

Ministry of Education and Training

Annual Education Census (AEC) Report 2015 (Education Statistics)



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 2015 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 appreciate this support by all.

In addition, 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. Furthermore all educational and training institutions (this refers to every officially recognised 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 legally in Swaziland are expected to abide by the requirement of the Government.**

The response rate for general education and TVET and Higher Education was 100 percent. The only challenge has been with private schools (primary and secondary) which still struggle to submit their annual returns and have to be followed. This delays the production of the Annual Education Census. **Private schools need to adhere to the requirement of the Ministry as all countries have to submit and report on education annually to bodies such as UNESCO.**

The EMIS is encouraged by establishment of the Swaziland Higher Education Council (SHEQ), as this will allow for more of the non-recognised higher education institutions to be assessed and graded accordingly, thus enabling their statistics to be collected under the correct ISCED classification.

In order for the Ministry to assess its achievements not only in its normal goals but also meeting international goals it is important that all data is available. It is for this reason that all educational institutions once again are encouraged to submit their data in time. Schools are reminded that 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.

Stakeholders are also urged to visit our webpage for additional reports, and also expected to site all data obtained from the Government and Ministry's reports. This assists the Ministry to assess the usability of the data. Once again our very sincere gratitude to everyone for your collaboration and hope that the availability of data will provide an effective delivery of education for the country.



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P. N. Muir
Principal Secretary
Ministry of Education and Training

PREFACE

It is important to note that the data in this report was collected from educational institutions that were known active and restricted in 2015. Data was collected through questionnaires which were collected through REOs and were processed at the national office.

The data at pre-primary (Early Child Care Development and Education –ECCDE) is collected from centres throughout the country. Currently these centres are privately owned, and collection entails that the data is collected through regional workshops by inviting owners of such centres and training them in completing the instruments or alternatively the centres are visited 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. The 2015 data for ECCDE was not collected due to budgetary limitations. This is an area where national stakeholders are invited to come in and assist the Ministry. Having no data for ECCDE is a serious concern considering that in the near future the Ministry will be introducing Grade zero, thus it is obliged to plan. Effective planning needs comprehensive data and information on the sub-sector.

For the General Education subsector (schools) censuses are currently organised and coordinated through the Regional Education Offices (REO). Instruments are sent to the REOs, each February where they are in turn collected by schools during the month of March. The monthly collection of salary advice slips from REOs, 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 in turn 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 is able to follow up schools through the phone until all schools have submitted their data. There is no doubt that this is a labour intensive process and time consuming as follow up process 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 some private schools who view this exercise as an audit of their work, and yet it's a necessary responsibility for any institution operating in the country, as the case is internationally. It is not only a Government requirement but obligatory.

“Registered Higher Education Institutions are few and this has enabled the EMIS to follow them up. 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. However after the setting up of the Swaziland Higher Education Council (SHEC) it is hoped that all these institutions will be classified according “then data collected from them. This will require the development of a Higher Education Management Information Systems, which will focus on Higher Education and TVET. This will in turn imply that all the different levels of education in the country are classified accordingly.

Educational Management Information Systems (EMIS)

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List of Abbreviations

AEC	Annual Education Census
CSTL	Care and Support for Teaching and Learning
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
SHEC	Swaziland Higher Education Council
SDI	Swaziland Development Index (three indicators for the Education sector combined to form Sector Index)
TVET	Technical Vocational and Education Training (TVET)

INTRODUCTION

The year 2015 has been very important to the Ministry, country and internationally. It marked the zenith of a number of initiatives which have been focussed at the achievement of universal primary education. Data for 2015, has indicated that Swaziland achieved the EFA and MDG for primary education, with the net enrolment rates being above 90 percent. There was a slight drop in the net enrolment rate from 96 percent in 2014, to just below 95 percent (94.4%) in 2015. The challenge has been to sustain these gains and improve on other aspects of the education such as quality and relevance. In addressing quality the Ministry is aiming at taking a closer look at the improvement of the internal efficiency of the system, by addressing issues around completion of primary education. All learners who enter primary education should complete and further transition to secondary education. Achieving access is very important but critically, the education that learners receive should enable them to compete effectively in the global village.

It is in this regard that the Ministry is assessing the factors contributing to the high repetition and dropout of learners at all levels but critically at primary because, it is believed that with the introduction of the FPE programme, things should have improved. Repetition has been high, and continues to be high, which begs an answer as to whether this repetition is justified, is it educational? A repetition rate of about 17 percent does warrant an investigation, as this is saying in every class 1 in 5 learners are repeating, is this the learner's fault? A system that consistently produces such levels of repetition needs some analysis into the causes of this repetition and remedial action being taken. Maybe it is high time the Ministry's inspectorate develop mechanism to assist all those schools that report repetition rates above 10 percent with a view to improve performance in such schools. At primary levels the Ministry has performed within its set targets, the Swaziland Development Index, is recommendable, the slight drop in enrolment rate is contributed by a number of factors such as population figures, repetition as learners who are above 12 years are not included in the derivation, and general dropping out of the system. A number of learners are being pushed out by a number of factors including pregnancy, family reasons, absconding to name a few.

Pregnancy continues to plague our system, and this demands interventions targeted at the learner than focussing on teacher innovations. This is a gender issue and both boys and girls addresses need to be empowered to deal with issues around their sexuality. There is need to spread the focus and also include boys, empowering girls solves only half the problem, as it "takes two to tango". Girls are now performing better, even their net enrolment rates are gradually overshadowing that of their male counterparts, as the gender parity index is greater than 1 at general education. The issue of drop out is also beginning to be a concern, the drop in enrolment figures between grade 6 and grade 7, raises serious questions on what is happening at this level of education. When one looks at the system, it begins with more than 620 primary schools, to end with 255 secondary schools, the question is how is this even possible?, where do the learners go to?, are there enough spaces for them at secondary level etc. the answer lies between grades 1 to 7, at grade 7, the number of learners who sit the external examination is low, and this is due to the fact that more than 35 percent of learners never reach grade 7.

Enrolment figures are generally higher in grade 1 (36 000) and after seven years or primary about 28 000 sit the end of primary examination, the question the sector needs to answer is where do the 8 000 learners who enter grade 1 disappear to? If about 17 percent of learners in every grade (including grades 1 and 2) repeat it means that these learners are 'blocking spaces', for new entrants, and that some learners could repeat a grade more than once, some would repeat more than in every grade and indeed such learners eventually quit school. Repetition fuels drop out. The incidence of 'family reason', as reasons for drop out also needs investigation, and school committees need be consulted to play here. Some schools charge registration fees, top-up fees, other auxiliary fees and parents that cannot afford these will first move the learner from school to school to avoid payment of these fees and eventually the learner is pushed out if all schools within the community charge these extra fees. It is important to know why learners are repeating on sound educational assessment undertaken at

school level, this is why the Ministry will need to work with schools that have a rate above the national benchmark of 10 percent. The issue of family reasons and absconding of primary school learners and learners in general needs the Welfare department to assess the reasons, because they maybe indeed those that need intervention by the office of the DPM. These may be learners coming from child headed households who opt out of school to supplement their income, it could be abused children who need counselling and generally other family priorities (opportunity costs). Another feature that needs to be investigated is the possibility of learners in grade 6, being classified as private candidates by schools, maybe these are then not reported in grade 7, only those are deemed to be successful in the Swaziland Primary Certificate are recorded and counted. The fact that there are enough spaces for all those who pass grade 7 in form 1, is that form 1 is even bigger than grade 7. The issue is that not all children reach grade 7.

Enrolment rates at secondary levels are on the increase, but the inefficiency at primary has a major impact in the performance of this sub sector. Statistics indicated that about 54 percent of the secondary aged learners are still in primary, some delayed by repetition. If the majority of learners aged between 13 and 15 are still at primary levels, the net enrolment rates for lower secondary will not improve? It will be near impossible to achieve the Sustainable Development Goals (SDG), this is why the SDI for secondary education, will always be below target, and will take major investments and policy changes to reach the targeted indicators.

Less than 20 percent of the learners who started off at primary eventually reach higher secondary education, i.e. Form 5. This indicated a very inefficient system of education, which pushes out about 80 percent of the children, and the biggest question is “what happens to these children? It could be that these children that are feeding the informal labour sector, where the country expects such children to work, in the manufacturing industries, and low-level skills? This then means the country will face serious challenges in achieving the vision 2020, i.e. developing human capital to attract investors. The country cannot after 35 years of independence still focuses on producing primary level graduates with no skills. The answer to this is an upgrading of the sector and also viewing TVET as an option than a resort. It is time that the learners who are pushed out are given options which meet their needs. Skills training will equip children with entrepreneurship opportunities and as such they may also contribute to the development of human capital.

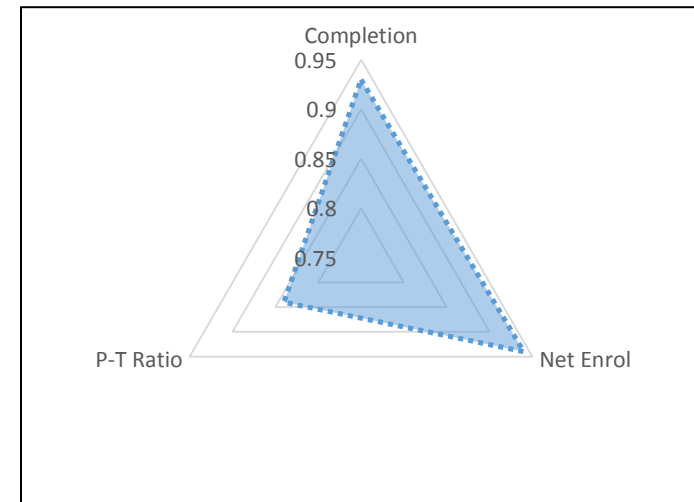
Data obtained suggest that schools do not have adequate basic materials such as chairs, desks and chalkboards. This is the basic minimum that all schools should have, and it is not fair to think that classrooms where learners sit on stones and bricks will perform as well as those with good furniture. There is need for the Ministry to undertake an infrastructure audit with a view to balance the picture between rural and urban schools. It is inconceivable to picture how teaching/learning goes on in classrooms without a chalk board. Compounded with non-availability of learner furniture is not conducive for any education process. Coupled with the review of the curriculum to a Competency Based Education, is the need for high quality inputs, teachers, learning and teaching materials and infrastructure.

The country has a reasonable proportion of qualified teachers about 70 percent are appropriately qualified, and their allocation should also be equitable in that, rural schools usually have poor infrastructure, get less funding under the current formulae of per-capita funding (e.g. @E560 per learner in grade 1) fewer learners less money, taught by non-qualified teachers, or secondary level qualified teachers, etc. The observation is that Teaching Service Commission needs to begin allocating qualified teachers equitably at all levels. Grade 1 to 3 classes need to be taught by well qualified teachers, as this is still a continuation of ECCDE, a foundation for development, if learners are exposed to non-qualified teachers at this stage there is a possibility of damage as the pedagogy needed is specific. There is also need to regularise the teacher allocation and begin to offer in-service classes in pedagogy in those teachers that are not qualified for this level of education. The possible increase in the number of higher education institutions that offer educational programmes will bear fruit in the long run. However, this is dependent on them conforming to locally defined standards and also being classified under the International Standard for the Classification of Education

(ISCED). The UNESCO Institute for Statistics will only accept data from institutions that have been classified to that standard, this in turn will ensure that our teachers and other higher education qualifications are of internationally acclaimed standards. As more teachers graduate then more will eventually reach the rural schools.



PRIMARY EDUCATION LEVEL Swaziland Development Index



There are three indicators for the Education Sector under the Swaziland Development Index (SDI), these are namely the Net Enrolment Rate, the Completion Rate and the Pupil-Teacher ratio. The targets for these indicators are 100%, 100% and a ratio 1:40 respectively. The Ministry performance on these targets are 94.4% for net enrolment ratio, 93.3% for completion rate and a pupil-teacher ratio 1:33 (84%). The figure indicates that the Sector is performing reasonable well and is on target to meet its goals.

Table 1: Primary Schools by Governance

Institution_governance	Hhohho	Lubombo	Manzini	Shiselweni	Total
Community	90	86	106	81	363
Government	2	1	1	1	5
Mission Government Aided	66	32	60	58	216
Private gvt aided	4	9	0	0	13
Private private not gvt aided	8	2	15	0	25
Grand Total	170	130	182	140	622

The data suggested that 2 primary schools were established in the Lubombo region.

Chart 1: Primary Schools by Governance

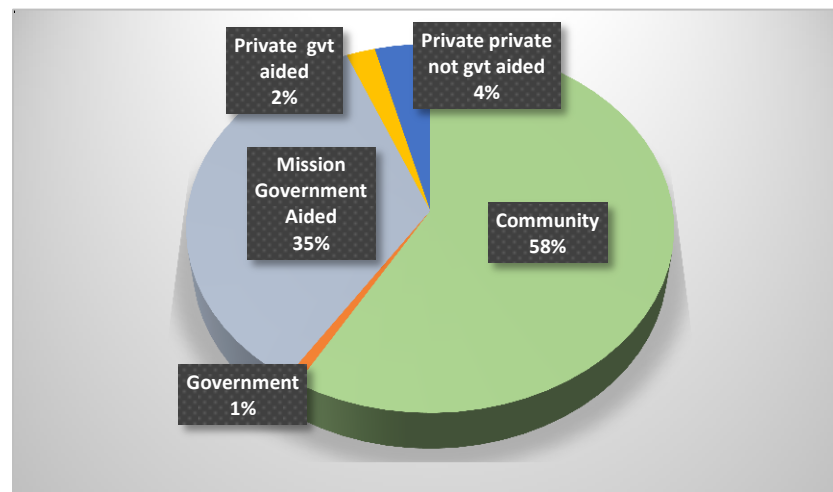


Table 2: Grade 1 Progression status by Gender and Age

Gender	Progression_status	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Female	First Grader	120	5,568	6,934	1,157	319	110	28	12	13	8	6	2			1	1	14,279
	Repeater	7	214	974	605	136	43	12	7	4	4	7	1					2,014
	Re-starter		1	1	3			2										7
	(blank)			2														2
Female		127	5,783	7,911	1,765	455	153	42	19	17	12	13	3			1	1	16,302
Male	First Grader	115	5,410	7,490	1,425	460	137	44	23	20	13	19	5	1		1		15,163
	Repeater	4	304	1,502	1,140	297	76	26	20	6	7	4	2	1	2	1	2	3,394
	Re-starter			4	6	2		3	1									16
Male		119	5,714	8,996	2,571	759	213	73	44	26	20	23	7	2	2	2	2	18,573
Total		246	11,497	16,907	4,336	1,214	366	115	63	43	32	36	10	2	2	3	3	34,875

Data still suggested a relatively high incidence of repetition in Grade 1. Data indicated that about 18.2 percent of the grade 1 boys in 2015 were repeaters, and 12.3 percent of the girls also repeated their first grade. The issue of repetition in grade 1, it warrants further investigation as it may also suggest that there may be barriers in some schools. Some learners may be moving across schools before the end of the academic year, and are classified as repeaters in the schools where they are included in the census. Some maybe doing grade 1 outside formal official public school, i.e. as in early childhood centres, and when they register in official schools as grade 1 learners, they are already 'repeating', grade 1.

Table 3: Progression status by region

Gender	Progression_status	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	First Grader	3,767	3,092	4,497	2,923	14,279
	Repeater	471	543	514	486	2,014
	Restarter	4		2	1	7
	(blank)	1	1			2
Female		4,243	3,636	5,013	3,410	16,302
Male	First Grader	4,049	3,308	4,778	3,028	15,163
	Repeater	926	847	845	776	3,394
	Restarter	4	3	5	4	16
Male		4,979	4,158	5,628	3,808	18,573
Total		9,222	7,794	10,641	7,218	34,875

Table 4: Evolution of Progression Status, 2012 - 2015

Gender	Progression_status	2012	2013	2014	2015
Female	First Grader	14,831	14,543	14,670	14,279
	Repeater	2,249	2,387	2,394	2,014
	Restarter	13	9	16	7
	(blank)		7		2
Female		17,093	16,946	17,080	16,302
Male	First Grader	15,745	15,481	15,456	15,163
	Repeater	3,631	3,946	3,827	3,394
	Restarter	25	18	15	16
Male		19,401	19,445	19,298	18,573
Total		36,494	36,391	36,378	34,875

The data indicated a very small number of learners who were reported to be re-starting. However, data also suggested that there was a large number of learners who were dropping out from grade 1. The “dropout”, is an indicator that the country needs to scrutinise more closely in the light of the current FPE programme. Learners who do not complete the grade may re-enrol in other schools as repeaters, and careful scrutiny needs to be undertaken on who is repeating, why are they repeating and how many times they repeated grade 1. If it's a different learners every year, may be its talking to the system, but if it's the same learners who move from school to school due to other barriers imposed in some schools, then it's an administrative issue. It is possible that if learners are charged a fee such as registration or ‘top-up fees’, they could be moving from school to school, and being reported as repeaters. Learners dropped out due to a number of reasons in 2015.

Table 5: Evolution of Dropout in Grade 1, 2014 - 2015

Dropout Reason	2014		2014 Total	2015		2015 Total	Total
	Female	Male		Female	Male		
Absconded or Other	38	51	89	12	23	35	124
Death	10	14	24	4	9	13	37
Family Reasons	160	175	335	121	142	263	598
Pregnancy	3	4	7	1	2	3	10
School fees	4	2	6		1	1	7
Sickness	36	56	92	15	29	44	136
Transfer	115	123	238	110	123	233	471
Total	366	425	791	263	329	592	1,383

The data suggested that most of the dropout reported in Grade 1, was due to “family reasons” and “transfers” respectively added to the two is absconding, which is disappearing without reason. These need to be investigated, they suggest that there are ‘push-out’, factors negating the benefits of the FPE programme. In addition family reasons occur every year and result in dropout. There is need that the sector investigates the areas where this is common so as to find out the causes with a view to remedy the situation. Maybe the study should not focus at the school but at the communities to find out what, if nay socio-economic factors are contributing to this scenario.

Another emerging issue is that of pre-school and grade 0. Some ECCDE institutions offer grade 1 to 3, and if learners are then coerced to do these grades again they may also be considered to be repeating.

Table 6: Grade 1 learners who reported to have gone through ECCDE, 2014 - 2015

Region	2014		2014 Total	2015		2015 Total	Total
	Female	Male		Female	Male		
Hhohho	3,861	4,327	8,188	3,352	3,929	7,281	15,469
Lubombo	1,529	1,665	3,194	1,465	1,647	3,112	6,306
Manzini	4,600	5,235	9,835	4,955	5,552	10,507	20,342
Shiselweni	1,230	1,427	2,657	1,497	1,640	3,137	5,794
Total	11,220	12,654	23,874	11,269	12,768	24,037	47,911

Table 7: Percent of Learners who reported to have gone through ECCDE, 2014 - 2015

Region	2014		2014 Total	2015		2015 Total	Total
	Female	Male		Female	Male		
Hhohho	85.2%	83.8%	84.4%	79.0%	78.9%	79.0%	81.8%
Lubombo	40.4%	39.1%	39.7%	40.3%	39.6%	39.9%	39.8%
Manzini	89.0%	89.1%	89.0%	98.8%	98.6%	98.7%	93.8%
Shiselweni	34.3%	35.7%	35.0%	43.9%	43.1%	43.5%	39.1%
Total	65.7%	65.6%	65.6%	69.1%	68.7%	68.9%	67.2%

Data suggested that access to ECCDE is still concentrated in two regions namely Hhohho (82%) and Manzini (94%). This could indicate that either there are more such centres in these regions, or communities from these regions have means to send their children to such centres. Another factor could be the type of communities, i.e. urban (parents who are in employment) who have to leave their children in such centres. Such arrangement has benefits provided there is some kind of learning/teaching going on in such centres.

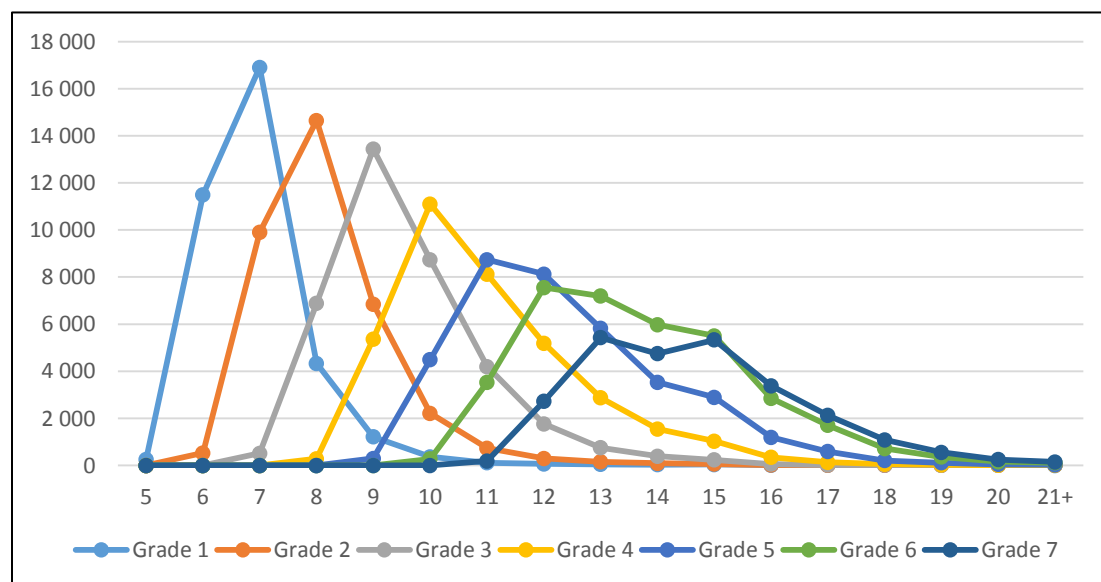
In addition the Ministry is contemplating introducing Grade 0, to all schools in the country. This is intended to increase access to ECCDE, especially for the communities that are currently having limited access that is, Lubombo and Shiselweni. With the introduction of Grade 0, it is expected that the percentage of learners who have gone through ECCDE will increase and further since it will be regulated, it will be possible to measure the quality of such education. The Ministry has developed Education and Developmental Standards which will be used to assess the Grade 0 classes' country wide. Once this Grade 0 has become universal the Ministry can then review its policy and consider having attendance and completion of ECCDE (pre-school/Grade 0) as a requirement for entry into Grade 1. Currently the only criteria is age 6, as such there are a sizeable number of learners who enter primary without any ECCDE, thus enter at a disadvantage than their counterparts from Manzini and Hhohho regions. Studies have shown the importance of ECCDE to development and further attainment in education. ECCDE could also be contributing to learners from these regions doing slightly better in external examinations than those from Lubombo and Shiselweni.

Another feature of the education system, is that seven years after introduction of FPE, there are still over-aged learners at primary levels. These over-aged learners still take up places for the correctly aged learners, and contribute to inefficiency in the system. What causes high repetition in Grade 1, could be a result of learners with and without ECCDE being grouped with those with ECCDE who tend to outshine their counterparts?

Table 8: Enrolment by Grade and Age, 2015

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+	Total
Grade 1	246	11,497	16,907	4,336	1,214	366	115	63	43	32	36	10	2	2	3	3	0	34,875
Grade 2	0	530	9,901	14,646	6,844	2,210	729	294	152	93	59	18	7	2	1	1	1	35,488
Grade 3	0	0	515	6,881	13,440	8,738	4,194	1,763	755	389	234	59	21	16	10	4	2	37,021
Grade 4	0	0	0	285	5,366	11,103	8,119	5,189	2,869	1,545	1,028	346	134	54	22	6	8	36,074
Grade 5	0	0	0	0	298	4,487	8,737	8,128	5,819	3,528	2,894	1,191	589	209	111	48	24	36,063
Grade 6	0	0	0	0	0	276	3,527	7,551	7,196	5,980	5,500	2,854	1,706	716	358	158	112	35,934
Grade 7	0	0	0	0	0	0	186	2,720	5,426	4,746	5,329	3,380	2,123	1,088	554	251	146	25,949
Total	246	12,027	27,323	26,148	27,162	27,180	25,607	25,708	22,260	16,313	15,080	7,858	4,582	2,087	1,059	471	293	241,404

Chart 2: Enrolment by Grade and Age



The data indicated an increase from 240 434 learners in 2014 to 241 404 learners in 2015.

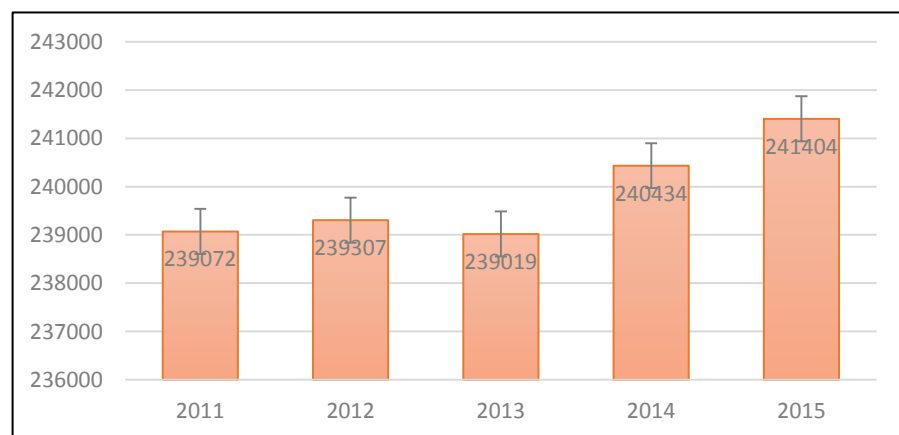
Table 9: Enrolment by Sex, Grade and Age

Gender	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+	Total
Female	Grade 1	127	5,783	7,911	1,765	455	153	42	19	17	12	13	3	0	0	1	1	0	16,302
	Grade 2	0	257	5,328	7,061	2,735	742	228	98	51	37	18	11	3	0	0	0	0	16,569
	Grade 3	0	0	265	3,881	6,805	3,645	1,504	514	220	105	61	14	4	6	4	1	0	17,029
	Grade 4	0	0	0	175	3,146	5,996	3,763	2,068	970	434	262	110	42	15	4	0	5	16,990
	Grade 5	0	0	0	0	168	2,663	4,863	4,076	2,593	1,369	969	341	149	61	28	12	4	17,296
	Grade 6	0	0	0	0	0	165	2,200	4,267	3,633	2,923	2,315	1,046	594	204	85	48	36	17,516
	Grade 7	0	0	0	0	0	0	121	1,728	3,163	2,490	2,628	1,518	798	365	145	63	39	13,058
Female Total		127	6,040	13,504	12,882	13,309	13,364	12,721	12,770	10,647	7,370	6,266	3,043	1,590	651	267	125	84	114,760
Male	Grade 1	119	5,714	8,996	2,571	759	213	73	44	26	20	23	7	2	2	2	2	0	18,573
	Grade 2	0	273	4,573	7,585	4,109	1,468	501	196	101	56	41	7	4	2	1	1	1	18,919
	Grade 3	0	0	250	3,000	6,635	5,093	2,690	1,249	535	284	173	45	17	10	6	3	2	19,992
	Grade 4	0	0	0	110	2,220	5,107	4,356	3,121	1,899	1,111	766	236	92	39	18	6	3	19,084
	Grade 5	0	0	0	0	130	1,824	3,874	4,052	3,226	2,159	1,925	850	440	148	83	36	20	18,767
	Grade 6	0	0	0	0	0	111	1,327	3,284	3,563	3,057	3,185	1,808	1,112	512	273	110	76	18,418
	Grade 7	0	0	0	0	0	0	65	992	2,263	2,256	2,701	1,862	1,325	723	409	188	107	12,891
Male Total		119	5,987	13,819	13,266	13,853	13,816	12,886	12,938	11,613	8,943	8,814	4,815	2,992	1,436	792	346	209	126,644
Total		246	12,027	27,323	26,148	27,162	27,180	25,607	25,708	22,260	16,313	15,080	7,858	4,582	2,087	1,059	471	293	241,404

Table 10: Enrolment National by Grade, Year and Sex, 2013 - 2015

	2013		2013 Total	2,014		2014 Total	2,015		2015 Total	Total
	Female	Male		Female	Male		Female	Male		
Grade 1	16,946	19,445	36,391	17,080	19,298	36,378	16,302	18,573	34,875	107,644
Grade 2	16,187	18,622	34,809	16,348	18,805	35,153	16,569	18,919	35,488	105,450
Grade 3	17,123	20,238	37,361	17,028	19,833	36,887	17,029	19,992	37,021	111,269
Grade 4	17,280	19,679	36,959	16,901	19,416	36,317	16,990	19,084	36,074	109,350
Grade 5	17,280	18,630	35,910	17,675	19,282	36,957	17,296	18,767	36,063	108,930
Grade 6	16,160	16,357	32,517	16,896	17,476	34,372	17,516	18,418	35,934	102,823
Grade 7	12,537	12,535	25,072	12,400	11,958	24,370	13,058	12,891	25,949	75,391
Total	113,513	125,506	239,019	114,328	126,068	240,434	114,760	126,644	241,404	720,857

Chart 3: Trend in enrolment, National 2011 - 2015



The data suggested an increase in primary enrolment from 240 434 in 2014 to 241 404 in 2015 which is an increase of less than a percent.

Table 11: Enrolment in Private schools, 2011 – 2015

Gender	Grade	2011	2012	2013	2014	2015
Female	Grade 1	273	358	373	344	342
	Grade 2	198	341	327	296	319
	Grade 3	174	281	301	270	289
	Grade 4	171	247	251	282	285
	Grade 5	126	228	248	218	231
	Grade 6	175	222	249	209	226
	Grade 7	130	196	201	212	209
Female Total		1,247	1,873	1,950	1,831	1,901
Male	Grade 1	241	336	368	369	368
	Grade 2	200	304	338	289	311
	Grade 3	192	273	311	259	318
	Grade 4	149	275	272	276	277
	Grade 5	189	204	290	266	281
	Grade 6	153	254	246	219	239
	Grade 7	128	176	223	216	215
Male Total		1,252	1,822	2,048	1,894	2,009
Grand Total		2,499	3,695	3,998	3,725	3,910

Chart 4: Enrolment in Private Schools, 2011 - 2015

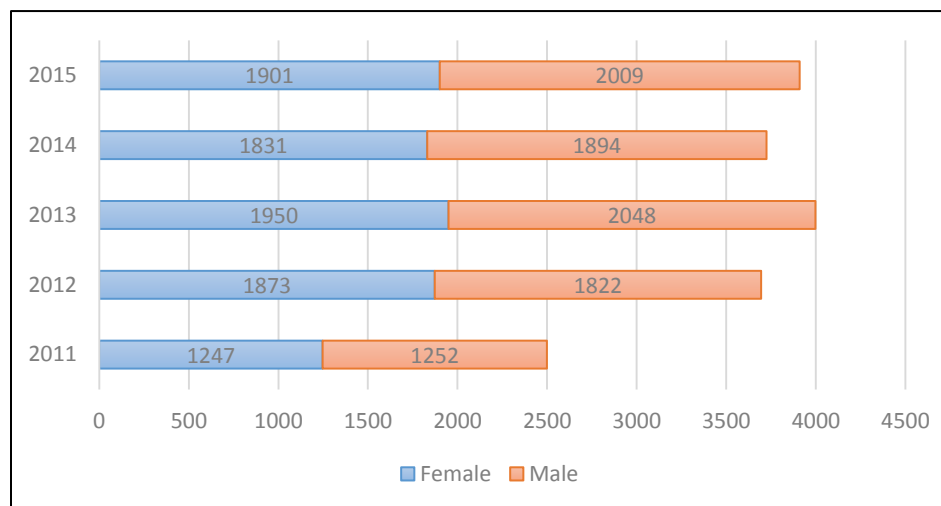


Table 12: Enrolment by Sex, Grade and Age, Hhohho Region 2015

Gender	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Female	Grade 1	34	1,507	2,163	355	103	46	17	5	4	6	3	0	0	0	0	0	0	4,243
	Grade 2	0	43	1,458	2,059	619	152	48	13	11	6	3	2	2	0	0	0	0	4,416
	Grade 3	0	0	51	1,095	1,934	862	331	134	49	24	12	2	0	1	2	0	0	4,497
	Grade 4	0	0	0	51	927	1,755	868	396	193	92	52	22	10	4	0	0	2	4,372
	Grade 5	0	0	0	0	54	752	1,596	976	600	313	210	74	34	17	11	6	1	4,644
	Grade 6	0	0	0	0	0	35	671	1,296	937	795	505	278	163	54	22	12	7	4,775
	Grade 7	0	0	0	0	0	0	39	516	987	785	638	354	208	80	36	21	11	3,675
Female Total		34	1,550	3,672	3,560	3,637	3,602	3,570	3,336	2,781	2,021	1,423	732	417	156	71	39	21	30,622
Male	Grade 1	35	1,546	2,476	646	175	51	14	14	6	7	8	1	0	0	0	0	0	4,979
	Grade 2	0	40	1,209	2,194	1,036	343	116	46	21	10	11	1	1	1	0	0	0	5,029
	Grade 3	0	0	35	814	1,866	1,293	683	330	146	85	49	17	3	3	2	1	1	5,328
	Grade 4	0	0	0	23	611	1,397	1,124	729	448	271	184	62	33	14	6	0	1	4,903
	Grade 5	0	0	0	0	55	534	1,184	1,001	848	623	434	171	103	41	29	18	7	5,048
	Grade 6	0	0	0	0	0	23	373	1,014	1,038	826	864	457	315	147	71	27	28	5,183
	Grade 7	0	0	0	0	0	0	18	274	704	665	710	496	397	189	114	55	43	3,665
Male Total		35	1,586	3,720	3,677	3,743	3,641	3,512	3,408	3,211	2,487	2,260	1,205	852	395	222	101	80	34,135
Total		69	3,136	7,392	7,237	7,380	7,243	7,082	6,744	5,992	4,508	3,683	1,937	1,269	551	293	140	101	64,757

Table 13: Enrolment by Grade, Year and Sex, 2014 – 2015

	2014		2014 Total	2015		2015 Total
	Female	Male		Female	Male	
Grade 1	4,534	5,164	9,698	4,243	4,979	9,222
Grade 2	4,427	5,071	9,498	4,416	5,029	9,445
Grade 3	4,393	5,124	9,517	4,497	5,328	9,825
Grade 4	4,573	5,234	9,807	4,372	4,903	9,275
Grade 5	4,766	5,231	9,997	4,644	5,048	9,692
Grade 6	4,645	4,945	9,590	4,775	5,183	9,958
Grade 7	3,496	3,281	6,777	3,675	3,665	7,340
Total	30,834	34,050	64,884	30,622	34,135	64,757

Chart 5: Enrolment Proportion by Sex and Age 2015

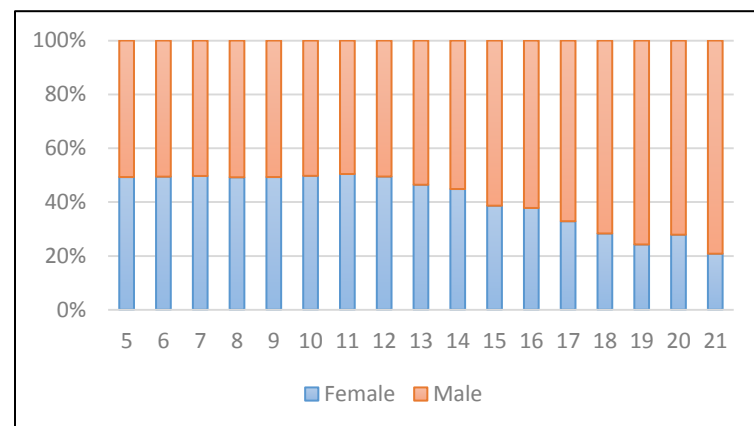


Table 14: Enrolment by Sex, Grade and Age, Lubombo Region 2015

Gender	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Female	Grade 1	45	1,253	1,609	560	104	40	11	3	7	1	2	0	0	0	0	1	0	3,636
	Grade 2	0	46	1,070	1,450	709	249	86	36	11	13	6	2	0	0	0	0	0	3,678
	Grade 3	0	0	61	713	1,272	950	513	165	82	41	21	8	1	3	2	0	0	3,832
	Grade 4	0	0	0	29	517	1,130	927	599	344	176	109	50	24	6	4	0	2	3,917
	Grade 5	0	0	0	0	24	413	870	929	699	396	242	132	52	21	10	5	2	3,795
	Grade 6	0	0	0	0	0	48	378	701	742	794	600	281	191	69	27	21	20	3,872
	Grade 7	0	0	0	0	0	0	28	259	521	524	655	408	182	113	53	22	13	2,778
Female Total		45	1,299	2,740	2,752	2,626	2,830	2,813	2,692	2,406	1,945	1,635	881	450	212	96	49	37	25,508
Male	Grade 1	47	1,269	1,859	712	178	43	24	10	9	1	2	3	0	1	0	0	0	4,158
	Grade 2	0	70	992	1,580	963	363	148	57	29	15	15	1	1	0	1	1	0	4,236
	Grade 3	0	0	65	673	1,343	1,134	716	296	142	80	40	14	8	2	0	2	0	4,515
	Grade 4	0	0	0	26	443	994	983	753	504	312	215	57	29	9	6	2	1	4,334
	Grade 5	0	0	0	0	15	304	700	982	827	510	495	268	141	51	25	8	4	4,330
	Grade 6	0	0	0	0	0	24	255	581	657	744	683	395	253	125	82	34	17	3,850
	Grade 7	0	0	0	0	0	0	13	188	404	468	591	390	244	182	99	44	28	2,651
Male Total		47	1,339	2,916	2,991	2,942	2,862	2,839	2,867	2,572	2,130	2,041	1,128	676	370	213	91	50	28,074
Total		92	2,638	5,656	5,743	5,568	5,692	5,652	5,559	4,978	4,075	3,676	2,009	1,126	582	309	140	87	53,582

Table 15: Enrolment by Sex, Grade and Year, 2014 -2015

	2014		2014 Total	2015		2015 Total
	Female	Male		Female	Male	
Grade 1	3,789	4,260	8,049	3,636	4,158	7,794
Grade 2	3,668	4,192	7,860	3,678	4,236	7,914
Grade 3	3,848	4,559	8,407	3,832	4,515	8,347
Grade 4	3,818	4,471	8,289	3,917	4,334	8,251
Grade 5	3,922	4,325	8,247	3,795	4,330	8,125
Grade 6	3,731	3,710	7,441	3,872	3,850	7,722
Grade 7	2,650	2,518	5,168	2,778	2,651	5,429
Total	25,426	28,035	53,461	25,508	28,074	53,582

Chart 6: Enrolment by Sex and Age, 2016

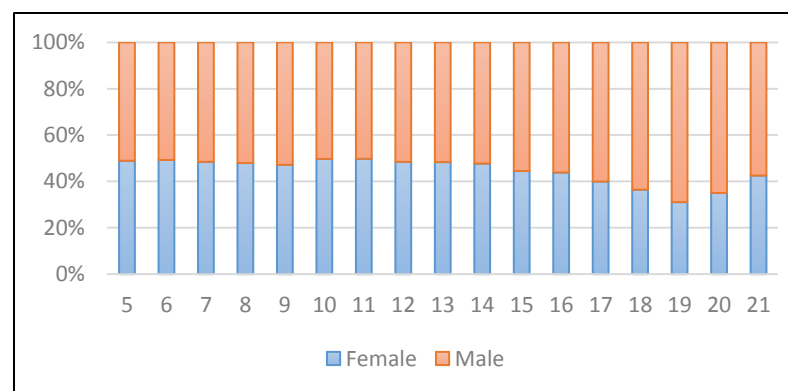


Table 16: Enrolment by Sex, Grade and Age, Manzini, 2015

Gender	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Female	Grade 1	28	1,682	2,637	483	126	27	9	6	5	1	7	1	0	0	1	0	0	5,013
	Grade 2	0	114	1,693	2,113	834	173	49	17	23	10	7	6	1	0	0	0	0	5,040
	Grade 3	0	0	117	1,229	2,195	1,067	339	117	44	22	19	3	2	1	0	1	0	5,156
	Grade 4	0	0	0	72	1,034	1,868	1,165	682	227	82	54	18	4	0	0	0	1	5,207
	Grade 5	0	0	0	0	62	904	1,444	1,377	759	337	275	61	31	10	2	1	1	5,264
	Grade 6	0	0	0	0	0	65	715	1,494	1,131	733	702	256	120	30	18	3	4	5,271
	Grade 7	0	0	0	0	0	0	36	652	1,105	706	818	445	249	102	29	7	5	4,154
Female Total		28	1,796	4,447	3,897	4,251	4,104	3,757	4,345	3,294	1,891	1,882	790	407	143	50	12	11	35,105
Male	Grade 1	25	1,644	2,930	713	192	60	16	13	7	9	11	3	1	1	1	2	0	5,628
	Grade 2	0	92	1,533	2,288	1,159	415	126	55	22	14	10	5	2	1	0	0	1	5,723
	Grade 3	0	0	110	937	2,138	1,504	618	294	125	63	52	8	4	3	4	0	1	5,861
	Grade 4	0	0	0	47	771	1,709	1,327	906	481	241	202	52	14	5	5	2	0	5,762
	Grade 5	0	0	0	0	41	681	1,288	1,296	869	556	533	192	88	24	9	2	3	5,582
	Grade 6	0	0	0	0	0	48	490	1,172	1,197	853	926	507	278	108	60	21	13	5,673
	Grade 7	0	0	0	0	0	0	20	375	789	719	894	614	372	186	107	40	17	4,133
Male Total		25	1,736	4,573	3,985	4,301	4,417	3,885	4,111	3,490	2,455	2,628	1,381	759	328	186	67	35	38,362
Total		53	3,532	9,020	7,882	8,552	8,521	7,642	8,456	6,784	4,346	4,510	2,171	1,166	471	236	79	46	73,467

Table 17: Enrolment by Sex, Grade and Year, Manzini, 2014 -2015

	2014		2014 Total	2015		2015 Total
	Female	Male		Female	Male	
Grade 1	5,171	5,874	11,045	5,013	5,628	10,641
Grade 2	4,909	5,632	10,541	5,040	5,723	10,763
Grade 3	5,234	5,918	11,152	5,156	5,861	11,017
Grade 4	5,095	5,704	10,799	5,207	5,762	10,969
Grade 5	5,277	5,734	11,011	5,264	5,582	10,846
Grade 6	5,113	5,361	10,474	5,271	5,673	10,944
Grade 7	3,804	3,720	7,524	4,154	4,133	8,287
Total	34,603	37,943	72,546	35,105	38,362	73,467

Chart 7: Enrolment by Sex and Age, Manzini, 2015

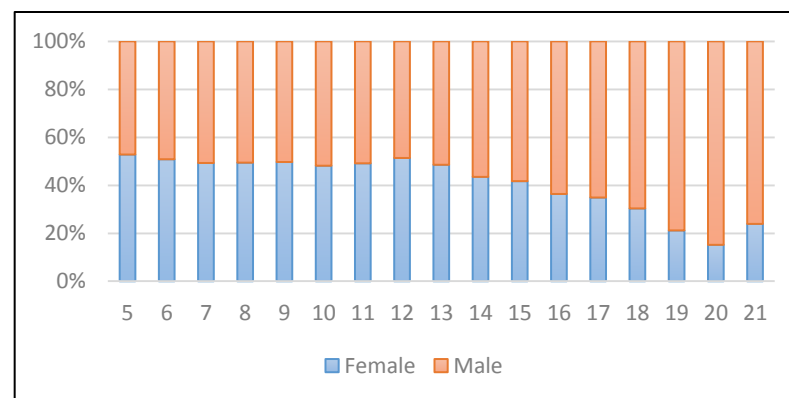


Table 18: Enrolment by Sex, Grade and Age: Shiselweni 2015

Gender	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Female	Grade 1	45	1,253	1,609	560	104	40	11	3	7	1	2	0	0	0	0	1	0	3,636
	Grade 2	0	46	1,070	1,450	709	249	86	36	11	13	6	2	0	0	0	0	0	3,678
	Grade 3	0	0	61	713	1,272	950	513	165	82	41	21	8	1	3	2	0	0	3,832
	Grade 4	0	0	0	29	517	1,130	927	599	344	176	109	50	24	6	4	0	2	3,917
	Grade 5	0	0	0	0	24	413	870	929	699	396	242	132	52	21	10	5	2	3,795
	Grade 6	0	0	0	0	0	48	378	701	742	794	600	281	191	69	27	21	20	3,872
	Grade 7	0	0	0	0	0	0	28	259	521	524	655	408	182	113	53	22	13	2,778
Female Total		45	1,299	2,740	2,752	2,626	2,830	2,813	2,692	2,406	1,945	1,635	881	450	212	96	49	37	25,508
Male	Grade 1	47	1,269	1,859	712	178	43	24	10	9	1	2	3	0	1	0	0	0	4,158
	Grade 2	0	70	992	1,580	963	363	148	57	29	15	15	1	1	0	1	1	0	4,236
	Grade 3	0	0	65	673	1,343	1,134	716	296	142	80	40	14	8	2	0	2	0	4,515
	Grade 4	0	0	0	26	443	994	983	753	504	312	215	57	29	9	6	2	1	4,334
	Grade 5	0	0	0	0	15	304	700	982	827	510	495	268	141	51	25	8	4	4,330
	Grade 6	0	0	0	0	0	24	255	581	657	744	683	395	253	125	82	34	17	3,850
	Grade 7	0	0	0	0	0	0	13	188	404	468	591	390	244	182	99	44	28	2,651
Male Total		47	1,339	2,916	2,991	2,942	2,862	2,839	2,867	2,572	2,130	2,041	1,128	676	370	213	91	50	28,074
Total		92	2,638	5,656	5,743	5,568	5,692	5,652	5,559	4,978	4,075	3,676	2,009	1,126	582	309	140	87	53,582

Table 19: Enrolment by Sex, Grade and Year, Shiselweni, 2014 -2015

	2014		2014 Total	2015		2015 Total
	Female	Male		Female	Male	
Grade 1	3,586	4,000	7,586	3,410	3,808	7,218
Grade 2	3,344	3,910	7,254	3,435	3,931	7,366
Grade 3	3,553	4,232	7,785	3,544	4,288	7,832
Grade 4	3,415	4,007	7,422	3,494	4,085	7,579
Grade 5	3,710	3,992	7,702	3,593	3,807	7,400
Grade 6	3,407	3,460	6,867	3,598	3,712	7,310
Grade 7	2,450	2,439	4,889	2,451	2,442	4,893
Total	23,465	26,040	49,505	23,525	26,073	49,598

Chart 8: Learners by Sex and Age, Shiselweni, 2015

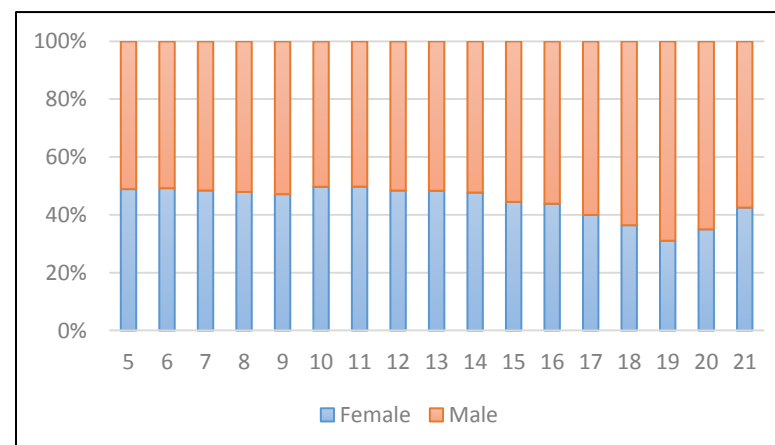
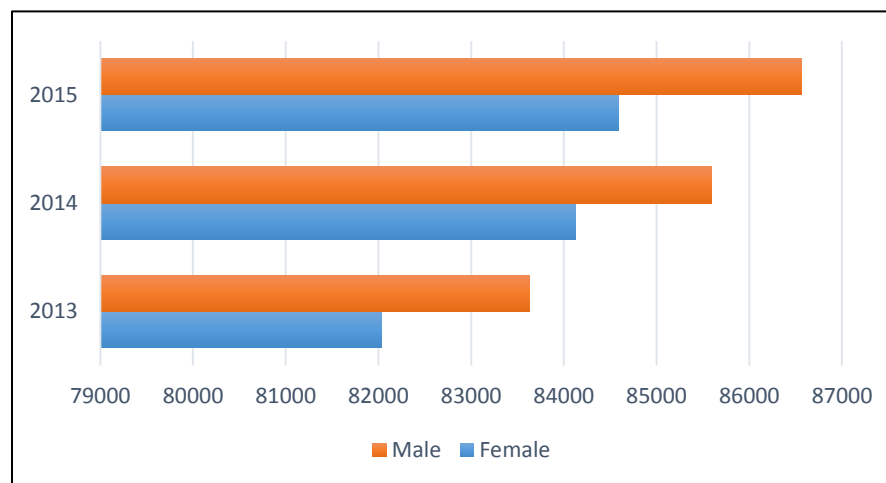


Table 20: “Within Official Age”, Primary 2013 – 2015

Gender	Grade	2013	2014	2015
Female	Grade 1	16,644	16,782	16,128
	Grade 2	16,081	16,230	16,449
	Grade 3	16,447	16,559	16,614
	Grade 4	14,682	14,839	15,148
	Grade 5	10,901	11,674	11,770
	Grade 6	5,655	6,325	6,632
	Grade 7	1,628	1,722	1,849
Female		82,038	84,131	84,590
Male	Grade 1	19,049	18,964	18,370
	Grade 2	18,359	18,563	18,705
	Grade 3	18,592	18,524	18,917
	Grade 4	14,344	14,771	14,914
	Grade 5	8,568	9,535	9,880
	Grade 6	3,752	4,252	4,722
	Grade 7	966	988	1,057
Male		83,630	85,597	86,565
Total		165,668	169,728	171,155

Chart 9: “Within official Age”, Primary 2013 - 2015

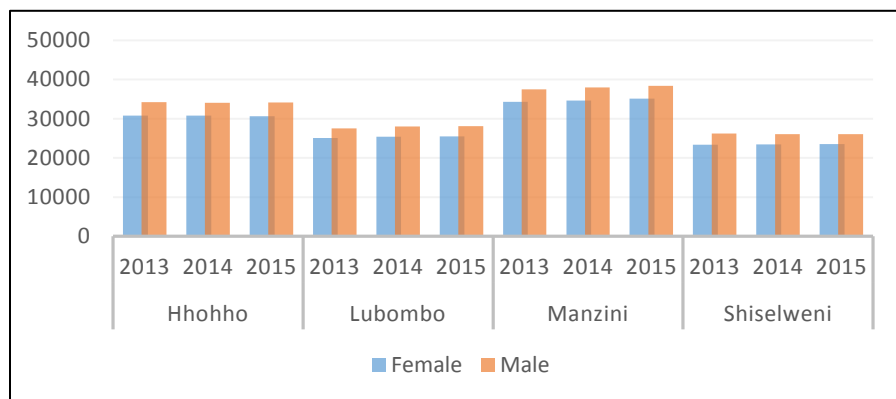


The data still indicated that there are more boys enrolled in the system than girls. However we need to observe that the number of boys falling within the official primary age dropped slightly in 2015 than in 2014. The number of girls within this category increased from 84 131 in 2014 to 84 590 in 2015. This may be attributed to the fact that boys are generally older than their female counterparts and fall outside the official age for primary level. The over agedness could be a number of reasons including that boys generally repeat grades than girls and enter the system a bit older than their female counterparts.

