	0	0	0	0	49
Khubuta Total	447	379	468	415	426	358	357	255	270	183	169	106	0	3,833
Kukhanyeni														
Bhekinkosi Nazarene Primary	129	98	120	113	132	112	88	0	0	0	0	0	0	792

Ekukhanyeni High	0	0	0	0	0	0	0	125	126	86	85	60	0	482
Ekukhanyeni Primary	82	66	77	96	65	58	54	0	0	0	0	0	0	498
Ensenga/Mhlahlo High	0	0	0	0	0	0	0	63	72	48	52	38	0	273
Maliyaduma Primary	129	115	163	135	122	99	75	0	0	0	0	0	0	838
Malunge High	0	0	0	0	0	0	0	146	83	35	50	47	0	361
Mpembekati Primary	76	69	65	93	36	105	60	0	0	0	0	0	0	504
New Mbuluzi Primary	98	62	92	28	45	58	49	0	0	0	0	0	0	432
Ngwazini Catholic Primary	26	25	34	41	31	34	38	0	0	0	0	0	0	229
Nkiliji High	0	0	0	0	0	0	0	109	92	51	58	45	0	355
Nkiliji Primary	77	50	62	78	73	56	54	0	0	0	0	0	0	450
NTUNJA PRIMARY	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Salukazi Primary	61	51	48	52	59	44	38	0	0	0	0	0	0	353
Seven Holy Founders Primary	52	50	60	77	71	75	54	0	0	0	0	0	0	439
Kukhanyeni Total	733	586	721	713	634	641	510	443	373	220	245	190	0	6,009
Kwaluseni														
Embikwakhe Primary	109	97	99	98	86	73	40	0	0	0	0	0	0	602
Ephocweni Primary	136	91	136	121	105	95	61	0	0	0	0	0	0	745
Excelsiors Primary School	28	29	22	10	8	9	12	0	0	0	0	0	0	118
Kwaluseni Central Primary	259	213	223	201	221	219	159	0	0	0	0	0	0	1,495
Kwaluseni Infant Primary	73	81	79	66	92	80	70	0	0	0	0	0	0	541
Matsapa Government Primary	196	168	198	155	152	201	169	0	0	0	0	0	0	1,239
Phumelele International High I	0	0	0	0	0	0	0	28	22	64	63	61	0	238
Siphumelele Community Primary	94	110	79	105	71	31	16	0	0	0	0	0	0	506
Swazi National High	0	0	0	0	0	0	0	366	397	254	329	208	0	1,554
Tubungu High School	0	0	0	0	0	0	0	12	16	19	6	5	0	58
Tubungu Primary School	17	24	20	20	22	20	14	0	0	0	0	0	0	137
Kwaluseni Total	912	813	856	776	757	728	541	406	435	337	398	274	0	7,233
Lamgabhi														
Ekuthokozeni Community Primary	38	27	44	36	29	48	20	0	0	0	0	0	0	242
Ekuthuleni A.E.C. Primary	62	60	79	56	62	45	48	0	0	0	0	0	0	412
Emhlangeni Primary	85	70	86	56	61	82	48	0	0	0	0	0	0	488
Engwenyameni Primary	45	34	37	44	48	50	29	0	0	0	0	0	0	287
Etimphisini High	0	0	0	0	0	0	0	266	258	156	217	154	0	1,051
Inyandza High	0	0	0	0	0	0	0	125	140	78	86	65	0	494
Ka-Luhleko Primary	21	36	42	35	35	35	15	0	0	0	0	0	0	219
Othandweni Primary	73	68	63	89	69	90	42	0	0	0	0	0	0	494

Lamgabhi Total	324	295	351	316	304	350	202	391	398	234	303	219	0	3,687
Lobamba														
Elangeni Primary	90	87	96	84	96	104	79	0	0	0	0	0	0	636
Esitjeni Primary	34	28	50	50	41	59	33	0	0	0	0	0	0	295
Ezulwini / Community High	0	0	0	0	0	0	0	118	89	55	60	29	0	351
Ezulwini Catholic Primary	108	107	132	111	108	94	80	0	0	0	0	0	0	740
Ezulwini Community Primary	143	137	144	145	127	48	72	0	0	0	0	0	0	816
Ezulwini Valley Primary	85	115	67	150	141	122	77	0	0	0	0	0	0	757
Langeni High	0	0	0	0	0	0	0	184	168	93	151	101	0	697
Lobamba National High	0	0	0	0	0	0	0	184	149	132	133	129	0	727
Lobamba National Primary	146	149	135	170	136	115	83	0	0	0	0	0	0	934
Somnjalose High	0	0	0	0	0	0	0	134	93	84	99	59	0	469
St. Anne's High School	0	0	0	0	0	0	0	83	89	47	79	46	0	344
St. Mary's High	0	0	0	0	0	0	0	146	155	66	132	90	0	589
St. Mary's Primary	92	82	91	60	65	74	67	0	0	0	0	0	0	531
Lobamba Total	698	705	715	770	714	616	491	849	743	477	654	454	0	7,886
Lobamba Lomdzala														
Bethany Mission Primary	75	76	80	85	90	93	49	0	0	0	0	0	0	548
Lechwe Light Primary	42	48	46	31	28	29	19	0	0	0	0	0	0	243
Mahlanya High	0	0	0	0	0	0	0	127	121	72	64	39	0	423
Mahlanya Primary	72	76	82	84	90	95	47	0	0	0	0	0	0	546
Malkerns Industrial School	5	11	17	29	43	40	17	84	79	29	81	10	0	445
Malkerns Valley Primary	43	48	45	44	50	43	46	0	0	0	0	0	0	319
Mhlabubovu Primary	83	81	79	66	56	89	46	0	0	0	0	0	0	500
Mphetseni Primary	36	35	38	37	34	18	15	0	0	0	0	0	0	213
St. Andrew's Primary	101	94	117	86	96	90	68	0	0	0	0	0	0	652
St. Christopher's High	0	0	0	0	0	0	0	157	120	73	151	95	0	596
St. John Bosco's High	0	0	0	0	0	0	0	73	84	39	80	36	0	312
St. John Bosco's Primary	84	112	80	92	89	55	68	0	0	0	0	0	0	580
Usuthu Mission Primary	71	81	84	75	93	71	63	0	0	0	0	0	0	538
Lobamba Lomdzala Total	612	662	668	629	669	623	438	441	404	213	376	180	0	5,915
Lomahasha														
Emafusini Nazarene Primary	101	95	118	144	87	106	60	0	0	0	0	0	0	711
Lomahasha Central Primary	90	103	118	108	97	87	71	0	0	0	0	0	0	674
Lomahasha High	0	0	0	0	0	0	0	144	190	122	95	77	0	628
Mafucula Secondary	0	0	0	0	0	0	0	49	51	27	0	0	0	127

Mafucula/Ekuhlamukeni Primary	49	78	74	85	73	49	43	0	0	0	0	0	0	451
Majembeni Primary	125	102	138	170	89	76	82	0	0	0	0	0	0	782
Mbandzamane Primary	100	114	163	97	66	65	24	0	0	0	0	0	0	629
Mbokojweni High	0	0	0	0	0	0	0	34	0	0	0	0	0	34
Mbokojweni Primary	107	129	109	106	78	82	49	0	0	0	0	0	0	660
Nkalashane High	0	0	0	0	0	0	0	90	60	49	36	23	0	258
Nkalashane Primary	70	70	98	85	67	44	36	0	0	0	0	0	0	470
Shewula High	0	0	0	0	0	0	0	117	107	96	43	41	0	404
Shewula Primary	100	54	93	52	78	45	69	0	0	0	0	0	0	491
Sidloko Primary	34	82	65	31	46	45	20	0	0	0	0	0	0	323
Tsambokhulu Nazarene Primary	89	83	76	96	71	77	62	0	0	0	0	0	0	554
Lomahasha Total	865	910	1,052	974	752	676	516	434	408	294	174	141	0	7,196
Lubuli														
Bekezela High	0	0	0	0	0	0	0	44	22	14	10	0	0	90
Bekezela Primary	39	50	46	42	33	36	30	0	0	0	0	0	0	276
Dlakadla Primary	56	45	76	60	50	40	34	0	0	0	0	0	0	361
Entuthwakwazi Primary	11	28	26	24	34	35	16	0	0	0	0	0	0	174
Ikhwezi High	0	0	0	0	0	0	0	80	81	51	43	30	0	285
Ikhwezi Primary	36	27	35	33	38	35	15	0	0	0	0	0	0	219
Lubuli Catholic Primary	86	80	106	59	75	98	63	0	0	0	0	0	0	567
Lubuli High	0	0	0	0	0	0	0	103	90	61	56	38	0	348
Majai/Sinyamantulwa Primary	57	50	72	40	42	27	27	0	0	0	0	0	0	315
Mhlabeni Primary	43	14	20	23	23	23	27	0	0	0	0	0	0	173
Mqongwane Primary	44	47	52	48	38	48	29	0	0	0	0	0	0	306
Ngonini Primary	21	29	29	39	33	32	0	0	0	0	0	0	0	183
Nkanini Primary	58	71	70	71	44	71	26	0	0	0	0	0	0	411
Nkanini Secondary	0	0	0	0	0	0	0	48	44	0	27	13	0	132
Lubuli Total	451	441	532	439	410	445	267	275	237	126	136	81	0	3,840
Ludzeludze														
Boyane Primary	91	109	85	125	65	60	33	0	0	0	0	0	0	568
Ekudzeni Primary	29	32	28	42	36	20	24	0	0	0	0	0	0	211
Esibuyeni Primary	34	40	38	29	27	28	24	0	0	0	0	0	0	220
Ka Shali Pro Learning	0	0	0	0	0	0	0	5	10	12	6	11	0	44
Lechwe Light High School	0	0	0	0	0	0	0	37	42	32	37	29	0	177
Lomgeletjane Primary	38	39	48	41	25	26	18	0	0	0	0	0	0	235
Lozitha Central High	0	0	0	0	0	0	0	248	186	87	190	66	0	777

