

Ministry of Education and Training



Kingdom of Eswatini

ANNUAL EDUCATION CENSUS (AEC) 2017



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 2017 Annual Education Census Report (AEC). The report is as a result of collaborative work between the Ministry, educational institutions, Regional Education Officers, head teachers and importantly class teachers who facilitated most of the data collection. In addition the report is to provide information on the sector. The Ministry certainly appreciates the support by all.

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 is 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.**

Stakeholders are also encouraged to visit our webpage for additional reports, and also expected to site all data obtained from the Government and Ministry's reports. This serves 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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Dr. S.M. Mtshali-Dlamini
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 active in 2017 and were known and registered. Data was collected through questionnaires which were collected through REOs and were processed at the national office.

At pre-primary data (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 2017 data for ECDDE was not collected due to budgetary limitations. The EMIS is currently working with UNICEF to ensure that data is collected in the near future.

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 follows up schools through the phone until all schools have submitted their data. There is no doubt that this is 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 Institution 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)

Ministry of Education and Training

Phone: 24042491/2/3

www.gov.sz : www.emis.co.sz

shabalalaj@gov.sz

List of Abbreviations

AEC	Annual Education Census
CBE	Competency Based Education
CSTL	Care and Support for Teaching and Learning
EMIS	Educational Management Information Systems
ECCDE	Early Childhood Care, Development and Education
EDI	Eswatini Development Index (three indicators for the Education sector combined to form Sector Index)
EHEC	Eswatini Higher Education Council
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
NQF	National Qualification Framework
NCC	National Curriculum Centre
NER	Net Enrolment Rate
NIR	Net Intake Rate
REO	Regional Education Office
TVET	Technical Vocational and Education Training (TVET)

INTRODUCTION

The year 2017 witnessed a slight decrease in enrolment figures especially at primary levels. This has been noted and will be tracked to ensure that the country sustains the gains that were made leading to 2015. The Ministry however believes that the drop could be due to population dynamics than a drop in demand for education. The world is affianced in achieving the Sustainable Development Goals (SDG) agenda, which has expanded its focus from primary education to basic education. Basic education in Eswatini includes lower secondary education, and this means pupils are expected to complete primary education and transition to lower secondary – thus completing 10 years of education. For increased completion rates, the system should ensure that pupils at primary levels are retained and reach the end of primary, i.e. grade 7. Current statistics indicate that more 8 000 pupils do not reach grade 7, but drop off along the way, and the majority at grade 6. Eswatini is losing 8 000 pupils each year, despite the Ministry's successful implementation of the FPE programme. Although focus is achieving the SDG, the country has to begin by addressing the causes of the push out of 8 000 Swati children at primary levels. The question is where do these children go to, what is their future like, is the country going to develop if it continues to push out so many children from the education system, are we going to achieve the fourth industrial revolution and what about the 8 000 Swati which leave education each year? The success of the FPE programme cannot even be scrutinised at JC level because the pupils do not reach the end of primary. The trends suggest that there are barriers within the primary education system, which could be intrinsic or extrinsic. If they do not complete the primary cycle then very few move to secondary levels. This then compromises the enrolment rates at secondary levels.

Further analysis suggest that repetition is a high contributor to the drop out in the system. The average repetition rate exceeds the national benchmark of 10 percent, and stands at about 15 percent. The question then is what causes this high repetition, what efforts or means have the Ministry and schools put in place to curb/remedy this repetition. Schools should not be satisfied and comfortable with labelling more than 10 percent of their pupils as repeaters without putting remedial mechanisms in place. A sudden disappearance of 8 000 pupils should not be an isolated annual occurrence, that is something that needs to be addressed inside the classroom. The demand for additional classrooms is partly created by the repetition because schools have to save spaces for the 15 percent that repeat each year. If the pupils flow through the system, and are also being equipped with the necessary skills and competencies there will not be any need for additional spaces or classrooms. Some studies have revealed that excessive repetition does not always lead to improved performances instead it affects the performance of the child in future grades especially if no remedial action was taken.

A good place to start will be to investigate and find out what causes the high repetition in grade 1 – deep qualitative assessment. If the foundation is flawed then the child will have problems along the way a reasonable number of Swati children still have grade 1 as their first time to experience learning. So if the experience in grade 1 is not conducive many may not get the sound foundation which is critical for the development of the child. It would even be much better to also look at pre-primary and the quality of teaching there. Currently a majority of our children are taught by unqualified teachers at pre-primary levels. The country has just begun producing these teachers but they are still a few. A child who repeats grade 1, has increased chances of repeating another grade, be it educationally or naturally. The question is then this high repetition coupled with the push out of 8 000 pupils needs to be addressed soon. Another issue is that the EMIS collects data on special needs children who maybe enrolled in schools. Some schools reported a number of pupils who have learning difficulties in grade 1. Whilst the EMIS appreciates the possibility that the quality of such data is questionable since teachers cannot make such high value judgements without the relevant/qualified training BUT data raises an important issue, i.e. what is it that grade 1

teachers are using the to measure learning difficulty, what difficulties do they perceive in the pupils, of course what judgements and actions do they then take? Are special needs education pupils not being made to repeat? and eventually pushed out of the system? Something is going on in the classrooms and the relevant departments need to act. Such historical data can be used to set up an agenda for action, especially in assisting schools that are reporting high repetition rates yearly. These maybe the schools that end up producing poor results at the end of cycles. The country is not only loosing resources to waste on repetition but it also spends **more than E4 million in repetition in grade 1 only** (*based on E1200 per capita cost – FPE grant + other costs*). This is an underestimation.¹ For the whole of primary repetition the country spends close to E20 million, if we add dropout this figure exceeds E25 million. This is equivalent to the cost of funding a complete grade under the FPE programme. Essentially this means as the Ministry pays for the FPE, it spends 1/7 of the total FPE grant amount on repetition and dropout. Statistics have also noted that **each year more than 30 000 pupils enrolled at primary are repeaters**. In **2017 the reported number was 31 935 for all of primary**, this is larger than an average national grade, i.e. the system has a grade of repeaters.

Coupled with repetition is the increasing trend in drop out due to pregnancy at all levels of education. In this case it's not the financial worry only but also the fact that school going children are engaging in unprotected sex. The Ministry and other government departments and local partners have invested large effort in training teachers in Life Skills Education (sexuality education) but the problem still persists. The EMIS explored collection of dropout of male pupils due to pregnancy, statistics indicate that the numbers are on the decline, which suggests that female pupils might not be impregnated by the school mates but by men who are outside school. It is also possible that at primary it could be boys enrolled at higher levels. When the fact that boys dropout more at primary levels than girls and then girls drop out more at secondary than boys is considered it raises more questions than answers. Do the boys who drop out at primary go into labour market/employment where they get money and then come back to take the girls out of school? Or it is a simple case of intergenerational sex. Whatever the case is it presents a scenario that boys also need some attention – it might be time to consider the 'boy-child'. The boy is a 50% partner in the pregnancy question. Training teachers in sexuality and life skills is one part of the problem, the Ministry has to ensure that such discussions, learning and teaching also goes on in the classrooms.

Enrolment rates at secondary are improving, but still there is need for the system to enrol (push) all the secondary aged children trapped at primary level. More than 60 percent of lower secondary aged pupils are enrolled in grades as low as grade 5. This is testament to high repetition. Until such time that these pupils flow through the system the country will not achieve the levels associated with universal basic education.

On the whole the country has managed to have a good supply of teachers. Although there are enough teachers there is still need for appropriately qualified teachers at primary levels, especially in the lower grades. The incidence of high repetition could also be attributed to the number of teachers who do not possess the pedagogy for lower grades who are currently teaching in grades 1 to 3. The Ministry is addressing this. A number of graduates specialising in lower primary are being produced and are being placed in selected schools in the country. There is also a common practice in some schools where secondary qualified teachers are given these lower grades. Such teachers do not possess the appropriate pedagogy competencies and may be a reason for the high repetition, and may even hinder the development of the children. Children at the stage and age need professional support because it's the stage where their brains are developing rapidly.

¹ See Pages 22 - 23

Apart from the teacher and pupil parameters in education there is also need for the Ministry to put in place policies as suggested in the SDGs that align with equitable distribution of educational inputs, materials and resources. Current enrolment rates indicate that there is still substantial migration of pupils to urban schools. The rural-urban dimension still persist, pupils are migrating to urban schools in the Manzini and Hhohho regions due to perceived higher quality education. It's time that teachers and learning/teaching materials are equitably placed in all schools with emphasis in rural schools to balance out some of the current discrepancy in materials and resources in regions and schools. This will also ensure that the comparisons that are made after external examination results make some educational and professional sense. If resources are still placed in schools that have them, the poverty cycle will never be broken. Small rural schools are still worse off in terms of resources and support. The current FPE programme does not mitigate or address the core of this question – small schools remain poor and less resourced and big schools are better resourced. This will remain a challenge in the current financial climate. Rural schools also need graduate or better qualified teachers, resources such as laboratories, libraries, teaching/learning materials, school feeding etc. This demands a huge capital budget allocation. In addition to these needs, the time has come for the Ministry and sector to consider diversification and open up career options – there is need for a technical and vocational option beginning at secondary levels. Such options can be developed to reach polytechnic at tertiary levels, so as to ensure that pupils and students have options early in their lives. Skills training should also be a vehicle for attainment and pursuing the forth industrial revolution. The Competency Based Education should lead to Skills training at higher levels. The SDGs have highlighted a number of options which are non-formal based. The EMIS still does not cover non-formal statistics; this is an area that needs development. Open and distance learning opportunities are not covered too, and this needs to be developed as a number of the new indicators focus on the youth and adults. There is still a lot of work to be done to cover some of the listed SDG indicators, which has also been adopted by the AU and SADC. The EMIS unit needs to expand to also cover Higher Education institutions and all TVET which is uncollected. This is a challenge for the Ministry to fully register all programmes in the country and map them under the NQF and also align them to the ISCED2011 for them to be reported under the SDG agenda.

PRIMARY EDUCATION

Table 1 : Number of Primary Schools by Type, 2017

Institution governance	Hhohho	Lubombo	Manzini	Shiselweni	Total
Community	90	86	106	80	362
Government	2	1	1	1	5
Mission Government Aided	66	31	60	58	215
Private gvt aided	4	11	0	0	15
Private private not gvt aided	10	2	14	1	27
Total	172	131	181	140	624

Chart 1: Primary Schools by Type, 2017

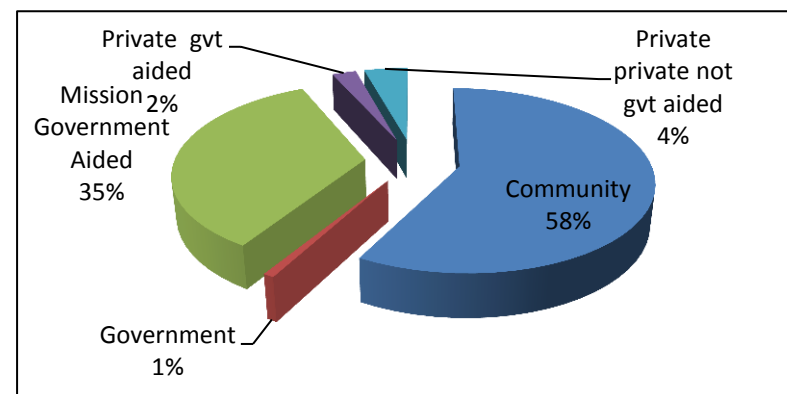


Table 2: Number Primary Schools by Type 2014 - 2017

Institution governance	2014	2015	2016	2017
Community	360	362	362	362
Government	5	5	5	5
Mission Government Aided	215	215	215	215
Private gvt aided	15	15	15	15
Private private not gvt aided	25	25	25	27
Total	620	622	622	624

Data suggested a small increase in the number of primary schools over the 2014 – 2017 period. This picture suggested a decrease in demand for new schools, The year 2017 saw the opening of two new private not government aided primary schools in the Lubombo region. There are a number of scenarios that could be attributed to the stagnation in new schools, such as that the huge increases/capital investments made leading to 2015 at primary levels have balanced out and current infrastructure might be adequately covering the current demand for primary education. Another possibility could be emergence of new private schools that have not registered with the Ministry, i.e. are not known or have not fully met the criteria for registration but are enrolling children illegally. Some of these schools may not even be known to the Ministry as such the unit may not be collecting data from them.

Table 3: Enrolment by Grade and Age, 2017

Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21+	Total
Grade 1	161	11,936	15,850	3,112	708	257	306	109	23	25	19	20	5	3	5	4	0	0	32,543
Grade 2	0	241	9,183	14,665	5,646	1,805	519	226	85	40	26	23	26	4	1	0	1	2	32,493
Grade 3	0	0	301	7,884	14,639	6,947	3,442	1,446	623	289	142	57	52	7	4	2	0	2	35,837
Grade 4	0	0	0	472	6,558	11,424	8,279	4,931	2,678	1,225	628	309	171	47	20	12	5	5	36,764
Grade 5	0	0	0	0	253	4,780	9,827	8,262	5,574	3,329	1,900	1,044	645	245	105	39	8	10	36,021
Grade 6	0	0	0	0	0	135	3,860	8,612	7,220	5,791	3,890	2,466	1,698	728	308	130	64	36	34,938
Grade 7	0	0	0	0	0	0	191	3,351	6,799	5,826	4,532	3,291	2,449	1,263	633	292	115	113	28,855
Total	161	12,177	25,334	26,133	27,804	25,348	26,424	26,937	23,002	16,525	11,137	7,210	5,046	2,297	1,076	479	193	168	237,451

Chart 2: Enrolment by Grade and Age, 2017

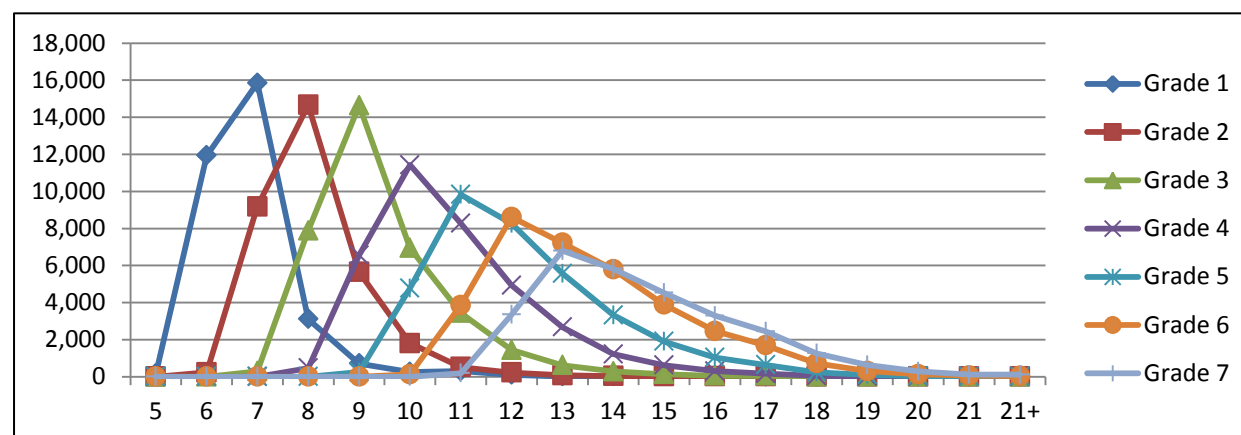


Table 4: Enrolment by Grade and Year, 2014 -2017

	2014	2015	2016	2017
Grade 1	36,346	34,815	32,512	32,543
Grade 2	35,083	35,458	33,945	32,493
Grade 3	36,854	36,988	36,997	35,837
Grade 4	36,298	35,998	36,089	36,764
Grade 5	36,888	36,063	35,796	36,021
Grade 6	34,369	35,918	35,131	34,938
Grade 7	24,352	25,942	27,762	28,855
Total	240,190	241,182	238,232	237,451

Data from 2014 to 2017 **suggested a decreasing trend in enrolment at primary levels.** There are fewer children that are enrolled compared with the previous years, and this is evident in grade 1, but the differences are small. An almost stagnant intake may also suggest that the total population is also on the decline. **This could be due to population dynamics, there is need for the Ministry to benchmark the figures against the recent population census data.** It is important to further analyse the enrolment patterns in grade 1. Another phenomenon of the country's education system at primary levels is its inefficiency. Figures indicated high enrolments in grade 1, but results in a reduction in enrolment at grade 7, which suggested that a sizeable number of our pupils do not complete the primary cycle.

Chart 3 : Flow Rates grade 1 to grade 7, 2014 - 2017



The chart shows an almost stable enrolment trend between grade 3 and grade 6 over the report period. Of note is the huge drop in enrolment leading to grade 7. **The main concern is what happens to the pupils after grade 6, this need to be investigated by the inspectorate.** Roughly the same numbers are in school up to grade 6, then a sizeable drop into grade 7. Figures suggested that about 8000 to 10 000 pupils dropout at primary level between grade 1 and grade 7. This situation needs to be addressed, as it represents a huge educational, developmental and financial loss. It is time that the sector puts in place both educational and financial aligned policies to bring the country out of the current educational and financial quagmire brought about by the huge dropout.

The financial and other inputs allocated to more than 8000 pupils from grade 1 to grade 6 are currently going to waste with this huge dropout. In

addition the 8000 children are also denied a livelihood as they leave the school not fully equipped with survival skills of this ever changing world. It is true that in grade 7 there is an end of primary level examination that is amongst other purposes is used to determine those who transition to secondary levels. Are the pupils denied access to grade 7 because it is deemed that they will not be successful in the examination? Whatever the reason, this is a barrier to access secondary education, i.e. basic education. Another phenomenon is the slight dip in grade 2 enrolments in some years which suggests that pupils may be trapped in grade 1. This is another area that needs investigation and supportive policies, there is a barrier in grade 1 – why are some pupils trapped in grade 1? It is interesting that the enrolment increases in grade 3, and in some cases reaches the levels of grade 1. A closer look at grade 1 might be a solution. There is a reason for high repetition in grade 1 and this needs investigation. The only positive aspect is that the number of pupils reaching grade 7 increased over the period from about 24 000 to 29 000.

Patterns of grade 1 enrolment

The breakdown of grade 1 enrolment presents a crude picture of the demand for education. In grade 1 there are new entrants, there are also repeaters, and re-starters, who could have dropped off for a period and came back to the system. However, it is a challenge to track restarters at this grade, as they will in most cases come in as repeaters or new entrants in a different school. The official entry age for grade 1 is age 6. Due to varying date of births, i.e. some pupils reach age 6 during the year, fluctuations are expected where some may enter age 7. Since the census is held in March each year, there is possibility that some who entered age 6 in January, may reach age 7 in March. This scenario leads to net intake rates in grade 1 not very favourable. However, it is possible that the overaged pupils in grade 1, and are a result of the

dropping out and repetition. Some pupils may drop out in one school to enrol as a new entrant if a different school, slightly overaged. It is worrying that after 8 years of FPE we still have new entrants above the age of 9 years.

Table 5: Grade 1 enrolment by Region, Sex and Age, 2017

Grade	Region	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Female	Hhohho	22	1,607	1,930	270	55	24	53	12			1	3					3,977
	Lubombo	19	1,385	1,601	346	69	31	18	10	2	3							3,484
	Manzini	19	1,678	2,475	330	64	33	71	32	2	1			1				4,706
	Shiselweni	33	1,442	1,420	309	65	18	7	4		2	4	1	1	1	1	1	3,309
Female Total		93	6,112	7,426	1,255	253	106	149	58	4	6	5	4	2	1	1	1	15,476
Male	Hhohho	13	1,602	2,148	373	94	33	48	18	4	8	12	9	1				4,363
	Lubombo	17	1,352	1,835	498	116	36	32	7	8	3	1	1	1	1			3,908
	Manzini	16	1,664	2,819	501	136	53	68	18	6	1							5,282
	Shiselweni	23	1,286	1,656	486	109	29	9	8	1	7	1	6	1	1	4	3	3,630
Male Total		69	5,904	8,458	1,858	455	151	157	51	19	19	14	16	3	2	4	3	17,183
Grand Total		162	12,016	15,884	3,113	708	257	306	109	23	25	19	20	5	3	5	4	32,659

Table shows enrolment by age for the four regions. The majority of the pupils are aged 7 years. This is closely followed by those aged 6, which is the official age for entry in Eswatini. This suggested that more pupils enter already aged 6 years and become 7 years when already in the system. **Ideally children who are aged 5 years and 9 months should also be enrolled, because they will turn 6 on census day, other than keeping them out because they come back the following year aged 7.** That is if the country wants to improve net intake rates. The current state of affairs normally results in net intake rates being low for the country. The country's FPE Act had made recommendations in the age limit into grade 1 to be ages 6 to 9, however data suggested that there are still children who are over this limit that are being enrolled in schools. It is however encouraging that these numbers are on the decline. More girls tend to be at correct (official) age than boys. The following tables will explore the trends and implications of these phenomena.

Table 6: Grade 1 enrolment, 2014 to 2017

Grade	Region	2014	2015	2016	2017	Total
Grade 1	Hhohho	9,698	9,222	8,355	8,340	35,615
	Lubombo	8,049	7,794	7,423	7,392	30,658
	Manzini	11,026	10,641	10,078	9,988	41,733
	Shiselweni	7,586	7,218	6,801	6,939	28,544
Grade 1 Total		36,359	34,875	32,657	32,659	136,550

Data suggested that the general trend is that **enrolment is gradually going down. Fewer children are entering grade 1**, which could be a result of population dynamics or a case of some children still trapped in other institutions or at home. It's worth noting that despite the Government funded education Free Primary Programme (FPE) there are still barriers to education access in the schools. Another reason could be children enrolled in other institutions.

Table 7: Number of Repeaters in Grade 1 by Region, 2014 to 2017

Grade	Region	2014	2015	2016	2017	Total
Grade 1	Hhohho	1,523	1,397	1,061	656	4,637
	Lubombo	1,583	1,390	1,516	1,194	5,683
	Manzini	1,699	1,359	1,075	921	5,054
	Shiselweni	1,416	1,262	1,000	1,113	4,791
Grade 1 Total		6,221	5,408	4,652	3,884	20,165

Table 8: Proportion of Repeaters in Grade 1 by Region, 2014 to 2017

Grade	Region	2014	2015	2016	2017	Total
Grade 1	Hhohho	15.7%	15.1%	12.7%	7.9%	13.0%
	Lubombo	19.7%	17.8%	20.4%	16.2%	18.5%
	Manzini	15.4%	12.8%	10.7%	9.2%	12.1%
	Shiselweni	18.7%	17.5%	14.7%	16.0%	16.8%
Grade 1 Total		17.1%	15.5%	14.2%	11.9%	14.8%

The tables above show the number of repeaters and proportion of repeaters in Grade 1 between the years 2014 to 2017. The data suggests that on average 15 percent of the enrolment is composed of repeaters. Repetition in Lubombo is as high as 20% in some years, which suggests one in five pupils were repeating. There are a number of questions the Ministry needs to attend to. Why is there so much repetition in grade 1? Is this repetition educational, financial, or due to other barriers that result in children repeating the grade. The reasons for repetition needs to be scrutinised carefully, especially the educational reasons which may speak to the teaching and learning process in the grade. Other factors such as poverty, sickness, and opportunity costs associated with attendance and access. In addition to these there are school factors such as administrative issues and the teaching and learning environment in the school. Some schools may have additional costs, or rules which push out learners such as registration costs, linking reports to fees, bullying, unsafe schools, lack of feeding etc. There are structures within the Ministry that were setup to attend to these barriers – importantly the INQABA programme which should be functional as defined in all primary schools.

Notwithstanding circumstances, repetition is a cost to Government – mainly because of the FPE. It should be fully justified and needs to be managed adequately with remedial action. It's time for the Ministry to ask schools to set up these remedial actions; pupils cannot be failed without any efforts to remedy the situation. A pupil in grade1 draws E560.00 (about US \$40) as per capita from the FPE grant each year. This excludes other costs such as textbooks, stationery and feeding which is also covered by the Government. If the costs associated with textbooks and stationery are added it can be assumed that on average the recurrent unit costs per capita exceed E1200.00 (US \$90).

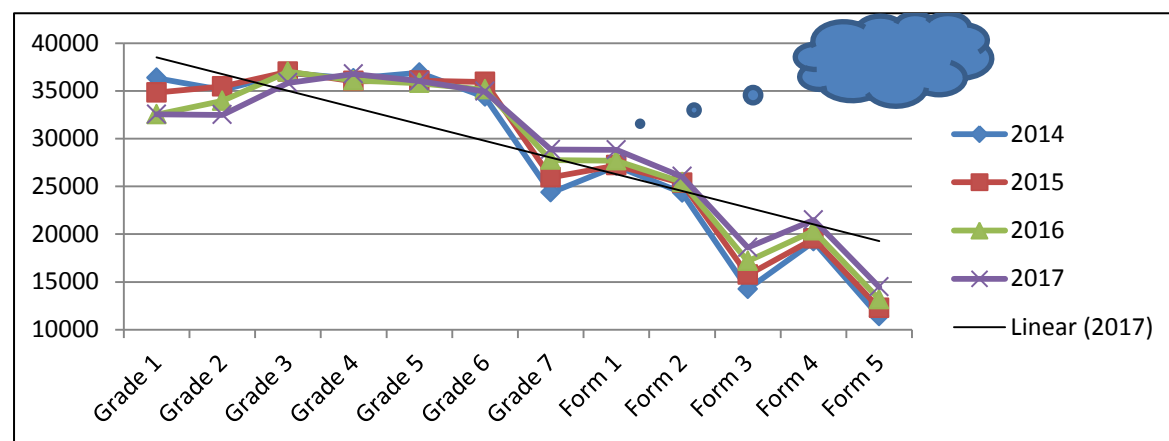
Table 9: Estimated costs of grade 1 repeaters, 2014 to 2017

Grade	Region	2014	2015	2016	2017	Total
Grade 1	Hhohho	1,827,600	1,676,400	1,273,200	787,200	5,564,400
	Lubombo	1,899,600	1,668,000	1,819,200	1,432,800	6,819,600
	Manzini	2,038,800	1,630,800	1,290,000	1,105,200	6,064,800
	Shiselweni	1,699,200	1,514,400	1,200,000	1,335,600	5,749,200
Grade 1 Total		7,465,200	6,489,600	5,582,400	4,660,800	24,198,000

Using the ²E1200, an estimation of the costs of repetition in grade 1 is presented. In 2014 it was about E7.5million and in 2017 was about E4.7million. Considering the fiscal situation of the country this is a waste which the country does not need. After repetition, do pupils then suddenly learn better? **Studies have revealed that persistent repetition does not improve the pupils' performance; instead it increases chances of additional repetition which most often leads to dropout.** This crudely means the country has been apportioning more than E5million each year

for repetition-for grade 1 only; these are funds which could be utilised fruitfully elsewhere. Importantly it will be noted that despite the high repetition, **not all pupils including those who have repeated reach the end of the primary cycle.** It would be better if after they repeat grade 1 they complete the cycle without additional repetition. The flow through the system needs to be relooked, and determine what measures need to be put in place. The current internal efficiency (i.e. retention) is low, i.e. very few reach grade 7 without having repeated a grade. The AEC report has also **noted an increase in reported figures on pupils with learning disabilities in grade 1.** Are such pupils made to repeat? if so who should assess their learning disabilities. This calls for early screening, identification and setting up of supporting mechanisms in the regions. Children identified by schools as having learning disability could be normal or have mild limitations. Is this not the impact of early childhood where those that have not gone through ECCDE are considered slow learners? and then labelled as having a disability. It is also important to look at the complete outlook as this inefficiency at primary levels also impacts negatively to higher levels of education.

Chart 4: Extrapolated flow of pupils through General Education



The system begins off with about 35 000 pupils in grade 1, and results with slightly above 12 000 reaching grade 12 (form 5). The trend of the flow hasn't changed much over the years, it is symptomized with sudden drops in grade 7, Form 3 and Form 5. **What is further interesting is that between primary and lower secondary, there are more children in form 1 than grade 7.** It can be argued that form 1 capacity exceeds grade 7, so despite the number of primary schools (650) and secondary schools (275), the grade 7 and form 1 classes are adequate. This dispels the notion that there is no space in form 1. **The elephant in the room is what happens to the pupils after grade 6, and why are they not going**

Figure 1: there is need for intervention between grade 6 and grade 7

into grade 7. The Ministry and partners should be addressing internal efficiency measures at primary, “what is really happening inside primary schools”. The same notion applies in forms 2 and form 4. If pupils do not reach the end of the primary cycle then fewer are going to attain ‘basic education’, as defined in the Sustainable Development Goals agenda (SDG). All children are entitled to a basic education, as the current trend is, not every child will achieve it.

An argument could be that the funds wasted on repetition at primary levels, could be used to expand secondary education. This is not saying children should be pushed through, but the country needs to appreciate that developmentally it is better having more of its citizens achieving literacy and numeric competences to compete in the global village. Children who do not complete the primary cycle face serious challenges in the new world. Increased access to lower secondary will also benefit senior secondary and a lot more children can leave the system with adequate life skills and competencies in various areas. The challenge is to break the ‘mould’, the symptoms at grade 6, form 2 and form 4 need to be broken and system expanded. With the advent of Competency Based Education (CBE) where every child is a successful learner, with competencies that fit her profile it is hoped that not only will access be increased but a quality and relevant education will be infused into the system.

Table 10: Enrolment by Sex, Grade and Age, National 2017

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Grade 1	93	6,069	7,413	1,255	253	106	149	58	4	6	5	4	2	1	1	1	0	0	15,420
	Grade 2	0	111	5,004	6,834	2,144	596	163	72	24	12	7	12	8	2	0	0	1	2	14,992
	Grade 3	0	0	152	4,388	7,223	2,731	1,132	432	174	78	38	17	16	1	1	0	0	1	16,384
	Grade 4	0	0	0	230	3,991	6,123	3,679	1,719	820	343	180	95	46	7	4	6	3	2	17,248
	Grade 5	0	0	0	0	148	2,965	5,488	4,051	2,373	1,138	612	299	179	52	25	10	3	5	17,348
	Grade 6	0	0	0	0	0	84	2,440	4,978	3,716	2,702	1,552	870	507	192	84	32	20	10	17,187
	Grade 7	0	0	0	0	0	0	119	2,142	3,968	3,025	2,178	1,399	973	404	196	81	24	28	14,537
Female		93	6,180	12,569	12,707	13,759	12,605	13,170	13,452	11,079	7,304	4,572	2,696	1,731	659	311	130	51	48	113,116
Male	Grade 1	68	5,867	8,437	1,857	455	151	157	51	19	19	14	16	3	2	4	3	0	0	17,123
	Grade 2	0	130	4,179	7,831	3,502	1,209	356	154	61	28	19	11	18	2	1	0	0	0	17,501
	Grade 3	0	0	149	3,496	7,416	4,216	2,310	1,014	449	211	104	40	36	6	3	2	0	1	19,453
	Grade 4	0	0	0	242	2,567	5,301	4,600	3,212	1,858	882	448	214	125	40	16	6	2	3	19,516
	Grade 5	0	0	0	0	105	1,815	4,339	4,211	3,201	2,191	1,288	745	466	193	80	29	5	5	18,673
	Grade 6	0	0	0	0	0	51	1,420	3,634	3,504	3,089	2,338	1,596	1,191	536	224	98	44	26	17,751
	Grade 7	0	0	0	0	0	0	72	1,209	2,831	2,801	2,354	1,892	1,476	859	437	211	91	85	14,318
Male		68	5,997	12,765	13,426	14,045	12,743	13,254	13,485	11,923	9,221	6,565	4,514	3,315	1,638	765	349	142	120	124,335
Total		161	12,177	25,334	26,133	27,804	25,348	26,424	26,937	23,002	16,525	11,137	7,210	5,046	2,297	1,076	479	193	168	237,451

Table 11: Enrolment by Grade, year and Sex, 2014 – 2017

Grade	2014		2015		2016		2017	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	17,067	19,279	16,275	18,540	15,274	17,238	15,420	17,123
Grade 2	16,318	18,765	16,557	18,901	15,679	18,266	14,992	17,501
Grade 3	17,023	19,831	17,015	19,973	17,181	19,816	16,384	19,453
Grade 4	16,898	19,400	16,951	19,047	16,939	19,150	17,248	19,516
Grade 5	17,650	19,238	17,296	18,767	17,368	18,428	17,348	18,673
Grade 6	16,894	17,475	17,506	18,412	17,184	17,947	17,187	17,751
Grade 7	12,397	11,955	13,053	12,889	13,861	13,901	14,537	14,318
Total	114,247	125,943	114,653	126,529	113,486	124,746	113,116	124,335

Chart 5: Enrolment by Sex, 2014 - 2017

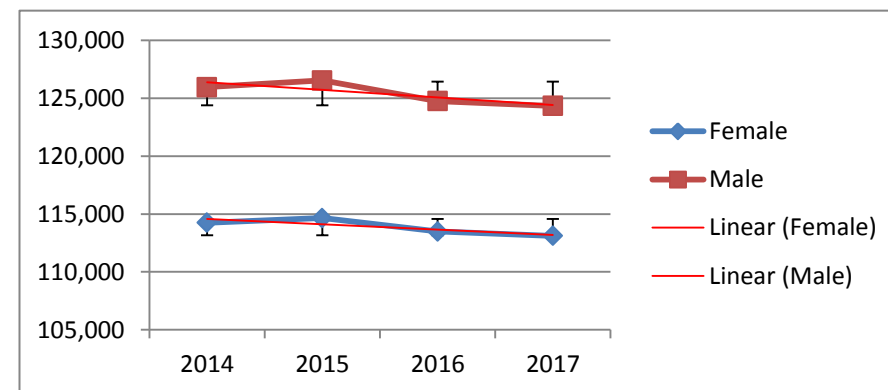


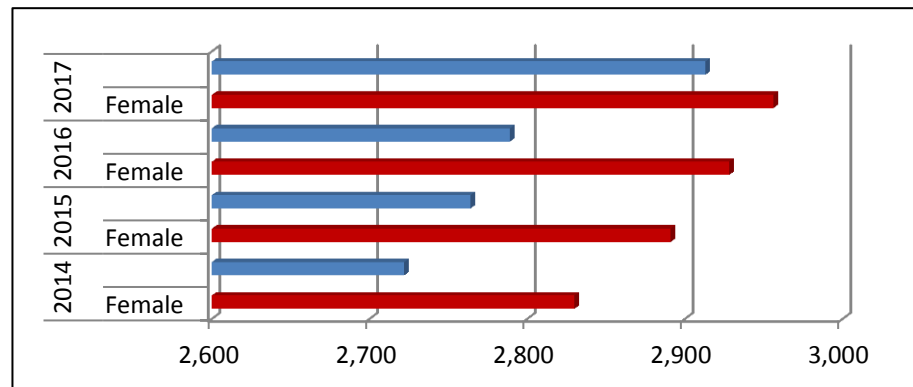
Table 12: Enrolment by Sex, Grade and Age, Private Schools National

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
Female	Grade 1	3	105	217	35	10	0	0	0	0	0	0	0	0	0	0	370
	Grade 2	0	6	103	199	28	4	1	0	0	0	0	2	0	0	0	343
	Grade 3	0	0	4	107	168	37	8	2	0	0	0	0	1	0	0	327
	Grade 4	0	0	0	13	92	156	31	9	3	0	0	0	0	0	0	304
	Grade 5	0	0	0	0	2	65	177	29	13	8	1	1	1	0	0	297
	Grade 6	0	0	0	0	0	2	69	139	31	9	5	0	1	0	0	256
	Grade 7	0	0	0	0	0	0	17	60	126	27	6	4	1	0	0	241
Female		3	111	324	354	300	264	303	239	173	44	12	7	4	0	0	2,138
Male	Grade 1	0	100	243	36	8	0	0	0	0	0	0	0	0	0	0	387
	Grade 2	0	9	75	216	47	11	0	0	0	0	0	0	0	0	0	358
	Grade 3	0	0	3	64	179	59	12	6	6	1	1	0	0	0	0	331
	Grade 4	0	0	0	1	53	138	60	19	6	6	0	0	0	0	0	283
	Grade 5	0	0	0	0	1	54	154	29	10	6	0	3	3	3	2	265
	Grade 6	0	0	0	0	0	0	38	126	38	17	4	1	0	0	0	224
	Grade 7	0	0	0	0	0	0	9	45	113	43	11	4	0	0	0	225
Male Total		0	109	321	317	288	262	273	225	173	73	16	8	3	3	2	2,073
Total		3	220	645	671	588	526	576	464	346	117	28	15	7	3	2	4,211

Table 13: Enrolment in Private Schools, by Grade, Year and Sex, 2014-2017

Grade	2014		2015		2016		2017	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	430	418	429	399	443	451	448	492
Grade 2	407	439	410	414	395	420	423	448
Grade 3	472	395	416	450	444	417	416	410
Grade 4	443	442	482	389	436	426	445	439
Grade 5	380	390	414	427	472	388	438	442
Grade 6	399	354	414	382	416	407	435	373
Grade 7	299	284	326	303	322	280	351	309
Total	2,830	2,722	2,891	2,764	2,928	2,789	2,956	2,913

Chart 6: Enrolment Private Schools by Year and Sex, 2014 - 2017



Data indicated a gradual increase in enrolment in private schools. This is expected considering that more private schools are being established country wide. It will be important to monitor all such schools and ensure that they are captured. Decreasing enrolments in public schools may be due some children transferring to private schools.