Table 21: Evolution of Enrolment by Sex, Grade and Region, 2013 to 2015

Gender	Grade	Hhohho			Lubombo			Manzini			Shiselweni		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Female	Grade 1	4,477	4,534	4,243	3,791	3,789	3,636	5,129	5,171	5,013	3,549	3,586	3,410
	Grade 2	4,325	4,427	4,416	3,625	3,668	3,678	4,911	4,909	5,040	3,326	3,344	3,435
	Grade 3	4,635	4,393	4,497	3,899	3,848	3,832	5,186	5,234	5,156	3,403	3,553	3,544
	Grade 4	4,639	4,573	4,372	3,870	3,818	3,917	5,092	5,095	5,207	3,679	3,415	3,494
	Grade 5	4,821	4,766	4,644	3,844	3,922	3,795	5,075	5,277	5,264	3,540	3,710	3,593
	Grade 6	4,458	4,645	4,775	3,477	3,731	3,872	4,970	5,113	5,271	3,255	3,407	3,598
	Grade 7	3,442	3,496	3,675	2,577	2,650	2,778	3,904	3,804	4,154	2,614	2,450	2,451
Female Total		30,797	30,834	30,622	25,083	25,426	25,508	34,267	34,603	35,105	23,366	23,465	23,525
Male	Grade 1	5,211	5,164	4,979	4,284	4,260	4,158	5,786	5,874	5,628	4,164	4,000	3,808
	Grade 2	4,908	5,071	5,029	4,121	4,192	4,236	5,617	5,632	5,723	3,976	3,910	3,931
	Grade 3	5,443	5,124	5,328	4,678	4,559	4,515	6,012	5,918	5,861	4,105	4,232	4,288
	Grade 4	5,360	5,234	4,903	4,471	4,471	4,334	5,791	5,704	5,762	4,057	4,007	4,085
	Grade 5	5,248	5,231	5,048	4,081	4,325	4,330	5,408	5,734	5,582	3,893	3,992	3,807
	Grade 6	4,489	4,945	5,183	3,404	3,710	3,850	5,074	5,361	5,673	3,390	3,460	3,712
	Grade 7	3,531	3,281	3,665	2,510	2,518	2,651	3,827	3,720	4,133	2,667	2,439	2,442
Male Total		34,190	34,050	34,135	27,549	28,035	28,074	37,515	37,943	38,362	26,252	26,040	26,073
Grand Total		64,987	64,884	64,757	52,632	53,461	53,582	71,782	72,546	73,467	49,618	49,505	49,598

Chart 10: Evolution of Enrolment by Sex, Grade, Region and Year: 2013 - 2015



The results indicated a steady decrease in enrolment in the Hhohho region from 2013. This scenario needs to be looked at more closely so as to find out why it seems as though learners are moving out of the region. There is a general increase in all the three other regions, but it does appear as if some of the learners in Hhohho Region are moving into the Manzini region.

Table 22: Number of Repeaters by Sex and Grade 2011 -2015

Gender	Grade	2011	2012	2013	2014	2015
Female	Grade 1	2,472	2,249	2,387	2,394	2,014
	Grade 2	1,850	1,979	2,052	2,119	1,798
	Grade 3	2,519	2,476	2,745	2,782	2,398
	Grade 4	2,447	2,480	2,615	2,671	2,567
	Grade 5	2,341	2,569	2,860	3,081	2,798
	Grade 6	2,353	2,474	2,763	3,012	2,864
	Grade 7	707	693	890	739	770
Female		14,689	14,920	16,312	16,798	15,209
Male	Grade 1	3,984	3,631	3,946	3,827	3,394
	Grade 2	3,227	3,386	3,636	3,765	3,214
	Grade 3	4,214	4,396	4,792	4,686	4,140
	Grade 4	3,503	3,621	3,848	4,301	3,781
	Grade 5	3,280	3,366	3,753	4,121	3,604
	Grade 6	2,837	2,951	3,138	3,503	3,563
	Grade 7	814	803	945	909	793
Male		21,859	22,154	24,058	25,112	22,489
Total		36,548	37,074	40,370	41,910	37,698

Data from 2015 suggested a substantial decrease in the number of repeaters from 41 910 in 2014 to 37 698 in 2015, a drop of 4 212 learners. A substantial decrease was observed in grades 1 to grade 3.

Although there have been improvement in the repetition levels, the situation has not improved much, there is still a high repetition of 37 698 learners. If one considered the enrolment per grade it appears that there is no grade that has an enrolment greater than 37 698, this the number of repeaters could take up a whole grade. This is one of the reason why the gains of the FPE programme are not evident because each year about 1/5 of the learners at primary are repeaters, and this affects the movement into secondary levels. From an efficiency perspective it means the system takes one step forward and five, the takes one steps backward.

Data also reinforced the extent of repetition in boys at primary levels. This disproportionally high repetition in boys needs to be investigated.

Chart 11: Number of Repeaters by Sex and Grade, 2011 to 2015

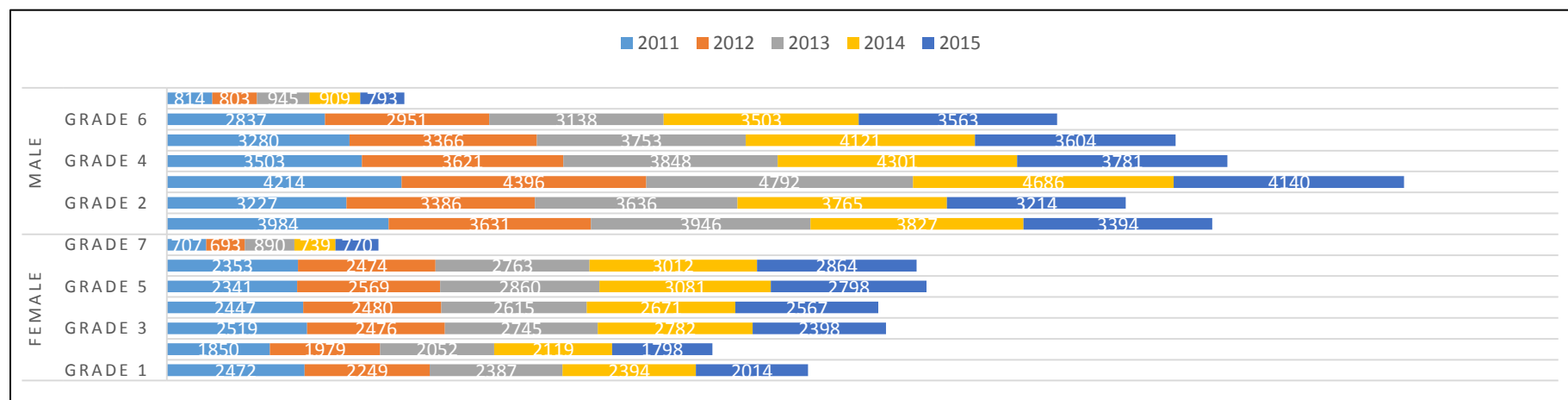
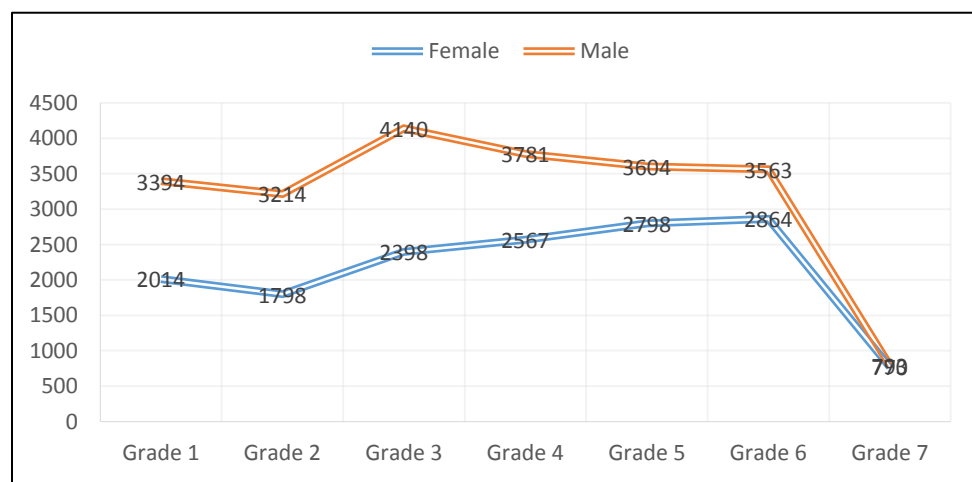


Table 23: Number of Repeaters by Sex, Grade and Age, 2015

Gender	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Female	Grade 1	7	214	974	605	136	43	12	7	4	4	7	1					0	2,014
	Grade 2		10	176	589	580	268	105	38	10	10	8	3	1				0	1,798
	Grade 3			22	160	529	813	484	231	84	39	21	8	3	2	2		0	2,398
	Grade 4				5	123	505	681	576	322	158	122	46	21	7			1	2,567
	Grade 5					4	98	336	702	641	450	315	153	58	23	8	8	2	2,798
	Grade 6						15	94	344	539	632	555	347	206	59	35	22	16	2,864
	Grade 7							2	13	53	112	180	161	110	71	37	21	10	770
Female Total		7	224	1,172	1,359	1,372	1,742	1,714	1,911	1,653	1,405	1,208	719	399	162	82	51	29	15,209
Male	Grade 1	4	304	1,502	1,140	297	76	26	20	6	7	4	2	1	2	1	2	0	3,394
	Grade 2		32	256	840	1,061	626	238	98	35	14	11	1	1	1			0	3,214
	Grade 3			29	173	662	1,190	998	569	268	127	90	18	9	3	4		0	4,140
	Grade 4				11	132	483	789	829	630	417	306	111	44	20	5	2	2	3,781
	Grade 5					7	83	332	589	743	605	633	340	147	58	37	19	11	3,604
	Grade 6						11	61	259	503	623	814	558	389	179	104	36	26	3,563
	Grade 7							2	6	27	68	139	141	139	112	86	46	27	793
Male Total		4	336	1,787	2,164	2,159	2,469	2,446	2,370	2,212	1,861	1,997	1,171	730	375	237	105	66	22,489
Grand Total		11	560	2,959	3,523	3,531	4,211	4,160	4,281	3,865	3,266	3,205	1,890	1,129	537	319	156	95	37,698

Chart 12: Number of Repeaters by Sex and Grade, 2015



The chart shows the disproportionate high repetition in boys than girls at primary levels. The low levels of repetition in grade 7 indicated a phenomena where very few learners who fail grade 7 repeat in formal school or repeat at all. This is the first stage of major dropout of schooling in general for some learners. Learners who fail or get low pass rates at primary may be forced out of the system and generally end up not attending school.

Table 24: Percent Repetition by Sex, Grade and Age, 2015

Gender	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+	Total
Female	Grade 1	5.5%	3.7%	12.3%	34.3%	29.9%	28.1%	28.6%	36.8%	23.5%	33.3%	53.8%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	11.0%
	Grade 2		3.9%	3.3%	8.3%	21.2%	36.1%	46.1%	38.8%	19.6%	27.0%	44.4%	27.3%	33.3%	0.0%	0.0%	0.0%	0.0%	9.8%
	Grade 3			8.3%	4.1%	7.8%	22.3%	32.2%	44.9%	38.2%	37.1%	34.4%	57.1%	75.0%	33.3%	50.0%	0.0%	0.0%	12.3%
	Grade 4				2.9%	3.9%	8.4%	18.1%	27.9%	33.2%	36.4%	46.6%	41.8%	50.0%	46.7%	0.0%	0.0%	0.0%	13.1%
	Grade 5					2.4%	3.7%	6.9%	17.2%	24.7%	32.9%	32.5%	44.9%	38.9%	37.7%	28.6%	66.7%	0.1%	13.9%
	Grade 6						9.1%	4.3%	8.1%	14.8%	21.6%	24.0%	33.2%	34.7%	28.9%	41.2%	45.8%	0.6%	14.1%
	Grade 7							1.7%	0.8%	1.7%	4.5%	6.8%	10.6%	13.8%	19.5%	25.5%	33.3%	1.3%	5.6%
Female Total		5.5%	3.7%	8.7%	10.5%	10.3%	13.0%	13.5%	15.0%	15.5%	19.1%	19.3%	23.6%	25.1%	24.9%	30.7%	40.8%	0.2%	11.7%
Male	Grade 1	3.4%	5.3%	16.7%	44.3%	39.1%	35.7%	35.6%	45.5%	23.1%	35.0%	17.4%	28.6%	50.0%	100.0%	50.0%	100.0%	0.0%	15.5%
	Grade 2		11.7%	5.6%	11.1%	25.8%	42.6%	47.5%	50.0%	34.7%	25.0%	26.8%	14.3%	25.0%	50.0%	0.0%	0.0%	0.0%	14.5%
	Grade 3			11.6%	5.8%	10.0%	23.4%	37.1%	45.6%	50.1%	44.7%	52.0%	40.0%	52.9%	30.0%	66.7%	0.0%	0.0%	17.2%
	Grade 4				10.0%	5.9%	9.5%	18.1%	26.6%	33.2%	37.5%	39.9%	47.0%	47.8%	51.3%	27.8%	33.3%	0.1%	16.5%
	Grade 5					5.4%	4.6%	8.6%	14.5%	23.0%	28.0%	32.9%	40.0%	33.4%	39.2%	44.6%	52.8%	0.3%	16.1%
	Grade 6						9.9%	4.6%	7.9%	14.1%	20.4%	25.6%	30.9%	35.0%	35.0%	38.1%	32.7%	0.7%	16.2%
	Grade 7							3.1%	0.6%	1.2%	3.0%	5.1%	7.6%	10.5%	15.5%	21.0%	24.5%	3.3%	5.8%
Male Total		3.4%	5.6%	12.9%	16.3%	15.6%	17.9%	19.0%	18.3%	19.0%	20.8%	22.7%	24.3%	24.4%	26.1%	29.9%	30.3%	0.3%	15.1%
Grand Total		4.5%	4.7%	10.8%	13.5%	13.0%	15.5%	16.2%	16.7%	17.4%	20.0%	21.3%	24.1%	24.6%	25.7%	30.1%	33.1%	0.3%	13.5%

Table 25: Percentage Repetition by Sex, Grade and Region, 2015

Gender	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Grade 1	11.1%	14.9%	10.3%	14.3%	12.4%
	Grade 2	9.3%	15.5%	8.4%	11.6%	10.9%
	Grade 3	12.7%	19.6%	11.0%	14.4%	14.1%
	Grade 4	14.1%	20.5%	11.0%	16.5%	15.1%
	Grade 5	14.7%	19.5%	12.3%	20.3%	16.2%
	Grade 6	15.7%	19.8%	11.9%	20.0%	16.4%
	Grade 7	5.7%	7.1%	4.7%	6.9%	5.9%
Female		12.1%	17.1%	10.1%	15.3%	13.3%
Male	Grade 1	18.6%	20.4%	15.0%	20.4%	18.3%
	Grade 2	17.1%	19.5%	14.3%	18.0%	17.0%
	Grade 3	20.3%	23.9%	16.2%	24.1%	20.7%
	Grade 4	19.1%	23.0%	14.8%	24.3%	19.8%
	Grade 5	18.1%	21.5%	15.3%	23.8%	19.2%
	Grade 6	19.8%	21.4%	15.4%	22.5%	19.3%
	Grade 7	5.5%	7.0%	5.0%	8.2%	6.2%
Male Total		17.4%	20.3%	14.1%	20.9%	17.8%
Total		14.9%	18.8%	12.2%	18.2%	15.6%

Table 26: Percentage Repetition by Sex, Year and Region, 2013 - 2015

Gender	Year Label	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2013	12.3%	17.3%	13.1%	15.9%	14.4%
	2014	13.5%	17.5%	13.4%	15.1%	14.7%
	2015	12.1%	17.1%	10.1%	15.3%	13.3%
Female Total		12.6%	17.3%	12.2%	15.4%	14.1%
Male	2013	18.2%	21.7%	17.2%	20.6%	19.2%
	2014	19.0%	22.5%	18.0%	21.2%	19.9%
	2015	17.4%	20.3%	14.1%	20.9%	17.8%
Male Total		18.2%	21.5%	16.4%	20.9%	18.9%
Total		15.6%	19.5%	14.4%	18.3%	16.6%

The data suggested that repetition rates in the regions did not change much over the period, 2013 to 2015. Only a few observable drops were observed in the Manzini region. This trend should be worrying to the Lubombo and Shiselweni regions because it may suggest there is no improvement in the learning/teaching in these regions. It may suggest intrinsic environment in these regions which the Ministry needs to address. These situations may contribute to a lot of learners moving into the Lubombo and Shiselweni regions as these regions could be perceived to be offering a lower quality, or less effective/efficient education than Manzini and Hhohho.

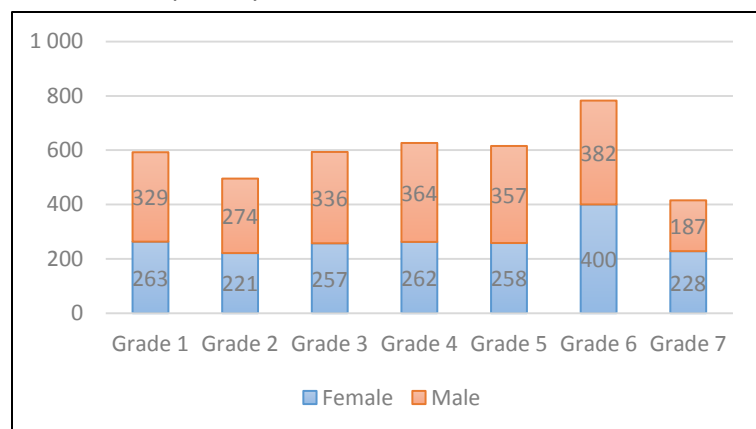
Table 27: Repetition Rate Primary by Sex, Grade and Age 2015

Gender	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	3.0%	3.2%	12.9%	29.2%	37.7%	34.1%	26.7%	30.4%	17.4%	22.2%	77.8%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	11.8%
	Grade 2		3.3%	3.7%	8.1%	21.0%	33.1%	45.7%	38.0%	17.5%	23.8%	66.7%	150.0%	100.0%	0.0%	0.0%	0.0%	0.0%	11.0%
	Grade 3			10.7%	4.2%	7.7%	22.2%	33.8%	40.7%	35.7%	25.7%	53.8%	34.8%	27.3%	40.0%	100.0%	0.0%	0.0%	14.1%
	Grade 4				3.0%	4.0%	8.8%	18.1%	28.0%	32.1%	23.0%	60.1%	46.0%	55.3%	36.8%	0.0%	0.0%	25.0%	15.2%
	Grade 5					2.0%	3.7%	6.8%	18.1%	24.5%	22.9%	39.7%	41.8%	37.2%	39.0%	25.8%	88.9%	25.0%	15.8%
	Grade 6						8.8%	4.5%	8.5%	15.8%	19.1%	28.7%	31.7%	48.5%	25.8%	31.5%	78.6%	66.7%	17.0%
	Grade 7							1.7%	0.8%	1.8%	3.8%	8.3%	11.8%	17.7%	21.6%	24.3%	60.0%	43.5%	6.2%
Female Total		3.0%	3.2%	9.4%	10.2%	10.3%	13.2%	13.6%	15.6%	16.0%	15.3%	23.4%	24.3%	31.9%	25.1%	27.2%	64.6%	48.3%	13.3%
Male	Grade 1	1.5%	4.8%	17.6%	37.4%	44.3%	34.5%	37.7%	44.4%	17.1%	29.2%	133.3%	50.0%	33.3%	66.7%	50.0%	0.0%	0.0%	17.6%
	Grade 2		13.5%	6.5%	10.9%	24.4%	39.0%	43.9%	43.0%	36.1%	17.3%	37.9%	8.3%	14.3%	14.3%	0.0%	0.0%	0.0%	17.1%
	Grade 3			17.8%	6.0%	10.1%	24.3%	36.6%	42.7%	41.2%	30.4%	63.8%	38.3%	30.0%	20.0%	33.3%	0.0%	0.0%	20.9%
	Grade 4				8.3%	6.4%	9.9%	17.4%	26.2%	30.6%	26.8%	56.9%	39.6%	38.3%	33.3%	21.7%	22.2%	22.2%	19.5%
	Grade 5					6.0%	5.0%	8.8%	14.8%	23.0%	19.4%	38.5%	36.8%	33.1%	28.6%	37.8%	40.4%	40.7%	18.7%
	Grade 6						10.6%	5.0%	8.9%	16.5%	17.0%	31.8%	29.7%	38.1%	29.0%	38.0%	42.4%	38.8%	20.4%
	Grade 7							2.2%	0.7%	1.3%	2.6%	6.6%	7.9%	12.3%	15.7%	21.9%	28.8%	30.7%	6.6%
Male Total		1.5%	5.1%	14.1%	15.8%	15.7%	18.5%	18.9%	18.9%	19.9%	16.3%	28.4%	23.7%	26.5%	23.1%	29.4%	34.4%	33.5%	17.8%
Total		2.2%	4.1%	11.8%	13.0%	13.1%	15.8%	16.3%	17.2%	18.0%	15.9%	26.3%	23.9%	28.2%	23.7%	28.8%	40.6%	37.0%	15.7%

Table 28: Dropout by Grade and Sex (includes transfers), 2015

Gender	Grade	Absconded or Other	Death	Disciplinary or Expelled	Family Reasons	Pregnancy	School fees	Sickness	Transfer	Total
Female	Grade 1	12	4		121	1		15	110	263
	Grade 2	18	6		62	2	4	6	123	221
	Grade 3	16	9		74	1		10	147	257
	Grade 4	24	5	3	75	6	4	24	121	262
	Grade 5	40	8		73	23		10	104	258
	Grade 6	61	6	1	105	69	3	20	135	400
	Grade 7	41	5		40	82		8	52	228
Female Total		212	43	4	550	184	11	93	792	1,889
Male	Grade 1	23	9		142	2	1	29	123	329
	Grade 2	37	7		86		4	22	118	274
	Grade 3	54	12		93			22	155	336
	Grade 4	54	5	4	119		2	18	162	364
	Grade 5	82	9	2	95	3	6	20	140	357
	Grade 6	95	7	6	124	7	2	15	126	382
	Grade 7	70	5	2	36	8	5	6	55	187
Male Total		415	54	14	695	20	20	132	879	2,229
Grand Total		627	97	18	1,245	204	31	225	1,671	4,118

Chart 13: Dropout by Sex and Grade 2015



The highest dropout of Learners was attributed to transfers (1 671) and family reasons (1 245). Transfers are not necessary drop outs because the learners are still within the system, but in grade 1 suggest a worrying phenomenon. What are the 'forces'/'barriers', which compel learners to move from school in grade 1 to another school? This phenomena coupled with the dropout due to family reason needs to be investigated by the Ministry and the Welfare department for it could be attributed to issues such as registration fees and top up fees or other costs which then force parents to move their children where such additional costs are not charged. Dropping out by absconding also needs to be investigated, why would learners abscond, they may be pushed out.

Table 29: Dropout by Sex, Grade and Region, 2015

Gender	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Grade 1	69	68	71	55	263
	Grade 2	68	51	58	44	221
	Grade 3	80	37	87	53	257
	Grade 4	73	44	82	63	262
	Grade 5	87	56	65	50	258
	Grade 6	125	95	108	72	400
	Grade 7	46	60	76	46	228
Female Total		548	411	547	383	1,889
Male	Grade 1	78	76	108	67	329
	Grade 2	75	52	74	73	274
	Grade 3	88	69	106	73	336
	Grade 4	106	81	102	75	364
	Grade 5	116	82	94	65	357
	Grade 6	118	105	99	60	382
	Grade 7	46	47	65	29	187
Male		627	512	648	442	2,229
Grand Total		1,175	923	1,195	825	4,118

Chart 14: Dropout by Sex and Region

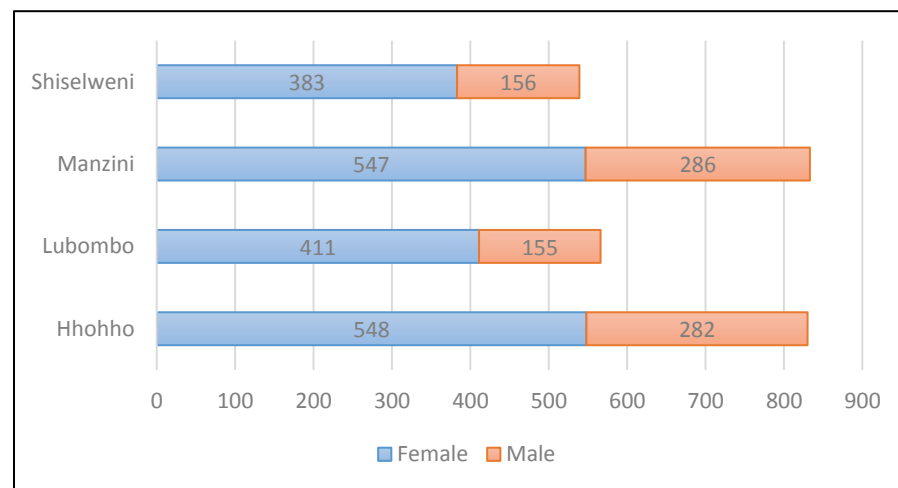


Table 30: Dropout by Sex and Reason, 2012 to 2015

Gender	Dropout_Reason	2012	2013	2014	2015
Female	Absconded	263	267	329	212
	Death	60	37	37	43
	Disciplinary or Expelled	16	1	3	4
	Family Reasons	454	550	695	550
	Pregnancy	214	152	197	184
	School fees	104	49	32	11
	Sickness	128	105	126	93
	Transfer	640	631	612	792
Female		1,879	1,792	2,031	1,889
Male	Absconded	398	456	542	415
	Death	51	48	62	54
	Disciplinary or Expelled	128	16	13	14
	Family Reasons	541	654	778	695
	Pregnancy	126	27	41	20
	School fees	121	30	33	20
	Sickness	110	111	151	132
	Transfer	686	586	740	879
Male Total		2,161	1,928	2,360	2,229
Grand Total		4,040	3,720	4,391	4,118

AEC2015 data indicated a general decrease in dropout figures, which is recommended as the Ministry's aim is to ensure all learners complete at least basic education. However that there is still a substantial number of learners who are pushed out due to family reasons and absconding. These 'push-out' impact negatively in the achievement of the Sustainable Development Goals (SDG 4).

Schools report that learners drop out due to family reasons and others disappear (abscond), this suggests that there is a barrier that needs to be addressed.

It is encouraging to note that the number of dropouts due to pregnancy reduced slightly when compared to 2014. It is also interesting to note that fewer boys dropout due to pregnancy. This suggested that schools are no longer pushing out boys from school who may have been involved or it could also suggest a more serious scenario, i.e. the girls are being impregnated by males who are not enrolled in primary schools, and a possibility is adults.

Chart 15: Dropout by Sex and Reason, 2015

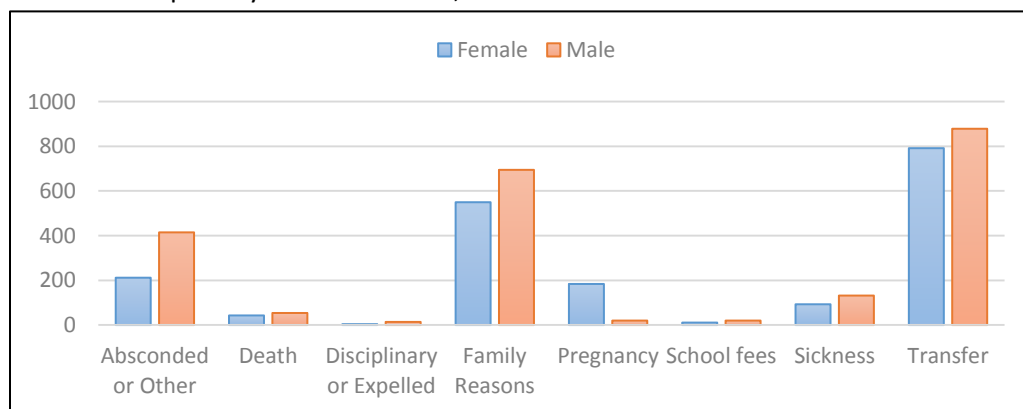


Table 31: Reported Internal Efficiency Rates, Promotion, Repetition and Dropout rates, 2015

Gender	Grade	Promotion	Repetition	Dropout
Female	Grade 1	87.3%	11.8%	0.9%
	Grade 2	88.4%	11.0%	0.6%
	Grade 3	85.3%	14.1%	0.6%
	Grade 4	84.0%	15.2%	0.8%
	Grade 5	83.3%	15.8%	0.9%
	Grade 6	81.5%	17.0%	1.6%
	Grade 7	92.4%	6.2%	1.4%
Female Total		85.7%	13.3%	1.0%
Male	Grade 1	81.3%	17.6%	1.1%
	Grade 2	82.1%	17.1%	0.8%
	Grade 3	78.2%	20.9%	0.9%
	Grade 4	79.5%	19.5%	1.0%
	Grade 5	80.2%	18.7%	1.1%
	Grade 6	78.1%	20.4%	1.5%
	Grade 7	92.3%	6.6%	1.1%
Male Total		81.1%	17.8%	1.1%
Grand Total		83.3%	15.7%	1.0%

The average repetition rate has dropped from 20 percent in 2014 to about 16 percent in 2015. This is a slight improvement from the previous year. The highest repetition was observed in grades 3 and grade 6, for both boys and girls.

Table 32: Promotion Rate by Sex, Grade and Gender

Gender	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	97%	97%	87%	71%	62%	66%	73%	70%	83%	78%	22%	86%	0%	100%	100%	0%	0%	88%
	Grade 2	0%	97%	96%	92%	79%	67%	54%	62%	82%	76%	33%	-50%	0%	100%	100%	0%	0%	89%
	Grade 3	0%	0%	89%	96%	92%	78%	66%	59%	64%	74%	46%	65%	73%	60%	0%	100%	100%	86%
	Grade 4	0%	0%	0%	97%	96%	91%	82%	72%	68%	77%	40%	54%	45%	63%	100%	100%	75%	85%
	Grade 5	0%	0%	0%	0%	98%	96%	93%	82%	75%	77%	60%	58%	63%	61%	74%	11%	75%	84%
	Grade 6	0%	0%	0%	0%	0%	91%	96%	91%	84%	81%	71%	68%	52%	74%	68%	21%	33%	83%
	Grade 7	0%	0%	0%	0%	0%	0%	98%	99%	98%	96%	92%	88%	82%	78%	76%	40%	57%	94%
Female Total		97%	97%	91%	90%	90%	87%	86%	84%	84%	85%	77%	76%	68%	75%	73%	35%	52%	87%
Male	Grade 1	98%	95%	82%	63%	56%	65%	62%	56%	83%	71%	-33%	50%	67%	33%	50%	0%	100%	82%
	Grade 2	0%	86%	93%	89%	76%	61%	56%	57%	64%	83%	62%	92%	86%	86%	100%	100%	100%	83%
	Grade 3	0%	0%	82%	94%	90%	76%	63%	57%	59%	70%	36%	62%	70%	80%	67%	100%	100%	79%
	Grade 4	0%	0%	0%	92%	94%	90%	83%	74%	69%	73%	43%	60%	62%	67%	78%	78%	78%	81%
	Grade 5	0%	0%	0%	0%	94%	95%	91%	85%	77%	81%	61%	63%	67%	71%	62%	60%	59%	81%
	Grade 6	0%	0%	0%	0%	0%	89%	95%	91%	84%	83%	68%	70%	62%	71%	62%	58%	61%	80%
	Grade 7	0%	0%	0%	0%	0%	0%	98%	99%	99%	97%	93%	92%	88%	84%	78%	71%	69%	93%
Male Total		98%	95%	86%	84%	84%	82%	81%	81%	80%	84%	72%	76%	73%	77%	71%	66%	66%	82%
Total		98%	96%	88%	87%	87%	84%	84%	83%	82%	84%	74%	76%	72%	76%	71%	59%	63%	84%

Orphans and Vulnerable Children

The data reported on OVC is from the schools that reported it. These figures might not represent the complete profile of OVC in the system, as some schools and communities are no longer classifying the learners according to their status because of the FPE Programme. This data will need to be complemented by data collected by the Welfare department under the office of the DPM. However, this data is very important as it can be used to investigate the nature of the dropout that is reported, by schools especially those who “absconded” and “those who dropped off due to “family reasons”.

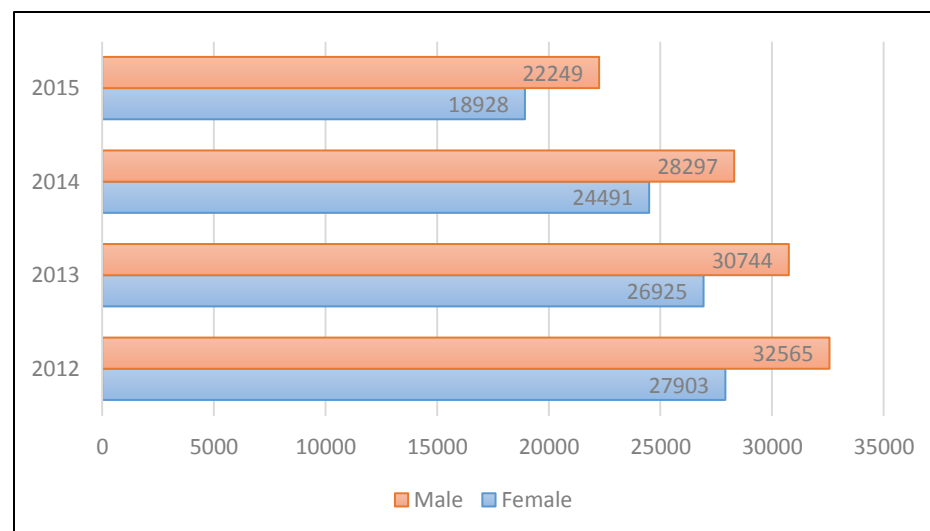
Table 33: Number of OVC by Sex, Grade and Age, 2015

Gender	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	22	569	784	237	60	28	8	4	5	1	1						0	1,719
	Grade 2		34	582	827	387	125	41	25	6	8	4						0	2,039
	Grade 3			37	484	915	542	274	118	46	25	10	2	2	1	1	1	0	2,458
	Grade 4				28	491	928	664	357	199	101	53	21	9	4	1		1	2,857
	Grade 5					18	407	824	731	530	346	251	82	33	14	5	2	1	3,244
	Grade 6						13	353	750	759	611	562	256	134	54	22	9	6	3,529
	Grade 7							24	296	644	604	671	442	218	107	42	23	11	3,082
Female Total		22	603	1,403	1,576	1,871	2,043	2,188	2,281	2,189	1,696	1,552	803	396	180	71	35	19	18,928
Male	Grade 1	23	545	943	343	128	30	21	5	4	1	2						0	2,045
	Grade 2		44	492	918	581	268	89	57	14	7	3		1				0	2,474
	Grade 3			45	375	864	884	513	251	135	81	42	16	6	4			0	3,216
	Grade 4				15	321	822	828	600	460	270	199	53	25	13	2	1	0	3,609
	Grade 5					17	260	620	729	667	512	513	228	120	40	29	14	6	3,755
	Grade 6						12	165	527	650	665	747	531	307	145	77	30	23	3,879
	Grade 7							11	160	418	494	721	557	421	237	151	63	38	3,271
Male		23	589	1,480	1,651	1,911	2,276	2,247	2,329	2,348	2,030	2,227	1,385	880	439	259	108	67	22,249
Grand Total		45	1,192	2,883	3,227	3,782	4,319	4,435	4,610	4,537	3,726	3,779	2,188	1,276	619	330	143	86	41,177

Table 34 Evolution of OVC by Sex, Grade and Year, 2012 – 2015

Gender	Grade	2012	2013	2014	2015
Female	Grade 1	2,371	2,157	2,227	1,719
	Grade 2	2,828	2,372	2,493	2,039
	Grade 3	3,912	3,402	3,023	2,458
	Grade 4	4,227	3,898	3,510	2,857
	Grade 5	5,093	4,560	4,465	3,244
	Grade 6	5,152	5,718	4,287	3,529
	Grade 7	4,320	4,818	4,486	3,082
Female Total		27,903	26,925	24,491	18,928
Male	Grade 1	2,968	2,663	2,649	2,045
	Grade 2	3,598	2,985	3,000	2,474
	Grade 3	4,935	4,399	3,925	3,216
	Grade 4	5,012	4,687	4,457	3,609
	Grade 5	5,808	5,033	4,937	3,755
	Grade 6	5,663	6,021	4,754	3,879
	Grade 7	4,581	4,956	4,575	3,271
Male Total		32,565	30,744	28,297	22,249
Grand Total		60,468	57,669	52,788	41,177

Chart 16: Number of OVC by Sex, Grade and Year, 2012 - 2015



Data suggested a gradual decrease in reported OVC in the education system. There were more boys reporting to be OVC in the last four years, and there may be need to investigate how these statistics related to other phenomena such as repetition, and dropout which is also higher in boys than girls.

The fact that some schools collected OVC data from grade 1 needs to be encouraged. The number of OVC can also be used as a proxy to give indication of the need for psycho-social care and support in the schools. Critically a sizeable population of these OVC are teenagers or young adolescents who may need more support especially on issues around life skills. Generally children who are orphans, older than their classmates may need more support and this suggests that the Guidance and Counselling department needs to make inroads into the schools and support children earlier in their education.

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 SADC to improve data under this sub-sector. A number of challenges still exists around early identification of learners who need special attention and the definition of terms under the sub-sector. It is hoped that this will gradually improve the data being collected by the Ministry. This data will be used to collect refined data (survey) to find the differently abled learners in the schools for intervention. It should be noted that some of the disability out there has not been adequately captured by the census instruments.

Table 35: Learners with Special Education Needs by Sex, Special Need and Age

Gender	Special_ed_need_status	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Hearing Impaired	2	16	46	40	55	63	89	66	52	37	26	23	12	11	2		0	540
	Learning Disability	1	32	71	74	56	72	67	62	48	48	45	35	16	1	3	3	2	636
	Other Impairment		1	5	15	15	13	9	10	6	6	5	8	2	1	1		0	97
	Physical Disability		9	9	12	10	10	17	4	10	9	9	8	2		2	3	1	115
	Visually Impaired		18	39	81	79	79	123	130	92	80	65	39	14	7	3	2	0	851
Female Total		3	76	170	222	215	237	305	272	208	180	150	113	46	20	11	8	3	2,239
Male	Hearing Impaired	1	9	50	44	58	54	55	45	46	50	38	19	14	5	3	2	0	493
	Learning Disability	2	35	103	94	132	115	108	92	77	80	89	56	35	19	15	7	5	1,064
	Other Impairment		2	16	10	9	16	16	17	19	11	12	3	5	2	2	3	3	146
	Physical Disability		16	17	15	16	19	14	18	8	13	19	7	7	3		1	0	173
	Visually Impaired		18	67	76	90	98	106	115	94	81	87	39	29	15	7	1	2	925
Male Total		3	80	253	239	305	302	299	287	244	235	245	124	90	44	27	14	10	2,801
Grand Total		6	156	423	461	520	539	604	559	452	415	395	237	136	64	38	22	13	5,040

Data suggested a very interesting scenario. There is a general presence of learners who have been classified as “slow learners”, this would be very interesting to investigate as it suggests that teachers have resources to make such assessments. A learner who may not be a fast learner may be classified as having a disability, this is very sensitive as there is danger of misdiagnosing and giving children labels early in their education. This is an area the special needs education inspectorate needs to follow up on and possible intervene.

Table 36: Learners with Special Education Needs by Sex, Grade and Age, 2015

Gender	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	3	71	104	37	22	6	5	3	6	1	6	1			1		0	266
	Grade 2		5	64	121	41	29	11	5	2	9	8	7	4				0	306
	Grade 3			2	55	83	63	40	23	12	8	6	3		1			0	296
	Grade 4				9	60	95	99	56	42	16	7	15	3	1			0	403
	Grade 5					9	42	91	62	32	33	21	15	3	1	4	2	0	315
	Grade 6						2	58	79	56	61	51	27	16	9	2	2	2	365
	Grade 7							1	44	58	52	51	45	20	8	4	4	1	288
Female Total		3	76	170	222	215	237	305	272	208	180	150	113	46	20	11	8	3	2,239
Male	Grade 1	3	78	169	59	28	13	4	9	8	8	8	3	1	1	1	2	0	395
	Grade 2		2	81	123	105	61	33	22	12	8	10	4	2	1			1	465
	Grade 3			3	54	116	97	65	44	31	21	17	7	1	1	1		0	458
	Grade 4				3	53	98	95	92	52	60	48	13	9	4	1		0	528
	Grade 5					3	31	68	56	51	33	54	23	13	6	5	3	1	347
	Grade 6						2	33	43	63	69	59	42	33	17	12	3	6	382
	Grade 7							1	21	27	36	49	32	31	14	7	6	2	226
Male Total		3	80	253	239	305	302	299	287	244	235	245	124	90	44	27	14	10	2,801
Grand Total		6	156	423	461	520	539	604	559	452	415	395	237	136	64	38	22	13	5,040

Chart 17: Learners with SEN by Sex and Type, 2015

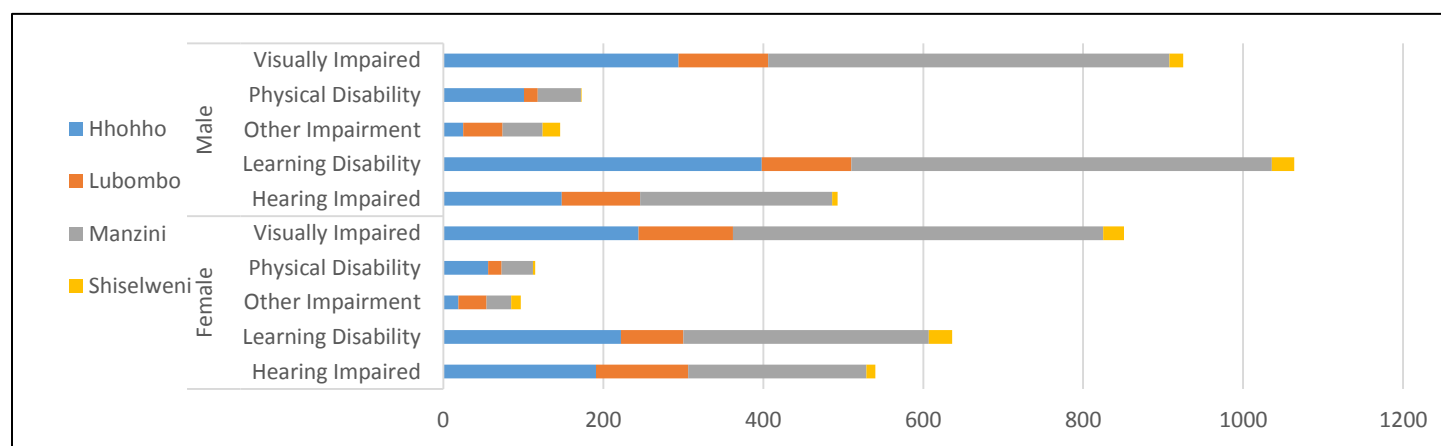


Table 37: Learners with SEN by Sex, Type and Grade, 2015

Gender	Special_ed_need_status	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Female	Hearing Impaired	56	70	74	110	69	77	84	540
	Learning Disability	125	121	90	111	80	72	37	636
	Other Impairment	8	10	14	17	28	12	8	97
	Physical Disability	27	19	11	19	10	21	8	115
	Visually Impaired	50	86	107	146	128	183	151	851
Female		266	306	296	403	315	365	288	2,239
Male	Hearing Impaired	58	77	84	102	57	77	38	493
	Learning Disability	188	230	183	207	103	101	52	1,064
	Other Impairment	23	16	16	24	37	20	10	146
	Physical Disability	40	31	22	35	16	13	16	173
	Visually Impaired	86	111	153	160	134	171	110	925
Male Total		395	465	458	528	347	382	226	2,801
Grand Total		661	771	754	931	662	747	514	5,040

Data indicated that there was incidence of learners with 'Learning disability', reported as early as in grade 1. These are learners who have only been in the system for less than four months, this is worrying. How do teachers identify such learners in such a short period? This needs to be investigated as could suggest that these are learners who may not have gone through ECCDE.

As mentioned earlier some of the perceived disabilities reported here may not have been necessarily diagnosed by a qualified medical practitioner, however some of the conditions may be obvious by their nature. There is need for early identification of special needs in children and an enabling environment created in all schools (inclusive education). However, a learning difficulty in grade 1 may suggest that learners who have not done ECCDE are being compared with those that have done such programmes and then unfairly labelled as with special needs because, those who have gone through such programmes tend to be ahead. A solution is the introduction of the grade zero for all children, or employing more experienced teachers (with lower primary training) in grade 1 to 3.

Table 38: Attrition of Teachers including Transfers by Sex, Region 2015

Gender	Region	Absconded	Dismissed	Natural Death	not natural death	Others	Resignation	Retirement	Transfer	Total
Female	Hhohho	1		3	1	3	5	32	59	104
	Lubombo		1	5		2	3	32	47	90
	Manzini		1	24	1	4	8	31	40	109
	Shiselweni				3	1	2	48	28	82
Female Total		1	2	32	5	10	18	143	174	385
Male	Hhohho			3			3	1	29	36
	Lubombo	1		2	1		1	8	21	34
	Manzini	1	1	15	2		9	3	27	58
	Shiselweni	1		2			2	13	18	36
Male Total		3	1	22	3		15	25	95	164
Total		4	3	54	8	10	33	168	269	549

Table 39: Attrition of teachers by Sex, Region and Year: 2010 - 2015

Gender	Region	2010	2011	2012	2013	2014	2015
Female	Hhohho	108	74	119	265	131	104
	Lubombo	68	88	90	81	71	90
	Manzini	126	68	120	66	81	109
	Shiselweni	81	44	87	97	68	82
Female Total		383	274	416	509	351	385
Male	Hhohho	86	56	46	115	68	36
	Lubombo	42	46	63	40	28	34
	Manzini	66	109	66	27	33	58
	Shiselweni	42	25	48	41	52	36
Male Total		236	236	223	223	181	164
Grand Total		619	510	639	732	532	549

Table 40: All teaching Staff by Sex, Qualification and Region, 2015

Gender	Qualification	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	A.A.T.		1	1		2
	ACE	6	2	5	2	15
	B.P.H.D in special education	1	1	1		3
	BA	4	6	23	15	48
	BA + CCE	1		1		2
	BA Humanities	50	49	77	45	221
	BA Humanities + CDE	10	24	53	11	98
	BA Social Science	4	7	7	3	21
	Bachelors + PGCE	138	86	101	71	396
	Bachelor's Honours Degree	29	7	42	6	84
	Bcom	1	1	2	2	6
	Bed(Prim)	101	70	119	52	342
	Bed(Sec)	4	4	21	6	35
	Bsc + CDE	1		2	3	6
	Bsc Agricultural Education	8	2	6	5	21
	BSc in Home Economics	9	10	9	3	31
	BSc.	11	18	8	11	48
	BSc. Agriculture	4			1	5
	Certificate in I.T. Education	1	2			3
	Diploma in Agriculture	2	2	1	3	8
	Diploma in Commerce	8	16	5	3	32
	Diploma in Computer Science		1	3		4
	Diploma in Education	52	33	83	15	183
	Diploma in Home Economics	1	5	7	2	15
	Diploma in Law	1	1	4	2	8
	J.C			1		1
	Masters	11	5	7	3	26
	N.P.D.E.	28	7	21	27	83
	O-Level	129	161	104	90	484
	P.H.C.			3		3
	P.H.C.+H.E.	4	4	4	9	21

	P.H.D.			1	1	2
	PLC	6	8	28	7	49
	PTC	209	220	351	224	1,004
	PTD	711	456	812	709	2,688
	STC			2		2
	STD	27	14	28	22	91
	V.I.D.				1	1
	(blank)					
	Degree in Business Education	1				1
	Bachelors in Theology		1			1
	Degree in Design and Tech.	1				1
Female		1,574	1,224	1,943	1,354	6,095
Male	ACE			1		1
	B.P.H.D in special education			1		1
	BA	1	6	11	8	26
	BA + CCE				1	1
	BA Humanities	38	54	37	36	165
	BA Humanities + CDE	2	17	16	8	43
	BA Social Science	1	2	4	3	10
	Bachelors + PGCE	60	43	35	61	199
	Bachelor's Honours Degree	7	2	14	1	24
	Bcom	1	6			7
	Bed(Prim)	37	23	52	26	138
	Bed(Sec)	3	4	4	1	12
	Bsc + CDE		1	1	1	3
	Bsc Agricultural Education	1	8	9	1	19
	BSc in Computer & Mathematics	1	1			2
	BSc in Home Economics	4	4		1	9
	BSc.	9	7	5	6	27
	BSc. Agriculture	1	1		1	3
	Diploma in Agriculture	6	2	4	2	14
	Diploma in Commerce	7	22	4	2	35
	Diploma in Computer Science	1		3		4
	Diploma in Education	8	8	48	1	65

	Diploma in Home Economics		1		1	2
	Diploma in Law	2		1		3
	Masters	3	1	3	1	8
	N.P.D.E.	2	1	1	1	5
	O-Level	55	55	45	44	199
	P.H.C.		1	1	1	3
	P.H.D.		1	1		2
	PLC	1	2			3
	PTC	39	42	58	58	197
	PTD	356	241	373	346	1,316
	STC			1		1
	STD	25	23	29	27	104
	(blank)					
	Degree in Business Education	1		1		2
	Bachelors in Theology	2	1			3
	Degree in Design and Tech.			1		1
Male		674	580	764	639	2,657
(blank)	BA Humanities		1			1
	Bachelors + PGCE		1	1		2
	Bachelor's Honours Degree	1				1
	Diploma in Computer Science	1				1
	O-Level	1		1		2
	PTD	3				3
	(blank)					
(blank)		6	2	2		10
Total		2,254	1,806	2,709	1,993	8,762

Table 41: Number of Qualified teacher by Sex, Qualification and Region, 2015

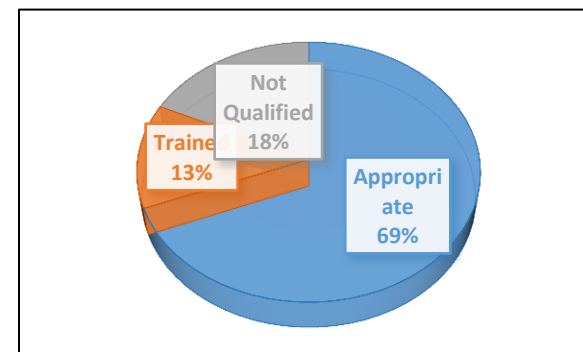
Gender	Qualification	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	B.P.H.D in special education	1	1	1		3
	BA + CCE	1		1		2
	BA Humanities + CDE	10	24	53	11	98
	Bachelors + PGCE	138	86	101	71	396
	Bed(Prim)	101	70	119	52	342
	Bed(Sec)	4	4	21	6	35
	Bsc + CDE	1		2	3	6
	Bsc Agricultural Education	8	2	6	5	21
	Certificate in I.T. Education	1	2			3
	Diploma in Education	52	33	83	15	183
	Masters	11	5	7	3	26
	N.P.D.E.	28	7	21	27	83
	P.H.C.			3		3
	P.H.C.+H.E.	4	4	4	9	21
	P.H.D.			1	1	2
	PLC	6	8	28	7	49
	PTC	209	220	351	224	1,004
	PTD	711	456	812	709	2,688
	STC			2		2
	STD	27	14	28	22	91
	V.I.D.				1	1
	Degree in Business Education	1				1
	Degree in Design and Tech.	1				1
Female Total		1,315	936	1,644	1,166	5,061
Male	B.P.H.D in special education			1		1
	BA + CCE				1	1
	BA Humanities + CDE	2	17	16	8	43
	Bachelors + PGCE	60	43	35	61	199
	Bed(Prim)	37	23	52	26	138
	Bed(Sec)	3	4	4	1	12

	Bsc + CDE		1	1	1	3
	Bsc Agricultural Education	1	8	9	1	19
	Diploma in Education	8	8	48	1	65
	Masters	3	1	3	1	8
	N.P.D.E.	2	1	1	1	5
	P.H.C.		1	1	1	3
	P.H.D.		1	1		2
	PLC	1	2			3
	PTC	39	42	58	58	197
	PTD	356	241	373	346	1,316
	STC			1		1
	STD	25	23	29	27	104
	Degree in Busness Education	1		1		2
	Degree in Design and Tech.			1		1
Male		538	416	635	534	2,123
(blank)	Bachelors + PGCE		1	1		2
	PTD	3				3
(blank) Total		3	1	1		5
Total		1,856	1,353	2,280	1,700	7,189

Table 42: Number of Primary Qualified (appropriately) by Sex, Qualification and Region, 2015

Gender	Qualification	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	B.P.H.D in special education	1	1	1		3
	Bed(Prim)	101	70	119	52	342
	Diploma in Education	52	33	83	15	183
	Masters	11	5	7	3	26
	P.H.C.			3		3
	P.H.C.+H.E.	4	4	4	9	21
	P.H.D.			1	1	2
	PLC	6	8	28	7	49
	PTC	209	220	351	224	1,004
	PTD	711	456	812	709	2,688
Female Total		1,095	797	1,409	1,020	4,321
Male	B.P.H.D in special education			1		1
	Bed(Prim)	37	23	52	26	138
	Diploma in Education	8	8	48	1	65
	Masters	3	1	3	1	8
	P.H.C.		1	1	1	3
	P.H.D.		1	1		2
	PLC	1	2			3
	PTC	39	42	58	58	197
	PTD	356	241	373	346	1,316
Male Total		444	319	537	433	1,733
(blank)	PTD	3				3
(blank)		3				3
Total		1,542	1,116	1,946	1,453	6,057

Chart 18: Proportion by Qualification



Data indicated that about 82 percent of the teachers at primary level, were trained as teachers, but only 69 percent possessed appropriate training, i.e. for primary levels.