Lozitha Central Primary	56	76	66	63	68	85	66	0	0	0	0	0	0	480
Ludzeludze Primary	139	142	141	159	164	133	126	0	0	0	0	0	0	1,004
Mbekelweni Lutheran High	0	0	0	0	0	0	0	145	94	56	108	83	0	486
Mbekelweni Lutheran Primary	79	91	100	123	108	118	91	0	0	0	0	0	0	710
Mvubula Primary School	34	28	36	28	37	31	0	0	0	0	0	0	0	194
Qinisweni Primary	99	96	103	97	84	48	46	0	0	0	0	0	0	573
Sigombeni Community Primary	49	55	72	95	72	82	97	0	0	0	0	0	0	522
Sigombeni High	0	0	0	0	0	0	0	95	97	42	51	27	0	312
Vusweni High School	0	0	0	0	0	0	0	52	41	39	0	0	0	132
Vusweni Primary	88	77	113	76	109	92	51	0	0	0	0	0	0	606
Zombodze High	0	0	0	0	0	0	0	163	133	25	66	38	0	425
Zombodze Primary	97	102	113	154	107	94	97	0	0	0	0	0	0	764
Ludzeludze Total	833	887	943	1,032	902	817	673	745	603	293	458	254	0	8,440
Lugongolweni														
Assembly of God Primary	53	57	56	42	55	47	27	0	0	0	0	0	0	337
Ekumeni Primary	66	91	92	87	72	51	43	0	0	0	0	0	0	502
Global Revival Primary	60	59	44	41	40	36	22	0	0	0	0	0	0	302
Good Shepherd High	0	0	0	0	0	0	0	94	110	85	46	52	0	387
Ka-Langa Nazarene Primary	93	131	136	119	92	123	77	0	0	0	0	0	0	771
Khalakahle Primary	90	30	58	88	53	48	47	0	0	0	0	0	0	414
Langa High	0	0	0	0	0	0	0	132	123	80	108	35	0	478
Letindze Primary	18	18	22	18	17	17	17	0	0	0	0	0	0	127
Lonhlupeko Primary	53	62	66	61	57	65	32	0	0	0	0	0	0	396
Lubombo Central High	0	0	0	0	0	0	0	133	144	98	118	75	0	568
Lubombo Central Primary	88	90	65	93	44	52	60	0	0	0	0	0	0	492
Matsetsa Nazarene High	0	0	0	0	0	0	0	103	106	91	73	32	0	405
Mhlumeni Nazarene Primary	34	34	37	41	38	17	9	0	0	0	0	0	0	210
Mlindazwe I Primary	85	97	90	56	75	85	27	0	0	0	0	0	0	515
Nyambo Primary	40	21	26	40	73	25	26	0	0	0	0	0	0	251
Nyetane high	0	0	0	0	0	0	0	91	49	0	37	0	0	177
Purity High School	0	0	0	0	0	0	0	11	9	35	25	45	0	125
School for the Deaf High	0	0	0	0	0	0	0	6	3	2	3	0	0	14
School for the Deaf Primary	26	27	36	11	0	0	0	0	0	0	0	0	0	100
Siteki Nazarene High	0	0	0	0	0	0	0	88	105	98	116	94	0	501
Siteki Nazarene Primary	89	117	103	76	119	86	73	0	0	0	0	0	0	663
Sitsatsaweni High	0	0	0	0	0	0	0	58	54	43	18	9	0	182

Sitsatsaweni Primary	132	104	105	92	127	63	73	0	0	0	0	0	0	696
St. Boniface's Primary	76	89	80	70	93	90	81	0	0	0	0	0	0	579
St. Paul's Catholic Primary	62	84	73	62	57	67	48	0	0	0	0	0	0	453
Lugongolweni Total	1,065	1,111	1,089	997	1,012	872	662	716	703	532	544	342	0	9,645
Madlangampisi														
Bhalegane Nazarene Primary	108	85	120	102	173	118	63	0	0	0	0	0	0	769
Black Mbuluzi Nazarene Primary	95	113	122	147	130	126	123	0	0	0	0	0	0	856
Christian Ministry Primary School	37	20	14	0	0	0	0	0	0	0	0	0	0	71
Dvokolwako High	0	0	0	0	0	0	0	245	222	220	179	122	0	988
Ekutfunyweni Primary	37	27	64	62	30	58	36	0	0	0	0	0	0	314
Enjakeni Primary	27	40	50	40	33	26	29	0	0	0	0	0	0	245
Enyokeni Primary	77	40	86	50	52	51	23	0	0	0	0	0	0	379
Enyonyane Primary	21	12	20	11	16	15	15	0	0	0	0	0	0	110
Mabhibha/Buhlebuyeza Primary	14	7	16	19	3	10	12	0	0	0	0	0	0	81
Madlangempisi High	0	0	0	0	0	0	0	86	89	52	71	26	0	324
Madzanga High	0	0	0	0	0	0	0	71	118	75	38	23	0	325
Maguga Dam High	0	0	0	0	0	0	0	64	79	53	73	36	0	305
Maguga Primary	38	51	47	37	49	36	27	0	0	0	0	0	0	285
Mangedla Central Primary	63	58	42	74	64	52	33	0	0	0	0	0	0	386
Manzana Nazarene Primary	90	84	78	81	84	73	79	0	0	0	0	0	0	569
Mzaceni Primary	57	41	41	40	42	33	31	0	0	0	0	0	0	285
Ngojeni/Zwide Primary	73	64	71	79	82	34	19	0	0	0	0	0	0	422
Nkambeni Central Primary	66	64	107	83	76	80	67	0	0	0	0	0	0	543
Sikhunyane High	0	0	0	0	0	0	0	93	82	51	77	45	0	348
Zandondo High	0	0	0	0	0	0	0	65	59	42	40	24	0	230
Zandondo Lutheran Primary	77	80	80	84	100	114	78	0	0	0	0	0	0	613
Madlangampisi Total	880	786	958	909	934	826	635	624	649	493	478	276	0	8,448
Mafutseni														
Joy Mission Primary	37	37	38	35	26	45	27	0	0	0	0	0	0	245
Ka-Bhudla Primary	69	70	86	86	67	102	56	0	0	0	0	0	0	536
Luhlokoela Primary	60	48	55	48	52	38	37	0	0	0	0	0	0	338
Mafutseni Community Primary	40	68	70	42	83	75	41	0	0	0	0	0	0	419
Mafutseni Nazarene Primary	74	98	81	94	82	72	63	0	0	0	0	0	0	564
Mafutseni R.C. Primary	65	40	54	53	56	76	40	0	0	0	0	0	0	384
Mbalenhle Christian Academy	0	0	0	0	0	0	0	18	21	41	127	99	0	306
Mgeb'seni Primary	41	43	39	35	40	36	21	0	0	0	0	0	0	255

Mhubhe High	0	0	0	0	0	0	0	117	116	73	97	81	0	484
Moyeni Secondary	0	0	0	0	0	0	0	146	151	101	96	86	0	580
Ngculwini Nazarene Primary	43	53	47	54	49	47	39	0	0	0	0	0	0	332
St. Joseph's High	0	0	0	0	0	0	0	84	61	100	28	55	0	328
St. Joseph's Primary	57	39	31	52	45	92	22	0	0	0	0	0	0	338
St. Philomena's R.C. Primary	126	117	117	85	82	109	57	0	0	0	0	0	0	693
Thulwane Primary	54	66	52	50	62	42	19	0	0	0	0	0	0	345
Vulamehlo Primary	81	77	86	86	93	86	62	0	0	0	0	0	0	571
Mafutseni Total	747	756	756	720	737	820	484	365	349	315	348	321	0	6,718
Mahlangatja														
Bethesda /Endzeleni Primary	36	27	34	28	42	33	19	0	0	0	0	0	0	219
Dzanyana Primary	66	49	51	56	71	32	52	0	0	0	0	0	0	377
Ekuphakameni High	0	0	0	0	0	0	0	78	92	98	26	14	0	308
Ekuphakameni Primary	65	66	70	61	67	57	65	0	0	0	0	0	0	451
Esigcineni Primary	63	63	73	64	81	64	69	0	0	0	0	0	0	477
Magojela Primary	45	51	61	64	35	53	30	0	0	0	0	0	0	339
Mahlangatja Methodist Primary	49	67	42	50	50	53	37	0	0	0	0	0	0	348
MavovokatiA. M. E. Primary	27	24	47	36	31	20	31	0	0	0	0	0	0	216
Mbita Primary	34	25	41	31	35	20	27	0	0	0	0	0	0	213
Mlindzini Primary	23	17	30	12	17	10	18	0	0	0	0	0	0	127
Mlindzini secondary	0	0	0	0	0	0	0	19	27	36	0	0	0	82
New Hebron (Manzini) Primary	73	50	45	38	36	36	28	0	0	0	0	0	0	306
Nhlontjeni Primary	26	20	19	23	18	16	19	0	0	0	0	0	0	141
Ntfungula Primary	64	55	62	63	59	53	47	0	0	0	0	0	0	403
Nyatsini High	0	0	0	0	0	0	0	56	38	32	27	26	0	179
Nyatsini Primary	51	50	50	56	58	34	22	0	0	0	0	0	0	321
Sibovu Primary	63	59	54	55	50	46	37	0	0	0	0	0	0	364
Sigcineni Secondary	0	0	0	0	0	0	0	76	87	38	42	20	0	263
Zamani High	0	0	0	0	0	0	0	36	27	18	37	20	0	138
Zamani Primary	42	33	37	28	38	28	14	0	0	0	0	0	0	220
Mahlangatja Total	727	656	716	665	688	555	515	265	271	222	132	80	0	5,492
Mangcongco														
Dwalile Central Primary	45	47	55	55	59	58	32	0	0	0	0	0	0	351
Dwalile High	0	0	0	0	0	0	0	58	56	28	45	22	0	209
Mafutseni West Primary	25	22	23	31	16	21	19	0	0	0	0	0	0	157
Mangcongco Primary	31	33	31	37	31	40	27	0	0	0	0	0	0	230

Osuthu Methodist High	0	0	0	0	0	0	0	78	55	28	48	18	0	227
Osuthu Methodist Primary	51	60	57	52	50	49	24	0	0	0	0	0	0	343
Mangcongco Total	152	162	166	175	156	168	102	136	111	56	93	40	0	1,517
Manzini North														
Bayandza Primary	20	12	9	13	8	14	10	0	0	0	0	0	0	86
Hillside-Labotsibeni High	0	0	0	0	0	0	0	228	209	157	233	141	0	968
Hillside-Labotsibeni Primary	195	156	142	186	147	167	121	0	0	0	0	0	0	1,114
Ka - Zakhali Primary School	64	70	60	42	49	48	45	0	0	0	0	0	0	378
LomaDvokola Primary	20	36	34	12	12	0	0	0	0	0	0	0	0	114
Manzini Central High	0	0	0	0	0	0	0	142	129	95	119	105	0	590
Manzini Central Primary	145	178	186	162	154	134	102	0	0	0	0	0	0	1,061
Manzini Infant Primary	185	82	140	105	75	83	49	0	0	0	0	0	0	719
Roads Park High School	0	0	0	0	0	0	0	7	24	35	13	22	0	101
St. Michael's High	0	0	0	0	0	0	0	159	140	122	124	103	0	648
St. Michael's Primary	98	98	121	91	109	111	99	0	0	0	0	0	0	727
St. Paul's Methodist High	0	0	0	0	0	0	0	141	113	52	98	66	0	470
St. Paul's Methodist Primary	153	142	142	167	129	126	114	0	0	0	0	0	0	973
Manzini North Total	880	774	834	778	683	683	540	677	615	461	587	437	0	7,949
Manzini South														
Apex Tutorial Academy	0	0	0	0	0	0	0	17	17	44	29	73	0	180
Beaufort Nazarene Primary	53	55	49	55	54	40	43	0	0	0	0	0	0	349
Enjabulweni High	0	0	0	0	0	0	0	49	31	44	36	45	0	205
Enjabulweni Primary	63	45	50	19	39	48	33	0	0	0	0	0	0	297
Inkhanyeti High	0	0	0	0	0	0	0	12	12	18	18	2	0	62
Inkhanyeti Primary	15	13	12	11	15	14	13	0	0	0	0	0	0	93
Ka-Zakhali High School	0	0	0	0	0	0	0	48	31	45	34	45	0	203
Khanyisile Primary	63	45	40	19	38	47	31	0	0	0	0	0	0	283
LIVING WATERS PRIMARY	25	24	39	34	20	22	17	0	0	0	0	0	0	181
Manzini Nazarene High	0	0	0	0	0	0	0	172	162	125	133	94	0	686
Manzini Nazarene Primary	53	45	52	46	86	76	80	0	0	0	0	0	0	438
Mjingo High	0	0	0	0	0	0	0	83	72	41	95	45	0	336
Nazarene Practising Primary	50	55	92	49	46	47	46	0	0	0	0	0	0	385
Ngwane Park High	0	0	0	0	0	0	0	287	243	189	292	178	0	1,189
Ngwane Park Primary	162	236	187	175	172	146	166	0	0	0	0	0	0	1,244
Salesian High	0	0	0	0	0	0	0	157	167	128	151	88	0	691
Salesian Primary	89	124	107	125	90	108	74	0	0	0	0	0	0	717