Table 14: Enrolment in Primary Schools by Sex, Grade and Age, Hhohho, 2017

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21+	Total
	Grade 1	22	1,599	1,928	270	55	24	53	12	0	0	1	3	0	0	0	0	0	0	3,967
	Grade 2	0	12	1,388	1,939	447	137	30	15	7	2	1	1	0	0	0	0	0	2	3,981
	Grade 3	0	0	28	1,229	2,119	609	247	79	35	16	7	1	3	0	1	0	0	0	4,374
	Grade 4	0	0	0	63	1,170	1,790	863	412	160	71	31	14	10	1	1	0	2	0	4,588
	Grade 5	0	0	0	0	31	891	1,604	1,066	536	234	131	62	31	10	7	3	1	1	4,608
	Grade 6	0	0	0	0	0	21	759	1,449	957	618	382	188	103	42	17	11	5	6	4,558
	Grade 7	0	0	0	0	0	0	29	673	1,330	838	554	348	228	108	54	19	6	12	4,199
Female		22	1,611	3,344	3,501	3,822	3,472	3,585	3,706	3,025	1,779	1,107	617	375	161	80	33	14	21	30,275
	Grade 1	13	1,593	2,143	373	94	33	48	18	4	8	12	9	1	0	0	0	0	0	4,349
	Grade 2	0	31	1,159	2,250	808	264	66	24	12	7	3	0	1	2	1	0	0	0	4,628
	Grade 3	0	0	25	973	2,171	1,136	567	197	85	49	21	6	6	2	1	1	0	0	5,240
	Grade 4	0	0	0	80	714	1,579	1,236	786	418	160	90	49	23	9	3	2	0	0	5,149
	Grade 5	0	0	0	0	20	551	1,305	1,126	820	579	270	184	106	42	15	8	2	2	5,030
	Grade 6	0	0	0	0	0	8	396	1,090	972	793	636	415	276	107	53	19	16	11	4,792
	Grade 7	0	0	0	0	0	0	18	381	927	802	727	574	401	214	130	65	34	32	4,305
Male		13	1,624	3,327	3,676	3,807	3,571	3,636	3,622	3,238	2,398	1,759	1,237	814	376	203	95	52	45	33,493
Total		35	3,235	6,671	7,177	7,629	7,043	7,221	7,328	6,263	4,177	2,866	1,854	1,189	537	283	128	66	66	63,768

Table 15: Enrolment by Grade, Year and Sex, Hhohho 2014 –2017

Grade	2014		2015		2016		2017	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	4,527	5,158	4,222	4,954	3,947	4,407	3,967	4,349
Grade 2	4,413	5,052	4,407	5,023	4,100	4,843	3,981	4,628
Grade 3	4,393	5,124	4,494	5,323	4,540	5,166	4,374	5,240
Grade 4	4,570	5,218	4,359	4,889	4,347	5,019	4,588	5,149
Grade 5	4,747	5,211	4,644	5,048	4,525	4,813	4,608	5,030
Grade 6	4,645	4,945	4,766	5,179	4,523	4,844	4,558	4,792
Grade 7	3,493	3,279	3,670	3,663	3,867	3,942	4,199	4,305
Total	30,788	33,987	30,562	34,079	29,849	33,034	30,275	33,493

Chart 7: Enrolment by Age and Sex, Hhohho. 2017

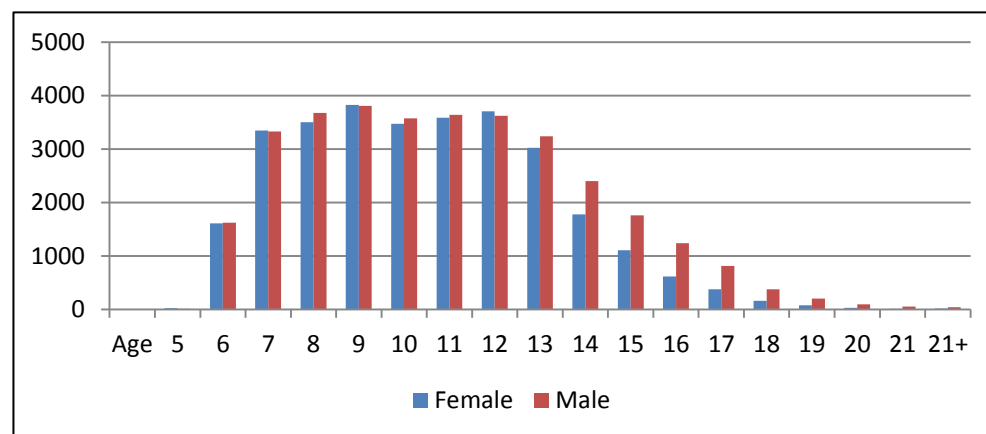


Table 16: Enrolment by Sex, Grade and Age, Lubombo, 2017

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Grade 1	19	1,385	1,601	346	69	31	18	10	2	3	0	0	0	0	0	0	0	0	3,484
	Grade 2	0	33	1,082	1,409	593	175	55	26	7	2	1	1	0	1	0	0	0	0	3,385
	Grade 3	0	0	35	846	1,432	725	323	159	52	25	11	5	9	1	0	0	0	1	3,624
	Grade 4	0	0	0	47	810	1,189	824	482	272	108	64	25	20	1	2	4	1	2	3,851
	Grade 5	0	0	0	0	41	567	1,056	929	642	347	190	130	64	27	10	0	2	2	4,007
	Grade 6	0	0	0	0	0	17	438	927	810	694	415	259	157	68	33	8	11	1	3,838
	Grade 7	0	0	0	0	0	0	14	384	678	594	496	401	274	120	55	28	6	11	3,061
Female		19	1,418	2,718	2,648	2,945	2,704	2,728	2,917	2,463	1,773	1,177	821	524	218	100	40	20	17	25,250
Male	Grade 1	17	1,352	1,835	498	116	36	32	7	8	3	1	1	1	1	0	0	0	0	3,908
	Grade 2	0	35	905	1,648	883	341	120	43	13	4	10	1	4	0	0	0	0	0	4,007
	Grade 3	0	0	25	683	1,455	1,029	614	296	129	62	43	13	12	3	1	1	0	1	4,367
	Grade 4	0	0	0	49	487	996	1,018	806	511	251	147	81	44	13	7	3	0	1	4,414
	Grade 5	0	0	0	0	33	379	801	862	748	527	361	224	140	60	37	6	1	2	4,181
	Grade 6	0	0	0	0	0	13	260	688	736	729	580	434	336	172	76	36	10	8	4,078
	Grade 7	0	0	0	0	0	0	13	214	466	523	432	409	358	245	119	69	29	23	2,900
Male		17	1,387	2,765	2,878	2,974	2,794	2,858	2,916	2,611	2,099	1,574	1,163	895	494	240	115	40	35	27,855
Total		36	2,805	5,483	5,526	5,919	5,498	5,586	5,833	5,074	3,872	2,751	1,984	1,419	712	340	155	60	52	53,105

Table 17: Enrolment by Grade, Year and Sex 2014 – 2017, Lubombo

Grade	2014		2015		2016		2017	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	3,789	4,260	3,630	4,150	3,495	3,928	3,484	3,908
Grade 2	3,661	4,186	3,677	4,229	3,412	4,016	3,385	4,007
Grade 3	3,848	4,559	3,821	4,501	3,717	4,345	3,624	4,367
Grade 4	3,818	4,471	3,898	4,314	3,916	4,368	3,851	4,414
Grade 5	3,922	4,325	3,795	4,330	3,899	4,140	4,007	4,181
Grade 6	3,731	3,710	3,871	3,848	3,793	3,962	3,838	4,078
Grade 7	2,650	2,517	2,778	2,651	2,867	2,762	3,061	2,900
	25,419	28,028	25,470	28,023	25,099	27,521	25,250	27,855

Chart 8: Enrolment by Age and Sex 2017, Lubombo

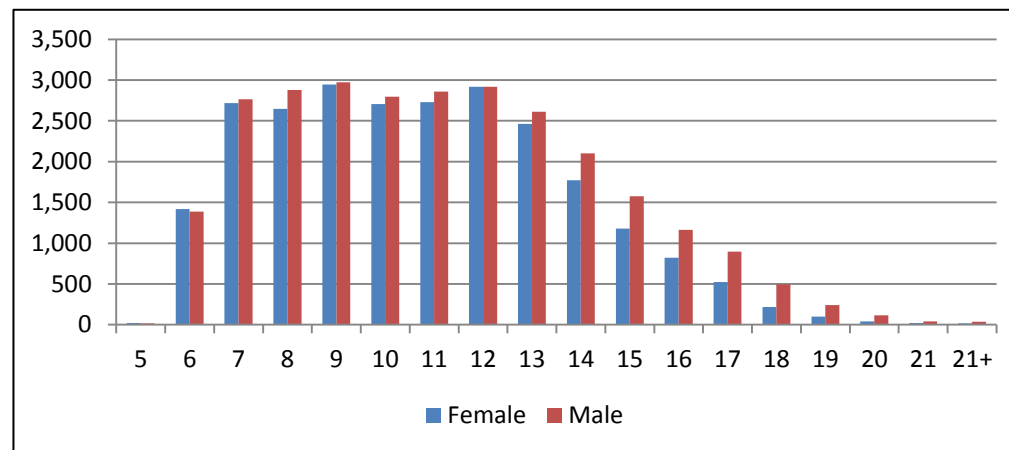


Table 18: Enrolment by Sex, Grade and Age, Manzini, 2017

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Grade 1	19	1,643	2,464	330	64	33	71	32	2	1	0	0	1	0	0	0	0	0	4,660
	Grade 2	0	45	1,519	2,237	621	160	37	11	5	3	1	7	3	1	0	0	0	0	4,650
	Grade 3	0	0	25	1,409	2,328	786	283	91	30	13	9	4	2	0	0	0	0	0	4,980
	Grade 4	0	0	0	76	1,205	1,950	1,168	393	162	78	37	28	7	3	0	1	0	0	5,108
	Grade 5	0	0	0	0	47	939	1,786	1,226	638	299	155	47	43	5	3	3	0	2	5,193
	Grade 6	0	0	0	0	0	24	792	1,682	1,181	826	392	217	129	41	24	9	1	1	5,319
	Grade 7	0	0	0	0	0	0	44	688	1,315	1,030	674	361	248	102	56	19	6	3	4,546
Female		19	1,688	4,008	4,052	4,265	3,892	4,181	4,123	3,333	2,250	1,268	664	433	152	83	32	7	6	34,456
Male	Grade 1	15	1,636	2,803	500	136	53	68	18	6	1	0	0	0	0	0	0	0	0	5,236
	Grade 2	0	46	1,347	2,486	968	324	82	38	10	9	1	4	5	0	0	0	0	0	5,320
	Grade 3	0	0	39	1,169	2,411	1,186	554	255	101	46	13	6	5	0	1	0	0	0	5,786
	Grade 4	0	0	0	75	871	1,768	1,407	842	448	226	94	41	31	7	2	0	2	0	5,814
	Grade 5	0	0	0	0	29	558	1,477	1,346	930	564	334	155	100	43	14	8	2	1	5,561
	Grade 6	0	0	0	0	0	18	516	1,263	1,113	952	630	400	274	138	47	24	11	1	5,387
	Grade 7	0	0	0	0	0	0	27	420	1,017	984	752	566	391	240	104	43	14	18	4,576
Male		15	1,682	4,189	4,230	4,415	3,907	4,131	4,182	3,625	2,782	1,824	1,172	806	428	168	75	29	20	37,680
Grand Total		34	3,370	8,197	8,282	8,680	7,799	8,312	8,305	6,958	5,032	3,092	1,836	1,239	580	251	107	36	26	72,136

Table 19: Enrolment by Grade, Year and Sex 2014 – 2017, Manzini

Grade	2014		2015		2016		2017	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	5,165	5,861	5,013	5,628	4,705	5,264	4,660	5,236
Grade 2	4,900	5,617	5,040	5,723	4,956	5,759	4,650	5,320
Grade 3	5,234	5,918	5,156	5,861	5,223	6,021	4,980	5,786
Grade 4	5,095	5,704	5,200	5,759	5,188	5,645	5,108	5,814
Grade 5	5,275	5,712	5,264	5,582	5,358	5,598	5,193	5,561
Grade 6	5,111	5,360	5,271	5,673	5,256	5,537	5,319	5,387
Grade 7	3,804	3,720	4,154	4,133	4,564	4,696	4,546	4,576
	34,584	37,892	35,098	38,359	35,250	38,520	34,456	37,680

Chart 9: Enrolment by Age and Sex 2017, Manzini

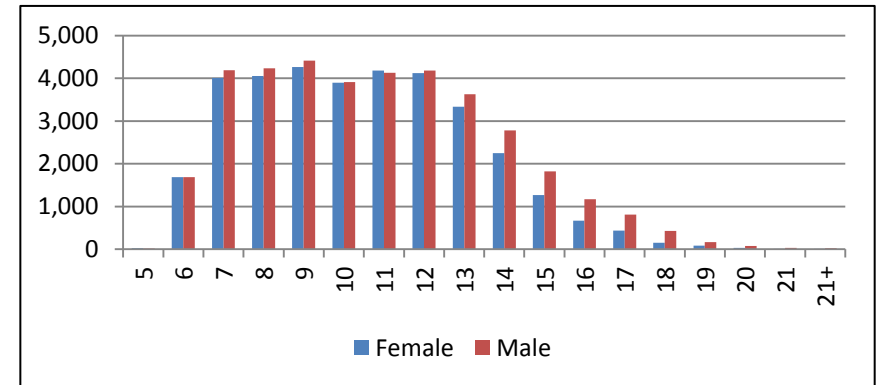


Table 20: Enrolment by Sex, Grade and Age, Shiselweni, 2017

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Grade 1	33	1,442	1,420	309	65	18	7	4	0	2	4	1	1	1	1	1	0	0	3,309
	Grade 2	0	21	1,015	1,249	483	124	41	20	5	5	4	3	5	0	0	0	1	0	2,976
	Grade 3	0	0	64	904	1,344	611	279	103	57	24	11	7	2	0	0	0	0	0	3,406
	Grade 4	0	0	0	44	806	1,194	824	432	226	86	48	28	9	2	1	1	0	0	3,701
	Grade 5	0	0	0	0	29	568	1,042	830	557	258	136	60	41	10	5	4	0	0	3,540
	Grade 6	0	0	0	0	0	22	451	920	768	564	363	206	118	41	10	4	3	2	3,472
	Grade 7	0	0	0	0	0	0	32	397	645	563	454	289	223	74	31	15	6	2	2,731
Female		33	1,463	2,499	2,506	2,727	2,537	2,676	2,706	2,258	1,502	1,020	594	399	128	48	25	10	4	23,135
Male	Grade 1	23	1,286	1,656	486	109	29	9	8	1	7	1	6	1	1	4	3	0	0	3,630
	Grade 2	0	18	768	1,447	843	280	88	49	26	8	5	6	8	0	0	0	0	0	3,546
	Grade 3	0	0	60	671	1,379	865	575	266	134	54	27	15	13	1	0	0	0	0	4,060
	Grade 4	0	0	0	38	495	958	939	778	481	245	117	43	27	11	4	1	0	2	4,139
	Grade 5	0	0	0	0	23	327	756	877	703	521	323	182	120	48	14	7	0	0	3,901
	Grade 6	0	0	0	0	0	12	248	593	683	615	492	347	305	119	48	19	7	6	3,494
	Grade 7	0	0	0	0	0	0	14	194	421	492	443	343	326	160	84	34	14	12	2,537
Male		23	1,304	2,484	2,642	2,849	2,471	2,629	2,765	2,449	1,942	1,408	942	800	340	154	64	21	20	25,307
Total		56	2,767	4,983	5,148	5,576	5,008	5,305	5,471	4,707	3,444	2,428	1,536	1,199	468	202	89	31	24	48,442

Table 21: Enrolment by Grade, Year and Sex 2014 – 2017, Shiselweni

Grade	2014		2015		2016		2017	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	3,586	4,000	3,410	3,808	3,127	3,639	3,309	3,630
Grade 2	3,344	3,910	3,433	3,926	3,211	3,648	2,976	3,546
Grade 3	3,548	4,230	3,544	4,288	3,701	4,284	3,406	4,060
Grade 4	3,415	4,007	3,494	4,085	3,488	4,118	3,701	4,139
Grade 5	3,706	3,990	3,593	3,807	3,586	3,877	3,540	3,901
Grade 6	3,407	3,460	3,598	3,712	3,612	3,604	3,472	3,494
Grade 7	2,450	2,439	2,451	2,442	2,563	2,501	2,731	2,537
	23,456	26,036	23,523	26,068	23,288	25,671	23,135	25,307

Chart 10: Enrolment by Age and Sex 2017, Shiselweni

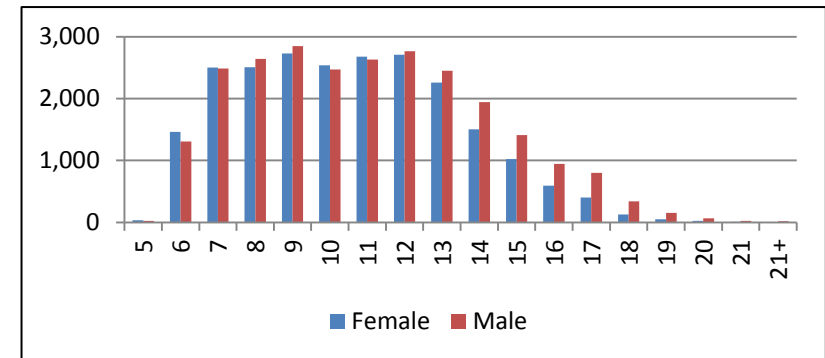
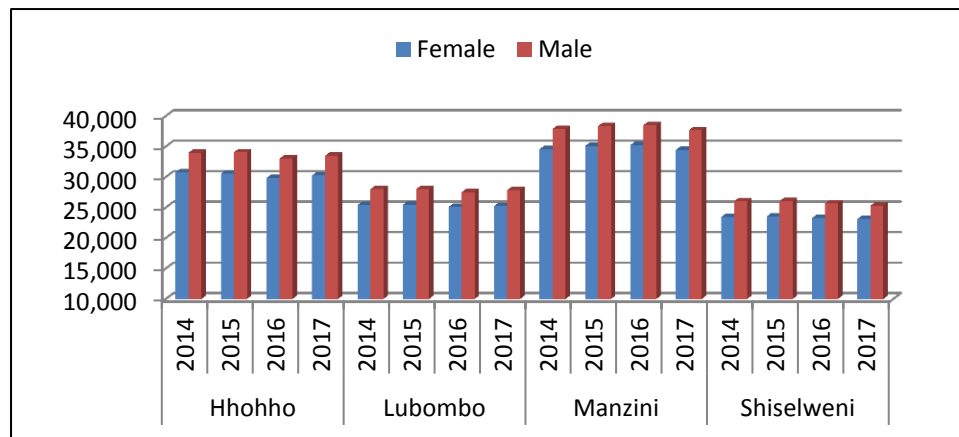


Table 22: Enrolment by Sex, Grade, Region and Year, 2014 to 2017

Sex	Grade	Hhohho				Lubombo				Manzini				Shiselweni			
		2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
Female	Grade 1	4,527	4,222	3,947	3,967	3,789	3,630	3,495	3,484	5,165	5,013	4,705	4,660	3,586	3,410	3,127	3,309
	Grade 2	4,413	4,407	4,100	3,981	3,661	3,677	3,412	3,385	4,900	5,040	4,956	4,650	3,344	3,433	3,211	2,976
	Grade 3	4,393	4,494	4,540	4,374	3,848	3,821	3,717	3,624	5,234	5,156	5,223	4,980	3,548	3,544	3,701	3,406
	Grade 4	4,570	4,359	4,347	4,588	3,818	3,898	3,916	3,851	5,095	5,200	5,188	5,108	3,415	3,494	3,488	3,701
	Grade 5	4,747	4,644	4,525	4,608	3,922	3,795	3,899	4,007	5,275	5,264	5,358	5,193	3,706	3,593	3,586	3,540
	Grade 6	4,645	4,766	4,523	4,558	3,731	3,871	3,793	3,838	5,111	5,271	5,256	5,319	3,407	3,598	3,612	3,472
	Grade 7	3,493	3,670	3,867	4,199	2,650	2,778	2,867	3,061	3,804	4,154	4,564	4,546	2,450	2,451	2,563	2,731
Female Total		30,788	30,562	29,849	30,275	25,419	25,470	25,099	25,250	34,584	35,098	35,250	34,456	23,456	23,523	23,288	23,135
Male	Grade 1	5,158	4,954	4,407	4,349	4,260	4,150	3,928	3,908	5,861	5,628	5,264	5,236	4,000	3,808	3,639	3,630
	Grade 2	5,052	5,023	4,843	4,628	4,186	4,229	4,016	4,007	5,617	5,723	5,759	5,320	3,910	3,926	3,648	3,546
	Grade 3	5,124	5,323	5,166	5,240	4,559	4,501	4,345	4,367	5,918	5,861	6,021	5,786	4,230	4,288	4,284	4,060
	Grade 4	5,218	4,889	5,019	5,149	4,471	4,314	4,368	4,414	5,704	5,759	5,645	5,814	4,007	4,085	4,118	4,139
	Grade 5	5,211	5,048	4,813	5,030	4,325	4,330	4,140	4,181	5,712	5,582	5,598	5,561	3,990	3,807	3,877	3,901
	Grade 6	4,945	5,179	4,844	4,792	3,710	3,848	3,962	4,078	5,360	5,673	5,537	5,387	3,460	3,712	3,604	3,494
	Grade 7	3,279	3,663	3,942	4,305	2,517	2,651	2,762	2,900	3,720	4,133	4,696	4,576	2,439	2,442	2,501	2,537
Male Total		33,987	34,079	33,034	33,493	28,028	28,023	27,521	27,855	37,892	38,359	38,520	37,680	26,036	26,068	25,671	25,307
Grand Total		64,775	64,641	62,883	63,768	53,447	53,493	52,620	53,105	72,476	73,457	73,770	72,136	49,492	49,591	48,959	48,442

Chart 11: Enrolment by Sex, Region and Year, 2014 - 2017

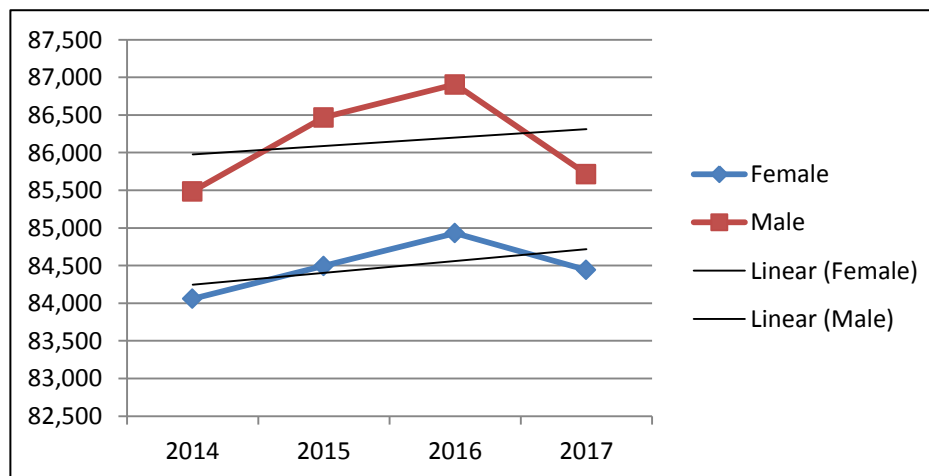


The enrolment across the regions has not changed much over the four year period. However of note is that the national enrolment is on the decline this year. Manzini has the largest enrolment followed by Hhohho, with Shiselweni having the lowest enrolment rates. Data also indicated that there are more boys enrolled in the system than girls, this scenario has not changed over the years. It could be signifying that there are more male children in the population than an issue of unequitable access. This would be clarified when the net enrolment rates are calculated. Most of the educational indicators associated with access are based on enrolment and age of the pupils. In Eswatini the official entry age is six (6), this then supposes an official age for primary as ages 6 to 12 years.

Table 23: Pupils of Official Age by Sex, Grade and Year, 2014 – 2017

Sex	Grade	2014	2015	2016	2017
Female	Grade 1	16,774	16,101	15,112	15,303
	Grade 2	16,200	16,437	15,587	14,924
	Grade 3	16,554	16,600	16,814	16,058
	Grade 4	14,836	15,111	15,401	15,742
	Grade 5	11,650	11,770	12,512	12,652
	Grade 6	6,325	6,628	7,295	7,502
	Grade 7	1,722	1,848	2,211	2,261
Female Total		84,061	84,495	84,932	84,442
Male	Grade 1	18,950	18,337	17,068	16,975
	Grade 2	18,523	18,687	18,062	17,361
	Grade 3	18,522	18,899	18,909	18,601
	Grade 4	14,755	14,887	15,629	15,922
	Grade 5	9,496	9,880	10,467	10,470
	Grade 6	4,252	4,721	5,453	5,105
	Grade 7	988	1,057	1,318	1,281
Male Total		85,486	86,468	86,906	85,715
Grand Total		169,547	170,963	171,838	170,157

Chart 12: Pupils of Official Age by Sex and Year, 2014 - 2017



Data indicated a drop in the number of pupils within official age in 2017. The 2017 figures suggested a change in trend, as the number of pupils was on an increasing trend before then. On the whole there were no significant changes. The decrease could also be due to a general decline in population figures.

Table 24: Repetition

Repetition remains a challenge to the education system. Although there are gains that have been made, the repetition rate still remains high.

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Grade 1	6	193	645	446	94	30	18	7	1	1		2						0	1,443
	Grade 2		2	155	459	470	148	47	21	9	6	2	3	1					0	1,323
	Grade 3			7	168	543	565	348	150	65	27	7	6	4					0	1,890
	Grade 4				10	155	393	591	401	264	120	76	40	15	4	2	2	1	1	2,075
	Grade 5					9	84	361	663	543	355	199	97	71	27	14	4		3	2,430
	Grade 6						5	74	341	531	558	396	230	159	74	30	7	9	4	2,418
	Grade 7							7	35	92	153	160	136	155	84	43	22	5	12	904
Female		6	195	807	1,083	1,271	1,225	1,446	1,618	1,505	1,220	840	514	405	189	89	35	15	20	12,483
Male	Grade 1	7	271	1,064	829	174	44	23	10	6	6	1	3	3					0	2,441
	Grade 2		20	191	813	947	467	160	57	29	9	4	4	4					0	2,705
	Grade 3			19	221	730	970	784	423	183	83	37	15	13	2	1			1	3,482
	Grade 4				29	153	416	745	848	585	355	182	100	57	15	8	2	1	2	3,498
	Grade 5					6	82	337	604	680	622	434	256	160	82	36	6	3	1	3,309
	Grade 6						5	58	250	467	545	554	411	391	183	100	43	20	15	3,042
	Grade 7							4	26	67	108	146	160	158	126	75	51	22	32	975
Male		7	291	1,274	1,892	2,010	1,984	2,111	2,218	2,017	1,728	1,358	949	786	408	220	102	46	51	19,452
Grand Total		13	486	2,081	2,975	3,281	3,209	3,557	3,836	3,522	2,948	2,198	1,463	1,191	597	309	137	61	71	31,935

Data indicated that generally more boys repeat than girls at primary levels. Data suggested that roughly twice as many boys repeat than girls. This could be expected because there are more boys enrolled than the girls. However, the main concern is the extent of repetition, i.e. in both sexes as it represents a scenario where not all the pupils are performing as expected, or possibly other factors that could be contributing to this repetition. Repetition represents resources that are allocated to the same pupils more than once. **In 2017 about there were 31 935 repeaters, and this is a reason to be worried as it implied that one full grade is always repeating on a yearly basis.** This has not improved or changed over the period. This suggested that about 1/7 of the budget for primary education finances repeaters.

Financially this means that as we begin each year, the Government allocates large resources finance, infrastructure and human resources for repetition. It could also suggest that more and more children are trapped at primary levels, and some may never complete the primary cycle. This is also evidenced with the fact that there are still children aged above 12 years still enrolled at primary. As they repeat they grow older. It raises other issues where you find that there is a widened age difference between the pupils in one grade. Some grades have children as young as 6 years attending a class with a child who may be as old as 15 years old. This raises a lot of psycho-social

issues in the teaching learning process. Importantly the report will focus on cost implications. This is because the funds used on repetition could be effectively used to improve the quality of education through supporting other interventions.

Table 25: Number of Repeaters by Grade, 2014 -2017

Sex	Grade	2014	2015	2016	2017
Female	Grade 1	2,394	2,014	1,744	1,443
	Grade 2	2,119	1,798	1,447	1,323
	Grade 3	2,782	2,398	2,018	1,890
	Grade 4	2,671	2,567	2,101	2,075
	Grade 5	3,081	2,798	2,536	2,430
	Grade 6	3,012	2,864	2,671	2,418
	Grade 7	739	770	785	904
Female Total		16,798	15,209	13,302	12,483
Male	Grade 1	3,827	3,394	2,908	2,441
	Grade 2	3,765	3,214	2,768	2,705
	Grade 3	4,686	4,140	3,526	3,482
	Grade 4	4,301	3,781	3,491	3,498
	Grade 5	4,121	3,604	3,339	3,309
	Grade 6	3,503	3,563	3,212	3,042
	Grade 7	909	793	754	975
Male Total		25,112	22,489	19,998	19,452
Grand Total		41,910	37,698	33,300	31,935

Table 26: Proportion of Repeaters as function of Grade enrolment

Grade	Repeaters 2017	Enrolment 2017	Repeaters as % of each Grade
Grade 1	3,884	32,543	98.1%
Grade 2	4,028	32,493	98.3%
Grade 3	5,372	35,837	89.1%
Grade 4	5,573	36,764	86.9%
Grade 5	5,739	36,021	88.7%
Grade 6	5,460	34,938	91.4%
Grade 7	1,879	28,855	110.7%
	31,935	237,451	94.7%

The table shows the total repeaters in 2017 as a function on Grade enrolment. It indicated that the 31 935 is on average 94.7% of each grade, which confirmed that the total enrolment was almost equivalent to a grade. In fact there are more primary repeaters than the total enrolment in grade 7 (111%), which is 11 percent more.

If there are such high numbers every year, then this means resources might be going to waste most of the children who repeat

seldom complete primary education. This was noted earlier in the report where the flow rate from grade 1 to grade 7 dropped by close to 8000 pupils. This could be crudely saying 1 in 4 of the repeaters will end up dropping out.

The question to ask, is whether it is financially viable to have this high repetition which results in more than 8000 children dropping out. These drop out even before they reach grade 7. This calls to question the Mission Statement of the sector. How will the nation develop if it is still churning children with low level

skills, or almost illiterate/innumerate citizens? Important this is a human cost, as some children are pushed out of the system, rendering them suspect to vulnerability.

Table 27: Analysis of the Cost of Repetition

Grade	FPE Grant
Grade 1	E560.00
Grade 2	E560.00
Grade 3	E580.00
Grade 4	E580.00
Grade 5	E640.00
Grade 6	E670.00
Grade 7	E1,010.00

The current Capita Grant costs under the Free Primary Education Act (FPE) are as shown in the table. These figures exclude the other State funded initiatives such as Free Textbooks, Free Stationery and School Feeding. This also excludes salaries for teachers, auxiliary staff and infrastructure and resources which are normally built in when the unit costs are calculated. The following table presents the estimated costs of repetition per grade over the four year period. It is the number of repeaters multiplied by the FPE per capita grant.

Table 28: Estimated FPE Grant allocated to Repeating Pupils, 2014 - 2017

Sex	Grade	2014	2015	2016	2017
Female	Grade 1	1,340,640	1,127,840	976,640	808,080
	Grade 2	1,186,640	1,006,880	810,320	740,880
	Grade 3	1,613,560	1,390,840	1,170,440	1,096,200
	Grade 4	1,549,180	1,488,860	1,218,580	1,203,500
	Grade 5	1,971,840	1,790,720	1,623,040	1,555,200
	Grade 6	2,018,040	1,918,880	1,789,570	1,620,060
	Grade 7	746,390	777,700	792,850	913,040
Female Total		10,426,290	9,501,720	8,381,440	7,936,960
Male	Grade 1	2,143,120	1,900,640	1,628,480	1,366,960
	Grade 2	2,108,400	1,799,840	1,550,080	1,514,800
	Grade 3	2,717,880	2,401,200	2,045,080	2,019,560
	Grade 4	2,494,580	2,192,980	2,024,780	2,028,840
	Grade 5	2,637,440	2,306,560	2,136,960	2,117,760
	Grade 6	2,347,010	2,387,210	2,152,040	2,038,140
	Grade 7	918,090	800,930	761,540	984,750
Male Total		15,366,520	13,789,360	12,298,960	12,070,810
Grand Total		25,792,810	23,291,080	20,680,400	20,007,770

Considering **the FPE grant only**, the results indicated that the Ministry of Education and Training pays out **more than E20million each year to finance repetition**. The figure dropped from a high of E26million in 2014 to E20million in 2017, however it still represents a huge sum allocated for repetition. It is time a cost benefit analysis of repetition is made, from both educational and financial perspectives.

As suggested earlier repetition does not necessary lead to improved achievement rather research suggests that it leads to increased dropout, what then are the benefits to both the system and the pupil from increased repetition? Who benefits? The Ministry does have a policy on repetition – should not exceed 10%. Statistics indicated it's above 15 percent, and has been for all the years. Why is the Ministry not implementing its policy, it is justified educationally to have such high repetition rates in the school system?

Financially it is a drain to the country's diminishing resources, and at the end of the day it puts more than 8000 children each year at the risk of not have a basic education which is necessary for Sustainable Development Goals (SDG). This will make it a challenge both educationally and financially to achieve the SDGs, and further it will still result in a population that will be trapped in the vicious cycle of poverty. **The amount of E20million is almost the amount for the FPE Grant for all of grade 1.** This

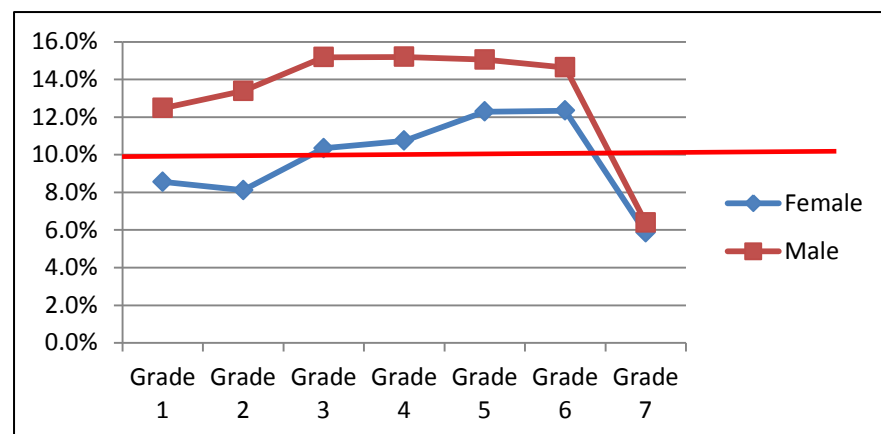
could suggest that with reduced repetition this amount could be used to finance lower secondary levels of education – resulting in increased access. **It is important not to lose focus of the fact that most of the lower secondary aged children are trapped at primary levels, this is why there are low enrolment rates at secondary. This is why we have a very large primary education base feeding into a perceived smaller lower secondary level, only a limited few reach the end of the primary cycle.** The huge investments made at primary are lost as we move from grade 1 to grade 7.

It is also interesting that the grade 7 class is gradually becoming smaller than form 1 as observed in earlier chart under primary flow rates. It's also a big issue, where does the extra enrolment in form 1 come from. As will be noted in the analysis of the secondary sub sector it's also an issue related to repetition. There is increased repetition which is beginning to inflate secondary enrolment. This increased repetition in form 1 could also act as a barrier to access for primary school graduates. This is why the Ministry needs to pay special attention to repetition. A proposal could be a deep, investigative and professional inspection in those schools reporting high incidence of repetition and also setting up remedial systems to be exploited when needed. Schools reporting repetition rates above 10 percent may need support, it is the inspection teams that need to diagnose and remedy the situation.

Table 29: Percent Repetition by Sex, Grade and Age, 2017

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Grade 1	6.5%	3.2%	8.7%	35.5%	37.2%	28.3%	12.1%	12.1%	25.0%	16.7%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.6%
	Grade 2	0.0%	1.8%	3.1%	6.7%	21.9%	24.8%	28.8%	29.2%	37.5%	50.0%	28.6%	25.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	8.1%
	Grade 3	0.0%	0.0%	4.6%	3.8%	7.5%	20.7%	30.7%	34.7%	37.4%	34.6%	18.4%	35.3%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.3%
	Grade 4	0.0%	0.0%	0.0%	4.3%	3.9%	6.4%	16.1%	23.3%	32.2%	35.0%	42.2%	42.1%	32.6%	57.1%	50.0%	33.3%	33.3%	0.0%	10.7%
	Grade 5	0.0%	0.0%	0.0%	0.0%	6.1%	2.8%	6.6%	16.4%	22.9%	31.2%	32.5%	32.4%	39.7%	51.9%	56.0%	40.0%	0.0%	0.1%	12.3%
	Grade 6	0.0%	0.0%	0.0%	0.0%	0.0%	6.0%	3.0%	6.9%	14.3%	20.7%	25.5%	26.4%	31.4%	38.5%	35.7%	21.9%	45.0%	0.2%	12.3%
	Grade 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.9%	1.6%	2.3%	5.1%	7.3%	9.7%	15.9%	20.8%	21.9%	27.2%	20.8%	1.3%	5.9%
Female		6.5%	3.2%	6.4%	8.5%	9.2%	9.7%	11.0%	12.0%	13.6%	16.7%	18.4%	19.1%	23.4%	28.7%	28.6%	26.9%	29.4%	0.2%	9.9%
Male	Grade 1	10.3%	4.6%	12.6%	44.6%	38.2%	29.1%	14.6%	19.6%	31.6%	31.6%	7.1%	18.8%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%
	Grade 2	0.0%	15.4%	4.6%	10.4%	27.0%	38.6%	44.9%	37.0%	47.5%	32.1%	21.1%	36.4%	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%	13.4%
	Grade 3	0.0%	0.0%	12.8%	6.3%	9.8%	23.0%	33.9%	41.7%	40.8%	39.3%	35.6%	37.5%	36.1%	33.3%	33.3%	0.0%	0.0%	0.0%	15.2%
	Grade 4	0.0%	0.0%	0.0%	12.0%	6.0%	7.8%	16.2%	26.4%	31.5%	40.2%	40.6%	46.7%	45.6%	37.5%	50.0%	0.0%	50.0%	0.1%	15.2%
	Grade 5	0.0%	0.0%	0.0%	0.0%	5.7%	4.5%	7.8%	14.3%	21.2%	28.4%	33.7%	34.4%	34.3%	42.5%	45.0%	20.7%	60.0%	0.0%	15.1%
	Grade 6	0.0%	0.0%	0.0%	0.0%	0.0%	9.8%	4.1%	6.9%	13.3%	17.6%	23.7%	25.8%	32.8%	34.1%	44.6%	43.9%	45.5%	0.5%	14.6%
	Grade 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.6%	2.2%	2.4%	3.9%	6.2%	8.5%	10.7%	14.7%	17.2%	24.2%	24.2%	3.2%	6.4%
Male		10.3%	4.9%	10.0%	14.1%	14.3%	15.6%	15.9%	16.4%	16.9%	18.7%	20.7%	21.0%	23.7%	24.9%	28.8%	29.2%	32.4%	0.3%	13.5%
Total		8.1%	4.0%	8.2%	11.4%	11.8%	12.7%	13.5%	14.2%	15.3%	17.8%	19.7%	20.3%	23.6%	26.0%	28.7%	28.6%	31.6%	0.2%	11.9%

Chart 13: Percent Repetition by Sex and Grade, 2017



The chart shows that on average more boys repeat than their female counterparts. This is magnified in the lower grades up to grade 6. From grade 1 to grade 6 the percentage of repeaters is above 10%. It only drops below the threshold in grade 7, which could be the fact that a few children repeat this grade, i.e. most just quit school.

What is interesting is the fact that the percentage of repeaters varies but in grade 7 is the same for both boys and girls which suggested that most of the boys quit school or possibly pass and go to form 1. This is why the calculation of transition rates is important. If very few boys reach form 1, it could suggest that the sector needs to pay special attention to the boy child.