About one fifth of the teachers still need to undergo training or be replaced with adequately qualified teachers. Another way of looking at the scenario, is that one in five learners may be taught by a person who does not possess the adequate pedagogy skills to teach a primary school child.

The issue of being appropriately qualified is very important especially at primary levels, because it is where the foundation is laid. Lower primary is considered as part of early childhood

development and as such learners need to be taught by those who possess the teaching skills for the level. An overall pupil-teacher ratio, tends to camouflage the existence or non-existence of appropriately qualified teachers.

Table 43: Evolution of Appropriately Qualified teachers, 2013 - 2015

Gender	Qualification	2013	2014	2015
Female	B.P.H.D in special education	3	5	3
	Bed(Prim)	225	309	342
	Diploma in Education	193	186	183
	Masters	23	25	26
	P.H.C.	3	3	3
	P.H.C.+H.E.	24	22	21
	P.H.D.	3	2	2
	PLC	64	58	49
	PTC	1,221	1,100	1,004
	PTD	2,379	2,531	2,688
Female Total		4,138	4,241	4,321
Male	B.P.H.D in special education		1	1
	Bed(Prim)	83	108	138
	Diploma in Education	98	77	65
	Masters	6	7	8
	P.H.C.	5	4	3
	P.H.C.+H.E.	1		
	P.H.D.	2	2	2
	PLC	7	6	3
	PTC	252	221	197
	PTD	1,181	1,258	1,316
Male Total		1,635	1,684	1,733
(blank)	Bed(Prim)	1		
	Diploma in Education	2		
	PTC	3	1	
	PTD	17	11	3
(blank)		23	12	3
Grand Total		5,796	5,937	6,057

Infrastructure and Resources

The following tables and charts will focus on the schools' infrastructure and resources. It is worth mentioning that this data is provided by schools, and its validity may need physical confirmation. Schools may be tempted to exaggerate their profiles with the hope that it may result in additional investment in their schools, however on average data presented represented the availability of selected structures and resources in primary schools.

Table 44: Number of Rooms

	Agricultural Facilities	Classroom	Computer Lab	Home Econ Lab	Kitchen	Library	Science Labs	Staff Room	Store Room	Strong Room
Hhohho	118	1992	26	89	162	30	3	116	122	73
Lubombo	54	1711	26	63	120	34	3	106	118	81
Manzini	101	2362	28	117	178	49	3	112	115	93
Shiselweni	41	1638	7	67	94	19	1	91	83	41
Total	314	7703	87	336	554	132	10	425	438	288

The table represents the number of the different types of rooms available in primary schools. It is commendable that there is an indication of slight improvement from last year's figures, this suggest that some schools managed to build structures despite the current challenges. Data suggested that there were 288 strong rooms in the schools, this may need to be improved as it implied that some examinations question papers are kept in store rooms where security might not be as tight as in strong rooms.

Data also indicated that 425 schools had staff rooms. This indicated that there are still schools where there are no staff room, and this is a reason for worry as it meant such schools did not have adequate room where their teachers could prepare their lessons.

Table 45: Equipment User by Equipment type and Region, 2015

Equipment user	Equipment item	Hhohho	Lubombo	Manzini	Shiselweni	Total
For Pupils Only	Computers	466	387	584	90	1,527
	Duplicators	7	5	6	3	21
	First Aid Kits	70	38	68	33	209
	Photocopiers	20	14	23	9	66
	Printers (for Computers)	31	12	71	8	122
	Radios or Tape recorders	37	6	14	3	60
	Refrigerators	40	27	58	12	137
	Stoves	132	116	225	101	574
	Typewriters	5	1	1		7
For Pupils Only Total		808	606	1,050	259	2,723
For teachers or Administrators	Computers	187	156	215	123	681
	Duplicators	44	39	59	47	189
	First Aid Kits	44	50	58	32	184
	Photocopiers	165	132	167	123	587
	Printers (for Computers)	141	119	162	109	531
	Radios or Tape recorders	10	19	20	5	54
	Refrigerators	29	32	52	16	129
	Stoves	30	52	77	62	221
	Typewriters	25	13	22	40	100
For teachers or Administrators Total		675	612	832	557	2,676
Used by all	Computers	55	240	162	253	710
	Duplicators	12	14	15	14	55
	First Aid Kits	73	50	78	50	251
	Photocopiers	29	22	39	26	116
	Printers (for Computers)	20	17	28	15	80
	Radios or Tape recorders	37	10	16	6	69
	Refrigerators	45	30	48	27	150
	Stoves	115	44	132	133	424
	Typewriters	7	12	2	5	26
Used by all Total		393	439	520	529	1,881
Grand Total		1,876	1,657	2,402	1,345	7,280

Table 46: Number of Furniture type by Condition of furniture and Region

Furniture_ condition	Furniture	Hhohho	Lubombo	Manzini	Shiselweni	Total
Broken and cannot be repaired	Book Cupboards	249	267	376	154	1,046
	Bulleting (Pin) Boards	127	255	322	105	809
	Pupil chairs Sitting Places	7,494	6,891	6,826	5,769	26,980
	Pupils Desks Writing places	4,451	4,690	5,884	3,789	18,814
	Teachers Chairs	322	192	411	166	1,091
	Teachers desks	333	182	423	186	1,124
	Writing (Chalk) Boards	115	57	210	76	458
Broken and cannot be repaired Total		13,091	12,534	14,452	10,245	50,322
In good or fair condition	Book Cupboards	1,014	898	1,280	916	4,108
	Bulleting (Pin) Boards	1,043	1,012	1,239	772	4,066
	Pupil chairs Sitting Places	51,754	40,128	53,838	41,654	187,374
	Pupils Desks Writing places	35,131	27,069	40,994	36,401	139,595
	Teachers Chairs	1,783	1,458	2,188	1,540	6,969
	Teachers desks	1,474	1,174	1,963	1,197	5,808
	Writing (Chalk) Boards	1,721	1,372	1,970	1,415	6,478
In good or fair condition Total		93,920	73,111	103,472	83,895	354,398
Must be Repaired	Book Cupboards	405	309	566	274	1,554
	Bulleting (Pin) Boards	309	312	404	154	1,179
	Pupil chairs Sitting Places	6,440	6,361	7,754	4,936	25,491
	Pupils Desks Writing places	6,835	6,914	6,809	5,075	25,633
	Teachers Chairs	242	206	246	191	885
	Teachers desks	250	245	385	163	1,043
	Writing (Chalk) Boards	343	235	366	197	1,141
Must be Repaired Total		14,824	14,582	16,530	10,990	56,926
Total		121,835	100,227	134,454	105,130	461,646

Data indicated that some schools did not have adequate number of desks and chairs for their learners. In addition Data suggested that close to 27 000 learners did not have chairs.

This needs to be addressed as such learners cannot learn as effective as those that have complete furniture. It is also worrying that some classrooms may not have chalkboards.

The Ministry needs to investigate this as such schools may produce poor results at the end of the year. It would be important to compile a list of schools that need the most basic of these equipment and ensure that they are allocated. If schools are not treated equitable the education offered may not be of the same quality, as such this brings the issue of overall performance to debate, as differently resourced schools

cannot be compared. A lot of equipment in schools also needs to be repaired. More than 25 000 desks and chairs need to be repaired, it may be opportune for the Ministry to set aside resources to repair equipment so that more furniture is available for schools. The same applies for chalkboards, the Ministry may need to have a project to attend to those schools that are updating their infrastructure on a yearly basis.

Table 47: Number of toilets by Gender, Toilet System and User, 2015

Region	Toilet Gender	Flush			Flush Total	Pit			Pit Total
		Pupils	Staff	Staff and Pupils		Pupils	Staff	Staff and Pupils	
Hhohho	Female	248	97	31	376	663	169	26	858
	Male	340	128	26	494	703	174	20	897
	Male and Female	53	49	2	104	152	78	20	250
Hhohho Total		641	274	59	974	1,518	421	66	2,005
Lubombo	Female	123	58	1	182	626	156	53	835
	Male	149	66	1	216	557	136	41	734
	Male and Female	38	27	1	66	169	72	4	245
Lubombo Total		310	151	3	464	1,352	364	98	1,814
Manzini	Female	286	104	21	411	692	153	15	860
	Male	326	139	26	491	646	163	15	824
	Male and Female	66	63	26	155	561	89	7	657
Manzini Total		678	306	73	1,057	1,899	405	37	2,341
Shiselweni	Female	51	40		91	654	195	16	865
	Male	100	56	3	159	667	188	12	867
	Male and Female	23	17		40	83	48		131
Shiselweni Total		174	113	3	290	1,404	431	28	1,863
Grand Total		1,803	844	138	2,785	6,173	1,621	229	8,023

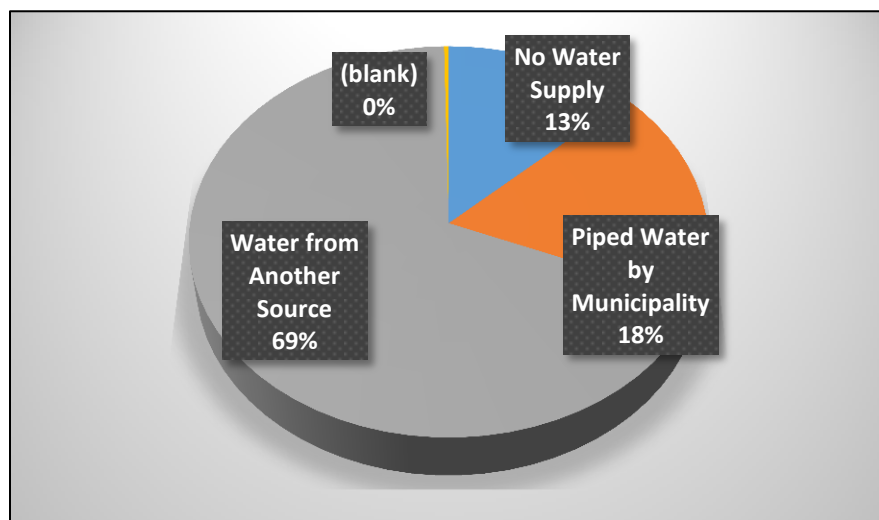
Table 48: Number of Schools with Electricity by Source and Region, 2015

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Municipality or External Supplier	163	124	178	132	597
No Electricity	5	4	4	7	20
Own Generator	1		1		2
(blank)	1	0		1	
Total	170	127	183	140	620

Table 49: Number of Schools with Water by Source and Region, 2015

	Hhohho	Lubombo	Manzini	Shiselweni	Total
No Water Supply	14	20	17	30	81
Piped Water by Municipality	28	35	36	13	112
Water from Another Source	126	72	130	96	424
(blank)	2			1	2
Total	170	127	183	140	620

Chart 19: Water Source by Source, 2015



EDUCATIONAL INDICATORS

This section presents selected indicators for General Education, i.e. primary to secondary. Some of the indicators are those that have been adopted under the different agenda such as the MDG and SDG.

The indicators give a general indication of the health of the education system both under nationally set targets and under international defined agenda.

EDUCATIONAL INDICATORS FOR GENERAL EDUCATION

Primary and Secondary

Table 50: Number of Grade 1 Pupils who attended some ECCDE by Sex, Region 2014 – 2015

Region	2014		2014 Total	2015		2015 Total	Total
	Female	Male		Female	Male		
Hhohho	3,861	4,327	8,188	3,352	3,929	7,281	15,469
Lubombo	1,529	1,665	3,194	1,465	1,647	3,112	6,306
Manzini	4,600	5,235	9,835	4,955	5,552	10,507	20,342
Shiselweni	1,230	1,427	2,657	1,497	1,640	3,137	5,794
Total	11,220	12,654	23,874	11,269	12,768	24,037	47,911

Table 51: Percent of Learners who reported to have gone through ECCDE, 2014 - 2015

Region	2014		2014 Total	2015		2015 Total	Total
	Female	Male		Female	Male		
Hhohho	85.2%	83.8%	84.4%	79.0%	78.9%	79.0%	81.8%
Lubombo	40.4%	39.1%	39.7%	40.3%	39.6%	39.9%	39.8%
Manzini	89.0%	89.1%	89.0%	98.8%	98.6%	98.7%	93.8%
Shiselweni	34.3%	35.7%	35.0%	43.9%	43.1%	43.5%	39.1%
Total	65.7%	65.6%	65.6%	69.1%	68.7%	68.9%	67.2%

Data over the two year period showed that more learners from the Hhohho and Manzini regions that had been exposed to ECCDE than the other two regions. In Manzini data from 2015 indicated that almost all (93%) of the learners had attended ECCDE, and when such data is compared with regions like Lubombo and Shiselweni (39%) it shows the disparity in education which begins even earlier in the country. Studies have indicated that children who have gone through some form of ECCDE tend to perform better than those that have not gone through such programmes, this then suggested that children from these regions, are at a disadvantage when compared to those of Manzini and Hhohho. The Ministry may need to balance the situation by providing more grade zero classes to schools in the poorer regions especially for those schools that may have capacity. Such centres may have been clustered.

Chart 20: Number of Grade 1 Pupils who attended ECCDE by Region 2015

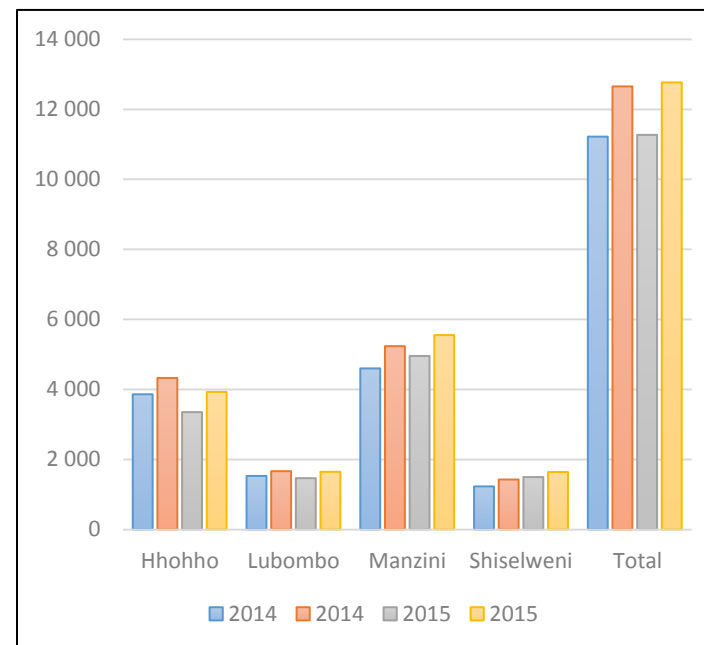


Table 52: Gross Intake Rates by Year, Sex and Region, 2011 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	112.6%	118.4%	115.5%	85.0%	90.3%	87.7%	158.7%	163.4%	161.1%	109.6%	112.5%	111.0%	113.5%	118.5%	116.0%
2012	113.7%	110.4%	112.0%	114.3%	123.0%	118.7%	127.5%	134.2%	130.9%	117.9%	117.7%	117.8%	118.8%	121.7%	120.3%
2013	123.7%	127.8%	125.8%	91.0%	95.0%	93.0%	188.1%	191.9%	190.0%	128.2%	138.4%	133.3%	128.2%	133.5%	130.9%
2014	103.8%	103.5%	103.7%	104.6%	108.7%	106.7%	114.2%	115.6%	114.9%	123.3%	119.2%	121.2%	110.7%	111.2%	111.0%
2015	97.7%	98.2%	98.0%	102.8%	108.1%	105.5%	110.6%	112.5%	111.6%	117.5%	115.8%	116.6%	106.4%	108.0%	107.2%

Table 53: Net Intake rates by Year, Sex and Region, 2011 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	46.5%	46.1%	46.3%	37.4%	35.3%	36.4%	70.0%	66.9%	68.4%	50.3%	46.0%	48.1%	49.6%	47.3%	48.4%
2012	45.0%	40.1%	42.5%	45.9%	47.6%	46.8%	45.0%	44.0%	44.5%	51.0%	48.7%	49.8%	46.4%	44.7%	45.6%
2013	51.0%	48.3%	49.6%	37.2%	36.6%	36.9%	73.7%	63.5%	68.6%	57.9%	56.3%	57.1%	53.0%	49.6%	51.3%
2014	46.3%	41.2%	43.7%	48.2%	44.9%	46.5%	49.1%	44.6%	46.8%	59.5%	55.4%	57.4%	50.0%	45.7%	47.8%
2015	39.1%	37.5%	38.2%	41.6%	41.4%	41.5%	41.4%	38.7%	40.0%	53.9%	47.9%	50.8%	43.1%	40.6%	41.8%

Gross intake rates are still above 100 percent, however, they appeared to be gradually approaching 100 percent as the figures dropped from 116 percent in 2011 to 107 in 2015. This suggested that there were less out of age children enrolling at grade 1. This could mean, the country has managed to enrol all the over aged children who were all along outside the education system. Net intake rates are still low, at less than 50 percent. A major contributor to this low net intake rate, is due to some schools insisting that children should have reached the age of 6 before they are admitted, or those schools that insist on a ECCDE certificate which then compels some parents to send their children to the 'preferred', ECCDE centre than to school.

The low intake rate could also be improved by the Ministry issuing out a policy that suggests that all children who will be six by the end of the first term, should be admitted to schools, as this will enable those who reach age six as early as February to be enrolled.

Table 54: Gross Enrolment Rate by Year, Sex, and Region, 2011 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	122.7%	136.2%	129.4%	91.3%	100.7%	96.6%	170.8%	185.4%	178.2%	120.8%	136.9%	128.8%	123.1%	136.8%	129.9%
2012	122.7%	134.3%	128.5%	129.3%	141.2%	135.2%	125.1%	137.5%	131.3%	122.9%	134.6%	128.8%	265.6%	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%	268.3%	138.8%	133.1%
2014	124.9%	134.0%	129.5%	131.7%	143.2%	137.5%	152.1%	139.8%	145.4%	127.4%	135.9%	131.8%	270.0%	138.1%	133.3%
2015	123.0%	131.7%	127.4%	131.0%	141.7%	136.4%	131.5%	139.7%	135.6%	130.0%	137.8%	134.0%	270.8%	137.5%	133.2%

Table 55: Net Enrolment Rate by Year, Sex and Region, 2011 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	91.4%	95.1%	93.3%	65.6%	68.7%	67.6%	129.6%	133.8%	131.7%	87.7%	92.6%	90.2%	91.0%	95.3%	93.1%
2012	90.8%	91.5%	91.2%	95.1%	100.6%	97.9%	99.2%	104.2%	101.7%	89.7%	90.2%	89.9%	95.1%	96.9%	95.5%
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%
2014	93.0%	91.4%	92.2%	92.5%	94.1%	93.3%	114.1%	96.9%	104.7%	94.2%	92.2%	93.2%	98.8%	93.8%	96.3%
2015	92.1%	89.9%	91.0%	91.2%	94.7%	93.0%	99.6%	98.3%	99.0%	95.7%	92.5%	94.1%	94.9%	94.0%	94.4%

Table 56: Gender Parity (NER) by Year and Region, 2011 - 2015

	Hhohho	Lubombo	Manzini	Shiselweni	National
2011	96.1%	95.6%	96.9%	94.7%	95.4%
2012	99.3%	94.5%	95.2%	99.5%	98.1%
2013	100.1%	99.0%	102.1%	97.9%	99.6%
2014	101.8%	98.3%	117.8%	102.3%	100.8%
2015	102.5%	96.3%	101.3%	103.4%	101.0%

Net enrolment rates are still above 90 percent at 94.4%. Although this shows an improvement of 0.3% from 2014, it cements the fact that Swaziland has indeed achieved the MDG 2.

Manzini recorded a net enrolment rate of close to 100 percent, which is to be commended. The main challenge is keeping these learners in schools, so that they complete primary and then transition to secondary levels, so that the country will be in better stead to achieve the Sustainable Development Goals (SDG) – net enrolment rate of 100 at lower secondary levels.

A gender parity index of greater than 100 percent suggest there are more ‘in age’, girls then boys. The statistics from 2014, suggested that girls are gradually taking over from boys, the Ministry needs to keep a tight ‘balancing act’ to ensure that the scale does not slope too much in favour of girls.

Table 57: Percent Repetition by Sex, Region and Year, 2013 - 2015

Gender	YearLabel	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2013	12.3%	17.3%	13.1%	15.9%	14.4%
	2014	13.5%	17.5%	13.4%	15.1%	14.7%
	2015	12.1%	17.1%	10.1%	15.3%	13.3%
Female Total		12.6%	17.3%	12.2%	15.4%	14.1%
Male	2013	18.2%	21.7%	17.2%	20.6%	19.2%
	2014	19.0%	22.5%	18.0%	21.2%	19.9%
	2015	17.4%	20.3%	14.1%	20.9%	17.8%
Male Total		18.2%	21.5%	16.4%	20.9%	18.9%
Total		15.6%	19.5%	14.4%	18.3%	16.6%

Table 58: Repetition Rate by Sex, Region and Year, 2013 - 2015

Gender	YearLabel	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2013	12.3%	17.2%	13.2%	15.7%	14.3%
	2014	13.5%	17.8%	13.5%	15.1%	14.8%
	2015	12.0%	17.2%	10.3%	15.3%	13.3%
Female		12.6%	17.4%	12.3%	15.4%	14.1%
Male	2013	18.4%	21.5%	17.3%	20.3%	19.1%
	2014	18.9%	22.9%	18.2%	21.0%	20.0%
	2015	17.5%	20.3%	14.2%	20.9%	17.8%
Male Total		18.3%	21.6%	16.6%	20.8%	19.0%
Total		15.4%	19.5%	14.4%	18.1%	16.6%

Repetition Rates remain a challenge to the country. At 17 percent, the repetition is still high and indicates that the Ministry allocates the same percentage of its primary budget to repetition.

Although there has been a slight decrease, the repetition rate needs to be addressed through appropriate interventions, such as policies, improvement in teaching and learning and general school management. There are instances where this rate is as high as 20 percent, in the Shiselweni regions, this affects the quality and efficiency of education, if 1 in 5 children repeat, it means there is something very wrong with the teaching/learning process in the school. The Ministry needs to consider having all schools with a repetition rate above 10 percent writing a report

on why the rate was this high. A small team of inspectors can then work with schools, set new targets and aim to improve the situation. A school with a repetition rate above 10 percent for a number of years does need additional support from the Ministry.

Table 59: Gross Primary Graduation Rate (GPGR) by Sex, Region and Year, 2011 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	92.6%	94.7%	93.6%	91.1%	89.4%	90.3%	92.1%	97.4%	94.7%	90.7%	94.5%	92.6%	91.7%	94.3%	93.0%
2012	95.0%	95.2%	95.1%	93.6%	94.4%	94.0%	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%	93.2%	91.9%	92.5%	98.3%	99.4%	98.8%	94.4%	95.7%	95.0%	95.9%	97.3%	96.6%
2014	98.0%	92.6%	95.3%	94.9%	90.6%	92.8%	96.6%	95.8%	96.2%	88.8%	86.7%	87.7%	95.0%	91.8%	93.4%
2015	103.2%	102.5%	102.8%	98.8%	93.4%	96.1%	106.4%	105.5%	105.9%	89.2%	85.8%	87.5%	100.2%	97.8%	99.0%

Table 60: Gross Intake Rate to the last Grade of Primary (GIRLG), by Sex, Region and Year, 2011 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	87.3%	87.8%	87.5%	86.4%	85.0%	85.7%	86.9%	89.9%	88.4%	84.6%	88.4%	86.5%	86.4%	88.0%	87.2%
2012	89.3%	88.6%	88.9%	88.2%	88.9%	88.5%	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%	84.9%	82.0%	83.5%	91.6%	93.6%	92.6%	85.9%	86.6%	86.3%	89.1%	90.0%	89.5%
2014	93.6%	87.2%	90.5%	88.0%	83.3%	85.7%	90.5%	87.6%	89.0%	83.5%	79.6%	81.6%	89.3%	84.9%	87.1%
2015	97.4%	96.9%	97.1%	91.8%	86.9%	89.3%	101.4%	100.2%	100.8%	83.0%	78.8%	80.9%	94.3%	91.8%	93.1%

The gross intake rate to last grade of primary and the graduation rates are at times used as proxies to measure the completion rate at primary levels. The gross intake rate increased from 87.1 percent in 2014 to 93.1 percent in 2015. This improvement should be commended as it suggested that almost all the learners completed primary school. Manzini and Hhohho regions did very well, in fact what the figures suggested is that the inequity in the regions may also be contributing to a lot of movement from the other regions to the two main regions. A rate above 100 percent implied that Manzini may have enrolled learners from other regions. Inequity in the supply of education, may give rise to the observed transition to Manzini and Hhohho schools.

Table 61: Pupil-Teacher Ratio (All teaching staff), 2012 – 2015

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2012	31	32	29	28	30
2013	30	30	27	26	28
2014	30	29	27	25	28
2015	29	30	27	25	28
Total	30	30	28	26	28

Table 62: Pupil-Teacher Ratio (Trained teachers), 2012 - 2015

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2012	39	42	35	34	37
2013	38	40	33	32	35
2014	37	39	33	30	34
2015	35	40	32	29	34
Total	37	40	33	31	35

Table 63: Pupil-Teacher Ratio (Appropriately trained), 2012 – 2015

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2012	45	50	41	39	43
2013	44	48	38	37	41
2014	44	47	38	35	40
2015	42	48	38	34	40
Total	44	48	39	36	41

Table 64: Percentage of Appropriately Qualified teachers, 2012 -

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2012	68.1%	64.2%	71.6%	71.1%	69.0%
2013	66.7%	63.1%	72.3%	70.3%	68.5%
2014	68.3%	62.6%	71.8%	72.4%	69.1%
2015	68.4%	61.8%	71.8%	72.7%	69.1%
Total	67.9%	62.9%	71.9%	71.6%	68.9%

A pupil teacher Ratio of 1:28 is considered quite reasonable as it suggested that on a national scale teachers should be able to deal with small classes. However national averages tend to exaggerate the situation on the ground. Some schools, or classrooms do have high ratios, sometimes exceeding 60 per class. This low national ratio, and high ratios in some selected schools, may have suggested that there are teachers that are placed in schools where they are not needed.

On the other hand it indicates that there are some schools who have more teachers than they need. It maybe true that there are communities where the enrolment in a fully fledged primary school is just about 150 learners or even less. This is common in schools along our border. In cases where this ratio drops far below the national benchmark, there may be need to move teachers around, because the fact of the matter is that there would be teachers who would only have 10 children in a class where else others would have more than 60.

On the other hand the ratio of pupil to appropriately qualified teachers in at 41, which means that if all appropriately qualified teachers were to be equitably distributed to all primary schools, then all schools will have effective teaching/learning. It is true that there are schools where the only qualified teacher is the head teacher, who in some cases may not even be taking any class in the school. This calls for some structural changes in the posting process and also in ensuring that all schools are 'equal'.

Table 65: Proportion of Female to Male teaching staff, Primary level, and 2012 - 2015

	Hhohho		Lubombo		Manzini		Shiselweni		National	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2012	71%	29%	68%	32%	73%	27%	68%	32%	70%	30%
2013	71%	29%	68%	32%	72%	28%	67%	33%	70%	30%
2014	71%	29%	68%	32%	72%	28%	68%	32%	70%	30%
2015	70%	30%	68%	32%	72%	28%	68%	32%	70%	30%
Total	71%	29%	68%	32%	72%	28%	68%	32%	70%	30%

Table 66: Internal Efficiency Indicators, 2015

Gender	Grade	Promotion	Repetition	Dropout
Female	Grade 1	87.3%	11.8%	0.9%
	Grade 2	88.4%	11.0%	0.6%
	Grade 3	85.3%	14.1%	0.6%
	Grade 4	84.0%	15.2%	0.8%
	Grade 5	83.3%	15.8%	0.9%
	Grade 6	81.5%	17.0%	1.6%
	Grade 7	92.4%	6.2%	1.4%
Female Total		85.7%	13.3%	1.0%
Male	Grade 1	81.3%	17.6%	1.1%
	Grade 2	82.1%	17.1%	0.8%
	Grade 3	78.2%	20.9%	0.9%
	Grade 4	79.5%	19.5%	1.0%
	Grade 5	80.2%	18.7%	1.1%
	Grade 6	78.1%	20.4%	1.5%
	Grade 7	92.3%	6.6%	1.1%
Male Total		81.1%	17.8%	1.1%
Grand Total		83.3%	15.7%	1.0%

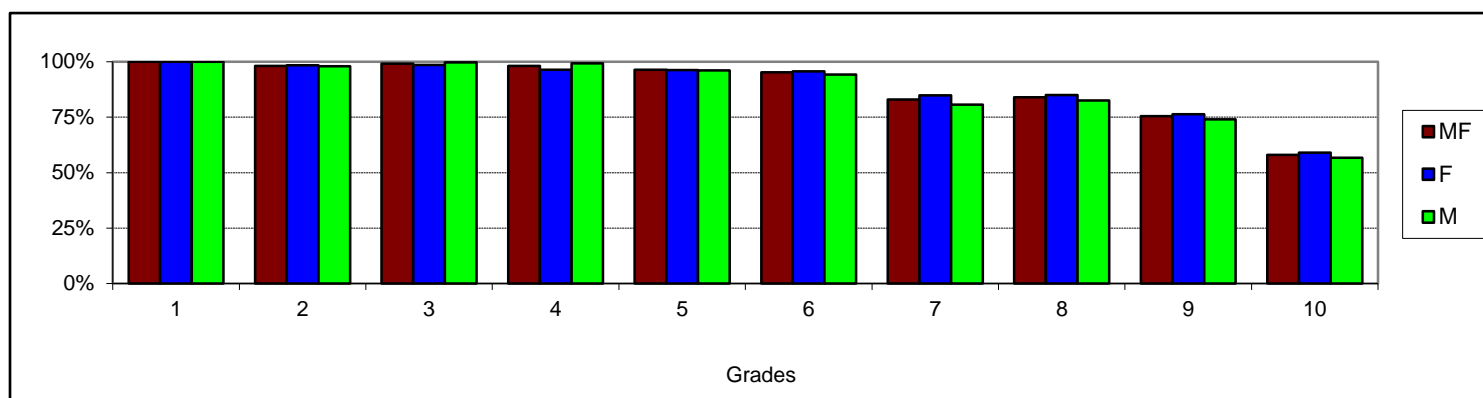
Table 67: Transition Rates from Primary to Secondary by Sex, Region and Year, 2012 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2012	93.5%	95.6%	94.6%	83.9%	90.5%	87.1%	89.2%	86.1%	87.6%	94.7%	91.7%	93.1%	90.4%	90.8%	90.6%
2013	97.2%	99.8%	98.4%	84.9%	87.5%	86.2%	88.7%	88.7%	88.7%	92.9%	90.7%	91.8%	91.1%	91.9%	91.5%
2014	97.9%	96.3%	97.1%	95.0%	94.9%	95.0%	85.3%	80.0%	82.7%	92.8%	93.3%	93.1%	92.3%	90.4%	91.4%
2015	100.6%	100.7%	100.6%	89.4%	94.4%	91.9%	91.3%	92.3%	91.8%	97.2%	94.2%	95.7%	94.7%	95.4%	95.1%
Total	97.3%	98.1%	97.7%	88.3%	91.8%	90.0%	88.6%	86.8%	87.7%	94.4%	92.5%	93.4%	92.1%	92.1%	92.1%

Table 68: Survival Rates by Sex and Grade to lower secondary

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Survival rate	Male	100%	98.4%	98.5%	96.4%	96.3%	95.6%	84.8%	85.0%	76.3%	59.0%
Survival rate	Female	100%	97.9%	99.7%	99.3%	96.0%	94.2%	80.6%	82.6%	74.0%	56.7%
Survival rate	Total	100%	98%	99%	98%	96%	95%	83%	84%	75%	58%

Chart 21: Internal Efficiency and flow rates, 2015



Transition rates to secondary levels are relatively high at 90 percent. The rate is focused on the proportion of learners who successfully enter form 1. The rate compares new entrants in form 1 with the enrolment of grade 7 of the previous year. The rates **only consider** the enrolment in grade 7 and form 1, thus the size of the sub-sectors primary and secondary doesn't play a major role in the indicator. The fact that there are 620 primary schools compared to 255 secondary schools does not affect the rates, the indicator looks at the number of learners in the two grades. Statistics indicate that the difference between the enrolments is small, and in fact recent trends are that form 1 is getting bigger than grade 7, thus the rates will gradually reach 100 percent in due course.

From the survival rates, it will be observed that only a fraction of learners who enter grade 1 reach grade 7, most are trapped within primary because of the high repetition rates, some eventually drop out of school even before they reach grade 7. This is why the Ministry has to focus on lowering the Repetition Rate to ensure that learners reach and complete grade 7. If the system continues being as it is, with high Repetition Rates only a few learners will enrol at lower secondary levels, giving rise to low enrolment rates.

A closer look at the enrolment rates between grade 7 and form 1

Table 69: Enrolment trend between grade 1 and form 1 by Sex, 2012 to 2015

YearLabel	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 1 - Grade 7
2012	36,494	35,799	39,057	36,805	34,221	32,682	24,349	24,957	608
2013	36,391	34,809	37,361	36,959	35,910	32,517	25,072	25,579	507
2014	36,378	35,153	36,861	36,317	36,957	34,372	24,358	27,142	2,784
2015	34,875	35,488	37,021	36,074	36,063	35,934	25,949	27,242	1,293

Data suggested that from 2011 the enrolment in form 1 was higher than grade 7, and this implied the system could enrol all primary level graduates in form 1.

Figures indicated that the system starts off with more than **36 000 learners in grade 1** and finally end results with only **about 28 000 reaching grade 7**. The question is Where do the more than 8 000 learners disappear to. These drop off for various reasons and of course some are trapped by repetition and eventually leave the education system. The enrolment pattern in grade 6 and grade 7 give a story that some learners did not go into grade 7, a substantial number, from above 32 000 in grade 6 to about 28 000 in grade 7. This is why the Ministry is focussing at repetition at primary levels. It is also true that not all the repetition in grade 6, and in primary in general has to do with low educational achievement in learners, there are other pressures that may contribute to this scenario. In some cases, whole classes are forced to repeat, in other cases learners are being held back an extra year to perform better in the end of primary examination, some move from one school due to the registration fees and top up fees they are being charged for. In the process this increases repetition, and this is why the Ministry has put a magnifying glass on the causes of the repetition.

Chart 22: Survival Rates

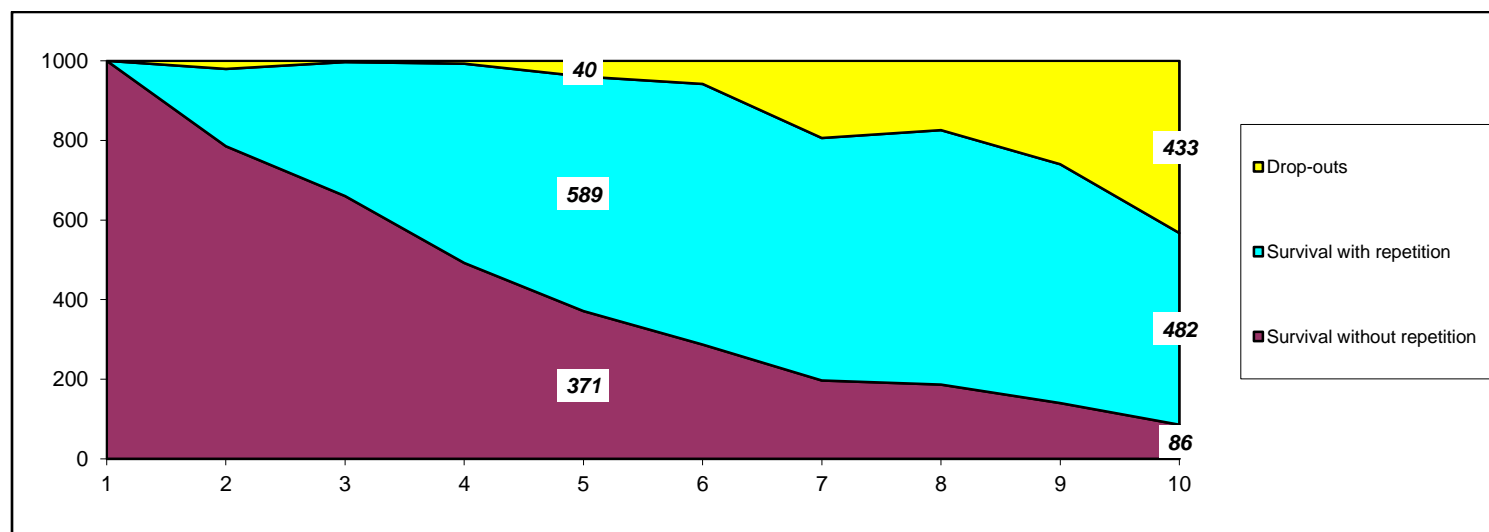


Table 70: Lower Secondary Gross Enrolment Rate, by Region, Sex and Year, 2011 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
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%	72.9%	77.2%	75.0%	72.5%	77.2%	74.8%	80.7%	83.4%	82.1%	76.8%	81.3%	79.0%
2013	86.7%	91.7%	89.1%	51.4%	56.1%	53.7%	110.2%	111.3%	110.8%	83.5%	86.3%	84.9%	80.2%	84.1%	82.1%
2014	90.3%	93.8%	92.0%	84.2%	86.5%	85.4%	77.9%	80.3%	79.0%	83.4%	86.4%	84.9%	83.7%	86.6%	85.1%
2015	95.4%	95.3%	95.3%	86.1%	88.1%	87.1%	84.0%	86.3%	85.1%	86.0%	85.2%	85.6%	88.0%	88.9%	88.4%

A gross enrolment rate of less than 100 percent suggest that very few children are enrolled in secondary schools in the country. The official age for lower secondary is 13 to 15, and a ratio less than 100 percent suggested that this part of population was not in school. The question is then where these learners are, are they in employment?

Table 71: Number of “Secondary-aged” Learners (13-15yr) enrolled at both Levels of Education (Primary and Lower Secondary) 2014

Gender	Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 2	Form 3	Total
Female	13	23	57	235	1,004	2,612	3,413	3,001	1,739	142	0	12,226
	14	18	42	152	687	1,967	3,313	2,983	3,290	1,392	124	13,968
	15	9	12	39	203	793	1,933	2,168	3,013	2,706	1,027	11,903
Female		50	111	426	1,894	5,372	8,659	8,152	8,042	4,240	1,151	38,097
Male	13	35	97	650	2,056	3,235	3,051	2,011	972	92	0	12,199
	14	24	81	418	1,555	3,124	3,670	2,569	2,170	771	71	14,453
	15	3	29	141	538	1,644	2,559	2,115	2,457	1,928	583	11,997
Male		62	207	1,209	4,149	8,003	9,280	6,695	5,599	2,791	654	38,649
Total		112	318	1,635	6,043	13,375	17,939	14,847	13,641	7,031	1,805	76,746
Lower-Secondary level aged learners still at Primary								54,269	Correctly placed			22,477

Data indicated that there are secondary aged learners still enrolled in lower primary. Statistically, the majority of learners who ought to be enrolled at lower secondary (54 269) are still at primary levels, the majority of them being in Grade 6. More than 70 Percent of the secondary-aged population is in primary school. If the learners of lower secondary education, are still at primary levels, then it explains why the enrolment rates are so low. It also implies that the learners of higher secondary are currently enrolled in lower secondary. All these inefficiencies begin at primary levels, the repetition levels which are not being addressed from Grade 1, result in the low internal efficiency measures throughout the education system.

Table 72: Lower Secondary Net Enrolment Rate, by Region, Sex and Year, 2011 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
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%	24.8%	21.3%	23.1%	32.7%	27.7%	30.3%	27.8%	18.2%	23.1%	30.5%	23.7%	27.2%
2013	36.3%	25.8%	31.1%	18.0%	13.6%	15.9%	47.1%	36.4%	41.7%	30.3%	20.0%	25.2%	31.7%	23.2%	27.5%
2014	39.6%	28.9%	34.3%	30.2%	20.6%	25.4%	35.5%	23.8%	29.8%	29.8%	20.0%	24.9%	34.3%	23.7%	29.0%
2015	39.1%	26.5%	32.8%	25.2%	20.2%	22.7%	33.3%	25.1%	29.3%	29.0%	18.7%	23.9%	32.3%	23.1%	27.7%

Table 73: Gender Parity, Lower Secondary Level, 2011 - 2015

	Hhohho	Lubombo	Manzini	Shiselweni	National
2011	1.34	1.06	1.70	1.32	1.28
2012	1.36	1.16	1.22	1.53	1.29
2013	1.41	1.32	1.73	1.51	1.36
2014	1.37	1.47	1.14	1.49	1.45
2015	1.48	1.25	1.30	1.55	1.40

Data indicated a gender parity greater than 100%. This suggested that more girls were of the appropriate age than boys. There are fewer boys of the correct age. This confirmed that boys are still trapped at primary levels, where they dominate due to their higher repetition rates.