Sankolweni Primary	40	25	20	40	35	30	37	0	0	0	0	0	0	227
Sidney Williams Primary	102	111	114	156	105	103	99	0	0	0	0	0	0	790
St. Theresa's High	0	0	0	0	0	0	0	91	90	68	117	59	0	425
St. Theresa's Primary	113	115	115	161	112	118	84	0	0	0	0	0	0	818
Manzini South Total	828	893	877	890	812	799	723	916	825	702	905	629	0	9,799
Maphalaleni														
Ararati /Edlozini Primary	42	41	68	51	54	44	35	0	0	0	0	0	0	335
Elubhaceni Primary	28	30	46	36	41	24	24	0	0	0	0	0	0	229
Emcengeni Primary	31	31	48	30	47	14	20	0	0	0	0	0	0	221
Ensingweni High	0	0	0	0	0	0	0	164	128	50	79	54	0	475
Ensingweni Nazarene Primary	30	38	39	35	44	38	24	0	0	0	0	0	0	248
Entsanjeni Primary School	16	15	22	24	0	0	0	0	0	0	0	0	0	77
Ka-Siko Primary	33	30	34	38	46	28	30	0	0	0	0	0	0	239
Ka-Sobandla Primary	87	87	86	85	86	62	45	0	0	0	0	0	0	538
Mabheleni Primary	14	15	15	16	18	8	7	0	0	0	0	0	0	93
Maphalaleni Anglican Primary	75	94	98	119	71	79	43	0	0	0	0	0	0	579
Maphalaleni High	0	0	0	0	0	0	0	87	75	50	34	26	0	272
Maphalaleni S.A.G.M. Primary	82	62	61	42	57	60	39	0	0	0	0	0	0	403
Mdlunkhulu S.A.G.M. Primary	41	43	55	74	61	44	44	0	0	0	0	0	0	362
Mphumalanga Primary	66	54	69	82	78	69	45	0	0	0	0	0	0	463
Sikanye Secondary	0	0	0	0	0	0	0	32	44	24	27	10	0	137
Maphalaleni Total	545	540	641	632	603	470	356	283	247	124	140	90	0	4,671
Maseyisini														
Joppa High School	0	0	0	0	0	0	0	19	0	0	0	0	0	19
Joppa Primary	67	75	81	64	62	58	51	0	0	0	0	0	0	458
Ka-Mazombizwe High	0	0	0	0	0	0	0	89	74	30	18	12	0	223
Ka-Mazombizwe Primary	81	87	86	62	68	68	41	0	0	0	0	0	0	493
Machobeni Primary	14	10	6	9	6	7	5	0	0	0	0	0	0	57
Mahamba High	0	0	0	0	0	0	0	105	91	48	50	17	0	311
Mahamba Primary	50	52	34	36	39	35	32	0	0	0	0	0	0	278
Mahlandle Primary	39	32	61	33	34	23	22	0	0	0	0	0	0	244
Makhosini Community Primary	35	37	40	37	40	31	34	0	0	0	0	0	0	254
Makhosini High	0	0	0	0	0	0	0	52	86	47	17	11	0	213
Mbukwane High	0	0	0	0	0	0	0	91	64	62	45	36	0	298
Mbukwane S.D.A. Primary	74	42	63	42	43	32	42	0	0	0	0	0	0	338
Mlambo Primary	85	81	81	78	75	78	57	0	0	0	0	0	0	535

Motane Primary	14	11	6	8	6	5	6	0	0	0	0	0	0	56
Nkoneni Primary	53	48	49	41	37	32	17	0	0	0	0	0	0	277
Nyamane High	0	0	0	0	0	0	0	174	146	53	260	88	0	721
Nyamane Primary	113	61	78	68	59	56	36	0	0	0	0	0	0	471
Nzongomane High	0	0	0	0	0	0	0	31	52	40	32	18	0	173
Nzongomane Primary	61	47	40	45	53	36	25	0	0	0	0	0	0	307
St. Anthony's/Makhosini Primary	39	30	32	40	38	39	29	0	0	0	0	0	0	247
Tfokotani Primary	95	90	110	97	78	91	78	0	0	0	0	0	0	639
Yuan Tong Primary	14	16	11	13	5	9	0	0	0	0	0	0	0	68
Maseyisini Total	834	719	778	673	643	600	475	561	513	280	422	182	0	6,680
Matsanjeni														
Bambitshe Primary	30	31	28	29	19	25	20	0	0	0	0	0	0	182
Hlushwana Primary	48	43	66	81	52	38	32	0	0	0	0	0	0	360
Matsanjeni Ascension Primary	23	25	37	29	39	28	36	0	0	0	0	0	0	217
Matsanjeni Primary	65	50	70	77	62	33	23	0	0	0	0	0	0	380
Nkutjini Primary	42	37	34	54	31	39	15	0	0	0	0	0	0	252
Nsalitje Primary	25	36	26	40	34	29	16	0	0	0	0	0	0	206
Nsalitje Primary II	17	12	32	19	13	11	16	0	0	0	0	0	0	120
Osabeni Primary	41	37	39	53	52	28	22	0	0	0	0	0	0	272
Oslo High	0	0	0	0	0	0	0	96	85	40	58	41	0	320
Oslo Primary	89	71	99	56	48	80	37	0	0	0	0	0	0	480
Phumelela Primary	39	27	31	35	36	22	21	0	0	0	0	0	0	211
Qomintaba High	0	0	0	0	0	0	0	49	90	49	24	8	0	220
Qomintaba Primary	48	49	55	60	47	66	32	0	0	0	0	0	0	357
Zamokuhle R.C. Primary	37	36	21	28	36	23	11	0	0	0	0	0	0	192
Matsanjeni Total	504	454	538	561	469	422	281	145	175	89	82	49	0	3,769
Matsanjeni North														
Dvumane Primary	36	33	37	37	39	38	32	0	0	0	0	0	0	252
Ebenezer Primary	64	49	63	51	59	48	30	0	0	0	0	0	0	364
Intfutuko Primary	82	57	66	41	67	39	25	0	0	0	0	0	0	377
Loyiwe/Manhleke Primary	69	55	79	74	85	84	58	0	0	0	0	0	0	504
Lucaceni Primary	60	51	60	54	49	50	36	0	0	0	0	0	0	360
Magwanyana Secondary	0	0	0	0	0	0	0	48	32	29	0	0	0	109
Mambane High	0	0	0	0	0	0	0	54	37	38	41	22	0	192
Mambane Primary	89	85	92	108	51	89	52	0	0	0	0	0	0	566
Matsanjeni High	0	0	0	0	0	0	0	58	52	36	48	28	0	222

Mavalela Primary	69	45	43	50	54	34	0	0	0	0	0	0	0	295
Mphundle High	0	0	0	0	0	0	0	124	105	74	50	40	0	393
Mphundle Primary	90	76	79	85	100	74	37	0	0	0	0	0	0	541
Ndlalane Primary	89	99	110	103	75	69	51	0	0	0	0	0	0	596
St. John's Primary	55	73	81	82	58	41	47	0	0	0	0	0	0	437
St. Peter's Primary	47	25	39	42	39	31	26	0	0	0	0	0	0	249
Tikhuba High	0	0	0	0	0	0	0	113	97	61	52	21	0	344
Matsanjeni North Total	750	648	749	727	676	597	394	397	323	238	191	111	0	5,801
Mayiwane														
Baleni/Matibekulu Primary	52	43	43	55	62	49	45	0	0	0	0	0	0	349
Ebuhleni Secondary	0	0	0	0	0	0	0	22	23	16	0	0	0	61
Ebuhleni Royal Primary	38	48	36	33	60	45	39	0	0	0	0	0	0	299
Gijimani Primary	47	43	42	41	43	42	29	0	0	0	0	0	0	287
Herefords High	0	0	0	0	0	0	0	120	106	78	71	32	0	407
Herefords Primary	49	35	36	52	59	43	22	0	0	0	0	0	0	296
Lugongodlwane Nazarene Primary	47	46	65	68	47	55	53	0	0	0	0	0	0	381
Matfuntini Community	31	31	38	24	43	40	12	0	0	0	0	0	0	219
Mavula Community Secondary	0	0	0	0	0	0	0	25	9	0	0	0	0	34
Mavula Pisgah Primary	53	53	47	71	50	58	34	0	0	0	0	0	0	366
Mayiwane High	0	0	0	0	0	0	0	113	121	92	128	61	0	515
Mayiwane Nazarene Primary	76	68	56	59	67	42	37	0	0	0	0	0	0	405
Mcuba Primary	20	31	33	32	48	35	19	0	0	0	0	0	0	218
Mkhuzweni High	0	0	0	0	0	0	0	34	45	38	25	13	0	155
Mkhuzweni Primary	81	69	93	78	79	107	55	0	0	0	0	0	0	562
Ntabinezimpisi Primary	57	53	44	55	53	60	43	0	0	0	0	0	0	365
Mayiwane Total	551	520	533	568	611	576	388	314	304	224	224	106	0	4,919
Mbabane East														
Anadale Primary	68	50	54	48	64	42	47	0	0	0	0	0	0	373
Ekwetsembeni Handicapped Primary	10	10	11	13	12	13	12	0	0	0	0	0	0	81
Entuthukweni Primary	73	80	63	82	68	45	56	0	0	0	0	0	0	467
Fonteyn Primary	74	84	89	69	61	45	45	0	0	0	0	0	0	467
Fonteyn Secondary	0	0	0	0	0	0	0	64	20	21	0	0	0	105
Hermann Gmeiner SOS Primary	110	118	127	106	113	104	89	0	0	0	0	0	0	767
John Wesley Methodist Primary	56	48	45	60	69	63	86	0	0	0	0	0	0	427
John Wesley Secondary	0	0	0	0	0	0	0	87	48	50	0	0	0	185