Table 30: Repetition Rate by Sex, Grade and Age, 2017

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Grade 1	5.8%	3.2%	9.0%	32.4%	29.5%	28.0%	54.5%	50.0%	6.7%	25.0%	0.0%	7.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	9.4%
	Grade 2	0.0%	1.2%	3.0%	6.3%	22.4%	25.0%	22.8%	23.9%	22.0%	27.3%	15.4%	27.3%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	8.4%
	Grade 3	0.0%	0.0%	2.3%	3.6%	8.2%	16.3%	27.1%	31.7%	35.1%	30.0%	15.9%	19.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.1%
	Grade 4	0.0%	0.0%	0.0%	4.5%	4.7%	6.4%	15.4%	21.1%	31.5%	31.6%	41.8%	44.4%	50.0%	50.0%	33.3%	0.0%	33.3%	0.1%	11.4%
	Grade 5	0.0%	0.0%	0.0%	0.0%	6.0%	2.8%	6.4%	17.8%	22.7%	28.2%	30.4%	28.4%	61.7%	44.3%	77.8%	40.0%	0.0%	0.2%	12.6%
	Grade 6	0.0%	0.0%	0.0%	0.0%	0.0%	4.2%	2.9%	7.4%	13.8%	21.4%	25.2%	21.0%	34.3%	38.1%	40.5%	30.4%	60.0%	0.2%	12.6%
	Grade 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	1.7%	2.5%	5.2%	7.5%	8.2%	21.4%	24.8%	33.6%	39.3%	15.2%	0.5%	5.6%
Female Total		5.8%	3.1%	6.4%	8.0%	10.1%	9.1%	10.5%	12.6%	13.7%	16.8%	18.3%	15.8%	30.2%	31.1%	38.5%	38.0%	26.8%	0.8%	10.8%
Male	Grade 1	7.0%	4.5%	12.9%	40.5%	33.4%	26.7%	36.5%	28.6%	35.3%	54.5%	9.1%	10.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.4%
	Grade 2	0.0%	11.1%	4.2%	10.0%	28.0%	37.9%	36.3%	32.4%	32.6%	16.7%	15.4%	16.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.8%
	Grade 3	0.0%	0.0%	7.9%	6.1%	11.0%	20.6%	31.2%	36.6%	37.6%	39.3%	32.5%	24.2%	0.0%	25.0%	14.3%	0.0%	0.0%	0.0%	15.6%
	Grade 4	0.0%	0.0%	0.0%	15.8%	6.5%	7.8%	15.9%	27.7%	34.8%	40.0%	37.2%	32.2%	61.3%	39.5%	44.4%	0.0%	0.0%	0.1%	16.0%
	Grade 5	0.0%	0.0%	0.0%	0.0%	5.8%	4.2%	7.5%	15.4%	21.9%	30.8%	34.5%	27.9%	40.0%	50.3%	67.9%	20.7%	33.3%	0.0%	15.1%
	Grade 6	0.0%	0.0%	0.0%	0.0%	0.0%	4.7%	3.2%	7.0%	13.4%	19.2%	24.9%	21.6%	37.3%	33.2%	41.0%	39.1%	0.0%	0.4%	14.2%
	Grade 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	2.2%	2.4%	4.0%	6.5%	7.7%	13.0%	16.2%	20.5%	28.7%	24.4%	1.0%	5.7%
Male		7.0%	4.7%	9.8%	13.5%	15.4%	14.7%	14.9%	16.9%	17.2%	19.7%	21.4%	17.8%	28.3%	26.5%	31.9%	31.8%	30.5%	1.6%	15.2%
Grand Total		6.4%	3.9%	8.1%	10.8%	12.8%	11.9%	12.8%	14.8%	15.5%	18.4%	20.1%	17.0%	28.9%	27.8%	33.6%	33.2%	29.5%	6.6%	13.4%

Data in 2017 suggested an improvement in grade 1 and grade 2. The repetition rate is below 10 percent, which is in line with the national benchmark. There will be need to further investigate how this was achieved. It is important to note that with constant high repetition, the percent and repetition rates end up being almost equivalent. However, in 2017 there is a slight difference due to decreased rates.

It will be important to look at the current cohort of grade 1 and grade 2 as they move through the system. If the current reduced rates are sustained there could be increased enrolment up to grade 7, resulting in increased expansion of the lower secondary sub sector. This could set the scene for improved enrolment rates and possible positive gains made under the SDG agenda.

Table 31: Percent Repetition by Sex, Grade and Region, 2016 and 2017

Sex	Grade	Hhohho		Lubombo		Manzini		Shiselweni	
		2016	2017	2016	2017	2016	2017	2016	2017
Female	Grade 1	9%	6%	17%	13%	9%	7%	12%	13%
	Grade 2	9%	6%	14%	11%	7%	8%	9%	12%
	Grade 3	11%	8%	16%	16%	8%	9%	13%	15%
	Grade 4	9%	8%	18%	16%	9%	9%	14%	17%
	Grade 5	14%	10%	21%	18%	10%	10%	16%	19%
	Grade 6	15%	10%	22%	18%	10%	11%	17%	19%
	Grade 7	5%	6%	8%	8%	5%	6%	5%	5%
Female Total		11%	8%	17%	15%	8%	9%	13%	15%
Male	Grade 1	16%	10%	24%	19%	12%	11%	17%	19%
	Grade 2	15%	12%	21%	20%	11%	12%	16%	20%
	Grade 3	18%	14%	22%	23%	13%	14%	20%	24%
	Grade 4	17%	14%	23%	22%	14%	14%	20%	23%
	Grade 5	18%	14%	25%	20%	12%	15%	20%	24%
	Grade 6	18%	15%	23%	21%	12%	14%	20%	21%
	Grade 7	5%	7%	8%	7%	5%	7%	4%	5%
Male Total		16%	12%	22%	19%	12%	13%	17%	20%

The Lubombo region and the Shiselweni region reported the highest repetition rates. Both regions maintained the rates at above 10 percent whilst the other two regions the rates showed some improvement.

The inspection teams need to study what worked in the Hhohho and Manzini regions and apply the same remedies for the other two regions. The other regions are generally known for the poverty levels, there maybe a link between their performance and poverty. This needs a deep qualitative assessment.

There are many factors that may contribute to this situation, poverty, lack of food, age of the pupils and travelling distances to schools, school related costs. These are the factors that need to be addressed. It is important that the INQABA is used to diagnose and remedy this scenario, as it suggests that there are indeed barriers in these two regions.

The Lubombo and Shiselweni regions experienced repetition as high as 20% from grades 3 to grade 6 in boys. This meant 1 in every 5 children in a class was a repeater. This is high, there is need for intervention. There is need to look at the boy child especially in these two regions. There are educational, financial or psycho-social barriers that

the boys are experiencing in these regions. This calls for targeted intervention. It is important that such reports are read and action taken where there is a justified reason. These are possible the children that end up dropping out of the system. In the past surveys one of the reasons attributed to dropout has been family reasons. This suggests that there is something that needs to be researched that touches on the family – at household level. It may be issues that may need the department of welfare to intervene, but the main responsibility is with the Ministry of Education and Training especially those sub sectors that are mandated to address such issues. Monitoring has highlighted this discrepancy, there is need for evaluation so as to find the causes and further remedy them.

Dropout is normally reported for the previous year, i.e. for 2016 for the current year. The EMIS gets data that is normally presented during the previous year's school Prize Giving days. Such data is a rate than a percent. In the data collection instrument, transfer was included as dropout, when in fact it is not, as at national levels the pupil is not by the system but move from one school to another.

Table 32: Dropout

Dropout is defined as a pupil who does not complete an academic year in school, who leaves the school before end of the year. The reasons vary. The EMIS focussed on selected reason results which are presented in the following chart.

Sex	Grade	Absconded	Death	Disciplinary	Family Reasons	Pregnancy	School fees	Sickness	Transfer	Total
Female	Grade 1	11	12		127		11	18	187	366
	Grade 2	18	6		141		4	8	271	448
	Grade 3	7	10		139		6	14	291	467
	Grade 4	44	11		133	6	5	4	263	466
	Grade 5	33	7	1	112	17	3	13	311	497
	Grade 6	60	5		153	77	6	13	238	552
	Grade 7	47	11	1	46	115	1	12	47	280
Female Total		220	62	2	851	215	36	82	1,608	3,076
Male	Grade 1	23	12		117		7	17	192	368
	Grade 2	23	3		154	1	3	13	295	492
	Grade 3	23	11		144		9	21	306	514
	Grade 4	60	17		132	1	6	11	326	553
	Grade 5	59	8	7	179		2	15	327	597
	Grade 6	124	6	3	200	4	2	17	236	592
	Grade 7	87	13	1	44	7	9	9	44	214
Male Total		399	70	11	970	13	38	103	1,726	3,330
Total		619	132	13	1,821	228	74	185	3,334	6,406

A larger proportion of the dropout reported at primary levels falls under “Family reasons” and “Absconding”. These two reasons are related as absconding may be attributed by some family reason. This suggested that there are issues at household level that also act as barriers to access education. Another factor is pregnancy. It is however, encouraging to note that the incidence of pregnancy at lower grades is on the decline – however at higher primary level it’s on the increase. The fact that there is a lower number of boys being pushed out of school due to pregnancy may imply the girls are impregnated by people who are not enrolled at primary levels. This needs to be investigated, as it implied intergenerational sex or with older partners enrolled at higher levels. It’s important for the country to have a measure of intergenerational sex, especially with school going children.

These reasons are followed by “Sickness” and “Death”. Both occur equally at the different grades. The issue of transfers when coupled with family reasons may give insights into some of the dropout. High transfer rates meant a lot of movement by pupils – why are pupils moving around, is it family reasons, is it due to barriers in some schools and parents opting to move their children around. In one region, it was reported that when schools demanded top up fees, registrations fees etc. the children opted out and moved from school to school to where there may be no charges. These differing scenarios demand an inquiry and maybe a study of the implementation of the FPE Programme may bring all these issues to the fore. It is important to research and assess what impact the FPE Programme has had on the sector if any.

Table 33: Dropout by Sex, Reason and year, 2014 - 2017

Sex	Dropout_Reason	2014	2015	2016	2017
Female	Absconded or Other	329	212	256	220
	Death	37	43	55	62
	Disciplinary or Expelled	3	4	5	2
	Family Reasons	695	550	816	851
	Pregnancy	197	184	203	215
	School fees	32	11	24	36
	Sickness	126	93	87	82
	Transfer	612	792	1,598	1,608
Female Total		2,031	1,889	3,044	3,076
Male	Absconded or Other	540	415	404	399
	Death	62	54	61	70
	Disciplinary or Expelled	13	14	24	11
	Family Reasons	778	695	1,027	970
	Pregnancy	41	20	27	13
	School fees	33	20	21	38
	Sickness	151	132	94	103
	Transfer	740	879	1,869	1,726
Male Total		2,358	2,229	3,527	3,330
Grand Total		4,389	4,118	6,571	6,406

Dropout has dropped slightly at national level, from 3 527 in 2016 to 3 330 in 2017. It is worth noting that dropout due to pregnancy for girls increased during the same period. Although this is a small increase it does call for concern, more girls are exposed to unprotected sex at primary levels.

Although there is not enough data in the period, it is noted that the number of boys reported to have dropped out due to pregnancy is on the decline. An assumption may be that the girls are not being impregnated by their counterparts. This means in addition to unprotected sex, and early sexual encounters it also suggested they had sex with someone who was not at school and may not be of the same age as them. This demands an intervention to curb the increase.

Generally the data indicated that boys are more likely to drop than girls. Further scrutiny may suggest unprotected sex, is a problem with girls and other factors i.e. family reasons are an issue with boys. What family issues touch on boys more than girls do they drop out to go and work to support their siblings and families? There are theories that are doing rounds that suggested that boys could be going to work in farms or the cities. This raises concern on the boy child.

The “Family reason” could also be a reflection of the poverty situation in the communities, especially where there are cases of orphans and vulnerable children (OVC). The EMIS also collects data on OVC from schools. These would be OVC that are known to the schools, i.e. registered as OVC. The EMIS uses school administrative records for this data. However, the ideal source of up-to-date data will be with the Welfare department which is mandated to manage OVC issues in the country. This data is important to the Ministry, because it gives a proxy measure of the potential dropout or challenges that will be faced by schools and communities where there are a lot of OVC. An OVC at primary stands a risk of not reaching secondary due to high costs, and end up being out of school. It might be more informative to correlate dropout due to family reasons and being an OVC. This can be best done if there was a unique identifier for individual pupils (PIN) system. There is a great possibility that most of the dropouts are OVC, and are pushed out of the system because of lack of funds and support. There is need for interventions to target such pupils and ensure that they are retained and complete the cycle.

Impact on the FPE Budget

Repetition and Dropout contribute negatively to the financing of education, especially when considers the diminishing resources in the sector and Government as a whole. A pupil dropping out in grade 1 represents an FPE cost of E560.00 (plus stationery, textbooks, feeding and other costs like teaching and support staff). This critically means the total cost of a grade 1 pupil could be as high as E1200.00 when all these items are combined. However if we focus on the FPE grant only we may get the lowest possible amount that is lost due to dropout. A child dropping out in grade 1 is a cost of E560, at grade 2 the costs would E1 120, i.e. grant for grade 1 + grant for grade 2, so pupils dropping up higher up cost far more than in grade 1. **A dropout in grade 6 represents high costs being wastage as the pupil could have been receiving a grant for 6 years, then drops out. If majority drop out in grade 6, then a large amount would have been wasted on 8000 pupils for minimum six years.**

Table 34: Estimated cost of Dropout (FPE Grant), 2017

Grade	Dropout 2017	Capita Cost	Total
Grade 1	179	E560.00	E100,240.00
Grade 2	177	E1,120.00	E198,240.00
Grade 3	176	E1,700.00	E299,200.00
Grade 4	203	E2,280.00	E462,840.00
Grade 5	186	E2,920.00	E543,120.00
Grade 6	314	E3,590.00	E1,127,260.00
Grade 7	233	E4,600.00	E1,071,800.00
Female			E3,802,700.00
Grade 1	176	E560.00	E98,560.00
Grade 2	197	E1,120.00	E220,640.00
Grade 3	208	E1,700.00	E353,600.00
Grade 4	227	E2,280.00	E517,560.00
Grade 5	270	E2,920.00	E788,400.00
Grade 6	356	E3,590.00	E1,278,040.00
Grade 7	170	E4,600.00	E782,000.00
Male			E4,038,800.00
			E7,841,500.00

Data for dropout in 2017 is presented in table; transfers have been excluded in this analysis. The data suggested that E7 841 500 (E8 million) was lost from the FPE grant due to dropout. Dropout needs to be curbed because it does not make any educational sense because a child leaving school at primary will not make any effective contribution to the development of the country with no qualification. This is one of the reasons why the United Nations adopted the Sustainable Development Goals (SDG) which advocates for the completion of basic education - reaching Junior certificate (Form 3). A child after 10 years would have received Life Skills to survive in the changing world.

These dropout costs coupled with the close to E20million lost to repetition suggested that close to E30million is lost each year. This can be looked as a waste of financial resources, and there is need that it be reduced. This suggests ensuring that attaining basic education might be cheaper in the long and the child would have spent at least 10 years in education –meaning literate and numerate.

Since the major contributor of dropout is repetition, it seems logical that the Ministry focusses on the reduction of repetition. This cannot be done through a policy alone, but also improving the learning and teaching environment through employment of strategies like the Competency Based Education (CBE) a learner focussed approach, in servicing of teachers with the necessary pedagogical skills to implement CEB and injection of necessary resources and resources in all schools. In addition to these improvement of the teaching/learning environment is also critical. An injection of E20million would go far in reducing the annual loss of about E30million each year, and this could be taken from savings made in the curbing of both repetition and dropout.

Table 35: OVC by Sex, Grade and Age, 2017

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Grade 1	10	600	745	178	45	14	22	2	1	1	1	2				1		0	1,622
	Grade 2		12	491	806	324	102	29	14	3	2	4	3	2	1				0	1,793
	Grade 3			21	575	1,009	463	230	99	50	25	9	4	6					0	2,491
	Grade 4				40	569	995	696	386	194	96	42	28	15	3	1	3	1	0	3,069
	Grade 5					37	460	992	825	564	297	170	90	61	14	10	5	1	2	3,528
	Grade 6						16	440	965	820	719	458	283	177	58	24	15	9	4	3,988
	Grade 7							14	396	799	793	629	490	352	154	90	37	6	17	3,777
Female		10	612	1,257	1,599	1,984	2,050	2,423	2,687	2,431	1,933	1,313	900	613	230	125	61	17	23	20,268
Male	Grade 1	5	574	923	297	84	25	19	8	3	3	2	3	1		3			0	1,950
	Grade 2		11	466	1,006	594	234	97	43	16	5	7	2	2	1				0	2,484
	Grade 3			16	438	1,028	698	454	216	112	65	27	18	8	1	1			0	3,082
	Grade 4				42	339	829	826	672	425	231	135	68	36	9	7	1		1	3,621
	Grade 5					13	291	709	837	756	543	362	229	139	55	38	15		2	3,989
	Grade 6						14	242	679	873	773	673	504	419	195	76	38	16	10	4,512
	Grade 7							12	207	526	689	637	595	495	283	166	91	42	41	3,784
Male		5	585	1,405	1,783	2,058	2,091	2,359	2,662	2,711	2,309	1,843	1,419	1,100	544	291	145	58	54	23,422
Total		15	1,197	2,662	3,382	4,042	4,141	4,782	5,349	5,142	4,242	3,156	2,319	1,713	774	416	206	75	77	43,690

Table 36: OVC by Grade, Sex and Year, 2014 - 2017

Grade	Female				Male			
	2014	2015	2016	2017	2014	2015	2016	2017
Grade 1	2,227	1,721	1,632	1,622	2,649	2,045	1,866	1,950
Grade 2	2,493	2,039	1,934	1,793	3,000	2,474	2,388	2,484
Grade 3	3,023	2,458	2,573	2,491	3,925	3,216	3,034	3,082
Grade 4	3,510	2,857	2,819	3,069	4,457	3,611	3,421	3,621
Grade 5	4,465	3,244	3,222	3,528	4,937	3,755	3,431	3,989
Grade 6	4,287	3,529	3,419	3,988	4,754	3,879	3,808	4,512
Grade 7	4,486	3,082	3,016	3,777	4,575	3,271	3,042	3,784
Total	24,491	18,930	18,615	20,268	28,297	22,251	20,990	23,422

The data indicated that there are generally more OVC boys than girls that were reported by schools. This has been the trend over the four year period. **It is also interesting that the number of reported OVC increased in 2017**, especially because the reported cases were on the decline since the introduction of the FPE Programme. Schools and communities were no longer classifying children as all were equally benefitting from the FPE programme. In 2009, there were more than 70 000 OVC reported in primary schools, this number has reduced to 23 000 in 2017. This does not however mean there are fewer OVC, it's just that they have not been captured and classified in schools.

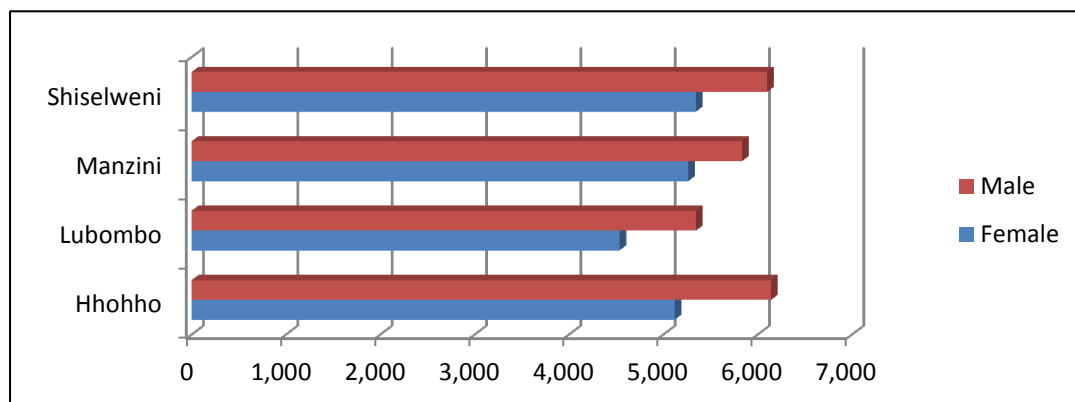
Table 37: OVC by Sex, Grade and Region, 2017

Sex	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Grade 1	343	347	449	483	1,622
	Grade 2	461	339	504	489	1,793
	Grade 3	596	594	625	676	2,491
	Grade 4	726	699	755	889	3,069
	Grade 5	946	826	913	843	3,528
	Grade 6	972	923	1,042	1,051	3,988
	Grade 7	1,076	808	978	915	3,777
Female Total		5,120	4,536	5,266	5,346	20,268
Male	Grade 1	420	404	531	595	1,950
	Grade 2	646	530	613	695	2,484
	Grade 3	792	728	707	855	3,082
	Grade 4	964	839	870	948	3,621
	Grade 5	1,052	920	1,025	992	3,989
	Grade 6	1,118	1,103	1,130	1,161	4,512
	Grade 7	1,150	824	957	853	3,784
Male Total		6,142	5,348	5,833	6,099	23,422
Grand Total		11,262	9,884	11,099	11,445	43,690

The highest number of reported OVC was in the Lubombo region. This is despite that the region has the lowest enrolment figures. This meant proportionally speaking there were more OVC enrolled per class.

School data for OVC will be very important as it can give an indication of the support that the school may need, i.e. financially, educationally, welfare services and protection. These schools are on average more vulnerable than others.

Chart 14: OVC by Region and Sex, 2017



Special Education Needs (SEN)

The data presented under this section is for Special Education Needs (SEN) children as identified at school level by schools. These are not medically derived statistics (as defined by health professionals), but are an indication of the perceived disability that may exist in the schools. Some of them may have been classified by health professionals but generally, these are perceived challenges that were observed at school level, e.g. *hearing disability* includes those that are deaf and those that are partially deaf, the different degrees of deafness have to be verified by health professionals. The same logic will apply for visual and learning impairment. There is need for the EMIS and the departments concerned to collaborate with the Ministry of Health or the School Health Programme on collection of such data. It is envisaged that such data will also be collected under the Care and Support for Teaching and Learning (CSTL) and under the Sector Response to HIV and AIDS agenda. This report covers SEN, there is additional data on orphan hood, socio-economic support, psycho-social support, pupils seeking counselling services that need to be reported. The EMIS will need additional resources to collect and report on the complete profile under this sub sector. **This data provides a basis for engagement, schools where the perceived disability exists – calls for targeted intervention by the relevant departments and professionals.**

Table 38: SEN Enrolment by Sex and Grade 2017

Sex	Grade	Hearing Impaired	Learning Disability	Other Impairment	Physical Disability	Visually Impaired	Total
Female	Grade 1	62	136	32	38	75	343
	Grade 2	101	122	17	29	78	347
	Grade 3	123	153	20	26	126	448
	Grade 4	174	123	23	25	220	565
	Grade 5	208	132	19	16	282	657
	Grade 6	153	101	33	31	276	594
	Grade 7	121	70	31	16	259	497
Female Total		942	837	175	181	1,316	3,451
Male	Grade 1	107	211	46	51	102	517
	Grade 2	107	236	40	32	111	526
	Grade 3	109	265	46	34	158	612
	Grade 4	174	292	42	33	265	806
	Grade 5	155	211	40	41	284	731
	Grade 6	131	128	33	31	243	566
	Grade 7	82	100	27	24	217	450
Male Total		865	1,443	274	246	1,380	4,208
Grand Total		1,807	2,280	449	427	2,696	7,659

It is important that the Ministry understands this reported data with a view to respond to it positively. Some of the internationally defined classifications may not be known by schools, they will need capacity to at least pick some of them out. Whilst it is true that there are partners that go into schools who have the skills and expertise on SEN, the Ministry needs to look at the data as a demand for additional investigation. Some children may be misdiagnosed and misclassified at school level whilst others end up dropping

out especially if the feel like they are not adequately catered for.

Table 39: SEN by Sex, Grade and Region, 2017

Sex	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Grade 1	126	73	87	57	343
	Grade 2	131	80	83	53	347
	Grade 3	141	105	125	77	448
	Grade 4	216	104	118	127	565
	Grade 5	221	126	164	146	657
	Grade 6	246	116	143	89	594
	Grade 7	255	100	81	61	497
Female Total		1,336	704	801	610	3,451
Male	Grade 1	173	148	105	91	517
	Grade 2	188	127	113	98	526
	Grade 3	200	128	189	95	612
	Grade 4	282	179	211	134	806
	Grade 5	269	158	184	120	731
	Grade 6	213	105	178	70	566
	Grade 7	174	106	96	74	450
Male Total		1,499	951	1,076	682	4,208
Grand Total		2,835	1,655	1,877	1,292	7,659

The EMIS looks at this data as a vehicle for intervention by the relevant stakeholders and partners. The SEN department and School Health can use this data and identify schools which have reported notable figures on SEN, to go and verify if not screen properly otherwise the chances of these institutions knowing about such schools are slim.

EMIS highlights a possible concern, which is necessary for intervention as the school health can only visit a limited number of schools or communities. School health can then report on the screened pupils under CTSL. The issues around SEN are there in schools and the only vehicle that can assist to identify the pockets is such data. This data can be used to engage with schools, otherwise how will the Ministry know the perceived extent of the problems.

SEN children who are not identified and assisted end up dropping out, this data can be used for intervention. Until the country reaches a stage where all children/pupils are screened early some will enrol with SEN, and may end up being frustrated by the education system if their needs are not catered for. After proper screening then the EMIS could be informed to validate/update its databases.

Table 40: SEN by Sex and Region 2017

Sex	Special_ed_need_status	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired	320	230	204	188	942
	Learning Disability	349	144	223	121	837
	Other Impairment	65	47	38	25	175
	Physical Disability	74	26	45	36	181
	Visually Impaired	528	257	291	240	1,316
Female Total		1,336	704	801	610	3,451
Male	Hearing Impaired	245	268	236	116	865
	Learning Disability	594	264	376	209	1,443
	Other Impairment	92	63	61	58	274
	Physical Disability	97	62	40	47	246
	Visually Impaired	471	294	363	252	1,380
Male Total		1,499	951	1,076	682	4,208
Grand Total		2,835	1,655	1,877	1,292	7,659

Data for Visually impaired and Learning Disability is generally higher than the other categories over the period. This needs to be investigated further because these are perceptions and definitions might not be uniform or conform to some internationally defined standard. However, the fact is that schools are reporting this data, whether factually or not it should engender some response from the Ministry to go and investigate especially because if schools identify and define pupils they may not have the skills to manage what they perceive to be SEN. It might not be SEN per se, but the fact is unless it is verified it may be perceived as such, if not attended to, these are some of the children who may end up dropping out of the system because they are not adequately catered for.

Table 41: SEN by Sex, SEN and Year 2014 - 2017

Sex	Special_ed_need_status	2014	2015	2016	2017	Total
Female	Hearing Impaired	780	540	718	942	2,980
	Learning Disability	680	636	840	837	2,993
	Other Impairment	143	97	158	175	573
	Physical Disability	165	115	147	181	608
	Visually Impaired	1,096	851	970	1,316	4,233
Female Total		2,864	2,239	2,833	3,451	11,387
Male	Hearing Impaired	673	493	657	865	2,688
	Learning Disability	1,058	1,064	1,414	1,443	4,979
	Other Impairment	152	146	212	274	784
	Physical Disability	272	173	166	246	857
	Visually Impaired	1,048	925	928	1,380	4,281
Male Total		3,203	2,801	3,377	4,208	13,589
Grand Total		6,067	5,040	6,210	7,659	24,976

A learning disability identified in grade 1 suggests that the teacher has made this assessment within a 4 month period. This could further explain the high repetition in grade 1. It would be interesting to make an assessment as to how these learning disabilities are detected by schools so early in the pupil's education. Such data can be used to inform and provoke further enquiry which may lead to policy suggestions. The fact is pupils are being labelled and classified in the schools with or without specialised guidance is an issue that needs addressing. Although the solution lies in early identifications and interventions, this is unlikely considering the resources in the country. However, as a Ministry there is need to intervene. There is something teachers are observing for them to conclude a child has a learning disability.

Early Childhood Care and Development Programmes (ECCDE)

This is another sub sector that is not well covered in the current EMIS. However, efforts have been made to capture data for reporting purposes. The greatest challenge for the data in the sector is that it is still largely in private sector and not entirely under the MOET. Some ECCDE programs are under the Ministry of Health and the Deputy Prime Minister's office. This is another area for potential collaboration. The EMIS has a separate system for such data and will report on it in the future. However, the EMIS has a question that wanted to find out the number of grade 1 children who reported to have gone through any form of ECCDE previously. In future the EMIS will report on Grade zero (reception grade) which is part of ECCDE, however this is still at pilot stage. Further ECCDE consists of two levels, Pre-Primary and Kindergraten. However going forward such data will need to be collected and grouped into the two new levels under the ISCED2011

Table 42: Number of Grade 1 Pupils who have gone through ECCDE

Sex	Region	2014	2015	2016	2017
Female	Hhohho	3,861	3,352	3,007	3,394
	Lubombo	1,529	1,465	2,519	2,288
	Manzini	4,594	4,955	4,707	3,622
	Shiselweni	1,230	1,497	1,796	1,865
Female		11,214	11,269	12,029	11,169
Male	Hhohho	4,327	3,929	3,407	3,790
	Lubombo	1,665	1,647	2,786	2,670
	Manzini	5,222	5,552	5,243	4,073
	Shiselweni	1,427	1,640	2,043	2,147
Male I		12,641	12,768	13,479	12,680
Total		23,855	24,037	25,508	23,849

Table 43: Proportion of Grade 1 Pupils who have gone thro ECCDE, Sex and Region

Sex	Region	2015	2016	2017
Female	Hhohho	91%	85%	76%
	Lubombo	42%	42%	72%
	Manzini	92%	105%	101%
	Shiselweni	36%	48%	54%
Female		69%	74%	78%
Male	Hhohho	87%	89%	78%
	Lubombo	40%	42%	71%
	Manzini	93%	105%	100%
	Shiselweni	37%	45%	56%
Male		68%	74%	79%
Total		69%	74%	78%

The data reported suggested that about 4 in 5 of grade 1 pupils have gone through some form of ECCDE program. The EMIS did not specify or limit itself to Pre-School, but generally in Eswatini the most common would be pre-schooling. In addition some of the institutions have not yet been graded and classified according to the ISCED2011. Children of varying ages attend and are not classified by the newly adopted ISCED levels. Such variations will be explored under the new system for ECCDE. It is however encouraging that a high number of children go through this stage of development. Some studies have revealed that such children tend to do better in school, as such the country has introduced grade 0. This in part aimed to level the ground, so as to ensure that all children do get the benefit of an ECCDE program. The worry though is that once this level has been formalised pre school managers may create another structure or level which may reintroduce the discrepancy at lower levels e.g. kindergarten.

Table 44: Primary School Teachers by Sex, Qualification and Region. 2017

Sex	Qualification	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	A.A.T.	2		2		4
	ACE	1	1	1		3
	B.P.H.D in special education		2		1	3
	BA	6	6	26	4	42
	BA + CCE			7	1	8
	BA Humanities	24	25	37	32	118
	BA Humanities + CDE	5	22	63	13	103
	BA Social Science	2	2	2		6
	Bachelors + PGCE	153	123	112	71	459
	Bachelor's Honours Degree	41	9	47	27	124
	Bcom	1		4		5
	Bed(Prim)	150	94	163	80	487
	Bed(Sec)	10	11	20	6	47
	Bsc + CDE	1		2	1	4
	Bsc Agricultural Education	2	2	2		6
	BSc in Home Economics	10	13	9	12	44
	BSc.	15	18	8	10	51
	BSc. Agriculture			1	1	2
	Certificate in I.T. Education	2	2	1		5
	Dip. Technical Teaching		2		1	3
	Diploma in Agriculture		1		2	3
	Diploma in Commerce		1	1		2
	Diploma in Computer Science	1		3		4
	Diploma in Education	68	66	88	19	241
	Diploma in Home Economics	1	2	6		9
	Diploma in Law		3		2	5
	Masters	19	14	15	6	54
	MSc Environmental Monitoring Assesment	1				1

	N.P.D.E.	16	4	13	19	52
	O-Level	104	161	88	78	431
Sex	Qualification	Hhohho	Lubombo	Manzini	Shiselweni	Total
	P.H.C.	1		3	1	5
	P.H.C.+H.E.	3	4	3	7	17
	P.H.D.		1	1	1	3
	PLC	4	6	15	4	29
	PTC	157	153	252	159	721
	PTD	794	534	861	714	2,903
	STC	1		1	1	3
	STD	19	13	23	22	77
	(blank)					
	Degree in Business Education				2	2
	Bachelors in Theology		1			1
	Degree in Design and Tech.	2				2
	Diploma in Construction			1		1
	Bcom + P.G.C.E.	1	4	1	5	11
Female		1,617	1,300	1,882	1,302	6,101
Male	A.A.T.			1		1
	ACE	1				1
	B.P.H.D in special education				1	1
	BA	1	2	6	8	17
	BA + CCE				3	3
	BA Humanities	15	23	27	26	91
	BA Humanities + CDE	5	19	21	8	53
	BA Social Science		2	1	2	5
	Bachelors + PGCE	72	70	35	58	235
	Bachelor's Honours Degree	9	3	14	2	28
	Bcom	1				1
	Bed(Prim)	45	37	55	43	180
	Bed(Sec)	4	8	8	3	23

	Bsc + CDE		3	2		5
	Bsc Agricultural Education	1	6	4		11
	BSc in Home Economics	4	1	1	1	7
Sex	Qualification	Hhohho	Lubombo	Manzini	Shiselweni	Total
	BSc.	6	9	5	5	25
	BSc. Agriculture	1	3		4	8
	Certificate in I.T. Education	1				1
	Dip. Technical Teaching			1	1	2
	Diploma in Agriculture	2	2	2	2	8
	Diploma in Commerce	1	6			7
	Diploma in Computer Science	1	2	1	1	5
	Diploma in Education	21	23	48	5	97
	Diploma in Law	1		1		2
	Masters	8	2	5	2	17
	MSc Environmental Monitoring Assesment		1			1
	N.P.D.E.	3	2	2		7
	O-Level	47	54	33	35	169
	P.H.C.		1		1	2
	P.H.D.				1	1
	PTC	26	35	41	35	137
	PTD	438	276	440	386	1,540
	STC			1		1
	STD	18	24	23	18	83
	(blank)					
	Bachelors in Theology	1		1	1	3
	Degree in Design and Tech.	1		1		2
	Diploma in Construction	1				1
	Bcom + P.G.C.E.	1	1	1		3
Male		736	615	781	652	2,784
(blank)	BA				1	1
	BA Humanities		1		1	2

	BA Humanities + CDE		1			1
	Bachelors + PGCE	1				1
	Bachelor's Honours Degree	1				1
	Bsc + CDE	1				1
	BSc. Agriculture				1	1
	Diploma in Education	2	2	1	2	7
	Masters		1			1
	O-Level	2	4		2	8
	PTC				1	1
	PTD	2	4	1	9	16
	STD				1	1
	(blank)					
	Bcom + P.G.C.E.			1		1
(blank)		9	13	3	18	43
Total		2,362	1,928	2,666	1,972	8,928

The table **present all teaching staff at** primary levels irrespective of their qualification. A reasonable number of them are academically qualified, but do not possess professional training at teachers. Eswatini recognises two levels at this stage, those who are trained as teachers (primary and secondary) and those who are appropriately qualified to teach at primary levels. This categorisation may vary with countries and some international definition – you have to have a professional teaching certificate to be classified as a teacher in Eswatini.

Table 45: **Professionally trained teachers** by Sex, Qualification and Region, 2017

Sex	Qualification	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	B.P.H.D in special education		2		1	3
	BA + CCE			7	1	8
	BA Humanities + CDE	5	22	63	13	103
	Bachelors + PGCE	153	123	112	71	459
	Bachelor's Honours Degree	41	9	47	27	124
	Bed(Prim)	150	94	163	80	487
	Bed(Sec)	10	11	20	6	47
	Bsc + CDE	1		2	1	4
	Bsc Agricultural Education	2	2	2		6
	Certificate in I.T. Education	2	2	1		5
	Dip. Technical Teaching		2		1	3
	Diploma in Education	68	66	88	19	241
	Masters	19	14	15	6	54
	N.P.D.E.	16	4	13	19	52
	P.H.C.	1		3	1	5
	P.H.C.+H.E.	3	4	3	7	17
	P.H.D.		1	1	1	3
	PLC	4	6	15	4	29
	PTC	157	153	252	159	721
	PTD	794	534	861	714	2,903
	STC	1		1	1	3
	STD	19	13	23	22	77
	Degree in Business Education				2	2

	Degree in Design and Tech.	2				2
	Bcom + P.G.C.E.	1	4	1	5	11
Female Total		1,449	1,066	1,693	1,161	5,369
Male	B.P.H.D in special education				1	1
	BA + CCE				3	3
	BA Humanities + CDE	5	19	21	8	53
	Bachelors + PGCE	72	70	35	58	235
	Bachelor's Honours Degree	9	3	14	2	28
	Bed(Prim)	45	37	55	43	180
	Bed(Sec)	4	8	8	3	23
	Bsc + CDE		3	2		5
	Bsc Agricultural Education	1	6	4		11
	Certificate in I.T. Education	1				1
	Dip. Technical Teaching			1	1	2
	Diploma in Education	21	23	48	5	97
	Masters	8	2	5	2	17
	N.P.D.E.	3	2	2		7
	P.H.C.		1		1	2
	P.H.D.				1	1
	PTC	26	35	41	35	137
	PTD	438	276	440	386	1,540
	STC			1		1
	STD	18	24	23	18	83
	Degree in Design and Tech.	1		1		2
	Bcom + P.G.C.E.	1	1	1		3

Male Total		653	510	702	567	2,432
(blank)	BA Humanities + CDE		1			1
	Bachelors + PGCE	1				1
	Bachelor's Honours Degree	1				1
	Bsc + CDE	1				1
	Diploma in Education	2	2	1	2	7
	Masters		1			1
	PTC				1	1
	PTD	2	4	1	9	16
	STD				1	1
	Bcom + P.G.C.E.			1		1
(blank) Total		7	8	3	13	31
Grand Total		2,109	1,584	2,398	1,741	7,832

There are a number of teachers who were trained for the secondary levels who are teaching at primary. Although these are professionally trained, they however do not have the relevant training for teach a primary level pupil.