Table74 : Lower Secondary Percentage Repeaters by Sex, Region and Year , 2012 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	7.7%	9.5%	8.7%	10.7%	10.8%	10.7%	9.6%	11.5%	10.5%	14.3%	16.2%	15.2%	10.4%	11.8%	11.1%
2012	10.1%	11.5%	10.8%	12.0%	11.3%	11.6%	7.2%	8.5%	7.9%	14.9%	16.1%	15.5%	10.7%	11.6%	11.2%
2013	8.8%	12.0%	10.4%	11.2%	12.6%	11.9%	9.7%	10.9%	10.3%	14.4%	17.0%	15.7%	10.8%	12.9%	11.8%
2014	12.5%	13.8%	13.2%	13.1%	16.3%	14.7%	13.0%	14.6%	13.8%	17.4%	18.3%	17.8%	13.8%	15.5%	14.7%
2015	12.5%	15.1%	13.8%	12.8%	13.3%	13.0%	7.4%	8.2%	7.8%	16.1%	18.5%	17.3%	11.8%	13.4%	12.6%
Total	10.4%	12.4%	11.4%	12.0%	12.9%	12.5%	9.4%	10.7%	10.0%	15.4%	17.2%	16.3%	11.5%	13.1%	12.3%

Table 75: Lower Secondary Repetition Rate by Sex, Region and Year, 2012 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2012	10.0%	11.3%	10.7%	12.2%	11.1%	11.6%	7.3%	8.7%	8.0%	14.4%	15.9%	15.1%	10.7%	11.6%	11.1%
2013	9.3%	12.6%	11.0%	11.5%	12.9%	12.2%	10.1%	11.4%	10.8%	14.5%	17.0%	15.7%	11.1%	13.3%	12.2%
2014	12.9%	14.1%	13.5%	14.5%	17.7%	16.1%	13.2%	14.5%	13.8%	17.6%	18.9%	18.2%	14.3%	16.0%	15.2%
2015	13.3%	15.5%	14.4%	13.1%	13.7%	13.4%	7.9%	8.8%	8.3%	16.5%	18.3%	17.4%	12.4%	13.8%	13.1%
Total	11.4%	13.4%	12.4%	12.8%	13.9%	13.3%	9.6%	10.9%	10.2%	15.7%	17.5%	16.6%	12.1%	13.7%	12.9%

Table76: Dropout Rate by Sex, Grade and Year, 2012 - 2015

		2012	2013	2014	2015	Total
Female	Form 1	4.4%	4.1%	5.0%	4.1%	4.4%
	Form 2	5.2%	4.4%	4.7%	4.4%	4.7%
	Form 3	3.9%	2.9%	4.5%	3.2%	3.6%
Female Total		4.6%	3.9%	4.8%	4.0%	4.3%
Male	Form 1	3.9%	3.6%	3.9%	3.4%	3.7%
	Form 2	4.4%	3.6%	3.8%	3.5%	3.8%
	Form 3	3.0%	2.3%	3.0%	2.1%	2.6%
Male Total		3.9%	3.3%	3.7%	3.1%	3.5%
Total		4.2%	3.6%	4.2%	3.6%	3.9%

Table 77: Promotion Rate by Sex, Grade and Year, 2012 - 2015

		2012	2013	2014	2015	Total
Female	Form 1	83.8%	84.0%	80.3%	81.7%	82.4%
	Form 2	80.3%	81.3%	76.8%	80.5%	79.7%
	Form 3	93.3%	93.6%	91.6%	94.3%	93.3%
Female Total		84.7%	85.3%	81.4%	84.2%	83.9%
Male	Form 1	83.7%	82.6%	79.7%	80.8%	81.6%
	Form 2	79.4%	79.5%	75.5%	79.2%	78.4%
	Form 3	93.8%	92.7%	91.9%	95.0%	93.4%
Male Total		84.5%	83.8%	80.8%	83.5%	83.1%
Grand Total		84.6%	84.6%	81.1%	83.8%	83.5%

Table 78: Gross Secondary Graduating Rate by Sex and Regions, 2011 - 2014

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	58.7%	64.9%	61.7%	45.9%	55.2%	50.5%	50.7%	53.9%	52.2%	54.9%	56.7%	55.8%	52.8%	57.8%	55.2%
2012	57.5%	62.8%	60.1%	49.2%	52.3%	50.7%	51.1%	59.0%	54.9%	50.1%	51.9%	51.0%	52.2%	57.1%	54.6%
2013	64.6%	66.0%	65.3%	52.8%	55.6%	54.2%	54.6%	59.1%	56.8%	55.7%	56.1%	55.9%	57.2%	59.6%	58.4%
2014	58.8%	62.7%	60.7%	54.4%	53.7%	55.1%	50.1%	55.3%	52.1%	51.9%	54.2%	53.6%	53.7%	57.4%	55.5%
2015	66.2%	65.0%	65.6%	58.2%	59.9%	59.0%	62.1%	66.8%	64.4%	55.3%	53.8%	54.5%	61.0%	62.0%	61.5%

Table 79: Gross Intake Rate in the Last Grade of Secondary (GIRLS), 2011 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	39.5%	39.3%	39.4%	22.9%	29.2%	26.0%	30.5%	27.7%	29.1%	19.6%	16.0%	17.8%	29.0%	28.6%	28.8%
2012	32.8%	32.5%	32.7%	22.9%	25.8%	24.3%	35.6%	39.2%	37.3%	14.6%	12.5%	13.6%	27.7%	28.8%	28.2%
2013	41.6%	32.9%	37.3%	27.6%	25.4%	26.5%	32.6%	32.7%	32.7%	20.4%	13.6%	17.0%	31.4%	27.0%	29.3%
2014	25.0%	23.7%	24.4%	19.8%	8.9%	14.7%	20.0%	20.1%	19.8%	8.4%	6.7%	7.6%	18.9%	16.0%	17.5%
2015	30.2%	21.4%	25.9%	25.0%	24.6%	24.8%	43.8%	45.5%	44.6%	13.9%	6.3%	10.1%	29.9%	26.1%	28.0%

Table 80: Gross Enrolment Rate (Senior Secondary), by Sex, Region and Year 2011 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	63.1%	68.5%	65.7%	29.4%	33.8%	32.4%	74.0%	74.4%	74.2%	62.8%	67.9%	65.3%	54.7%	59.6%	57.1%
2012	59.4%	65.0%	62.1%	43.5%	49.7%	46.6%	52.3%	56.2%	54.1%	59.1%	64.3%	61.7%	53.9%	59.0%	56.3%
2013	60.3%	66.2%	63.2%	29.9%	34.9%	32.3%	78.7%	81.0%	79.8%	58.0%	64.6%	61.3%	54.1%	59.6%	56.8%
2014	63.0%	68.8%	65.8%	52.4%	55.5%	53.9%	56.6%	59.7%	58.1%	61.2%	63.4%	62.3%	58.4%	62.1%	60.2%
2015	65.1%	71.0%	68.0%	55.8%	57.5%	56.7%	59.2%	63.0%	61.0%	63.5%	65.3%	64.4%	61.0%	64.5%	62.7%

Table 81: Net Enrolment Rate (Senior Secondary), by Sex, Region and Year 2011 - 2012

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	18.1%	14.6%	16.4%	8.2%	8.0%	8.3%	23.6%	15.6%	19.7%	13.1%	10.1%	11.7%	15.1%	12.0%	13.6%
2012	15.3%	11.7%	13.5%	10.3%	9.2%	9.7%	18.3%	16.3%	17.4%	11.5%	7.0%	9.3%	14.4%	11.5%	13.0%
2013	15.7%	10.2%	13.0%	6.2%	5.0%	5.7%	22.2%	14.2%	18.3%	11.2%	8.2%	9.7%	13.2%	9.1%	11.2%
2014	17.7%	13.2%	15.5%	11.7%	7.8%	9.8%	16.3%	10.4%	13.4%	11.3%	7.3%	9.3%	14.7%	9.9%	12.4%
2015	17.1%	11.7%	14.4%	11.7%	9.0%	10.4%	13.6%	10.1%	11.9%	11.1%	8.1%	9.6%	13.6%	9.9%	11.8%

Table 82: Gender Parity (NER) by Region, 2011 - 2015

	Hhohho	Lubombo	Manzini	Shiselweni	National
2011	1.2	1.0	1.5	1.3	1.3
2012	1.3	1.1	1.1	1.6	1.2
2013	1.5	1.2	1.6	1.4	1.4
2014	1.3	1.5	1.6	1.5	1.5
2015	1.5	1.3	1.3	1.4	1.4

Table 83: Repetition Rate

Gender	Grade	2012	2013	2014	2015	Total
Female	Form 4	14.9%	15.6%	18.9%	17.7%	16.8%
	Form 5	1.8%	1.0%	1.8%	1.5%	1.5%
	Form 6	0.0%	0.0%	0.0%	0.0%	0.0%
Female Total		5.6%	5.5%	6.9%	6.4%	6.1%
Male	Form 4	17.0%	18.2%	20.5%	18.2%	18.5%
	Form 5	1.7%	1.0%	2.7%	1.7%	1.8%
	Form 6	0.0%	0.0%	0.0%	0.0%	0.0%
Male Total		6.2%	6.4%	7.7%	6.7%	6.8%
Total		5.9%	6.0%	7.3%	6.5%	6.4%

Table 84: Dropout Rate

Gender	Grade	2012	2013	2014	2015	Total
Female	Form 4	5.0%	5.1%	5.1%	4.6%	4.9%
	Form 5	2.6%	2.6%	2.4%	2.2%	2.4%
	Form 6	0.0%	5.0%	23.3%	12.5%	10.7%
Female Total		2.5%	4.2%	10.3%	6.4%	6.0%
Male	Form 4	4.3%	3.3%	3.9%	2.7%	3.6%
	Form 5	2.7%	1.4%	1.3%	1.1%	1.6%
	Form 6	2.1%	4.2%	12.5%	1.7%	5.5%
Male Total		3.1%	3.0%	5.9%	1.8%	3.5%
Total		2.8%	3.6%	8.1%	4.1%	4.8%

Table 85: Promotion Rate

Gender	Grade	2012	2013	2014	2015	Total
Female	Form 4	80.1%	79.3%	76.0%	77.7%	78.3%
	Form 5	95.6%	96.4%	95.8%	96.3%	96.0%
	Form 6	100.0%	95.0%	76.7%	87.5%	89.3%
Female Total		91.9%	90.2%	82.8%	87.2%	87.9%
Male	Form 4	78.7%	78.5%	75.5%	79.1%	78.0%
	Form 5	95.5%	97.6%	96.0%	97.2%	96.6%
	Form 6	97.9%	95.8%	87.5%	98.3%	94.5%
Male Total		90.7%	90.6%	86.4%	91.5%	89.7%
Total		91.3%	90.4%	84.6%	89.4%	88.8%

The following tables present the enrolment rates for **all of secondary (lower and higher) combined**. The gross enrolment rate in less than 100 percent suggested that not all the expected population was enrolled. Again the figures where that some of the learners could be enrolled in non-formal educational programmes or out of school. These indicators should approach 100 percent for the country to realise the SDGs.

Table 86: Gross Enrolment Rate for All Secondary/High, 2011 -2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	74.6%	80.8%	77.6%	40.4%	45.6%	43.7%	91.1%	92.3%	91.7%	77.0%	80.3%	78.6%	67.9%	73.1%	70.5%
2012	72.8%	78.5%	75.6%	61.3%	66.4%	63.8%	64.3%	68.8%	66.5%	72.2%	75.9%	74.0%	67.6%	72.5%	70.0%
2013	76.2%	81.6%	78.8%	42.6%	47.6%	45.1%	97.7%	99.3%	98.5%	73.4%	77.8%	75.6%	69.7%	74.4%	72.0%
2014	79.4%	83.9%	81.6%	71.6%	74.3%	72.9%	69.2%	72.0%	70.6%	74.5%	77.3%	75.9%	73.6%	76.9%	75.2%
2015	83.3%	85.7%	84.5%	74.2%	76.1%	75.1%	73.9%	77.0%	75.4%	77.0%	77.3%	77.2%	77.2%	79.2%	78.2%

Table 87: Net Enrolment Rate for All Secondary/High, 2011 - 2015

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2011	47.9%	42.4%	45.2%	27.2%	26.2%	27.2%	60.7%	50.0%	55.4%	44.6%	37.4%	41.1%	43.5%	38.4%	41.0%
2012	46.3%	40.2%	43.3%	38.4%	35.2%	36.8%	45.5%	43.5%	44.5%	41.3%	32.4%	36.9%	43.4%	38.4%	41.0%
2013	47.4%	39.9%	43.8%	25.0%	21.8%	23.5%	63.4%	54.0%	58.7%	42.2%	33.5%	37.9%	42.8%	36.2%	39.5%
2014	50.9%	43.1%	47.1%	43.0%	33.5%	38.3%	44.9%	35.8%	40.5%	42.2%	33.6%	37.9%	45.6%	36.8%	41.2%
2015	51.6%	41.1%	46.4%	41.0%	35.8%	38.4%	45.7%	40.4%	43.1%	42.8%	33.1%	37.9%	45.7%	38.0%	41.9%

A net enrolment rate of about 40 percent indicated that about 60 percent of the secondary aged children were not in secondary schools. This could be an access issue, these could be children who may never reached form 1, dropped off before they entered secondary levels or some dropped off during the course of their secondary education. The Hhohho and Manzini regions figures are higher than the other regions, suggesting that the disparities of primary school still exist even at secondary levels.

Table 88: Learner-Teacher Ratio (all staff), Year, 2012 – 2015

Year	Hhohho	Lubombo	Manzini	Shiselweni	Total
2012	17	17	16	16	16
2013	17	16	16	15	16
2014	17	16	15	15	16
2015	17	16	16	15	16
Total	17	16	16	15	16

Table 89: Learner-Teacher Ratio (trained teachers), Year, 2012 - 2015

Year	Hhohho	Lubombo	Manzini	Shiselweni	Total
2012	22	22	21	21	22
2013	21	21	22	20	21
2014	22	21	21	20	21
2015	22	22	22	20	21
Total	22	22	21	21	21

Table 90: Learner-Teacher Ratio (Appropriate Qual), 2012 - 2015

Year	Hhohho	Lubombo	Manzini	Shiselweni	Total
2012	22	23	21	21	22
2013	22	22	22	21	21
2014	22	21	21	20	21
2015	22	22	22	20	22
Total	22	22	22	21	22

SECONDARY LEVEL

Secondary level consist of five grades, normally referred to as form 1 to form 5. The sub-sector is divided into levels, i.e. Lower Secondary which is forms 1 to 3, and Senior Secondary or High School which is forms 4 and 5.

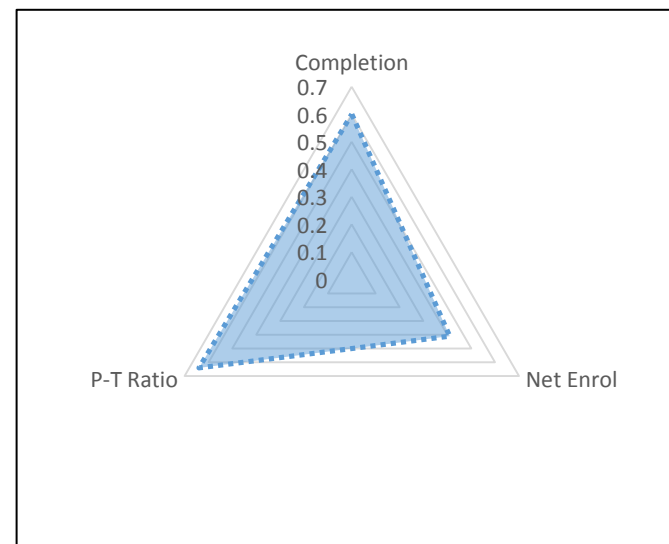
Entry into both levels is determined by successfully completing an external examination. For lower secondary a successful completion of the end of primary examination is needed and a Junior Certificate examination for entry into senior secondary.

Successful secondary level is a function of primary education. If fewer learner transition into secondary levels the rates will be low, and if most of the secondary aged children are trapped at primary due to repetition the country try is at risk of not attaining the SDG.

Lower Secondary is ISCED Level 2 under the UNESCO classification.

SECONDARY LEVEL (combined)

Swaziland Development Index



The Swaziland Development Index for the sub sector still needs to improve in all areas. The net enrolment rates are very low, at less than 50 percent. This suggests the need for major investments to improve the internal efficiency of the sub-sector. However, efficiency is pre-determined by the performance of the primary sector. A high repetition rate at primary contributes to learners being trapped at primary thus lowering the enrolment rates at secondary. Completion is also low, a factor also contributed by the fact that there are less children reaching the end of secondary levels. The P-T ratio is lower than the national benchmark of 1:25, although good for the teaching/learning environment it is below the national target.

Table 91: Number of Secondary Schools (Lower and Senior) by Governance and Region, 2015

Institution governance	Hhohho	Lubombo	Manzini	Shiselweni	Total
Community	55	50	45	44	194
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	5	2	13	0	20
Grand Total	75	65	80	59	279

Chart 23: Secondary Schools by Governance and Region, 2015

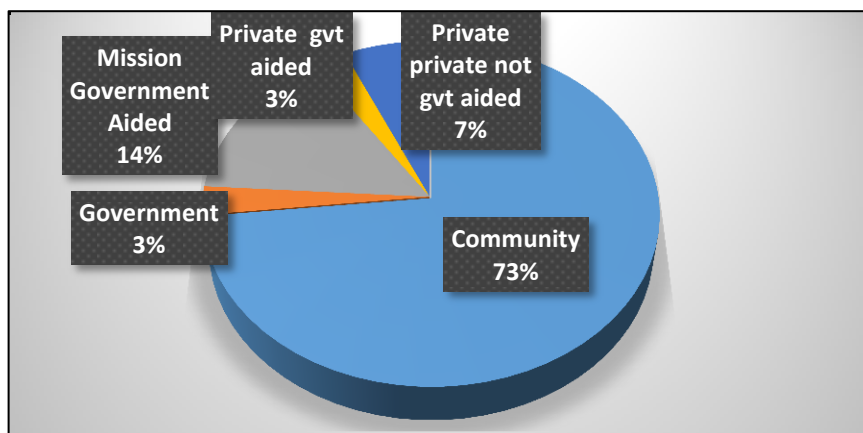


Chart 24: Secondary Schools Governance 2013-2015

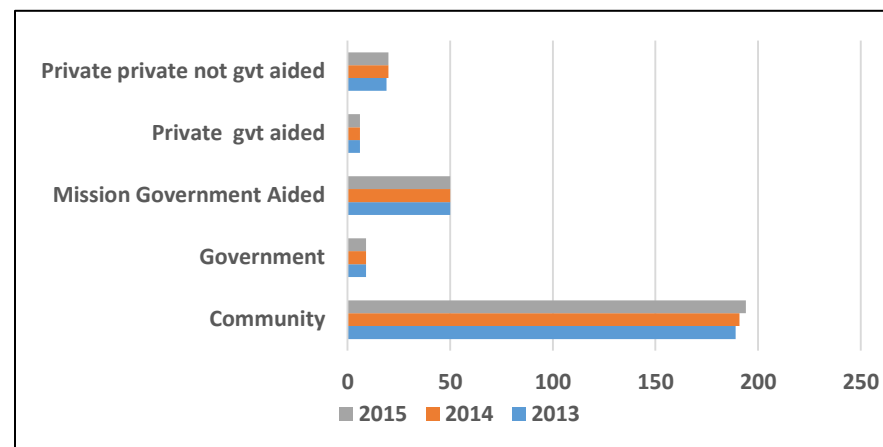
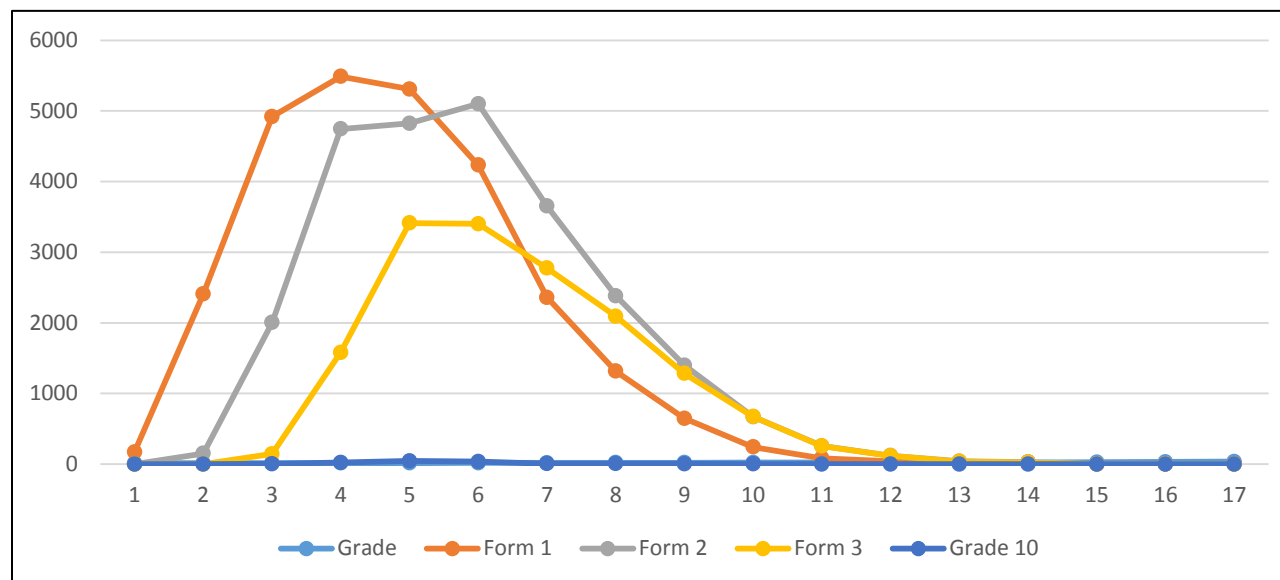


Table 92: Enrolment by Grade and Age, (JC Level) 2015

Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	27	31	35	Total
Form 1	171	2,409	4,919	5,487	5,308	4,232	2,360	1,316	647	242	82	42	14	12	0	0	1	27,242
Form 2	0	151	2,003	4,745	4,825	5,100	3,654	2,382	1,399	670	257	119	40	29	0	0	0	25,374
Form 3	0	0	143	1,580	3,413	3,401	2,775	2,093	1,283	671	256	118	38	24	1	1	0	15,800
Grade 10	0	0	3	21	45	35	7	7	3	2	0	0	0	0	0	0	0	123
Total	171	2,560	7,068	11,833	13,591	12,768	8,796	5,798	3,332	1,585	595	279	92	65	1	1	1	68,539

Chart 25 Enrolment by Grade and Age



Data indicated an increase from 65 957 in 2014 to 68 539 in 2015. The figures did not present a different picture from the past, enrolment is still dominated by learners above the official age, i.e. above 15 years.

Table 93: Enrolment by Sex Grade and Age 2015 (JC) 2015

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	Total
Female	Form 1	111	1,526	2,862	2,947	2,676	1,932	927	418	169	67	29	10	0	13,686
	Form 2	0	93	1,295	2,738	2,589	2,573	1,663	922	463	203	57	34	15	12,652
	Form 3	0	0	100	1,007	1,961	1,760	1,343	929	471	228	83	30	0	7,925
	Grade 10	0	0	1	14	21	18	3	3	0	0	0	0	0	60
Female		111	1,619	4,258	6,706	7,247	6,283	3,936	2,272	1,103	498	169	74	0	34,323
Male	Form 1	60	883	2,057	2,540	2,632	2,300	1,433	898	478	175	53	32	9	13,556
	Form 2	0	58	708	2,007	2,236	2,527	1,991	1,460	936	467	200	85	0	12,722
	Form 3	0	0	43	573	1,452	1,641	1,432	1,164	812	443	173	88	0	7,875
	Grade 10	0	0	2	7	24	17	4	4	3	2	0	0	0	63
Male		60	941	2,810	5,127	6,344	6,485	4,860	3,526	2,229	1,087	426	205	0	34,216
Total		171	2,560	7,068	11,833	13,591	12,768	8,796	5,798	3,332	1,585	595	279	0	68,539

Chart 26 Enrolment by Age and Grade 2015

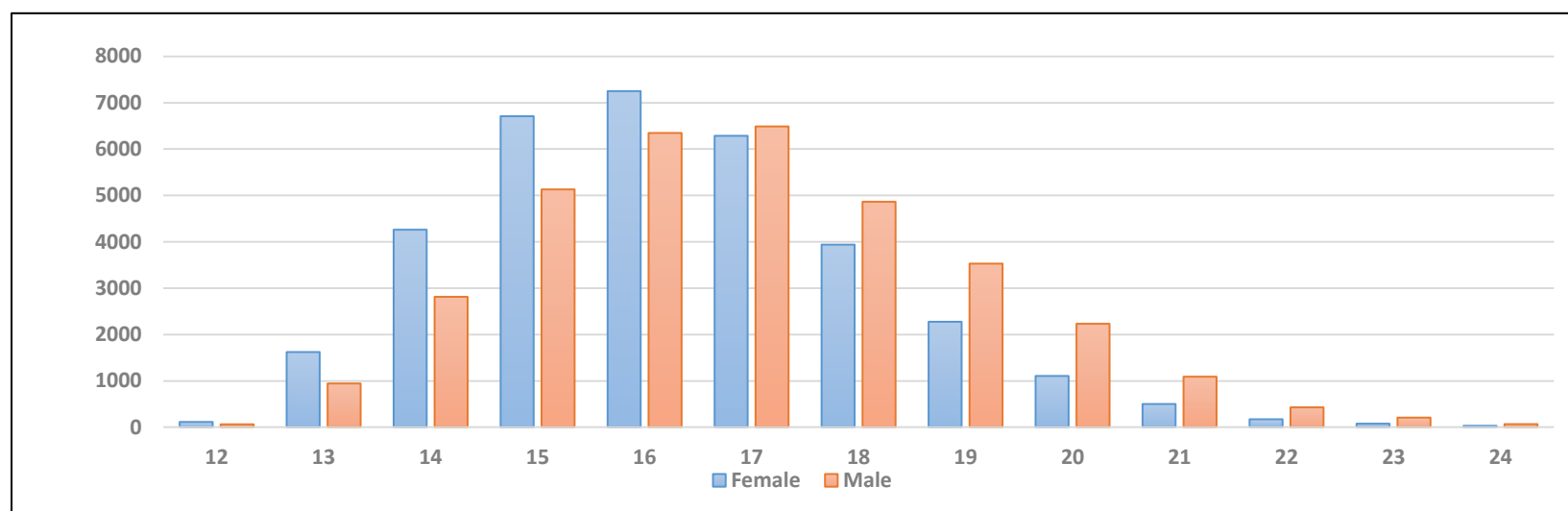


Table 94: Enrolment by Sex, Grade and Region 2015

Gender	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	4,098	2,786	3,834	2,968	13,686
	Form 2	3,697	2,672	3,684	2,599	12,652
	Form 3	2,338	1,579	2,489	1,519	7,925
	Grade 10	0	60	0	0	60
Female		10,133	7,097	10,007	7,086	34,323
Male	Form 1	3,994	2,801	3,841	2,920	13,556
	Form 2	3,720	2,724	3,568	2,710	12,722
	Form 3	2,236	1,602	2,554	1,483	7,875
	Grade 10	0	63	0	0	63
Male Total		9,950	7,190	9,963	7,113	34,216
Grand Total		20,083	14,287	19,970	14,199	68,539

Chart 27 Enrolment by Sex Grade and region 2015

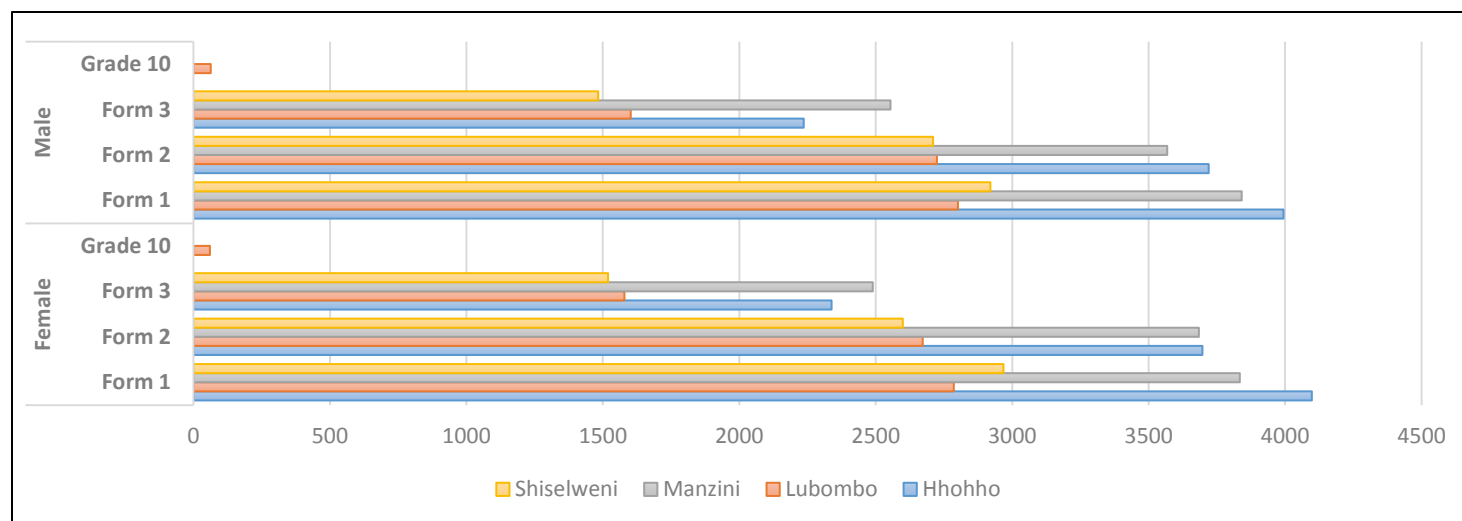


Table 95: Enrolment by Sex, Grade and Age in Private Schools, 2015

Gender	Grade	13	14	15	16	17	18	19	20	21	22	23	24	25	27	31	35	Total
Female	Form 1	23	69	31	26	14	4	3	0	1	0	0	0	0	0	0	1	172
	Form 2	6	17	54	44	30	18	7	1	0	0	0	0	0	0	0	0	177
	Form 3	0	2	20	73	34	37	46	25	7	4	1	1	1	0	1	0	252
Female Total		29	88	105	143	78	59	56	26	8	4	1	1	1	0	1	1	601
Male	Form 1	11	57	27	31	11	8	3	5	0	0	0	0	0	0	0	0	153
	Form 2	11	22	72	34	27	23	15	3	2	0	1	1	0	0	0	0	211
	Form 3	0	0	15	69	35	47	45	21	10	4	1	1	0	1	0	0	250
Male Total		22	79	114	134	73	78	63	29	12	4	2	2	0	1	0	0	614
Grand Total		51	167	219	277	151	137	119	55	20	8	3	3	1	1	1	1	1,215

Chart 28: Enrolment by Sex and Age in Private Schools 2015

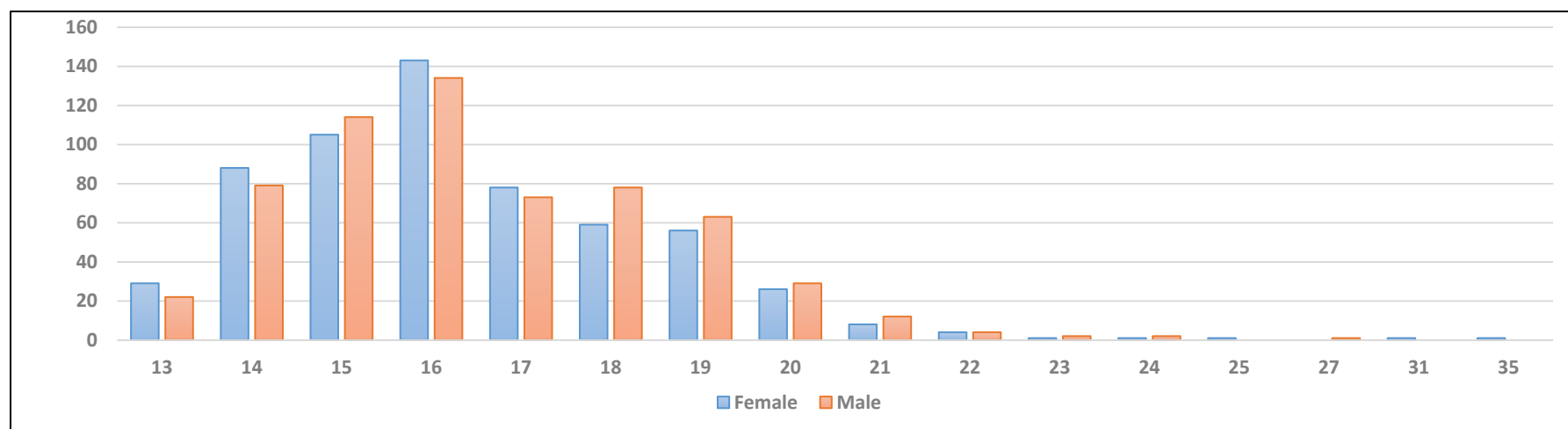


Table 96: Enrolment by Sex, Grade and Age, Hhohho Region 2015

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	25	26	Total
Female	Form 1	28	531	1,023	886	760	445	224	105	52	28	9	3	3	0	4,098
	Form 2	0	20	409	912	718	662	472	269	137	63	19	10	3	0	3,697
	Form 3	0	0	24	348	657	492	377	241	113	50	24	8	1	0	2,338
Female		28	551	1,456	2,146	2,135	1,599	1,073	615	302	141	52	21	7	0	10,133
Male	Form 1	12	271	655	794	733	607	417	275	155	44	17	12	1	0	3,994
	Form 2	0	5	192	663	635	656	559	467	289	154	60	23	8	0	3,720
	Form 3	0	0	14	172	450	450	426	323	198	107	48	28	6	1	2,236
Male		12	276	861	1,629	1,818	1,713	1,402	1,065	642	305	125	63	15	1	9,950
Total		40	827	2,317	3,775	3,953	3,312	2,475	1,680	944	446	177	84	22	1	20,083

Table 97: Enrolment by Sex, and by Grade 2014-2015

Gender	Grade	2014	2015	Total
Female	Form 1	3,931	4,098	8,029
	Form 2	3,556	3,697	7,253
	Form 3	2,087	2,338	4,425
	Grade 10	44	0	44
Female Total		9,618	10,133	19,751
Male	Form 1	3,997	3,994	7,991
	Form 2	3,544	3,720	7,264
	Form 3	2,151	2,236	4,387
	Grade 10	37	0	37
Male Total		9,729	9,950	19,679
Total		19,347	20,083	39,430

Chart 29: Enrolment by Sex, Grade and Age, Hhohho 2015

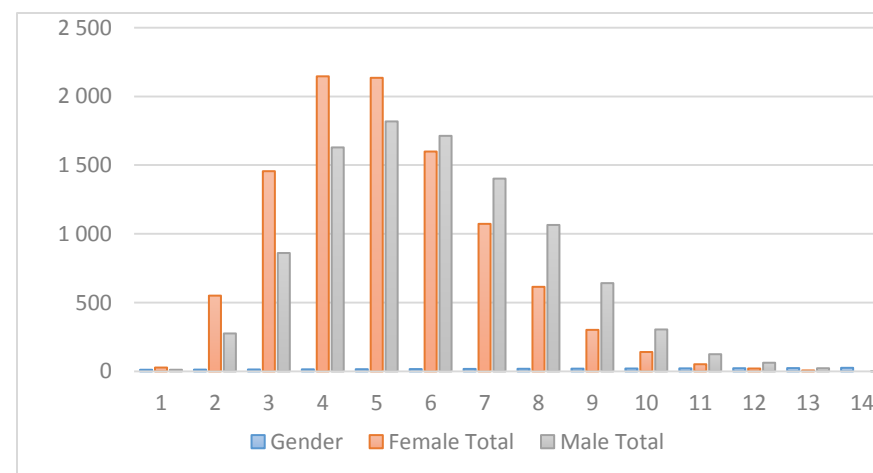


Table 98: Enrolment by Sex, Grade and Age Lubombo Region 2015

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	20	237	488	529	590	466	256	106	57	16	14	3	1	3	2,786
	Form 2	0	7	221	440	484	578	455	239	148	70	14	8	6	2	2,672
	Form 3	0	0	14	126	355	345	294	223	113	66	28	12	2	1	1,579
	Grade 10	0	0	1	14	21	18	3	3	0	0	0	0	0	0	60
Female		20	244	724	1,109	1,450	1,407	1,008	571	318	152	56	23	9	6	7,097
Male	Form 1	13	173	392	491	564	500	289	205	96	43	18	13	2	2	2,801
	Form 2	0	10	133	337	413	576	496	345	235	98	47	24	5	5	2,724
	Form 3	0	0	6	96	267	324	300	239	186	114	31	28	6	5	1,602
	Grade 10	0	0	2	7	24	17	4	4	3	2	0	0	0	0	63
Male Total		13	183	533	931	1,268	1,417	1,089	793	520	257	96	65	13	12	7,190
Total		33	427	1,257	2,040	2,718	2,824	2,097	1,364	838	409	152	88	22	18	14,287

Table 99 Enrolment by Sex, Grade and Year 2014-2015

Gender	Grade	2014	2015	Total
Female	Form 1	2,817	2,786	5,603
	Form 2	2,576	2,672	5,248
	Form 3	1,482	1,579	3,061
	Grade 10	46	60	106
Female Total		6,921	7,097	14,018
Male	Form 1	2,814	2,801	5,615
	Form 2	2,675	2,724	5,399
	Form 3	1,432	1,602	3,034
	Grade 10	65	63	128
Male Total		6,986	7,190	14,176
Grand Total		13,907	14,287	28,194

Chart 30: Enrolment by Sex, and Age Lubombo Region, 2015

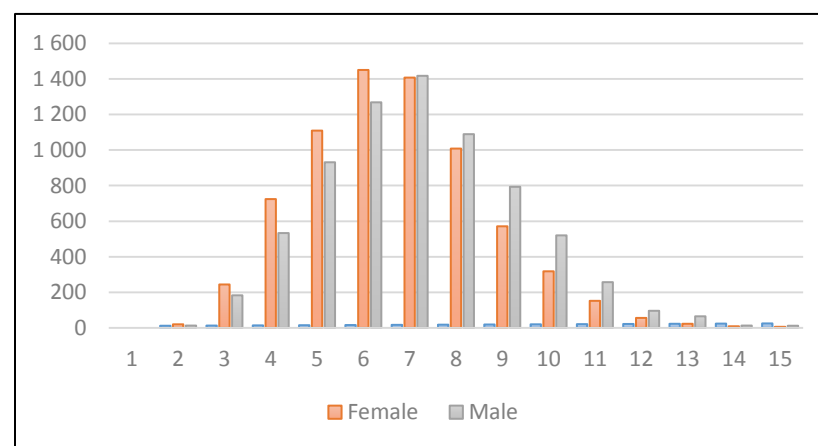


Table 100: Enrolment by sex, Grade and Age Manzini Region 2015

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	37	480	805	883	734	548	225	90	22	6	3	0	0	0	1	3,834
	Form 2	0	52	454	890	841	783	392	185	57	20	6	2	2	0	0	3,684
	Form 3	0	0	51	346	609	566	405	314	133	46	15	2	1	0	1	2,489
Female		37	532	1,310	2,119	2,184	1,897	1,022	589	212	72	24	4	3	0	2	10,007
Male	Form 1	22	281	627	760	810	657	345	183	97	48	8	1	2	0	0	3,841
	Form 2	0	39	279	675	734	755	493	316	158	76	29	11	1	2	0	3,568
	Form 3	0	0	22	217	510	584	424	370	253	103	42	15	6	5	3	2,554
Male		22	320	928	1,652	2,054	1,996	1,262	869	508	227	79	27	9	7	3	9,963
Total		59	852	2,238	3,771	4,238	3,893	2,284	1,458	720	299	103	31	12	7	5	19,970

Table 101 Enrolment by Sex and Grade 2014-2015

Gender	Grade	2014	2015	Total
Female	Form 1	3,887	3,834	7,721
	Form 2	3,445	3,684	7,129
	Form 3	2,028	2,489	4,517
Female		9,360	10,007	19,367
Male	Form 1	3,665	3,841	7,506
	Form 2	3,449	3,568	7,017
	Form 3	2,116	2,554	4,670
Male		9,230	9,963	19,193
Total		18,590	19,970	38,560

Chart 31: Enrolment by Sex Age Manzini 2015

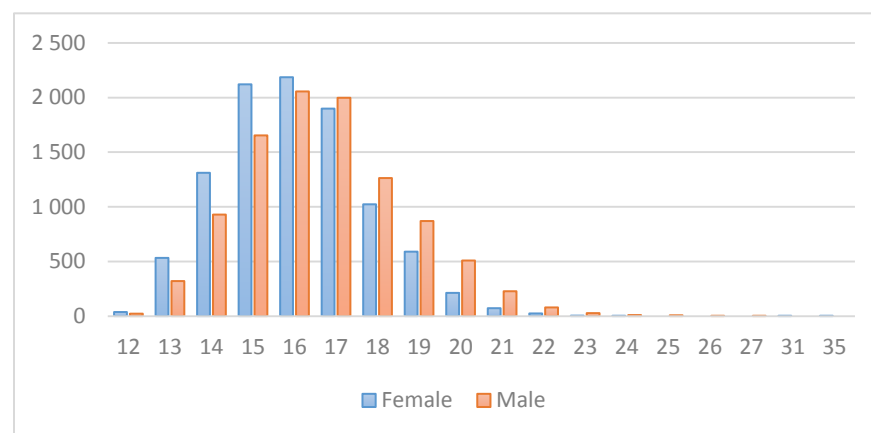


Table 102: Enrolment by Sex, Grade and Age Shiselweni Region 2015

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	26	278	546	649	592	473	222	117	38	17	3	4	3	0	2,968
	Form 2	0	14	211	496	546	550	344	229	121	50	18	14	4	2	2,599
	Form 3	0	0	11	187	340	357	267	151	112	66	16	8	2	2	1,519
Female		26	292	768	1,332	1,478	1,380	833	497	271	133	37	26	9	4	7,086
Male	Form 1	13	158	383	495	525	536	382	235	130	40	10	6	4	3	2,920
	Form 2	0	4	104	332	454	540	443	332	254	139	64	27	10	7	2,710
	Form 3	0	0	1	88	225	283	282	232	175	119	52	17	5	4	1,483
Male		13	162	488	915	1,204	1,359	1,107	799	559	298	126	50	19	14	7,113
Total		39	454	1,256	2,247	2,682	2,739	1,940	1,296	830	431	163	76	28	18	14,199

Table 103: Enrolment by Sex and Grade 2014-2015

Gender	Grade	2014	2015	Total
Female	Form 1	2,944	2,968	5,912
	Form 2	2,542	2,599	5,141
	Form 3	1,440	1,519	2,959
Female		6,926	7,086	14,012
Male	Form 1	3,087	2,920	6,007
	Form 2	2,602	2,710	5,312
	Form 3	1,498	1,483	2,981
Male		7,187	7,113	14,300
Total		14,113	14,199	28,312

Chart 32: Enrolment by Sex and Age 2015

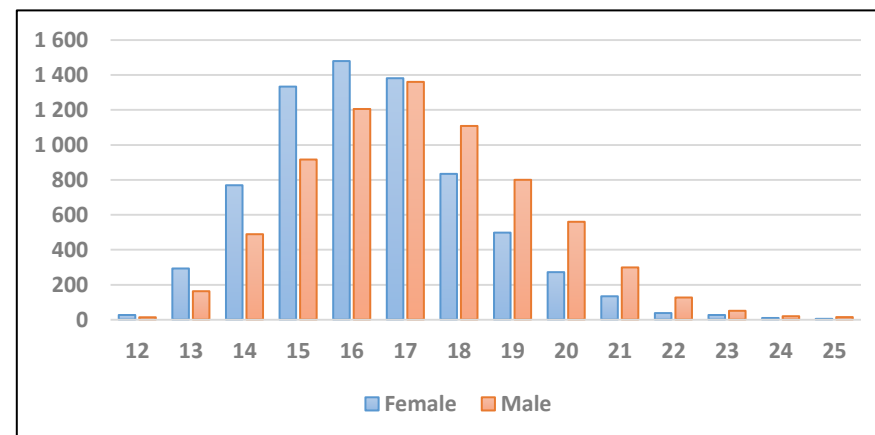


Table 104: Enrolment by Sex, Grade and Region, 2014-2015

		Hhohho		Lubombo		Manzini		Shiselweni	
Gender	Grade	2014	2015	2014	2015	2014	2015	2,014	2015
Female	Form 1	3,931	4,098	2,817	2,786	3,887	3,834	2,944	2,968
	Form 2	3,556	3,697	2,576	2,672	3,445	3,684	2,542	2,599
	Form 3	2,087	2,338	1,482	1,579	2,028	2,489	1,440	1,519
	Grade 10	44	0	46	60	0	0	0	0
Female		9,618	10,133	6,921	7,097	9,360	10,007	6,926	7,086
Male	Form 1	3,997	3,994	2,814	2,801	3,665	3,841	3,087	2,920
	Form 2	3,544	3,720	2,675	2,724	3,449	3,568	2,602	2,710
	Form 3	2,151	2,236	1,432	1,602	2,116	2,554	1,498	1,483
	Grade 10	37	0	65	63	0	0	0	0
Male		9,729	9,950	6,986	7,190	9,230	9,963	7,187	7,113
Total		19,347	20,083	13,907	14,287	18,590	19,970	14,113	14,199

Table 105: by Sex, Region, and year: 2013-201

Gender	Region	2013	2014	2015
Female	Hhohho	9,284	9,618	10,133
	Lubombo	6,238	6,921	7,097
	Manzini	9,253	9,360	10,007
	Shiselweni	6,869	6,926	7,086
Female		31,644	32,825	34,323
Male	Hhohho	9,468	9,729	9,950
	Lubombo	6,439	6,986	7,190
	Manzini	9,275	9,230	9,963
	Shiselweni	6,939	7,187	7,113
Male		32,121	33,132	34,216
Total		63,765	65,957	68,539

Chart 33: Enrolment by Sex, Region and Year 2014-2015

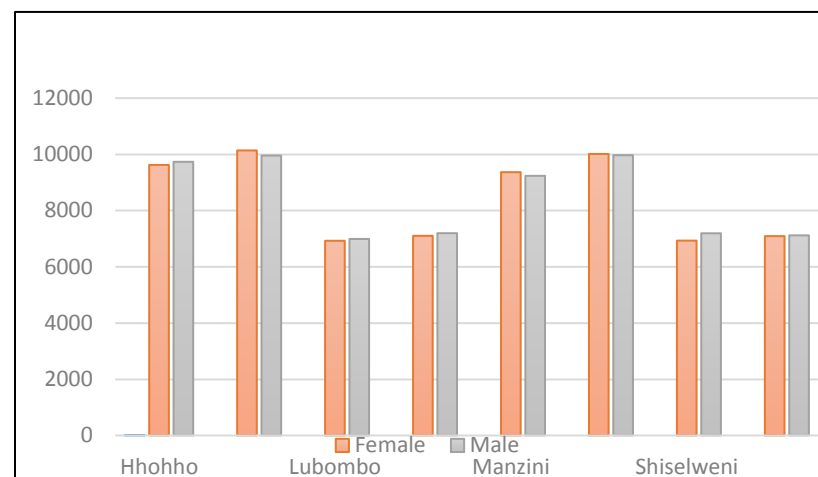


Table 106: Repeaters by Sex, Grade and Age 2015

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Total
Female	Form 1	2	35	159	386	452	441	240	132	55	16	8	5	4	3		1,938
	Form 2		3	39	155	351	472	398	258	139	64	21	6	4	2		1,912
	Form 3				3	7	41	44	35	24	29	9			1		193
Female		2	38	198	544	810	954	682	425	218	109	38	11	8	6		4,043
Male	Form 1	2	32	92	257	374	475	381	263	157	71	17	12	2	3		2,138
	Form 2			22	124	268	407	436	389	273	170	74	20	8	11		2,202
	Form 3			1	1	10	29	21	39	48	32	21	17	7		1	227
Male		2	32	115	382	652	911	838	691	478	273	112	49	17	14	1	4,567
Total		4	70	313	926	1,462	1,865	1,520	1,116	696	382	150	60	25	20	1	8,610

Table 107: Repeaters by Sex, Grade and Region 20

Gender	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	580	416	361	581	1,938
	Form 2	634	431	339	508	1,912
	Form 3	57	53	34	49	193
Female		1,271	900	734	1,138	4,043
Male	Form 1	691	424	407	616	2,138
	Form 2	735	470	366	631	2,202
	Form 3	73	51	40	63	227
Male		1,499	945	813	1,310	4,567
Total		2,770	1,845	1,547	2,448	8,610

Chart 34: Repeaters by Sex, and Region 2015

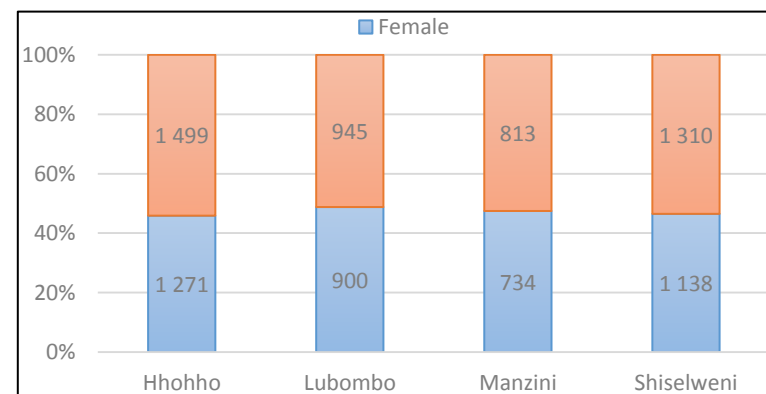


Table 108: Repeaters by Sex and Year 2014-2015

Gender	Grade	2014	2015	Total
Female	Form 1	2,002	1,938	3,940
	Form 2	2,244	1,912	4,156
	Form 3	274	193	467
	Grade 10	45		45
		4,565	4,043	8,608
Male	Form 1	2,227	2,138	4,365
	Form 2	2,533	2,202	4,735
	Form 3	369	227	596
	Grade 10	65		65
		5,194	4,567	9,761
Total		9,759	8,610	18,369

Chart 35: Repeaters by Sex and Grade 2015

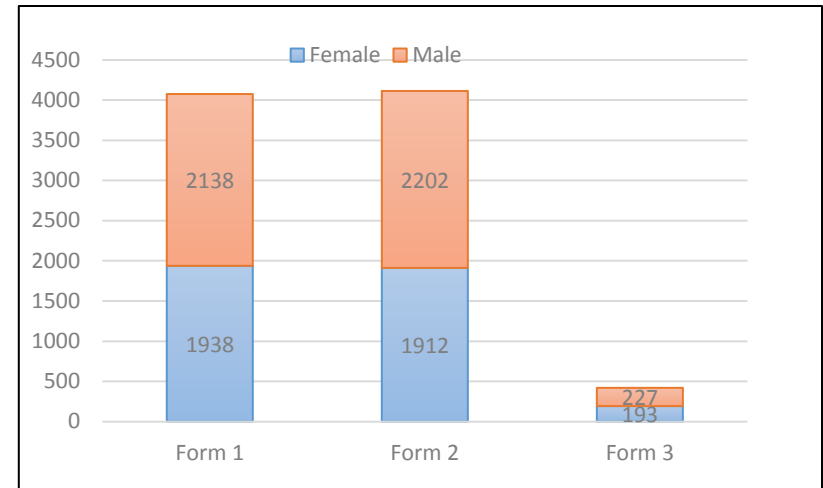


Table 109: Percentage Repetition by Sex, Grade and Age, 2015

Gender	Grade	12	13	14	15	16	17	18	19	20	20+	Total
Female	Form 1	2%	2%	6%	13%	17%	23%	26%	32%	33%	31%	14%
	Form 2	0%	3%	3%	6%	14%	18%	24%	28%	30%	31%	15%
	Form 3	0%	0%	0%	0%	0%	2%	3%	4%	5%	11%	2%
	Grade 10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Female Total		2%	2%	5%	8%	11%	15%	17%	19%	20%	22%	12%
Male	Form 1	3%	4%	4%	10%	14%	21%	27%	29%	33%	38%	16%
	Form 2	0%	0%	3%	6%	12%	16%	22%	27%	29%	35%	17%
	Form 3	0%	0%	2%	0%	1%	2%	1%	3%	6%	10%	3%
	Grade 10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Male Total		3%	3%	4%	7%	10%	14%	17%	20%	21%	25%	13%
Grand Total		2%	3%	4%	8%	11%	15%	17%	19%	21%	24%	13%

Table 110: Percent Repetition by Sex, Grade and Year 2012-2015

Gender	Grade	2012	2013	2014	2015	Total
Female	Form 1	12%	12%	15%	14%	13%
	Form 2	14%	14%	19%	15%	16%
	Form 3	3%	3%	4%	2%	3%
	Grade 10	0	0%	50%	0%	22%
Female Total		11%	11%	14%	12%	12%
Male	Form 1	12%	14%	16%	16%	15%
	Form 2	16%	17%	21%	17%	18%
	Form 3	3%	5%	5%	3%	4%
	Grade 10	0	3%	64%	0%	30%
Male Total		12%	13%	16%	13%	13%
Grand Total		11%	12%	15%	13%	13%

Table 111: Repetition Rate by Sex, Grade and Age 2015

Gender	Grade	12	13	14	15	16	17	18	19	20	20+	Total
Female	Form 1	1%	2%	5%	13%	18%	29%	29%	38%	44%	40%	14%
	Form 2	0%	2%	3%	6%	13%	22%	26%	31%	33%	42%	16%
	Form 3	0%	0%	0%	0%	0%	3%	4%	5%	7%	16%	3%
	Grade 10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Female Total		1%	2%	4%	8%	11%	19%	19%	23%	24%	31%	12%
Male	Form 1	2%	3%	4%	10%	15%	23%	25%	25%	34%	39%	16%
	Form 2	0%	0%	3%	6%	12%	19%	23%	26%	30%	35%	18%
	Form 3	0%	0%	1%	0%	1%	2%	2%	4%	7%	10%	3%
	Grade 10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Male Total		2%	3%	4%	8%	11%	16%	17%	19%	23%	26%	14%
Grand Total		1%	2%	4%	8%	11%	17%	18%	21%	23%	27%	13%

Table 112: Repetition Rate by Sex, Grade and year, 2012-2015

Gender	Grade	2013	2014	2015	Total
Female	Form 1	12%	15%	14%	13%
	Form 2	14%	19%	15%	16%
	Form 3	3%	4%	2%	3%
	Grade 10	0%	50%	0%	22%
Female Total		11%	14%	12%	12%
Male	Form 1	14%	16%	16%	15%
	Form 2	17%	21%	17%	18%
	Form 3	5%	5%	3%	4%
	Grade 10	3%	64%	0%	30%
Male Total		13%	16%	13%	13%
Grand Total		12%	15%	13%	13%

Chart 36: Repetition Rate by Sex, Grade and year, 2012-2015

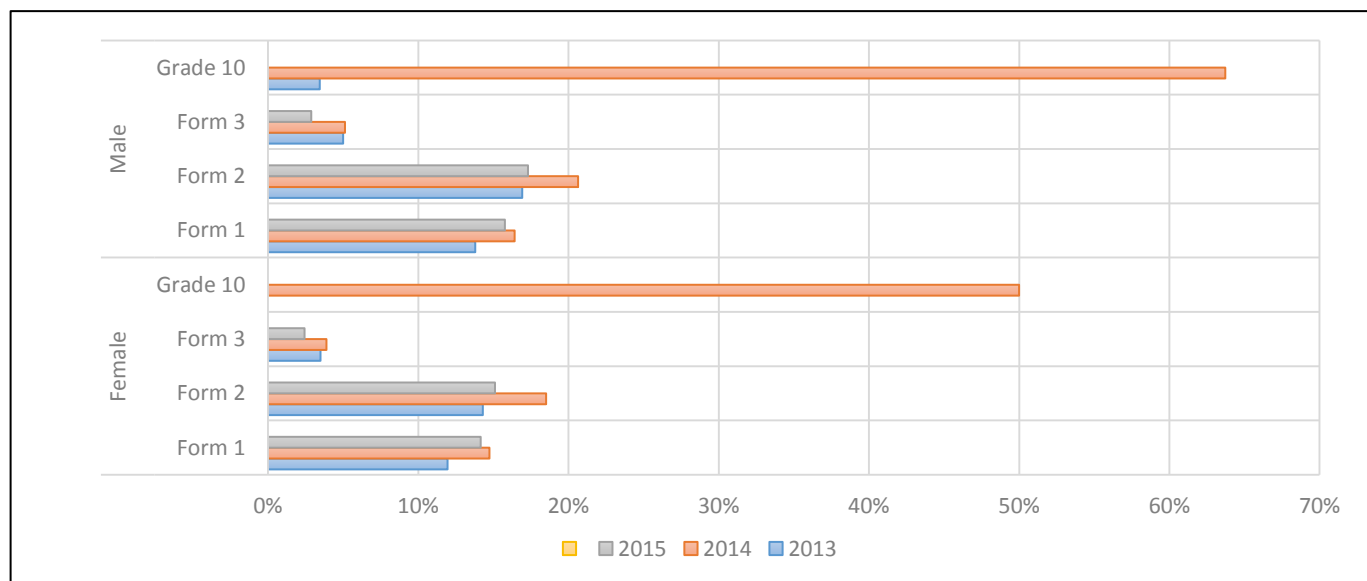


Table 113: Dropout by Sex , Grade and Reason, 2015

Gender	Grade	Absconded or Other	Death	Disciplinary	Family Reasons	Pregnancy	School fees	Sickness	Transfer	Total
Female	Form 1	149	4	4	93	219	33	18	41	561
	Form 2	141	5	5	97	235	22	15	37	557
	Form 3	42	1	3	21	108	13	12	53	253
Female Total		332	10	12	211	562	68	45	131	1371
Male	Form 1	207	6	22	101	31	54	11	26	458
	Form 2	172	7	12	126	26	40	18	43	444
	Form 3	36	4	7	23	23	14	1	55	163
Male Total		415	17	41	250	80	108	30	124	1065
Grand Total		747	27	53	461	642	176	75	255	2436

Chart 37: Dropouts by Sex and Grade 2015

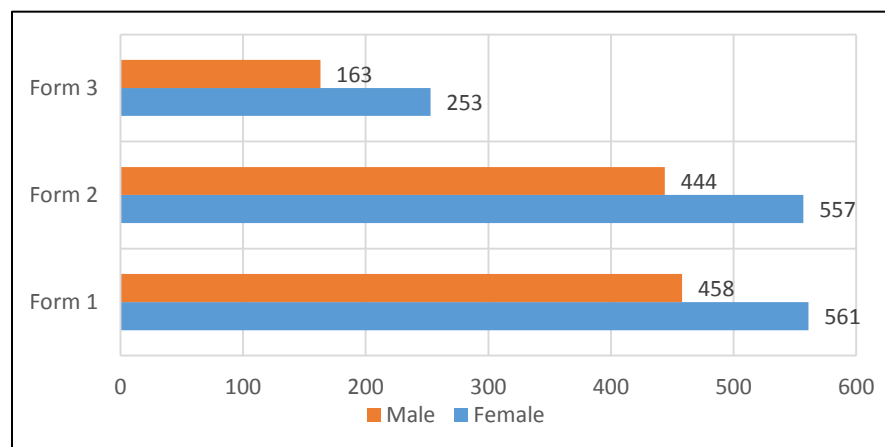


Table 114 Dropout by Sex, and Year 2013-2015

Gender	Grade	2013	2014	2015	Total
Female	Form 1	516	674	561	1751
	Form 2	500	571	557	1628
	Form 3	219	318	253	790
	Grade 10		1		1
Female		1235	1564	1371	4170
Male	Form 1	463	525	458	1446
	Form 2	421	468	444	1333
	Form 3	172	214	163	549
Male		1056	1207	1065	3328
Total		2291	2771	2436	7498

Table 115 Dropout by Sex, Reason and Region. 2015

Gender	Dropout Reason	Hhohho	Lubombo	Manzini	Shiselweni	Grand Total
Female	Absconded or Other	61	104	89	78	332
	Death	3	1	2	4	10
	Disciplinary or Expelled	8	3		1	12
	Family Reasons	86	37	45	43	211
	Pregnancy	140	101	156	165	562
	School fees	32	5	24	7	68
	Sickness	11	3	9	22	45
	Transfer	44	25	34	28	131
Female Total		385	279	359	348	1371
Male	Absconded or Other	90	121	123	81	415
	Death	7	2	5	3	17
	Disciplinary or Expelled	14	8	16	3	41
	Family Reasons	91	37	62	60	250
	Pregnancy	31	32	13	4	80
	School fees	40	20	40	8	108
	Sickness	13	4	3	10	30
	Transfer	26	10	57	31	124
Male Total		312	234	319	200	1065
Grand Total		697	513	678	548	2436

There is a high dropout of learners due to pregnancy at this level, which suggested a needs for effective Life Skills provision for learners. The Provision of incidence of family reason at this level confirms the need for the Ministry to investigate further as to what these family reasons include.