Ka-Boyce High	0	0	0	0	0	0	0	132	108	91	86	84	25	526
Ka-Shile High	0	0	0	0	0	0	0	169	120	70	125	118	0	602
Mater Dolorosa High	0	0	0	0	0	0	0	174	165	115	137	98	0	689
Mater Dolorosa Primary	107	112	95	96	96	98	86	0	0	0	0	0	0	690
Mbabane Evangelical Primary	73	64	58	55	57	54	50	0	0	0	0	0	0	411
Mbabane Central Primary	91	82	75	78	87	69	57	0	0	0	0	0	0	539
Mbabane Lutheran Primary	37	39	40	50	40	68	63	0	0	0	0	0	0	337
Mbabane S.A.G.M. Primary	117	123	137	135	105	87	98	0	0	0	0	0	0	802
Mqolo Central Primary	105	99	78	76	97	82	54	0	0	0	0	0	0	591
Msunduzi Infant Primary	67	53	59	51	54	51	29	0	0	0	0	0	0	364
Qedusizi Primary	109	97	89	96	96	97	77	0	0	0	0	0	0	661
Sifundzani High	0	0	0	0	0	0	0	65	66	60	47	14	0	252
Sithembiso Sebunye/Bahai High	0	0	0	0	0	0	0	48	58	42	51	54	9	262
Siyakhula Primary	29	11	18	16	16	10	18	0	0	0	0	0	0	118
St. Francis' High	0	0	0	0	0	0	0	103	91	84	105	95	0	478
St. Francis' Primary	105	124	114	137	135	113	73	0	0	0	0	0	0	801
St. Mark's High	0	0	0	0	0	0	0	140	143	120	129	116	34	682
St. Mark's Primary	265	221	239	212	217	217	190	0	0	0	0	0	0	1,561
The little school	59	50	35	37	24	30	24	0	0	0	0	0	0	259
Wisdom Academy	0	0	0	0	0	0	0	17	10	20	27	27	0	101
Mbabane East Total	1,555	1,465	1,426	1,417	1,411	1,288	1,154	999	829	673	707	606	68	13,598
Mbabane West														
Hermann Gmeiner SOS High	0	0	0	0	0	0	0	83	87	53	84	50	0	357
Imphumelelo High	0	0	0	0	0	0	0	17	21	26	15	0	0	79
Mangwaneni Primary	110	122	123	112	122	73	111	0	0	0	0	0	0	773
Mbabane Bahai Primary	72	73	71	58	62	58	59	0	0	0	0	0	0	453
Mbabane Central High	0	0	0	0	0	0	0	144	132	103	160	95	0	634
Montessori Life Primary	25	22	17	17	6	0	0	0	0	0	0	0	0	87
Nkwalini Primary	120	102	119	92	114	94	93	0	0	0	0	0	0	734
SAIM Christian High School	0	0	0	0	0	0	0	94	122	94	92	47	0	449
Sifundzani Primary	60	59	60	61	63	58	47	0	0	0	0	0	0	408
Waterford/Kamhlaba High	0	0	0	0	0	0	0	52	77	79	86	78	0	372
Woodlands High	0	0	0	0	0	0	0	96	85	78	89	53	0	401
Mbabane West Total	387	378	390	340	367	283	310	486	524	433	526	323	0	4,747
Mhlambanyatsi														
Bhunya High	0	0	0	0	0	0	0	54	95	66	47	44	0	306

Bhunya Primary	131	120	141	95	65	106	64	0	0	0	0	0	0	722
Bhunya Usuthu High	0	0	0	0	0	0	0	126	141	85	69	50	0	471
Dingizwe Primary	15	16	31	26	29	33	24	0	0	0	0	0	0	174
Intuthuko Primary	18	13	22	24	26	23	16	0	0	0	0	0	0	142
Ka-Zondwako Primary	39	44	37	39	39	51	21	0	0	0	0	0	0	270
Lundzi High	0	0	0	0	0	0	0	24	30	29	16	20	0	119
Matseni Primary	15	17	30	17	22	14	20	0	0	0	0	0	0	135
Mgotjane Primary	34	36	34	38	51	35	28	0	0	0	0	0	0	256
Mhlambanyatsi Primary	29	31	20	28	19	23	16	0	0	0	0	0	0	166
Mlindazwe High	0	0	0	0	0	0	0	44	40	32	15	11	0	142
Mphakamela Primary	40	47	41	41	36	17	14	0	0	0	0	0	0	236
Mpuluzi Anglican Primary	49	52	62	62	40	43	28	0	0	0	0	0	0	336
Mpuluzi High	0	0	0	0	0	0	0	54	52	33	18	15	0	172
Sikanye High School	0	0	0	0	0	0	0	24	11	0	0	0	0	35
Torgyle Central Primary	12	5	8	4	10	12	10	0	0	0	0	0	0	61
Ulundzi Primary	49	39	60	39	48	32	21	0	0	0	0	0	0	288
Usuthu Forest Primary	47	49	52	46	52	50	41	0	0	0	0	0	0	337
Mhlambanyatsi Total	478	469	538	459	437	439	303	326	369	245	165	140	0	4,368
Mhlangatane														
Ekujabuleni Holiness Primary	55	67	61	64	71	36	31	0	0	0	0	0	0	385
Entsinini Primary	68	68	86	82	86	76	53	0	0	0	0	0	0	519
Lonhlanane Primary School	20	22	31	19	18	0	0	0	0	0	0	0	0	110
Malibeni High	0	0	0	0	0	0	0	75	65	39	47	27	0	253
Malibeni Primary	72	65	66	53	63	59	32	0	0	0	0	0	0	410
Mangweni High	0	0	0	0	0	0	0	18	18	14	0	0	0	50
Mangweni Primary	46	36	32	51	41	68	31	0	0	0	0	0	0	305
Mavula Central Primary	73	91	106	115	109	84	81	0	0	0	0	0	0	659
Mavula Central Secondary	0	0	0	0	0	0	0	54	43	13	0	0	0	110
Mdlawini Primary	13	11	28	31	0	0	0	0	0	0	0	0	0	83
Mhlangatane Nazarene Primary	70	56	73	65	89	38	36	0	0	0	0	0	0	427
Mhlangatane/Ntsinini High	0	0	0	0	0	0	0	111	65	46	55	22	0	299
Mpofu High	0	0	0	0	0	0	0	207	140	81	88	62	0	578
Mpofu Methodist Primary	108	89	126	122	123	118	71	0	0	0	0	0	0	757
Nhlanguyavuka Nazarene Primary	57	54	89	110	83	71	46	0	0	0	0	0	0	510
Nyakatfo Secondary	0	0	0	0	0	0	0	21	27	17	0	0	0	65
Nyakatfo Nazarene Primary	110	111	114	111	117	90	54	0	0	0	0	0	0	707

Zinyane Primary	45	49	47	48	28	36	15	0	0	0	0	0	0	268
Mhlangatane Total	737	719	859	871	828	676	450	486	358	210	190	111	0	6,495
Mhlume														
Jack Hersov Primary	24	26	29	28	22	29	23	0	0	0	0	0	0	181
Lusoti High	0	0	0	0	0	0	0	52	55	43	125	44	0	319
Lusoti Primary	71	83	74	62	80	76	58	0	0	0	0	0	0	504
Mananga College	0	0	0	0	0	0	0	14	19	17	27	22	0	99
Mhlume Central Primary	81	62	80	66	55	71	65	0	0	0	0	0	0	480
Mhlume High	0	0	0	0	0	0	0	99	157	104	107	113	0	580
Ngomane High	0	0	0	0	0	0	0	90	87	0	168	68	0	413
Ngomane Primary	53	47	57	45	57	48	27	0	0	0	0	0	0	334
Nokwane Primary	38	34	34	36	36	30	31	0	0	0	0	0	0	239
Thembelisha Primary	43	42	36	35	36	25	27	0	0	0	0	0	0	244
Tshaneni Central Primary	80	53	60	54	80	55	56	0	0	0	0	0	0	438
Vuvulane High	0	0	0	0	0	0	0	42	53	49	42	39	0	225
Vuvulane Primary	62	77	62	23	56	33	22	0	0	0	0	0	0	335
Mhlume Total	452	424	432	349	422	367	309	297	371	213	469	286	0	4,391
Motshane														
All Saints Primary	23	21	13	53	36	44	26	0	0	0	0	0	0	216
Beaconkop Primary	20	21	25	17	21	21	12	0	0	0	0	0	0	137
Bhekephi Primary	121	104	107	105	86	74	66	0	0	0	0	0	0	663
Embo Methodist Primary	49	65	46	53	56	58	28	0	0	0	0	0	0	355
Esigangeni High	0	0	0	0	0	0	0	112	122	76	87	49	0	446
Esigangeni Primary	102	83	105	88	103	84	65	0	0	0	0	0	0	630
Esiphocosini High	0	0	0	0	0	0	0	152	134	79	125	75	0	565
Londunduma High	0	0	0	0	0	0	0	120	107	56	85	31	0	399
Mahwalala /Enhlanganisweni High	0	0	0	0	0	0	0	151	87	62	81	40	0	421
Makhwane Primary	55	41	52	52	49	51	54	0	0	0	0	0	0	354
Maryward Primary	24	27	34	37	32	31	23	0	0	0	0	0	0	208
MASIBEKELE HIGH	0	0	0	0	0	0	0	97	47	0	15	0	0	159
Motjane High	0	0	0	0	0	0	0	184	88	49	51	74	0	446
Motjane Primary	65	64	92	65	62	62	39	0	0	0	0	0	0	449
Mpholonjeni Primary	17	20	13	16	16	21	20	0	0	0	0	0	0	123
Mpolonjeni Primary	45	36	46	51	40	42	26	0	0	0	0	0	0	286
New Hebron Primary	41	52	60	51	68	51	34	0	0	0	0	0	0	357
Ngwenya Central Primary	81	73	85	82	96	57	75	0	0	0	0	0	0	549