Table 46: Primary Qualified (appropriately) by Sex, Qualification and Region

Sex	Qualification	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	B.P.H.D in special education		2		1	3
	Bachelor's Honours Degree	41	9	47	27	124
	Bed(Prim)	150	94	163	80	487
	Diploma in Education	68	66	88	19	241
	Masters	19	14	15	6	54
	N.P.D.E.	16	4	13	19	52
	P.H.C.	1		3	1	5
	P.H.C.+H.E.	3	4	3	7	17
	P.H.D.		1	1	1	3
	PLC	4	6	15	4	29
	PTC	157	153	252	159	721
	PTD	794	534	861	714	2,903
Female Total		1,253	887	1,461	1,038	4,639
Male	B.P.H.D in special education				1	1
	Bachelor's Honours Degree	9	3	14	2	28
	Bed(Prim)	45	37	55	43	180
	Diploma in Education	21	23	48	5	97
	Masters	8	2	5	2	17
	N.P.D.E.	3	2	2		7
	P.H.C.		1		1	2
	P.H.D.				1	1
	PTC	26	35	41	35	137
	PTD	438	276	440	386	1,540
Male Total		550	379	605	476	2,010
(blank)	Bachelor's Honours Degree	1				1
	Diploma in Education	2	2	1	2	7
	Masters		1			1
	PTC				1	1
	PTD	2	4	1	9	16
(blank) Total		5	7	2	12	26
Grand Total		1,808	1,273	2,068	1,526	6,675

Table 47: Appropriately Qualified Teachers by Sex, Qualification and Year, 2014 - 2017

Sex	Qualification	2014	2015	2016	2017
Female	B.P.H.D in special education	5	3	2	3
	Bachelor's Honours Degree	62	84	87	124
	Bed(Prim)	309	342	392	487
	Diploma in Education	185	183	201	241
	Masters	25	26	43	54
	N.P.D.E.	84	83	69	52
	P.H.C.	3	3	4	5
	P.H.C.+H.E.	22	21	21	17
	P.H.D.	2	2	3	3
	PLC	58	49	39	29
	PTC	1,100	1,004	837	721
	PTD	2,531	2,688	2,834	2,903
Female Total		4,386	4,488	4,532	4,639
Male	B.P.H.D in special education	1	1	1	1
	Bachelor's Honours Degree	17	24	22	28
	Bed(Prim)	108	138	154	180
	Diploma in Education	77	65	76	97
	Masters	7	8	16	17
	N.P.D.E.	5	5	3	7
	P.H.C.	4	3	2	2
	P.H.D.	2	2	1	1
	PLC	6	3	1	
	PTC	221	197	166	137
	PTD	1,258	1,316	1,452	1,540
Male Total		1,706	1,762	1,894	2,010
(blank)	Bachelor's Honours Degree	1	1	1	1
	Diploma in Education				7
	Masters				1
	PTC	1		1	1
	PTD	11	3	5	16
(blank) Total		13	4	7	26
Grand Total		6,105	6,254	6,433	6,675

Attrition of Teachers

Teachers leave the system for various reasons, commonly through retirement. In this section the attrition of teachers is presented. The instrument also included transfers, which is attrition from a school, but not the system. It will not be included in the analysis of attrition. These records are from school administrative data, more accurate would be obtainable from the Teaching Service Commission (TSC). The current challenges being that most administrative records for the TSC are still not computerised save for the Payroll system.

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

Sex	Region	Absconded	Dismissed	Natural Death	not natural death	Others	Resignation	Retirement	<i>Transfer</i>	Total
Female	Hhohho	2	1	3	3	7	5	44	78	143
	Lubombo			5	2	3		28	35	73
	Manzini	3		5	2	51	7	44	33	145
	Shiselweni			2	2	16	2	33	61	116
Female Total		5	1	15	9	77	14	149	207	477
Male	Hhohho	3	1	3	2	3	6	12	30	60
	Lubombo	2		2		1	3	9	18	35
	Manzini					9	4	13	18	44
	Shiselweni	1	1	2	1	20		11	28	64
Male Total		6	2	7	3	33	13	45	94	203
Grand Total		11	3	22	12	110	27	194	301	680

Table 49: Attrition of Teachers by Sex, Reason and Year, 2014 - 2017

Sex	Attrition reason	2014	2015	2016	2017
Female	Absconded	23	1	4	5
	Dismissed	1	2	2	1
	Natural Death	19	32	11	15
	not natural death	6	5	5	9
	Others	16	10	34	77
	Resignation	18	18	14	14
	Retirement	94	143	155	149
Female Total		177	211	225	270
Male	Absconded	12	3	6	6
	Dismissed	7	1	1	2
	Natural Death	14	22	10	7
	not natural death	3	3	2	3
	Others	13		18	33
	Resignation	6	15	11	13
	Retirement	28	25	44	45
Male Total		83	69	92	109
Grand Total		260	280	317	379

Table 50: Equipment by Type, User and Region

Equipment_item	Equipment_user	Region				Total
		Hhohho	Lubombo	Manzini	Shiselweni	
Computers	For Pupils Only	528	523	586	340	1,977
	For teachers or Administrators	214	193	221	131	759
	Used by all	65	58	147	62	332
Computers Total		807	774	954	533	3,068
Duplicators	For Pupils Only	8	1	9	3	21
	For teachers or Administrators	49	40	69	40	198
	Used by all	16	11	11	8	46
Duplicators Total		73	52	89	51	265
First Aid Kits	For Pupils Only	88	41	81	36	246
	For teachers or Administrators	47	57	76	38	218
	Used by all	80	55	89	51	275
First Aid Kits Total		215	153	246	125	739
Photocopiers	For Pupils Only	21	17	29	14	81
	For teachers or Administrators	173	140	177	135	625
	Used by all	37	24	34	27	122
Photocopiers Total		231	181	240	176	828
Printers (for Computers)	For Pupils Only	19	12	54	39	124
	For teachers or Administrators	148	124	171	110	553
	Used by all	74	12	24	17	127
Printers (for Computers) Total		241	148	249	166	804
Radios or Tape recorders	For Pupils Only	38	11	17	2	68
	For teachers or Administrators	13	16	31	8	68
	Used by all	32	8	17	8	65
Radios or Tape recorders Total		83	35	65	18	201
Refrigerators	For Pupils Only	59	34	67	28	188
	For teachers or Administrators	42	40	54	21	157
	Used by all	59	32	50	44	185

Refrigerators Total		160	106	171	93	530
Stoves	For Pupils Only	200	120	233	131	684
	For teachers or Administrators	38	79	88	51	256
	Used by all	151	63	153	126	493
Stoves Total		389	262	474	308	1,433
Typewriters	For Pupils Only	1			2	3
	For teachers or Administrators	20	12	26	36	94
	Used by all	2	3	4	6	15
Typewriters Total		23	15	30	44	112
Total		2,222	1,726	2,518	1,514	7,980

Table 51: Equipment by Type, User and Year, 2014 - 2017

Equipment item	Equipment user	Year Label				Total
		2014	2015	2016	2017	
Computers	For Pupils Only	1,345	1,527	1,693	1,977	6,542
	For teachers or Administrators	645	681	703	759	2,788
	Used by all	712	710	677	332	2,431
Computers Total		2,702	2,918	3,073	3,068	11,761
Duplicators	For Pupils Only	21	21	18	21	81
	For teachers or Administrators	183	189	194	198	764
	Used by all	56	55	49	46	206
Duplicators Total		260	265	261	265	1,051
First Aid Kits	For Pupils Only	206	209	229	246	890
	For teachers or Administrators	173	184	194	218	769
	Used by all	225	251	264	275	1,015
First Aid Kits Total		604	644	687	739	2,674
Photocopiers	For Pupils Only	64	66	75	81	286
	For teachers or Administrators	575	587	600	625	2,387
	Used by all	126	116	121	122	485
Photocopiers Total		765	769	796	828	3,158
Printers (for Computers)	For Pupils Only	66	122	84	124	396
	For teachers or Administrators	503	531	541	553	2,128
	Used by all	77	80	86	127	370
Printers (for Computers) Total		646	733	711	804	2,894
Radios or Tape recorders	For Pupils Only	62	60	59	68	249
	For teachers or Administrators	55	54	58	68	235
	Used by all	55	69	66	65	255
Radios or Tape recorders Total		172	183	183	201	739
Refrigerators	For Pupils Only	130	137	152	188	607

	For teachers or Administrators	123	129	131	157	540
	Used by all	146	150	164	185	645
Refrigerators Total		399	416	447	530	1,792
Stoves	For Pupils Only	559	574	593	684	2,410
	For teachers or Administrators	212	221	211	256	900
	Used by all	424	424	464	493	1,805
Stoves Total		1,195	1,219	1,268	1,433	5,115
Typewriters	For Pupils Only	7	7	6	3	23
	For teachers or Administrators	100	100	98	94	392
	Used by all	26	26	24	15	91
Typewriters Total		133	133	128	112	506
Grand Total		6,876	7,280	7,554	7,980	29,690

Table 52: School Furniture by Type, Region and Status, 2017

Broken and cannot be repaired	Hhohho	Lubombo	Manzini	Shiselweni	Total
Book Cupboards	326	348	389	205	1,268
Bulleting (Pin) Boards	208	258	366	153	985
Pupil chairs Sitting Places	6,672	5,558	8,468	6,001	26,699
Pupils Desks Writing places	4,096	4,250	6,684	3,942	18,972
Teachers Chairs	397	276	433	203	1,309
Teachers desks	408	267	429	261	1,365
Writing (Chalk) Boards	147	87	208	97	539
Broken and cannot be repaired Total	12,254	11,044	16,977	10,862	51,137
In good or fair condition					
Book Cupboards	1,191	920	1,334	973	4,418
Bulleting (Pin) Boards	1,251	1,024	1,384	759	4,418
Pupil chairs Sitting Places	53,667	40,038	57,861	37,926	189,492
Pupils Desks Writing places	37,379	28,489	46,569	31,244	143,681
Teachers Chairs	2,018	1,702	2,481	1,673	7,874
Teachers desks	1,580	1,369	1,902	1,293	6,144
Writing (Chalk) Boards	1,764	1,500	2,055	1,428	6,747
In good or fair condition Total	98,850	75,042	113,586	75,296	362,774
Must be Repaired					
Book Cupboards	480	413	616	316	1,825
Bulleting (Pin) Boards	279	329	458	216	1,282
Pupil chairs Sitting Places	5,766	5,616	8,865	5,661	25,908
Pupils Desks Writing places	6,487	6,102	8,187	5,573	26,349
Teachers Chairs	242	290	402	200	1,134
Teachers desks	306	298	421	195	1,220
Writing (Chalk) Boards	346	289	382	251	1,268
Must be Repaired Total	13,906	13,337	19,331	12,412	58,986
Grand Total	125,010	99,423	149,894	98,570	472,897

Table 53: School Furniture by Type, Region, Status and Year, 2014 - 2017

	2014	2015	2016	2017	Total
Broken and cannot be repaired					
Book Cupboards	977	1,046	1,105	1,268	4,396
Bulleting (Pin) Boards	728	809	880	985	3,402
Pupil chairs Sitting Places	26,784	26,980	27,025	26,699	107,488
Pupils Desks Writing places	17,556	18,814	19,139	18,972	74,481
Teachers Chairs	1,046	1,091	1,160	1,309	4,606
Teachers desks	1,058	1,124	1,162	1,365	4,709
Writing (Chalk) Boards	396	458	512	539	1,905
Broken and cannot be repaired Total	48,545	50,322	50,983	51,137	200,987
In good or fair condition					
Book Cupboards	3,864	4,108	4,197	4,418	16,587
Bulleting (Pin) Boards	3,933	4,066	4,083	4,418	16,500
Pupil chairs Sitting Places	181,338	187,374	188,968	189,492	747,172
Pupils Desks Writing places	132,636	139,595	139,981	143,681	555,893
Teachers Chairs	6,815	6,969	7,444	7,874	29,102
Teachers desks	5,600	5,808	5,949	6,144	23,501
Writing (Chalk) Boards	6,420	6,478	6,678	6,747	26,323
In good or fair condition Total	340,606	354,398	357,300	362,774	1,415,078
Must be Repaired					
Book Cupboards	1,501	1,554	1,657	1,825	6,537
Bulleting (Pin) Boards	1,000	1,179	1,252	1,282	4,713
Pupil chairs Sitting Places	24,564	25,491	26,095	25,908	102,058
Pupils Desks Writing places	24,902	25,633	25,435	26,349	102,319
Teachers Chairs	861	885	1,051	1,134	3,931
Teachers desks	960	1,043	1,058	1,220	4,281
Writing (Chalk) Boards	1,079	1,141	1,161	1,268	4,649
Must be Repaired Total	54,867	56,926	57,709	58,986	228,488
Grand Total	444,018	461,646	465,992	472,897	1,844,553

The data on availability of school furniture is ideally to be used in the allocation of resources. The major challenge is that this report comes in a year after, however the table gives trends which are very informative.

The figures from 2014 to 2017 suggested that schools are consistent in their reporting, the trends indicated a gradual increase in demand for furniture, which would indicate that the supply of furniture does not meet the demand

Teachers' furniture is supposed to be procured by the school. This is an area that may need schools to take up, as teachers need sitting and writing places to prepare for their lessons, mark pupils works and general administration

Table 54: Facilities by Type and Region, 2017

Facility	Hhohho	Lubombo	Manzini	Shiselweni	Total
Agricultural Facilities	215	133	234	130	712
Book Store	75	72	62	48	257
Class/Laboratory Store Room	125	94	81	82	382
Classroom/teaching Room	3,042	2,425	3,459	2,366	11,292
Computer Laboratory	103	93	116	75	387
Home economics Laboratory	159	111	176	142	588
Kitchen	234	200	267	167	868
Library	89	77	109	66	341
Offices(Number Of Rooms)	555	456	560	369	1,940
Other Rooms Not for Teaching	165	120	159	79	523
Practical Arts Workshop	5	16	13	8	42
School Hall	66	47	82	52	247
Science Laboratory	129	109	137	89	464
Staff Room	240	169	248	179	836
Store Room	225	206	236	154	821
Strong Room	180	148	196	120	644
Technical Workshop	61	49	57	45	212
Total	5,668	4,525	6,192	4,171	20,556

Data suggested that Hhohho and Manzini regions had more facilities than the other two regions. This is to be expected because the other regions are generally smaller. However, going forward with a more comprehensive data set, there may be need to begin looking at equitable distribution of educational resources.

This can be done through use of ratios, or factors that will adjust for equity. Allocation of resources equally, is not always a good idea as it perpetuates the current regional disparities, and in Eswatini there is need for education offered to the regions to be of equal value irrespective of location.

The availability of human and material resources plays a critical role in the performance of the school and pupils. Equitable distribution may be an essential and necessary component if at the end schools are going to be compared.

Table 55: Facilities by Type and Year, 2014 - 2017

Facility	2014	2015	2016	2017	Total
Agricultural Facilities	629	627	701	712	2,669
Book Store	216	226	242	257	941
Class/Laboratory Store Room	318	285	322	382	1,307
Classroom/teaching Room	10,917	10,957	11,158	11,292	44,324
Computer Laboratory	338	341	367	387	1,433
Home economics Laboratory	567	565	550	588	2,270
Kitchen	778	798	843	868	3,287
Library	286	291	315	341	1,233
Offices(Number Of Rooms)	1,798	1,817	1,872	1,940	7,427
Other Rooms Not for Teaching	466	478	513	523	1,980
Practical Arts Workshop	40	39	39	42	160
School Hall	221	226	241	247	935
Science Laboratory	439	436	449	464	1,788
Staff Room	765	776	804	836	3,181
Store Room	719	732	764	821	3,036
Strong Room	495	501	569	644	2,209
Technical Workshop	206	207	202	212	827
Grand Total	19,198	19,302	19,951	20,556	79,007

Data indicated a gradual increase in the number of inputs available in primary schools over the four year period. The data from schools shows great consistency in that there are no major variations by year.

Data on kitchens needs further analysis because some schools may have included laboratories which were meant for teaching/learning Home Economics.

Table 56: Toilets by Region, User and Sex, 2017

Region	Toilet_user	Female	Male	Male and Female	Total
Hhohho	Pupils	987	1,068	207	2,262
	Staff	276	296	163	735
	Staff and Pupils	65	48	15	128
Hhohho Total		1,328	1,412	385	3,125
Lubombo	Pupils	827	829	287	1,943
	Staff	228	233	118	579
	Staff and Pupils	53	54	17	124
Lubombo Total		1,108	1,116	422	2,646
Manzini	Pupils	1,004	1,037	245	2,286
	Staff	284	325	111	720
	Staff and Pupils	47	62	24	133
Manzini Total		1,335	1,424	380	3,139
Shiselweni	Pupils	740	846	171	1,757
	Staff	222	239	70	531
	Staff and Pupils	35	33	10	78
Shiselweni Total		997	1,118	251	2,366
Grand Total		4,768	5,070	1,438	11,276

Chart 15: Toilets by Region, User and Year, 2014 - 2017

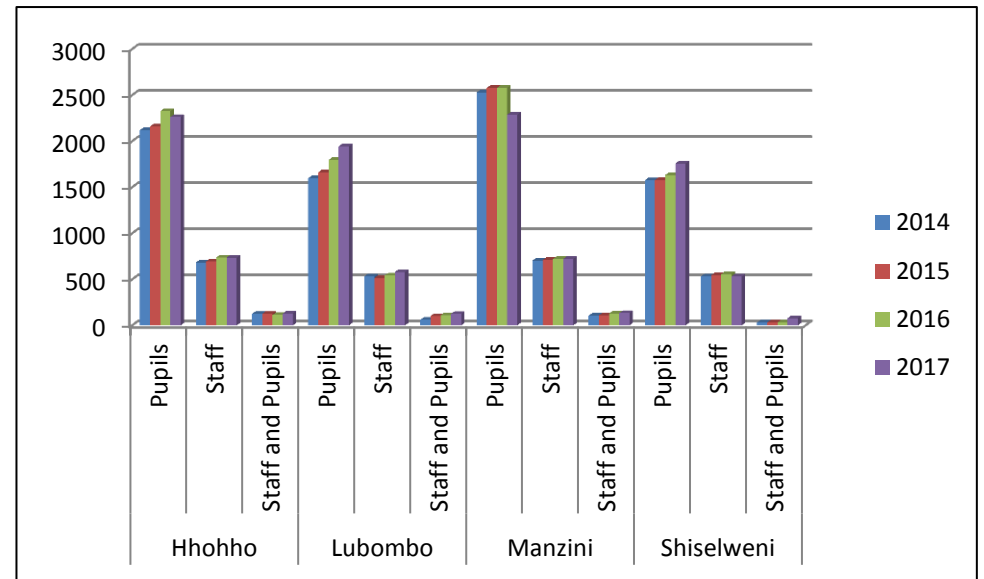


Table 57: Number of Schools with water, 2017

	Hhohho	Lubombo	Manzini	Shiselweni	Total
No Water Supply	11	14	16	33	74
Piped Water by Municipality	21	33	36	10	100
Water from Another Source	139	83	127	96	445
(blank)				1	1
Total	171	130	179	140	620

Data indicated that a total of 74 primary schools had no water supply, majority of these in the Shiselweni region. In all the regions there were schools that reported they had no water. This is a cause for concern as all schools need to have water in schools for both teachers and pupils. It would be interesting to visit the schools to find out whether they do have school feeding programmes and how they implemented it. A lot more schools (126) reported that their water was not safe. This suggested some of the schools that reported they had water it was not safe for use. Data suggested that 126 schools need to be visited by the Planning unit to ensure that there is safe water in the school. This is one of the important pillars associated with nutrition under the INQABA programme. Although the number of schools reporting unsafe water is on the decline, there is need for intervention by the Ministry, portable water is a necessity.

Table 59: Number of Schools with Safe Drinking water, 2014 – 2017

Region	2014		2015		2016		2017	
	No	Yes	No	Yes	No	Yes	No	Yes
Hhohho	40	128	33	135	32	136	30	141
Lubombo	23	103	25	101	24	105	22	108
Manzini	26	151	25	153	24	155	24	155
Shiselweni	47	91	47	92	45	95	50	90
Total	136	473	130	481	125	491	126	494

Ministry assumes that water supplied by municipalities is portable. This then suggested that the water that is not safe is from "other sources", this could be tanked water (tanker) or boreholes. This suggested that the Ministry might have to ensure that the trucks are properly cleaned and that water collected from rivers is treated before it is given to the pupils. This may be important to prevent water-borne diseases such as bilharzia.

Table 58: Number of Schools with Safe Water, 2017

Region	No	Yes	Total
Hhohho	30	141	171
Lubombo	22	108	130
Manzini	24	155	179
Shiselweni	50	90	140
Total	126	494	620

Chart16: Water Supply by source, 2017

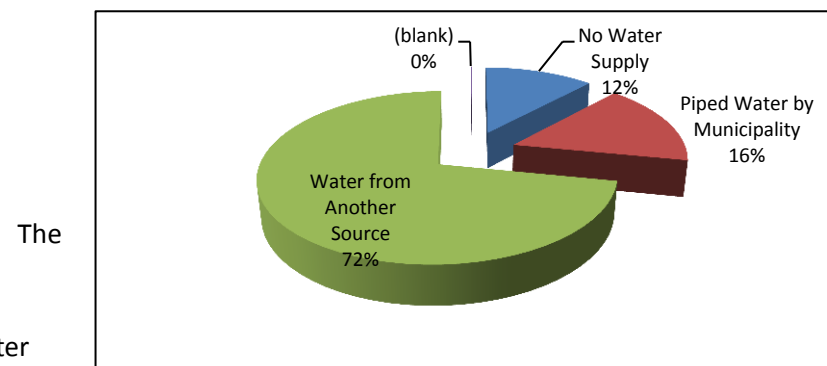


Table 60: Schools with Electricity, 2017

	Municipality	No Electricity	Own Generator	Total
Hhohho	166	4	1	171
Lubombo	127	3	0	130
Manzini	177	2	0	179
Shiselweni	133	7	0	140
Grand Total	603	16	1	620

The number of schools with electricity has increased over the period. The schools that do not have electricity are small and in isolated communities. On the whole the country can claim that all schools are connected to the grid. This is through the Rural Electrification Project. All the 16 schools that reported not to have electricity are in rural areas.

Table 61: Schools with Electricity, 2014 - 2017

	2014	2015	2016	2017
Municipality or External	583	589	595	603
No Electricity	23	19	18	16
Own Generator	2	2	2	1
(blank)	1	1	1	
Grand Total	609	611	616	620

Table 62: Number of Schools with Sport Fields/Gardens

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Sports Field	155	138	185	139	617
Gardens	194	138	207	136	675

The INQABA programme encourages schools to have sport fields where the pupils can engage in physical activities and sports. Almost all the schools reported to have such fields. However it is worth noting that this is reported at school level, the standards of these fields may not be uniform. The Ministry would have to develop Norms and Standards for such indicators under

the INQABA. Data also indicated more gardens in the regions and schools. It will be important to link these facilities to specific schools so that targeted interventions can be made. The issue of gardens also to be linked to schools, some school have more than one garden, one is for the purposes of supplementing the School Feeding Programme, whilst the other could be for Agriculture as a subject. The data could be misleading as the numbers may imply all schools have sports fields or gardens when in fact some may not have them.

Note: Data on resources and equipment available in the schools could be used to calculate Pupil/school-per equipment indicators. E.g. there were 11 276 toilets for 237 451 pupils therefore, it could be said that nationally there could be 20 pupils to a toilet seat. However such data will need more detailed information and might need a comprehensive infrastructure survey.

SECONDARY LEVEL

In Eswatini, secondary levels consist of two levels, the Junior Secondary and the Senior Secondary. Junior Secondary are the first three years, leading to Form 3. The new agenda, Sustainable Development Goals, revolves around basic education. In Eswatini basic education is from grade 1 to form 3 – 10 years. This section of the report covers secondary education, beginning with lower secondary. However, the first two tables include all secondary schools because most schools offer both lower and higher secondary levels.

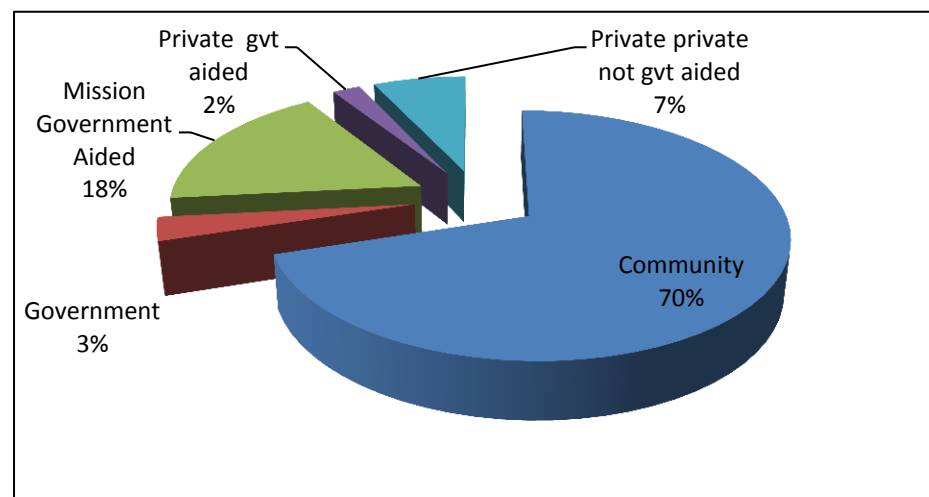
Table 63: Number of Secondary Schools by Region and Governance, 2017

Institution_governance	Hhohho	Lubombo	Manzini	Shiselweni	Total
Community	55	51	48	46	200
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
Total	75	66	83	61	285

Table 64: Secondary Schools by Governance and Year, 2014 -2017

Institution_governance	2014	2015	2016	2017
Community	191	194	197	200
Government	9	9	9	9
Mission Government Aided	50	50	50	50
Private gvt aided	6	6	6	6
Private private not gvt aided	20	20	20	20
Total	276	279	282	285

Chart 17: Secondary School by Governance, 2017



The majority of secondary schools are community schools. This indicates community involvement in setting up of schools in the country. Data suggested that 7 percent of the schools are wholly private, i.e. do not receive any Government support.

There some few school who operate like private schools, but do get support in the form of salaries for teachers, these have been coded as private government aided. However to note is that in Eswatini, 93 percent of secondary schools are classified as public schools. It is true that such definitions may vary.

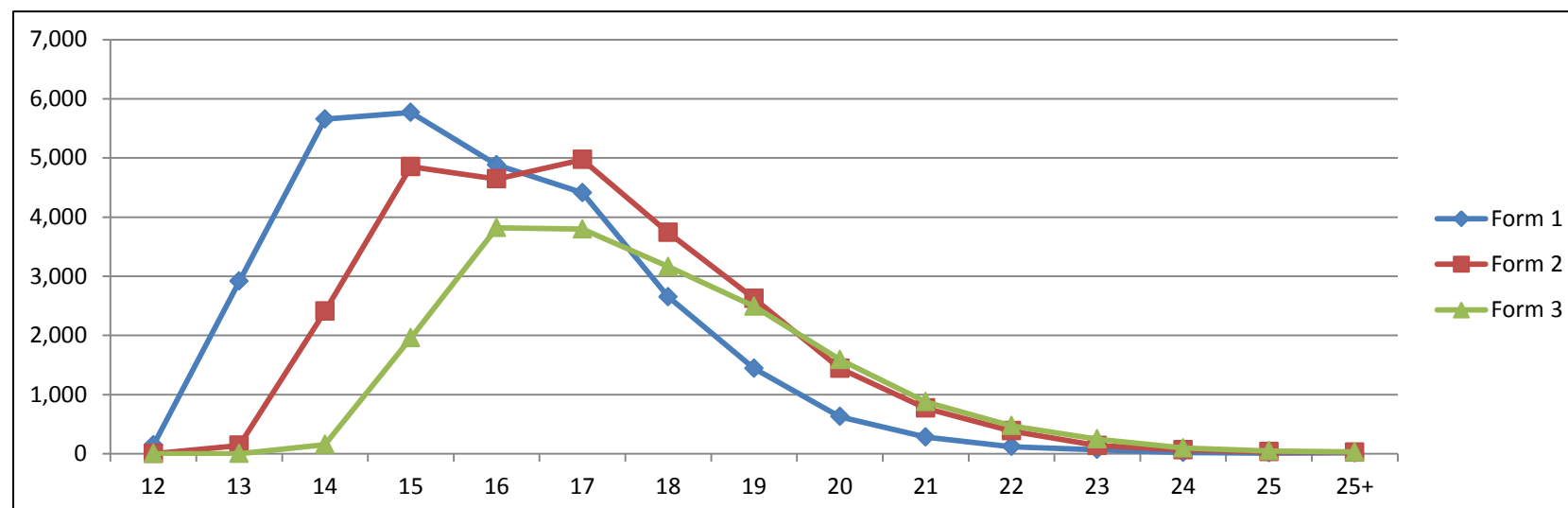
As noted in Table, the number of community schools increasing because all new schools are now built in partnership with the communities, they may contribute financially, or through human resources. In this classification Government schools are those that also received

additional support from Government through provision under Boarding schools where the auxiliary staff is paid for by government.

Table 65: Enrolment by Grade and Age, 2017

Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Form 1	144	2,915	5,651	5,726	4,800	4,379	2,633	1,435	619	281	119	66	19	11	13	28,811
Form 2	0	140	2,406	4,849	4,600	4,903	3,695	2,607	1,432	759	380	134	66	31	22	26,024
Form 3	0	0	154	1,957	3,816	3,765	3,104	2,469	1,570	874	471	248	95	48	30	18,601
Grade 8	0	0	5	42	82	32	18	6	7	0	0	1	0	0	0	193
Grade 9	0	0	1	2	45	69	42	18	10	11	4	2	0	0	1	205
Grade 10	0	0	0	0	4	31	59	23	20	2	1	0	2	0	0	142
Total	144	3,055	8,217	12,576	13,347	13,179	9,551	6,558	3,658	1,927	975	451	182	90	66	73,976

Chart 18: Enrolment by Age and Grade, 2017

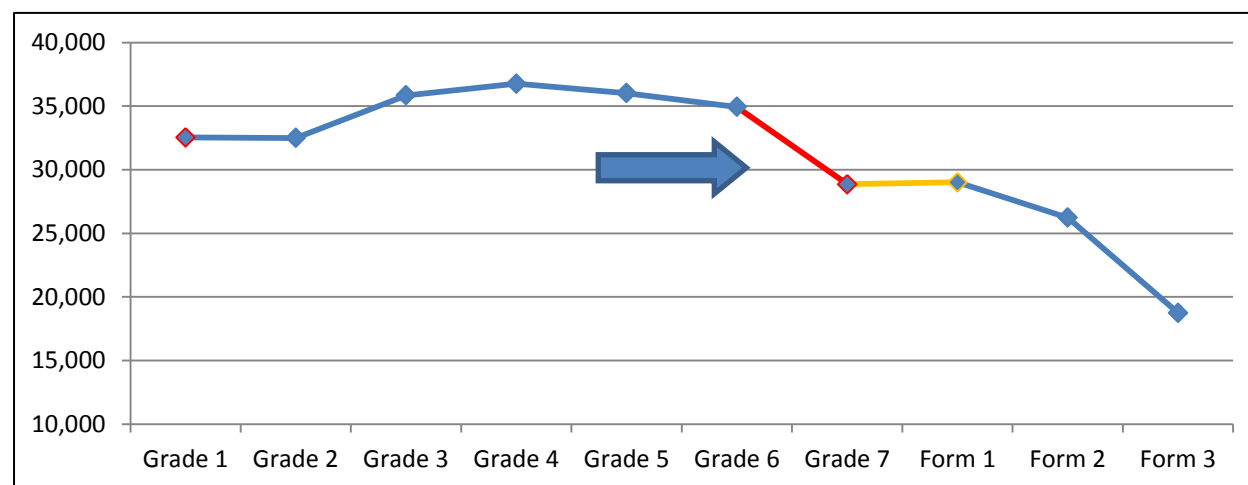


Data suggested that there we children as young as 12 years old in form 1, to as old as 25+ in form 3. It suggested that in some grades the age difference could be more than 10 years. This is worrisome as offers challenges to some content maybe taught because of these varying ages. According to official age limits, the majority of pupils in form 1 should be 13 to 14 years old but there are pupils as old as 23 years old. It is this over agedness that compromises enrolment rates and other efficiency indicators at this level of education. Over agedness is a result of repetition at primary levels.

Table 66: Enrolment by Grade and Age, Basic Education

Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Grade 1	161	11,936	15,850	3,112	708	257	306	109	23	25	19	20	5	3	5	4	0	32,543
Grade 2	0	241	9,183	14,665	5,646	1,805	519	226	85	40	26	23	26	4	1	0	3	32,493
Grade 3	0	0	301	7,884	14,639	6,947	3,442	1,446	623	289	142	57	52	7	4	2	2	35,837
Grade 4	0	0	0	472	6,558	11,424	8,279	4,931	2,678	1,225	628	309	171	47	20	12	10	36,764
Grade 5	0	0	0	0	253	4,780	9,827	8,262	5,574	3,329	1,900	1,044	645	245	105	39	18	36,021
Grade 6	0	0	0	0	0	135	3,860	8,612	7,220	5,791	3,890	2,466	1,698	728	308	130	100	34,938
Grade 7	0	0	0	0	0	0	191	3,351	6,799	5,826	4,532	3,291	2,449	1,263	633	292	228	28,855
Form 1	0	0	0	0	0	0	0	144	2,915	5,656	5,768	4,882	4,411	2,651	1,441	626	510	29,004
Form 2	0	0	0	0	0	0	0	0	140	2,407	4,851	4,645	4,972	3,737	2,625	1,442	1,410	26,229
Form 3	0	0	0	0	0	0	0	0	0	154	1,957	3,820	3,796	3,163	2,492	1,590	1,771	18,743
Total	161	12,177	25,334	26,133	27,804	25,348	26,424	27,081	26,057	24,742	23,713	20,557	18,225	11,848	7,634	4,137	4,052	311,427

Chart 19: Enrolment by Grade Basic Education (Grade 1 to Form 3), 2017



The SDG agenda encourages access and completion of basic education. Data for 2017, indicated that there were 32 543 pupils in grade 1 and 18 743 in form 3. This data suggested that enrolment dropped by 13 800. These are children who have been pushed out or the system. **However, on closer scrutiny it was noted that a huge drop is between grade 6 and 7. It suggested that children are pushed out between these grades and do not even reach form 1.** However, figures also indicated that form 1 is slightly bigger than grade 7.

This then purports that despite that there are many more primary schools only a limited number of pupils complete basic education – they do not even reach grade 7. **In fact there are more pupils enrolled in form 1, than grade 7. Thus in terms of capacity the system has potential for a 100 percent transition rate. The issue is not necessarily with grade 7 and form 1, but at grade 6 and below.**

Data indicated that more 67 133 pupils (orange highlight-previous page) at primary levels are aged 13 years and above. There is a lot of over agedness, which is contributed by repetition. As pupils repeat, they get older and some eventually never reach the end of primary and are pushed out. Crudely speaking, about 40 percent of the pupils who enrol in grade 1 may never reach form 3. This represents a waste in resources. In the light of the FPE it could represent more than E7million wasted as these pupils never achieve basic education. Improving internal efficiency at primary may result in increased enrolment rates at secondary – in line with the SDG.

Table 67: Enrolment by Sex, Grade and Age, Junior Secondary, 2017

	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	94	1,897	3,287	3,045	2,339	1,884	963	430	163	78	36	22	7	1	6	14,252
	Form 2	0	88	1,598	2,927	2,489	2,396	1,683	1,001	468	216	119	29	21	9	9	13,053
	Form 3	0	0	100	1,283	2,300	2,036	1,490	1,027	601	271	146	66	18	12	12	9,362
	Grade 10	0	0	0	0	3	17	35	10	5	2	0	0	2	0	0	74
	Grade 8	0	0	3	22	40	11	9	3	3	0	0	0	0	0	0	91
	Grade 9	0	0	1	0	28	33	19	12	6	6	3	2	0	0	1	111
Female Total		94	1,985	4,989	7,277	7,199	6,377	4,199	2,483	1,246	573	304	119	48	22	28	36,943
Male	Form 1	50	1,018	2,364	2,681	2,461	2,495	1,670	1,005	456	203	83	44	12	10	7	14,559
	Form 2	0	52	808	1,922	2,111	2,507	2,012	1,606	964	543	261	105	45	22	13	12,971
	Form 3	0	0	54	674	1,516	1,729	1,614	1,442	969	603	325	182	77	36	18	9,239
	Grade 10	0	0	0	0	1	14	24	13	15	0	1	0	0	0	0	68
	Grade 8	0	0	2	20	42	21	9	3	4	0	0	1	0	0	0	102
	Grade 9	0	0	0	2	17	36	23	6	4	5	1	0	0	0	0	94
Male Total		50	1,070	3,228	5,299	6,148	6,802	5,352	4,075	2,412	1,354	671	332	134	68	38	37,033
Grand Total		144	3,055	8,217	12,576	13,347	13,179	9,551	6,558	3,658	1,927	975	451	182	90	66	73,976

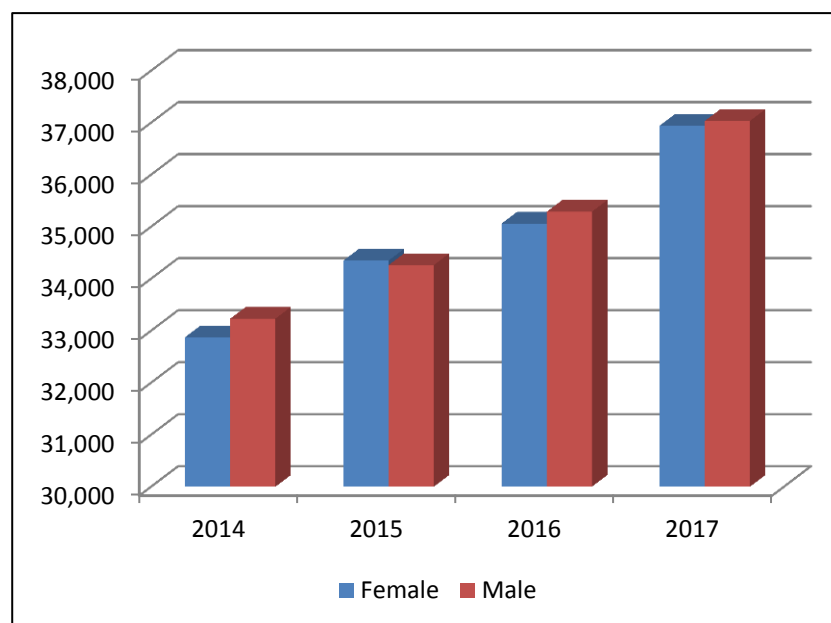
The largest age group in lower secondary is aged 16, and these are pupils who ought to be enrolled in senior secondary – **lower secondary is ages 13 to 15**. Data indicated that more than 49 984 of the pupils are over aged for lower secondary. This represented 68 percent of the enrolment. This means the space for the 66% of overaged in

primary are has been taken over by the 68% of the overaged at lower secondary. The repetition at primary results in lower secondary resources allocated to pupils who ought to have moved to senior secondary. This implied that Eswatini is allocating huge resources to over agedness – low internal efficiency. Educationally not a bad idea as these children do get an education, (at least) but financially and developmentally needs to be addressed as these children might not even reach senior secondary.

Table 68: Enrolment by Sex, Grade and Year, 2014 – 2017

Sex	Grade	2014	2015	2016	2017
Female	Form 1	13,572	13,655	13,829	14,252
	Form 2	12,076	12,640	12,687	13,053
	Form 3	7,037	7,890	8,527	9,362
	Grade 10	31	50	5	74
	Grade 8	90	60	1	91
	Grade 9	68	52	12	111
Female		32,874	34,347	35,061	36,943
Male	Form 1	13,554	13,532	13,865	14,559
	Form 2	12,251	12,704	12,749	12,971
	Form 3	7,197	7,844	8,647	9,239
	Grade 10	50	55	11	68
	Grade 8	102	63	6	102
	Grade 9	77	62	9	94
Male Total		33,231	34,260	35,287	37,033
Grand Total		66,105	68,607	70,348	73,976

Chart 20: Trend in Enrolment by Sex, 2014 - 2017



Enrolment patterns suggested a gradually expansion in secondary over the four year period. Data at lower secondary levels also indicated that the difference between the enrolment of girls and boys was decreasing. This suggested that maybe boys dropped out (pushed out) between the two cycles. The data for grades 8 to 10 has been included because some of the private non-government schools use grades than forms.