Special Education Needs

The data presented under this section is for Special Education Needs (SEN) children as identified at school level by schools. These are not medically derived statistics (as defined by health professionals), but are an indication of the perceived 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 need special attention and the definition of terms under the sub-sector. It is hoped that this will gradually improve the data being collected by the Ministry. This data will be used to collect refined data (survey) to find the differently abled learners in the schools for intervention. It should be noted that some of the disability out there has not been adequately captured by the census instruments.

Table 116 Learners with Special Education Needs by Sex Grade and Age 2015

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 1	2	44	61	47	54	27	16	8	9		4		2	2	276
	Form 2		2	62	57	71	54	26	22	8	3					305
	Form 3			8	17	38	35	15	14	16	3	8	3	2		159
Female		2	46	131	121	163	116	57	44	33	6	12	3	4	2	740
Male	Form 1		14	19	33	28	26	22	13	9	7		2		4	177
	Form 2		1	17	40	43	43	37	20	13	7	3				224
	Form 3			2	12	14	22	18	14	10	1	5	4	2		104
Male			15	38	85	85	91	77	47	32	15	8	6	2	4	505
Total		2	61	169	206	248	207	134	91	65	21	20	9	6	6	1,245

Table 117: Number of Learners with SEN by Sex, SEN and Age, 2015

Gender	Special_ed_need_status	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Hearing Impaired		11	20	17	38	18	7	7	8	1	6	1	2	1	137
	Learning Disability		4	6	13	9	8	9		7	3	4	1	1	1	66
	Other Impairment		4	14	21	22	22	5	4	2		1				95
	Physical Disability		3	7	6	10	5	4	3	3						41
	Visually Impaired	2	24	84	64	84	63	32	30	13	2	1	1	1		401
Female		2	46	131	121	163	116	57	44	33	6	12	3	4	2	740
Male	Hearing Impaired		1	5	8	15	12	10	8	10	3	1	2	1	2	78
	Learning Disability			6	15	7	13	8	7	5	2	2	2		2	69
	Other Impairment		4	7	11	8	15	7	9	3	2	1				67
	Physical Disability			2	5	4	6	7	1	1						26
	Visually Impaired		10	18	46	51	45	45	22	13	8	4	2	1		265
Male			15	38	85	85	91	77	47	32	15	8	6	2	4	505
Total		2	61	169	206	248	207	134	91	65	21	20	9	6	6	1,245

Chart 38: Learners with SEN by Status and Sex, 2015

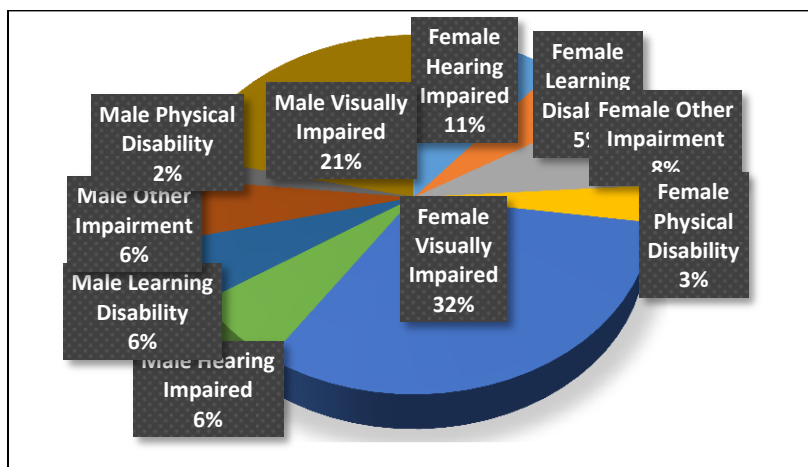


Table 118: Leaners with SEN by Sex, Grade and Region 2015

Gender	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	160	14	100	2	276
	Form 2	65	2	238		305
	Form 3	40	41	77	1	159
Female		265	57	415	3	740
Male	Form 1	78	10	88	1	177
	Form 2	62	1	161		224
	Form 3	55	18	31		104
Male		195	29	280	1	505
Total		460	86	695	4	1,245

Table 119: Learners with SEN by Sex, SEN Status and Region, 2015

Gender	Special_ed_need_status	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired	44	23	69	1	137
	Learning Disability	13	15	38		66
	Other Impairment	32	1	61	1	95
	Physical Disability	16	1	24		41
	Visually Impaired	160	17	223	1	401
Female		265	57	415	3	740
Male	Hearing Impaired	36	9	32	1	78
	Learning Disability	6	9	54		69
	Other Impairment	26	1	40		67
	Physical Disability	11	1	14		26
	Visually Impaired	116	9	140		265
Male Total		195	29	280	1	505
Grand Total		460	86	695	4	1,245

Table 120: OVC by Sex, Grade and Age, 2015

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Total
Female	Form 1	21	419	952	1,078	1,081	786	381	175	74	26	9	4	2	1		5,009
	Form 2		27	372	803	911	974	655	401	182	89	23	14	6	3		4,460
	Form 3			33	278	609	621	490	356	172	87	31	14	2	2		2,695
Female		21	446	1,357	2,159	2,601	2,381	1,526	932	428	202	63	32	10	6		12,164
Male	Form 1	20	234	557	854	999	959	672	392	230	80	24	15	5	6		5,047
	Form 2		14	174	531	735	905	819	679	442	226	100	49	8	6		4,688
	Form 3			12	152	448	573	494	456	360	190	85	51	12	7	3	2,843
Male		20	248	743	1,537	2,182	2,437	1,985	1,527	1,032	496	209	115	25	19	3	12,578
Total		41	694	2,100	3,696	4,783	4,818	3,511	2,459	1,460	698	272	147	35	25	3	24,742

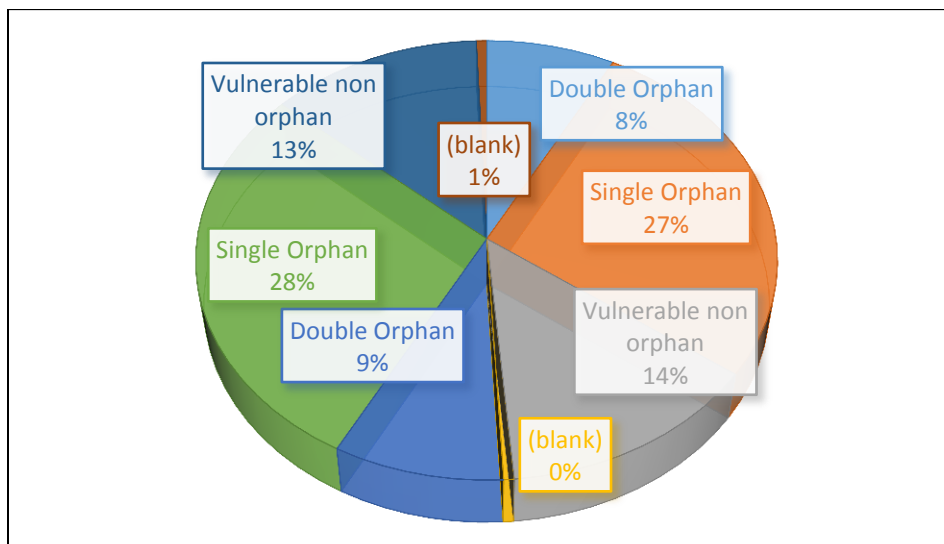
Table 121: OVC by Sex, Grade and Region, 2015

Gender	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	1,347	851	1,284	1,527	5,009
	Form 2	1,191	833	1,127	1,309	4,460
	Form 3	688	461	774	772	2,695
Female		3,226	2,145	3,185	3,608	12,164
Male	Form 1	1,267	871	1,350	1,559	5,047
	Form 2	1,215	822	1,169	1,482	4,688
	Form 3	742	434	812	855	2,843
Male		3,224	2,127	3,331	3,896	12,578
Total		6,450	4,272	6,516	7,504	24,742

Table 122: OVC by Sex, Classification and Region, 2015

Gender	OVC Classification	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Double Orphan	637	237	365	706	1,945
	Single Orphan	1,966	998	1,969	1,779	6,712
	Vulnerable non orphan	619	834	810	1,112	3,375
	(blank)	4	76	41	11	132
Female		3,226	2,145	3,185	3,608	12,164
Male	Double Orphan	675	249	434	786	2,144
	Single Orphan	2,026	1,023	2,052	1,969	7,070
	Vulnerable non orphan	519	753	816	1,119	3,207
	(blank)	4	102	29	22	157
Male		3,224	2,127	3,331	3,896	12,578
Total		6,450	4,272	6,516	7,504	24,742

Chart 39: OVC Status 2015



SENIOR SECONDARY

Senior Secondary is classified as ISCED Level 3. It currently consist of Form 4 and Form 5, however there are few schools that have established Form 6 classes which are also considered part of senior secondary. Entry is after successful completion of level 3, - passing the Junior Certificate examinations.

SENIOR SECONDARY LEVEL

Table 123: Enrolment by Grade and Age, 2015

	15	16	17	18	19	20	21	22	23	24	25	26	27	28	30	31	Total
Form 4	117	1,483	3,250	3,402	3,697	3,175	2,175	1,242	615	218	154	6	3	1	2	1	19,541
Form 5	0	119	1,102	2,211	2,368	2,208	1,783	1,218	717	350	179	5	5	2	0	0	12,267
Form 6	0	0	6	26	42	10	3	3	1	1	0	0	0	0	0	0	92
Grade 11	1	23	34	25	12	9	4	4	1	1	0	0	0	0	0	0	114
Grade 12	0	0	14	44	22	12	7	4	1	1	0	0	0	0	0	0	105
Total	118	1,625	4,406	5,708	6,141	5,414	3,972	2,471	1,335	571	333	11	8	3	2	1	32,119

Chart 40: Enrolment by Grade and Age, 2015

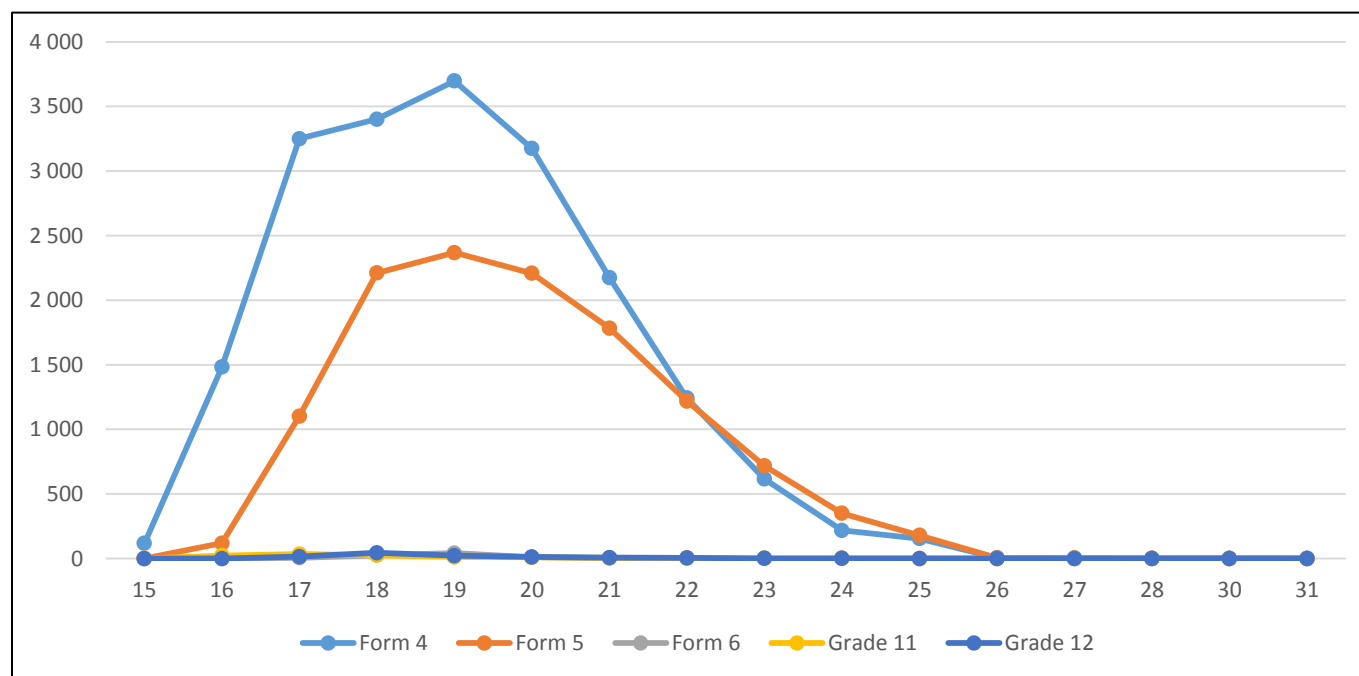


Table 124: Enrolment by Sex, Grade and Age , National

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	26	27	28	30	31	Total
Female	Form 4	73	916	1,835	1,769	1,800	1,493	933	481	237	82	62	4	1	0	2	1	9,689
	Form 5	0	72	686	1,231	1,229	1,052	790	490	283	136	61	3	2	1	0	0	6,036
	Form 6	0	0	3	13	14	1	0	0	0	1	0	0	0	0	0	0	32
	Grade 11	1	14	14	12	4	3	0	2	1	1	0	0	0	0	0	0	52
	Grade 12	0	0	8	24	4	8	2	2	1	1	0	0	0	0	0	0	50
Female Total		74	1,002	2,546	3,049	3,051	2,557	1,725	975	522	221	123	7	3	1	2	1	15,859
Male	Form 4	44	567	1,415	1,633	1,897	1,682	1,242	761	378	136	92	2	2	1	0	0	9,852
	Form 5	0	47	416	980	1,139	1,156	993	728	434	214	118	2	3	1	0	0	6,231
	Form 6	0	0	3	13	28	9	3	3	1	0	0	0	0	0	0	0	60
	Grade 11	0	9	20	13	8	6	4	2	0	0	0	0	0	0	0	0	62
	Grade 12	0	0	6	20	18	4	5	2	0	0	0	0	0	0	0	0	55
Male Total		44	623	1,860	2,659	3,090	2,857	2,247	1,496	813	350	210	4	5	2	0	0	16,260
Total		118	1,625	4,406	5,708	6,141	5,414	3,972	2,471	1,335	571	333	11	8	3	2	1	32,119

Table 125: Enrolment by Sex, Grade and Year, 2013 – 2015

Gender	Grade	2013	2014	2015
Female	Form 4	8,633	9,579	9,689
	Form 5	5,520	5,599	6,036
	Form 6	20	30	32
	Grade 11	36	68	52
	Grade 12	44	31	50
Female Total		14,253	15,307	15,859
Male	Form 4	8,982	9,658	9,852
	Form 5	5,794	5,775	6,231
	Form 6	48	64	60
	Grade 11	57	77	62
	Grade 12	67	50	55
Male Total		14,948	15,624	16,260
Grand Total		29,201	30,931	32,119

Chart 41: Enrolment by Sex and Age, 2013 - 2015

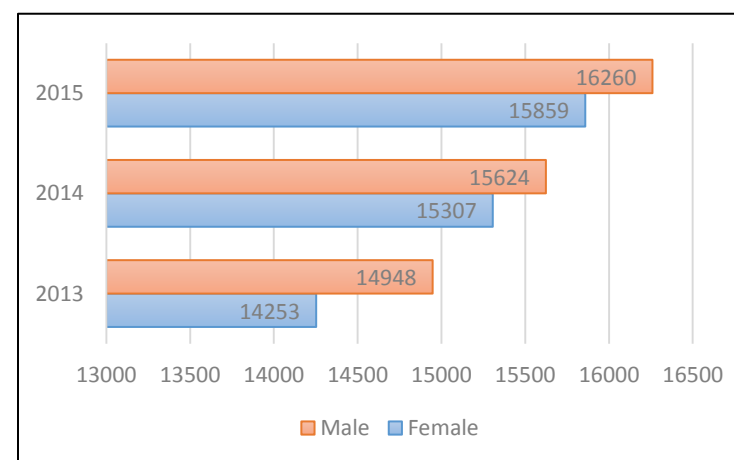


Table 126: Enrolment by Sex, Grade and Age, Private Schools, 2015

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	4	45	106	45	36	21	10	8	4	2	4	285
	Form 5	0	4	38	51	22	18	16	4	6	2	0	161
	Form 6	0	0	0	1	1	0	0	0	0	0	0	2
	Grade 11	1	14	14	12	4	3	0	2	1	1	0	52
	Grade 12	0	0	8	24	4	8	2	2	1	1	0	50
Female		5	63	166	133	67	50	28	16	12	6	4	550
Male	Form 4	4	21	65	62	46	38	17	14	6	0	2	275
	Form 5	0	4	24	32	26	17	16	18	5	2	1	145
	Form 6	0	0	0	2	2	3	0	0	1	0	0	8
	Grade 11	0	9	20	13	8	6	4	2	0	0	0	62
	Grade 12	0	0	6	20	18	4	5	2	0	0	0	55
Male Total		4	34	115	129	100	68	42	36	12	2	3	545
Total		9	97	281	262	167	118	70	52	24	8	7	1,095

Table 127: Evolution of Enrolment in Private Schools

Gender	Grade	2013	2014	2015
Female	Form 4	255	274	285
	Form 5	155	148	161
	Form 6	0	2	2
	Grade 11	36	43	52
	Grade 12	44	31	50
Female Total		490	498	550
Male	Form 4	221	256	275
	Form 5	158	143	145
	Form 6	0	13	8
	Grade 11	57	56	62
	Grade 12	67	50	55
Male Total		503	518	545
Grand Total		993	1,016	1,095

Chart 42: Enrolment in Private Schools by Sex: 2013 - 2015

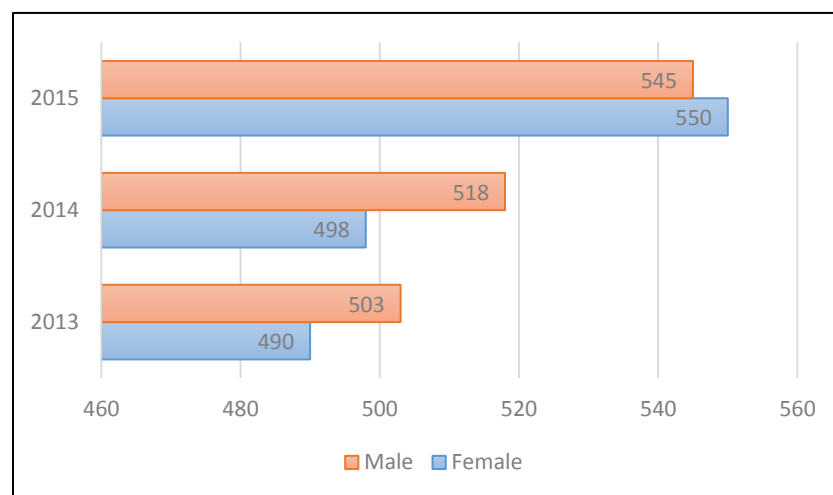


Table 128: Enrolment by Sex, Grade and Age, Hhohho 2015

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	26	27	30	Total
Female	Form 4	18	324	628	540	476	396	218	115	72	22	14	2	0	1	2,826
	Form 5	0	17	234	427	351	253	194	142	64	29	12	0	2	0	1,725
	Form 6	0	0	3	12	13	1	0	0	0	1	0	0	0	0	30
Female Total		18	341	865	979	840	650	412	257	136	52	26	2	2	1	4,581
Male	Form 4	7	209	437	515	534	469	351	193	123	50	31	1	0	0	2,920
	Form 5	0	5	139	335	320	312	291	229	132	66	33	0	1	0	1,863
	Form 6	0	0	3	11	26	6	3	3	0	0	0	0	0	0	52
Male Total		7	214	579	861	880	787	645	425	255	116	64	1	1	0	4,835
Total		25	555	1,444	1,840	1,720	1,437	1,057	682	391	168	90	3	3	1	9,416

Chart 43: Enrolment by Sex and Age, Hhohho 2015

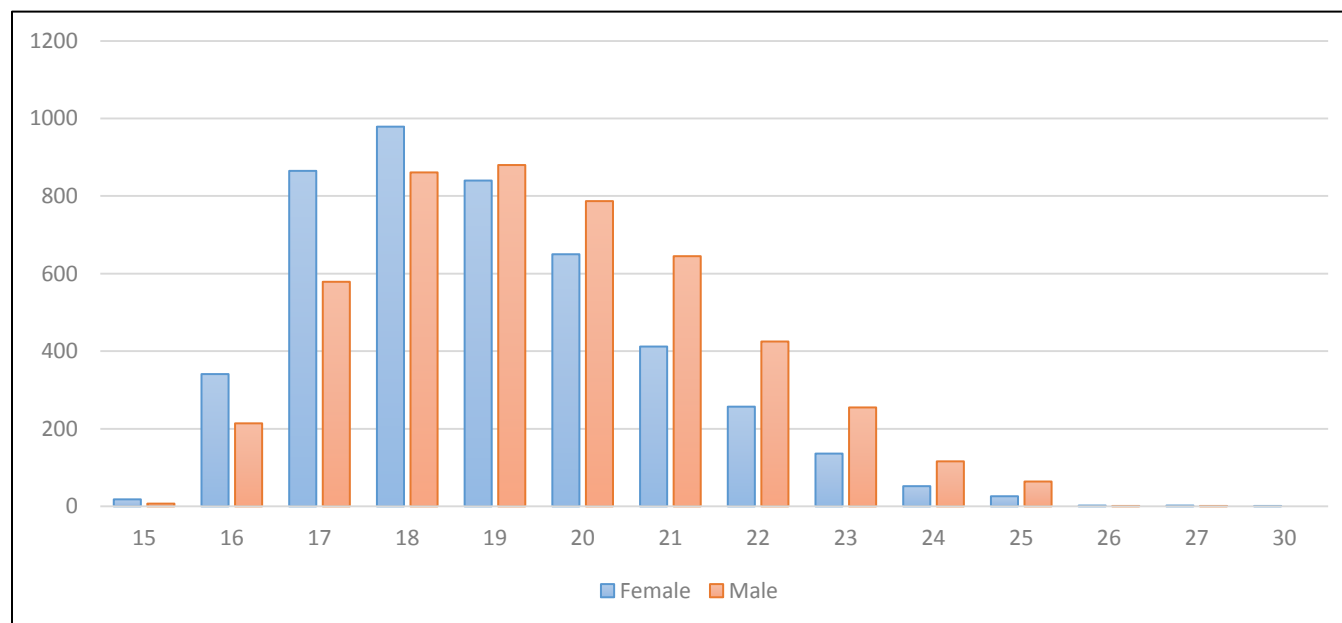


Table 129: Enrolment by Sex, Grade and Age, Lubombo

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	26	27	Total
Female	Form 4	16	141	327	319	335	276	202	83	39	19	14	2	0	1,773
	Form 5	0	11	114	198	216	200	182	86	64	29	12	1	0	1,113
	Form 6	0	0	0	1	1	0	0	0	0	0	0	0	0	2
	Grade 11	1	14	14	12	4	3	0	2	1	1	0	0	0	52
	Grade 12	0	0	8	24	4	8	2	2	1	1	0	0	0	50
Female Total		17	166	463	554	560	487	386	173	105	50	26	3	0	2,990
Male	Form 4	10	84	252	315	353	311	255	146	71	22	10	1	1	1,831
	Form 5	0	19	86	149	184	187	201	126	69	36	24	1	0	1,082
	Form 6	0	0	0	2	2	3	0	0	1	0	0	0	0	8
	Grade 11	0	9	20	13	8	6	4	2	0	0	0	0	0	62
	Grade 12	0	0	6	20	18	4	5	2	0	0	0	0	0	55
Male Total		10	112	364	499	565	511	465	276	141	58	34	2	1	3,038
Total		27	278	827	1,053	1,125	998	851	449	246	108	60	5	1	6,028

Chart 44: Enrolment by Sex and Age, Lubombo, 2015

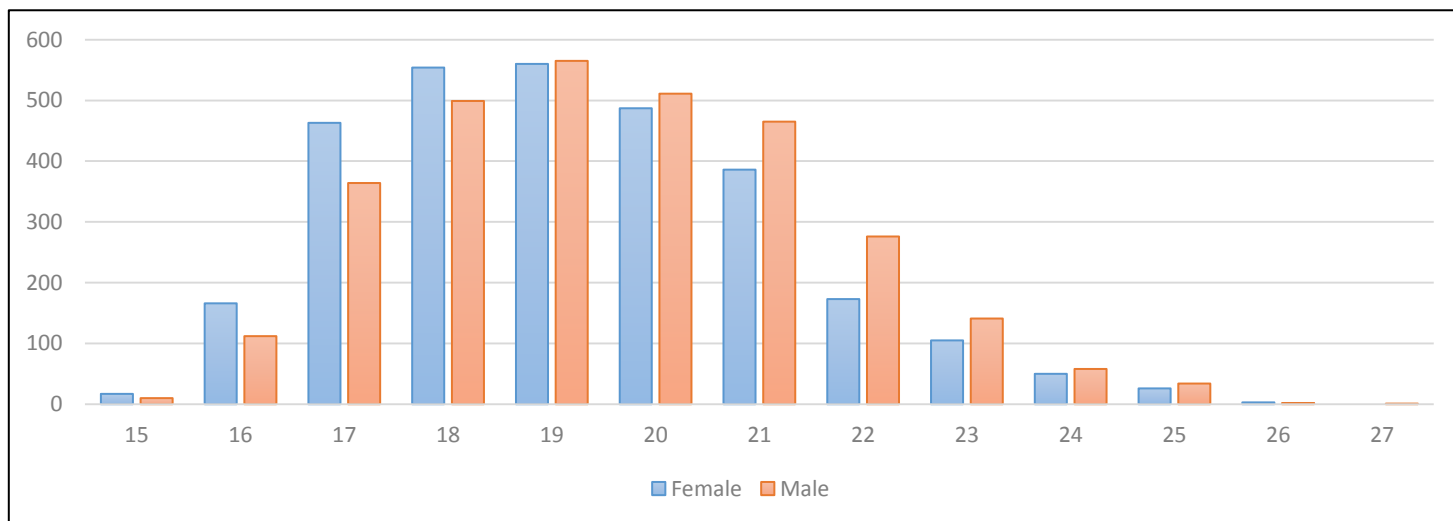


Table 130: Enrolment by Sex, Grade and Age, Manzini

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	26	27	28	30	31	Total
Female	Form 4	31	317	527	521	593	469	203	110	35	12	8	0	1	0	1	1	2,829
	Form 5	0	34	231	421	473	419	222	103	51	29	14	2	0	1	0	0	2,000
Female		31	351	758	942	1,066	888	425	213	86	41	22	2	1	1	1	1	4,829
Male	Form 4	23	173	453	495	606	490	291	179	76	19	16	0	1	1	0	0	2,823
	Form 5	0	19	125	350	430	439	292	174	100	42	17	1	2	1	0	0	1,992
Male Total		23	192	578	845	1,036	929	583	353	176	61	33	1	3	2	0	0	4,815
Total		54	543	1,336	1,787	2,102	1,817	1,008	566	262	102	55	3	4	3	1	1	9,644

Chart 45: Enrolment by Sex and Age, Manzini, 2015

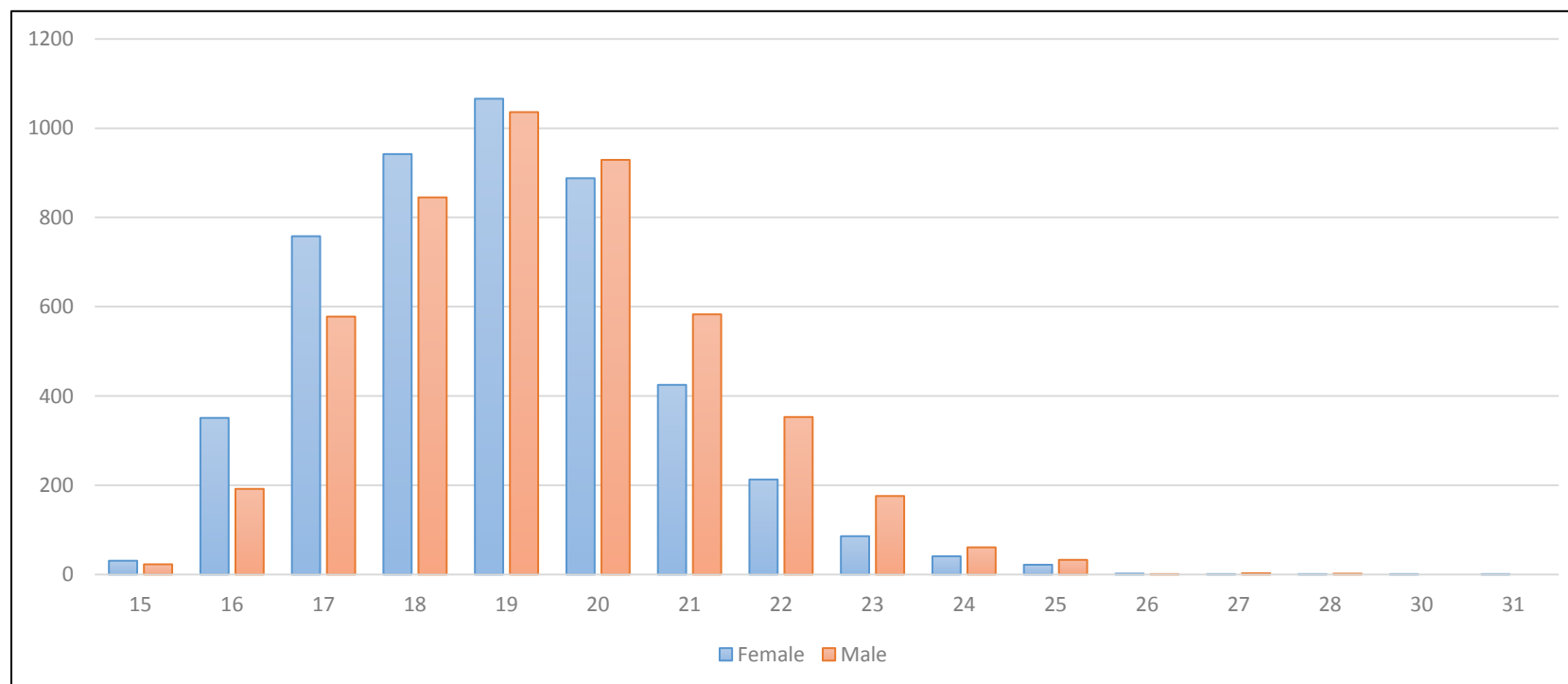


Table 131: Enrolment by Sex, Grade and Age, Shiselweni 2015

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	Total
Female	Form 4	8	134	353	389	396	352	310	173	91	29	26	2,261
	Form 5	0	10	107	185	189	180	192	159	104	49	23	1,198
Female Total		8	144	460	574	585	532	502	332	195	78	49	3,459
Male	Form 4	4	101	273	308	404	412	345	243	108	45	35	2,278
	Form 5	0	4	66	146	205	218	209	199	133	70	44	1,294
Male Total		4	105	339	454	609	630	554	442	241	115	79	3,572
Total		12	249	799	1,028	1,194	1,162	1,056	774	436	193	128	7,031

Chart 46: Enrolment by Sex and Age, Shiselweni, 2015

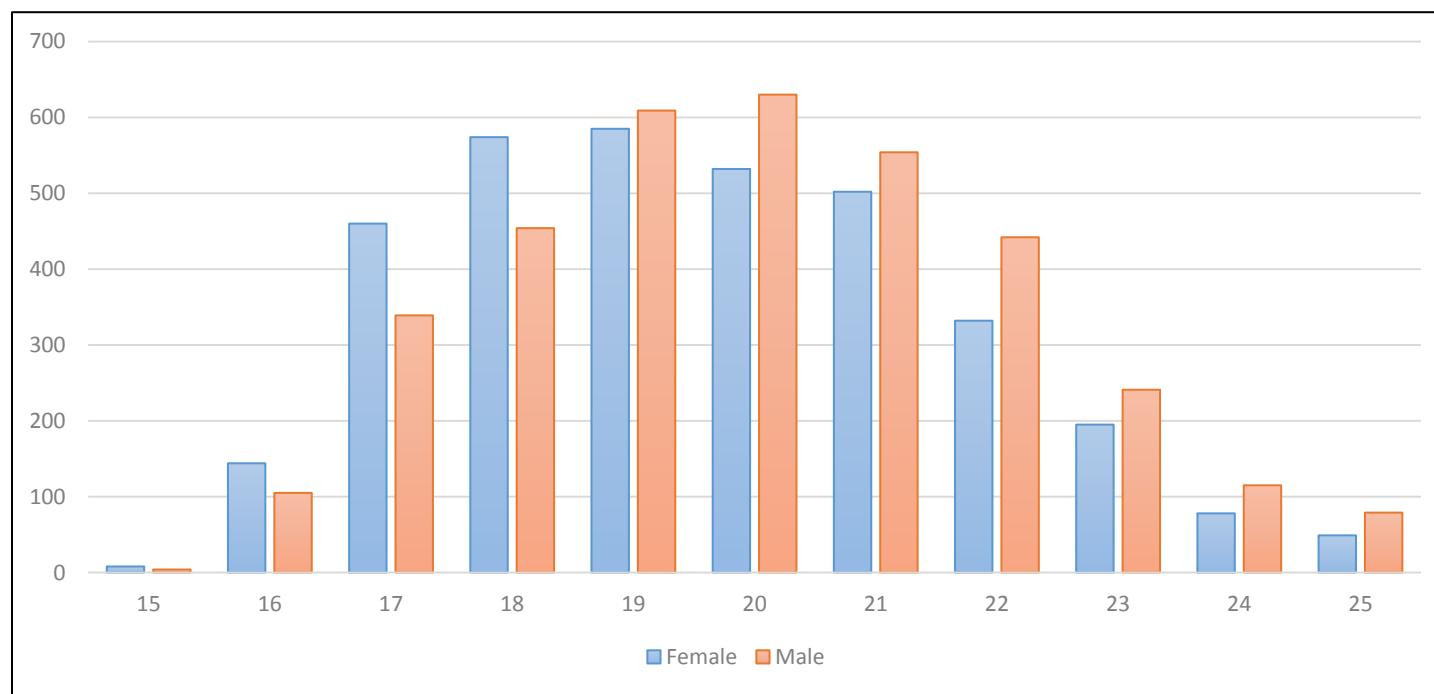


Table 132: Evolution of Senior Secondary, by Sex, Grade and Year: 2013 - 2015

Gender	Grade	2013	2014	2015
Female	Form 4	8,633	9,579	9,689
	Form 5	5,520	5,599	6,036
	Form 6	20	30	32
	Grade 11	36	68	52
	Grade 12	44	31	50
Female Total		14,253	15,307	15,859
Male	Form 4	8,982	9,658	9,852
	Form 5	5,794	5,775	6,231
	Form 6	48	64	60
	Grade 11	57	77	62
	Grade 12	67	50	55
Male Total		14,948	15,624	16,260
Grand Total		29,201	30,931	32,119

Chart 47: Evolution of Enrolment 2013 - 2015

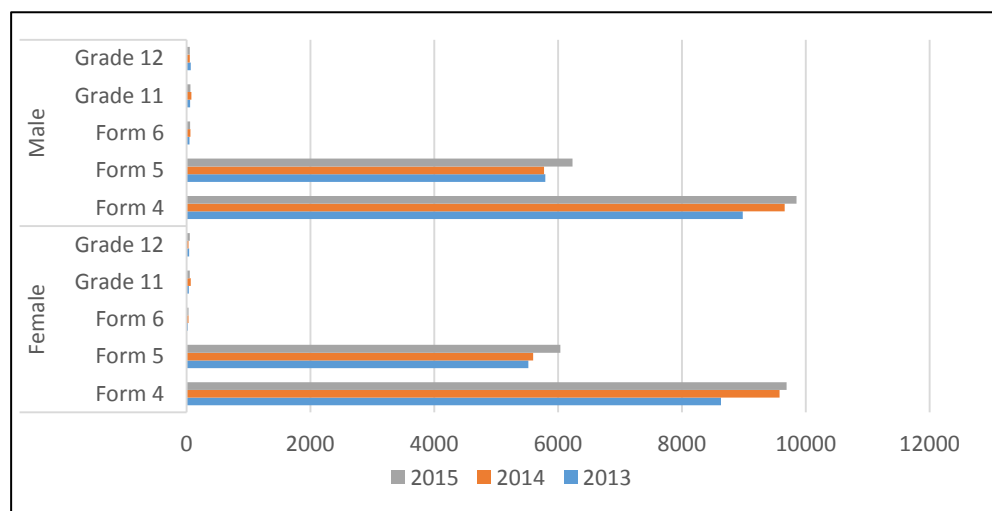


Table 133: Enrolment by Sex, Grade and Age, Private School, 2015

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	26	27	Total
Female	Form 4	1	31	147	302	391	375	232	127	52	22	15	1		1,696
	Form 5			2	9	17	18	15	10	6	3	2			82
	Grade 12				1										1
Female Total		1	31	149	312	408	393	247	137	58	25	17	1		1,779
Male	Form 4		24	112	216	341	360	327	207	105	40	29		1	1,762
	Form 5		1	1	9	9	21	18	14	13	5	5			96
Male Total			25	113	225	350	381	345	221	118	45	34		1	1,858
Grand Total		1	56	262	537	758	774	592	358	176	70	51	1	1	3,637

Table 134: Enrolment by Sex, Grade and Region, Private Schools, 2015

Gender	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	553	323	296	524	1,696
	Form 5	14	26	23	19	82
	Grade 12		1			1
Female Total		567	350	319	543	1,779
Male	Form 4	577	386	293	506	1,762
	Form 5	23	44	15	14	96
Male Total		600	430	308	520	1,858
Grand Total		1,167	780	627	1,063	3,637

Chart 48: Enrolment by Sex and Region, 2015

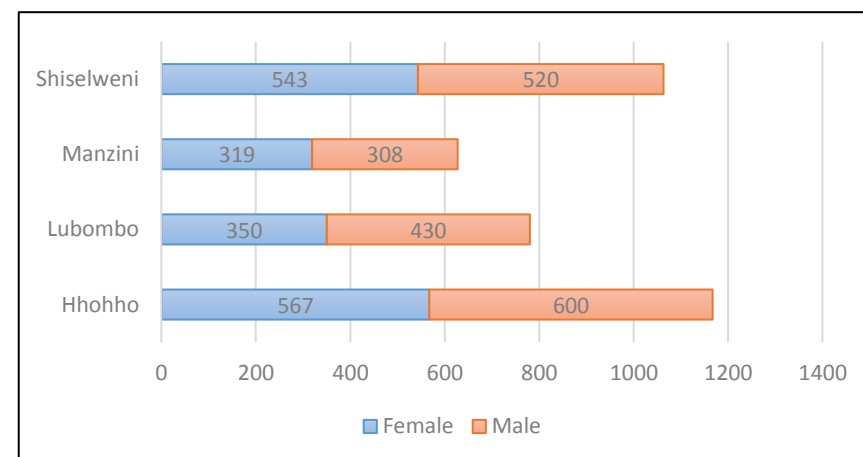


Table 135: Repeaters by Sex, Grade and Year: 2013 – 2015

Gender	Grade	2013	2014	2015	Total
Female	Form 4	1,343	1,632	1,696	4,671
	Form 5	55	99	82	236
	Grade 11		43		43
	Grade 12	2	31	1	34
Female Total		1,400	1,805	1,779	4,984
Male	Form 4	1,617	1,845	1,762	5,224
	Form 5	58	156	96	310
	Grade 11	5	55		60
	Grade 12		50		50
Male Total		1,680	2,106	1,858	5,644
Grand Total		3,080	3,911	3,637	10,628

Table136 : Repeaters by Sex, Region and Year, 2013 - 2015

Gender	Region	2013	2014	2015	Total
Female	Hhohho	396	454	567	1,417
	Lubombo	234	402	350	986
	Manzini	348	493	319	1,160
	Shiselweni	422	456	543	1,421
Female Total		1,400	1,805	1,779	4,984
Male	Hhohho	455	553	600	1,608
	Lubombo	315	494	430	1,239
	Manzini	400	501	308	1,209
	Shiselweni	510	558	520	1,588
Male Total		1,680	2,106	1,858	5,644
Grand Total		3,080	3,911	3,637	10,628

Table 137: Percentage Repetition by Sex, Grade and Age, 2015

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	26	27+	Total
Female	Form 4	1.4%	3.4%	8.0%	17.1%	21.7%	25.1%	24.9%	26.4%	21.9%	26.8%	24.2%	25.0%	0.0%	17.5%
	Form 5	0.0%	0.0%	0.3%	0.7%	1.4%	1.7%	1.9%	2.0%	2.1%	2.2%	3.3%	0.0%	0.0%	1.4%
	Form 6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	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%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Grade 12	0.0%	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%
Female Total		1.4%	3.1%	5.9%	10.2%	13.4%	15.4%	14.3%	14.1%	11.1%	11.3%	13.8%	14.3%	0.0%	11.2%
Male	Form 4	0.0%	4.2%	7.9%	13.2%	18.0%	21.4%	26.3%	27.2%	27.8%	29.4%	31.5%	0.0%	50.0%	17.9%
	Form 5	0.0%	2.1%	0.2%	0.9%	0.8%	1.8%	1.8%	1.9%	3.0%	2.3%	4.2%	0.0%	0.0%	1.5%
	Form 6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	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%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Grade 12	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male Total		0.0%	4.0%	6.1%	8.5%	11.3%	13.3%	15.4%	14.8%	14.5%	12.9%	16.2%	0.0%	20.0%	11.4%
Grand Total		0.8%	3.4%	5.9%	9.4%	12.3%	14.3%	14.9%	14.5%	13.2%	12.3%	15.3%	9.1%	12.5%	11.3%

Table 138: Repetition Rate by Sex, Grade and Age, 2015

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	26	27+	Total
Female	Form 4	0.6%	3.0%	8.0%	15.6%	23.5%	28.7%	28.6%	28.9%	28.9%	23.4%	34.1%	3.7%	0.0%	17.7%
	Form 5	0.0%	0.0%	0.3%	0.7%	1.6%	2.1%	2.5%	2.3%	3.0%	2.7%	3.4%	0.0%	0.0%	1.5%
	Form 6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	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%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Grade 12	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.2%
Female Total		0.6%	2.6%	5.6%	9.5%	14.9%	18.0%	17.5%	15.6%	15.2%	12.1%	16.7%	1.9%	0.0%	11.6%
Male	Form 4	0.0%	3.9%	8.7%	13.3%	19.0%	21.7%	28.2%	26.8%	28.7%	21.4%	49.2%	0.0%	7.1%	18.2%
	Form 5	0.0%	1.0%	0.2%	0.9%	0.9%	2.1%	2.2%	2.2%	3.6%	2.3%	5.7%	0.0%	0.0%	1.7%
	Form 6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	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%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Grade 12	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male Total		0.0%	3.4%	6.4%	8.3%	12.3%	14.1%	17.4%	15.7%	16.2%	11.1%	23.1%	0.0%	3.8%	11.9%
Grand Total		0.4%	2.9%	5.9%	9.0%	13.6%	15.9%	17.5%	15.7%	15.9%	11.4%	20.5%	0.9%	2.0%	11.8%

Table 139: Dropout by Sex, Grade and Reason, 2015

Gender	Grade	Absconded	Death	Disciplinary	Family Reasons	Pregnancy	School fees	Sickness	Transfer	Total
Female	Form 4	87	6	18	66	212	11	15	26	441
	Form 5	12	3	11	12	86	3	6	2	135
	Form 6		2			2				4
Female		99	11	29	78	300	14	21	28	580
Male	Form 4	87	3	23	60	27	25	5	34	264
	Form 5	12	1	12	12	8	9	9	3	66
	Form 6	1								1
Male Total		100	4	35	72	35	34	14	37	331
Grand Total		199	15	64	150	335	48	35	65	911

Table 140: Dropout by Sex, Year and Grade, 2015

Gender	Year	Form 4	Form 5	Form 6	Total
Female	2013	441	143	1	585
	2014	490	134	7	631
	2015	441	135	4	580
Female Total		1,372	412	12	1,796
Male	2013	300	81	2	383
	2014	380	74	8	462
	2015	264	66	1	331
Male Total		944	221	11	1,176
Grand Total		2,316	633	23	2,972

Table 141: Dropout by Sex, Year and Region, 2015

Gender	Year	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	2013	169	120	123	173	585
	2014	193	125	153	160	631
	2015	173	110	155	142	580
Female Total		535	355	431	475	1,796
Male	2013	108	65	91	119	383
	2014	123	105	115	119	462
	2015	98	74	90	69	331
Male Total		329	244	296	307	1,176
Total		864	599	727	782	2,972

Chart 49: Dropout by Sex and Year: 2013 – 2015

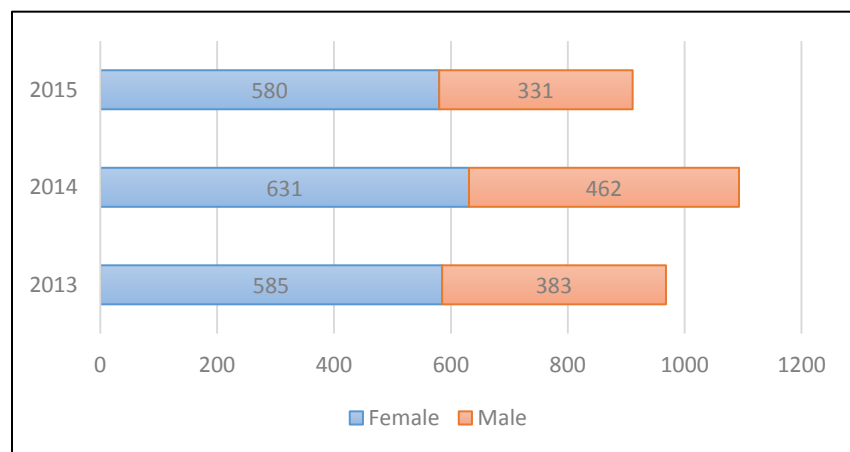


Chart 50: Dropout by Sex, Region and Year: 2013 - 2014

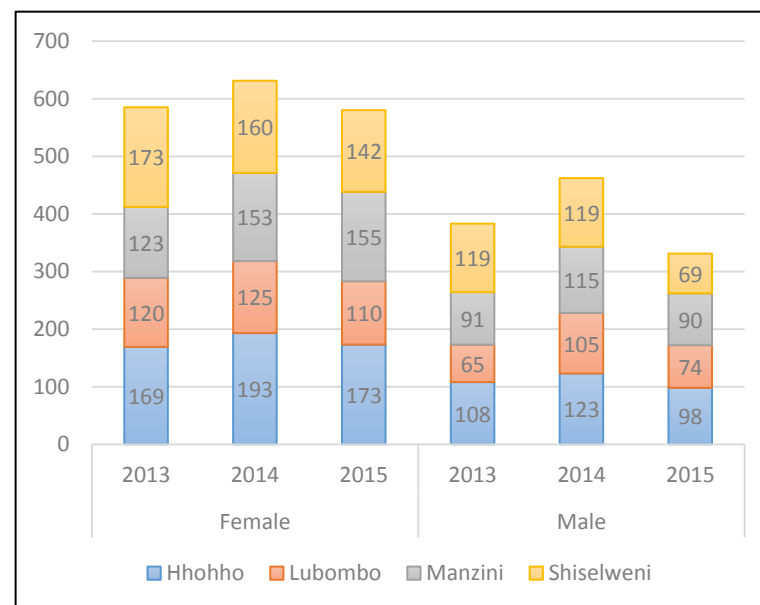


Table 142: Dropout by Sex, Reason and Region, 2015

Gender	Dropout_Reason	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Absconded or Other	18	28	28	25	99
	Death	2	2	3	4	11
	Disciplinary or Expelled	10	13	6		29
	Family Reasons	18	12	16	32	78
	Pregnancy	94	49	83	74	300
	School fees	3		8	3	14
	Sickness	12	2	6	1	21
	Transfer	16	4	5	3	28
Female Total		173	110	155	142	580
Male	Absconded or Other	17	28	28	27	100
	Death	1		2	1	4
	Disciplinary or Expelled	16	2	17		35
	Family Reasons	23	10	16	23	72
	Pregnancy	12	13	7	3	35
	School fees	12	11	8	3	34
	Sickness	4	4	3	3	14
	Transfer	13	6	9	9	37
Male Total		98	74	90	69	331
Grand Total		271	184	245	211	911

Special Education Needs

The data presented under this section is for Special Education Needs (SEN) children as identified at school level by schools. These are not medically derived statistics (as defined by health professionals), but are an indication of the perceived 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 and the definition of terms under the sub-sector.