Nsokolweni Primary	24	27	24	23	28	31	22	0	0	0	0	0	0	179
Prince Simon Primary	45	40	46	38	50	34	34	0	0	0	0	0	0	287
St. John's Primary	85	61	79	77	67	75	39	0	0	0	0	0	0	483
Motshane Total	797	735	827	808	810	736	563	816	585	322	444	269	0	7,712
Mpholonjeni														
Enhlabeni Primary	45	57	57	59	62	57	35	0	0	0	0	0	0	372
Good Shepherd Primary	95	102	117	78	84	81	49	0	0	0	0	0	0	606
Holy Ghost Catholic Primary	67	61	46	59	56	46	28	0	0	0	0	0	0	363
Lasi/Ngcina High	0	0	0	0	0	0	0	97	83	45	32	39	0	296
Mpolonjeni High	0	0	0	0	0	0	0	103	72	71	51	45	0	342
Ndzangu Primary	64	78	102	94	93	81	35	0	0	0	0	0	0	547
Ndzangu Secondary	0	0	0	0	0	0	0	90	106	63	40	12	0	311
Ngcina Primary	80	38	69	58	78	72	41	0	0	0	0	0	0	436
Siphoso Primary	139	128	127	182	159	111	134	0	0	0	0	0	0	980
St. Augustine's Primary	36	46	42	38	40	35	39	0	0	0	0	0	0	276
Mpholonjeni Total	526	510	560	568	572	483	361	290	261	179	123	96	0	4,529
Mtfongwaneni														
Bulunga Primary	44	36	45	42	47	39	21	0	0	0	0	0	0	274
Ebugeleni / Lwandle Primary	65	65	69	59	50	57	33	0	0	0	0	0	0	398
Ehlane Primary	35	31	43	35	41	31	21	0	0	0	0	0	0	237
Ekuphileni Primary	64	40	45	45	44	27	16	0	0	0	0	0	0	281
Elwandle Primary	71	70	51	66	74	51	40	0	0	0	0	0	0	423
Ethembeni Primary	71	90	87	75	60	82	56	0	0	0	0	0	0	521
Ethembeni Secondary	0	0	0	0	0	0	0	75	27	14	0	0	0	116
Gundvwini High	0	0	0	0	0	0	0	149	122	58	95	33	0	457
Gundvwini Primary	52	51	83	72	64	63	59	0	0	0	0	0	0	444
Hlane/Bulunga Secondary	0	0	0	0	0	0	0	25	40	22	0	0	0	87
Lomveshe Primary	27	30	40	49	30	28	24	0	0	0	0	0	0	228
Mkhuzweni Primary	99	101	129	99	112	91	67	0	0	0	0	0	0	698
Mtfongwaneni Total	528	514	592	542	522	469	337	249	189	94	95	33	0	4,164
Mtsambama														
Christ The King High	0	0	0	0	0	0	0	124	76	50	87	45	0	382
Christ The King Primary	134	116	112	97	103	86	68	0	0	0	0	0	0	716
Ebenezer High	0	0	0	0	0	0	0	241	264	133	299	121	0	1,058
Ebenezer Primary	82	62	75	106	51	83	52	0	0	0	0	0	0	511
Hlatikulu Central High	0	0	0	0	0	0	0	128	87	54	118	54	0	441

Mavukutfu Primary	25	38	37	33	31	19	25	0	0	0	0	0	0	208
Mhlab'uyaduma Primary	25	28	24	22	35	23	31	0	0	0	0	0	0	188
Mphatseni Primary	42	48	46	36	47	40	37	0	0	0	0	0	0	296
New Warm Primary	41	42	43	60	52	53	40	0	0	0	0	0	0	331
Salem High	0	0	0	0	0	0	0	88	101	46	120	64	0	419
Salem Primary	59	68	55	63	90	63	62	0	0	0	0	0	0	460
Sibetsamoya Primary	76	54	68	81	102	104	77	0	0	0	0	0	0	562
St. Anthony's/Mpompota Primary	110	93	128	145	116	87	64	0	0	0	0	0	0	743
Thembelihle High	0	0	0	0	0	0	0	73	81	26	32	0	0	212
Thembelihle Primary	68	75	84	60	82	60	52	0	0	0	0	0	0	481
Mtsambama Total	662	624	672	703	709	618	508	654	609	309	656	284	0	7,008
Ndzingeni														
Cetjwayo Primary	56	69	60	67	115	50	61	0	0	0	0	0	0	478
DINANI HIGH SCHOOL	0	0	0	0	0	0	0	53	22	0	26	0	0	101
Ebulandzeni Primary	43	30	22	22	25	23	18	0	0	0	0	0	0	183
Ekubongeni High	0	0	0	0	0	0	0	142	131	103	58	39	0	473
Ekuphumleni/Nkamanzi Primary	10	18	14	13	16	17	10	0	0	0	0	0	0	98
Ekwaliweni Primary	25	31	43	23	43	37	38	0	0	0	0	0	0	240
Endzingeni Nazarene High	0	0	0	0	0	0	0	108	83	67	115	116	0	489
Endzingeni Nazarene Primary	105	72	117	88	144	130	71	0	0	0	0	0	0	727
Geza Primary School	53	45	58	60	60	65	48	0	0	0	0	0	0	389
Lanyandza Primary School	29	21	0	0	0	0	0	0	0	0	0	0	0	50
Mgululu Primary	54	40	53	70	62	50	36	0	0	0	0	0	0	365
Monile Primary School	18	22	25	23	0	0	0	0	0	0	0	0	0	88
Mphondla Nazarene Primary	22	41	45	41	52	31	30	0	0	0	0	0	0	262
Mvuma Primary School	22	10	23	25	0	0	0	0	0	0	0	0	0	80
Mzimnene Lutheran Primary	38	31	25	34	42	33	29	0	0	0	0	0	0	232
Mzimnene Secondary	0	0	0	0	0	0	0	32	26	17	22	10	0	107
Ngowane Primary	49	54	68	65	57	43	45	0	0	0	0	0	0	381
Nkamanzi/Njaliba Primary	101	88	142	106	93	84	81	0	0	0	0	0	0	695
Nkonyeni High School	0	0	0	0	0	0	0	75	93	46	47	33	0	294
St. Peregrine's Primary	67	65	71	81	62	69	62	0	0	0	0	0	0	477
Ndzingeni Total	692	637	766	718	771	632	529	410	355	233	268	198	0	6,209
Ngudzeni														
Ebaleni Primary	30	31	31	0	0	0	0	0	0	0	0	0	0	92
Engudzeni FEA High	0	0	0	0	0	0	0	46	41	24	0	0	0	111

Engudzeni High	0	0	0	0	0	0	0	71	77	50	90	42	0	330
Engudzeni Primary	77	71	97	77	62	86	52	0	0	0	0	0	0	522
Mahhoshe Primary	47	46	49	53	64	60	45	0	0	0	0	0	0	364
Maloma Primary	68	66	74	54	72	67	49	0	0	0	0	0	0	450
Mphelandzaba Secondary	0	0	0	0	0	0	0	43	37	23	0	0	0	103
Ntjanini High	0	0	0	0	0	0	0	125	109	101	152	113	0	600
Ntjanini Primary	91	82	173	106	149	87	76	0	0	0	0	0	0	764
Ngudzeni Total	313	296	424	290	347	300	222	285	264	198	242	155	0	3,336
Ngwempisi														
Cana High	0	0	0	0	0	0	0	242	171	96	112	63	0	684
Cana Primary	68	82	80	101	92	87	83	0	0	0	0	0	0	593
Egugwini Primary	22	24	21	22	23	30	9	0	0	0	0	0	0	151
Ekukhulumeni Primary	23	14	21	26	19	23	17	0	0	0	0	0	0	143
Elunyaweni Primary	29	18	21	36	23	17	16	0	0	0	0	0	0	160
Emseni Primary	11	13	17	14	16	7	3	0	0	0	0	0	0	81
Etjebovu Primary	29	25	16	21	22	22	30	0	0	0	0	0	0	165
Future Primary	17	19	8	9	10	6	5	0	0	0	0	0	0	74
Holy Rosary High	0	0	0	0	0	0	0	81	102	83	30	29	0	325
Holy Rosary Primary	56	90	61	77	66	71	40	0	0	0	0	0	0	461
Macudvulwini Primary	28	23	31	29	28	31	24	0	0	0	0	0	0	194
Malangeni Primary	54	41	63	61	88	78	43	0	0	0	0	0	0	428
Mankayane High	0	0	0	0	0	0	0	47	46	44	60	53	0	250
Mbhesamandla Primary	27	42	35	38	31	41	31	0	0	0	0	0	0	245
Mhlatane Primary	46	48	52	34	38	53	46	0	0	0	0	0	0	317
Mount Hermon Primary	67	59	67	69	63	55	54	0	0	0	0	0	0	434
Mponono AME Primary	31	34	53	44	43	37	30	0	0	0	0	0	0	272
Mtimane Primary	35	33	37	39	50	49	70	0	0	0	0	0	0	313
Musi Primary	28	46	47	59	60	38	32	0	0	0	0	0	0	310
Ndlaleni Community Primary	13	17	16	13	18	15	20	0	0	0	0	0	0	112
Ndwandwe /Velezizweni High	0	0	0	0	0	0	0	123	68	49	38	31	0	309
Ngcoseni High	0	0	0	0	0	0	0	80	74	62	39	0	0	255
Ngcoseni Primary	63	70	79	86	45	60	61	0	0	0	0	0	0	464
Ngwempisane Primary	35	29	27	38	30	22	21	0	0	0	0	0	0	202
Ngwempisi Farm Primary	32	25	40	23	23	0	0	0	0	0	0	0	0	143
Nkanyezini Primary	56	63	58	71	72	65	69	0	0	0	0	0	0	454
Nokuthula High	0	0	0	0	0	0	0	74	71	49	66	40	0	300