Table 69: Enrolment by Sex, Grade and Age, Hhohho, 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	35	667	1,089	923	678	548	256	105	41	14	9	4	1	0	3	4,373
	Form 2	0	39	552	972	754	645	478	295	103	52	28	9	7	2	2	3,938
	Form 3	0	0	44	464	761	628	381	263	140	74	48	19	4	3	3	2,832
Female Total		35	706	1,685	2,359	2,193	1,821	1,115	663	284	140	85	32	12	5	8	11,143
Male	Form 1	24	362	844	848	821	801	453	263	115	43	24	12	2	1	0	4,613
	Form 2	0	26	291	631	669	746	585	471	245	147	64	35	15	6	5	3,936
	Form 3	0	0	17	253	489	510	476	364	231	131	73	31	18	5	5	2,603
Male Total		24	388	1,152	1,732	1,979	2,057	1,514	1,098	591	321	161	78	35	12	10	11,152
Grand Total		59	1,094	2,837	4,091	4,172	3,878	2,629	1,761	875	461	246	110	47	17	18	22,295

Table 70: Enrolment by Grade, Sex and Year 2014-2017

Sex	Grade	2014	2015	2016	2017
Female	Form 1	3,931	4,098	4,136	4,373
	Form 2	3,556	3,688	3,786	3,938
	Form 3	2,087	2,335	2,337	2,832
	Grade 8	44	0	0	0
	Grade 9	25	0	0	0
Female		9,643	10,121	10,259	11,143
Male	Form 1	3,997	3,994	4,141	4,613
	Form 2	3,544	3,708	3,747	3,936
	Form 3	2,151	2,234	2,415	2,603
	Grade 8	37	0	0	0
	Grade 9	21	0	0	0
Male		9,750	9,936	10,303	11,152
Total		19,393	20,057	20,562	22,295

Chart 21: Enrolment by Age and Sex, 2017

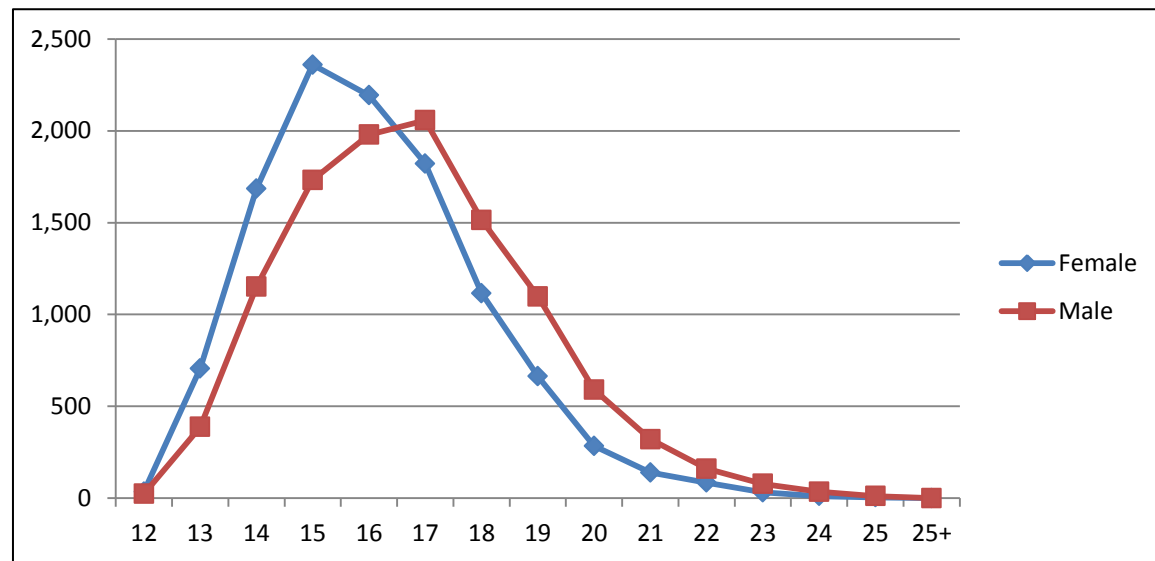


Table 71: Enrolment by Sex, Grade and Age, Lubombo 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	12	278	536	598	521	440	221	121	45	28	10	7	4	0	2	2,823
	Form 2	0	8	228	488	535	577	399	247	151	71	46	5	9	5	2	2,771
	Form 3	0	0	7	164	395	355	353	231	166	64	42	18	4	5	8	1,812
	Grade 10	0	0	0	0	3	17	35	10	5	2	0	0	2	0	0	74
	Grade 8	0	0	3	22	40	11	9	3	3	0	0	0	0	0	0	91
	Grade 9	0	0	1	0	28	33	19	12	6	6	3	2	0	0	1	111
Female Total		12	286	775	1,272	1,522	1,433	1,036	624	376	171	101	32	19	10	13	7,682
Male	Form 1	6	134	365	481	498	523	416	255	126	62	31	16	6	3	4	2,926
	Form 2	0	7	118	300	415	467	442	402	265	153	88	26	16	4	3	2,706
	Form 3	0	0	4	88	228	321	336	316	256	165	91	50	26	14	5	1,900
	Grade 10	0	0	0	0	1	14	24	13	15	0	1	0	0	0	0	68
	Grade 8	0	0	2	20	42	21	9	3	4	0	0	1	0	0	0	102
	Grade 9	0	0	0	2	17	36	23	6	4	5	1	0	0	0	0	94
Male Total		6	141	489	891	1,201	1,382	1,250	995	670	385	212	93	48	21	12	7,796
Grand Total		18	427	1,264	2,163	2,723	2,815	2,286	1,619	1,046	556	313	125	67	31	25	15,478

Table 72: Enrolment by Sex, Grade and Year, 2014 – 2017

Sex	Grade	2014	2015	2016	2017
Female	Form 1	2,817	2,781	2,921	2,823
	Form 2	2,534	2,672	2,644	2,771
	Form 3	1,482	1,579	1,697	1,812
	Grade 10	31	50	0	74
	Grade 8	46	60	0	91
	Grade 9	43	52	0	111
Female Total		6,953	7,194	7,262	7,682
Male	Form 1	2,814	2,798	2,931	2,926
	Form 2	2,658	2,724	2,723	2,706
	Form 3	1,432	1,602	1,665	1,900
	Grade 10	50	55	0	68
	Grade 8	65	63	0	102
	Grade 9	56	62	0	94
Male Total		7,075	7,304	7,319	7,796
Grand Total		14,028	14,498	14,581	15,478

Chart 22: Enrolment by Age and Sex, 2017

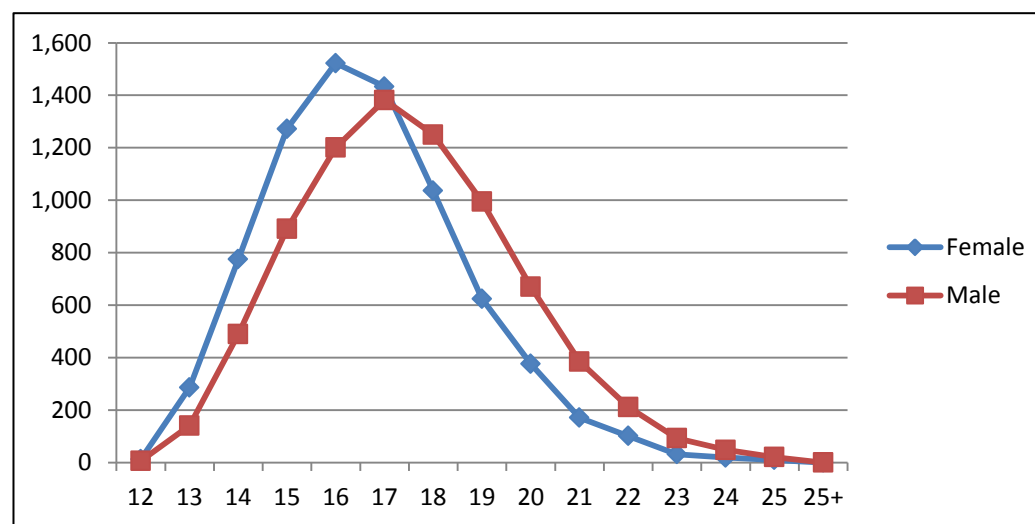


Table 73: Enrolment by Sex, Grade and Age, Manzini, 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	27	635	1,115	883	641	449	247	105	38	17	9	7	1	0	1	4,175
	Form 2	0	22	583	983	710	639	437	218	108	49	26	7	2	1	5	3,790
	Form 3	0	0	22	453	812	688	472	332	185	85	33	20	4	3	1	3,110
Female		27	657	1,720	2,319	2,163	1,776	1,156	655	331	151	68	34	7	4	7	11,075
Male	Form 1	15	350	740	834	695	667	415	243	97	57	17	8	3	5	2	4,148
	Form 2	0	8	269	684	655	761	542	400	209	133	54	23	9	6	5	3,758
	Form 3	0	0	14	231	524	601	542	497	298	193	91	49	19	11	7	3,077
Male Total		15	358	1,023	1,749	1,874	2,029	1,499	1,140	604	383	162	80	31	22	14	10,983
Grand Total		42	1,015	2,743	4,068	4,037	3,805	2,655	1,795	935	534	230	114	38	26	21	22,058

Table 74: Enrolment by Sex, Grade and Year, 2014 – 2017

Sex	Grade	2014	2015	2016	2017
Female	Form 1	3,887	3,824	3,974	4,175
	Form 2	3,445	3,681	3,663	3,790
	Form 3	2,028	2,457	2,981	3,110
	Grade 10	0	0	5	0
	Grade 8	0	0	1	0
	Grade 9	0	0	12	0
Female Total		9,360	9,962	10,636	11,075
Male	Form 1	3,665	3,838	3,968	4,148
	Form 2	3,449	3,562	3,631	3,758
	Form 3	2,116	2,525	2,970	3,077
	Grade 10	0	0	11	0
	Grade 8	0	0	6	0
	Grade 9	0	0	9	0
Male Total		9,230	9,925	10,595	10,983
Grand Total		18,590	19,887	21,231	22,058

Chart 23: Enrolment by Sex and Age, 2017

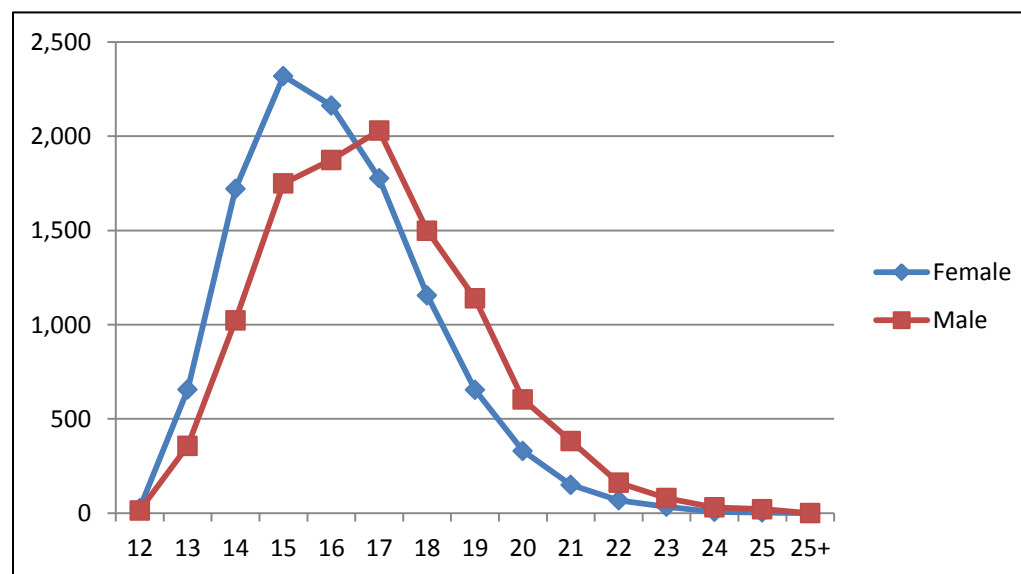


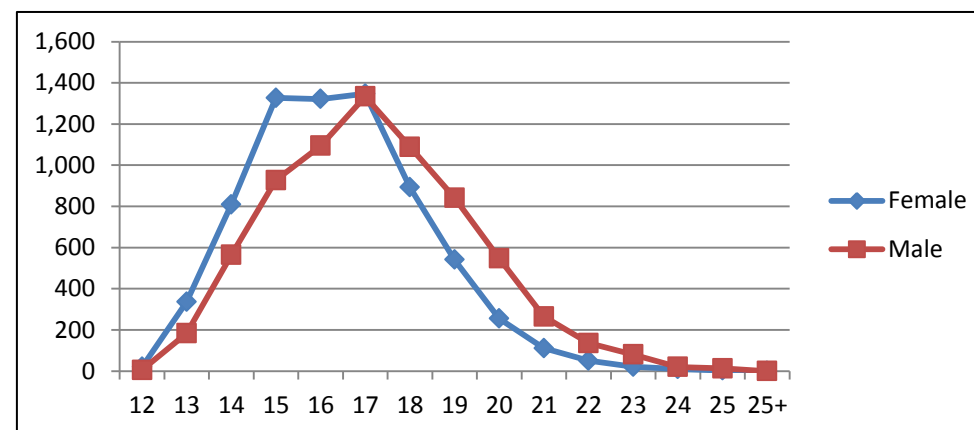
Table 75: Enrolment by Sex, Grade and Age, Shiselweni, 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	20	317	547	641	499	447	239	99	39	19	8	4	1	1	0	2,881
	Form 2	0	19	235	484	490	535	369	241	106	44	19	8	3	1	0	2,554
	Form 3	0	0	27	202	332	365	284	201	110	48	23	9	6	1	0	1,608
Female Total		20	336	809	1,327	1,321	1,347	892	541	255	111	50	21	10	3	0	7,043
Male	Form 1	5	172	415	518	447	504	386	244	118	41	11	8	1	1	1	2,872
	Form 2	0	11	130	307	372	533	443	333	245	110	55	21	5	6	0	2,571
	Form 3	0	0	19	102	275	297	260	265	184	114	70	52	14	6	1	1,659
Male Total		5	183	564	927	1,094	1,334	1,089	842	547	265	136	81	20	13	2	7,102
Grand Total		25	519	1,373	2,254	2,415	2,681	1,981	1,383	802	376	186	102	30	16	2	14,145

Table 76: Enrolment by Sex, Grade and Year Shiselweni, 2014 – 2017

Sex	Grade	2014	2015	2016	2017
Female	Form 1	2,937	2,952	2,798	2,881
	Form 2	2,541	2,599	2,594	2,554
	Form 3	1,440	1,519	1,512	1,608
Female		6,918	7,070	6,904	7,043
Male	Form 1	3,078	2,902	2,825	2,872
	Form 2	2,600	2,710	2,648	2,571
	Form 3	1,498	1,483	1,597	1,659
Male Total		7,176	7,095	7,070	7,102
Total		14,094	14,165	13,974	14,145

Chart 24: Enrolment by Sex and Age, Shiselweni, 2017



All the regional data indicated that boys are generally older than their female counterparts. The other observation is that more girls than boys are within the official age for junior secondary level. Boys are over aged. The same phenomena is also true, a number of the pupils are of senior secondary age. This is contributed by repetition and pupils get older. Ideally, at this stage of development the number of pupils above 15 years should be low.

Table 77: Enrolment by Sex, Grade, Region and Year, 2014 - 2017

Sex	Grade	Hhohho				Lubombo				Manzini				Shiselweni			
		2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
Female	Form 1	3,931	4,098	4,136	4,373	2,817	2,781	2,921	2,823	3,887	3,824	3,974	4,175	2,937	2,952	2,798	2,881
	Form 2	3,556	3,688	3,786	3,938	2,534	2,672	2,644	2,771	3,445	3,681	3,663	3,790	2,541	2,599	2,594	2,554
	Form 3	2,087	2,335	2,337	2,832	1,482	1,579	1,697	1,812	2,028	2,457	2,981	3,110	1,440	1,519	1,512	1,608
	Grade 10	0	0	0	0	31	50	0	74	0	0	5	0	0	0	0	0
	Grade 8	44	0	0	0	46	60	0	91	0	0	1	0	0	0	0	0
	Grade 9	25	0	0	0	43	52	0	111	0	0	12	0	0	0	0	0
Female Total		9,643	10,121	10,259	11,143	6,953	7,194	7,262	7,682	9,360	9,962	10,636	11,075	6,918	7,070	6,904	7,043
Male	Form 1	3,997	3,994	4,141	4,613	2,814	2,798	2,931	2,926	3,665	3,838	3,968	4,148	3,078	2,902	2,825	2,872
	Form 2	3,544	3,708	3,747	3,936	2,658	2,724	2,723	2,706	3,449	3,562	3,631	3,758	2,600	2,710	2,648	2,571
	Form 3	2,151	2,234	2,415	2,603	1,432	1,602	1,665	1,900	2,116	2,525	2,970	3,077	1,498	1,483	1,597	1,659
	Grade 10	0	0	0	0	50	55	0	68	0	0	11	0	0	0	0	0
	Grade 8	37	0	0	0	65	63	0	102	0	0	6	0	0	0	0	0
	Grade 9	21	0	0	0	56	62	0	94	0	0	9	0	0	0	0	0
Male Total		9,750	9,936	10,303	11,152	7,075	7,304	7,319	7,796	9,230	9,925	10,595	10,983	7,176	7,095	7,070	7,102
Grand Total		19,393	20,057	20,562	22,295	14,028	14,498	14,581	15,478	18,590	19,887	21,231	22,058	14,094	14,165	13,974	14,145

Chart 25: Enrolment by Sex, Region and Year, 2014 - 2017

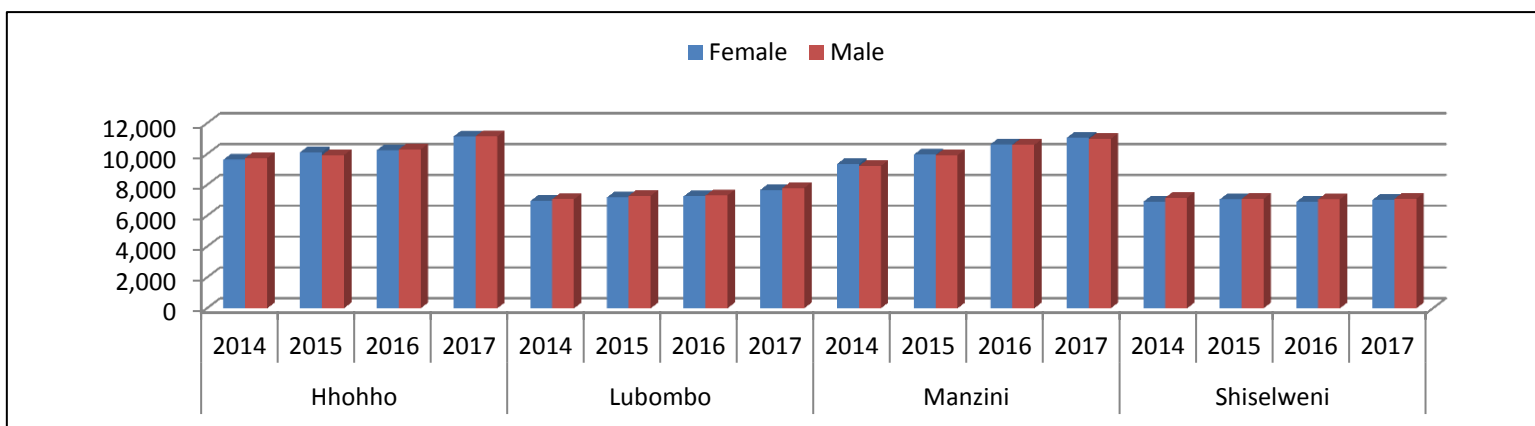


Table 78: Enrolment of 'Official Age', by Sex, Junior Secondary Region and Year 2014 - 2017

Sex	Region	2014	2015	2016	2017	Total
Female	Hhohho	4,214	4,144	4,155	4,750	17,263
	Lubombo	2,453	2,073	2,404	2,333	9,263
	Manzini	4,267	3,948	4,392	4,696	17,303
	Shiselweni	2,474	2,387	2,289	2,472	9,622
Female Total		13,408	12,552	13,240	14,251	53,451
Male	Hhohho	2,997	2,754	2,757	3,272	11,780
	Lubombo	1,650	1,646	1,568	1,521	6,385
	Manzini	2,732	2,893	2,920	3,130	11,675
	Shiselweni	1,661	1,562	1,535	1,674	6,432
Male Total		9,040	8,855	8,780	9,597	36,272
Grand Total		22,448	21,407	22,020	23,848	89,723

Data indicated that there were **more girls who fell within the official age limit (13-15) than boys**. This confirmed the notion that boys are generally older than girls. In fact when a comparison is made between normal enrolment and official aged enrolment there is a variation of more than 4000. **This implies more than 4000 of the boys should have already been enrolled in senior secondary or even at post-secondary and higher education.** Boys are not using the system efficiently. This suggested that the issue of the boy child needs to be looked at, their high repetition rates tend to affect their progress through the system, and are gradually falling back. This will result in fewer of them reaching post-secondary and higher education.

Chart 26: Enrolment of Official Age by Region, Sex Junior Secondary and Year, 2014 - 2017

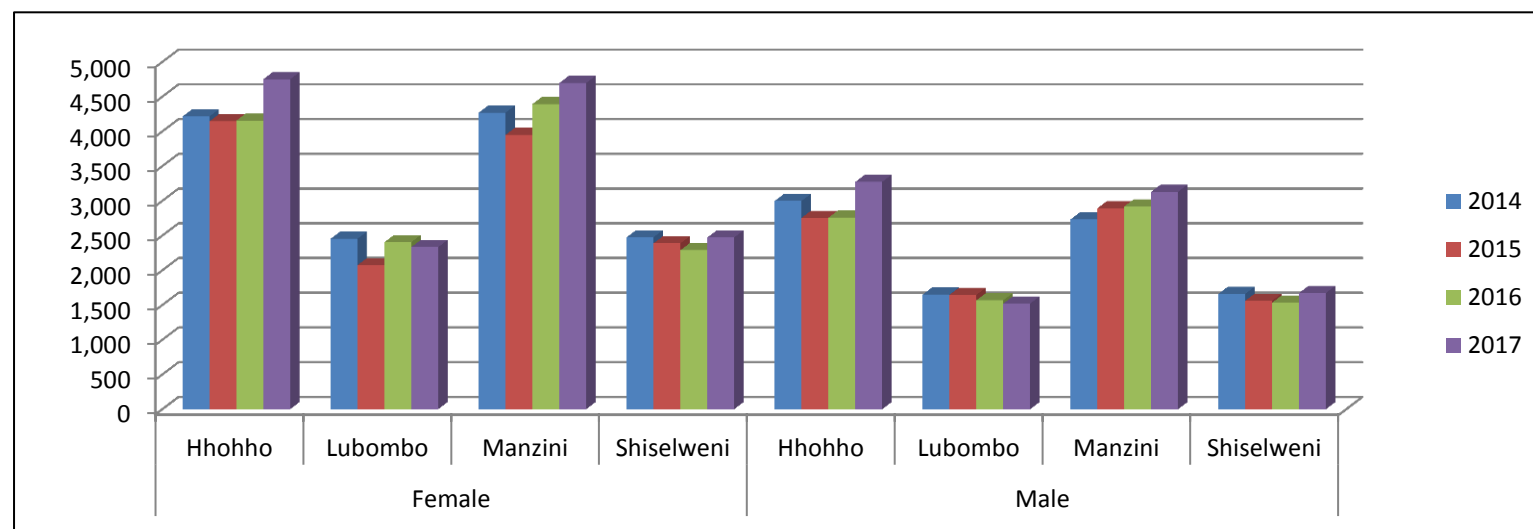


Table 79: Number of Repeaters by Sex, Grade and Age Junior Secondary, 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	26+	Total
Female	Form 1	1	26	130	289	320	373	269	126	48	20	8	5	3			0	1,618
	Form 2			30	139	276	400	396	329	152	68	35	11	6	2		2	1,846
	Form 3			1	17	29	68	93	100	69	44	25	12	3	3		2	466
Female Total		1	26	161	445	625	841	758	555	269	132	68	28	12	5		4	3,930
Male	Form 1	2	22	79	247	314	439	356	243	133	54	26	17	2		2	0	1,936
	Form 2			17	83	219	376	438	400	310	189	97	44	18	7	1	2	2,201
	Form 3			5	11	33	58	77	99	95	105	58	39	23	9	2	1	615
Male Total		2	22	101	341	566	873	871	742	538	348	181	100	43	16	5	3	4,752
Grand Total		3	48	262	786	1,191	1,714	1,629	1,297	807	480	249	128	55	21	5	7	8,682

Table 80: Percent Repetition by Sex, Grade and Age, Junior 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	26+	Total
Female	Form 1	1.1%	1.4%	4.0%	9.5%	13.7%	19.8%	27.9%	29.3%	29.4%	25.6%	22.2%	22.7%	42.9%	0.0%	0.0%	0.0%	11.4%
	Form 2	0.0%	0.0%	1.9%	4.7%	11.1%	16.7%	23.5%	32.9%	32.5%	31.5%	29.4%	37.9%	28.6%	22.2%	0.0%	66.7%	14.1%
	Form 3	0.0%	0.0%	1.0%	1.3%	1.3%	3.3%	6.2%	9.7%	11.5%	16.2%	17.1%	18.2%	16.7%	25.0%	0.0%	25.0%	5.0%
Female Total		1.1%	1.3%	3.2%	6.1%	8.8%	13.3%	18.3%	22.6%	21.8%	23.4%	22.6%	23.9%	26.1%	22.7%	0.0%	26.7%	10.7%
Male	Form 1	4.0%	2.2%	3.3%	9.2%	12.8%	17.6%	21.3%	24.2%	29.2%	26.6%	31.3%	38.6%	16.7%	0.0%	40.0%	0.0%	13.3%
	Form 2	0.0%	0.0%	2.1%	4.3%	10.4%	15.0%	21.8%	24.9%	32.2%	34.8%	37.2%	41.9%	40.0%	31.8%	16.7%	28.6%	17.0%
	Form 3	0.0%	0.0%	9.3%	1.6%	2.2%	3.4%	4.8%	6.9%	9.8%	17.4%	17.8%	21.4%	29.9%	25.0%	18.2%	14.3%	6.7%
Male Total		4.0%	2.1%	3.1%	6.5%	9.3%	13.0%	16.4%	18.3%	22.5%	25.8%	27.1%	30.2%	32.1%	23.5%	22.7%	18.8%	12.9%
Grand Total		2.1%	1.6%	3.2%	6.3%	9.0%	13.1%	17.3%	19.9%	22.3%	25.1%	25.7%	28.6%	30.6%	23.3%	14.7%	22.6%	11.8%

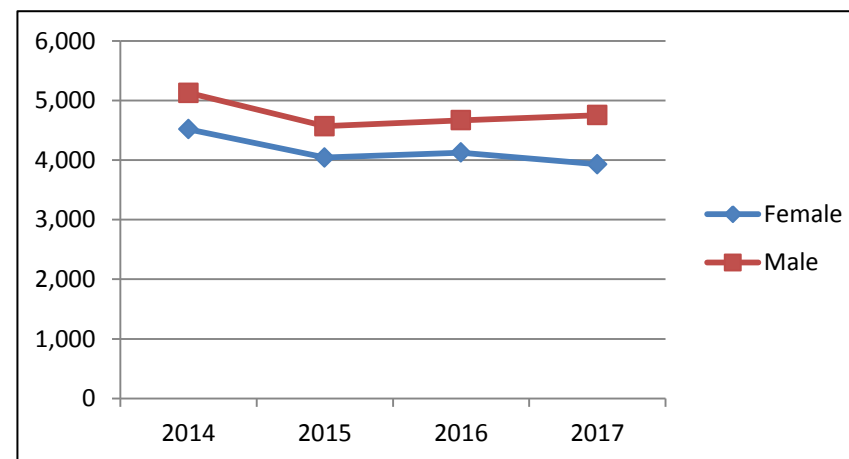
Table 81: Repetition Rate by Sex, Grade and Age, Junior 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	26+	Total
Female	Form 1	10.0%	20.3%	7.5%	8.9%	11.4%	14.3%	16.0%	14.3%	11.6%	10.5%	9.0%	14.7%	18.8%	0.0%	0.0%	0.0%	11.7%
	Form 2	0.0%	0.0%	22.7%	10.2%	10.2%	14.5%	17.7%	19.1%	16.8%	13.4%	15.4%	12.5%	18.2%	10.0%	0.0%	200.0%	14.5%
	Form 3	0.0%	0.0%	9.1%	17.5%	2.4%	3.1%	5.2%	7.1%	7.7%	8.8%	10.8%	9.4%	7.3%	15.0%	0.0%	22.2%	5.5%
Female Total		10.0%	18.6%	8.6%	9.5%	9.4%	11.1%	13.3%	13.8%	12.1%	11.0%	12.4%	11.2%	13.3%	11.6%	0.0%	30.8%	11.2%
Male	Form 1	25.0%	28.6%	8.4%	11.4%	13.0%	16.5%	15.9%	14.8%	14.9%	11.3%	11.4%	24.3%	7.1%	0.0%	18.2%	0.0%	14.0%
	Form 2	0.0%	0.0%	24.3%	11.5%	12.7%	16.1%	19.3%	18.4%	20.7%	17.9%	18.3%	18.7%	23.7%	20.6%	6.3%	50.0%	17.3%
	Form 3	0.0%	0.0%	26.3%	14.7%	5.0%	3.8%	4.7%	6.9%	7.6%	11.5%	9.4%	13.4%	17.0%	13.0%	9.1%	7.1%	7.1%
Male Total		25.0%	25.9%	9.9%	11.5%	11.8%	13.4%	14.2%	14.1%	14.8%	14.2%	13.2%	16.8%	18.0%	14.2%	10.2%	11.5%	13.5%
Grand Total		16.7%	21.3%	9.0%	10.2%	10.4%	12.2%	13.8%	14.0%	13.8%	13.2%	12.9%	15.1%	16.7%	13.5%	7.9%	17.9%	12.3%

Table 82: Repeaters by Sex, Region and Year , 2014 – 2017

Sex	Region	2014	2015	2016	2017
Female	Hhohho	1,199	1,271	1,136	1,091
	Lubombo	895	900	1,019	877
	Manzini	1,217	734	743	902
	Shiselweni	1,206	1,138	1,226	1,060
Female Total		4,517	4,043	4,124	3,930
Male	Hhohho	1,337	1,499	1,290	1,392
	Lubombo	1,128	945	1,100	1,127
	Manzini	1,349	813	873	1,041
	Shiselweni	1,313	1,310	1,405	1,192
Male Total		5,127	4,567	4,668	4,752
Grand Total		9,644	8,610	8,792	8,682

Chart 27: Repeaters by Sex and Year, 2014 - 2017

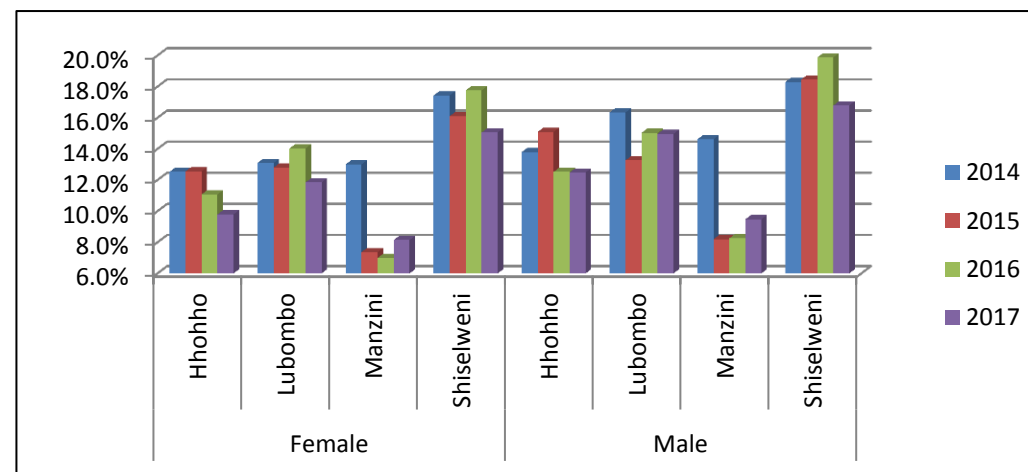


Data indicated a higher drop out in boys. The chart also indicated that the number of girls repeating is on the decline, whilst that of their counterparts is increasing. This is a worrying trend. There may be need to explore the situation of the boy child more closely.

Table 83: Percentage Repetition by Sex, Region and Year (Jnr), 2014 – 2017

Sex	Region	2014	2015	2016	2017	Total
Female	Hhohho	12.5%	12.6%	11.1%	9.8%	11.4%
	Lubombo	13.1%	12.8%	14.0%	11.8%	12.9%
	Manzini	13.0%	7.4%	7.0%	8.1%	8.8%
	Shiselweni	17.4%	16.1%	17.8%	15.1%	16.6%
Female Total		13.8%	11.8%	11.8%	10.7%	12.0%
Male	Hhohho	13.8%	15.1%	12.5%	12.5%	13.4%
	Lubombo	16.3%	13.3%	15.0%	15.0%	14.9%
	Manzini	14.6%	8.2%	8.3%	9.5%	10.0%
	Shiselweni	18.3%	18.5%	19.9%	16.8%	18.4%
Male Total		15.5%	13.4%	13.2%	12.9%	13.7%
Grand Total		14.7%	12.6%	12.5%	11.8%	12.9%

Chart 28: Percentage Repetition by Sex, Region and Year, (Jnr) 2014 - 2017



Dropout

Dropout at secondary levels can be used as a measure of barriers that exist at this level of education. At this level education is not state funded, but OVC get support in the form of grants for their education. The costs of education at this level are quite high, thus there are a number of reasons that contribute to dropout.

Table 84: Dropout by Sex, Grade and Reason, 2017

Sex	Grade	Absconded	Death	Disciplinary	Family Reasons	Pregnancy	School fees	Sickness	Transfer	Total
Female	Form 1	119	2	6	104	263	43	35	79	651
	Form 2	88	1	6	82	317	19	22	65	600
	Form 3	35	5	5	72	147	7	5	79	355
Female Total		242	8	17	258	727	69	62	223	1,606
Male	Form 1	132	7	29	89	45	79	13	97	491
	Form 2	152	9	33	93	53	46	36	87	509
	Form 3	42	3	17	65	21	15	11	88	262
Male Total		326	19	79	247	119	140	60	272	1,262
Grand Total		568	27	96	505	846	209	122	495	2,868

Table 85: Dropout by Sex, Reason and Year, 2014 -2017

Sex	Dropout_Reason	2014	2015	2016	2017	Total
Female	Absconded or Other	323	330	229	242	1,124
	Death	21	10	8	8	47
	Disciplinary or Expelled	29	12	25	17	83
	Family Reasons	194	211	223	258	886
	Pregnancy	622	562	626	727	2,537
	School fees	128	68	80	69	345
	Sickness	58	45	58	62	223
	Transfer	181	131	273	223	808
Female Total		1,556	1,369	1,522	1,606	6,053
Male	Absconded or Other	436	414	401	326	1,577
	Death	17	17	18	19	71
	Disciplinary or Expelled	78	41	98	79	296
	Family Reasons	212	250	293	247	1,002
	Pregnancy	129	80	179	119	507
	School fees	128	108	89	140	465
	Sickness	67	30	62	60	219
	Transfer	137	124	234	272	767
Male Total		1,204	1,064	1,374	1,262	4,904
Grand Total		2,760	2,433	2,896	2,868	10,957

children.

Absconding school implied that these are pupils who leave school and stay at home. There are reasons why pupils do this. It is possible that some face other challenges which need to be documented, but it's possible the school does not know what the real reasons are and then would code as absconded especially if the pupil is seen loitering and doing nothing. However, there are communities where this does happen, where young person drop out and seek for employment. This in most cases maybe due to poverty at home.

At secondary level the **data suggested that more girls dropout than their male counterparts**. It is also interesting that despite the fact that more boys repeat, more girls' dropout. This could also be due to the fact that the country's policy does not allow girls who get pregnant to repeat at the same institution, thus even if they repeat eventually they could be coded as having dropped out the previous year.

One of the major reasons for dropout for girls is pregnancy. It is worrying that the incidence is increasing over the period. This suggested that more girls are engaged in unprotected sex. **It is further worrying that the number of boys being pushed out due to pregnancy is also high.** This suggested that both groups were engaging in early sex; however the numbers in girls also suggested that girls could also be impregnated by people outside junior secondary. There is need for intervention to curb pregnancy levels at secondary levels, this needs a holistic approach, as this dropout could be a result of educational, social, economical and other factors. An increasing trend implied that the situation is getting worse.

This demands an need for inquiry into factors contributing to teenage pregnancy in schools, especially in the light of the current interventions in Life Skills Education. There could be socio-economic factors which government may need to address. Again the issue of dropout due to family reasons and absconding is high, as in the primary level sector. This is a national challenge, there is need to look into the family reasons, and this may in turn inform on Welfare related interventions targeted to all

OVC

The FPE programme only covers the primary cycle. This then means children who are OVC who transition into secondary have to benefit from the OVC Grant programme that it implemented under the office of the Deputy Prime Minister's (DPM) office. This then demands that they be vetted by the relevant authorities. The data presented here is from schools, may not necessarily be the same as that of the PDM as some OVC are supported by other agencies.