Table 143: Dropout by Sex, Grade and Age, 2015

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	26	27	28	30	31	Total
Female	Form 4	13	238	570	595	582	469	337	195	86	31	29	1			1	1	3,148
	Form 5		13	196	378	409	303	281	190	118	55	25	1	1				1,970
	Form 6				1	1												2
	Grade 12			2				1										3
Female Total		13	251	768	974	992	772	619	385	204	86	54	2	1		1	1	5,123
Male	Form 4	12	116	354	476	593	562	442	283	148	64	33	1	1				3,085
	Form 5		6	109	284	385	368	377	324	184	95	56	1	2	1			2,192
	Form 6				1	2	1			1								5
Male Total		12	122	463	761	980	931	819	607	333	159	89	2	3	1			5,282
Grand Total		25	373	1,231	1,735	1,972	1,703	1,438	992	537	245	143	4	4	1	1	1	10,405

Table 144: Dropout by Sex, Grade and Region, 2015

Gender	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	846	438	726	1,138	3,148
	Form 5	557	274	545	594	1,970
	Form 6		2			2
	Grade 12		3			3
Female Total		1,403	717	1,271	1,732	5,123
Male	Form 4	838	413	716	1,118	3,085
	Form 5	645	313	556	678	2,192
	Form 6		5			5
Male Total		1,483	731	1,272	1,796	5,282
Grand Total		2,886	1,448	2,543	3,528	10,405

Table 145: Dropout by Sex, Grade and Year: 2013 -2015

Gender	Grade	2013	2014	2015
Female	Form 4	3,494	4,696	3,148
	Form 5	2,215	2,589	1,970
	Form 6		1	2
	Grade 12	9	1	3
Female Total		5,718	7,287	5,123
Male	Form 4	3,836	4,691	3,085
	Form 5	2,439	2,788	2,192
	Form 6	5	8	5
	Grade 12	5	4	
Male Total		6,285	7,491	5,282
Grand Total		12,003	14,778	10,405

Table 146: Learners with SEN by Sex, status and Grade 2015

Gender	Special_ed_need_status	Form 4	Form 5	Total
Female	Hearing Impaired	40	20	60
	Learning Disability	10	4	14
	Other Impairment	14	13	27
	Physical Disability	5	5	10
	Visually Impaired	165	94	259
Female		234	136	370
Male	Hearing Impaired	22	17	39
	Learning Disability	9	3	12
	Other Impairment	23	7	30
	Physical Disability	6	1	7
	Visually Impaired	103	58	161
Male		163	86	249
Total		397	222	619

Table 147: Learners with SEN by Sex, status and Region, 2016

Gender	Special_ed_need_status	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired	191	115	223	11	540
	Learning Disability	222	78	307	29	636
	Other Impairment	19	35	31	12	97
	Physical Disability	56	17	39	3	115
	Visually Impaired	244	118	463	26	851
Female Total		732	363	1,063	81	2,239
Male	Hearing Impaired	148	98	240	7	493
	Learning Disability	398	112	526	28	1,064
	Other Impairment	25	49	50	22	146
	Physical Disability	101	17	54	1	173
	Visually Impaired	294	112	502	17	925
Male Total		966	388	1,372	75	2,801
Grand Total		1,698	751	2,435	156	5,040

Chart 51: Learners with SEN by Sex and Region, 2015

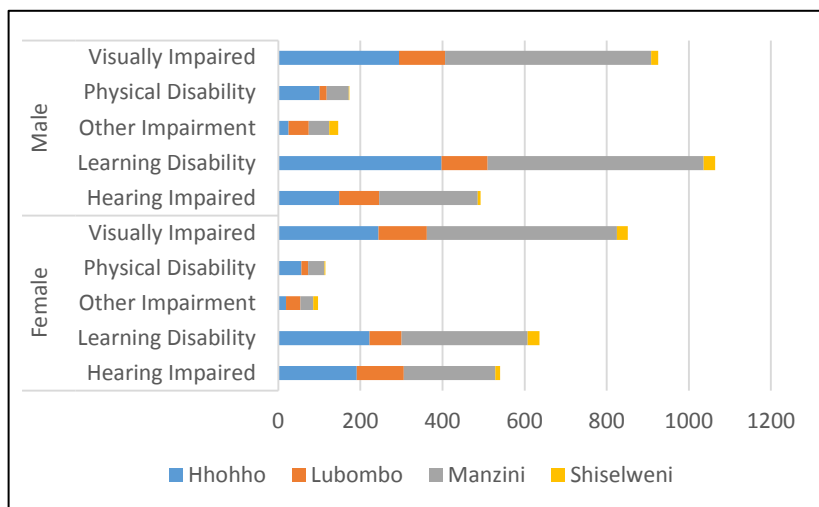


Table 148: Learners with SEN by status and Age, 2015

Gender	Special_ed_need_status	15	16	17	18	19	20	21	22	23	24	25	26	Total
Female	Hearing Impaired		5	9	12	14	7	3	7	2	1			60
	Learning Disability		1	5	1	5	1		1					14
	Other Impairment		3	9	4	6	4	1						27
	Physical Disability		1	2	1	2	2	1	1					10
	Visually Impaired	1	24	55	46	48	33	17	19	9	4	3		259
Female Total		1	34	80	64	75	47	22	28	11	5	3		370
Male	Hearing Impaired		1	2	9	5	4	8	7	1	1		1	39
	Learning Disability			1	3	2	2	1	1	2				12
	Other Impairment	1	1	3	5	3	7	5	2	3				30
	Physical Disability				2	2	1				1	1		7
	Visually Impaired	1	6	22	34	29	26	22	11	7	3			161
Male Total		2	8	28	53	41	40	36	21	13	5	1	1	249
Grand Total		3	42	108	117	116	87	58	49	24	10	4	1	619

Table 149 Attrition of Secondary School Teachers by Sex, Region and Reason

Gender	Region	Absconded	Dismissed	Natural Death	not natural death	Others	Resignation	Retirement	Total
Female	Hhohho	103		1	1	86	8	8	207
	Lubombo						1	4	5
	Manzini	2		1		1	5	6	15
	Shiselweni			2			7	3	12
Female		105		4	1	87	21	21	239
Male	Hhohho	2	2		1	6	7	8	26
	Lubombo	1	2	1		3	7	4	18
	Manzini				1	4	7		12
	Shiselweni	2		2		1	2	5	12
Male Total		5	4	3	2	14	23	17	68
Grand Total		110	4	7	3	101	44	38	307

Table150: Attrition by Sex and Region: 2013 – 2015

Gender	Region	2013	2014	2015
Female	Hhohho	11	15	207
	Lubombo	8	14	5
	Manzini	11	25	15
	Shiselweni	7	11	12
Female Total		37	65	239
Male	Hhohho	21	25	26
	Lubombo	10	19	18
	Manzini	14	31	12
	Shiselweni	18	22	12
Male Total		63	97	68
Grand Total		100	162	307

Chart 52: Attrition by Sex and Region: 2013 - 2015

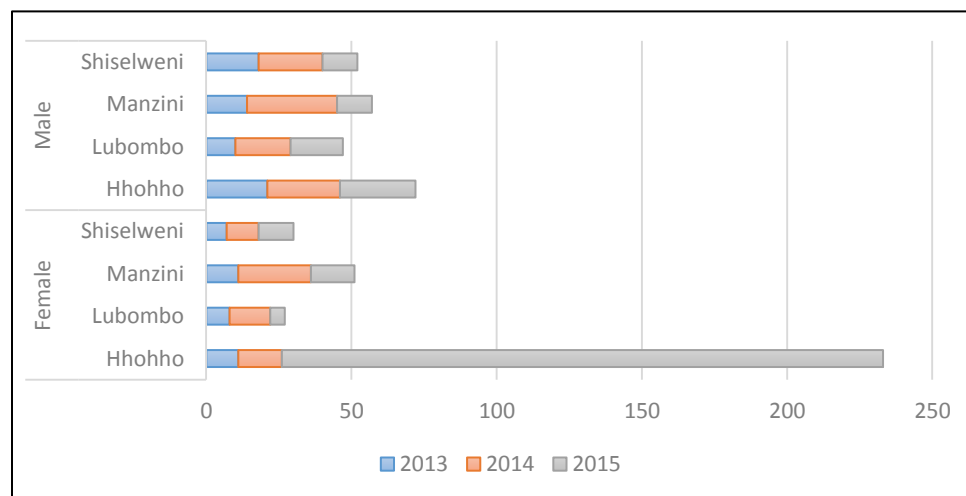


Table 151: Number of Teaching Staff, Qualification, Region and Sex, 2015

Qualification	Hhohho			Hhohho Total	Lubombo			Lubombo Total	Manzini			Manzini Total	Shiselweni			Shiselweni Total	Total
	Female	Male	(blank)		Female	Male	(blank)		Female	Male	(blank)		Female	Male	(blank)		
A.A.T.	1	1		2	1	1		2	2			2		1		1	7
BA	3	9		12	12	19		31	24	31		55	9	15		24	122
BA + CCE	2	3		5		3		3	6	1		7	1	1		2	17
BA Humanities	34	14		48	36	18		54	67	34		101	37	38		75	278
BA Humanities + CDE	28	11	1	40	35	13		48	79	48		127	28	22		50	265
BA Social Science	6	13		19	1	7		8	4	11		15	3	7		10	52
Bachelors + PGCE	322	155	2	479	163	119	1	283	205	107	1	313	165	169		334	1,409
Bachelor's Honours Degree	10	13		23	6	8		14	18	13		31	2	5		7	75
Bcom	15	8		23	15	10		25	27	11	1	39	14	8		22	109
Bed(Prim)	4	2		6					1	2		3		1		1	10
Bed(Sec)	37	41		78	34	32	2	68	64	83		147	25	43		68	361
Bsc + CDE	9	15		24	6	11		17	10	20		30	5	11		16	87
Bsc Agricultural Education	49	96		145	27	56		83	40	94		134	36	89		125	487
BSc in Compr & Mathematics		6		6		2		2	1	5		6	1	2		3	17
BSc in Home Economics	82	2		84	39	1	1	41	68	2		70	56	10		66	261
BSc.	31	52		83	30	43	1	74	47	88		135	19	34		53	345
BSc. Agriculture	3	16		19	12	14		26	4	18		22	10	28		38	105
Certificate in I.T. Education		1		1	1	3		4	1	1		2	1	1		2	9
Dip. Technical Teaching		15		15	2	5		7		11		11	2	9		11	44
Diploma in Agriculture	3	21		24	5	7		12	5	19		24	4	11		15	75
Diploma in Commerce	17	28	2	47	8	17		25	20	16		36	25	32		57	165
Diploma in Computer Science	8	10		18	7	14		21	11	13		24	8	18		26	89
Diploma in Education	17	25		42	19	24	1	44	22	49		71	10	15		25	182
Diploma in Home Economics	6			6	9			9	12		1	13	6	1		7	35
Diploma in Law		1		1						2		2		1		1	4
Masters	23	20		43	12	13	1	26	17	18	1	36	5	12		17	122
MSc Environmental Monitoring Assesment	1	1		2	1	2		3	3	4		7	1			1	13
N.P.D.E.	1	1		2						1		1					3
O-Level	3	5		8	2	2		4	4	4		8		1		1	21
P.H.C.+H.E.	1			1									1			1	2

PTC									1			1					1
PTD	1	3		4	2	4		6	2	4		6	1	4		5	21
STC	7	12		19	9	7		16	22	12		34	12	4		16	85
STD	192	233		425	130	151		281	178	203	2	383	158	211	1	370	1,459
V.I.D.					1	2		3									3
(blank)																	
Degree in Business Education	1	2		3	1	2		3	3	1		4					10
Bachelors in Theology		1		1		1		1									2
Degree in Design and Tech.		5		5		2		2		2		2					9
Bachelors in Design and Tech.		4		4	1	2		3	1	3		4					11
Diploma in Construction						1		1									1
Diploma in Mech Engineering						1		1									1
Ass. Deg. in Internl Tourism	3			3													3
Ass. Deg in Hotel Management	1			1						1		1					2
Ass. Degree in Graphic Design		1		1		1		1									2
Grand Total	921	846	5	1,772	627	618	7	1,252	969	932	6	1,907	645	804	1	1,450	6,381

Table 152: Number of trained teachers by Qualification, Region and Sex, 2015

Qualification	Hhohho			Hhohho Total	Lubombo			Lubombo Total	Manzini			Manzini Total	Shiselweni			Shiselweni Total	Total
	Female	Male	(blank)		Female	Male	(blank)		Female	Male	(blank)		Female	Male	(blank)		
BA + CCE	2	3		5		3		3	6	1		7	1	1		2	17
BA Humanities + CDE	28	11	1	40	35	13		48	79	48		127	28	22		50	265
Bachelors + PGCE	322	155	2	479	163	119	1	283	205	107	1	313	165	169		334	1,409
Bachelor's Honours	10	13		23	6	8		14	18	13		31	2	5		7	75
Bed(Prim)	4	2		6					1	2		3		1		1	10
Bed(Sec)	37	41		78	34	32	2	68	64	83		147	25	43		68	361
Bsc + CDE	9	15		24	6	11		17	10	20		30	5	11		16	87
Bsc Agricultural Education	49	96		145	27	56		83	40	94		134	36	89		125	487
Certificate in I.T. Educ		1		1	1	3		4	1	1		2	1	1		2	9
Dip. Technical Teaching		15		15	2	5		7		11		11	2	9		11	44
Diploma in Education	17	25		42	19	24	1	44	22	49		71	10	15		25	182
Masters	23	20		43	12	13	1	26	17	18	1	36	5	12		17	122
N.P.D.E.	1	1		2						1		1					3
P.H.C.+H.E.	1			1									1			1	2
PTC									1			1					1
PTD	1	3		4	2	4		6	2	4		6	1	4		5	21
STC	7	12		19	9	7		16	22	12		34	12	4		16	85
STD	192	233		425	130	151		281	178	203	2	383	158	211	1	370	1,459
V.I.D.					1	2		3									3
Degree in Buss Education	1	2		3	1	2		3	3	1		4					10
Degree in Desig and Tech.		5		5		2		2		2		2					9
Bachelors in Des & Tech.		4		4	1	2		3	1	3		4					11
Total	704	657	3	1,364	449	457	5	911	670	673	4	1,347	452	597	1	1,050	4,672

Table 153: Number of Appropriately Qualified teachers by Qualification, Region and Sex, 2015

Qualification	Hhohho			Hhohho Total	Lubombo			Lubombo Total	Manzini			Manzini Total	Shiselweni			Shiselweni Total	Total
	Female	Male	(blank)		Female	Male	(blank)		Female	Male	(blank)		Female	Male	(blank)		
BA + CCE	2	3		5		3		3	6	1		7	1	1		2	17
BA Humanities + CDE	28	11	1	40	35	13		48	79	48		127	28	22		50	265
Bachelors + PGCE	322	155	2	479	163	119	1	283	205	107	1	313	165	169		334	1,409
Bachelor's Honours Degree	10	13		23	6	8		14	18	13		31	2	5		7	75
Bed(Sec)	37	41		78	34	32	2	68	64	83		147	25	43		68	361
Bsc + CDE	9	15		24	6	11		17	10	20		30	5	11		16	87
Bsc Agricultural Education	49	96		145	27	56		83	40	94		134	36	89		125	487
Certificate in I.T. Education		1		1	1	3		4	1	1		2	1	1		2	9
Dip. Technical Teaching		15		15	2	5		7		11		11	2	9		11	44
Diploma in Education	17	25		42	19	24	1	44	22	49		71	10	15		25	182
Masters	23	20		43	12	13	1	26	17	18	1	36	5	12		17	122
STC	7	12		19	9	7		16	22	12		34	12	4		16	85
STD	192	233		425	130	151		281	178	203	2	383	158	211	1	370	1,459
Degree in Buss Education	1	2		3	1	2		3	3	1		4					10
Degree in Design and Tech.		5		5		2		2		2		2					9
Bachelors in Desn and Tech.		4		4	1	2		3	1	3		4					11
Total	697	651	3	1,351	446	451	5	902	666	666	4	1,336	450	592	1	1,043	4,632

Table 154: Trend in Appropriately Qualified teachers 2013 - 2015

Qualification	2013				2013 Total	2014				2014 Total	2015				2015 Total	Total
	Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni		
B.P.H.D in spe education	0	0	0		0				1	1						1
BA + CCE	9	4	14	1	28	4	3	6	1	14	5	3	7	2	17	59
BA Humanities + CDE	48	37	133	63	281	40	41	96	61	238	40	48	127	50	265	784
Bachelors + PGCE	403	229	268	283	1,183	435	266	331	300	1,332	479	283	313	334	1,409	3,924
Bachelor's Hons Degree	21	10	28	8	67	18	7	15	7	47	23	14	31	7	75	189
Bed(Sec)	67	68	124	58	317	73	78	151	63	365	78	68	147	68	361	1,043
Bsc + CDE	38	14	39	13	104	23	21	24	18	86	24	17	30	16	87	277
Bsc Agric Education	137	71	139	119	466	138	88	144	129	499	145	83	134	125	487	1,452
Certificate in I.T. Educ		8	6	1	15	2	4	8	2	16	1	4	2	2	9	40
Dip. Technical Teaching	24	17	10	15	66	20	15	15	17	67	15	7	11	11	44	177
Diploma in Education	52	43	106	36	237	50	46	80	28	204	42	44	71	25	182	623
Masters	45	21	20	12	98	56	27	38	21	142	43	26	36	17	122	362
STC	29	20	36	21	106	18	16	36	18	88	19	16	34	16	85	279
STD	400	267	340	351	1,358	410	288	366	362	1,426	425	281	383	370	1,459	4,243
Degree in Bus Education						2	2	3		7	3	3	4		10	17
Degree in Des and Tech.						2	2	2	2	8	5	2	2		9	17
Bachelors in Des &Tech.						1				1	4	3	4		11	12
Grand Total	1,273	809	1,263	981	4,326	1,292	904	1,315	1,030	4,541	1,351	902	1,336	1,043	4,632	13,499

Chart 53: Number of Secondary Qualified Teachers by Sex and Year: 2013 -2015

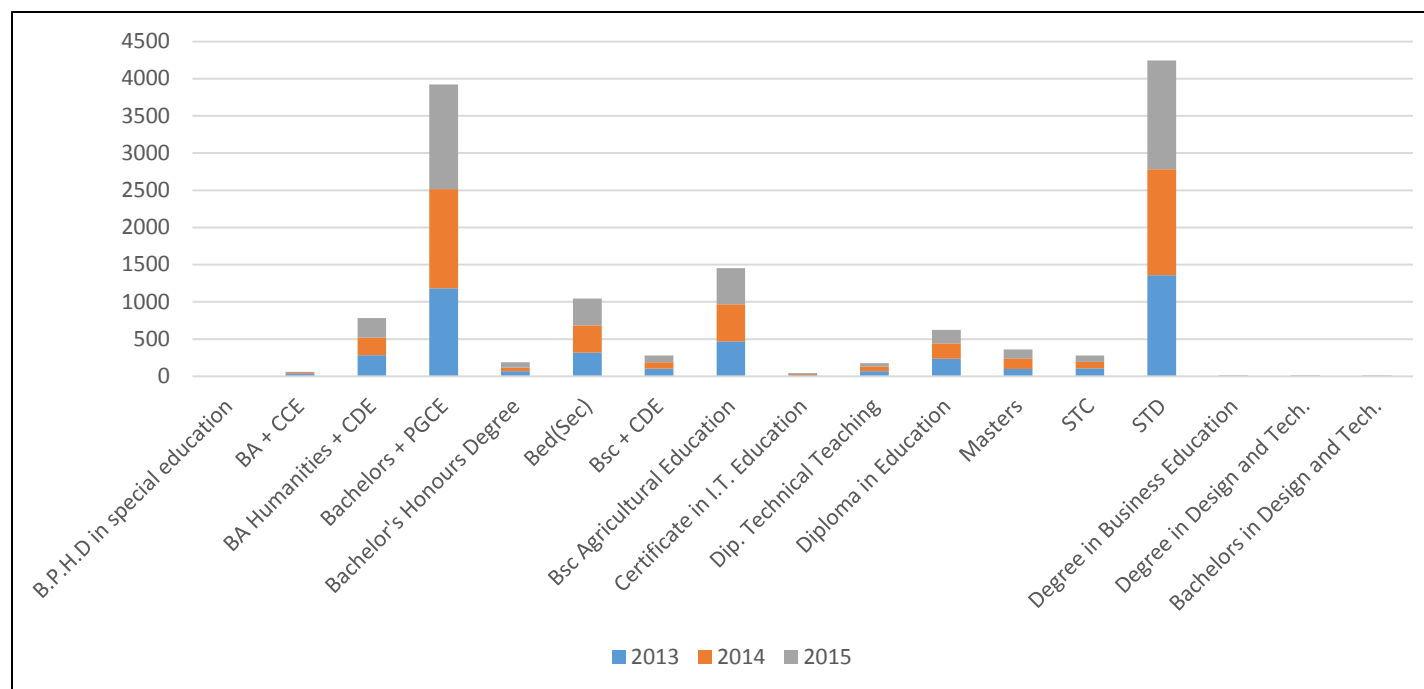


Table 155: Number of Facilities/Rooms by Region, 2015

Region	Agricultural Fac	Classrooms	Computer Lab	Home econ Lab	Kitchen	Library	Science Lab	Staff Room	Store Room	Strong Room	Tech Workp
Hhohho	87	892	69	60	60	42	118	103	82	57	63
Lubombo	52	638	56	41	58	33	87	63	73	40	45
Manzini	116	1016	79	71	75	52	137	120	89	72	54
Shiselweni	57	684	48	56	48	31	83	64	48	43	43
Total	312	3230	252	228	241	158	425	350	292	212	205

Table 156: Equipment by User, Type and Region, 2015

Equipment user	Equipment item	Hhohho	Lubombo	Manzini	Shiselweni	Total
For Pupils Only	Computers	1,608	1,093	1,884	885	5,470
	Duplicators	6	5	8	2	21
	First Aid Kits	51	39	49	36	175
	Photocopiers	11	8	17	16	52
	Printers (for Computers)	113	142	67	45	367
	Radios or Tape recorders	80	42	92	72	286
	Refrigerators	33	61	54	45	193
	Stoves	182	150	228	141	701
	Typewriters			29		29
For Pupils Only Total		2,084	1,540	2,428	1,242	7,294
For teachers or Administrators	Computers	307	225	292	152	976
	Duplicators	44	35	45	29	153
	First Aid Kits	18	25	32	19	94
	Photocopiers	94	81	93	83	351
	Printers (for Computers)	126	137	152	108	523
	Radios or Tape recorders	34	35	51	30	150
	Refrigerators	38	33	43	18	132
	Stoves	30	22	24	37	113
	Typewriters	40	6	6	6	58
For teachers or Administrators Total		731	599	738	482	2,550
Used by all	Computers	132	163	259	308	862
	Duplicators	7	7	13	8	35
	First Aid Kits	39	30	58	30	157
	Photocopiers	15	12	20	19	66
	Printers (for Computers)	39	12	38	37	126
	Radios or Tape recorders	60	34	42	35	171
	Refrigerators	38	26	44	37	145
	Stoves	73	35	92	85	285
	Typewriters	1	2	30	1	34
Used by all Total		404	321	596	560	1,881
Total		3,219	2,460	3,762	2,284	11,725

Table 157: Furniture by Type, Condition and Region 2015

Furniture condition	Furniture	Hhohho	Lubombo	Manzini	Shiselweni	Total
Broken and cannot be repaired	Book Cupboards	43	26	87	37	193
	Bulleting (Pin) Boards	82	23	71	30	206
	Pupil chairs Sitting Places	1,786	1,459	2,203	2,162	7,610
	Pupils Desks Writing places	1,552	1,133	1,359	1,087	5,131
	Teachers Chairs	136	98	193	88	515
	Teachers desks	107	79	59	56	301
	Writing (Chalk) Boards	61	28	12	56	157
Broken and cannot be repaired Total		3,767	2,846	3,984	3,516	14,113
In good or fair condition	Book Cupboards	493	313	473	220	1,499
	Bulleting (Pin) Boards	614	548	608	370	2,140
	Pupil chairs Sitting Places	28,837	20,621	29,966	21,885	101,309
	Pupils Desks Writing places	28,718	19,866	29,561	20,954	99,099
	Teachers Chairs	1,631	1,213	2,023	2,352	7,219
	Teachers desks	1,303	1,048	1,528	810	4,689
	Writing (Chalk) Boards	1,054	724	1,057	771	3,606
In good or fair condition Total		62,650	44,333	65,216	47,362	219,561
Must be Repaired	Book Cupboards	75	60	66	45	246
	Bulleting (Pin) Boards	87	117	111	108	423
	Pupil chairs Sitting Places	1,500	1,658	2,775	1,736	7,669
	Pupils Desks Writing places	1,721	2,367	3,258	2,265	9,611
	Teachers Chairs	155	219	237	93	704
	Teachers desks	138	162	209	59	568
	Writing (Chalk) Boards	90	100	104	87	381
Must be Repaired Total		3,766	4,683	6,760	4,393	19,602
Total		70,183	51,862	75,960	55,271	253,276

Table 158: Number of Toilet seats by Region, Gender, Systems and User, 2015

Region	Toilet gender	Flush			Flush Total	Pit			Pit Total	Total
		Pupils	Staff	Staff and Pupils		Pupils	Staff	Staff and Pupils		
Hhohho	Female	262	124	6	392	306	50	26	382	774
	Male	317	139	9	465	306	60	16	382	847
	Male and Female	25	31	2	58	143	14		157	215
Hhohho Total		604	294	17	915	755	124	42	921	1,836
Lubombo	Female	123	48	7	178	307	52	9	368	546
	Male	146	67	14	227	249	61	9	319	546
	Male and Female	22	14	10	46	25	24		49	95
Lubombo Total		291	129	31	451	581	137	18	736	1,187
Manzini	Female	216	89		305	267	44		311	616
	Male	287	123	4	414	278	72		350	764
	Male and Female	46	32		78	60	21		81	159
Manzini Total		549	244	4	797	605	137		742	1,539
Shiselweni	Female	72	42	5	119	301	61	34	396	515
	Male	95	51	5	151	272	53	26	351	502
	Male and Female		8	1	9	31	26	2	59	68
Shiselweni		167	101	11	279	604	140	62	806	1,085
Grand Total		1,611	768	63	2,442	2,545	538	122	3,205	5,647

Table 159: Number of Schools with Water by Source and Region, 2015

Source	Hhohho	Lubombo	Manzini	Shiselweni	Total
No Water Supply	8	7	2	6	23
Piped Water by Municipality	14	12	17	4	47
Water from Another Source	53	46	61	49	209
Total	75	65	80	59	279

Chart 54: Water Supply by Source, 2015

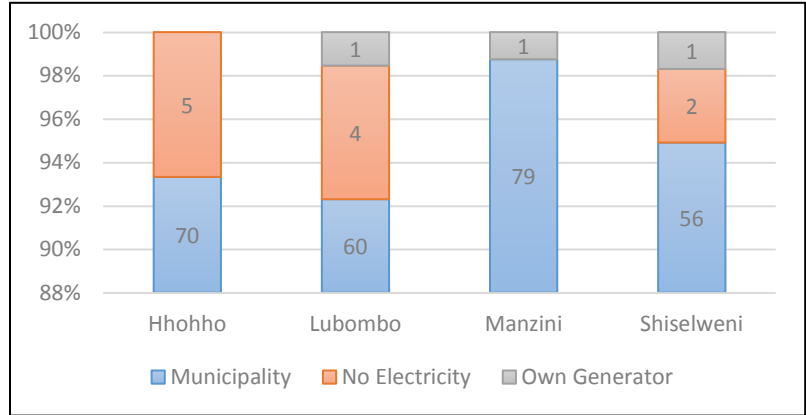


Table 160: Number of Schools with Electricity by Source, 2015

Source	Hhohho	Lubombo	Manzini	Shiselweni	Total
Municipality	70	60	79	56	265
No Electricity	5	4		2	11
Own Generator		1	1	1	3
Total	75	65	80	59	279

Chart 55: Electricity Source by Region, 2015

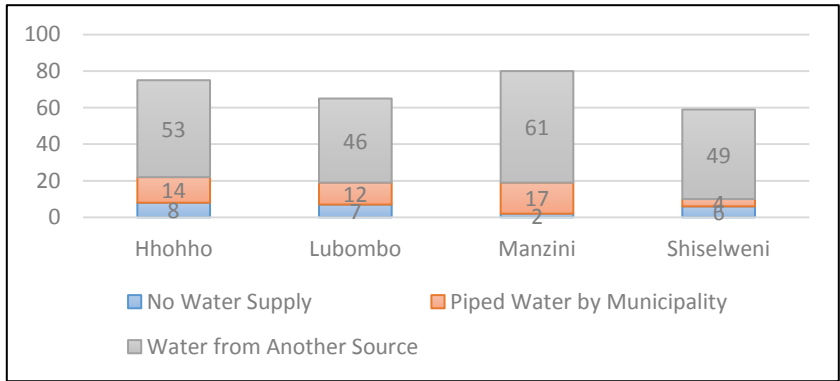


Table 161: Enrolment by Sex, Grade and Age: Total Secondary, 2015

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	30	31	35	Total
Female	Form 1	111	1,526	2,862	2,947	2,676	1,932	927	418	169	67	29	10	5	6	0	0	0	0	0	1	13,686
	Form 2	0	93	1,295	2,738	2,589	2,573	1,663	922	463	203	57	34	15	7	0	0	0	0	0	0	12,652
	Form 3	0	0	100	1,007	1,961	1,760	1,343	929	471	228	83	30	8	4	0	0	0	0	1	0	7,925
	Form 4	0	0	0	73	916	1,835	1,769	1,800	1,493	933	481	237	82	62	4	1	0	2	1	0	9,689
	Form 5	0	0	0	0	72	686	1,231	1,229	1,052	790	490	283	136	61	3	2	1	0	0	0	6,036
	Form 6	0	0	0	0	0	3	13	14	1	0	0	0	1	0	0	0	0	0	0	0	32
	Grade 10	0	0	1	14	21	18	3	3	0	0	0	0	0	0	0	0	0	0	0	0	60
	Grade 11	0	0	0	1	14	14	12	4	3	0	2	1	1	0	0	0	0	0	0	0	52
	Grade 12	0	0	0	0	0	8	24	4	8	2	2	1	1	0	0	0	0	0	0	0	50
Female Total		111	1,619	4,258	6,780	8,249	8,829	6,985	5,323	3,660	2,223	1,144	596	249	140	7	3	1	2	2	1	50,182
Male	Form 1	60	883	2,057	2,540	2,632	2,300	1,433	898	478	175	53	32	9	6	0	0	0	0	0	0	13,556
	Form 2	0	58	708	2,007	2,236	2,527	1,991	1,460	936	467	200	85	25	22	0	0	0	0	0	0	12,722
	Form 3	0	0	43	573	1,452	1,641	1,432	1,164	812	443	173	88	30	20	3	1	0	0	0	0	7,875
	Form 4	0	0	0	44	567	1,415	1,633	1,897	1,682	1,242	761	378	136	92	2	2	1	0	0	0	9,852
	Form 5	0	0	0	0	47	416	980	1,139	1,156	993	728	434	214	118	2	3	1	0	0	0	6,231
	Form 6	0	0	0	0	0	3	13	28	9	3	3	1	0	0	0	0	0	0	0	0	60
	Grade 10	0	0	2	7	24	17	4	4	3	2	0	0	0	0	0	0	0	0	0	0	63
	Grade 11	0	0	0	0	9	20	13	8	6	4	2	0	0	0	0	0	0	0	0	0	62
	Grade 12	0	0	0	0	0	6	20	18	4	5	2	0	0	0	0	0	0	0	0	0	55
Male Total		60	941	2,810	5,171	6,967	8,345	7,519	6,616	5,086	3,334	1,922	1,018	414	258	7	6	2	0	0	0	50,476
Grand Total		171	2,560	7,068	11,951	15,216	17,174	14,504	11,939	8,746	5,557	3,066	1,614	663	398	14	9	3	2	2	1	100,658

Chart 56: Number of Pupils by Gender and Grade, 2015

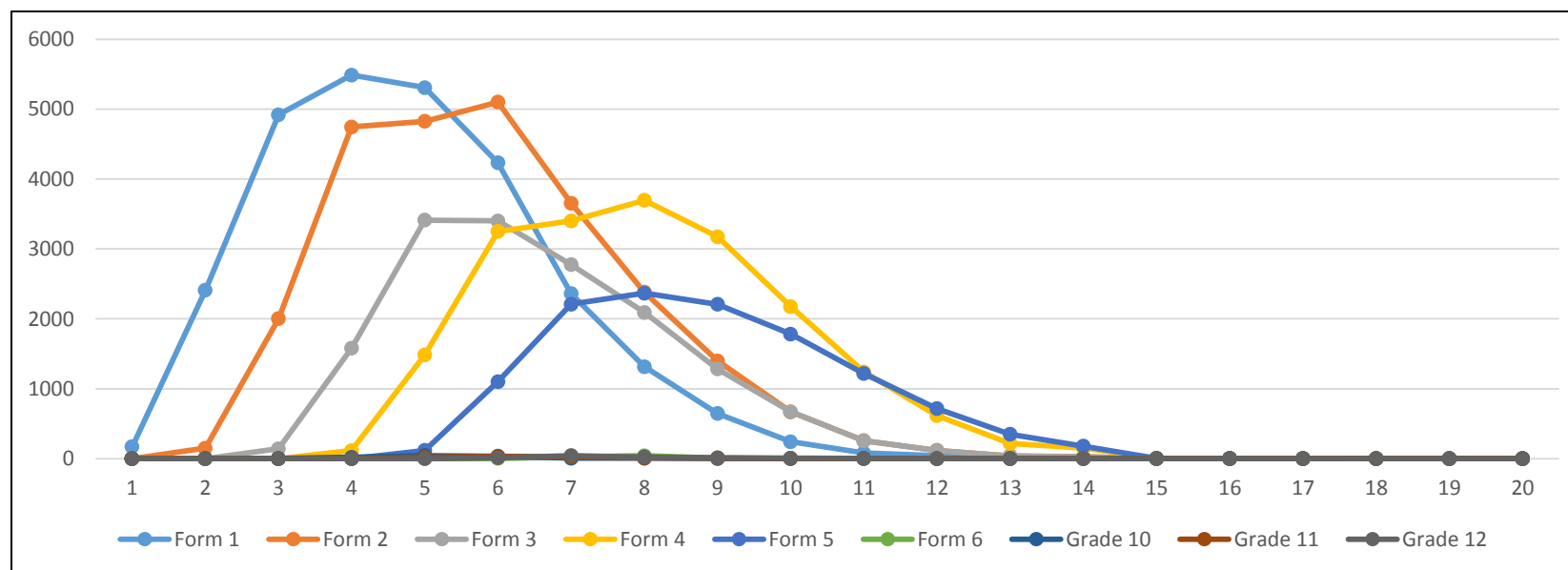


Table 162: Evolution of Enrolment Secondary All: 2013 - 2015

Grade	2013	2014	2015
Form 1	25,579	27,142	27,242
Form 2	22,971	24,389	25,374
Form 3	15,103	14,234	15,800
Form 4	17,615	19,237	19,541
Form 5	11,314	11,374	12,267
Form 6	68	94	92
Grade 10	112	192	123
Grade 11	93	145	114
Grade 12	111	81	105
Total	92,966	96,888	100,658

POST SECONDARY AND HIGHER EDUCATION

This section presents data for post-secondary and higher education. Post-secondary are those programmes that are beyond senior secondary but do not meet the criteria for tertiary levels education. These are classified as ISCED 4 under the UNESCO classification.

Higher education includes tertiary level education, and this varies from ISCED 5 to ISCED 8 depending on the programmes offered by the institutions. The ISCED classification should tally with the NQF, it is thus important that the process of classification under both is harmonised.

POST-SECONDARY, TVET AND HIGHER EDUCATION LEVEL

MANZINI INDUSTRIAL TRAINING CENTRE

Table 163: Enrolment by Sex and Faculty, 2015

Faculty/Department	Females	Males	Total
Agriculture	7	8	15
Auto Electrical	1	19	20
Building	0	10	10
Carpentry	3	13	16
Electrical	3	19	22
Metalwork	0	15	15
Information Technology	5	6	11
Motor Mechanic	2	46	48
Panel Beating and Spray Painting	1	20	21
Plumbing	7	44	51
Upholstery	8	7	15
Total	37	207	244

Table 164: Non-Teaching Staff by Sex, 2015

	Females	Males	Total
Non-Teaching Staff	7	8	15

Table 165 Teaching Staff by Sex and Faculty, 2015

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	1	1	2
Information Technology	0	2	2
Entrepreneurship	2	0	2
Auto Electrical	0	1	1
Total	3	19	22

NHLANGANO INDUSTRIAL TRAINING CENTRE

Table 166: Enrolment by Sex and Faculty, 2015

Faculty	Female	Male	Total
Agriculture	14	11	25
Carpentry and Joinery	0	15	15
Electricity Engineering	3	18	21
Metalwork	0	17	17
Motor Mechanics	4	20	24
Total	21	81	102

Table 167: Graduates by Sex and Faculty, 2015

Faculty	Female	Male	Total
Agriculture	13	11	24
Carpentry and Joinery	0	14	14
Electricity Engineering	3	17	20
Metalwork	0	16	16
Motor Mechanics	4	19	23
Total	20	77	97

Table 168: Teaching Staff by Faculty and Sex, 2015

Faculty	Female	Male	Total
Agriculture	0	3	3
Carpentry and Joinery	0	2	2
Electricity Engineering	0	2	2
Metalwork	0	2	2
Motor Mechanics	0	2	2
Entrepreneurship	2	0	2
Total	2	11	13

Table 169: Non-Teaching Staff by Sex, 2015

	Female	Male	Total
Non-Teaching Staff	6	7	13

SITEKI INDUSTRIAL TRAINING CENTRE

Table 170: Enrolment by Faculty and Sex, 2015

Faculty	Female	Male	Total
Agriculture	13	0	13
Arts, Crafts and Sewing	12	0	12
Building	0	7	7
Carpentry	0	18	18
Metalwork	3	14	17
Motor Mechanics	0	19	19
Entrepreneurship	0	0	0
Electrical	0	0	0
Upholstery	0	0	0
Total	28	58	96

Table 171: Teaching Staff by Faculty and Sex, 2015

Faculty	Female	Male	Total
Agriculture	0	2	2
Arts, Crafts and Sewing	2	0	2
Building	0	1	1
Carpentry	0	2	2
Metalwork	1	1	2
Motor Mechanics	0	2	2
Upholstery	0	0	0
Electrical	0	0	0
Entrepreneurship	1	0	1
Total	4	8	12

Table 172: Non-Teaching Staff by Sex, 2015

	Female	Male	Total
Non-Teaching	3	2	5

VOCTIM (GWAMILE)

Table173: Enrolment by Faculty and Sex, 2015

Faculty/Department	Females	Males	Total
Automotive Engineering	3	32	35
Building and Construction	1	23	24
Commercial	22	9	31
Electrical	1	11	12
Mechanical Engineering	4	25	29
Woodwork	0	8	8
Total	31	108	139

Table 174: Graduates by Faculty and Sex, 2015

Faculty/Department	Females	Males	Total
Automotive Engineering	3	32	35
Building and Construction	0	0	0
Commercial	10	2	12
Electrical	0	0	0
Mechanical Engineering	0	0	0
Woodwork	0	0	0
Total	13	34	47

Table 175: Teaching Staff by Faculty and Sex, 2015

Faculty/Department	Females	Males	Total
Automotive Engineering	0	5	5
Building and Construction	0	3	3
Commercial	6	0	6
Electrical	0	3	3
Mechanical Engineering	1	4	5
Woodwork	0	4	4
Total	7	19	26

Table 176: Non-Teaching Staff, 2015

	Female	Male	Total
Non-Teaching	40	22	62

SWAZILAND COLLEGE OF TECHNOLOGY (SCOT)

Table 177: Enrolment by Faculty and Sex, 2015

Faculty	Female	Male	Total
Building and Civil Engineering	48	213	248
Education	98	62	260
Information Communication and Tech.	30	94	124
Engineering and Science	22	126	148
Business Administration	70	67	137
Total	268	562	917

Table 179: Teaching Staff, Faculty and Sex, 2015

Faculty	Female	Male	Total
Building and Civil Engineering	0	7	7
Education	4	13	17
Information Communication and Tech.	1	7	8
Engineering and Science	0	8	8
Electrical Engineering	0	5	5
Business Administration	9	3	12
Total	14	51	65

Table 178: Graduates by Faculty and Sex, 2015

Faculty	Female	Male	Total
Building and Civil Engineering	18	62	80
Education	18	42	60
Information Communication and Tech.	10	30	40
Engineering and Science	2	19	21
Business Administration	14	15	29
Total	62	168	230

Table 180: Non-Teaching Staff 2015

	Female	Male	Total
Non-teaching staff	64	58	122

LIMKWOKWING UNIVERSITY OF TECHNOLOGY

Table 181: Enrolment by Faculty and Sex, 2015

Faculty	Female	Male	Total
Design and Innovation	93	424	517
Communication and Media	364	228	592
Business and Globalisation	493	265	758
Information Technology	173	399	572
Total	1123	1316	2439

Table 182: Graduates by Faculty and Sex, 2015

Faculty	Female	Male	Total
Design and Innovation	6	79	85
Communication and Media	104	63	167
Business and Globalisation	158	91	249
Information Technology	47	128	175
Total	315	361	676

Table 183: Teaching Staff and Non-Teaching Staff by Faculty and Sex, 2015

	Female	Male	Total
Teaching Staff	29	34	63
Non-Teaching Staff	20	21	41
Total	49	55	104

SOUTHERN AFRICA NAZARENE UNIVERSITY (SANU)

Table 184: Enrolment by Faculty and Sex, **2015**

Faculty	Female	Male	Total
Education	565	300	865
Health Science	312	207	519
Theology	15	39	54
Total	892	546	1438

Table 185: Graduates by Faculty and Sex, **2015**

Faculty	Female	Male	Total
Education	153	102	255
Health Science	80	44	124
Theology	3	14	17
Total	236	160	396

Table 186: Teaching Staff by Faculty and Sex, **2015**

Faculty	Female	Male	Total
Education	43	14	57
Health Science	22	20	42
Theology	5	9	14
Total	70	43	113

Table 187: Non-teaching Staff, **2015**

	Female	Male	Total
Non-teaching staff	11	29	40

NGWANE TEACHER TRAINING COLLEGE

Table 188: Enrolment by Faculty and Sex, **2015**

Faculty	Female	Male	Total
Pure Sciences	82	68	150
Languages	100	40	140
Social Sciences	67	54	121
Applied Sciences	100	39	139
Total	349	201	550

Table 189: Graduates by Faculty and Sex, **2015**

Faculty	Female	Male	Total
Pure Sciences	22	31	53
Languages	35	9	44
Social Sciences	9	12	21
Applied Sciences	34	6	40
Total	100	58	158

Table 190: Teaching Staff by Faculty and Sex, **2015**

Faculty	Female	Male	Total
Pure Sciences			
Languages			
Social Sciences			
Applied Sciences			
Total	33	22	55

Table 191: Non-teaching staff by Sex, **2015**

	Female	Male	Total
Non-teaching staff	40	33	73

WILLIAM PITCHER COLLEGE

Table 192: Enrolment by Programme and Sex, **2015**

Faculty	Female	Male	Total
Primary Teachers Diploma	98	74	172
Secondary Teachers Diploma	109	104	213
Total	207	178	385

Table193: Graduates by Programme and Sex, **2015**

Faculty	Female	Male	Total
Primary Teachers Diploma	35	24	59
Secondary Teachers Diploma	31	39	70
Total	66	63	129

Table 194: Teaching Staff by Faculty and Sex, **2015**

Faculty	Female	Male	Total
Languages	9	2	11
Education	5	2	7
Practical Arts	3	3	6
Social Studies	4	2	6
Sciences	5	7	12
Applied Sciences	5	6	11
Total	31	22	53

Table 195: Non-Teaching Staff by Sex, **2015**

	Female	Male	Total
Non-Teaching Staff	42	36	78

SWAZILAND CHRISTIAN UNIVESRITY (SCU)

Table 196: Enrolment by Faculty and Sex, **2015**

Faculty	Female	Male	Total
Nursing	30	18	48
Pharmacy	18	17	35
Medical Laboratory	19	24	43
Radiography	10	18	28
Computer Science	11	10	21
Social Work	32	15	47
Physchology	31	9	40
Total	151	111	262

Table 197: Teaching Staff by Faculty and Sex, **2015**

Faculty	Female	Male	Total
Nursing	8	1	9
Pharmacy	1	6	7
Medical Laboratory	0	10	10
Radiography	1	3	4
Computer Science	1	3	4
Social Work	6	1	7
Physchology	4	2	6
Total	21	26	47

Table 198: Non-teaching Staff, by Sex **2015**

	Female	Male	Total
Non-Teaching Staff	20	8	28

UNIVERSITY OF SWAZILAND (UNISWA)

Table 199 Enrolment by Faculty and Sex, 2015

Faculty	Female	Male	Total
Agriculture	638	678	1316
Commerce	255	240	495
Education	287	228	515
Health Sciences	294	298	592
Humanities	238	136	374
Science	132	299	431
Social Science	369	266	635
Postgraduate Studies	251	216	467
IDE	1107	561	1668
Total	3571	2922	6493

Table 200: Graduates by Faculty and Sex, 2015

Faculty	Female	Male	Total
Agriculture			
Commerce			
Education			
Health Science			
Humanities			
Science			
Social Science			
IDE			
IPGS			
Total			915

Table 201: Teaching Staff by Faculty and Sex, 2015

Faculty	Female	Male	Total
Agriculture	26	41	68
Commerce	3	13	16
Education	4	33	37
Health Science	6	32	38
Humanities	10	20	30
Science	22	34	56
Social Science	6	28	34
IDE	3	7	10
IPGS	1	1	2
Total	81	209	291

Table 202: Non-Teaching Staff, by Sex 2015

	Female	Male	Total
Non-Teaching	281	180	461

SEBENTA

Table 203: NUPE and Skills Classes 2015

Details	Classes	NUPE	Vocational and Skills Programme							
			Sewing		Carpentry		Computer		Building	
Mbabane	8	40	1	20	1	11	1	40	1	8
Pigg's Peak			2	37						
Manzini	16	87	1	10						
Sidvokodvo	1	7	1	9						
Hluthi			5	38						
Nhlangano			6	67						
Siteki			13	115						
Big Bend			3	30						
Mankayane	1	4	6	80						
TOTALS	22	138	35	406	1	11	1	40	1	8

Table 204: Graduates 2015

Regions	Siswati	Basic Eng.	Post Basic Eng,	Sewing	Carpentry	Construction
Mbabane	10	28		48	9	3
Pigg's Peak				6		
Manzini	47	39	14			
Sidvokodvo	18	2				
Hluthi	91	48				
Nhlangano	35	14				
Siteki	41	6				
Big Bend	20	18				
Mankayane	20					
TOTALS	282	155	14	54	9	3