Nokuthula Primary	31	37	40	34	42	40	48	0	0	0	0	0	0	272
Phumtile Secondary	0	0	0	0	0	0	0	77	94	63	29	33	0	296
Sibovu High	0	0	0	0	0	0	0	84	90	57	39	20	0	290
St. Stephen's Primary	37	38	72	52	71	65	48	0	0	0	0	0	0	383
Tentele Primary	45	42	48	45	35	22	38	0	0	0	0	0	0	275
Thawela Methodist Primary	22	20	18	22	31	24	25	0	0	0	0	0	0	162
Velezizweni Primary	36	36	44	77	41	54	54	0	0	0	0	0	0	342
Ngwempisi Total	941	988	1,072	1,140	1,080	1,012	917	808	716	503	413	269	0	9,859
Nhlambeni														
Damaseko Primary	47	29	31	30	37	32	20	0	0	0	0	0	0	226
Emthonjeni High	0	0	0	0	0	0	0	96	93	82	61	48	0	380
Emthonjeni Primary	90	62	47	52	44	41	59	0	0	0	0	0	0	395
JABEZ SCHOOL OF EXCELLENCE	15	15	5	7	7	9	0	0	0	0	0	0	0	58
Masundwini High	0	0	0	0	0	0	0	158	139	118	164	108	0	687
Masundwini Primary	71	53	78	74	62	83	34	0	0	0	0	0	0	455
Nhlambeni High School	0	0	0	0	0	0	0	82	38	0	42	0	0	162
Nhlambeni Nazarene Primary	64	69	64	66	92	91	51	0	0	0	0	0	0	497
Nhlambeni Primary	72	63	90	43	35	62	51	0	0	0	0	0	0	416
Sidvokodvo Railway Primary	73	61	35	57	38	46	36	0	0	0	0	0	0	346
Wem High School	0	0	0	0	0	0	0	5	7	20	47	54	0	133
Nhlambeni Total	432	352	350	329	315	364	251	341	277	220	314	210	0	3,755
Nkhaba														
Ejubukweni High	0	0	0	0	0	0	0	78	64	44	48	31	0	265
Ejubukweni Primary	56	34	40	36	46	49	24	0	0	0	0	0	0	285
Ekufikeni Primary	41	24	37	34	35	34	18	0	0	0	0	0	0	223
Ekuvinjelweni High School	0	0	0	0	0	0	0	80	63	44	0	0	0	187
Elshadaai (Mission) Primary	41	33	38	38	43	41	29	0	0	0	0	0	0	263
Enkalangeni Primary	24	28	34	40	29	29	31	0	0	0	0	0	0	215
Enkhaba High	0	0	0	0	0	0	0	136	147	94	101	79	0	557
Enkhaba Primary	46	56	48	53	59	66	35	0	0	0	0	0	0	363
Forbes Reef Primary	71	69	60	53	38	48	42	0	0	0	0	0	0	381
Fundukuwela high	0	0	0	0	0	0	0	215	177	90	131	65	0	678
Hawane Central Primary	62	46	59	47	44	58	28	0	0	0	0	0	0	344
HAWANE HIGH SCHOOL	0	0	0	0	0	0	0	64	36	0	24	0	0	124
Ku-Hlahla Primary	26	20	35	15	37	35	41	0	0	0	0	0	0	209
Mabhawu Catholic Primary	18	16	20	20	24	0	0	0	0	0	0	0	0	98

Machegwini Primary	65	55	55	84	74	72	44	0	0	0	0	0	0	449
Malandzela Primary	120	115	120	93	135	112	58	0	0	0	0	0	0	753
Mbuluzi High	0	0	0	0	0	0	0	66	72	46	97	78	0	359
Mbuluzi S.A.G.M. Primary	42	44	40	44	48	42	38	0	0	0	0	0	0	298
Mnyokane Primary	55	55	72	60	60	56	33	0	0	0	0	0	0	391
Phakamani Primary	24	23	30	24	47	21	9	0	0	0	0	0	0	178
St. Manettus' Primary	38	41	41	37	39	31	38	0	0	0	0	0	0	265
St. Paul's Anglican Primary	89	98	85	78	92	81	62	0	0	0	0	0	0	585
Zamani Primary	16	17	19	19	12	6	4	0	0	0	0	0	0	93
Nkhaba Total	834	774	833	775	862	781	534	639	559	318	401	253	0	7,563
Nkilongo														
Big Bend High	0	0	0	0	0	0	0	86	90	81	44	32	0	333
Dumisa Primary	91	67	72	99	92	91	43	0	0	0	0	0	0	555
Ebholi Methodist Primary	28	26	31	34	38	40	34	0	0	0	0	0	0	231
Mahlabaneni Primary	82	54	70	60	60	48	28	0	0	0	0	0	0	402
Majombe Primary	43	46	47	44	39	45	38	0	0	0	0	0	0	302
Manyonyaneni Central Primary	41	29	30	34	40	35	26	0	0	0	0	0	0	235
Ndzevane High	0	0	0	0	0	0	0	89	67	46	79	26	0	307
Ndzevane Primary	102	65	96	97	102	59	80	0	0	0	0	0	0	601
Sisekelo High	0	0	0	0	0	0	0	55	43	20	61	57	0	236
Ubombo Primary	24	22	31	25	21	23	20	0	0	0	0	0	0	166
Ubombo Ranches High	0	0	0	0	0	0	0	116	0	0	0	0	0	116
Ubombo Ranches Primary	160	140	117	155	105	105	49	0	0	0	0	0	0	831
U-Tech High	0	0	0	0	0	0	0	80	108	28	52	35	0	303
Nkilongo Total	571	449	494	548	497	446	318	426	308	175	236	150	0	4,618
Nkwene														
Ebaleni Community Primary	23	20	17	26	13	11	14	0	0	0	0	0	0	124
Ebuhleni Primary	28	29	21	68	25	26	21	0	0	0	0	0	0	218
Ekujabuleni Primary	6	9	18	12	20	15	26	0	0	0	0	0	0	106
Ekuphumuleni Primary	55	28	24	29	41	28	19	0	0	0	0	0	0	224
Mandulo Community Primary	117	94	83	82	104	78	79	0	0	0	0	0	0	637
Mandulo high School	0	0	0	0	0	0	0	47	19	0	12	0	0	78
Mbanjane Primary	27	32	22	24	17	16	23	0	0	0	0	0	0	161
Mkhondvo Secondary	0	0	0	0	0	0	0	111	88	52	43	21	0	315
Nkwene High	0	0	0	0	0	0	0	119	105	82	58	42	0	406
Nkwene Primary	93	73	89	109	106	104	49	0	0	0	0	0	0	623

Nyanyali Primary	24	28	33	40	31	25	24	0	0	0	0	0	0	205
Tholulwazi Primary	50	81	67	57	53	60	50	0	0	0	0	0	0	418
Zamokuhle Primary	16	30	26	23	28	11	13	0	0	0	0	0	0	147
Nkwene Total	439	424	400	470	438	374	318	277	212	134	113	63	0	3,662
Ntfontjeni														
Ekudvwaleni Secondary	0	0	0	0	0	0	0	130	102	71	57	55	0	415
Ekujabuleni Primary	50	63	50	49	48	39	41	0	0	0	0	0	0	340
Enhlahleni Primary	28	26	38	45	20	23	10	0	0	0	0	0	0	190
Enkonjaneni Primary	14	21	33	25	36	18	19	0	0	0	0	0	0	166
Entfontjeni High	0	0	0	0	0	0	0	144	225	118	129	70	0	686
Entfontjeni Primary	73	64	71	79	82	80	70	0	0	0	0	0	0	519
Esidwashini Methodist Primary	86	119	98	85	107	88	59	0	0	0	0	0	0	642
Evusweni Primary	95	78	97	75	52	73	76	0	0	0	0	0	0	546
Gobolodlo Primary	50	30	36	55	39	44	32	0	0	0	0	0	0	286
Hhelehhele Nazarene Primary	12	25	28	25	29	27	17	0	0	0	0	0	0	163
Hhohho A.M.E. Primary	62	65	67	65	79	70	63	0	0	0	0	0	0	471
Lufafa Primary	28	19	23	17	18	13	19	0	0	0	0	0	0	137
Mbasheni Primary	72	91	93	88	105	90	57	0	0	0	0	0	0	596
Mshingishingini Nazarene Primary	82	86	108	113	127	93	71	0	0	0	0	0	0	680
Mswati II Methodist High	0	0	0	0	0	0	0	102	71	45	40	27	0	285
Phophonyane Primary	31	29	47	45	47	56	34	0	0	0	0	0	0	289
Sobokazana High School	0	0	0	0	0	0	0	55	24	0	19	0	0	98
Ntfontjeni Total	683	716	789	766	789	714	568	431	422	234	245	152	0	6,509
Ntondozi														
Emphini Primary	70	62	63	69	72	57	36	0	0	0	0	0	0	429
Encabaneni High	0	0	0	0	0	0	0	33	32	46	16	25	0	152
Encabaneni Primary	23	24	43	23	25	38	22	0	0	0	0	0	0	198
Gebeni High	0	0	0	0	0	0	0	128	104	92	57	36	0	417
Gebeni Primary	76	62	63	54	63	57	36	0	0	0	0	0	0	411
Ka-Ndinda Primary	115	79	69	73	98	59	53	0	0	0	0	0	0	546
Khalangilile Primary	76	81	77	71	86	66	50	0	0	0	0	0	0	507
Makhungutja Primary	48	55	53	44	52	50	29	0	0	0	0	0	0	331
Mvimbeko High	0	0	0	0	0	0	0	126	112	59	66	61	0	424
Ntondozi R.C. Primary	77	89	73	70	91	95	76	0	0	0	0	0	0	571
St. Bernard's Primary	39	30	36	39	39	29	45	0	0	0	0	0	0	257
Ntondozi Total	524	482	477	443	526	451	347	287	248	197	139	122	0	4,243

Pigg's Peak														
Bulembu Christian Academy	0	0	0	0	0	0	0	34	27	17	0	21	0	99
Bulembu Christian Academy Primary	28	33	31	54	39	18	18	0	0	0	0	0	0	221
Eduhusi Primary	17	15	15	16	16	17	8	0	0	0	0	0	0	104
Ekuthuleni Primary	19	13	12	14	9	13	12	0	0	0	0	0	0	92
Eluhlangotsini Primary	53	41	54	68	53	44	58	0	0	0	0	0	0	371
Emagobodvo High	0	0	0	0	0	0	0	81	94	59	76	49	0	359
Hlanganani Primary School	12	10	7	4	11	8	5	0	0	0	0	0	0	57
Luhhumaneni Primary	34	20	21	32	22	25	22	0	0	0	0	0	0	176
Mbeka High	0	0	0	0	0	0	0	69	80	45	34	22	0	250
Mhlatane High	0	0	0	0	0	0	0	328	298	276	352	311	0	1,565
Nginamadvolu Primary	51	43	56	40	61	41	39	0	0	0	0	0	0	331
Peak Nazarene Primary	75	51	62	62	70	75	44	0	0	0	0	0	0	439
Pigg's Peak Central Primary	43	52	49	48	35	43	36	0	0	0	0	0	0	306
Piggs Peak High	0	0	0	0	0	0	0	105	65	66	95	61	0	392
Rosenberg Primary	35	40	24	30	28	31	32	0	0	0	0	0	0	220
St. Aidan's Primary	59	51	71	80	55	69	42	0	0	0	0	0	0	427
St. Amideus' Primary	51	33	44	35	52	66	53	0	0	0	0	0	0	334
St. Benedict's Primary	77	65	71	97	77	75	63	0	0	0	0	0	0	525
The Peak Primary	58	46	52	52	46	46	25	0	0	0	0	0	0	325
Pigg's Peak Total	612	513	569	632	574	571	457	617	564	463	557	464	0	6,593
Sandleni														
Dzakasini Primary	68	53	70	67	86	49	37	0	0	0	0	0	0	430
Esandleni High	0	0	0	0	0	0	0	91	74	45	77	38	0	325
Esandleni Primary	97	87	74	96	138	80	79	0	0	0	0	0	0	651
Etjendlovu /Ekukhanyeni Primary	44	46	80	62	61	37	64	0	0	0	0	0	0	394
Etjendlovu High	0	0	0	0	0	0	0	56	55	32	16	15	0	174
Hhohho Primary	68	46	44	58	61	60	50	0	0	0	0	0	0	387
Hletjeni Primary	47	31	36	43	54	35	56	0	0	0	0	0	0	302
Holy Family Primary	51	35	48	32	40	29	39	0	0	0	0	0	0	274
Jericho B.E.A. Primary	109	85	44	103	136	89	98	0	0	0	0	0	0	664
Jericho High	0	0	0	0	0	0	0	72	84	64	40	21	0	281
Jerusalem High	0	0	0	0	0	0	0	85	63	54	77	34	0	313
Jerusalem Primary	69	80	77	56	55	63	38	0	0	0	0	0	0	438
Ka-Mbheba/Ka-Mzila Primary	78	76	79	91	89	89	50	0	0	0	0	0	0	552