Table 86: OVC by Sex, Grade and Age, 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	37	578	1,275	1,393	1,206	1,026	572	255	100	46	28	12	5	1	4	6,538
	Form 2		26	484	1,269	1,340	1,358	1,044	672	316	137	80	14	17	5	4	6,766
	Form 3			38	530	1,103	1,124	938	697	414	173	101	43	8	8	10	5,187
	Grade 10						1	5	2							0	8
	Grade 8				2	5	1	3		3						0	14
	Grade 9					2		1	2		2					0	7
Female Total		37	604	1,797	3,194	3,656	3,510	2,563	1,628	833	358	209	69	30	14	18	18,520
Male	Form 1	13	290	884	1,155	1,191	1,229	945	592	280	120	55	24	8	4	5	6,795
	Form 2		13	248	785	1,012	1,267	1,182	988	624	362	181	70	32	14	9	6,787
	Form 3			26	210	673	923	940	945	651	435	233	139	59	24	10	5,268
	Grade 10						1		1							0	2
	Grade 8					3	1	1	1							0	6
	Grade 9					1	2	2								0	5
Male Total		13	303	1,158	2,150	2,880	3,423	3,070	2,527	1,555	917	469	233	99	42	24	18,863
Grand Total		50	907	2,955	5,344	6,536	6,933	5,633	4,155	2,388	1,275	678	302	129	56	42	37,383

Table 87: OVC by Sex, Grade and Region, 2017

Sex	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	1,456	1,583	1,805	1,694	6,538
	Form 2	1,522	1,801	1,726	1,717	6,766
	Form 3	1,179	1,266	1,592	1,150	5,187
	Grade 10		8			8
	Grade 8		14			14
	Grade 9		7			7
Female		4,157	4,679	5,123	4,561	18,520
Male	Form 1	1,560	1,729	1,854	1,652	6,795
	Form 2	1,598	1,805	1,708	1,676	6,787
	Form 3	1,157	1,335	1,625	1,151	5,268
	Grade 10		2			2
	Grade 8		6			6
	Grade 9		5			5
Male Total		4,315	4,882	5,187	4,479	18,863
Grand Total		8,472	9,561	10,310	9,040	37,383

Table 88: OVC by Sex, Grade and Year, 2014 - 2017

Sex	Grade	2014	2015	2016	2017
Female	Form 1	6,806	5,009	6,234	6,538
	Form 2	6,321	4,460	6,647	6,766
	Form 3	3,563	2,695	4,595	5,187
	Grade 10	1	3		8
	Grade 8	1			14
	Grade 9	1	1		7
Female Total		16,693	12,168	17,476	18,520
Male	Form 1	6,830	5,047	6,315	6,795
	Form 2	6,411	4,688	6,669	6,787
	Form 3	3,746	2,843	4,748	5,268
	Grade 10	4			2
	Grade 8	2			6
	Grade 9	4	1		5
Male Total		16,997	12,579	17,732	18,863
Grand Total		33,690	24,747	35,208	37,383

Special Education Needs (SEN)

The data presented under this section is for Special Education Needs (SEN) children as identified at school level by schools. These are not medically derived statistics (as defined by health professionals), but are an indication of the perceived disability that may exist in the schools. Some of them may have been classified by health professionals but generally, these are perceived challenges that were observed at school level, e.g. *hearing disability* includes those that are deaf and those that are partially deaf, the different degrees of deafness have to be defined by health professionals. The same logic will apply for visual and learning impairment.

There is need for the EMIS and the departments concerned to collaborate with the Ministry of Health or the School Health Programme on collection of such data. It is envisaged that such data will also be collected under the Care and Support for Teaching and Learning and under the Sector Response to HIV and AIDS agenda. This report covers SEN, there is additional data on orphan hood, socio-economic support, psycho-social support, pupils seeking counselling services that need to be reported. The EMIS will need additional resources to collect and report on the complete profile under this sub sector.

Table 89: SEN by Sex, Status and Age, 2017

Sex	Special_ed_need_status	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Hearing Impaired	3	23	70	79	73	65	59	24	18	11	10	2		2	1	440
	Learning Disability		7	8	23	20	22	12	6	6	2	2				0	108
	Other Impairment		21	48	34	42	41	20	5	6	3			2		0	222
	Physical Disability		3	9	14	12	20	7	5	8	1	2	1			0	82
	Visually Impaired	4	74	214	275	225	227	171	84	46	11	18	9	1	1	1	1,361
Female Total		7	128	349	425	372	375	269	124	84	28	32	12	3	3	2	2,213
Male	Hearing Impaired		7	22	35	52	45	43	35	27	9	10	2		2	1	290
	Learning Disability		2	5	14	17	17	18	4	8	3	1				1	90
	Other Impairment	1	17	26	21	32	38	28	16	10	1	4	2	1		0	197
	Physical Disability		2	7	9	10	13	11	9	6	4	2		1		0	74
	Visually Impaired	2	16	96	118	149	144	122	98	67	23	17	7	4	3	1	867
Male Total		3	44	156	197	260	257	222	162	118	40	34	11	6	5	3	1,518
Grand Total		10	172	505	622	632	632	491	286	202	68	66	23	9	8	5	3,731

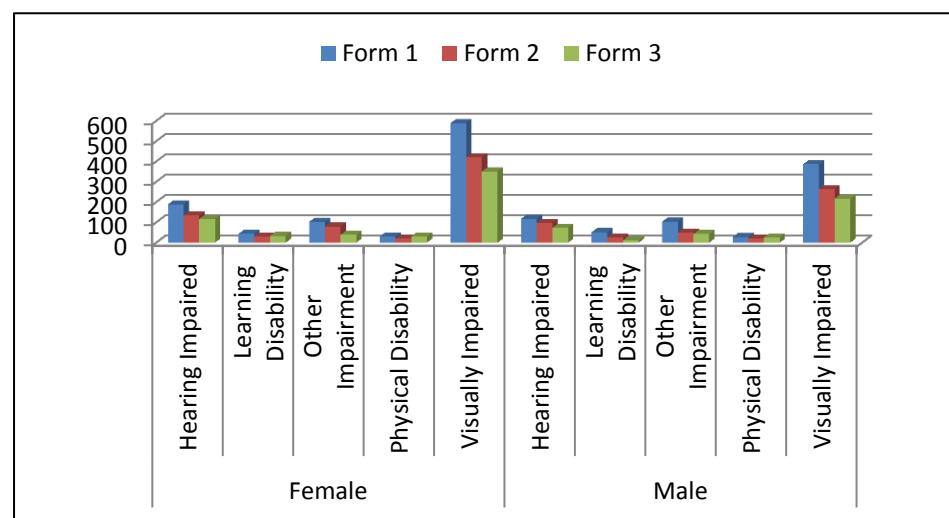
Table 90: SEN by Sex, Status and Grade, 2017

Sex	Special_ed_need_status	Form 1	Form 2	Form 3	Total
Female	Hearing Impaired	189	134	117	440
	Learning Disability	44	31	33	108
	Other Impairment	103	80	39	222
	Physical Disability	31	20	31	82
	Visually Impaired	589	421	351	1,361
Female Total		956	686	571	2,213
Male	Hearing Impaired	118	98	74	290
	Learning Disability	52	26	12	90
	Other Impairment	104	50	43	197
	Physical Disability	28	20	26	74
	Visually Impaired	387	263	217	867
Male Total		689	457	372	1,518
Total		1,645	1,143	943	3,731

Table 91: SEN by Sex, Status and Year, 2014 to 2017

Sex	Special_ed_need_status	2014	2015	2016	2017
Female	Hearing Impaired	284	137	312	440
	Learning Disability	104	65	68	108
	Other Impairment	253	95	122	222
	Physical Disability	46	41	51	82
	Visually Impaired	1,090	400	914	1,361
Female Total		1,777	738	1,467	2,213
Male	Hearing Impaired	217	78	212	290
	Learning Disability	80	69	63	90
	Other Impairment	156	67	107	197
	Physical Disability	58	26	48	74
	Visually Impaired	738	265	606	867
Male Total		1,249	505	1,036	1,518
Grand Total		3,026	1,243	2,503	3,731

Chart 29: SEN by Sex, Grade and Status, 2017



Data for SEN is very important because it highlights the extent of disability that may exist in the schools. As the Ministry is promoting inclusive education, such data can be used as a proxy for the demand for SEN resources and infrastructure at secondary and post-secondary levels.

It would also be important to validate the data through inspection on schools that have reported relatively high incidence in the different categories. It was interesting to note that Learning Disability was not as prominent as in primary levels, which may indicate the different interpretations that teachers have. It is thus important that the SEN panel, comes with some national standards or measures that schools can use, because SEN children do exist in the country and they need to be catered for.

Table 92: Enrolment by Sex, Grade and Age, Senior Secondary 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	0	0	0	121	1,102	2,154	1,962	1,848	1,321	928	587	326	167	134	129	10,779
	Form 5	0	0	0	0	65	924	1,525	1,317	1,102	891	604	359	196	112	153	7,248
	Form 6	0	0	0	0	0	4	19	12	2	1	0	0	0	0	0	38
	Grade 11	0	25	25	8	1	0	1	0	0	0	0	0	0	0	0	60
	Grade 12	0	3	24	19	12	2	0	1	0	0	0	0	0	0	0	61
Female Total		0	28	49	148	1,180	3,084	3,507	3,178	2,425	1,820	1,191	685	363	246	282	18,186
Male	Form 4	0	0	0	63	609	1,498	1,745	1,850	1,615	1,326	934	552	280	121	113	10,706
	Form 5	0	0	0	0	32	516	1,090	1,255	1,134	1,134	823	596	336	172	123	7,211
	Form 6	0	0	0	0	0	2	16	15	4	3	1	2	1	1	0	45
	Grade 11	1	12	38	12	1	0	0	0	0	0	0	0	0	0	0	64
	Grade 12	0	1	21	25	21	7	1	1	0	0	0	0	0	0	0	77
Male Total		1	13	59	100	663	2,023	2,852	3,121	2,753	2,463	1,758	1,150	617	294	236	18,103
Grand Total		1	41	108	248	1,843	5,107	6,359	6,299	5,178	4,283	2,949	1,835	980	540	518	36,289

Table 93: Enrolment by Sex, Grade and Year, 2014 – 2017

Sex	Grade	2014	2015	2016	2017	Total
Female	Form 4	9,572	9,684	10,189	10,779	40,224
	Form 5	5,599	6,029	6,507	7,248	25,383
	Form 6	30	32	24	38	124
	Grade 11	0	0	0	60	60
	Grade 12	0	0	0	61	61
Female Total		15,201	15,745	16,720	18,186	65,852
Male	Form 4	9,652	9,842	10,164	10,706	40,364
	Form 5	5,775	6,216	6,659	7,211	25,861
	Form 6	64	60	49	45	218
	Grade 11	0	0	0	64	64
	Grade 12	0	0	0	77	77
Male Total		15,491	16,118	16,872	18,103	66,584
Grand Total		30,692	31,863	33,592	36,289	132,436

Chart 30: Enrolment by Sex and Year, 2014 - 2017

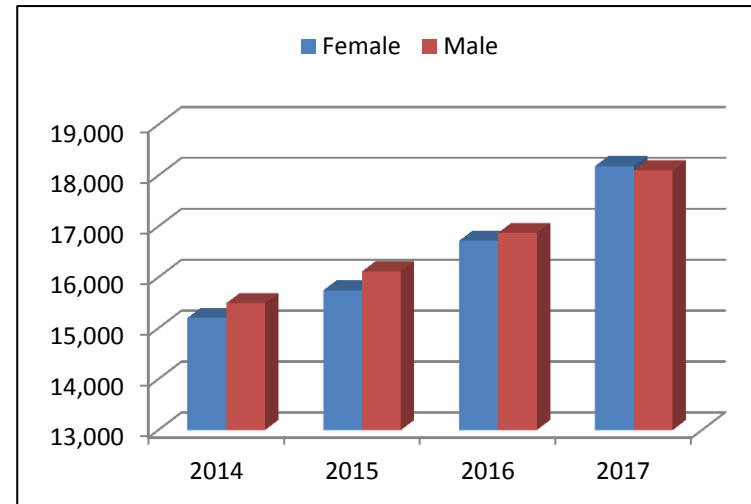


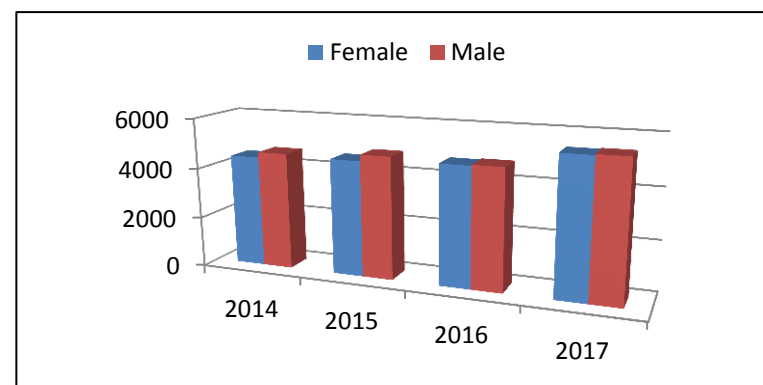
Table 94: Enrolment Senior Secondary Hhohho, by Sex, Grade and Age, 2017

Sex	Grade	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	49	372	683	565	591	382	285	137	68	37	23	24	3,216
	Form 5	0	28	323	505	413	300	251	170	82	37	18	20	2,147
	Form 6	0	0	4	19	12	2	1	0	0	0	0	0	38
Female Total		49	400	1,010	1,089	1,016	684	537	307	150	74	41	44	5,401
Male	Form 4	19	200	487	545	590	497	412	236	128	63	23	20	3,220
	Form 5	0	18	205	365	413	333	329	209	146	80	41	33	2,172
	Form 6	0	0	2	16	14	4	3	1	1	1	1	0	43
Male Total		19	218	694	926	1,017	834	744	446	275	144	65	53	5,435
Grand Total		68	618	1,704	2,015	2,033	1,518	1,281	753	425	218	106	97	10,836

Table 95: Enrolment Hhohho Senior Secondary by Sex and Year 2014-2017

Sex	Grade	2014	2015	2016	2017	Total
Female	Form 4	2,730	2,826	2,854	3,216	11,626
	Form 5	1,670	1,725	1,841	2,147	7,383
	Form 6	28	30	23	38	119
Female Total		4,428	4,581	4,718	5,401	19,128
Male	Form 4	2,789	2,920	2,836	3,220	11,765
	Form 5	1,804	1,863	1,876	2,172	7,715
	Form 6	51	52	46	43	192
Male Total		4,644	4,835	4,758	5,435	19,672
Grand Total		9,072	9,416	9,476	10,836	38,800

Chart 31: Enrolment Hhohho Senior Secondary by Sex and Year, 2014 - 2017



Enrolment trend for the Hhohho region suggested that the number of boys at senior secondary is on the decline and the number of girls increased over the period. This may suggest that girls are now doing better than their male counterparts.

Table 96: Enrolment by Sex, Grade and Age, Lubombo Senior Secondary, 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Total
Female	Form 4	0	0	0	7	171	288	366	365	287	189	142	80	55	38	29	2,017
	Form 5	0	0	0	0	4	84	233	266	210	192	112	81	55	19	39	1,295
	Grade 11	0	25	25	8	1	0	1	0	0	0	0	0	0	0	0	60
	Grade 12	0	3	24	19	12	2	0	1	0	0	0	0	0	0	0	61
Female Total		0	28	49	34	188	374	600	632	497	381	254	161	110	57	68	3,433
Male	Form 4	0	0	0	3	68	190	305	331	334	286	249	145	72	34	30	2,047
	Form 5	0	0	0	0	2	52	173	205	220	221	159	133	80	45	29	1,319
	Form 6	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	2
	Grade 11	1	12	38	12	1	0	0	0	0	0	0	0	0	0	0	64
	Grade 12	0	1	21	25	21	7	1	1	0	0	0	0	0	0	0	77
Male Total		1	13	59	40	92	249	479	538	554	507	408	279	152	79	59	3,509
Grand Total		1	41	108	74	280	623	1,079	1,170	1,051	888	662	440	262	136	127	6,942

Table 97: Enrolment by Sex, Grade and Year, Lubombo Snr, 2014 – 2017

Sex	Grade	2014	2015	2016	2017	Total
Female	Form 4	1,740	1,773	1,996	2,017	7,526
	Form 5	998	1,113	1,102	1,295	4,508
	Form 6	2	2	1	0	5
	Grade 11	0	0	0	60	60
	Grade 12	0	0	0	61	61
Female Total		2,740	2,888	3,099	3,433	12,160
Male	Form 4	1,766	1,831	1,998	2,047	7,642
	Form 5	1,038	1,082	1,178	1,319	4,617
	Form 6	13	8	3	2	26
	Grade 11	0	0	0	64	64
	Grade 12	0	0	0	77	77
Male Total		2,817	2,921	3,179	3,509	12,426
Grand Total		5,557	5,809	6,278	6,942	24,586

Chart 32: Enrolment by Sex and Year, Lubombo Snr 2014 - 2017

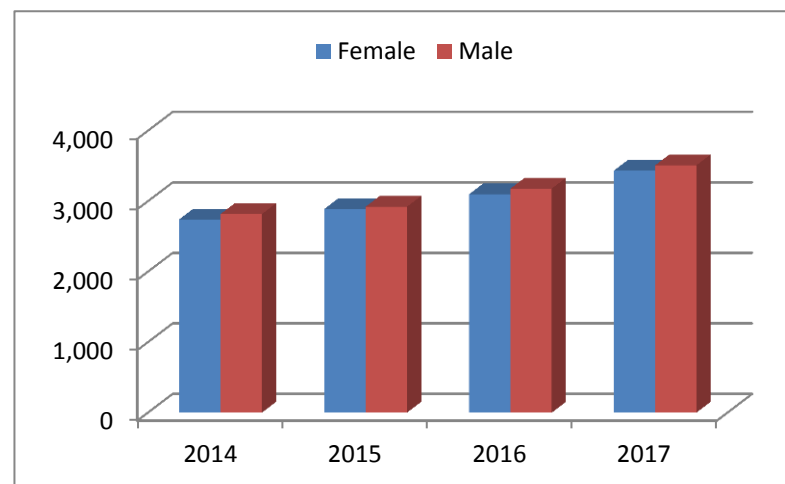


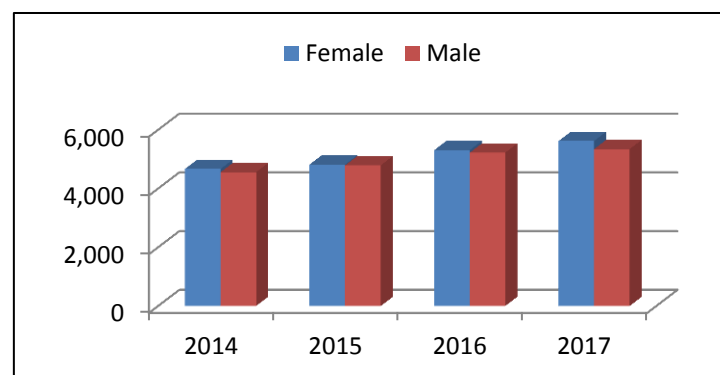
Table 98: Enrolment by Sex, Grade, Age, Manzini, 2017

Sex	Grade	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	33	408	810	640	465	337	209	134	78	24	27	23	3,188
	Form 5	0	20	381	599	413	358	256	172	94	52	35	50	2,430
Female Total		33	428	1,191	1,239	878	695	465	306	172	76	62	73	5,618
Male	Form 4	17	249	550	531	512	410	321	230	126	62	28	35	3,071
	Form 5	0	9	186	396	416	372	334	239	152	88	42	38	2,272
Male Total		17	258	736	927	928	782	655	469	278	150	70	73	5,343
Grand Total		50	686	1,927	2,166	1,806	1,477	1,120	775	450	226	132	146	10,961

Table 99: Enrolment by Sex, Grade and Year, Manzini Snr Sec, 2014 – 2017

Sex	Grade	2014	2015	2016	2017	Total
Female	Form 4	2,873	2,824	3,003	3,188	11,888
	Form 5	1,791	1,993	2,303	2,430	8,517
Female Total		4,664	4,817	5,306	5,618	20,405
Male	Form 4	2,768	2,813	2,951	3,071	11,603
	Form 5	1,786	1,977	2,268	2,272	8,303
Male Total		4,554	4,790	5,219	5,343	19,906
Grand Total		9,218	9,607	10,525	10,961	40,311

Chart 33: Enrolment by Sex and Year, Manzini Snr Sec, 2014 - 2017



Reports from the Manzini region also suggested that the number of girls like in Hhohho is also on the increase. This may suggest that the boy child may be facing some challenges, or girls are doing better academically than boys. This trend is common in the two bigger and more resourced regions.

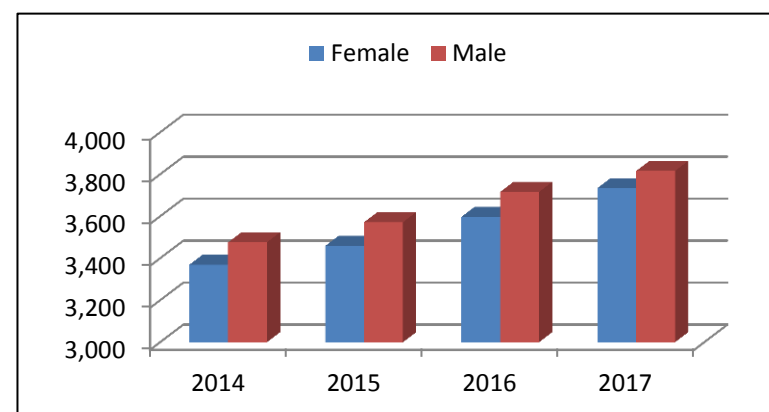
Table 100: Enrolment by Sex, Grade, Age Shiselweni Sinior Secondary, 2017

Sex	Grade	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	32	151	373	391	427	315	245	174	100	51	46	53	2,358
	Form 5	0	13	136	188	225	234	192	150	102	52	40	44	1,376
Female Total		32	164	509	579	652	549	437	324	202	103	86	97	3,734
Male	Form 4	24	92	271	364	417	374	307	219	153	83	36	28	2,368
	Form 5	0	3	73	156	221	209	250	216	165	88	44	23	1,448
Male Total		24	95	344	520	638	583	557	435	318	171	80	51	3,816
Grand Total		56	259	853	1,099	1,290	1,132	994	759	520	274	166	148	7,550

Table 101: Enrolment by Sex, Grade, Shiselweni Snr, Year 2014 – 2017

Sex	Grade	2014	2015	2016	2017	Total
Female	Form 4	2,229	2,261	2,336	2,358	9,184
	Form 5	1,140	1,198	1,261	1,376	4,975
Female Total		3,369	3,459	3,597	3,734	14,159
Male	Form 4	2,329	2,278	2,379	2,368	9,354
	Form 5	1,147	1,294	1,337	1,448	5,226
Male Total		3,476	3,572	3,716	3,816	14,580
Grand Total		6,845	7,031	7,313	7,550	28,739

Chart 34: Enrolment by Sex and Year, Shiselweni Snr. Year 2014 = 2017



Data indicated that there were more boys than girls in Shiselweni. It suggested that boys are slightly higher in the poorer regions than girls. It may suggest parents may be sending girls to the cities, for a better education. Overall the national data also confirms the shift from more boys enrolled to more girls. This may be the beginning of the boy child being at risk of not accessing and completing general education. The other scenario is that the system is witnessing the enrolment of younger children especially girls at senior secondary levels. This needs to be analysed further because it could indicated a phenomena where girls are not only at an advantage but are also doing better than boys. This may result in more girls proceeding to post-secondary and higher education levels.

Table 102: Enrolment, Official Age, Senior, 2014 - 2017

Sex	Grade	2014	2015	2016	2017	Total
Female	Form 4	2,884	2,747	3,048	3,256	11,935
	Form 5	918	757	887	989	3,551
	Form 6	10	3	2	4	19
	Grade 11	0	0	0	1	1
	Grade 12	0	0	0	14	14
Female Total		3,812	3,507	3,937	4,264	15,520
Male	Form 4	1,904	1,976	2,038	2,107	8,025
	Form 5	553	462	498	548	2,061
	Form 6	10	3	0	2	15
	Grade 11	0	0	0	1	1
	Grade 12	0	0	0	28	28
Male Total		2,467	2,441	2,536	2,686	10,130
Grand Total		6,279	5,948	6,473	6,950	25,650

Data indicated that more than 65 percent of the enrolled senior secondary population of official age, i.e. 16 to 17 are girls. The system starts off with more boys falling within official age at primary levels, and results in fewer of them reaching the end of general education.

This suggested that boys are prone to repeating, as such grow older when they stay within the education system or eventually drop out. However the good picture is that the number of pupils falling within the official age limits is increasing steadily, which is a good sign. This meant that the internal efficiencies although very poor, but are improving gradually.

At national level, there is need to begin asking the question that have our efforts on the girl child compromised the boy child? Or are girls on average just performing better than boys.

Table 103: Enrolment by Sex, Grade, Age, All Secondary, 2017

Sex	Grade		12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1		94	1,897	3,287	3,045	2,339	1,884	963	430	163	78	36	22	7	1	6	14,252
	Form 2		0	88	1,598	2,927	2,489	2,396	1,683	1,001	468	216	119	29	21	9	9	13,053
	Form 3		0	0	100	1,283	2,300	2,036	1,490	1,027	601	271	146	66	18	12	12	9,362
	Form 4		0	0	0	121	1,102	2,154	1,962	1,848	1,321	928	587	326	167	134	129	10,779
	Form 5		0	0	0	0	65	924	1,525	1,317	1,102	891	604	359	196	112	153	7,248
	Form 6		0	0	0	0	0	4	19	12	2	1	0	0	0	0	0	38
	Grade 10		0	0	0	0	3	17	35	10	5	2	0	0	2	0	0	74
	Grade 11		0	25	25	8	1	0	1	0	0	0	0	0	0	0	0	60
	Grade 12		0	3	24	19	12	2	0	1	0	0	0	0	0	0	0	61
	Grade 8		0	0	3	22	40	11	9	3	3	0	0	0	0	0	0	91
	Grade 9		0	0	1	0	28	33	19	12	6	6	3	2	0	0	1	111
Female Total			94	2,013	5,038	7,425	8,379	9,461	7,706	5,661	3,671	2,393	1,495	804	411	268	310	55,129
Male	Form 1		50	1,018	2,364	2,681	2,461	2,495	1,670	1,005	456	203	83	44	12	10	7	14,559
	Form 2		0	52	808	1,922	2,111	2,507	2,012	1,606	964	543	261	105	45	22	13	12,971
	Form 3		0	0	54	674	1,516	1,729	1,614	1,442	969	603	325	182	77	36	18	9,239
	Form 4		0	0	0	63	609	1,498	1,745	1,850	1,615	1,326	934	552	280	121	113	10,706
	Form 5		0	0	0	0	32	516	1,090	1,255	1,134	1,134	823	596	336	172	123	7,211
	Form 6		0	0	0	0	0	2	16	15	4	3	1	2	1	1	0	45
	Grade 10		0	0	0	0	1	14	24	13	15	0	1	0	0	0	0	68
	Grade 11		1	12	38	12	1	0	0	0	0	0	0	0	0	0	0	64
	Grade 12		0	1	21	25	21	7	1	1	0	0	0	0	0	0	0	77
	Grade 8		0	0	2	20	42	21	9	3	4	0	0	1	0	0	0	102
	Grade 9		0	0	0	2	17	36	23	6	4	5	1	0	0	0	0	94
Male Total			51	1,083	3,287	5,399	6,811	8,825	8,204	7,196	5,165	3,817	2,429	1,482	751	362	274	55,136
Grand Total			145	3,096	8,325	12,824	15,190	18,286	15,910	12,857	8,836	6,210	3,924	2,286	1,162	630	584	110,265

The notion of over agedness is also evident at secondary levels. This can be observed in pupils aged from 18 to 25+ enrolled between form 1 and form 3. In fact some of the pupils should be at higher education levels. The yellow section is of pupils who are outside the official age for secondary level education. The figures suggested that at half of the population enrolled at secondary levels is not only out of age but also over aged. These ratios ought to change if the country is to achieve the SDGs.

Table 104: Enrolment by Sex, Grade and Year, 2014 – 2017 (All Secondary)

Sex	Grade	2014	2015	2016	2017	Total
Female	Form 1	13,572	13,655	13,829	14,252	55,308
	Form 2	12,076	12,640	12,687	13,053	50,456
	Form 3	7,037	7,890	8,527	9,362	32,816
	Form 4	9,572	9,684	10,189	10,779	40,224
	Form 5	5,599	6,029	6,507	7,248	25,383
	Form 6	30	32	24	38	124
	Grade 10	31	50	5	74	160
	Grade 11	0	0	0	60	60
	Grade 12	0	0	0	61	61
	Grade 8	90	60	1	91	242
	Grade 9	68	52	12	111	243
Female Total		48,075	50,092	51,781	55,129	205,077
Male	Form 1	13,554	13,532	13,865	14,559	55,510
	Form 2	12,251	12,704	12,749	12,971	50,675
	Form 3	7,197	7,844	8,647	9,239	32,927
	Form 4	9,652	9,842	10,164	10,706	40,364
	Form 5	5,775	6,216	6,659	7,211	25,861
	Form 6	64	60	49	45	218
	Grade 10	50	55	11	68	184
	Grade 11	0	0	0	64	64
	Grade 12	0	0	0	77	77
	Grade 8	102	63	6	102	273
	Grade 9	77	62	9	94	242
Male		48,722	50,378	52,159	55,136	206,395
Grand Total		96,797	100,470	103,940	110,265	411,472

Data for secondary levels is Form 1 to Form 5. The other grades such as grades 8 to 11 and Form 6 are not as common because they are largely for private schools. There is a very interesting pattern that was observed from the data, which takes the same format as primary level data.

Figures for Form 1 and 2 are within expected limits, but between Form 2 and Form 3 there is a huge drop in enrolment of both boys and girls. Both groups experience a push out leading to Form 3, more than 8 000 pupils are pushed out of the system, or are trapped between Form 2 and Form 3 – most likely repeat Form 2. This is the same phenomena experienced by Grade 6 pupils; there is a huge drop into Grade 7. There has been suggestions that pupils who fail JC do not repeat JC but are encouraged to go back to form 2, this may be the reason that there is very low enrolment inform 3 and larger enrolment in form 2.

The same phenomenon also happens between Form 4 and Form 5. This suggested that pupils are more likely to repeat Form 2 and Form 4. This is immediately before an external examination, it needs to be investigated and addressed. This may be due to the demand for good quality results in the next cycle i.e. between primary and lower secondary, between lower secondary and higher and before higher education.

Table 105: Number of Repeaters by Sex, Grade and Age, All Secondary 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	28+	Total
Female	Form 1	1	26	130	289	320	373	269	126	48	20	8	5	3					0	1,618
	Form 2			30	139	276	400	396	329	152	68	35	11	6	2				2	1,846
	Form 3			1	17	29	68	93	100	69	44	25	12	3	3		1		1	466
	Form 4				7	26	124	292	343	266	230	155	72	36	29	12	9	7	8	1,616
	Form 5						1	19	32	40	40	24	19	7	1	2	2		2	189
Female Total		1	26	161	452	651	966	1,069	930	575	402	247	119	55	35	14	12	7	13	5,735
Male	Form 1	2	22	79	247	314	439	356	243	133	54	26	17	2		2			0	1,936
	Form 2			17	83	219	376	438	400	310	189	97	44	18	7	1	1		1	2,201
	Form 3			5	11	33	58	77	99	95	105	58	39	23	9	2	1		0	615
	Form 4				7	14	77	198	308	317	296	232	159	74	37	12	2	3	4	1,740
	Form 5						2	10	22	21	24	23	19	15	9	3	2		0	150
Male		2	22	101	348	580	952	1,079	1,072	876	668	436	278	132	62	20	6	3	5	6,642
Grand Total		3	48	262	800	1,231	1,918	2,148	2,002	1,451	1,070	683	397	187	97	34	18	10	18	12,377

Table 106: Percent Repetition, by Sex, Grade and Age, All Secondary, 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	28+	Total
Female	Form 1	1.1%	1.4%	4.0%	9.5%	13.7%	19.8%	27.9%	29.3%	29.4%	25.6%	22.2%	22.7%	42.9%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%
	Form 2	0.0%	0.0%	1.9%	4.7%	11.1%	16.7%	23.5%	32.9%	32.5%	31.5%	29.4%	37.9%	28.6%	22.2%	0.0%	0.0%	0.0%	66.7%	14.1%
	Form 3	0.0%	0.0%	1.0%	1.3%	1.3%	3.3%	6.2%	9.7%	11.5%	16.2%	17.1%	18.2%	16.7%	25.0%	0.0%	25.0%	0.0%	50.0%	5.0%
	Form 4	0.0%	0.0%	0.0%	5.8%	2.4%	5.8%	14.9%	18.6%	20.1%	24.8%	26.4%	22.1%	21.6%	21.6%	29.3%	28.1%	28.0%	25.8%	15.0%
	Form 5	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	1.2%	2.4%	3.6%	4.5%	4.0%	5.3%	3.6%	0.9%	3.3%	4.3%	0.0%	7.4%	2.6%
Female Total		1.1%	1.3%	3.2%	6.1%	7.8%	10.3%	14.0%	16.5%	15.7%	16.9%	16.6%	14.8%	13.4%	13.1%	12.3%	14.3%	14.6%	20.6%	10.5%
Male	Form 1	4.0%	2.2%	3.3%	9.2%	12.8%	17.6%	21.3%	24.2%	29.2%	26.6%	31.3%	38.6%	16.7%	0.0%	40.0%	0.0%	0.0%	0.0%	13.3%
	Form 2	0.0%	0.0%	0.0%	4.3%	10.4%	15.0%	21.8%	24.9%	32.2%	34.8%	37.2%	41.9%	40.0%	31.8%	16.7%	33.3%	0.0%	50.0%	17.0%
	Form 3	0.0%	0.0%	9.3%	1.6%	2.2%	3.4%	4.8%	6.9%	9.8%	17.4%	17.8%	21.4%	29.9%	25.0%	18.2%	25.0%	0.0%	0.0%	6.7%
	Form 4	0.0%	0.0%	0.0%	11.1%	2.3%	5.1%	11.3%	16.6%	19.6%	22.3%	24.8%	28.8%	26.4%	30.6%	24.0%	6.3%	17.6%	28.6%	16.3%
	Form 5	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.9%	1.8%	1.9%	2.1%	2.8%	3.2%	4.5%	5.2%	5.2%	5.6%	0.0%	0.0%	2.1%
Male Total		4.0%	2.1%	3.1%	6.5%	8.6%	10.9%	13.3%	15.0%	17.0%	17.5%	18.0%	18.8%	17.6%	17.2%	15.4%	7.8%	8.1%	16.7%	12.1%
Grand Total		2.1%	1.6%	3.2%	6.3%	8.2%	10.6%	13.6%	15.7%	16.5%	17.3%	17.4%	17.4%	16.1%	15.4%	13.9%	11.2%	11.8%	19.4%	11.3%

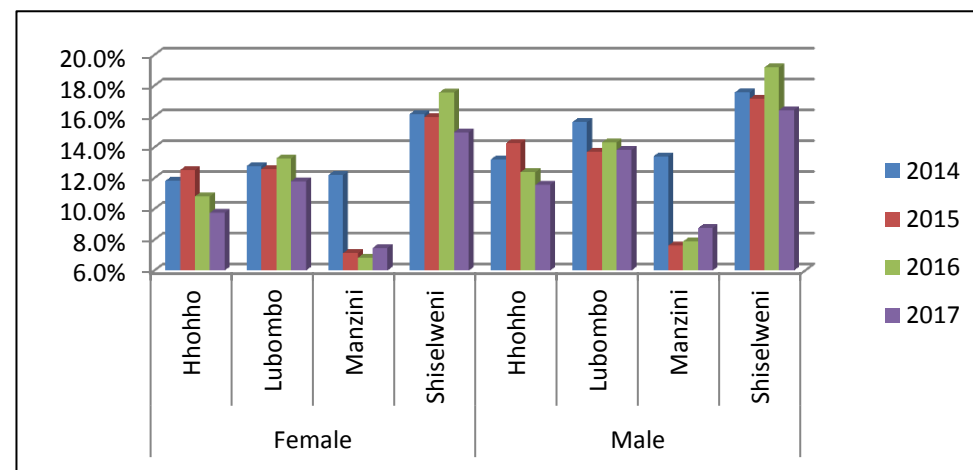
Table 107: Repetition Rate by Sex, Grade and Age, All secondary 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	28+	Total
Female	Form 1	10.0%	20.3%	7.5%	8.9%	11.4%	14.3%	16.0%	14.3%	11.6%	10.5%	9.0%	14.7%	18.8%	0.0%	0.0%	0.0%	0.0%	0.0%	11.7%
	Form 2	0.0%	0.0%	22.7%	10.2%	10.2%	14.5%	17.7%	19.1%	16.8%	13.4%	15.4%	12.5%	18.2%	10.0%	0.0%	0.0%	0.0%	0.0%	14.5%
	Form 3	0.0%	0.0%	9.1%	17.5%	2.4%	3.1%	5.2%	7.1%	7.7%	8.8%	10.8%	9.4%	7.3%	15.0%	0.0%	25.0%	0.0%	25.0%	5.5%
	Form 4	0.0%	0.0%	0.0%	58.3%	32.5%	11.4%	14.9%	17.3%	16.2%	17.0%	15.3%	13.7%	13.0%	20.1%	16.9%	36.0%	58.3%	200.0%	15.8%
	Form 5	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	2.4%	2.3%	3.4%	3.9%	2.9%	3.3%	2.2%	0.5%	3.0%	6.9%	0.0%	18.2%	2.9%
Female Total		10.0%	18.6%	8.6%	9.6%	9.6%	11.0%	12.6%	12.6%	11.4%	11.3%	10.3%	8.9%	8.0%	9.5%	9.3%	20.0%	35.0%	68.4%	11.1%
Male	Form 1	25.0%	28.6%	8.4%	11.4%	13.0%	16.5%	15.9%	14.8%	14.9%	11.3%	11.4%	24.3%	7.1%	0.0%	18.2%	0.0%	0.0%	0.0%	14.0%
	Form 2	0.0%	0.0%	24.3%	11.5%	12.7%	16.1%	19.3%	18.4%	20.7%	17.9%	18.3%	18.7%	23.7%	20.6%	6.3%	33.3%	0.0%	0.0%	17.3%
	Form 3	0.0%	0.0%	26.3%	14.7%	5.0%	3.8%	4.7%	6.9%	7.6%	11.5%	9.4%	13.4%	17.0%	13.0%	9.1%	10.0%	0.0%	0.0%	7.1%
	Form 4	0.0%	0.0%	0.0%	100.0%	29.2%	12.8%	13.7%	18.7%	18.6%	18.5%	17.4%	17.3%	14.9%	15.2%	12.6%	7.7%	33.3%	100.0%	17.1%
	Form 5	0.0%	0.0%	0.0%	0.0%	0.0%	4.1%	2.2%	2.1%	1.9%	2.0%	2.2%	2.2%	2.8%	3.9%	2.1%	6.5%	0.0%	0.0%	2.2%
Male		25.0%	25.9%	9.9%	11.7%	12.0%	13.3%	13.4%	13.5%	13.6%	12.8%	11.7%	11.7%	10.4%	10.5%	6.9%	8.2%	14.3%	50.0%	12.7%
Grand Total		16.7%	21.3%	9.0%	10.4%	10.6%	12.1%	13.0%	13.1%	12.6%	12.2%	11.1%	10.7%	9.6%	10.1%	7.7%	13.5%	24.4%	62.1%	11.9%

Table 108: Percentage Repetition by Sex, Region and Year (ALL) 2014-2017

Sex	Region	2014	2015	2016	2017	Total
Female	Hhohho	11.8%	12.5%	10.8%	9.7%	11.2%
	Lubombo	12.8%	12.6%	13.3%	11.8%	12.6%
	Manzini	12.2%	7.1%	6.8%	7.5%	8.3%
	Shiselweni	16.2%	16.0%	17.6%	15.0%	16.2%
Female Total		13.1%	11.7%	11.4%	10.5%	11.6%
Male	Hhohho	13.2%	14.3%	12.4%	11.6%	12.8%
	Lubombo	15.6%	13.7%	14.3%	13.8%	14.3%
	Manzini	13.4%	7.6%	7.9%	8.8%	9.3%
	Shiselweni	17.6%	17.2%	19.2%	16.4%	17.6%
Male Total		14.7%	12.8%	12.8%	12.1%	13.1%
Grand Total		13.9%	12.2%	12.1%	11.3%	12.4%

Chart3 5: Percentage Repetition by Sex, Region and Year (ALL), 2014 - 2017



Data suggested that even at secondary levels there was higher repetition in boys than in girls. The percent repetition is on the decline, which is good for the system as it suggests that the pupils are flowing through the system and completing their cycles. As in primary, the two poorer regions, Lubombo and Shiselweni reported the higher incidence than the other two.