Table205: School Population by Inkundla, Institution Name and Grade, 2016

Inkundla_name	Institution_name	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Grade=> 10	Total
Dvokodvweni	Dvokodvweni High	0	0	0	0	0	0	0	82	103	27	21	14	0	0	247
	Dvokodvweni Primary	34	32	34	34	37	33	31	0	0	0	0	0	0	0	235
	Enjabulweni Primary	56	91	77	73	75	85	63	0	0	0	0	0	0	0	520
	Khuzwayo Primary	22	27	32	30	29	29	16	0	0	0	0	0	0	0	185
	Mabasa Primary	26	38	42	36	36	49	29	0	0	0	0	0	0	0	256
	Mabondvweni High School	0	0	0	0	0	0	0	54	82	68	31	29	0	0	264
	Mabondvweni Primary	72	72	72	67	98	78	47	0	0	0	0	0	0	0	506
	Malindza Central Primary	107	113	104	66	56	74	58	0	0	0	0	0	0	0	578
	Malindza Community Primary	81	61	91	95	86	106	40	0	0	0	0	0	0	0	560
	Malindza High	0	0	0	0	0	0	0	169	161	70	94	30	0	0	524
	Mampempeni Catholic Primary	20	10	24	27	29	22	24	0	0	0	0	0	0	0	156
	Manyeveni Nazarene Primary	54	51	76	65	74	87	50	0	0	0	0	0	0	0	457
	Mdumezulu Primary	22	16	24	23	18	20	17	0	0	0	0	0	0	0	140
	Mpaka High	0	0	0	0	0	0	0	81	119	86	108	26	0	0	420
	Mpaka Railway Primary	53	49	54	50	48	61	31	0	0	0	0	0	0	0	346
	New Thulwane Primary	30	36	48	35	26	24	30	0	0	0	0	0	0	0	229
	Sigcaweni High	0	0	0	0	0	0	0	35	35	15	22	11	0	0	118
	Sigcaweni Nazarene Primary	38	41	37	38	41	32	26	0	0	0	0	0	0	0	253
	Sulutane Primary	102	126	102	105	113	74	53	0	0	0	0	0	0	0	675
Dvokodvweni Total		717	763	817	744	766	774	515	421	500	266	276	110	0	0	6,669
Emkhiweni	Antioch Primary	111	96	89	89	102	83	61	0	0	0	0	0	0	0	631
	Black Mbuluzi Methodist Primary	41	50	50	49	66	73	43	0	0	0	0	0	0	0	372
	Ekutsimuleni Primary	111	110	150	117	130	111	102	0	0	0	0	0	0	0	831
	Emcozini High	0	0	0	0	0	0	0	144	141	65	85	44	0	0	479
	Florence High	0	0	0	0	0	0	0	82	67	37	49	38	0	0	273
	Florence Primary	73	62	75	75	73	86	74	0	0	0	0	0	0	0	518
	Lutfonja Methodist Primary	100	67	88	87	93	70	42	0	0	0	0	0	0	0	547
	Luve /Lamawandla High	0	0	0	0	0	0	0	117	96	68	116	45	0	0	442
	Malamlela Primary	30	31	32	31	26	30	18	0	0	0	0	0	0	0	198
	Mjoli Primary	51	52	55	39	42	45	36	0	0	0	0	0	0	0	320
	Mjoli Secondary	0	0	0	0	0	0	0	13	27	19	0	0	0	0	59
	Mliba High School	0	0	0	0	0	0	0	127	103	58	54	37	0	0	379

	Mliba Nazarene Primary	121	130	144	174	159	140	79	0	0	0	0	0	0	0	947
	Phemba D.R.C. Primary	22	22	30	26	34	25	37	0	0	0	0	0	0	0	196
	Sidvokodvo Nazarene High	0	0	0	0	0	0	0	70	40	23	37	15	0	0	185
	Sidvokodvo Nazarene Primary	80	73	68	57	77	106	63	0	0	0	0	0	0	0	524
Emkhiweni Total		740	693	781	744	802	769	555	553	474	270	341	179	0	0	6,901
Gege	Bethel Lutheran Primary	26	35	32	36	33	38	34	0	0	0	0	0	0	0	234
	Bethlehem Primary	8	9	6	5	14	4	12	0	0	0	0	0	0	0	58
	Dudusini Primary	39	20	29	29	16	18	14	0	0	0	0	0	0	0	165
	Eric Rosenberg Primary	58	84	78	74	105	76	35	0	0	0	0	0	0	0	510
	Eric Rosenburg High	0	0	0	0	0	0	0	84	117	42	50	24	0	0	317
	Gege Methodist Primary	63	70	73	54	60	53	44	0	0	0	0	0	0	0	417
	Ka-Dinga Primary	27	27	34	28	44	33	25	0	0	0	0	0	0	0	218
	Magubheleni High	0	0	0	0	0	0	0	110	112	60	101	67	0	0	450
	Magubheleni Primary	91	110	71	121	104	119	58	0	0	0	0	0	0	0	674
	Mashobeni South Primary	71	143	133	77	90	101	67	0	0	0	0	0	0	0	682
	Mshengu/Mashobeni South High	0	0	0	0	0	0	0	101	80	45	59	28	0	0	313
	Sidwala Lutheran Primary	24	24	24	24	28	26	16	0	0	0	0	0	0	0	166
	Siyendle Community Primary	37	53	39	53	45	48	24	0	0	0	0	0	0	0	299
	Siyendle High	0	0	0	0	0	0	0	77	86	67	67	39	0	0	336
	Siyendle Methodist Primary	34	31	21	27	28	28	18	0	0	0	0	0	0	0	187
	Vulamehlo Primary	36	41	36	36	34	24	16	0	0	0	0	0	0	0	223
Gege Total		514	647	576	564	601	568	363	372	395	214	277	158	0	0	5,249
Hhukwini	Dlangeni Primary	93	102	108	119	102	119	70	0	0	0	0	0	0	0	713
	Entfubeni Primary	79	89	96	84	74	59	80	0	0	0	0	0	0	0	561
	Ka-Lamgabhi / Siliya Primary	79	71	108	112	83	82	68	0	0	0	0	0	0	0	603
	Mdzimba High	0	0	0	0	0	0	0	136	104	63	52	27	0	0	382
	Nsukumbili High	0	0	0	0	0	0	0	139	147	75	60	48	0	0	469
	Hlobane Primary School	36	33	16	24	0	0	0	0	0	0	0	0	0	0	109
Hhukwini Total		287	295	328	339	259	260	218	275	251	138	112	75	0	0	2,837
Hlane	Dlalisile Primary	37	55	40	40	34	49	20	0	0	0	0	0	0	0	275
	Emabhalenhle Primary	23	25	23	35	34	30	17	0	0	0	0	0	0	0	187
	Entandweni High	0	0	0	0	0	0	0	95	107	28	51	18	0	0	299
	Entandweni Primary	49	51	53	50	49	37	23	0	0	0	0	0	0	0	312
	Esiweni Primary	93	109	116	80	101	103	72	0	0	0	0	0	0	0	674
	Khuphuka High	0	0	0	0	0	0	0	80	86	38	38	21	0	0	263

	Khuphuka Primary	142	137	137	134	132	169	91	0	0	0	0	0	0	0	942
	Njonjwane Primary	86	83	89	105	92	103	51	0	0	0	0	0	0	0	609
Hlane Total		430	460	458	444	442	491	274	175	193	66	89	39	0	0	3,561
Hosea	Bhejisa /St Benedict Primary	41	50	53	57	51	54	42	0	0	0	0	0	0	0	348
	Ensingizini Primary	44	56	56	55	51	72	47	0	0	0	0	0	0	0	381
	Entabeni Primary	38	29	47	37	28	32	49	0	0	0	0	0	0	0	260
	Florence Christian High	0	0	0	0	0	0	0	85	78	27	84	38	0	0	312
	Florence Christian Primary	42	34	34	40	42	37	30	0	0	0	0	0	0	0	259
	Hluthi Central Primary	73	75	70	51	80	60	46	0	0	0	0	0	0	0	455
	Hluthi High	0	0	0	0	0	0	0	105	116	62	75	27	0	0	385
	Hosea High	0	0	0	0	0	0	0	110	102	63	59	26	0	0	360
	Hosea Primary	106	97	110	148	80	79	51	0	0	0	0	0	0	0	671
	Ngozi Primary	108	74	87	87	97	123	50	0	0	0	0	0	0	0	626
	Patmos Primary	44	39	55	53	49	56	31	0	0	0	0	0	0	0	327
	St. Benedict's Orphanage Primary	26	25	26	31	15	27	14	0	0	0	0	0	0	0	164
	Nsingizini High School	0	0	0	0	0	0	0	34	0	0	0	0	0	0	34
Hosea Total		522	479	538	559	493	540	360	334	296	152	218	91	0	0	4,582
Khubuta	Bethany Primary	45	36	52	48	45	43	30	0	0	0	0	0	0	0	299
	Dvumbe Primary	15	29	27	25	31	41	23	0	0	0	0	0	0	0	191
	Ekuphakameni Community High	0	0	0	0	0	0	0	95	97	54	46	52	0	0	344
	Ekuphakameni Primary	61	44	48	56	45	46	42	0	0	0	0	0	0	0	342
	Ka-Kholwane Primary	34	34	33	12	20	31	14	0	0	0	0	0	0	0	178
	Ka-Lamdladla High	0	0	0	0	0	0	0	122	98	52	96	47	0	0	415
	Ka-Lamdladla Primary	72	81	73	79	86	87	58	0	0	0	0	0	0	0	536
	Ka-Phunga High	0	0	0	0	0	0	0	88	83	57	45	22	0	0	295
	Ka-Phunga Primary	52	40	42	42	56	29	45	0	0	0	0	0	0	0	306
	Latsamela A. M. E. Primary	15	31	19	17	33	27	29	0	0	0	0	0	0	0	171
	Matjana Primary	34	29	36	41	31	31	33	0	0	0	0	0	0	0	235
	Moti Primary	32	36	41	30	36	22	31	0	0	0	0	0	0	0	228
	Nain Primary	51	56	48	50	46	36	24	0	0	0	0	0	0	0	311
	New Life Primary	10	10	9	4	5	8	5	0	0	0	0	0	0	0	51
Khubuta Total		421	426	428	404	434	401	334	305	278	163	187	121	0	0	3,902
Kukhanyeni	Bhekinkosi Nazarene Primary	123	104	98	120	124	114	107	0	0	0	0	0	0	0	790
	Ekukhanyeni High	0	0	0	0	0	0	0	99	90	55	96	34	0	0	374
	Ekukhanyeni Primary	71	67	86	57	64	71	50	0	0	0	0	0	0	0	466

	Ensenga/Mhlahlo High	0	0	0	0	0	0	0	77	63	46	62	24	0	0	272
	Maliyaduma Primary	126	151	156	119	151	116	91	0	0	0	0	0	0	0	910
	Malunge High	0	0	0	0	0	0	0	128	117	79	47	29	0	0	400
	Mpembekati Primary	65	60	65	76	77	75	88	0	0	0	0	0	0	0	506
	New Mbuluzi Primary	73	61	56	79	84	56	58	0	0	0	0	0	0	0	467
	Ngwazini Catholic Primary	29	30	31	22	29	29	29	0	0	0	0	0	0	0	199
	Nkiliji High	0	0	0	0	0	0	0	171	105	52	73	35	0	0	436
	Nkiliji Primary	64	81	51	76	61	89	64	0	0	0	0	0	0	0	486
	NTUNJA PRIMARY	31	25	25	22	18	0	0	0	0	0	0	0	0	0	121
	Salukazi Primary	40	42	52	46	40	57	36	0	0	0	0	0	0	0	313
	Seven Holy Founders Primary	55	46	82	72	60	78	21	0	0	0	0	0	0	0	414
	Kukhanyeni Total	677	667	702	689	708	685	544	475	375	232	278	122	0	0	6,154
Kwaluseni	Embikwakhe Primary	117	103	95	100	89	103	41	0	0	0	0	0	0	0	648
	Ephocweni Primary	138	134	147	125	120	119	75	0	0	0	0	0	0	0	858
	Excelsiors Primary School	56	33	23	20	11	11	12	0	0	0	0	0	0	0	166
	Kwaluseni Central Primary	299	265	257	230	234	226	200	0	0	0	0	0	0	0	1,711
	Kwaluseni Infant Primary	66	81	62	78	80	71	69	0	0	0	0	0	0	0	507
	Matsapa Government Primary	194	224	213	223	217	148	135	0	0	0	0	0	0	0	1,354
	Siphumelele Community Primary	79	110	95	100	101	94	38	0	0	0	0	0	0	0	617
	Swazi National High	0	0	0	0	0	0	0	343	391	290	372	255	0	0	1,651
	Tubungu High School	0	0	0	0	0	0	0	12	11	15	15	9	0	0	62
	Tubungu Primary School	13	14	17	14	14	8	13	0	0	0	0	0	0	0	93
	Kwaluseni Total	962	964	909	890	866	780	583	355	402	305	387	264	0	0	7,667
Lamgabhi	Ekuthokozeni Community Primary	38	41	35	30	50	45	28	0	0	0	0	0	0	0	267
	Ekuthuleni A.E.C. Primary	49	61	65	58	68	52	51	0	0	0	0	0	0	0	404
	Emhlangeni Primary	66	64	79	77	74	82	60	0	0	0	0	0	0	0	502
	Engwenyameni Primary	40	24	41	34	34	40	36	0	0	0	0	0	0	0	249
	Etimphisini High	0	0	0	0	0	0	0	306	277	124	272	119	0	0	1,098
	Inyandza High	0	0	0	0	0	0	0	138	161	72	129	68	0	0	568
	Ka-Luhleko Primary	21	26	24	38	37	37	36	0	0	0	0	0	0	0	219
	Othandweni Primary	66	76	60	60	85	88	56	0	0	0	0	0	0	0	491
	Lamgabhi Total	280	292	304	297	348	344	267	444	438	196	401	187	0	0	3,798
Lobamba	Elangeni Primary	86	110	86	81	96	109	62	0	0	0	0	0	0	0	630
	Esitjeni Primary	30	30	40	53	38	49	30	0	0	0	0	0	0	0	270
	Ezulwini / Community High	0	0	0	0	0	0	0	118	148	54	101	61	0	0	482

	Ezulwini Catholic Primary	115	109	128	110	106	102	88	0	0	0	0	0	0	0	758
	Ezulwini Community Primary	159	143	148	119	150	128	72	0	0	0	0	0	0	0	919
	Ezulwini Valley Primary	98	88	91	104	96	124	123	0	0	0	0	0	0	0	724
	Lobamba National High	0	0	0	0	0	0	0	206	201	130	160	110	0	0	807
	Lobamba National Primary	143	150	133	153	123	162	92	0	0	0	0	0	0	0	956
	Somnjalo High	0	0	0	0	0	0	0	148	100	67	106	68	0	0	489
	St. Mary's High	0	0	0	0	0	0	0	132	162	61	143	62	0	0	560
	St. Mary's Primary	101	98	107	75	100	94	58	0	0	0	0	0	0	0	633
	Elangeni High	0	0	0	0	0	0	0	142	198	160	204	146	0	0	850
	Kobe-Ramokgadi Advanced Learning	0	0	0	0	0	0	0	64	81	89	78	38	0	0	350
Lobamba Total		732	728	733	695	709	768	525	810	890	561	792	485	0	0	8,428
Lobamba Lomdzala	Bethany Mission Primary	61	62	83	90	93	69	64	0	0	0	0	0	0	0	522
	Lechwe Light Primary	60	47	46	44	34	34	24	0	0	0	0	0	0	0	289
	Mahlanya High	0	0	0	0	0	0	0	136	107	79	85	53	0	0	460
	Mahlanya Primary	82	73	100	65	77	102	58	0	0	0	0	0	0	0	557
	Malkerns Valley Primary	44	45	48	45	49	41	37	0	0	0	0	0	0	0	309
	Mhlalubovu Primary	93	73	60	99	75	79	45	0	0	0	0	0	0	0	524
	Mphetseni Primary	45	38	42	46	32	34	20	0	0	0	0	0	0	0	257
	St. Andrew's Primary	100	93	102	100	95	96	58	0	0	0	0	0	0	0	644
	St. Anne's High School	0	0	0	0	0	0	0	32	73	63	72	66	0	0	306
	St. Christopher's High	0	0	0	0	0	0	0	167	147	118	183	148	0	0	763
	St. John Bosco's High	0	0	0	0	0	0	0	76	91	42	74	62	0	0	345
	St. John Bosco's Primary	91	80	89	74	80	73	63	0	0	0	0	0	0	0	550
	Usuthu Mission Primary	72	81	91	87	86	79	65	0	0	0	0	0	0	0	561
	Vulamasango Primary	0	5	4	20	19	37	24	0	0	0	0	0	0	0	109
	Vulamasango High	0	0	0	0	0	0	0	60	89	62	81	49	0	0	341
Lobamba Lomdzala Total		648	597	665	670	640	644	458	471	507	364	495	378	0	0	6,537
Lomahasha	Emafusini Nazarene Primary	110	136	117	91	134	121	71	0	0	0	0	0	0	0	780
	Lomahasha Central Primary	80	86	107	92	93	95	69	0	0	0	0	0	0	0	622
	Lomahasha High	0	0	0	0	0	0	0	162	167	113	140	108	0	0	690
	Mafucula Secondary	0	0	0	0	0	0	0	62	61	40	32	21	0	0	216
	Mafucula/Ekuhlamukeni Primary	69	76	78	120	58	73	48	0	0	0	0	0	0	0	522
	Majembeni Primary	121	114	140	98	112	54	63	0	0	0	0	0	0	0	702
	Mbandzamane Primary	102	149	126	107	125	68	29	0	0	0	0	0	0	0	706
	Mbokojweni High	0	0	0	0	0	0	0	64	49	22	0	0	0	0	135

	Mbokojweni Primary	102	104	113	121	120	93	54	0	0	0	0	0	0	0	707
	Nkalashane High	0	0	0	0	0	0	0	76	69	72	59	36	0	0	312
	Nkalashane Primary	60	68	84	75	81	72	21	0	0	0	0	0	0	0	461
	Shewula High	0	0	0	0	0	0	0	171	162	30	112	27	0	0	502
	Shewula Primary	74	100	92	111	74	84	53	0	0	0	0	0	0	0	588
	Sidloko Primary	60	63	57	67	67	62	33	0	0	0	0	0	0	0	409
	Tsambokhulu Nazarene Primary	74	95	78	63	94	74	62	0	0	0	0	0	0	0	540
	Bhadlane Primary	24	0	0	0	0	0	0	0	0	0	0	0	0	0	24
Lomahasha Total		876	991	992	945	958	796	503	535	508	277	343	192	0	0	7,916
Lubuli	Bekezela High	0	0	0	0	0	0	0	47	41	27	26	10	0	0	151
	Bekezela Primary	35	41	62	47	46	36	27	0	0	0	0	0	0	0	294
	Diakadla Primary	56	44	52	47	54	71	31	0	0	0	0	0	0	0	355
	Entuthwakwazi Primary	21	21	23	25	19	33	21	0	0	0	0	0	0	0	163
	Ikhwezi High	0	0	0	0	0	0	0	78	85	44	38	24	0	0	269
	Ikhwezi Primary	20	16	25	19	27	29	19	0	0	0	0	0	0	0	155
	Lubuli Catholic Primary	85	95	70	72	51	66	38	0	0	0	0	0	0	0	477
	Lubuli High	0	0	0	0	0	0	0	55	82	49	57	18	0	0	261
	Majai/Sinyamantulwa Primary	53	49	51	44	36	36	19	0	0	0	0	0	0	0	288
	Mhlabeni Primary	26	27	20	19	19	22	19	0	0	0	0	0	0	0	152
	Mqonqwane Primary	32	41	45	42	49	36	31	0	0	0	0	0	0	0	276
	Ngonini Primary	23	31	25	40	41	42	36	0	0	0	0	0	0	0	238
	Nkanini Primary	65	62	57	78	64	44	45	0	0	0	0	0	0	0	415
	Nkanini Secondary	0	0	0	0	0	0	0	48	44	18	27	13	0	0	150
	Madabukela Primary/Ntunja	34	30	32	30	28	0	0	0	0	0	0	0	0	0	154
Lubuli Total		450	457	462	463	434	415	286	228	252	138	148	65	0	0	3,798
Ludzeludze	Boyane Primary	146	90	109	111	102	87	41	0	0	0	0	0	0	0	686
	Ekudzeni Primary	23	18	30	32	24	29	35	0	0	0	0	0	0	0	191
	Esibuyeni Primary	37	29	35	37	33	26	21	0	0	0	0	0	0	0	218
	Ka Shali Pro Learning	0	0	0	0	0	0	0	5	10	12	6	11	0	0	44
	Lechwe Light High School	0	0	0	0	0	0	0	45	46	35	43	43	0	0	212
	Lomgeletjane Primary	39	40	37	48	35	44	15	0	0	0	0	0	0	0	258
	Lozitha Central High	0	0	0	0	0	0	0	239	190	200	171	153	0	0	953
	Lozitha Central Primary	85	61	81	84	69	92	80	0	0	0	0	0	0	0	552
	Ludzeludze Primary	151	126	155	127	148	145	124	0	0	0	0	0	0	0	976
	Mbekelweni Lutheran High	0	0	0	0	0	0	0	120	109	84	88	80	0	0	481

	Mbekelweni Lutheran Primary	90	80	67	71	143	99	79	0	0	0	0	0	0	0	629
	Mvubula Primary School	32	27	41	36	25	41	32	0	0	0	0	0	0	0	234
	Qinisweni Primary	105	106	103	79	96	91	83	0	0	0	0	0	0	0	663
	Sigombeni Community Primary	31	30	54	49	77	66	54	0	0	0	0	0	0	0	361
	Sigombeni High	0	0	0	0	0	0	0	106	81	74	23	34	0	0	318
	Vusweni High School	0	0	0	0	0	0	0	35	40	24	0	0	0	0	99
	Vusweni Primary	98	81	82	106	76	86	68	0	0	0	0	0	0	0	597
	Zombodze High	0	0	0	0	0	0	0	235	139	91	126	27	0	0	618
	Zombodze Primary	94	113	108	149	71	135	83	0	0	0	0	0	0	0	753
Ludzeludze Total		931	801	902	929	899	941	715	785	615	520	457	348	0	0	8,843
Lugongolweni	Assembly of God Primary	57	50	52	48	55	39	50	0	0	0	0	0	0	0	351
	Ekumeni Primary	40	47	74	87	65	64	40	0	0	0	0	0	0	0	417
	Global Revival Primary	119	102	70	69	75	52	58	0	0	0	0	0	0	0	545
	Good Shepherd High	0	0	0	0	0	0	0	78	104	50	79	37	0	0	348
	Ka-Langa Nazarene Primary	108	112	143	109	114	124	96	0	0	0	0	0	0	0	806
	Khalakahle Primary	77	59	68	59	54	82	44	0	0	0	0	0	0	0	443
	Langa High	0	0	0	0	0	0	0	147	120	85	101	79	0	0	532
	Letindze Primary	12	20	26	24	16	33	22	0	0	0	0	0	0	0	153
	Lonhlupeko Primary	50	57	61	72	59	71	46	0	0	0	0	0	0	0	416
	Lubombo Central High	0	0	0	0	0	0	0	160	122	91	136	104	0	0	613
	Lubombo Central Primary	68	79	100	77	73	43	31	0	0	0	0	0	0	0	471
	Matsetsa Nazarene High	0	0	0	0	0	0	0	128	129	72	105	77	0	0	511
	Mhlumeni Nazarene Primary	35	30	34	35	36	37	16	0	0	0	0	0	0	0	223
	Mlindazwe I Primary	86	78	94	77	87	78	59	0	0	0	0	0	0	0	559
	Nyambo Primary	38	39	29	31	43	57	28	0	0	0	0	0	0	0	265
	Purity High School	0	0	0	0	0	0	0	6	5	35	34	31	0	0	111
	School for the Deaf High	0	0	0	0	0	0	0	9	0	11	0	4	0	0	24
	School for the Deaf Primary	10	11	11	20	8	9	10	0	0	0	0	0	0	0	79
	Siteki Nazarene High	0	0	0	0	0	0	0	122	117	77	115	119	0	0	550
	Siteki Nazarene Primary	97	85	104	119	89	114	62	0	0	0	0	0	0	0	670
	Sitsatsaweni High	0	0	0	0	0	0	0	67	55	54	37	10	0	0	223
	Sitsatsaweni Primary	107	96	119	101	70	91	63	0	0	0	0	0	0	0	647
	St. Boniface's Primary	81	82	86	89	78	79	62	0	0	0	0	0	0	0	557
	St. Paul's Catholic Primary	83	78	76	75	71	59	49	0	0	0	0	0	0	0	491
Lugongolweni Total		1,068	1,025	1,147	1,092	993	1,032	736	717	652	475	607	461	0	0	10,005

Madlangampisi	Bhalegane Nazarene Primary	71	80	98	88	130	122	80	0	0	0	0	0	0	669
	Black Mbuluzi Nazarene Primary	107	91	108	127	112	142	136	0	0	0	0	0	0	823
	Christian Ministry Primary School	49	50	45	29	35	0	0	0	0	0	0	0	0	208
	Dvokolwako High	0	0	0	0	0	0	0	276	298	157	157	144	0	1,032
	Ekutfunyweni Primary	42	24	26	30	33	39	24	0	0	0	0	0	0	218
	Enjakeni Primary	34	41	28	52	47	38	21	0	0	0	0	0	0	261
	Enyokeni Primary	58	67	66	51	66	61	59	0	0	0	0	0	0	428
	Enyonyane Primary	15	9	21	15	19	16	16	0	0	0	0	0	0	111
	Mabhibha/Buhlebuyeza Primary	24	23	21	19	12	14	14	0	0	0	0	0	0	127
	Madlangampisi High	0	0	0	0	0	0	0	102	94	50	77	30	0	353
	Madzanga High	0	0	0	0	0	0	0	78	77	24	52	15	0	246
	Maguga Dam High	0	0	0	0	0	0	0	71	64	39	51	29	0	254
	Maguga Primary	41	43	48	45	48	50	24	0	0	0	0	0	0	299
	Mangedla Central Primary	61	49	56	60	62	50	42	0	0	0	0	0	0	380
	Manzana Nazarene Primary	59	71	102	64	83	76	67	0	0	0	0	0	0	522
	Mzaceni Primary	65	66	40	34	46	42	32	0	0	0	0	0	0	325
	Ngojeni/Zwide Primary	27	21	28	26	27	24	37	0	0	0	0	0	0	190
	Nkambeni Central Primary	66	76	66	69	91	86	73	0	0	0	0	0	0	527
	Sikhunyane High	0	0	0	0	0	0	0	107	99	47	59	39	0	351
	Zandondo High	0	0	0	0	0	0	0	84	59	51	46	18	0	258
	Zandondo Lutheran Primary	70	76	72	68	94	92	78	0	0	0	0	0	0	550
Madlangampisi Total		789	787	825	777	905	852	703	718	691	368	442	275	0	8,132
Mafutseni	Joy Mission Primary	48	37	36	39	32	35	33	0	0	0	0	0	0	260
	Ka-Bhudla Primary	54	77	90	87	85	79	81	0	0	0	0	0	0	553
	Luhlokohla Primary	44	50	55	52	31	59	33	0	0	0	0	0	0	324
	Mafutseni Community Primary	50	70	78	59	36	66	45	0	0	0	0	0	0	404
	Mafutseni Nazarene Primary	51	66	101	84	92	86	58	0	0	0	0	0	0	538
	Mafutseni R.C. Primary	39	82	46	54	48	59	27	0	0	0	0	0	0	355
	Mbalenhle Christian Academy	0	0	0	0	0	0	0	30	41	67	183	163	0	484
	Mgeb'seni Primary	43	45	47	44	47	46	28	0	0	0	0	0	0	300
	Mhubhe High	0	0	0	0	0	0	0	176	99	82	84	59	0	500
	Moyeni Secondary	0	0	0	0	0	0	0	174	152	130	134	103	0	693
	Ngculwini Nazarene Primary	47	49	44	54	49	72	34	0	0	0	0	0	0	349
	St. Joseph's High	0	0	0	0	0	0	0	91	84	42	58	54	0	329
	St. Joseph's Primary	97	79	58	38	29	63	47	0	0	0	0	0	0	411

	St. Philomena's R.C. Primary	95	120	116	113	120	101	66	0	0	0	0	0	0	0	731
	Thulwane Primary	50	63	60	49	45	62	42	0	0	0	0	0	0	0	371
	Vulamehlo Primary	64	62	86	90	64	76	81	0	0	0	0	0	0	0	523
Mafutseni Total		682	800	817	763	678	804	575	471	376	321	459	379	0	0	7,125
Mahlangatja	Bethesda /Endzeleni Primary	33	32	41	32	34	37	42	0	0	0	0	0	0	0	251
	Dzanyana Primary	70	39	64	62	65	63	25	0	0	0	0	0	0	0	388
	Ekuphakameni High	0	0	0	0	0	0	0	91	96	56	54	24	0	0	321
	Ekuphakameni Primary	56	66	62	79	59	58	63	0	0	0	0	0	0	0	443
	Esigcineni Primary	73	76	67	62	77	57	60	0	0	0	0	0	0	0	472
	Magojela Primary	51	34	45	50	52	43	34	0	0	0	0	0	0	0	309
	Mahlangatja Methodist Primary	52	59	69	65	64	64	41	0	0	0	0	0	0	0	414
	MavovokatiA. M. E. Primary	25	29	23	34	37	36	24	0	0	0	0	0	0	0	208
	Mbita Primary	23	35	35	32	36	21	33	0	0	0	0	0	0	0	215
	Mlindzini Primary	13	18	15	23	25	16	12	0	0	0	0	0	0	0	122
	Mlindzini secondary	0	0	0	0	0	0	0	20	24	17	0	0	0	0	61
	New Hebron (Manzini) Primary	61	38	62	45	38	39	33	0	0	0	0	0	0	0	316
	Nhlontjeni Primary	26	19	20	20	30	21	13	0	0	0	0	0	0	0	149
	Ntfungula Primary	47	49	62	63	53	70	36	0	0	0	0	0	0	0	380
	Nyatsini High	0	0	0	0	0	0	0	29	37	45	18	14	0	0	143
	Nyatsini Primary	47	44	56	39	46	58	36	0	0	0	0	0	0	0	326
	Sibovu Primary	48	53	57	42	58	35	23	0	0	0	0	0	0	0	316
	Sigcineni Secondary	0	0	0	0	0	0	0	63	71	37	67	28	0	0	266
	Zamani High	0	0	0	0	0	0	0	19	26	31	18	18	0	0	112
	Zamani Primary	32	33	30	37	34	32	20	0	0	0	0	0	0	0	218
Mahlangatja Total		657	624	708	685	708	650	495	222	254	186	157	84	0	0	5,430
Mangcongco	Dwalile Central Primary	62	56	45	61	46	60	69	0	0	0	0	0	0	0	399
	Dwalile High	0	0	0	0	0	0	0	25	74	44	35	35	0	0	213
	Mafutseni West Primary	34	24	29	19	21	17	22	0	0	0	0	0	0	0	166
	Mangcongco Primary	23	30	39	29	35	35	19	0	0	0	0	0	0	0	210
	Osuthu Methodist High	0	0	0	0	0	0	0	71	84	33	41	22	0	0	251
	Osuthu Methodist Primary	45	53	53	53	44	63	30	0	0	0	0	0	0	0	341
Mangcongco Total		164	163	166	162	146	175	140	96	158	77	76	57	0	0	1,580
Manzini North	Bayandza Primary	20	12	9	13	8	14	10	0	0	0	0	0	0	0	86
	Hillside-Labotsibeni High	0	0	0	0	0	0	0	208	199	137	211	132	0	0	887
	Hillside-Labotsibeni Primary	165	174	185	165	176	177	128	0	0	0	0	0	0	0	1,170

	Inkhanyeti High	0	0	0	0	0	0	0	14	24	28	0	3	0	0	69
	Inkhanyeti Primary	34	14	20	24	14	17	24	0	0	0	0	0	0	0	147
	Ka - Zakhali Primary School	0	68	55	51	54	50	44	0	0	0	0	0	0	0	322
	LomaDvokola Primary	36	33	21	27	36	25	13	0	0	0	0	0	0	0	191
	Manzini Central High	0	0	0	0	0	0	0	165	160	116	150	119	0	0	710
	Manzini Central Primary	163	170	173	186	149	180	104	0	0	0	0	0	0	0	1,125
	Manzini Infant Primary	149	150	158	150	117	96	50	0	0	0	0	0	0	0	870
	Roads Park High School	0	0	0	0	0	0	0	7	24	35	13	22	0	0	101
	St. Michael's High	0	0	0	0	0	0	0	168	167	130	130	113	0	0	708
	St. Michael's Primary	98	114	102	118	150	95	100	0	0	0	0	0	0	0	777
	St. Paul's Methodist High	0	0	0	0	0	0	0	156	107	68	117	33	0	0	481
	St. Paul's Methodist Primary	113	149	126	136	131	168	125	0	0	0	0	0	0	0	948
Manzini North Total		778	884	849	870	835	822	598	718	681	514	621	422	0	0	8,592
Manzini South	Apex Tutorial Academy	0	0	0	0	0	0	0	17	17	44	29	73	0	0	180
	Beaufort Nazarene Primary	59	61	49	60	59	56	45	0	0	0	0	0	0	0	389
	Ka-Zakhali High School	0	0	0	0	0	0	0	39	46	46	37	30	0	0	198
	Khanyisile Primary	36	37	54	42	43	37	32	0	0	0	0	0	0	0	281
	LIVING WATERS PRIMARY	57	23	20	40	36	20	21	0	0	0	0	0	0	0	217
	Manzini Nazarene High	0	0	0	0	0	0	0	204	158	122	172	99	0	0	755
	Manzini Nazarene Primary	86	92	83	45	83	79	78	0	0	0	0	0	0	0	546
	Mjingo High	0	0	0	0	0	0	0	74	82	60	91	74	0	0	381
	Nazarene Practising Primary	54	54	54	53	96	59	42	0	0	0	0	0	0	0	412
	Ngwane Park High	0	0	0	0	0	0	0	307	273	172	291	232	0	0	1,275
	Ngwane Park Primary	176	223	195	211	188	195	154	0	0	0	0	0	0	0	1,342
	Salesian High	0	0	0	0	0	0	0	180	188	142	154	114	0	0	778
	Salesian Primary	118	111	99	115	97	110	89	0	0	0	0	0	0	0	739
	Sankolweni Primary	28	32	25	28	27	30	27	0	0	0	0	0	0	0	197
	Sidney Williams Primary	107	130	133	130	133	161	86	0	0	0	0	0	0	0	880
	St. Theresa's High	0	0	0	0	0	0	0	141	122	59	116	82	0	0	520
	St. Theresa's Primary	108	113	118	124	134	143	101	0	0	0	0	0	0	0	841
Manzini South Total		829	876	830	848	896	890	675	962	886	645	890	704	0	0	9,931
Maphalaleni	Ararati /Edlozini Primary	42	56	59	56	59	60	30	0	0	0	0	0	0	0	362
	Elubhaceni Primary	27	20	29	36	31	33	24	0	0	0	0	0	0	0	200
	Emcengeni Primary	21	29	32	44	34	31	21	0	0	0	0	0	0	0	212
	Ensingweni High	0	0	0	0	0	0	0	145	140	85	55	37	0	0	462

	Ensingweni Nazarene Primary	30	35	43	46	37	41	23	0	0	0	0	0	0	0	255
	Entsanjeni Primary School	22	14	12	20	15	23	0	0	0	0	0	0	0	0	106
	Ka-Siko Primary	27	33	18	35	19	46	41	0	0	0	0	0	0	0	219
	Ka-Sobandla Primary	76	66	95	85	68	98	56	0	0	0	0	0	0	0	544
	Mabheleni Primary	19	15	16	15	17	13	11	0	0	0	0	0	0	0	106
	Maphalaleni Anglican Primary	80	73	93	95	98	84	48	0	0	0	0	0	0	0	571
	Maphalaleni High	0	0	0	0	0	0	0	89	77	34	39	15	0	0	254
	Maphalaleni S.A.G.M. Primary	70	55	67	44	88	46	28	0	0	0	0	0	0	0	398
	Mdlunkhulu S.A.G.M. Primary	51	61	38	58	47	82	46	0	0	0	0	0	0	0	383
	Mphumalanga Primary	50	55	67	60	75	59	54	0	0	0	0	0	0	0	420
	Sikanye Secondary	0	0	0	0	0	0	0	17	27	14	8	11	0	0	77
	Maphalaleni Total	515	512	569	594	588	616	382	251	244	133	102	63	0	0	4,569
Maseyisini	Joppa High School	0	0	0	0	0	0	0	29	20	11	0	0	0	0	60
	Joppa Primary	70	62	67	85	62	53	31	0	0	0	0	0	0	0	430
	Ka-Mazombizwe High	0	0	0	0	0	0	0	83	58	31	38	13	0	0	223
	Ka-Mazombizwe Primary	88	72	80	78	69	75	50	0	0	0	0	0	0	0	512
	Machobeni Primary	34	17	15	9	10	16	10	0	0	0	0	0	0	0	111
	Mahamba High	0	0	0	0	0	0	0	107	77	47	61	28	0	0	320
	Mahamba Primary	55	43	47	45	36	46	21	0	0	0	0	0	0	0	293
	Mahandle Primary	50	32	41	54	36	33	19	0	0	0	0	0	0	0	265
	Makhosini Community Primary	22	22	39	37	40	29	32	0	0	0	0	0	0	0	221
	Makhosini High	0	0	0	0	0	0	0	91	68	24	61	6	0	0	250
	Mbukwane High	0	0	0	0	0	0	0	73	52	16	14	12	0	0	167
	Mbukwane S.D.A. Primary	65	42	65	60	40	43	36	0	0	0	0	0	0	0	351
	Mlambo Primary	68	65	95	102	66	68	69	0	0	0	0	0	0	0	533
	Motane Primary	12	17	8	9	8	10	6	0	0	0	0	0	0	0	70
	Nkoneni Primary	26	41	45	43	31	42	10	0	0	0	0	0	0	0	238
	Nyamane High	0	0	0	0	0	0	0	169	159	71	273	137	0	0	809
	Nyamane Primary	83	76	75	75	78	62	32	0	0	0	0	0	0	0	481
	Nzongomane High	0	0	0	0	0	0	0	37	28	23	31	15	0	0	134
	Nzongomane Primary	57	38	48	41	51	40	25	0	0	0	0	0	0	0	300
	St. Anthony's/Makhosini Primary	27	35	39	29	44	39	28	0	0	0	0	0	0	0	241
	Tfokotani Primary	102	100	96	97	103	105	49	0	0	0	0	0	0	0	652
	Yuan Tong Primary	22	22	16	19	8	12	10	0	0	0	0	0	0	0	109
	Mlambo High	0	0	0	0	0	0	0	73	60	17	42	9	0	0	201

Maseyisini Total		781	684	776	783	682	673	428	662	522	240	520	220	0	0	6,971
Matsanjeni	Bambitshe Primary	22	24	21	30	31	20	14	0	0	0	0	0	0	0	162
	Hlushwana Primary	53	44	47	56	71	43	14	0	0	0	0	0	0	0	328
	Matsanjeni Ascension Primary	50	27	37	32	26	21	23	0	0	0	0	0	0	0	216
	Matsanjeni Primary	49	52	94	51	48	59	27	0	0	0	0	0	0	0	380
	Nkutjini Primary	29	31	42	35	50	40	24	0	0	0	0	0	0	0	251
	Nsalitje Primary	34	18	31	26	34	14	24	0	0	0	0	0	0	0	181
	Nsalitje Primary II	27	25	22	21	20	12	10	0	0	0	0	0	0	0	137
	Osabeni Primary	28	30	37	37	39	44	34	0	0	0	0	0	0	0	249
	Oslo High	0	0	0	0	0	0	0	128	78	63	73	34	0	0	376
	Oslo Primary	52	66	84	65	58	62	25	0	0	0	0	0	0	0	412
	Phumelela Primary	36	33	31	22	21	26	18	0	0	0	0	0	0	0	187
	Qomintaba High	0	0	0	0	0	0	0	68	64	44	31	9	0	0	216
	Qomintaba Primary	45	61	38	61	58	46	47	0	0	0	0	0	0	0	356
	Zamokuhle R.C. Primary	36	29	26	22	28	28	18	0	0	0	0	0	0	0	187
Matsanjeni Total		461	440	510	458	484	415	278	196	142	107	104	43	0	0	3,638
Matsanjeni North	Dlalisile/Hlane High	0	0	0	0	0	0	0	83	93	47	51	31	0	0	305
	Dvumane Primary	34	36	25	37	36	28	57	0	0	0	0	0	0	0	253
	Ebenezer Primary	52	61	63	59	62	56	42	0	0	0	0	0	0	0	395
	Intfutuko Primary	65	85	56	71	52	65	33	0	0	0	0	0	0	0	427
	Loyiwe/Manhleke Primary	62	59	60	89	68	68	61	0	0	0	0	0	0	0	467
	Lucaceni Primary	48	49	62	38	60	62	37	0	0	0	0	0	0	0	356
	Mambane High	0	0	0	0	0	0	0	88	47	29	31	20	0	0	215
	Mambane Primary	89	65	92	102	92	60	60	0	0	0	0	0	0	0	560
	Matsanjeni High	0	0	0	0	0	0	0	84	77	26	49	28	0	0	264
	Mavalela Primary	36	52	47	52	44	46	41	0	0	0	0	0	0	0	318
	Mphundle High	0	0	0	0	0	0	0	165	112	35	52	38	0	0	402
	Mphundle Primary	81	86	54	88	75	90	36	0	0	0	0	0	0	0	510
	Ndlalane Primary	64	79	106	104	96	93	62	0	0	0	0	0	0	0	604
	St. John's Primary	42	62	82	80	66	45	28	0	0	0	0	0	0	0	405
	St. Peter's Primary	48	44	41	30	44	37	30	0	0	0	0	0	0	0	274
	Tikhuba High	0	0	0	0	0	0	0	96	109	63	59	28	0	0	355
Matsanjeni North Total		621	678	688	750	695	650	487	516	438	200	242	145	0	0	6,110
Mayiwane	Baleni/Matibekhulu Primary	46	41	60	46	37	51	50	0	0	0	0	0	0	0	331
	Ebuhleni Secondary	0	0	0	0	0	0	0	65	45	19	0	0	0	0	129

	Ebuhleni Royal Primary	34	46	43	44	47	54	48	0	0	0	0	0	0	0	316
	Gijimani Primary	40	46	41	44	54	43	25	0	0	0	0	0	0	0	293
	Herefords High	0	0	0	0	0	0	0	116	110	95	102	55	0	0	478
	Herefords Primary	33	45	32	43	35	60	46	0	0	0	0	0	0	0	294
	Lugongdlwane Nazarene Primary	42	51	44	51	68	56	46	0	0	0	0	0	0	0	358
	Matfuntini Community	23	29	24	38	25	24	20	0	0	0	0	0	0	0	183
	Mavula Community Secondary	0	0	0	0	0	0	0	38	30	19	17	0	0	0	104
	Mavula Pisgah Primary	59	50	53	70	43	63	42	0	0	0	0	0	0	0	380
	Mayiwane High	0	0	0	0	0	0	0	155	163	81	155	86	0	0	640
	Mayiwane Nazarene Primary	74	77	71	64	60	53	52	0	0	0	0	0	0	0	451
	Mcuba Primary	28	23	31	32	32	36	29	0	0	0	0	0	0	0	211
	Mkhuzweni High	0	0	0	0	0	0	0	50	34	32	24	16	0	0	156
	Mkhuzweni Primary	93	91	72	90	68	109	72	0	0	0	0	0	0	0	595
	Ntabezimpisi Primary	41	50	62	42	46	62	36	0	0	0	0	0	0	0	339
Mayiwane Total		513	549	533	564	515	611	466	424	382	246	298	157	0	0	5,258
Mbabane East	Anadale Primary	86	71	58	52	48	50	61	0	0	0	0	0	0	0	426
	Ekwetsembeni Handicapped Primary	11	11	13	12	12	11	12	0	0	0	0	0	0	0	82
	Entuthukweni Primary	70	74	79	68	70	86	38	0	0	0	0	0	0	0	485
	Fonteyn Primary	90	87	96	94	79	80	42	0	0	0	0	0	0	0	568
	Fonteyn Secondary	0	0	0	0	0	0	0	67	61	36	40	0	0	0	204
	Hermann Gmeiner SOS Primary	121	117	136	144	126	106	101	0	0	0	0	0	0	0	851
	John Wesley Methodist Primary	62	54	70	42	53	71	64	0	0	0	0	0	0	0	416
	John Wesley Secondary	0	0	0	0	0	0	0	98	82	35	0	0	0	0	215
	Ka-Boyce High	0	0	0	0	0	0	0	130	124	112	111	87	25	0	589
	Ka-Shile High	0	0	0	0	0	0	0	177	178	77	149	91	0	0	672
	Mater Dolorosa High	0	0	0	0	0	0	0	197	181	152	170	148	0	0	848
	Mater Dolorosa Primary	128	126	120	109	98	87	97	0	0	0	0	0	0	0	765
	Mbabane Evangelical Primary	73	57	76	41	55	61	57	0	0	0	0	0	0	0	420
	Mbabane Central Primary	79	81	74	83	66	87	53	0	0	0	0	0	0	0	523
	Mbabane Lutheran Primary	47	41	54	30	44	88	39	0	0	0	0	0	0	0	343
	Mbabane S.A.G.M. Primary	84	77	119	120	132	115	93	0	0	0	0	0	0	0	740
	Mqolo Central Primary	102	91	102	84	78	102	60	0	0	0	0	0	0	0	619
	Msunduzi Infant Primary	57	54	58	39	54	44	33	0	0	0	0	0	0	0	339
	Qedusizi Primary	109	95	108	91	96	116	67	0	0	0	0	0	0	0	682
	Sifundzani High	0	0	0	0	0	0	0	66	66	64	59	13	0	0	268

	Sithembiso Sebunye/Bahai High	0	0	0	0	0	0	0	37	43	43	46	44	7	0	220
	Siyakhula Primary	50	29	31	13	16	16	14	0	0	0	0	0	0	0	169
	St. Francis' High	0	0	0	0	0	0	0	156	97	86	141	101	0	0	581
	St. Francis' Primary	112	108	110	119	102	117	88	0	0	0	0	0	0	0	756
	St. Mark's High	0	0	0	0	0	0	0	158	159	105	140	126	50	0	738
	St. Mark's Primary	217	269	245	247	259	208	223	0	0	0	0	0	0	0	1,668
	The little school	52	54	44	36	34	31	19	0	0	0	0	0	0	0	270
	Wisdom Academy	0	0	0	0	0	0	0	11	12	25	28	46	0	0	122
Mbabane East Total		1,550	1,496	1,593	1,424	1,422	1,476	1,161	1,097	1,003	735	884	656	82	0	14,579
Mbabane West	Hermann Gmeiner SOS High	0	0	0	0	0	0	0	86	78	63	78	54	0	0	359
	Imphumelelo High	0	0	0	0	0	0	0	28	35	37	17	22	0	0	139
	Mangwaneni Primary	105	116	120	113	101	114	99	0	0	0	0	0	0	0	768
	Mbabane Bahai Primary	47	67	62	43	63	60	54	0	0	0	0	0	0	0	396
	Mbabane Central High	0	0	0	0	0	0	0	150	120	94	145	99	0	0	608
	Montessori Life Primary	31	31	33	21	18	11	5	0	0	0	0	0	0	0	150
	Nkwalini Primary	102	110	123	109	83	118	61	0	0	0	0	0	0	0	706
	SAIM Christian High School	0	0	0	0	0	0	0	95	85	43	123	56	0	0	402
	Sifundzani Primary	59	62	60	58	59	60	44	0	0	0	0	0	0	0	402
	Woodlands High	0	0	0	0	0	0	0	105	91	64	92	52	0	0	404
Mbabane West Total		344	386	398	344	324	363	263	464	409	301	455	283	0	0	4,334
Mhlambanyatsi	Bhunya High	0	0	0	0	0	0	0	51	43	35	49	42	0	0	220
	Bhunya Primary	153	140	126	127	100	100	64	0	0	0	0	0	0	0	810
	Bhunya Usuthu High	0	0	0	0	0	0	0	121	132	105	81	62	0	0	501
	Dingizwe Primary	19	18	13	34	31	26	22	0	0	0	0	0	0	0	163
	Intuthuko Primary	18	24	12	25	17	24	18	0	0	0	0	0	0	0	138
	Ka-Zondwako Primary	42	33	43	41	31	33	34	0	0	0	0	0	0	0	257
	Lundzi High	0	0	0	0	0	0	0	26	23	22	22	21	0	0	114
	Matseni Primary	11	16	12	24	23	13	15	0	0	0	0	0	0	0	114
	Mgotjane Primary	30	30	28	39	48	44	30	0	0	0	0	0	0	0	249
	Mhlambanyatsi Primary	30	31	28	27	25	27	18	0	0	0	0	0	0	0	186
	Mlindazwe High	0	0	0	0	0	0	0	60	50	26	30	13	0	0	179
	Mphakamela Primary	51	44	44	42	34	40	28	0	0	0	0	0	0	0	283
	Mpuluzi Anglican Primary	31	42	53	51	58	56	38	0	0	0	0	0	0	0	329
	Mpuluzi High	0	0	0	0	0	0	0	55	54	42	41	24	0	0	216
	Sikanye High School	0	0	0	0	0	0	0	35	27	15	0	0	0	0	77