Ka-Mzila Secondary	0	0	0	0	0	0	0	37	40	0	0	0	0	77
Ko-Ntjingila Primary	23	17	19	22	28	30	20	0	0	0	0	0	0	159
Mbowane Primary	57	47	37	43	49	41	32	0	0	0	0	0	0	306
Mbowane Secondary	0	0	0	0	0	0	0	40	37	16	0	0	0	93
New Nazareth Primary	90	65	71	65	89	66	65	0	0	0	0	0	0	511
Ngololweni High	0	0	0	0	0	0	0	81	101	36	37	13	0	268
Ngololweni Primary	61	47	59	41	57	58	28	0	0	0	0	0	0	351
Nhletjeni High	0	0	0	0	0	0	0	115	85	76	157	82	0	515
Nkhungwini High	0	0	0	0	0	0	0	63	30	31	27	22	0	173
Nkhungwini Primary	52	54	42	40	41	40	38	0	0	0	0	0	0	307
Phongolwane Primary	73	65	79	77	80	70	54	0	0	0	0	0	0	498
Velebantfu High	0	0	0	0	0	0	0	90	102	54	84	49	0	379
Velebantfu Primary	63	64	73	84	61	78	67	0	0	0	0	0	0	490
Sandleni Total	1,050	898	932	980	1,125	914	815	730	671	408	515	274	0	9,312
Shiselweni I														
Beersheba Primary	22	16	8	11	6	12	12	0	0	0	0	0	0	87
Franson Christian High	0	0	0	0	0	0	0	124	81	59	125	106	0	495
Franson Christian Primary	59	47	33	56	70	59	50	0	0	0	0	0	0	374
Galile B.E.A. Primary	34	29	20	30	24	15	18	0	0	0	0	0	0	170
Mantambe High	0	0	0	0	0	0	0	38	35	22	14	33	0	142
Mantambe Primary	54	44	40	48	34	35	19	0	0	0	0	0	0	274
Manyandzeni Primary	20	23	19	15	13	18	19	0	0	0	0	0	0	127
Masiphula High	0	0	0	0	0	0	0	110	81	39	63	37	0	330
Masiphula Primary	42	51	32	35	38	37	32	0	0	0	0	0	0	267
Mizper Primary	40	27	19	20	9	17	11	0	0	0	0	0	0	143
Our Lady of Sorrows High	0	0	0	0	0	0	0	100	92	71	97	67	0	427
Our Lady of Sorrows Primary	42	44	47	42	48	40	34	0	0	0	0	0	0	297
Paradise Primary	22	0	0	0	0	0	0	0	0	0	0	0	0	22
St. Anselm's Primary	24	42	41	26	36	42	28	0	0	0	0	0	0	239
St. Juliana's Primary	36	30	30	34	30	43	25	0	0	0	0	0	0	228
Themba Primary	9	6	6	4	6	3	6	0	0	0	0	0	0	40
Welcome Primary	25	12	11	15	9	15	9	0	0	0	0	0	0	96
Shiselweni I Total	429	371	306	336	323	336	263	372	289	191	299	243	0	3,758
Shiselweni II														
Edoropeni High	0	0	0	0	0	0	0	100	81	41	36	8	0	266
Edoropeni Primary	89	92	97	102	103	87	60	0	0	0	0	0	0	630

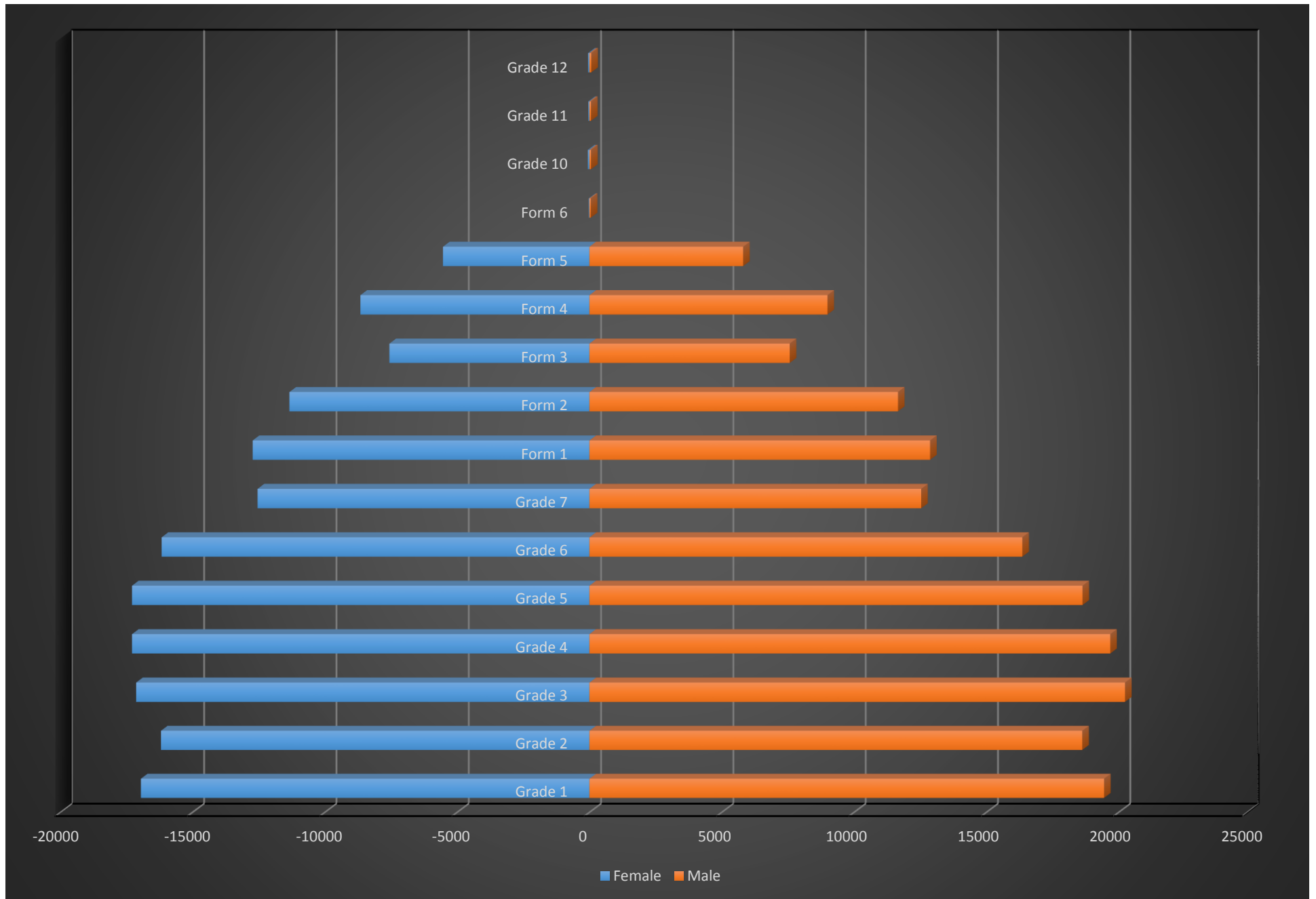
Edulini Primary	25	21	26	24	26	26	20	0	0	0	0	0	0	168
Edwaleni High	0	0	0	0	0	0	0	122	127	100	69	84	0	502
Edwaleni Primary	82	83	74	117	114	93	68	0	0	0	0	0	0	631
Etjedze Primary	38	27	32	43	37	36	36	0	0	0	0	0	0	249
Evelyn Baring High	0	0	0	0	0	0	0	211	192	148	262	169	0	982
Evelyn Baring Primary	106	107	104	94	61	55	52	0	0	0	0	0	0	579
Galilee Community Primary	34	37	35	37	29	34	33	0	0	0	0	0	0	239
Madulini High	0	0	0	0	0	0	0	105	104	80	49	27	0	365
Madulini Primary	77	80	72	92	64	61	36	0	0	0	0	0	0	482
Mhlaba Nazarene Primay	13	10	6	9	0	0	0	0	0	0	0	0	0	38
Mhlanga Methodist Primary	70	69	67	51	61	59	45	0	0	0	0	0	0	422
Mkhondvo Primary	64	71	32	54	60	43	54	0	0	0	0	0	0	378
Ngwane Practising Primary	112	102	107	100	100	87	70	0	0	0	0	0	0	678
Nhlangano Central High	0	0	0	0	0	0	0	146	149	110	126	76	0	607
Nhlangano Central Primary	201	200	208	197	203	194	96	0	0	0	0	0	0	1,299
Nkhulungo Primary	38	42	26	35	35	29	35	0	0	0	0	0	0	240
Nsongweni High	0	0	0	0	0	0	0	146	112	48	127	41	0	474
Nsongweni Primary	92	90	113	120	92	80	55	0	0	0	0	0	0	642
Sibovu (Shiselweni) Primary	57	48	37	39	34	52	34	0	0	0	0	0	0	301
Single Tree Primary	56	67	66	49	67	54	45	0	0	0	0	0	0	404
Sokhonjiwe Secondary	0	0	0	0	0	0	0	75	74	23	39	14	0	225
Shiselweni II Total	1,154	1,146	1,102	1,163	1,086	990	739	905	839	550	708	419	0	10,801
Sigwe														
Ekujabuleni /Langolotjeni Primary	47	60	57	61	52	34	41	0	0	0	0	0	0	352
Elulakeni High	0	0	0	0	0	0	0	184	164	65	103	49	0	565
Elulakeni Primary	110	144	136	159	147	108	75	0	0	0	0	0	0	879
Mahlabatsini B.E.A. Primary	50	44	34	35	56	49	33	0	0	0	0	0	0	301
Mahlabatsini Deccapol Primary	46	59	57	53	51	74	61	0	0	0	0	0	0	401
Makhava Secondary	0	0	0	0	0	0	0	40	40	0	0	0	0	80
Makhava Primary	54	38	36	38	37	40	29	0	0	0	0	0	0	272
Mbava Primary	52	35	36	64	62	42	33	0	0	0	0	0	0	324
Mngayi Primary	42	42	37	39	34	31	31	0	0	0	0	0	0	256
Mpakeni High School	0	0	0	0	0	0	0	73	0	0	18	0	0	91
Mpakeni Primary	51	60	23	51	80	57	69	0	0	0	0	0	0	391
Ndunayithini High	0	0	0	0	0	0	0	36	67	35	44	18	0	200
Nyatsini Primary	42	40	52	43	31	31	24	0	0	0	0	0	0	263