Table 109: Dropout by Sex, Grade and Reason (Snr) Secondary, 2017

Sex	Grade	Absconded	Death	Disciplinary	Family Reasons	Pregnancy	School fees	Sickness	Transfer	Total
Female	Form 4	60	6	3	61	251	22	13	39	455
	Form 5	16	2	1	12	68	6	5	1	111
Female Total		76	8	4	73	319	28	18	40	566
Male	Form 4	106	5	35	85	50	30	14	53	378
	Form 5	14	5	5	12	22	9	5	4	76
	Form 6	1								1
Male Total		121	10	40	97	72	39	19	57	455
Grand Total		197	18	44	170	391	67	37	97	1,021

Table 110: Dropout by Sex, Reason and Year, 2014 – 2017 (Snr)

Sex	Dropout_Reason	2014	2015	2016	2017	Total
Female	Absconded or Other	102	99	109	76	386
	Death	10	11	7	8	36
	Disciplinary or Expelled	18	29	13	4	64
	Family Reasons	55	78	84	73	290
	Pregnancy	310	300	295	319	1,224
	School fees	46	14	19	28	107
	Sickness	38	21	28	18	105
	Transfer	52	28	66	40	186
Female Total		631	580	621	566	2,398
Male	Absconded or Other	143	100	138	121	502
	Death	2	4	4	10	20
	Disciplinary or Expelled	40	35	40	40	155
	Family Reasons	88	72	94	97	351
	Pregnancy	69	35	79	72	255
	School fees	45	34	28	39	146
	Sickness	27	14	19	19	79
	Transfer	48	37	77	57	219
Male Total		462	331	479	455	1,727
Grand Total		1,093	911	1,100	1,021	4,125

Reported data suggested also a relatively high proportion of dropout due to pregnancy at senior levels. Data indicated that interventions to curb this have not worked as **figures are consistently high. In fact the figures are worrying in that at bit more than half of the dropout at senior levels is due to pregnancy.** This calls for Life Skills and calls for the Inqaba to be infused yesterday. Even in the cases where they reported absconded and family reasons, it could be pregnancy. This high rate needs to be validated through inspections, and record validation. It is bad. There is also a sizeable incidence in males being pushed out for pregnancy related issues, which implied a high rate of teenage unprotected sex at this stage of education. There is need for a comprehensive study on pregnancies causes and implications to the sector.

Table 111: Dropout by Sex, Reason and Region, All General Education, 2017

Sex	Dropout_Reason	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Absconded or Other	97	162	140	140	539
	Death	11	16	24	27	78
	Disciplinary or Expelled	6	4	9	5	24
	Family Reasons	371	233	350	231	1,185
	Pregnancy	333	349	264	319	1,265
	School fees	37	39	47	10	133
	Sickness	54	46	34	28	162
	<i>Transfer</i>	779	349	399	347	1,874
Female		1,688	1,198	1,267	1,107	5,260
Male	Absconded or Other	193	269	176	211	849
	Death	17	21	31	30	99
	Disciplinary or Expelled	41	30	49	12	132
	Family Reasons	410	237	417	250	1,314
	Pregnancy	56	54	46	59	215
	School fees	50	68	73	26	217
	Sickness	56	47	39	40	182
	<i>Transfer</i>	863	377	478	338	2,056
Male Total		1,686	1,103	1,309	966	5,064
Grand Total		3,374	2,301	2,576	2,073	10,324

The table takes a closer look at dropout in the education system, i.e. Primary and secondary combined. The largest proportion of dropout is the one due to family reason, which is very broad. There will be need to look deeper into these family reasons – this can be done in the form of a research/survey.

After family reasons then comes pregnancy. It is interesting that pupils drop out largely to other things than school fees. **The dropout due to pregnancy at national level exceeded 23 percent in 2017. This meant 1 in 5 of those who leave school, the reason is pregnancy.**

It is highly likely that even those who sight family reasons and just absconding could have been due to pregnancy. This needs to be addressed and a holistic approach needs to be engaged. Teaching about Life Skills, Sexuality Education is one of the key factors, but there is need for a broader view. There are other factors that need to come in and from different players, teaching may not be sufficient to address this, we need to look at the homestead, the community, and society at large. It may seem current interventions are not working.

Table 112: OVC by Sex, Grade and Age, Secondary (ALL), 2017

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	37	578	1,275	1,393	1,206	1,026	572	255	100	46	28	12	5	1	4	6,538
	Form 2		26	484	1,269	1,340	1,358	1,044	672	316	137	80	14	17	5	4	6,766
	Form 3			38	530	1,103	1,124	938	697	414	173	101	43	8	8	10	5,187
	Form 4				39	410	929	1,003	985	671	464	309	159	84	61	64	5,178
	Form 5					15	312	638	640	588	451	304	187	104	62	74	3,375
Female Total		37	604	1,797	3,231	4,074	4,749	4,195	3,249	2,089	1,271	822	415	218	137	156	27,044
Male	Form 1	13	290	884	1,155	1,191	1,229	945	592	280	120	55	24	8	4	5	6,795
	Form 2		13	248	785	1,012	1,267	1,182	988	624	362	181	70	32	14	9	6,787
	Form 3			26	210	673	923	940	945	651	435	233	139	59	24	10	5,268
	Form 4				28	186	599	813	932	855	740	506	335	176	65	64	5,299
	Form 5					5	165	487	604	592	596	430	326	204	108	72	3,589
Male Total		13	303	1,158	2,178	3,067	4,183	4,367	4,061	3,002	2,253	1,405	894	479	215	160	27,738
Grand Total		50	907	2,955	5,409	7,141	8,932	8,562	7,310	5,091	3,524	2,227	1,309	697	352	316	54,782

Table 113: OVC by Sex, Grade, Year, 2014 -2017.

Sex	Grade	2014	2015	2016	2017
Female	Form 1	6,806	5,009	6,234	6,538
	Form 2	6,321	4,460	6,647	6,766
	Form 3	3,563	2,695	4,595	5,187
	Form 4	4,698	3,148	4,703	5,178
	Form 5	2,589	1,970	2,988	3,375
Female Total		23,977	17,282	25,167	27,044
Male	Form 1	6,830	5,047	6,315	6,795
	Form 2	6,411	4,688	6,669	6,787
	Form 3	3,746	2,843	4,748	5,268
	Form 4	4,691	3,085	4,940	5,299
	Form 5	2,788	2,192	3,269	3,589
Male Total		24,466	17,855	25,941	27,738
Grand Total		48,443	35,137	51,108	54,782

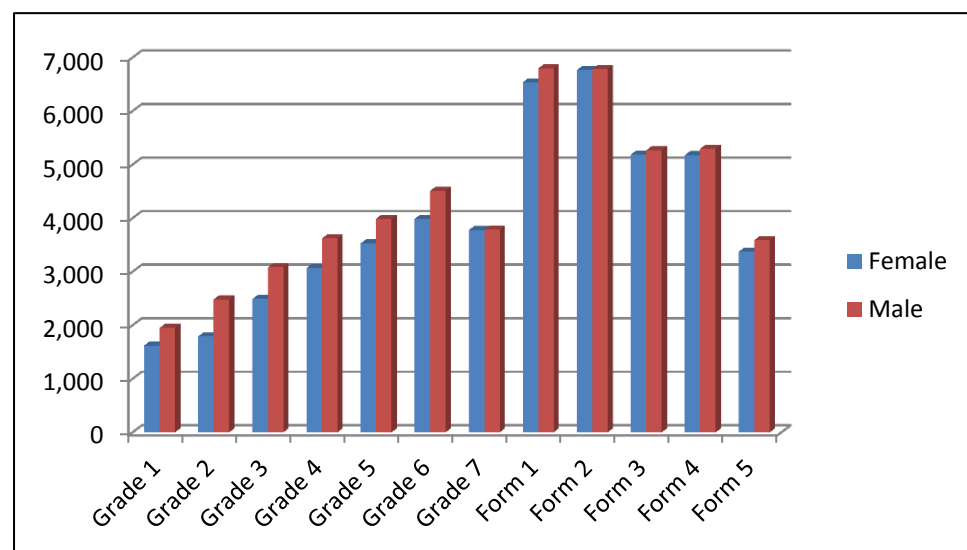
Table 114: OVC by Sex, Grade and Region, 2017

Sex	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	1,456	1,583	1,805	1,694	6,538
	Form 2	1,522	1,801	1,726	1,717	6,766
	Form 3	1,179	1,266	1,592	1,150	5,187
	Form 4	1,295	1,104	1,374	1,405	5,178
	Form 5	833	755	964	823	3,375
Female Total		6,285	6,509	7,461	6,789	27,044
Male	Form 1	1,560	1,729	1,854	1,652	6,795
	Form 2	1,598	1,805	1,708	1,676	6,787
	Form 3	1,157	1,335	1,625	1,151	5,268
	Form 4	1,280	1,208	1,414	1,397	5,299
	Form 5	830	835	1,039	885	3,589
Male Total		6,425	6,912	7,640	6,761	27,738
Grand Total		12,710	13,421	15,101	13,550	54,782

Table 115: OVC by Sex and Grade, 2017

Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 2	Form 3	Form 4	Form 5
Female	1,622	1,793	2,491	3,069	3,528	3,988	3,777	6,538	6,766	5,187	5,178	3,375
Male	1,950	2,484	3,082	3,621	3,989	4,512	3,784	6,795	6,787	5,268	5,299	3,589
Total	3,572	4,277	5,573	6,690	7,517	8,500	7,561	13,333	13,553	10,455	10,477	6,964

Chart 36: OVC by Sex and Grade, 2017



Data for the period 2016 and 2017 indicated an emerging trend. **The number of OVC enrolled at secondary levels exceeds those at primary levels.** This is possible due to the fact that under the FPE programme, a number of OVC are not classified and go through the primary unperturbed only for them to be classified at secondary levels when they need to get support from the OVC grant under the Deputy Prime Minister's (DPM) office.

On the other hand, this suggested the success of the FPE programme in that more orphaned, poor and vulnerable children do access and complete the primary cycle. This has its challenges as it means the Government needs to increase the allocation under the DPM as more of such children will transition to lower secondary levels.

The higher levels in Form 1 and Form 2, indicate increased enrolment as the years progress. This will put added pressure on the OVC grant. These figures suggested that the proportion of pupils classified as OVC are almost 50% of the enrolment in the two

forms, which suggested that half of the secondary level population beginning with form 1 in 2016, fall under the OVC program funded by DPM and other agencies.

This scenario paints a gloomy picture. It presents a scenario, where there could be schools where more than 80% of the enrolled children are OVC. This then suggests that there are school communities that will remain poor, less resourced, where there could be adverse levels of poverty especially in rural areas under the Lubombo and Shiselweni regions. It is an emerging concern that needs to be nipped early, maybe introduction of a free basic education programme may be a solution. However, in the current fiscal situation, these are children who are in danger of not achieving the SDGs. This also puts a spin on the allocation of resources by the Ministry, i.e. teachers, infrastructure, and educational inputs. To provide an equitable quality education more resources should be allocated to the poorer and less resourced schools – this is to offset the current inequity that exists within the different regions and schools. The core principle that all Eswatini should get a quality education irrespective of location should apply.

The data presented under this section is for Special Education Needs (SEN) children as identified at school level by schools. These are not medically derived statistics (as defined by health professionals), but are an indication of the perceived disability that may exist in the schools. Some of them may have been classified by health professionals but generally, these are perceived challenges that were observed at school level, e.g. *hearing disability* includes those that are deaf and those that are partially deaf, the different degrees of deafness have to be defined by health professionals. The same logic will apply for visual and learning impairment.

There is need for the EMIS and the departments concerned to collaborate with the Ministry of Health or the School Health Programme on collection of such data. It is envisaged that such data will also be collected under the Care and Support for Teaching and Learning and under the Sector Response to HIV and AIDS agenda. This report covers SEN, there is additional data on orphan hood, socio-economic support, psycho-social support, pupils seeking counselling services that need to be reported. The EMIS will need additional resources to collect and report on the complete profile under this sub sector.

Table 116: SEN by Sex, Status and Age, Senior Secondary, 2017

Sex	Special_ed_need_status	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Hearing Impaired	2	13	37	38	22	16	14	4	10	5	4	4	169
	Learning Disability			5	5	4	6	1		1	1		0	23
	Other Impairment	2	4	14	15	12	8	5	2	2	2	1	0	67
	Physical Disability		2	1	6	2	2	2	3		1		0	19
	Visually Impaired	4	52	107	106	104	78	56	28	21	8	6	11	581
Female Total		8	71	164	170	144	110	78	37	34	17	11	15	859
Male	Hearing Impaired	1	4	12	16	23	19	19	18	8	5	3	1	129
	Learning Disability			2	3	6	4	6	2	4	6	1	1	35
	Other Impairment	1	3	5	12	11	10	12	2	6	1	3	0	66
	Physical Disability		2	2	3	8	3	4	3	4			1	30
	Visually Impaired	1	14	39	57	62	58	47	32	25	20	8	5	368
Male Total		3	23	60	91	110	94	88	57	47	32	15	8	628
Grand Total		11	94	224	261	254	204	166	94	81	49	26	23	1,487

Like in the other sub sectors, the largest proportions are those reporting hearing and visually impaired. This is an area that still needs a lot of work from the relevant authorities. The critical issue is the definitions and standards. From the numbers it is possible that the hearing and visually impaired may need minor medical attention, to correct their situation. On the other hand it could be some have been corrected through wearing of certain devices but still consider themselves with a disability. These are the issues that should appear in a Norms and Standards document that the Ministry has to develop. The worrying thing is that schools are reporting these, because they

perceive of observe them in the schools, but without professional interventions and observations some may not get the attention they deserve. SEN could be another contributing factor in repetition and dropout, especially when there is no help. A family may decide it better to withdraw their child if they see no progress.

Table 117: SEN by Sex, Status and Region, 2017

Sex	Special_ed_need_status	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired	34	25	77	33	169
	Learning Disability	6	4	9	4	23
	Other Impairment	28	9	21	9	67
	Physical Disability	5	4	6	4	19
	Visually Impaired	174	107	188	112	581
Female Total		247	149	301	162	859
Male	Hearing Impaired	29	30	46	24	129
	Learning Disability	5	11	10	9	35
	Other Impairment	20	11	21	14	66
	Physical Disability	8	5	14	3	30
	Visually Impaired	107	66	116	79	368
Male Total		169	123	207	129	628
Grand Total		416	272	508	291	1,487

Table 118: SEN by Sex, Status and Year, 2014 - 2017

Sex	Special_ed_need_status	2014	2015	2016	2017	Total
Female	Hearing Impaired	135	60	106	169	470
	Learning Disability	43	14	39	23	119
	Other Impairment	67	27	58	67	219
	Physical Disability	20	10	19	19	68
	Visually Impaired	558	259	443	581	1,841
Female Total		823	370	665	859	2,717
Male	Hearing Impaired	101	39	84	129	353
	Learning Disability	37	12	29	35	113
	Other Impairment	54	30	46	66	196
	Physical Disability	18	7	14	30	69
	Visually Impaired	337	161	304	368	1,170
Male Total		547	249	477	628	1,901
Grand Total		1,370	619	1,142	1,487	4,618

Data suggested that the reported numbers are steadily increasing over the period. This could be either more and more schools are empowered and have identified these learners or it might be due to fact that some institutions are now producing teachers who have received training in SEN related fields and they do identified those at risk and have taken steps to intervene e.g. through referrals.

Table 119: SEN by Sex, Status, General Education, 2017

Sex	Special_ed_need_status	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Grade 8	Form 2	Grade 9	Form 3	Grade 10	Form 4	Form 5	Total
Female	Hearing Impaired	62	101	123	174	208	153	121	189	7	134	1	117		116	53	1,559
	Learning Disability	136	122	153	123	132	101	70	44		31		33		20	3	968
	Other Impairment	32	17	20	23	19	33	31	103	5	80	1	39		44	23	470
	Physical Disability	38	29	26	25	16	31	16	31	2	20	1	31		14	5	285
	Visually Impaired	75	78	126	220	282	276	259	589	17	421	2	351	3	354	227	3,280
Female Total		343	347	448	565	657	594	497	956	31	686	5	571	3	548	311	6,562
Male	Hearing Impaired	107	107	109	174	155	131	82	118	2	98	2	74		85	44	1,288
	Learning Disability	211	236	265	292	211	128	100	52	1	26		12		21	14	1,569
	Other Impairment	46	40	46	42	40	33	27	104	5	50		43		46	20	542
	Physical Disability	51	32	34	33	41	31	24	28		20		26		22	8	350
	Visually Impaired	102	111	158	265	284	243	217	387	10	263	7	217		218	150	2,632
Male		517	526	612	806	731	566	450	689	18	457	9	372		392	236	6,381
Grand Total		860	873	1,060	1,371	1,388	1,160	947	1,645	49	1,143	14	943	3	940	547	12,943

Data suggested that there are about 13 000 reported SEN learners that were enrolled 2017 in the education system. The majority being those reported to have visual disability followed hearing impairment. It is interesting that boys reported high incidence in learning disability, which may suggest maybe even the high incidence of repetition in boys could be related to this observation. This data would make more sense if there Norms and Standards, which defined what a learning disability is so that the data could be effectively used to intervene. However, where there are high reported cases in specific schools, it does warrant a visitation to such schools by the relevant officers to validate and intervene. A large proportion of the reported cases are at primary levels, this could also be an indication that most of the SEN pupils do not reach secondary education. Another important aspect could be that most spend a lot of time at primary levels because their grade (progression) is still tied to primary levels. However, it is good that some secondary schools are reporting this data, this challenges the Ministry to investigate further. If all children were issued a PIN these are children that could be identified and tracked as they progress such that the PIN could also be used to target them. The Welfare and Health practitioners could use the PIN to visit schools where assistance is needed. SEN Learning Disability could also be a mental health issue, and such people need special attention which can be provided by trained personnel, and not all teachers are psycho specialists.

Table 120: Teaching Staff by Sex, Qualification, Year, 2014 – 2017

Sex	Qualification	2014	2015	2016	2017	Total
Female	A.A.T.	4	4	2	2	12
	B.P.H.D in special education				1	1
	BA	39	48	47	44	178
	BA + CCE	7	9	7	4	27
	BA Humanities	163	174	218	232	787
	BA Humanities + CDE	157	170	165	169	661
	BA Social Science	9	14	9	12	44
	Bachelors + PGCE	804	855	891	912	3,462
	Bachelor's Honours Degree	21	36	35	36	128
	Bcom	69	71	78	62	280
	Bed(Prim)	5	5	3	2	15
	Bed(Sec)	167	160	204	226	757
	Bsc + CDE	33	30	22	25	110
	Bsc Agricultural Education	142	152	172	175	641
	BSc in Computer & Mathematics	1	2	2	6	11
	BSc in Home Economics	240	245	267	268	1,020
	BSc.	91	127	124	135	477
	BSc. Agriculture	25	29	36	36	126
	Certificate in I.T. Education	6	3	7	7	23
	Dip. Technical Teaching	10	4	4	2	20
	Diploma in Agriculture	18	17	19	15	69
	Diploma in Commerce	67	70	64	71	272
	Diploma in Computer Science	23	34	30	38	125
	Diploma in Education	76	68	67	65	276
	Diploma in Home Economics	37	33	29	23	122
	Diploma in Law				2	2
	Masters	70	57	69	83	279

	MSc Environ Monitoring Assesment	4	6	7	8	25
	N.P.D.E.	1	1			2
	O-Level	4	9	8	8	29
	P.H.C.			1	2	3
	P.H.C.+H.E.	1	2			3
	P.H.D.				1	1
	PTC		1	2		3
	PTD	5	6	3	6	20
	STC	54	50	45	40	189
	STD	649	658	665	683	2,655
	V.I.D.	2	1			3
	(blank)					
	Degree in Business Education	2	5	6	9	22
	Bachelors in Theology			2		2
	Degree in Design and Tech.	1			1	2
	Bachelors in Design and Tech.		2		2	4
	Diploma in Construction	1		1	1	3
	Associate Degree in International Tourism		3		3	6
	Associate Degree in Hotel Management		1	1	2	4
	Associate Degree in Graphic Design			2	2	4
	Bcom + P.G.C.E.			10	52	62
Female Total		3,008	3,162	3,324	3,473	12,967
Male	A.A.T.	1	3	3	1	8
	B.P.H.D in special education	1		1		2
	BA	60	74	76	59	269
	BA + CCE	7	8	6	5	26
	BA Humanities	102	104	115	129	450
	BA Humanities + CDE	81	94	90	81	346
	BA Social Science	29	38	39	38	144
	Bachelors + PGCE	523	550	546	579	2,198
	Bachelor's Honours Degree	26	39	28	27	120

Bcom	37	37	65	67	206
Bed(Prim)	5	5	2	3	15
Bed(Sec)	194	199	226	227	846
Bsc + CDE	53	57	57	50	217
Bsc Agricultural Education	357	335	366	395	1,453
BSc in Computer & Mathematics	13	15	13	14	55
BSc in Home Economics	11	15	18	15	59
BSc.	201	217	262	261	941
BSc. Agriculture	63	76	75	86	300
Certificate in I.T. Education	10	6	9	11	36
Dip. Technical Teaching	55	40	47	49	191
Diploma in Agriculture	65	58	58	53	234
Diploma in Commerce	83	93	83	82	341
Diploma in Computer Science	48	55	66	74	243
Diploma in Education	126	113	102	114	455
Diploma in Home Economics	1	1	1	1	4
Diploma in Law	1	4			5
Masters	71	63	75	91	300
MSc Environmental Monito Assesment	8	7	7	11	33
N.P.D.E.	1	2			3
O-Level	7	12	3	9	31
P.H.C.+H.E.			1	1	2
P.H.D.				2	2
PLC				1	1
PTD	5	15	7	5	32
STC	34	35	25	24	118
STD	773	798	839	854	3,264
V.I.D.	6	2			8
(blank)					
Degree in Business Education	5	5	6	7	23
Bachelors in Theology	1	2	3	1	7

	Degree in Design and Tech.	7	9	11	15	42
	Bachelors in Design and Tech.	1	9	14	18	42
	Diploma in Construction		1			1
	Diploma in Mechanical Engineering		1	5	6	12
	Associate Degree in International Tourism			1	2	3
	Associate Degree in Hotel Management		1	2	5	8
	Associate Degree in Graphic Design		2	3	13	18
	Bcom + P.G.C.E.			4	28	32
Male		3,072	3,200	3,360	3,514	13,146
(blank)	BA			1	1	2
	BA Humanities			4	1	5
	BA Humanities + CDE		1	4	3	8
	BA Social Science				1	1
	Bachelors + PGCE	5	4	3	2	14
	Bcom	2	1	1		4
	Bed(Prim)				1	1
	Bed(Sec)	4	2	3	3	12
	Bsc Agricultural Education			2	2	4
	BSc in Home Economics	1	1	3		5
	BSc.		1	3	2	6
	BSc. Agriculture			1	1	2
	Certificate in I.T. Education				1	1
	Dip. Technical Teaching	2				2
	Diploma in Commerce	1	2		1	4
	Diploma in Computer Science	1		1	1	3
	Diploma in Education	2	1	1	1	5
	Diploma in Home Economics		1			1
	Masters	1	2	1	1	5
	PTC	1				1
	STD	4	3	6	5	18
	(blank)					

	Degree in Business Education			1		1
	Diploma in Mechanical Engineering				1	1
	Associate Degree in Graphic Design				1	1
	Bcom + P.G.C.E.				1	1
(blank) Total		24	19	35	30	108
Grand Total		6,104	6,381	6,719	7,017	26,221

Table 121: Number of Teaching Staff, by Sex, Qualification and Region, 2017

Sex	Qualification	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	A.A.T.			1	1	2
	B.P.H.D in special education				1	1
	BA	10	8	15	11	44
	BA + CCE	3		1		4
	BA Humanities	64	56	78	34	232
	BA Humanities + CDE	35	34	63	37	169
	BA Social Science	6	2	1	3	12
	Bachelors + PGCE	326	187	248	151	912
	Bachelor's Honours Degree	16	3	16	1	36
	Bcom	18	11	21	12	62
	Bed(Prim)	1			1	2
	Bed(Sec)	58	39	79	50	226
	Bsc + CDE	6	5	9	5	25
	Bsc Agricultural Education	59	31	47	38	175
	BSc in Computer & Mathematics			5	1	6
	BSc in Home Economics	86	43	81	58	268
	BSc.	31	30	51	23	135
	BSc. Agriculture	7	14	5	10	36
	Certificate in I.T. Education	1	3	1	2	7
	Dip. Technical Teaching	1	1			2
	Diploma in Agriculture	4	4	4	3	15

	Diploma in Commerce	16	12	18	25	71
	Diploma in Computer Science	8	11	11	8	38
	Diploma in Education	25	15	14	11	65
	Diploma in Home Economics	4	6	9	4	23
	Diploma in Law	1		1		2
	Masters	37	16	23	7	83
	MSc Environmental Monit Assess	2	1	4	1	8
	O-Level	3		2	3	8
	P.H.C.	1			1	2
	P.H.D.				1	1
	PTD	2	2	1	1	6
	STC	6	9	20	5	40
	STD	192	140	197	154	683
	(blank)					
	Degree in Business Education	2	2	2	3	9
	Degree in Design and Tech.		1			1
	Bachelors in Design and Tech.	2				2
	Diploma in Construction		1			1
	Associate Degree in Intern Tourism	1	1		1	3
	Associate Degree in Hotel Manage		1	1		2
	Associate Degree in Graphic Design	1			1	2
	Bcom + P.G.C.E.	10	9	27	6	52
Female		1,045	698	1,056	674	3,473
Male	A.A.T.				1	1
	BA	16	13	14	16	59
	BA + CCE	2		1	2	5
	BA Humanities	24	32	39	34	129
	BA Humanities + CDE	13	13	30	25	81
	BA Social Science	12	9	12	5	38
	Bachelors + PGCE	148	134	150	147	579
	Bachelor's Honours Degree	7	4	11	5	27

Bcom	16	15	19	17	67
Bed(Prim)	2			1	3
Bed(Sec)	50	43	88	46	227
Bsc + CDE	11	7	21	11	50
Bsc Agricultural Education	121	80	98	96	395
BSc in Computer & Mathematics	5	3	3	3	14
BSc in Home Economics	4	3	1	7	15
BSc.	65	51	78	67	261
BSc. Agriculture	20	20	27	19	86
Certificate in I.T. Education	1	5	2	3	11
Dip. Technical Teaching	14	9	13	13	49
Diploma in Agriculture	21	6	18	8	53
Diploma in Commerce	22	21	20	19	82
Diploma in Computer Science	21	16	19	18	74
Diploma in Education	34	29	35	16	114
Diploma in Home Economics			1		1
Masters	33	17	27	14	91
MSc Environl Monitoring Assesment	4	3	3	1	11
O-Level	4	2	1	2	9
P.H.C.+H.E.				1	1
P.H.D.	1		1		2
PLC	1				1
PTD	2	1		2	5
STC	12	5	5	2	24
STD	240	176	227	211	854
(blank)					
Degree in Business Education	1	2	2	2	7
Bachelors in Theology			1		1
Degree in Design and Tech.	6	4	3	2	15
Bachelors in Design and Tech.	8	3	5	2	18
Diploma in Mechanical Engineering		4		2	6
Associate Degree in Internl Tourism		2			2

	Associate Degree in Hotel Manat	3		2		5
	Associate Degree in Graphic Design	4	1	5	3	13
	Bcom + P.G.C.E.	7	5	10	6	28
Male Total		955	738	992	829	3,514
(blank)	BA		1			1
	BA Humanities			1		1
	BA Humanities + CDE	3				3
	BA Social Science	1				1
	Bachelors + PGCE	2				2
	Bed(Prim)				1	1
	Bed(Sec)	1	2			3
	Bsc Agricultural Education	1			1	2
	BSc.	1	1			2
	BSc. Agriculture			1		1
	Certificate in I.T. Education			1		1
	Diploma in Commerce				1	1
	Diploma in Computer Science		1			1
	Diploma in Education	1				1
	Masters	1				1
	STD		2	2	1	5
	Diploma in Mechanical Engineering	1				1
	Associate Degree in Graphic Design				1	1
	Bcom + P.G.C.E.				1	1
(blank) Total		12	7	5	6	30
Grand Total		2,012	1,443	2,053	1,509	7,017

Table 122: Number of Trained Teachers by Sex, Qualification and Year, 2014 - 2017

Sex	Qualification	2014	2015	2016	2017
Female	B.P.H.D in special education				1
	BA + CCE	7	9	7	4
	BA Humanities + CDE	157	170	165	169
	Bachelors + PGCE	804	855	891	912
	Bachelor's Honours Degree	21	36	35	36
	Bed(Prim)	5	5	3	2
	Bed(Sec)	167	160	204	226
	Bsc + CDE	33	30	22	25
	Bsc Agricultural Education	142	152	172	175
	Certificate in I.T. Education	6	3	7	7
	Dip. Technical Teaching	10	4	4	2
	Diploma in Education	76	68	67	65
	N.P.D.E.	1	1		
	P.H.C.			1	2
	P.H.C.+H.E.	1	2		
	P.H.D.				1
	PTC		1	2	
	PTD	5	6	3	6
	STC	54	50	45	40
	STD	649	658	665	683
	V.I.D.	2	1		
	Degree in Buss Education	2	5	6	9
	Bcom + P.G.C.E.			10	52
Female Total		2,142	2,216	2,309	2,417
Male	B.P.H.D in special education	1		1	
	BA + CCE	7	8	6	5
	BA Humanities + CDE	81	94	90	81
	Bachelors + PGCE	523	550	546	579
	Bachelor's Honours Degree	26	39	28	27
	Bed(Prim)	5	5	2	3

	Bed(Sec)	194	199	226	227
	Bsc + CDE	53	57	57	50
	Bsc Agricultural Education	357	335	366	395
	Certificate in I.T. Education	10	6	9	11
	Dip. Technical Teaching	55	40	47	49
	Diploma in Education	126	113	102	114
	N.P.D.E.	1	2		
	P.H.C.+H.E.			1	1
	P.H.D.				2
	PLC				1
	PTD	5	15	7	5
	STC	34	35	25	24
	STD	773	798	839	854
	V.I.D.	6	2		
	Degree in Buss Education	5	5	6	7
	Bcom + P.G.C.E.			4	28
Male Total		2,262	2,303	2,362	2,463
(blank)	BA Humanities + CDE		1	4	3
	Bachelors + PGCE	5	4	3	2
	Bed(Prim)				1
	Bed(Sec)	4	2	3	3
	Bsc Agricultural Education			2	2
	Certificate in I.T. Education				1
	Dip. Technical Teaching	2			
	Diploma in Education	2	1	1	1
	PTC	1			
	STD	4	3	6	5
	Degree in Buss Education			1	
	Bcom + P.G.C.E.				1
(blank) Total		18	11	20	19
Grand Total		4,422	4,530	4,691	4,899

Table 123: Number of Appropriately Trained Teachers, 2017

Sex	Qualification	2014	2015	2016	2017
Female	BA + CCE	7	9	7	4
	BA Humanities + CDE	157	170	165	169
	Bachelors + PGCE	804	855	891	912
	Bachelor's Honours Degree	21	36	35	36
	Bed(Sec)	167	160	204	226
	Bsc + CDE	33	30	22	25
	Bsc Agricultural Education	142	152	172	175
	Dip. Technical Teaching	10	4	4	2
	Diploma in Education	76	68	67	65
	Masters	70	57	69	83
	N.P.D.E.	1	1		
	STC	54	50	45	40
	STD	649	658	665	683
	Degree in Business Education	2	5	6	9
	Degree in Design and Tech.	1			1
	Bachelors in Design and Tech.		2		2
	Bcom + P.G.C.E.			10	52
Female Total		2,194	2,257	2,362	2,484
Male	BA + CCE	7	8	6	5
	BA Humanities + CDE	81	94	90	81
	Bachelors + PGCE	523	550	546	579
	Bachelor's Honours Degree	26	39	28	27
	Bed(Sec)	194	199	226	227
	Bsc + CDE	53	57	57	50
	Bsc Agricultural Education	357	335	366	395
	Dip. Technical Teaching	55	40	47	49
	Diploma in Education	126	113	102	114
	Masters	71	63	75	91
	N.P.D.E.	1	2		

	STC	34	35	25	24
	STD	773	798	839	854
	Degree in Business Education	5	5	6	7
	Degree in Design and Tech.	7	9	11	15
	Bachelors in Design and Tech.	1	9	14	18
	Bcom + P.G.C.E.			4	28
Male		2,314	2,356	2,442	2,564
(blank)	BA Humanities + CDE		1	4	3
	Bachelors + PGCE	5	4	3	2
	Bed(Sec)	4	2	3	3
	Bsc Agricultural Education			2	2
	Dip. Technical Teaching	2			
	Diploma in Education	2	1	1	1
	Masters	1	2	1	1
	STD	4	3	6	5
	Degree in Business Education			1	
	Bcom + P.G.C.E.				1
(blank) Total		18	13	21	18
Grand Total		4,526	4,626	4,825	5,066

Table 124: Number of Appropriately Qualified Teachers, Region and Year 2015 - 2017

Qualification	2015				2015 Total	2016				2016 Total	2017				2017 Total
	Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni		Hhohho	Lubombo	Manzini	Shiselweni	
BA + CCE	5	3	7	2	17	4	1	6	2	13	5		2	2	9
BA Humanities + CDE	40	48	127	50	265	44	45	110	60	259	51	47	93	62	253
Bachelors + PGCE	479	283	313	334	1,409	451	297	359	333	1,440	476	321	398	298	1,493
Honours Degree	23	14	31	7	75	17	6	35	5	63	23	7	27	6	63
Bed(Sec)	78	68	147	68	361	97	84	165	87	433	109	84	167	96	456
Bsc + CDE	24	17	30	16	87	20	15	29	15	79	17	12	30	16	75
Bsc Agric Education	145	83	134	125	487	164	107	143	126	540	181	111	145	135	572
Dip. Technical Teaching	15	7	11	11	44	16	11	11	13	51	15	10	13	13	51
Diploma in Education	42	44	71	25	182	40	52	60	18	170	60	44	49	27	180
Masters	43	26	36	17	122	48	33	43	21	145	71	33	50	21	175
N.P.D.E.	2		1		3										
STC	19	16	34	16	85	16	16	26	12	70	18	14	25	7	64
STD	425	281	383	370	1,459	433	300	403	374	1,510	432	318	426	366	1,542
Degree in Buss Education	3	3	4		10	6	3	3	1	13	3	4	4	5	16
Deg in Desn and Tech.	5	2	2		9	3	4	3	1	11	6	5	3	2	16
Bach in Design and Tech.	4	3	4		11	7	2	4	1	14	10	3	5	2	20
Bcom + P.G.C.E.						5	1	7	1	14	17	14	37	13	81
Grand Total	1,352	898	1,335	1,041	4,626	1,371	977	1,407	1,070	4,825	1,494	1,027	1,474	1,071	5,066

There was an observed increasing trend on the number of appropriately trained teachers between 2015 to 2017. It was interesting to note that the increase in the Shiselweni region was small, only one teacher engaged between 2016 and 2017. This does not sound realistic, but could also indicate that some educational inputs are not equitable distributed in the four regions of the country.

Table 125: Attrition by Sex, Reason and Region, 2017

Sex	Attrition_reason	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Absconded	1	3	3		7
	Dismissed			1		1
	Natural Death	3	3	3	2	11
	not natural death	1				1
	Others	2	1	5	3	11
	Resignation	5	5	6	1	17
	Retirement	10	9	10	12	41
Female Total		22	21	28	18	89
Male	Absconded		8	3	1	12
	Dismissed	2	3	4		9
	Natural Death	2	2	1	2	7
	not natural death	2	1	2	1	6
	Others	1	2	8	1	12
	Resignation	14	7	11	4	36
	Retirement	8	4	10	7	29
Male Total		29	27	39	16	111
Grand Total		51	48	67	34	200

Chart 37: Attrition by Sex, Reason and Region, 2017

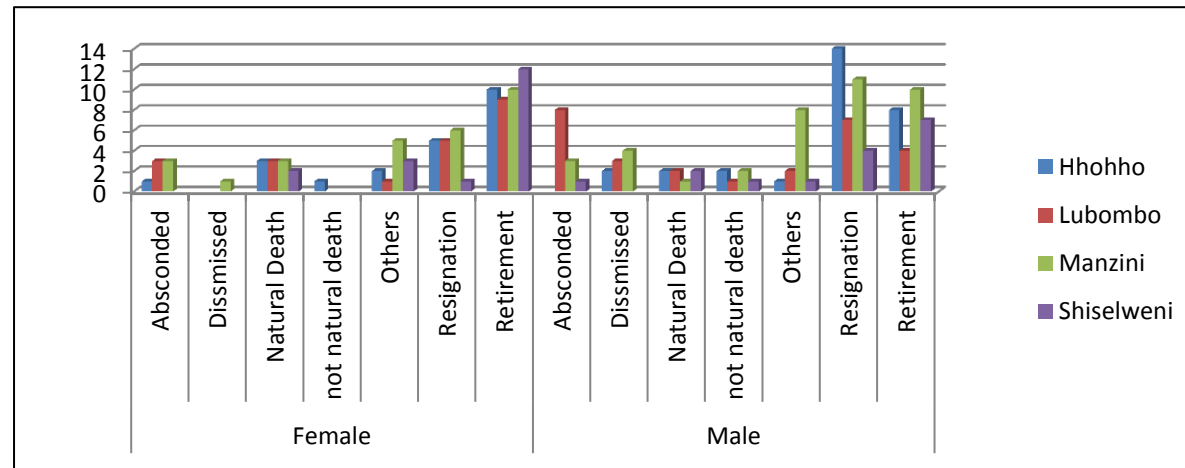


Table 126: Attrition by Sex, Reason and Year, 2014 -2017

Sex	Attrition reason	2014	2015	2016	2017
Female	Absconded	2	105	7	7
	Dismissed	1		1	1
	Natural Death	7	4	7	11
	not natural death		1	1	1
	Others	10	87	5	11
	Resignation	13	21	15	17
	Retirement	32	21	50	41
Female Total		65	239	86	89
Male	Absconded	10	5	16	12
	Dismissed	9	4	7	9
	Natural Death	8	3	6	7
	not natural death	5	2	3	6
	Others	19	14	14	12
	Resignation	19	23	37	36
	Retirement	27	17	40	29
Male Total		97	68	123	111
Grand Total		162	307	209	200

Table 127: Educational facilities by Region, 2017

Facilities	Hhohho	Lubombo	Manzini	Shiselweni	Total
Agricultural Facilities	95	77	121	76	369
Book Store	36	38	32	21	127
Class/Laboratory Store Room	103	82	70	66	321
Classroom/teaching Room	994	736	1,047	766	3,543
Computer Laboratory	73	66	84	54	277
Home economics Laboratory	70	46	66	54	236
Kitchen	74	75	81	58	288
Library	45	37	57	37	176
Offices(Number Of Rooms)	216	188	238	157	799
Other Rooms Not for Teaching	47	41	69	33	190
Practical Arts Workshop	5	15	6	5	31
School Hall	28	20	39	19	106
Science Laboratory	126	106	133	88	453
Staff Room	116	76	127	81	400
Store Room	82	87	109	58	336
Strong Room	77	59	88	54	278
Technical Workshop	61	47	57	45	210
Grand Total	2,248	1,796	2,424	1,672	8,140

Table 128: Educational Facilities by Year, 2014 -2017

Facilities	2014	2015	2016	2017
Agricultural Facilities	317	312	361	369
Book Store	111	111	124	127
Class/Laboratory Store Room	276	246	274	321
Classroom/teaching Room	3,223	3,230	3,363	3,543
Computer Laboratory	255	252	272	277
Home economics Laboratory	221	228	232	236
Kitchen	239	241	269	288
Library	160	158	172	176
Offices(Number Of Rooms)	730	734	758	799
Other Rooms Not for Teaching	144	149	163	190
Practical Arts Workshop	33	31	32	31
School Hall	100	104	105	106
Science Laboratory	430	425	437	453
Staff Room	347	350	387	400
Store Room	291	292	315	336
Strong Room	212	212	253	278
Technical Workshop	204	205	200	210
Grand Total	7,293	7,280	7,717	8,140

The data suggested a steady increase in educational inputs (facilities) within the period. Additional analysis would give more information with regards which schools had which facilities. However, figures suggested that schools were adequately resourced in some areas.