	Torgyle Central Primary	5	6	8	2	5	6	9	0	0	0	0	0	0	0	41
	Ulundzi Primary	44	43	39	51	48	35	39	0	0	0	0	0	0	0	299
	Usuthu Forest Primary	56	50	48	55	45	53	43	0	0	0	0	0	0	0	350
Mhlambanyatsi Total		490	477	454	518	465	457	358	348	329	245	223	162	0	0	4,526
Mhlangatane	Ekujabuleni Holiness Primary	60	49	76	58	54	58	39	0	0	0	0	0	0	0	394
	Entsinini Primary	67	78	71	68	83	95	72	0	0	0	0	0	0	0	534
	Lonhlalane Primary School	23	19	19	21	20	20	9	0	0	0	0	0	0	0	131
	Malibeni High	0	0	0	0	0	0	0	93	74	47	47	25	0	0	286
	Malibeni Primary	80	89	70	62	81	62	35	0	0	0	0	0	0	0	479
	Mangweni High	0	0	0	0	0	0	0	23	34	17	8	0	0	0	82
	Mangweni Primary	32	33	31	45	34	59	28	0	0	0	0	0	0	0	262
	Mavula Central Primary	75	78	89	110	83	97	83	0	0	0	0	0	0	0	615
	Mavula Central Secondary	0	0	0	0	0	0	0	58	71	28	15	10	0	0	182
	Mdlawini Primary	14	15	14	21	22	19	0	0	0	0	0	0	0	0	105
	Mhlangatane Nazarene Primary	51	72	72	47	52	60	54	0	0	0	0	0	0	0	408
	Mhlangatane/Ntsinini High	0	0	0	0	0	0	0	95	85	98	60	47	0	0	385
	Mpofu High	0	0	0	0	0	0	0	177	176	88	129	54	0	0	624
	Mpofu Methodist Primary	91	118	110	102	126	112	66	0	0	0	0	0	0	0	725
	Nhlanguyavuka Nazarene Primary	51	81	75	80	90	89	47	0	0	0	0	0	0	0	513
	Nyakatfo Secondary	0	0	0	0	0	0	0	87	40	12	44	23	0	0	206
	Nyakatfo Nazarene Primary	103	99	127	130	93	114	85	0	0	0	0	0	0	0	751
	Zinyane Primary	39	37	36	41	30	39	28	0	0	0	0	0	0	0	250
Mhlangatane Total		686	768	790	785	768	824	546	533	480	290	303	159	0	0	6,932
Mhlume	Jack Hersov Primary	27	25	26	29	29	32	26	0	0	0	0	0	0	0	194
	Lusoti High	0	0	0	0	0	0	0	71	74	41	141	54	10	0	391
	Lusoti Primary	75	77	100	90	76	62	60	0	0	0	0	0	0	0	540
	Mhlume Central Primary	51	53	72	74	83	42	43	0	0	0	0	0	0	0	418
	Mhlume High	0	0	0	0	0	0	0	154	147	123	163	104	0	0	691
	Ngomane High	0	0	0	0	0	0	0	84	97	67	75	86	0	0	409
	Ngomane Primary	52	46	61	52	61	43	31	0	0	0	0	0	0	0	346
	Nokwane Primary	29	27	20	26	21	24	22	0	0	0	0	0	0	0	169
	Thembelisha Primary	43	42	36	35	36	25	27	0	0	0	0	0	0	0	244
	Tshaneni Central Primary	107	91	65	80	34	115	80	0	0	0	0	0	0	0	572
	Vuvulane High	0	0	0	0	0	0	0	52	71	36	45	35	0	0	239
	Vuvulane Primary	70	43	88	41	28	48	21	0	0	0	0	0	0	0	339

Mhlume Total		454	404	468	427	368	391	310	361	389	267	424	279	10	0	4,552
Motshane	All Saints Primary	44	48	39	35	38	51	34	0	0	0	0	0	0	0	289
	Beaconkop Primary	32	32	22	19	19	21	12	0	0	0	0	0	0	0	157
	Bhekephi Primary	120	129	114	93	95	96	69	0	0	0	0	0	0	0	716
	Embo Methodist Primary	70	56	67	57	61	58	29	0	0	0	0	0	0	0	398
	Esigangeni High	0	0	0	0	0	0	0	121	88	44	65	39	0	0	357
	Esiphocosini High	0	0	0	0	0	0	0	135	119	109	135	76	0	0	574
	Londunduma High	0	0	0	0	0	0	0	136	128	44	71	38	0	0	417
	Mahwalala /Enhlanganisweni High	0	0	0	0	0	0	0	117	134	71	57	46	0	0	425
	Makhwane Primary	32	54	50	48	44	60	39	0	0	0	0	0	0	0	327
	Maryward Primary	37	28	34	33	31	27	33	0	0	0	0	0	0	0	223
	MASIBEKELE HIGH	0	0	0	0	0	0	0	61	48	59	28	12	0	0	208
	Motjane High	0	0	0	0	0	0	0	116	108	41	62	52	0	0	379
	Motjane Primary	70	62	81	75	99	78	49	0	0	0	0	0	0	0	514
	Mpholonjeni Primary	15	29	23	12	24	14	21	0	0	0	0	0	0	0	138
	Mpolonjeni Primary	64	40	55	46	44	49	35	0	0	0	0	0	0	0	333
	New Hebron Primary	51	50	47	46	56	72	32	0	0	0	0	0	0	0	354
	Ngwenya Central Primary	78	78	75	74	103	87	45	0	0	0	0	0	0	0	540
	Nsokolweni Primary	26	27	23	29	26	26	31	0	0	0	0	0	0	0	188
	Prince Simon Primary	39	44	40	40	40	51	36	0	0	0	0	0	0	0	290
	St. John's Primary	68	82	98	58	66	78	61	0	0	0	0	0	0	0	511
	Esigangeni Anglican Primary	100	86	84	91	105	97	58	0	0	0	0	0	0	0	621
Motshane Total		846	845	852	756	851	865	584	686	625	368	418	263	0	0	7,959
Mpholonjeni	Enhlabeni Primary	66	36	75	55	75	44	44	0	0	0	0	0	0	0	395
	Good Shepherd Primary	57	81	80	56	53	57	59	0	0	0	0	0	0	0	443
	Holy Ghost Catholic Primary	70	64	64	49	52	55	31	0	0	0	0	0	0	0	385
	Lasi/Ngcina High	0	0	0	0	0	0	0	94	93	41	50	38	0	0	316
	Mpolonjeni High	0	0	0	0	0	0	0	120	108	70	49	36	0	0	383
	Ndzangu Primary	87	93	112	65	99	86	44	0	0	0	0	0	0	0	586
	Ndzangu Secondary	0	0	0	0	0	0	0	84	85	61	41	16	0	0	287
	Ngcina Primary	57	66	62	69	56	67	58	0	0	0	0	0	0	0	435
	Nyetane high	0	0	0	0	0	0	0	99	94	35	49	25	0	0	302
	Siphoso Primary	136	122	134	167	131	167	148	0	0	0	0	0	0	0	1,005
	St. Augustine's Primary	38	42	48	36	27	32	35	0	0	0	0	0	0	0	258
Mpholonjeni Total		511	504	575	497	493	508	419	397	380	207	189	115	0	0	4,795

Mtfongwaneni	Bulunga Primary	36	41	46	46	40	31	33	0	0	0	0	0	0	0	273
	Ebugeleni / Lwandle Primary	63	43	56	63	62	61	40	0	0	0	0	0	0	0	388
	Ehlane Primary	43	34	26	40	37	30	17	0	0	0	0	0	0	0	227
	Ekuphileni Primary	37	53	38	39	40	39	41	0	0	0	0	0	0	0	287
	Elwandle Primary	65	72	73	62	58	70	43	0	0	0	0	0	0	0	443
	Ethembeni Primary	61	72	87	76	81	60	53	0	0	0	0	0	0	0	490
	Ethembeni Secondary	0	0	0	0	0	0	0	90	47	35	13	0	0	0	185
	Gundvwini High	0	0	0	0	0	0	0	165	121	51	95	51	0	0	483
	Gundvwini Primary	68	73	55	63	71	71	56	0	0	0	0	0	0	0	457
	Hlane/Bulunga Secondary	0	0	0	0	0	0	0	18	33	25	0	0	0	0	76
	Lomveshe Primary	51	46	34	33	32	51	20	0	0	0	0	0	0	0	267
	Mkhuzweni Primary	58	83	81	108	101	105	95	0	0	0	0	0	0	0	631
Mtfongwaneni Total		482	517	496	530	522	518	398	273	201	111	108	51	0	0	4,207
Mtsambama	Christ The King High	0	0	0	0	0	0	0	80	120	70	47	53	0	0	370
	Christ The King Primary	127	138	128	98	109	123	68	0	0	0	0	0	0	0	791
	Ebenezer High	0	0	0	0	0	0	0	186	179	115	203	94	0	0	777
	Ebenezer Primary	69	60	84	91	69	108	60	0	0	0	0	0	0	0	541
	Hlatikulu Central High	0	0	0	0	0	0	0	148	97	41	121	65	0	0	472
	Mavukutfu Primary	24	36	39	43	33	23	21	0	0	0	0	0	0	0	219
	Mhlab'uyaduma Primary	22	28	28	30	27	27	17	0	0	0	0	0	0	0	179
	Mphatseni Primary	49	47	48	36	44	39	31	0	0	0	0	0	0	0	294
	New Warm Primary	39	33	38	36	54	52	48	0	0	0	0	0	0	0	300
	Salem High	0	0	0	0	0	0	0	96	97	69	95	82	0	0	439
	Salem Primary	74	85	75	47	62	80	47	0	0	0	0	0	0	0	470
	St. Anthony's/Mpompota Primary	115	101	91	141	129	96	82	0	0	0	0	0	0	0	755
	Thembelihle High	0	0	0	0	0	0	0	93	73	38	60	26	0	0	290
	Thembelihle Primary	82	64	81	62	83	67	28	0	0	0	0	0	0	0	467
	Sibetsamoya Primary	65	67	75	74	41	76	66	0	0	0	0	0	0	0	464
Mtsambama Total		666	659	687	658	651	691	468	603	566	333	526	320	0	0	6,828
Ndzingeni	Cetjwayo Primary	48	74	59	68	70	68	40	0	0	0	0	0	0	0	427
	DINANI HIGH SCHOOL	0	0	0	0	0	0	0	91	70	28	59	24	0	0	272
	Ebulandzeni Primary	27	28	38	23	22	16	24	0	0	0	0	0	0	0	178
	Ekubongeni High	0	0	0	0	0	0	0	145	133	104	70	52	0	0	504
	Ekuphumleni/Nkamanzi Primary	9	15	17	17	14	15	20	0	0	0	0	0	0	0	107
	Ekwaliweni Primary	37	36	23	21	27	49	37	0	0	0	0	0	0	0	230

	Endzingeni Nazarene High	0	0	0	0	0	0	0	140	122	55	123	65	0	0	505
	Endzingeni Nazarene Primary	96	81	81	70	138	138	79	0	0	0	0	0	0	0	683
	Geza Primary School	37	38	41	47	56	54	78	0	0	0	0	0	0	0	351
	Lanyandza Primary School	23	27	23	23	0	0	0	0	0	0	0	0	0	0	96
	Mgululu Primary	67	72	42	62	54	65	39	0	0	0	0	0	0	0	401
	Monile Primary School	25	26	20	26	31	40	0	0	0	0	0	0	0	0	168
	Mphondla Nazarene Primary	22	31	40	34	43	41	33	0	0	0	0	0	0	0	244
	Mzimnene Lutheran Primary	38	33	34	28	32	36	35	0	0	0	0	0	0	0	236
	Mzimnene Secondary	0	0	0	0	0	0	0	40	37	14	18	15	0	0	124
	Ngowane Primary	38	47	55	46	59	68	40	0	0	0	0	0	0	0	353
	Nkamanzi/Njaliba Primary	80	76	122	102	114	92	72	0	0	0	0	0	0	0	658
	Nkonyeni High School	0	0	0	0	0	0	0	98	95	52	55	39	0	0	339
	St. Peregrine's Primary	73	77	75	66	94	73	58	0	0	0	0	0	0	0	516
	Mvuma Primary	16	19	19	11	14	24	0	0	0	0	0	0	0	0	103
Ndzingeni Total		636	680	689	644	768	779	555	514	457	253	325	195	0	0	6,495
Ngudzeni	Ebaleni Primary	30	32	32	34	43	0	0	0	0	0	0	0	0	0	171
	Engudzeni FEA High	0	0	0	0	0	0	0	52	46	28	46	26	0	0	198
	Engudzeni High	0	0	0	0	0	0	0	89	84	56	99	66	0	0	394
	Engudzeni Primary	60	73	89	86	97	67	52	0	0	0	0	0	0	0	524
	Mahhoshe Primary	42	36	52	59	43	60	37	0	0	0	0	0	0	0	329
	Maloma Primary	77	61	62	70	59	37	47	0	0	0	0	0	0	0	413
	Mphelandzaba Secondary	0	0	0	0	0	0	0	102	108	25	24	24	0	0	283
	Ntjanini High	0	0	0	0	0	0	0	115	125	78	158	105	0	0	581
	Ntjanini Primary	84	87	150	134	103	108	58	0	0	0	0	0	0	0	724
Ngudzeni Total		293	289	385	383	345	272	194	358	363	187	327	221	0	0	3,617
Ngwempisi	Cana High	0	0	0	0	0	0	0	274	275	185	149	150	0	0	1,033
	Cana Primary	67	63	63	89	117	56	76	0	0	0	0	0	0	0	531
	Egugwini Primary	25	18	19	34	29	24	26	0	0	0	0	0	0	0	175
	Ekukhulumeni Primary	19	15	17	21	17	23	18	0	0	0	0	0	0	0	130
	Elunyaweni Primary	26	24	30	30	21	39	28	0	0	0	0	0	0	0	198
	Emseni Primary	8	8	8	9	8	11	5	0	0	0	0	0	0	0	57
	Etjebovu Primary	29	24	28	18	13	23	31	0	0	0	0	0	0	0	166
	Holy Rosary High	0	0	0	0	0	0	0	86	96	63	36	24	0	0	305
	Holy Rosary Primary	72	92	76	76	65	80	59	0	0	0	0	0	0	0	520
	Macudvulwini Primary	24	26	29	31	24	29	21	0	0	0	0	0	0	0	184

	Malangeni Primary	49	52	57	54	74	60	81	0	0	0	0	0	0	0	427
	Mankayane High	0	0	0	0	0	0	0	29	48	39	66	78	0	0	260
	Mbhesamandla Primary	32	42	35	35	41	32	34	0	0	0	0	0	0	0	251
	Mhlatane Primary	39	44	44	39	42	37	32	0	0	0	0	0	0	0	277
	Mount Hermon Primary	56	66	66	59	54	63	50	0	0	0	0	0	0	0	414
	Mponono AME Primary	45	37	28	34	46	40	23	0	0	0	0	0	0	0	253
	Mtimane Primary	38	36	37	30	35	59	40	0	0	0	0	0	0	0	275
	Musi Primary	44	35	35	50	48	52	37	0	0	0	0	0	0	0	301
	Ndlaleni Community Primary	17	14	15	15	10	15	18	0	0	0	0	0	0	0	104
	Ndwandwe /Velezizweni High	0	0	0	0	0	0	0	81	86	69	47	33	0	0	316
	Ngcoseni High	0	0	0	0	0	0	0	84	90	67	38	15	0	0	294
	Ngcoseni Primary	47	62	77	76	51	72	45	0	0	0	0	0	0	0	430
	Ngwempisane Primary	27	29	29	33	40	38	24	0	0	0	0	0	0	0	220
	Ngwempisi Farm Primary	28	37	30	37	30	15	16	0	0	0	0	0	0	0	193
	Nkanyezini Primary	54	59	54	67	52	80	67	0	0	0	0	0	0	0	433
	Nokuthula High	0	0	0	0	0	0	0	84	89	63	55	41	0	0	332
	Nokuthula Primary	39	38	46	47	39	40	38	0	0	0	0	0	0	0	287
	Phumtile Secondary	0	0	0	0	0	0	0	76	81	59	47	21	0	0	284
	Sibovu High	0	0	0	0	0	0	0	112	101	49	37	30	0	0	329
	St. Stephen's Primary	58	41	45	68	50	60	43	0	0	0	0	0	0	0	365
	Tentele Primary	31	42	37	44	44	44	22	0	0	0	0	0	0	0	264
	Thawela Methodist Primary	20	24	32	23	23	32	25	0	0	0	0	0	0	0	179
	Velezizweni Primary	36	36	50	49	55	53	42	0	0	0	0	0	0	0	321
	Ngwempisi Total	930	964	987	1,068	1,028	1,077	901	826	866	594	475	392	0	0	10,108
Nhlabeni	Damaseko Primary	44	31	34	31	30	34	22	0	0	0	0	0	0	0	226
	Emthonjeni High	0	0	0	0	0	0	0	92	89	58	47	34	0	0	320
	Emthonjeni Primary	53	65	55	43	39	70	35	0	0	0	0	0	0	0	360
	JABEZ SCHOOL OF EXCELLENCE	15	15	6	7	7	9	0	0	0	0	0	0	0	0	59
	Masundvwini High	0	0	0	0	0	0	0	129	165	102	108	110	0	0	614
	Masundvwini Primary	85	73	59	78	82	82	66	0	0	0	0	0	0	0	525
	Nhlambeni High School	0	0	0	0	0	0	0	80	38	33	40	23	0	0	214
	Nhlambeni Nazarene Primary	62	68	58	68	63	72	85	0	0	0	0	0	0	0	476
	Nhlambeni Primary	63	70	71	76	84	74	54	0	0	0	0	0	0	0	492
	Sidvokodvo Railway Primary	83	60	49	48	51	60	23	0	0	0	0	0	0	0	374
	Jabez High	0	0	0	0	0	0	0	13	9	17	11	22	0	0	72

Nhlambeni Total		405	382	332	351	356	401	285	314	301	210	206	189	0	0	3,732
Nkhaba	Ejubukweni High	0	0	0	0	0	0	0	52	58	50	25	22	0	0	207
	Ejubukweni Primary	56	46	36	43	54	41	28	0	0	0	0	0	0	0	304
	Ekufikeni Primary	28	36	29	37	28	35	22	0	0	0	0	0	0	0	215
	Ekuvinjelweni High School	0	0	0	0	0	0	0	103	86	30	36	11	0	0	266
	Elshadaai (Mission) Primary	35	44	37	29	31	31	30	0	0	0	0	0	0	0	237
	Enkalangeni Primary	39	22	32	25	34	37	20	0	0	0	0	0	0	0	209
	Enkhaba High	0	0	0	0	0	0	0	148	147	134	90	75	0	0	594
	Enkhaba Primary	32	48	56	50	51	53	49	0	0	0	0	0	0	0	339
	Forbes Reef Primary	64	64	66	39	62	45	32	0	0	0	0	0	0	0	372
	Fundukuwela high	0	0	0	0	0	0	0	274	143	65	126	88	0	0	696
	Hawane Central Primary	53	42	64	48	55	54	44	0	0	0	0	0	0	0	360
	HAWANE HIGH SCHOOL	0	0	0	0	0	0	0	54	46	27	33	17	0	0	177
	Ku-Hlahla Primary	28	25	24	31	21	39	25	0	0	0	0	0	0	0	193
	Mabhawu Catholic Primary	14	21	19	16	13	21	17	0	0	0	0	0	0	0	121
	Machegwini Primary	50	58	66	75	58	61	85	0	0	0	0	0	0	0	453
	Malandzela Primary	111	129	179	123	101	110	85	0	0	0	0	0	0	0	838
	Mbuluzi High	0	0	0	0	0	0	0	54	63	54	61	64	0	0	296
	Mbuluzi S.A.G.M. Primary	40	50	44	56	38	48	32	0	0	0	0	0	0	0	308
	Mnyokane Primary	46	56	62	68	57	61	48	0	0	0	0	0	0	0	398
	Phakamani Primary	26	28	22	21	21	34	17	0	0	0	0	0	0	0	169
	St. Manettus' Primary	27	36	43	39	34	30	31	0	0	0	0	0	0	0	240
	St. Paul's Anglican Primary	95	79	107	78	72	80	56	0	0	0	0	0	0	0	567
	Zamani Primary	12	14	13	16	12	15	10	0	0	0	0	0	0	0	92
Nkhaba Total		756	798	899	794	742	795	631	685	543	360	371	277	0	0	7,651
Nkilonko	Big Bend High	0	0	0	0	0	0	0	107	97	23	71	37	0	0	335
	Dumisa Primary	98	71	61	72	109	91	31	0	0	0	0	0	0	0	533
	Ebholi Methodist Primary	33	38	35	28	39	37	32	0	0	0	0	0	0	0	242
	Mahlabaneni Primary	67	61	68	57	78	55	39	0	0	0	0	0	0	0	425
	Majombe Primary	56	51	55	50	48	47	36	0	0	0	0	0	0	0	343
	Manyonyaneni Central Primary	31	23	31	21	38	31	24	0	0	0	0	0	0	0	199
	Ndzevane High	0	0	0	0	0	0	0	88	88	27	90	48	0	0	341
	Ndzevane Primary	84	102	81	79	101	120	50	0	0	0	0	0	0	0	617
	Sisekelo High	0	0	0	0	0	0	0	55	63	59	28	38	0	0	243
	Ubombo Primary	25	27	21	27	20	16	15	0	0	0	0	0	0	0	151

	Ubombo Ranches High	0	0	0	0	0	0	0	132	118	59	0	0	0	0	309
	Ubombo Ranches Primary	116	138	149	134	156	124	68	0	0	0	0	0	0	0	885
	U-Tech High	0	0	0	0	0	0	0	84	136	18	91	43	0	342	714
Nkilongo Total		510	511	501	468	589	521	295	466	502	186	280	166	0	342	5,337
Nkwene	Ebaleni Community Primary	20	18	21	15	31	18	9	0	0	0	0	0	0	0	132
	Ebuhleni Primary	29	28	26	30	43	43	21	0	0	0	0	0	0	0	220
	Ekujabuleni Primary	12	13	11	17	14	16	14	0	0	0	0	0	0	0	97
	Ekuphumuleni Primary	34	40	29	25	31	42	34	0	0	0	0	0	0	0	235
	Mandulo Community Primary	76	94	122	92	90	80	52	0	0	0	0	0	0	0	606
	Mandulo high School	0	0	0	0	0	0	0	74	83	50	29	25	0	0	261
	Mbanjane Primary	25	28	31	25	18	16	15	0	0	0	0	0	0	0	158
	Nkwene High	0	0	0	0	0	0	0	82	88	62	54	34	0	0	320
	Nkwene Primary	68	105	92	95	123	98	70	0	0	0	0	0	0	0	651
	Nyanyali Primary	30	26	24	26	36	33	35	0	0	0	0	0	0	0	210
	Tholulwazi Primary	67	58	81	67	36	39	49	0	0	0	0	0	0	0	397
	Zamokuhle Primary	28	22	30	27	31	18	13	0	0	0	0	0	0	0	169
	Mkhondvo High	0	0	0	0	0	0	0	80	65	66	29	21	0	0	261
Nkwene Total		389	432	467	419	453	403	312	236	236	178	112	80	0	0	3,717
Ntfontjeni	Ekudwaleni Secondary	0	0	0	0	0	0	0	163	118	73	118	39	0	0	511
	Ekujabuleni Primary	47	58	46	52	41	55	30	0	0	0	0	0	0	0	329
	Enhlahleni Primary	20	20	26	36	33	28	12	0	0	0	0	0	0	0	175
	Enkonjaneni Primary	12	21	18	24	22	29	23	0	0	0	0	0	0	0	149
	Entfontjeni High	0	0	0	0	0	0	0	185	182	84	153	95	0	0	699
	Entfontjeni Primary	63	68	68	63	80	80	67	0	0	0	0	0	0	0	489
	Esidwashini Methodist Primary	100	101	95	95	118	104	59	0	0	0	0	0	0	0	672
	Evusweni Primary	75	75	101	65	72	67	47	0	0	0	0	0	0	0	502
	Gobolodlo Primary	40	37	38	36	34	63	32	0	0	0	0	0	0	0	280
	Hhelehhele Nazarene Primary	12	17	20	22	33	18	17	0	0	0	0	0	0	0	139
	Hhohho A.M.E. Primary	77	61	51	65	74	65	63	0	0	0	0	0	0	0	456
	Lufafa Primary	15	17	30	19	18	23	16	0	0	0	0	0	0	0	138
	Mbasheni Primary	78	85	73	83	93	96	76	0	0	0	0	0	0	0	584
	Mshingishingini Nazarene Primary	66	71	89	90	120	106	62	0	0	0	0	0	0	0	604
	Mswati II Methodist High	0	0	0	0	0	0	0	133	118	47	25	22	0	0	345
	Phophonyane Primary	34	32	33	39	54	56	41	0	0	0	0	0	0	0	289
	Sobokazana High School	0	0	0	0	0	0	0	51	55	41	27	11	0	0	185

Ntfonjeni Total		639	663	688	689	792	790	545	532	473	245	323	167	0	0	6,546
Ntondozi	Emphini Primary	57	49	69	73	63	53	81	0	0	0	0	0	0	0	445
	Encabaneni High	0	0	0	0	0	0	0	37	27	28	13	22	0	0	127
	Encabaneni Primary	28	30	27	29	26	24	27	0	0	0	0	0	0	0	191
	Gebeni High	0	0	0	0	0	0	0	122	120	63	90	34	0	0	429
	Gebeni Primary	55	78	72	60	41	73	42	0	0	0	0	0	0	0	421
	Ka-Ndinda Primary	60	102	63	57	74	61	46	0	0	0	0	0	0	0	463
	Khalangilile Primary	54	96	98	80	86	81	60	0	0	0	0	0	0	0	555
	Makhungutja Primary	50	48	50	55	45	55	40	0	0	0	0	0	0	0	343
	Mvimbeke High	0	0	0	0	0	0	0	176	184	110	104	68	0	0	642
	Ntondozi R.C. Primary	76	81	78	78	74	85	61	0	0	0	0	0	0	0	533
	St. Bernard's Primary	31	25	41	34	34	29	29	0	0	0	0	0	0	0	223
Ntondozi Total		411	509	498	466	443	461	386	335	331	201	207	124	0	0	4,372
Pigg's Peak	Bulembu Christian Academy	0	0	0	0	0	0	0	34	27	17	17	21	0	0	116
	Bulembu Christian Academy Primary	28	33	31	54	39	18	18	0	0	0	0	0	0	0	221
	Edudusi Primary	23	18	13	10	24	20	18	0	0	0	0	0	0	0	126
	Ekuthuleni Primary	23	13	21	16	20	20	15	0	0	0	0	0	0	0	128
	Eluhlangotsini Primary	47	62	53	44	63	51	38	0	0	0	0	0	0	0	358
	Emagobodvo High	0	0	0	0	0	0	0	106	114	56	93	49	0	0	418
	Hlanganani Primary School	17	11	12	10	13	11	6	0	0	0	0	0	0	0	80
	Luhhumaneni Primary	27	18	16	21	17	32	14	0	0	0	0	0	0	0	145
	Mbeka High	0	0	0	0	0	0	0	107	96	56	24	20	0	0	303
	Mhlatane High	0	0	0	0	0	0	0	274	208	198	328	216	0	0	1,224
	Nginamadvolvo Primary	56	39	48	51	37	55	50	0	0	0	0	0	0	0	336
	Peak Nazarene Primary	61	58	71	33	66	60	55	0	0	0	0	0	0	0	404
	Pigg's Peak Central Primary	48	49	39	44	37	39	20	0	0	0	0	0	0	0	276
	Piggs Peak High	0	0	0	0	0	0	0	96	83	53	114	53	0	0	399
	Rosenberg Primary	41	39	29	21	33	32	27	0	0	0	0	0	0	0	222
	St. Aidan's Primary	66	59	57	57	78	69	50	0	0	0	0	0	0	0	436
	St. Amideus' Primary	41	45	54	39	42	48	35	0	0	0	0	0	0	0	304
	St. Benedict's Primary	68	63	67	79	87	85	52	0	0	0	0	0	0	0	501
	The Peak Primary	55	46	47	45	52	39	36	0	0	0	0	0	0	0	320
Pigg's Peak Total		601	553	558	524	608	579	434	617	528	380	576	359	0	0	6,317
Sandleni	Dzakasini Primary	61	61	66	74	61	69	34	0	0	0	0	0	0	0	426
	Esandleni High	0	0	0	0	0	0	0	145	104	50	73	39	0	0	411

	Esandleni Primary	83	96	95	117	94	105	58	0	0	0	0	0	0	0	648
	Etjendlovu /Ekukhanyeni Primary	45	61	40	59	48	68	25	0	0	0	0	0	0	0	346
	Etjendlovu High	0	0	0	0	0	0	0	49	65	19	26	11	0	0	170
	Hhohho Primary	60	59	41	73	36	50	27	0	0	0	0	0	0	0	346
	Hletjeni Primary	35	33	42	36	31	36	43	0	0	0	0	0	0	0	256
	Holy Family Primary	57	40	33	40	41	32	27	0	0	0	0	0	0	0	270
	Jericho B.E.A. Primary	73	98	120	106	138	144	62	0	0	0	0	0	0	0	741
	Jericho High	0	0	0	0	0	0	0	114	64	21	53	16	0	0	268
	Jerusalem High	0	0	0	0	0	0	0	91	62	33	67	32	0	0	285
	Jerusalem Primary	56	56	87	70	52	65	37	0	0	0	0	0	0	0	423
	Ka-Mbheba/Ka-Mzila Primary	74	75	95	70	64	88	66	0	0	0	0	0	0	0	532
	Ko-Ntjingila Primary	29	17	19	23	35	33	27	0	0	0	0	0	0	0	183
	Mbowane Primary	36	30	52	50	38	41	40	0	0	0	0	0	0	0	287
	Mbowane Secondary	0	0	0	0	0	0	0	24	33	16	10	0	0	0	83
	New Nazareth Primary	59	71	80	57	60	95	62	0	0	0	0	0	0	0	484
	Ngololweni High	0	0	0	0	0	0	0	78	46	52	27	14	0	0	217
	Ngololweni Primary	55	35	61	59	62	57	41	0	0	0	0	0	0	0	370
	Nhletjeni High	0	0	0	0	0	0	0	118	91	76	172	96	0	0	553
	Nkhungwini High	0	0	0	0	0	0	0	44	51	28	35	19	0	0	177
	Nkhungwini Primary	47	51	51	43	40	38	32	0	0	0	0	0	0	0	302
	Phongolwane Primary	76	56	88	73	88	69	65	0	0	0	0	0	0	0	515
	Velebantfu High	0	0	0	0	0	0	0	109	101	74	111	68	0	0	463
	Velebantfu Primary	65	68	61	50	67	51	50	0	0	0	0	0	0	0	412
Ka-Mzila High	0	0	0	0	0	0	0	28	20	8	19	0	0	0	75	
Sandleni Total		911	907	1,031	1,000	955	1,041	696	800	637	377	593	295	0	0	9,243
Shiselweni I	Beersheba Primary	10	14	20	19	8	8	8	0	0	0	0	0	0	0	87
	Franson Christian High	0	0	0	0	0	0	0	73	119	20	122	65	0	0	399
	Franson Christian Primary	37	41	55	39	48	55	49	0	0	0	0	0	0	0	324
	Galile B.E.A. Primary	29	24	38	31	31	29	14	0	0	0	0	0	0	0	196
	Mantambe High	0	0	0	0	0	0	0	14	37	24	7	8	0	0	90
	Mantambe Primary	54	65	35	35	49	37	42	0	0	0	0	0	0	0	317
	Manyandzeni Primary	17	17	16	16	10	12	9	0	0	0	0	0	0	0	97
	Masiphula High	0	0	0	0	0	0	0	93	88	74	67	46	0	0	368
	Masiphula Primary	31	35	52	45	37	34	22	0	0	0	0	0	0	0	256
	Mizper Primary	31	39	23	15	15	16	8	0	0	0	0	0	0	0	147

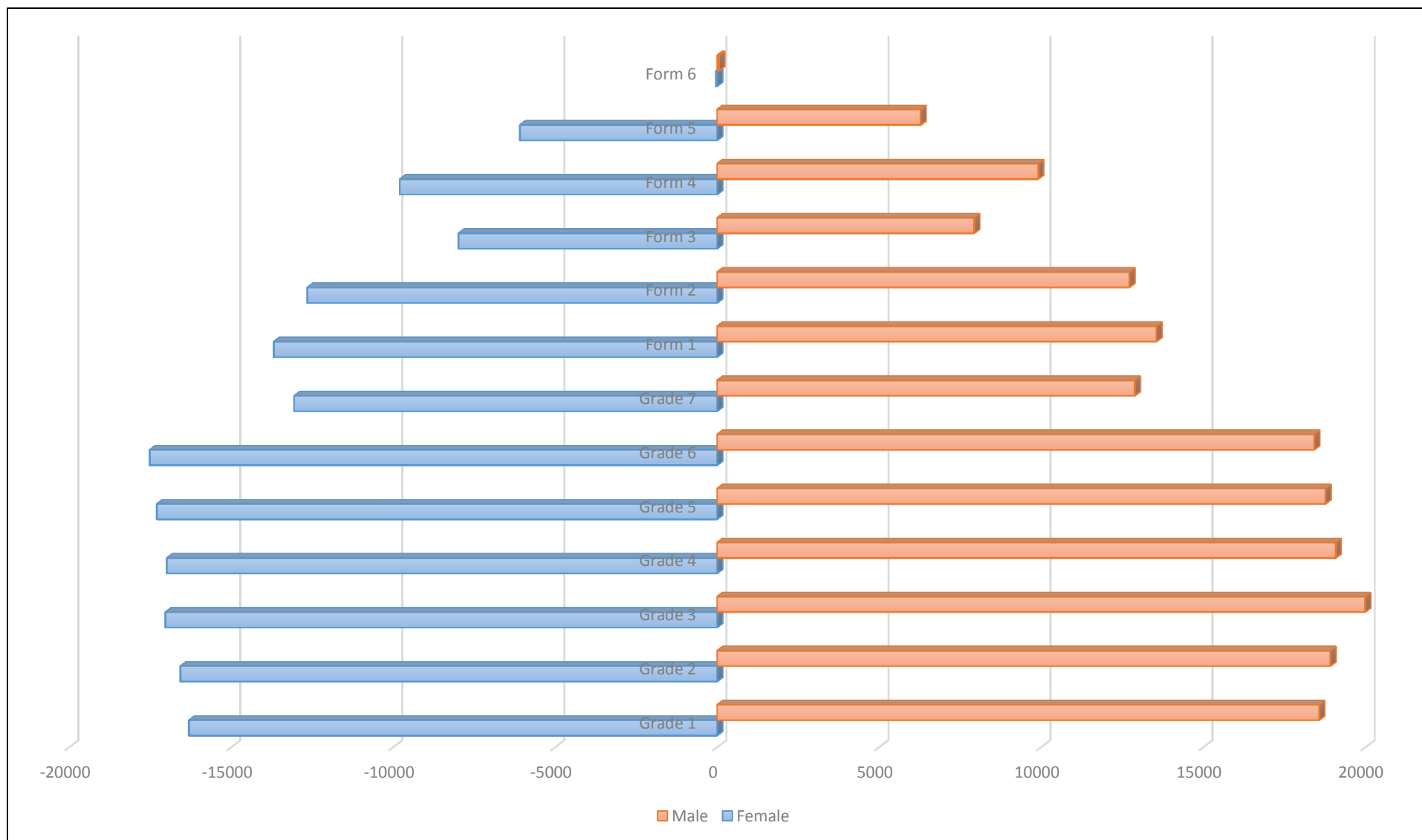
	Our Lady of Sorrows High	0	0	0	0	0	0	0	102	99	75	96	65	0	0	437
	Our Lady of Sorrows Primary	39	45	45	42	44	43	38	0	0	0	0	0	0	0	296
	Paradise Primary	16	14	15	0	0	0	0	0	0	0	0	0	0	0	45
	St. Anselm's Primary	22	24	24	44	26	30	28	0	0	0	0	0	0	0	198
	St. Juliana's Primary	31	38	40	32	40	35	34	0	0	0	0	0	0	0	250
	Themba Primary	15	17	13	10	8	2	8	0	0	0	0	0	0	0	73
	Welcome Primary	30	12	21	21	10	8	13	0	0	0	0	0	0	0	115
Shiselweni I Total		362	385	397	349	326	309	273	282	343	193	292	184	0	0	3,695
Shiselweni II	Edoropeni High	0	0	0	0	0	0	0	106	105	24	60	15	0	0	310
	Edoropeni Primary	68	80	102	95	109	86	49	0	0	0	0	0	0	0	589
	Edulini Primary	23	30	15	22	14	19	17	0	0	0	0	0	0	0	140
	Edwaleni High	0	0	0	0	0	0	0	151	159	82	148	60	0	0	600
	Edwaleni Primary	84	79	89	118	92	93	48	0	0	0	0	0	0	0	603
	Etjedze Primary	33	38	32	27	38	33	27	0	0	0	0	0	0	0	228
	Evelyn Baring High	0	0	0	0	0	0	0	216	198	167	245	213	0	0	1,039
	Evelyn Baring Primary	100	103	112	107	91	97	49	0	0	0	0	0	0	0	659
	Galilee Community Primary	38	37	33	21	31	28	25	0	0	0	0	0	0	0	213
	Madulini High	0	0	0	0	0	0	0	97	89	55	52	18	0	0	311
	Madulini Primary	55	76	83	56	84	42	39	0	0	0	0	0	0	0	435
	Mhlaba Nazarene Primay	27	22	19	20	10	14	0	0	0	0	0	0	0	0	112
	Mhlanga Methodist Primary	62	73	78	54	71	64	45	0	0	0	0	0	0	0	447
	Mkhondvo Primary	69	76	69	44	54	53	39	0	0	0	0	0	0	0	404
	Ngwane Practising Primary	140	131	111	104	92	116	63	0	0	0	0	0	0	0	757
	Nhlangano Central High	0	0	0	0	0	0	0	156	154	79	186	77	0	0	652
	Nhlangano Central Primary	203	195	195	197	191	203	146	0	0	0	0	0	0	0	1,330
	Nkhulungo Primary	32	36	36	31	31	29	24	0	0	0	0	0	0	0	219
	Nsongweni High	0	0	0	0	0	0	0	141	97	58	106	45	0	0	447
	Nsongweni Primary	93	111	133	101	123	135	54	0	0	0	0	0	0	0	750
	Sibovu (Shiselweni) Primary	49	46	52	39	36	40	43	0	0	0	0	0	0	0	305
	Single Tree Primary	56	52	54	50	65	60	35	0	0	0	0	0	0	0	372
	Sokhonjiwe High	0	0	0	0	0	0	0	84	79	65	30	23	0	0	281
Shiselweni II Total		1,132	1,185	1,213	1,086	1,132	1,112	703	951	881	530	827	451	0	0	11,203
Sigwe	Ekujabuleni /Langolotjeni Primary	58	50	76	56	52	48	26	0	0	0	0	0	0	0	366
	Elulakeni High	0	0	0	0	0	0	0	172	162	74	68	78	0	0	554
	Elulakeni Primary	104	105	132	156	152	160	89	0	0	0	0	0	0	0	898

	Mahlabatsini B.E.A. Primary	43	42	42	42	41	44	28	0	0	0	0	0	0	0	282
	Mahlabatsini Deccapol Primary	51	53	74	58	52	48	70	0	0	0	0	0	0	0	406
	Makhava Secondary	0	0	0	0	0	0	0	46	39	18	10	0	0	0	113
	Makhava Primary	39	44	39	35	45	45	16	0	0	0	0	0	0	0	263
	Mbava Primary	38	46	42	45	42	58	31	0	0	0	0	0	0	0	302
	Mngayi Primary	41	44	50	38	39	32	23	0	0	0	0	0	0	0	267
	Mpakeni High School	0	0	0	0	0	0	0	77	60	44	35	22	0	0	238
	Mpakeni Primary	39	42	70	51	54	58	56	0	0	0	0	0	0	0	370
	Ndunayithini High	0	0	0	0	0	0	0	83	82	30	24	20	0	0	239
	Nyatsini Primary	51	47	41	36	46	34	31	0	0	0	0	0	0	0	286
Sigwe Total		464	473	566	517	523	527	370	378	343	166	137	120	0	0	4,584
Siphofaneni	Duze Central Primary	80	90	114	104	105	88	87	0	0	0	0	0	0	0	668
	Duze High	0	0	0	0	0	0	0	160	95	129	144	79	0	0	607
	Emnotfweni Primary	18	21	26	17	16	23	12	0	0	0	0	0	0	0	133
	Gilgal High	0	0	0	0	0	0	0	170	132	65	44	42	0	0	453
	Gilgal Primary	162	96	121	141	153	120	81	0	0	0	0	0	0	0	874
	Hlutse High	0	0	0	0	0	0	0	37	97	49	46	35	0	0	264
	Hlutse Primary	55	66	65	93	92	81	43	0	0	0	0	0	0	0	495
	Lanjani Primary	33	30	34	32	27	22	21	0	0	0	0	0	0	0	199
	Madlenya Primary	70	76	82	86	99	53	70	0	0	0	0	0	0	0	536
	Mahlabatsini Primary	33	26	33	43	28	28	16	0	0	0	0	0	0	0	207
	Manyovu Primary	46	57	48	52	66	45	35	0	0	0	0	0	0	0	349
	Mkhuzweni High	0	0	0	0	0	0	0	181	168	59	96	40	0	0	544
	Mkhweli Primary	115	116	129	190	145	116	95	0	0	0	0	0	0	0	906
	Mphaphati Primary	37	41	38	33	38	44	27	0	0	0	0	0	0	0	258
	Mpumakudze Primary	31	36	23	30	33	28	23	0	0	0	0	0	0	0	204
	Nceka/Sinceni Secondary	0	0	0	0	0	0	0	30	41	28	17	0	0	0	116
	Othandweni /Maphilingo Secondary	0	0	0	0	0	0	0	83	48	30	33	20	0	0	214
	Othandweni Primary	71	72	66	74	87	62	34	0	0	0	0	0	0	0	466
	Phonjwane High	0	0	0	0	0	0	0	129	151	97	159	87	0	0	623
	Phonjwane Primary	52	62	63	58	82	52	42	0	0	0	0	0	0	0	411
	Sibetsaphi High	0	0	0	0	0	0	0	100	87	29	41	8	0	0	265
	Sibetsaphi/Engevini Primary	126	89	124	74	91	90	54	0	0	0	0	0	0	0	648
	Sibusisweni High	0	0	0	0	0	0	0	24	58	28	26	34	0	0	170
	Sidlangatsini Secondary	0	0	0	0	0	0	0	55	61	57	36	29	0	0	238

	Sinceni Mission Primary	74	88	72	110	97	150	73	0	0	0	0	0	0	0	664
	Siphofaneni High	0	0	0	0	0	0	0	99	79	42	49	41	0	0	310
	Siphofaneni Primary	142	139	114	111	140	156	69	0	0	0	0	0	0	0	871
	St. Philip's High	0	0	0	0	0	0	0	108	82	38	44	37	0	0	309
	St. Philip's Primary	57	71	94	78	80	62	40	0	0	0	0	0	0	0	482
	Tambuti Primary	25	26	28	39	30	37	34	0	0	0	0	0	0	0	219
	ManyovuHighSchool	0	0	0	0	0	0	0	24	0	0	0	0	0	0	24
	Sikhandzabantfu.Primary	37	34	30	0	0	0	0	0	0	0	0	0	0	0	101
	Mkhweli High	0	0	0	0	0	0	0	57	0	0	0	0	0	0	57
Siphofaneni Total		1,264	1,236	1,304	1,365	1,409	1,257	856	1,257	1,099	651	735	452	0	0	12,885
Sithobela	Bhokweni Central Primary	95	95	101	152	123	72	82	0	0	0	0	0	0	0	720
	Ekukhanyeni Primary	54	62	64	73	71	59	60	0	0	0	0	0	0	0	443
	Eluhlanyeni Primary	22	39	33	31	0	0	0	0	0	0	0	0	0	0	125
	Embosi Primary	30	39	36	28	53	39	45	0	0	0	0	0	0	0	270
	Esihlangwini Primary	55	62	66	54	61	61	34	0	0	0	0	0	0	0	393
	Gucuka High	0	0	0	0	0	0	0	37	45	36	25	9	0	0	152
	Lamagangane Primary	32	27	27	49	25	40	23	0	0	0	0	0	0	0	223
	Lavundlamanti High	0	0	0	0	0	0	0	136	107	148	89	85	0	0	565
	Lomphala/Mbabala Primary	42	55	55	63	59	66	31	0	0	0	0	0	0	0	371
	Mabhensane High School	0	0	0	0	0	0	0	77	85	40	47	27	0	0	276
	Mabhensane Primary	44	34	50	50	60	46	28	0	0	0	0	0	0	0	312
	Madubeni Primary	52	53	35	43	39	45	24	0	0	0	0	0	0	0	291
	Magwanyana Secondary	0	0	0	0	0	0	0	57	49	28	0	0	0	0	134
	Makhwekhwet Primary	46	43	48	77	47	46	46	0	0	0	0	0	0	0	353
	Maloyi High	0	0	0	0	0	0	0	94	96	42	51	40	0	0	323
	Maloyi Primary	146	163	145	138	147	161	104	0	0	0	0	0	0	0	1,004
	Mammisa Primary School	28	27	30	24	25	51	36	0	0	0	0	0	0	0	221
	Mpompota High	0	0	0	0	0	0	0	158	148	128	122	37	0	0	593
	Nkonjwa High	0	0	0	0	0	0	0	87	93	67	51	16	0	0	314
	Nkonjwa Primary	120	72	99	109	118	112	73	0	0	0	0	0	0	0	703
	St. Lorretta's Primary	49	56	64	62	62	60	68	0	0	0	0	0	0	0	421
	Sihlangwini high	0	0	0	0	0	0	0	23	0	0	0	0	0	0	23
Sithobela Total		815	827	853	953	890	858	654	669	623	489	385	214	0	0	8,230
Somntongo	Emthonjeni Primary	32	44	29	29	35	36	27	0	0	0	0	0	0	0	232
	Etjeni Primary	36	24	33	58	39	42	21	0	0	0	0	0	0	0	253

	Ezindwendweni High	0	0	0	0	0	0	0	156	121	62	53	33	0	0	425
	Ezindwendweni Primary	40	52	43	54	67	56	45	0	0	0	0	0	0	0	357
	Lavumisa Primary	65	60	66	92	83	64	26	0	0	0	0	0	0	0	456
	Mgampondo Primary	60	60	60	84	59	61	50	0	0	0	0	0	0	0	434
	Mlindazwe Primary	84	64	78	52	58	55	24	0	0	0	0	0	0	0	415
	Mthunzini/Mahlaba Primary	38	50	54	36	37	55	29	0	0	0	0	0	0	0	299
	Ndabazewe High	0	0	0	0	0	0	0	54	72	26	37	0	0	0	189
	Nsubane Primary	33	34	37	31	32	24	14	0	0	0	0	0	0	0	205
	Siphondo Primary	26	22	21	15	24	19	20	0	0	0	0	0	0	0	147
Somntongo Total		414	410	421	451	434	412	256	210	193	88	90	33	0	0	3,412
Timphisini	Emvembili Central Primary	50	58	44	48	57	59	50	0	0	0	0	0	0	0	366
	Emvembili Lutheran Primary	21	24	14	21	27	27	18	0	0	0	0	0	0	0	152
	Ensonyama Primary	21	24	17	19	25	26	25	0	0	0	0	0	0	0	157
	Etimphisini Primary	76	65	96	61	80	78	48	0	0	0	0	0	0	0	504
	Ludzibini High School	0	0	0	0	0	0	0	52	39	17	0	0	0	0	108
	Mashobeni North Primary	60	77	58	44	60	49	50	0	0	0	0	0	0	0	398
	Mlumati High	0	0	0	0	0	0	0	46	58	18	24	17	0	0	163
	Mlumati Primary	30	27	38	43	31	23	13	0	0	0	0	0	0	0	205
	Ndlalambi Nazarene Primary	101	123	124	93	130	114	91	0	0	0	0	0	0	0	776
	Ngonini Estates Primary	27	19	21	23	33	19	22	0	0	0	0	0	0	0	164
Timphisini Total		386	417	412	352	443	395	317	98	97	35	24	17	0	0	2,993
Zombodze	Chibidze A.M.E. Primary	30	35	37	38	39	25	19	0	0	0	0	0	0	0	223
	Ekuthuleni High	0	0	0	0	0	0	0	86	95	60	80	37	0	0	358
	Ekuthuleni Primary	47	64	54	60	69	64	46	0	0	0	0	0	0	0	404
	Eqinisiweni Primary	142	185	146	172	152	142	110	0	0	0	0	0	0	0	1,049
	Mabamba Primary	12	24	20	27	26	21	17	0	0	0	0	0	0	0	147
	Makhonza High	0	0	0	0	0	0	0	178	97	47	89	28	0	0	439
	Makhonza Primary	55	58	66	71	72	71	34	0	0	0	0	0	0	0	427
	Ndvungunye Primary	44	26	19	10	7	9	8	0	0	0	0	0	0	0	123
	Ngwane Central Primary	87	80	91	93	74	89	35	0	0	0	0	0	0	0	549
	Ngwane High	0	0	0	0	0	0	0	197	184	139	238	154	0	0	912
	Othandweni Primary	66	57	61	63	40	65	47	0	0	0	0	0	0	0	399
Zombodze Total		483	529	494	534	479	486	316	461	376	246	407	219	0	0	5,030
Grand Total		34,875	35,488	37,021	36,074	36,063	35,934	25,949	27,242	25,374	15,800	19,541	12,267	92	123	342,062

EDUCATION PYRAMID 2015



Enrolment Polygon

1. The education polygon shows a very interesting trend. It indicated that the number of learners enrolled in grade 1, is less than in grade 2 and above. This suggested that either the number of children who are qualifying for entry have been reduced or they were enrolled elsewhere. This scenario demands an investigation since the new intake rates in Grade 1 are not very favourable at less than 50%, which implied there are six year old children who were not enrolled in grade 1. These children could be enrolled in other centres such as ECCDE and neighbourhood Care Points.
2. Another observation was that the number of learners in grades 2 to 6 increased steadily, but suddenly in grade 7 the enrolment dropped suddenly. The question is what happen between grades 6 to grade 7, where do the children go to? Do learners leave the system and drop out? Are learners removed from the official registers of schools, so that only those who are declared fit for the external examination are left registered?
3. The fact is a lot less learners who reach grade 6 actually sit for the end of primary examination in a given year. This is worrying as may suggest not all learners complete the primary cycle. There is need to investigate, this scenario, especially in schools where there is large enrolment in grade 6 and a low enrolment in grade 7.
4. The polygon also showed that the enrolment in form 1 was slightly more than in grade 7. This suggested that form 1 is larger than grade 7. At crude value this suggested that all learners in grade 7 could be accommodated in form 1. This situation implied that Transition Rates from primary to secondary could be greater than 100%, if we included those repeating from 1.
5. The bulge in grade 6 was also observed in form 2 and form 4. Which raised a number of issues. Are schools delaying their learners in grades preceding an external examination with a view that they will do better in the examination. Other possibilities are that learners who fail in external classes may be forced to go back to the grade preceding the examination to repeat, i.e. failing JC, the learner is then taken back to form 2 to repeat. This at times is attributed to schools claiming that subject materials change, and it is safer for learners to go back so as to get materials that would be examined.
6. The main issue with the system is that too many children are forced to repeat and they cost the system since their repetition is not guarantee for better performance later. They however block spaces, get overaged at primary levels. This may lead to more challenges in the country achieving the SDG.