Sigwe Total	494	522	468	543	550	466	396	333	271	100	165	67	0	4,375
Siphofaneni														
Duze Central Primary	88	102	97	123	123	78	82	0	0	0	0	0	0	693
Duze High	0	0	0	0	0	0	0	147	116	112	112	81	0	568
Emnotfweni Primary	28	18	18	22	24	0	0	0	0	0	0	0	0	110
Gilgal High	0	0	0	0	0	0	0	141	100	61	46	19	0	367
Gilgal Primary	120	127	98	157	147	122	123	0	0	0	0	0	0	894
Hlutse High	0	0	0	0	0	0	0	67	50	37	40	25	0	219
Hlutse Primary	90	78	109	93	89	57	57	0	0	0	0	0	0	573
Lanjani Primary	37	27	24	18	14	0	0	0	0	0	0	0	0	120
Madlenya Primary	86	78	76	87	88	61	52	0	0	0	0	0	0	528
Mahlabatsini Primary	26	28	41	30	34	28	14	0	0	0	0	0	0	201
Manyovu Primary	60	42	50	29	59	0	0	0	0	0	0	0	0	240
Mkhuzweni High	0	0	0	0	0	0	0	159	105	45	103	44	0	456
Mkhweli Primary	102	140	166	147	117	125	91	0	0	0	0	0	0	888
Mphaphati Primary	38	42	42	31	38	41	26	0	0	0	0	0	0	258
Mpumakudze Primary	40	21	27	39	31	19	29	0	0	0	0	0	0	206
Nceka/Sinceni Secondary	0	0	0	0	0	0	0	40	47	18	0	0	0	105
Othandweni /Maphilingo Second	0	0	0	0	0	0	0	62	52	17	0	0	0	131
Othandweni Primary	71	72	66	74	87	62	17	0	0	0	0	0	0	449
Phonjwane High	0	0	0	0	0	0	0	196	172	138	102	107	0	715
Phonjwane Primary	61	58	74	54	68	43	42	0	0	0	0	0	0	400
Sibetsaphi High	0	0	0	0	0	0	0	96	93	49	23	17	0	278
Sibetsaphi/Engevini Primary	135	64	76	97	88	83	55	0	0	0	0	0	0	598
Sibusisweni High	0	0	0	0	0	0	0	46	75	60	35	44	0	260
Sidlangatsini Secondary	0	0	0	0	0	0	0	43	49	25	21	0	0	138
Sinceni Mission Primary	83	80	82	140	135	108	76	0	0	0	0	0	0	704
Siphofaneni High	0	0	0	0	0	0	0	127	91	45	59	35	0	357
Siphofaneni Primary	142	120	145	97	150	120	116	0	0	0	0	0	0	890
St. Philip's High	0	0	0	0	0	0	0	90	65	67	72	45	0	339
St. Philip's Primary	61	79	85	67	76	55	54	0	0	0	0	0	0	477
Tambuti Primary	27	25	20	26	28	28	24	0	0	0	0	0	0	178
Siphofaneni Total	1,295	1,201	1,296	1,331	1,396	1,030	858	1,214	1,015	674	613	417	0	12,340
Sithobela														
Bhokweni Central Primary	98	75	147	152	92	84	71	0	0	0	0	0	0	719
Ekukhanyeni Primary	79	80	89	78	89	68	57	0	0	0	0	0	0	540

Eluhlanyeni Primary	29	0	0	0	0	0	0	0	0	0	0	0	0	29
Embosi Primary	29	43	44	44	46	39	40	0	0	0	0	0	0	285
Esihlangwini Primary	61	65	56	75	53	58	30	0	0	0	0	0	0	398
Gucuka High	0	0	0	0	0	0	0	75	49	28	24	18	0	194
Lamagangane Primary	29	38	57	36	46	37	20	0	0	0	0	0	0	263
Lavundlamanti High	0	0	0	0	0	0	0	140	141	91	132	60	0	564
Lomphala/Mbabala Primary	46	51	73	71	62	57	42	0	0	0	0	0	0	402
Mabhensane High School	0	0	0	0	0	0	0	57	41	0	36	0	0	134
Mabhensane Primary	40	38	56	54	48	63	24	0	0	0	0	0	0	323
Madubeni Primary	61	39	39	32	42	34	15	0	0	0	0	0	0	262
Makhwekhwet Primary	40	53	64	58	51	64	92	0	0	0	0	0	0	422
Maloyi High	0	0	0	0	0	0	0	62	67	40	33	19	0	221
Maloyi Primary	156	160	128	130	174	152	104	0	0	0	0	0	0	1,004
Mammisa Primary School	23	21	13	53	36	0	0	0	0	0	0	0	0	146
Mpompota High	0	0	0	0	0	0	0	135	114	79	87	32	0	447
Nkonjwa High	0	0	0	0	0	0	0	104	81	70	49	28	0	332
Nkonjwa Primary	115	111	129	95	91	110	50	0	0	0	0	0	0	701
St. Lorretta's Primary	45	75	73	72	67	70	47	0	0	0	0	0	0	449
Sithobela Total	851	849	968	950	897	836	592	573	493	308	361	157	0	7,835
Somntongo														
Emthonjeni Primary	45	30	33	48	37	30	21	0	0	0	0	0	0	244
Etjeni Primary	21	51	43	51	37	58	54	0	0	0	0	0	0	315
Ezindwendweni High	0	0	0	0	0	0	0	132	124	78	61	28	0	423
Ezindwendweni Primary	46	49	52	84	53	71	46	0	0	0	0	0	0	401
Lavumisa Primary	39	70	67	81	68	52	30	0	0	0	0	0	0	407
Mgampondo Primary	61	60	61	75	74	56	61	0	0	0	0	0	0	448
Mlindazwe Primary	73	65	50	64	48	58	45	0	0	0	0	0	0	403
Mthunzini/Mahlaba Primary	50	50	38	48	46	33	22	0	0	0	0	0	0	287
Ndabazezwe High	0	0	0	0	0	0	0	43	46	58	26	23	0	196
Nsubane Primary	29	31	30	40	36	20	19	0	0	0	0	0	0	205
Siphondo Primary	22	10	16	16	18	14	13	0	0	0	0	0	0	109
Somntongo Total	386	416	390	507	417	392	311	175	170	136	87	51	0	3,438
Timphisini														
Emvembili Central Primary	50	59	55	52	51	67	30	0	0	0	0	0	0	364
Emvembili Lutheran Primary	26	24	27	28	36	31	27	0	0	0	0	0	0	199
Ensonyama Primary	22	21	30	23	34	26	16	0	0	0	0	0	0	172

Etimphisini Primary	79	62	87	72	79	96	63	0	0	0	0	0	0	538
Ludzibini High School	0	0	0	0	0	0	0	28	27	14	0	0	0	69
Mashobeni North Primary	55	38	42	53	49	58	34	0	0	0	0	0	0	329
Mlumati High	0	0	0	0	0	0	0	27	36	28	37	25	0	153
Mlumati Primary	42	41	46	27	31	42	22	0	0	0	0	0	0	251
Ndlalambi Nazarene Primary	105	112	111	133	108	116	70	0	0	0	0	0	0	755
Ngonini Estates Primary	24	30	34	28	31	38	32	0	0	0	0	0	0	217
Timphisini Total	403	387	432	416	419	474	294	55	63	42	37	25	0	3,047
Zombodze														
Chibidze A.M.E. Primary	44	37	47	51	28	37	11	0	0	0	0	0	0	255
Ekuthuleni High	0	0	0	0	0	0	0	95	109	30	52	29	0	315
Ekuthuleni Primary	54	53	56	63	76	47	41	0	0	0	0	0	0	390
Eqinisweni Primary	148	209	128	160	124	102	92	0	0	0	0	0	0	963
Mabamba Primary	24	29	29	29	30	16	18	0	0	0	0	0	0	175
Makhonza High	0	0	0	0	0	0	0	153	111	72	104	33	0	473
Makhonza Primary	60	72	66	41	71	60	45	0	0	0	0	0	0	415
Mshengu/Mashobeni South High	0	0	0	0	0	0	0	105	102	55	60	36	0	358
Ndvungunye Primary	22	20	10	14	8	9	8	0	0	0	0	0	0	91
Ngwane Central Primary	91	86	100	103	79	96	38	0	0	0	0	0	0	593
Ngwane High	0	0	0	0	0	0	0	155	183	151	206	173	0	868
Othandweni Primary	71	52	54	63	64	62	35	0	0	0	0	0	0	401
Zombodze Total	514	558	490	524	480	429	288	508	505	308	422	271	0	5,297
Grand Total	36,391	34,809	37,361	36,959	35,910	32,517	25,072	25,593	22,990	15,120	17,642	11,336	68	331,768

Education Pyramid, 2013 (General Education)



Observations

1. The system starts off with more than 36 000 learners in Grade 1 to about 10 000 learners in Grade 12 (Form 5). This indicates that more than half the number of students **never reach the end of secondary education**. The current debate about capacity of the secondary sub sector should take into consideration that the 619 primary schools in Grade 1 end up with only about 26 000 sitting end of Primary examinations. This means spaces in only needed for a bit more than half of those who started in Grade 1.
2. Another important question is, Government and its partners pay for more 35 000 learners in Grade 1. If only about 26 000 reach Grade 7, it means Government has paid for more than 10 000 who never even reach Grade 7. These dropout, and a major contributing factor to dropout is repetition.
3. The system is the broadest in Grades in Grade 3 to 6, suggesting that there are more learners enrolled in those Grades. The focus should be on why the learners never reach Grade 7, despite the country's efforts through the FPE, free stationery, free textbooks, school feeding and other support services which are provided under the pillars of the INQABA Framework.
4. The drop of enrolment between Grade 6 and Grade 7 may also indicate that some learners do not reach Grade 7, or they not registered with the schools in Grade 7. This is common in Grades before an external examination. This means there are learners who are forced out of the system after Grade 6, and never reach Grade 7.
5. The enrolment in Grade 7 and Form 1 indicates the expansion in Form 1, suggesting that more space has been created for Form 1 enrolment.
6. The bulge in Grade 6, Form 2 and Form 4 is still notable suggesting that there is expansion or there is more than average repetition at these Grades. The phenomena to repeat and/or dropout before an examination denies some other children opportunity to sit for the examinations. There is a great possibility that some may pass and proceed to tertiary.
7. It is important the country asks itself about the purpose of repetition. In addition whether the 'stop-gaps', which come in the form of external examination still serve the purpose of education. Importantly the costs of repetition and dropout to the taxpayer.