Table 129: Educational Materials by Region, 2017

Educational Materials	Hhohho	Lubombo	Manzini	Shiselweni	Total
Broken and cannot be repaired					
Book Cupboards	326	348	389	205	1,268
Bulleting (Pin) Boards	208	258	366	153	985
Pupil chairs Sitting Places	6,672	5,558	8,468	6,001	26,699
Pupils Desks Writing places	4,096	4,250	6,684	3,942	18,972
Teachers Chairs	397	276	433	203	1,309
Teachers desks	408	267	429	261	1,365
Writing (Chalk) Boards	147	87	208	97	539
Broken and cannot be repaired Total	12,254	11,044	16,977	10,862	51,137
In good or fair condition					
Book Cupboards	1,191	920	1,334	973	4,418
Bulleting (Pin) Boards	1,251	1,024	1,384	759	4,418
Pupil chairs Sitting Places	53,667	40,038	57,861	37,926	189,492
Pupils Desks Writing places	37,379	28,489	46,569	31,244	143,681
Teachers Chairs	2,018	1,702	2,481	1,673	7,874
Teachers desks	1,580	1,369	1,902	1,293	6,144
Writing (Chalk) Boards	1,764	1,500	2,055	1,428	6,747
In good or fair condition Total	98,850	75,042	113,586	75,296	362,774
Must be Repaired					
Book Cupboards	480	413	616	316	1,825
Bulleting (Pin) Boards	279	329	458	216	1,282
Pupil chairs Sitting Places	5,766	5,616	8,865	5,661	25,908
Pupils Desks Writing places	6,487	6,102	8,187	5,573	26,349
Teachers Chairs	242	290	402	200	1,134
Teachers desks	306	298	421	195	1,220
Writing (Chalk) Boards	346	289	382	251	1,268
Must be Repaired Total	13,906	13,337	19,331	12,412	58,986
Grand Total	125,010	99,423	149,894	98,570	472,897

Table 130: Educational Materials by Year, 2014 -2017

Educational Materials	2014	2015	2016	2017
Broken and cannot be repaired				
Book Cupboards	977	1,046	1,105	1,268
Bulleting (Pin) Boards	728	809	880	985
Pupil chairs Sitting Places	26,784	26,980	27,025	26,699
Pupils Desks Writing places	17,556	18,814	19,139	18,972
Teachers Chairs	1,046	1,091	1,160	1,309
Teachers desks	1,058	1,124	1,162	1,365
Writing (Chalk) Boards	396	458	512	539
Broken and cannot be repaired Total	48,545	50,322	50,983	51,137
In good or fair condition				
Book Cupboards	3,864	4,108	4,197	4,418
Bulleting (Pin) Boards	3,933	4,066	4,083	4,418
Pupil chairs Sitting Places	181,338	187,374	188,968	189,492
Pupils Desks Writing places	132,636	139,595	139,981	143,681
Teachers Chairs	6,815	6,969	7,444	7,874
Teachers desks	5,600	5,808	5,949	6,144
Writing (Chalk) Boards	6,420	6,478	6,678	6,747
In good or fair condition Total	340,606	354,398	357,300	362,774
Must be Repaired				
Book Cupboards	1,501	1,554	1,657	1,825
Bulleting (Pin) Boards	1,000	1,179	1,252	1,282
Pupil chairs Sitting Places	24,564	25,491	26,095	25,908
Pupils Desks Writing places	24,902	25,633	25,435	26,349
Teachers Chairs	861	885	1,051	1,134
Teachers desks	960	1,043	1,058	1,220
Writing (Chalk) Boards	1,079	1,141	1,161	1,268
Must be Repaired Total	54,867	56,926	57,709	58,986
Grand Total	444,018	461,646	465,992	472,897

Table 131: Toilets by Region, User and Sex, 2017

Region	Toilet_user	Female	Male	Male and Female	Total
Hhohho	Pupils	523	625	194	1,342
	Staff	154	177	88	419
	Staff and Pupils	39	34	4	77
Hhohho Total		716	836	286	1,838
Lubombo	Pupils	449	423	108	980
	Staff	128	157	59	344
	Staff and Pupils	20	42	1	63
Lubombo Total		597	622	168	1,387
Manzini	Pupils	518	484	114	1,116
	Staff	165	218	92	475
	Staff and Pupils	5	10	1	16
Manzini Total		688	712	207	1,607
Shiselweni	Pupils	472	418	14	904
	Staff	100	122	58	280
	Staff and Pupils	59	32	13	104
Shiselweni Total		631	572	85	1,288
Total		2,632	2,742	746	6,120

Chart 38: Toilets by User and Region, 2014 - 2017

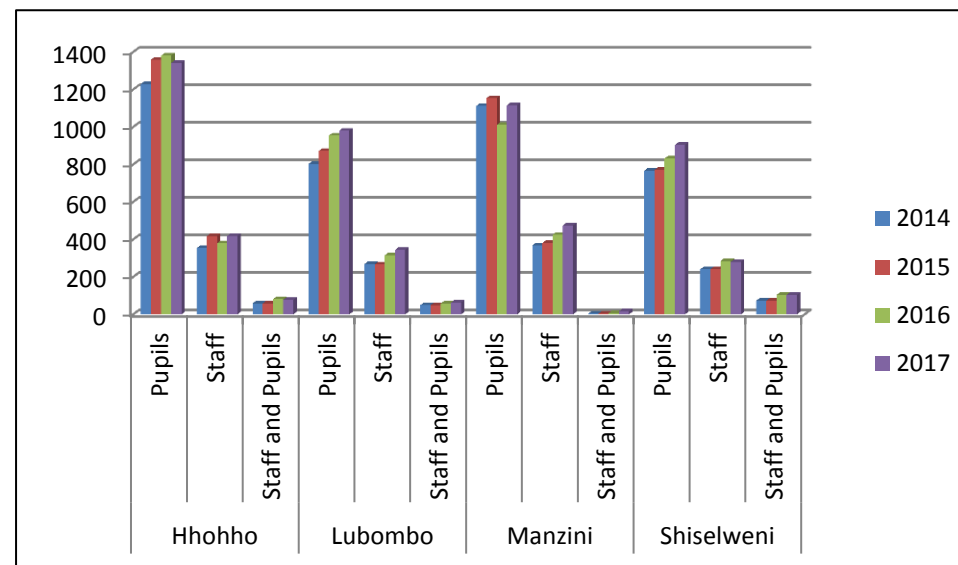


Table 132: Water by Source and Region, 2017

Region	No Water	Municipality	Another Source	Total
Hhohho	7	16	52	75
Lubombo	3	17	46	66
Manzini	6	17	60	83
Shiselweni	7	5	48	60
Total	23	55	206	284

Chart 39: Water by Source and Region, 2017

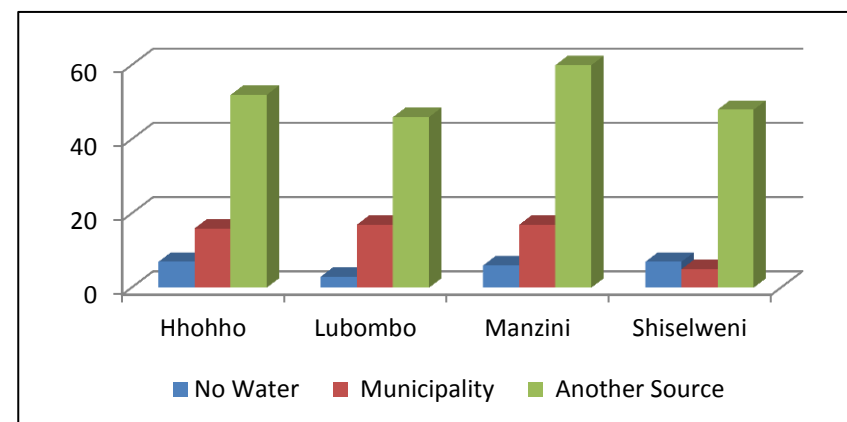


Table 133: Water Availability in schools 2014-2017.

Region	2014	2015	2016	2017
Hhohho	67	67	67	68
Lubombo	57	58	60	63
Manzini	77	77	77	77
Shiselweni	52	52	54	53
Total	253	254	258	261
Tot. Schools	274	277	279	284

Data suggested that more than 90 percent of secondary schools do have access to clean water. The cleanliness is relative. The only case that needed attention is a school in the Shiselweni which reported in had water in 2016 but no water in 2017. This is possible in schools that rely on boreholes and natural springs and rivers. The aim is for all schools to have portable water, there may be need to develop standards for the portable water so that the Ministry can have an indication for clean and safe water for consumption by the pupils. The Ministry's Planning unit needs to visit the schools and communities that still do not have water, for it may suggest that in such schools there is no school feeding or its compromised.

Table 134: Availability of Electricity 2017.

Region	Municipality	No Electricity	Own Generator	Grand Total
Hhohho	74	1		75
Lubombo	65	1		66
Manzini	81	1	1	83
Shiselweni	58	1	1	60
Total	278	4	2	284

Table 135: Enrolment by Region, Inkhundla, Sch. Name and Class 2017.

Region	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	Total
Hhohho	Emkhiweni	Florence High	0	0	0	0	0	0	0	89	75	54	79	47	344
		Florence Primary	56	60	59	82	82	65	76	0	0	0	0	0	480
		Phemba D.R.C. Primary	27	23	23	32	25	32	27	0	0	0	0	0	189
	Hhukwini	Dlangeni Primary	91	80	103	120	132	114	80	0	0	0	0	0	720
		Entfubeni Primary	79	57	79	87	92	69	77	0	0	0	0	0	540
		Ka-Lamgabhi / Siliya Primary	70	82	86	100	100	64	69	0	0	0	0	0	571
		Mdzimba High	0	0	0	0	0	0	0	163	122	38	71	32	426
		Nsukumbili High	0	0	0	0	0	0	0	142	98	76	63	30	409
		Hlobane Primary School	37	36	54	32	32	24	0	0	0	0	0	0	215
	Lobamba	Elangeni Primary	70	81	98	85	89	79	90	0	0	0	0	0	592
		Ezulwini / Community High	0	0	0	0	0	0	0	185	143	96	131	69	624
		Ezulwini Catholic Primary	109	112	117	121	119	117	91	0	0	0	0	0	786
		Ezulwini Community Primary	138	138	175	153	137	123	134	0	0	0	0	0	998
		Ezulwini Valley Primary	76	79	97	74	99	104	101	0	0	0	0	0	630
		Lobamba National High	0	0	0	0	0	0	0	267	206	178	224	142	1,017
		Lobamba National Primary	114	113	137	123	151	139	124	0	0	0	0	0	901
		Somnjalose High	0	0	0	0	0	0	0	140	137	97	103	83	560
		St. Mary's High	0	0	0	0	0	0	0	162	103	128	142	99	634
		St. Mary's Primary	108	87	95	99	84	87	86	0	0	0	0	0	646
		Elangeni High	0	0	0	0	0	0	0	161	216	112	286	175	950
		Kobe-Ramokgadi Adva Learning High	0	0	0	0	0	0	0	37	53	76	69	78	313
	Madlangampisi	Bhalegane Nazarene Primary	83	71	93	82	97	132	113	0	0	0	0	0	671
		Black Mbuluzi Nazarene Primary	108	94	112	84	117	131	117	0	0	0	0	0	763
		Christian Ministry Primary School	49	43	49	41	40	19	23	0	0	0	0	0	264
		Dvokolwako High	0	0	0	0	0	0	0	285	273	185	222	126	1,091
		Ekutfunyweni Primary	40	25	40	37	32	31	29	0	0	0	0	0	234
		Enjakeni Primary	51	39	39	39	37	37	46	0	0	0	0	0	288
		Enyokeni Primary	45	69	55	63	46	60	59	0	0	0	0	0	397
		Enyonyane Primary	7	12	13	12	27	16	20	0	0	0	0	0	107
		Mabhibha/Buhlebuyeza Primary	28	15	30	15	16	21	9	0	0	0	0	0	134
		Madlangempisi High	0	0	0	0	0	0	0	111	100	63	98	52	424
		Madzanga High	0	0	0	0	0	0	0	126	114	59	57	33	389
		Maguga Dam High	0	0	0	0	0	0	0	73	70	40	68	53	304
		Maguga Primary	38	36	42	53	45	45	29	0	0	0	0	0	288
		Mangedla Central Primary	43	53	58	47	60	57	55	0	0	0	0	0	373

		Manzana Nazarene Primary	69	73	71	65	92	75	70	0	0	0	0	0	515
		Mzaceni Primary	49	39	55	60	33	48	30	0	0	0	0	0	314
		Ngojeni/Zwide Primary	33	27	20	20	34	19	18	0	0	0	0	0	171
		Nkambeni Central Primary	82	72	63	61	71	77	77	0	0	0	0	0	503
		Sikhunyane High	0	0	0	0	0	0	0	83	80	58	62	36	319
		Zandondo High	0	0	0	0	0	0	0	70	74	49	42	23	258
		Zandondo Lutheran Primary	61	67	66	75	73	89	92	0	0	0	0	0	523
	Maphalaleni	Ararati /Edlozini Primary	31	31	45	61	59	56	61	0	0	0	0	0	344
		Elubhaceni Primary	31	24	30	30	29	34	29	0	0	0	0	0	207
		Emcengeni Primary	26	30	26	32	35	42	27	0	0	0	0	0	218
		Ensingweni High	0	0	0	0	0	0	0	156	154	67	73	64	514
		Ensingweni Nazarene Primary	30	33	39	42	43	47	21	0	0	0	0	0	255
		Entsanjeni Primary School	19	22	15	14	20	18	16	0	0	0	0	0	124
		Ka-Siko Primary	29	25	29	25	23	28	29	0	0	0	0	0	188
		Ka-Sobandla Primary	69	76	61	91	66	70	80	0	0	0	0	0	513
		Mabheleni Primary	16	22	15	14	19	13	16	0	0	0	0	0	115
		Maphalaleni Anglican Primary	65	59	82	80	93	95	87	0	0	0	0	0	561
		Maphalaleni High	0	0	0	0	0	0	0	87	65	49	33	22	256
		Maphalaleni S.A.G.M. Primary	43	67	50	55	67	73	47	0	0	0	0	0	402
		Mdlunkhulu S.A.G.M. Primary	44	43	57	55	44	62	50	0	0	0	0	0	355
		Mphumalanga Primary	54	38	56	66	59	53	66	0	0	0	0	0	392
		Sikanye Secondary	0	0	0	0	0	0	0	45	26	23	15	7	116
	Mayiwane	Baleni/Matibekhulu Primary	35	38	43	59	49	45	40	0	0	0	0	0	309
		Ebuhleni Secondary	0	0	0	0	0	0	0	63	43	24	0	0	130
		Ebuhleni Royal Primary	47	40	41	50	39	43	49	0	0	0	0	0	309
		Gijimani Primary	25	31	40	50	40	44	56	0	0	0	0	0	286
		Herefords High	0	0	0	0	0	0	0	145	114	58	87	74	478
		Herefords Primary	31	43	40	42	46	31	31	0	0	0	0	0	264
		Lugongodlwane Nazarene Primary	37	33	44	48	42	52	62	0	0	0	0	0	318
		Matfuntini Community	20	18	28	28	35	24	24	0	0	0	0	0	177
		Mavula Community Secondary	0	0	0	0	0	0	0	68	62	31	40	32	233
		Mavula Pischah Primary	64	43	54	66	73	47	37	0	0	0	0	0	384
		Mayiwane High	0	0	0	0	0	0	0	158	176	89	142	70	635
		Mayiwane Nazarene Primary	64	53	71	66	63	63	50	0	0	0	0	0	430
		Mcuba Primary	11	35	20	27	27	18	24	0	0	0	0	0	162
		Mkhuzweni High	0	0	0	0	0	0	0	62	48	47	44	13	214
		Mkhuzweni Primary	94	61	85	79	77	87	74	0	0	0	0	0	557
		Ntabinezipisi Primary	42	43	44	63	38	41	54	0	0	0	0	0	325
	Mbabane East	Anadale Primary	88	88	81	76	62	56	45	0	0	0	0	0	496

		Ekwetsembeni Handicapped Primary	18	24	29	14	26	10	12	0	0	0	0	0	133
		Entuthukweni Primary	55	67	68	67	70	66	40	0	0	0	0	0	433
		Fonteyn Primary	84	94	96	94	83	90	56	0	0	0	0	0	597
		Fonteyn Secondary	0	0	0	0	0	0	0	56	43	36	57	31	223
		Hermann Gmeiner SOS Primary	118	119	151	128	138	101	104	0	0	0	0	0	859
		John Wesley Methodist Primary	50	47	86	59	74	59	52	0	0	0	0	0	427
		John Wesley Secondary	0	0	0	0	0	0	0	103	55	82	0	0	240
		Ka-Boyce High	0	0	0	0	0	0	0	127	113	108	118	105	571
		Ka-Shile High	0	0	0	0	0	0	0	222	167	119	184	116	808
		Mater Dolorosa High	0	0	0	0	0	0	0	228	206	156	188	169	947
		Mater Dolorosa Primary	131	127	146	99	107	106	87	0	0	0	0	0	803
		Mbabane Evangelical Primary	72	56	60	61	62	49	60	0	0	0	0	0	420
		Mbabane Central Primary	40	71	74	70	69	73	58	0	0	0	0	0	455
		Mbabane Lutheran Primary	36	36	48	49	44	43	57	0	0	0	0	0	313
		Mbabane S.A.G.M. Primary	72	87	90	85	123	107	114	0	0	0	0	0	678
		Mqolo Central Primary	68	86	94	79	89	85	72	0	0	0	0	0	573
		Msunduzi Infant Primary	60	56	58	54	52	56	35	0	0	0	0	0	371
		Qedusizi Primary	85	89	113	96	96	106	90	0	0	0	0	0	675
		Sifundzani High	0	0	0	0	0	0	0	65	66	55	50	25	261
		St. Francis' High	0	0	0	0	0	0	0	143	147	128	138	130	686
		St. Francis' Primary	126	128	114	117	112	107	91	0	0	0	0	0	795
		St. Mark's High	0	0	0	0	0	0	0	205	178	130	138	102	753
		St. Mark's Primary	155	212	220	248	222	238	217	0	0	0	0	0	1,512
		The little school	32	51	51	41	36	28	26	0	0	0	0	0	265
	Mbabane West	Hermann Gmeiner SOS High	0	0	0	0	0	0	0	77	94	60	83	49	363
		Mangwaneni Primary	114	105	120	126	116	98	86	0	0	0	0	0	765
		Mbabane Bahai Primary	72	73	54	70	57	45	61	0	0	0	0	0	432
		Mbabane Central High	0	0	0	0	0	0	0	164	131	111	142	123	671
		Montessori Life Primary	30	38	23	29	30	15	5	0	0	0	0	0	170
		Nkwalini Primary	110	102	115	126	106	103	80	0	0	0	0	0	742
		SAIM Christian High School	0	0	0	0	0	0	0	81	95	76	85	71	408
		Sifundzani Primary	57	61	62	60	59	59	53	0	0	0	0	0	411
		Sithembiso Sebunye/Bahai High	0	0	0	0	0	0	0	50	57	26	48	44	225
		Waterford/Kamhlaba High	0	0	0	0	0	0	0	58	78	77	86	81	380
		Woodlands High	0	0	0	0	0	0	0	127	127	64	89	56	463
		Premier Independence Primary	85	72	52	38	44	21	23	0	0	0	0	0	335
	Mhlangatane	Ekujabuleni Holiness Primary	68	50	73	70	66	62	47	0	0	0	0	0	436
		Entsinini Primary	57	60	76	61	69	73	93	0	0	0	0	0	489
		Lonhlatane Primary School	18	17	23	20	24	20	13	0	0	0	0	0	135

		Malibeni High	0	0	0	0	0	0	0	75	94	60	46	36	311
		Malibeni Primary	64	85	78	89	64	81	51	0	0	0	0	0	512
		Mangweni High	0	0	0	0	0	0	0	40	43	15	20	9	127
		Mangweni Primary	28	35	34	36	41	52	23	0	0	0	0	0	249
		Mavula Central Primary	74	63	88	79	93	98	61	0	0	0	0	0	556
		Mavula Central Secondary	0	0	0	0	0	0	0	53	57	41	30	10	191
		Mdlawini Primary	13	11	21	15	14	27	21	0	0	0	0	0	122
		Mhlangatane Nazarene Primary	59	56	55	59	62	59	48	0	0	0	0	0	398
		Mhlangatane/Ntsinini High	0	0	0	0	0	0	0	126	129	33	73	40	401
		Mpofu High	0	0	0	0	0	0	0	251	200	91	174	73	789
		Mpofu Methodist Primary	98	96	120	111	98	127	95	0	0	0	0	0	745
		Nhlanguyavuka Nazarene Primary	46	52	48	73	71	64	57	0	0	0	0	0	411
		Nykatfo Secondary	0	0	0	0	0	0	0	150	96	57	91	45	439
		Nykatfo Nazarene Primary	94	90	106	101	136	112	98	0	0	0	0	0	737
		Zinyane Primary	22	32	33	32	27	37	28	0	0	0	0	0	211
	Motshane	All Saints Primary	32	31	47	38	31	25	31	0	0	0	0	0	235
		Beaconkop Primary	20	22	45	32	20	19	17	0	0	0	0	0	175
		Bhekephi Primary	112	113	116	137	110	91	82	0	0	0	0	0	761
		Embo Methodist Primary	47	46	64	68	62	54	43	0	0	0	0	0	384
		Esigangeni High	0	0	0	0	0	0	0	122	101	76	67	42	408
		Esiphocosini High	0	0	0	0	0	0	0	144	150	90	119	83	586
		Londunduma High	0	0	0	0	0	0	0	127	91	77	79	49	423
		Mahwalala /Enhlanganisweni High	0	0	0	0	0	0	0	138	104	94	72	51	459
		Makhwane Primary	40	43	45	42	51	44	32	0	0	0	0	0	297
		Maryward Primary	31	34	33	29	30	27	26	0	0	0	0	0	210
		Motjane High	0	0	0	0	0	0	0	128	86	86	81	39	420
		Motjane Primary	68	71	80	87	89	84	88	0	0	0	0	0	567
		Mpholonjeni Primary	22	15	22	22	13	16	17	0	0	0	0	0	127
		New Hebron Primary	28	40	49	48	55	29	58	0	0	0	0	0	307
		Ngwenya Central Primary	74	71	71	99	81	106	55	0	0	0	0	0	557
		Nsokolweni Primary	20	24	26	26	28	35	23	0	0	0	0	0	182
		Prince Simon Primary	26	26	39	50	46	31	52	0	0	0	0	0	270
		St. John's Primary	86	91	77	92	86	60	74	0	0	0	0	0	566
		Esigangeni Anglican Primary	69	80	94	77	83	98	109	0	0	0	0	0	610
		Masibekela High	0	0	0	0	0	0	0	83	51	33	44	43	254
	Ndzingeni	Cetjwayo Primary	41	62	57	67	79	55	64	0	0	0	0	0	425
		DINANI HIGH SCHOOL	0	0	0	0	0	0	0	119	42	51	88	42	342
		Ebulandzeni Primary	30	26	36	33	33	27	30	0	0	0	0	0	215
		Ekubongeni High	0	0	0	0	0	0	0	172	94	89	58	32	445

		Ekuphumleni/Nkamanzi Primary	15	14	17	16	14	14	14	0	0	0	0	0	104
		Ekwaliweni Primary	36	30	38	35	21	27	37	0	0	0	0	0	224
		Endzingeni Nazarene High	0	0	0	0	0	0	0	172	129	105	120	77	603
		Endzingeni Nazarene Primary	69	78	98	87	80	86	109	0	0	0	0	0	607
		Geza Primary School	33	28	37	44	44	43	52	0	0	0	0	0	281
		Lanyandza Primary School	32	17	28	22	23	23	0	0	0	0	0	0	145
		Mgululu Primary	28	71	54	83	45	53	31	0	0	0	0	0	365
		Monile Primary School	28	19	26	32	36	34	26	0	0	0	0	0	201
		Mphondla Nazarene Primary	25	18	28	46	36	29	36	0	0	0	0	0	218
		Mzimnene Lutheran Primary	27	26	43	29	24	31	29	0	0	0	0	0	209
		Mzimnene Secondary	0	0	0	0	0	0	0	66	51	17	22	9	165
		Ngowane Primary	57	35	33	50	63	40	48	0	0	0	0	0	326
		Nkamanzi/Njaliba Primary	71	80	68	105	108	98	105	0	0	0	0	0	635
		Nkonyeni High School	0	0	0	0	0	0	0	128	119	63	71	38	419
		St. Peregrine's Primary	49	56	79	67	74	75	69	0	0	0	0	0	469
		Mvuma Primary	16	23	15	16	14	15	13	0	0	0	0	0	112
	Nkhaba	Ejubukweni High	0	0	0	0	0	0	0	72	68	32	28	22	222
		Ejubukweni Primary	21	55	50	56	42	49	34	0	0	0	0	0	307
		Ekufikeni Primary	17	26	26	27	30	30	36	0	0	0	0	0	192
		Ekuvinjelweni High School	0	0	0	0	0	0	0	153	125	46	37	19	380
		Elshadaai (Mission) Primary	30	21	44	33	35	29	25	0	0	0	0	0	217
		Enkalangeni Primary	23	23	39	25	30	26	33	0	0	0	0	0	199
		Enkhaba High	0	0	0	0	0	0	0	130	117	92	93	48	480
		Enkhaba Primary	37	34	44	68	43	49	46	0	0	0	0	0	321
		Forbes Reef Primary	64	58	53	49	69	53	38	0	0	0	0	0	384
		Fundukuwela high	0	0	0	0	0	0	0	198	186	155	148	89	776
		Hawane Central Primary	46	48	49	47	61	50	36	0	0	0	0	0	337
		Hawane High School	0	0	0	0	0	0	0	72	68	45	45	27	257
		Ku-Hlahla Primary	36	31	36	32	24	31	28	0	0	0	0	0	218
		Mabhawu Catholic Primary	13	20	11	19	15	16	24	0	0	0	0	0	118
		Machegwini Primary	55	64	58	43	73	60	66	0	0	0	0	0	419
		Malandzela Primary	63	119	103	145	160	101	103	0	0	0	0	0	794
		Mbuluzi High	0	0	0	0	0	0	0	82	81	45	101	68	377
		Mbuluzi S.A.G.M. Primary	29	39	47	52	49	56	44	0	0	0	0	0	316
		Mnyokane Primary	47	52	61	59	67	82	55	0	0	0	0	0	423
		Phakamani Primary	14	16	30	29	15	20	23	0	0	0	0	0	147
		St. Manettus' Primary	25	29	35	37	40	38	26	0	0	0	0	0	230
		St. Paul's Anglican Primary	73	67	87	103	105	86	63	0	0	0	0	0	584
		Zamani Primary	19	20	15	17	13	22	12	0	0	0	0	0	118

	Ntfonjeni	Ekudvwaleni Secondary	0	0	0	0	0	0	0	155	135	91	89	53	523
		Ekujabuleni Primary	51	64	60	56	54	52	42	0	0	0	0	0	379
		Enhlahleni Primary	14	16	23	33	28	40	22	0	0	0	0	0	176
		Enkonjaneni Primary	10	16	12	18	17	19	28	0	0	0	0	0	120
		Entfonjeni High	0	0	0	0	0	0	0	224	158	116	127	92	717
		Entfonjeni Primary	53	52	68	69	66	68	79	0	0	0	0	0	455
		Esidwashini Methodist Primary	64	81	110	101	87	105	112	0	0	0	0	0	660
		Evusweni Primary	62	85	82	83	79	67	55	0	0	0	0	0	513
		Gobolodlo Primary	33	32	32	41	36	41	53	0	0	0	0	0	268
		Hhelehhele Nazarene Primary	13	10	13	19	21	28	18	0	0	0	0	0	122
		Hhohho A.M.E. Primary	33	61	72	61	61	59	52	0	0	0	0	0	399
		Lufafa Primary	25	14	27	26	20	16	17	0	0	0	0	0	145
		Mbasheni Primary	67	82	78	69	76	79	49	0	0	0	0	0	500
		Mshingishingini Nazarene Primary	70	68	71	73	85	87	101	0	0	0	0	0	555
		Mswati II Methodist High	0	0	0	0	0	0	0	125	120	72	65	22	404
		Phophonyane Primary	30	34	41	25	44	45	32	0	0	0	0	0	251
		Sobokazana High School	0	0	0	0	0	0	0	78	62	39	42	35	256
	Pigg's Peak	Bulembu Christian Academy Primary	29	22	22	22	31	31	22	0	0	0	0	0	179
		Edudusi Primary	18	16	22	17	12	18	17	0	0	0	0	0	120
		Ekuthuleni Primary	25	25	23	22	28	25	11	0	0	0	0	0	159
		Eluhlangotsini Primary	45	40	74	46	49	43	46	0	0	0	0	0	343
		Emagobodvo High	0	0	0	0	0	0	0	81	94	89	82	61	407
		Hlanganani Primary School	19	15	10	10	11	4	13	0	0	0	0	0	82
		Luhhumaneni Primary	18	22	21	19	20	16	17	0	0	0	0	0	133
		Mbeka High	0	0	0	0	0	0	0	106	101	54	75	31	367
		Mhlatane High	0	0	0	0	0	0	0	287	309	198	309	265	1,368
		Nginamadvolu Primary	34	31	37	39	41	41	63	0	0	0	0	0	286
		Peak Nazarene Primary	71	58	52	69	62	51	44	0	0	0	0	0	407
		Pigg's Peak Central Primary	41	47	54	59	55	54	33	0	0	0	0	0	343
		Piggs Peak High	0	0	0	0	0	0	0	105	80	70	111	61	427
		Rosenberg Primary	39	37	37	35	31	42	24	0	0	0	0	0	245
		St. Aidan's Primary	55	54	70	64	55	79	62	0	0	0	0	0	439
		St. Amideus' Primary	44	35	51	53	50	47	33	0	0	0	0	0	313
		St. Benedict's Primary	63	90	60	81	66	76	66	0	0	0	0	0	502
		The Peak Primary	53	45	49	51	47	42	30	0	0	0	0	0	317
		Bulembu Christian Academy High	0	0	0	0	0	0	0	50	29	0	33	25	137
	Timphisini	Emvembili Central Primary	54	35	50	47	46	61	60	0	0	0	0	0	353
		Emvembili Lutheran Primary	20	24	23	20	18	30	19	0	0	0	0	0	154
		Ensonyama Primary	11	31	22	23	18	23	18	0	0	0	0	0	146

		Etimphisini Primary	63	77	74	63	73	84	70	0	0	0	0	0	504
		Etimphisini High	0	0	0	0	0	0	0	267	256	226	196	182	1,127
		Ludzibini High School	0	0	0	0	0	0	0	73	61	23	0	0	157
		Mashobeni North Primary	39	31	59	78	58	55	49	0	0	0	0	0	369
		Mlumati High	0	0	0	0	0	0	0	50	78	39	43	39	249
		Mlumati Primary	17	19	27	24	34	28	23	0	0	0	0	0	172
		Ndlalambi Nazarene Primary	76	82	106	137	86	103	108	0	0	0	0	0	698
		Ngonini Estates Primary	26	20	25	28	33	32	23	0	0	0	0	0	187
Hhohho Total			8,316	8,610	9,614	9,738	9,638	9,351	8,504	8,986	7,874	5,435	6,436	4,319	96,821
Lubombo	Dvokodvweni	Dvokodvweni High	0	0	0	0	0	0	0	70	80	46	30	10	236
		Dvokodvweni Primary	25	25	33	40	31	26	26	0	0	0	0	0	206
		Enjabulweni Primary	71	80	69	78	69	79	62	0	0	0	0	0	508
		Khuzwayo Primary	24	28	21	37	24	36	17	0	0	0	0	0	187
		Mabasa Primary	33	37	39	48	48	57	30	0	0	0	0	0	292
		Mabondvweni High School	0	0	0	0	0	0	0	63	70	57	48	37	275
		Mabondweni Primary	62	59	60	47	80	85	45	0	0	0	0	0	438
		Malindza Central Primary	87	105	112	101	72	36	61	0	0	0	0	0	574
		Malindza Community Primary	66	63	87	94	83	96	48	0	0	0	0	0	537
		Malindza High	0	0	0	0	0	0	0	154	136	137	95	74	596
		Mampempeni Catholic Primary	24	16	19	12	25	22	24	0	0	0	0	0	142
		Manyeveni Nazarene Primary	47	39	43	78	50	71	67	0	0	0	0	0	395
		Mdumezulu Primary	32	22	22	18	14	17	19	0	0	0	0	0	144
		Mpaka High	0	0	0	0	0	0	0	82	119	87	112	26	426
		Mpaka Railway Primary	60	55	45	50	52	58	33	0	0	0	0	0	353
		New Thulwane Primary	40	33	48	47	46	15	24	0	0	0	0	0	253
		Sigcaweni High	0	0	0	0	0	0	0	35	59	40	22	16	172
		Sigcaweni Nazarene Primary	28	46	40	39	46	31	36	0	0	0	0	0	266
		Sulutane Primary	94	40	85	118	76	92	52	0	0	0	0	0	557
	Hlane	Dlalisile Primary	40	38	49	47	38	34	35	0	0	0	0	0	281
		Dlalisile/Hlane High	0	0	0	0	0	0	0	101	75	46	50	35	307
		Emabhalehle Primary	25	17	32	31	31	38	20	0	0	0	0	0	194
		Entandweni High	0	0	0	0	0	0	0	141	121	53	89	35	439
		Entandweni Primary	42	39	66	48	96	48	39	0	0	0	0	0	378
		Esiweni Primary	74	96	113	85	106	89	71	0	0	0	0	0	634
		Njonjwane Primary	66	66	88	95	86	83	78	0	0	0	0	0	562
	Khubuta	Dvumbe Primary	35	15	25	13	24	28	39	0	0	0	0	0	179
		Ka-Phunga High	0	0	0	0	0	0	0	44	54	45	25	13	181
		Ka-Phunga Primary	37	30	39	36	32	39	18	0	0	0	0	0	231
		Matjana Primary	42	26	41	38	44	44	37	0	0	0	0	0	272

	Lomahasha	Emafusini Nazarene Primary	87	89	97	145	136	89	105	0	0	0	0	0	748
		Lomahasha Central Primary	78	91	79	105	107	71	59	0	0	0	0	0	590
		Lomahasha High	0	0	0	0	0	0	0	165	123	85	160	55	588
		Mafucula Secondary	0	0	0	0	0	0	0	72	74	71	32	25	274
		Mafucula/Ekuhlamukeni Primary	86	72	74	78	77	74	63	0	0	0	0	0	524
		Majembeni Primary	103	124	142	140	147	120	75	0	0	0	0	0	851
		Mbandzamane Primary	97	125	129	153	92	99	42	0	0	0	0	0	737
		Mbokojweni High	0	0	0	0	0	0	0	92	83	76	58	23	332
		Mbokojweni Primary	76	73	100	109	103	130	94	0	0	0	0	0	685
		Nkalashane High	0	0	0	0	0	0	0	88	65	60	73	58	344
		Nkalashane Primary	67	54	79	84	75	70	57	0	0	0	0	0	486
		Shewula High	0	0	0	0	0	0	0	162	178	137	76	63	616
		Shewula Primary	81	78	108	90	110	81	67	0	0	0	0	0	615
		Sidloko Primary	55	61	60	54	61	60	33	0	0	0	0	0	384
		Tsambokhulu Nazarene Primary	62	60	31	42	59	67	60	0	0	0	0	0	381
		Bhadlane Primary	21	19	29	0	0	0	0	0	0	0	0	0	69
	Lubuli	Bekezela High	0	0	0	0	0	0	0	43	33	33	27	14	150
		Bekezela Primary	38	52	47	47	55	49	44	0	0	0	0	0	332
		Dlakadla Primary	47	52	47	53	42	61	35	0	0	0	0	0	337
		Entuthwakwazi Primary	25	18	18	23	29	20	23	0	0	0	0	0	156
		Ikhwezi High	0	0	0	0	0	0	0	105	65	61	49	34	314
		Ikhwezi Primary	16	12	24	16	30	21	25	0	0	0	0	0	144
		Lubuli Catholic Primary	62	64	80	67	75	41	40	0	0	0	0	0	429
		Lubuli High	0	0	0	0	0	0	0	75	79	67	45	44	310
		Majai/Sinyamantulwa Primary	30	52	39	39	39	39	35	0	0	0	0	0	273
		Mhlabeni Primary	23	17	23	12	26	20	14	0	0	0	0	0	135
		Mqonqwane Primary	22	27	32	41	51	38	35	0	0	0	0	0	246
		Ngonini Primary	12	24	27	32	29	37	31	0	0	0	0	0	192
		Nkanini Primary	46	42	73	54	64	63	45	0	0	0	0	0	387
		Nkanini Secondary	0	0	0	0	0	0	0	45	51	16	24	15	151
		Madabukela Primary/Ntunja	20	34	28	41	23	28	16	0	0	0	0	0	190
	Lugongolweni	Assembly of God Primary	57	54	62	55	47	48	51	0	0	0	0	0	374
		Ekumeni Primary	44	43	48	68	64	56	24	0	0	0	0	0	347
		Global Revival Primary	52	79	92	80	85	66	44	0	0	0	0	0	498
		Good Shepherd High	0	0	0	0	0	0	0	89	64	71	66	47	337
		Good Shepherd Primary	70	53	52	80	61	61	40	0	0	0	0	0	417
		Imbuyiselo Academy Primary	29	24	27	17	20	21	19	0	0	0	0	0	157
		Ka-Langa Nazarene Primary	124	110	107	122	146	117	124	0	0	0	0	0	850
		Khalakahle Primary	64	57	69	70	63	56	38	0	0	0	0	0	417

		Langa High	0	0	0	0	0	0	0	160	129	96	77	63	525
		Letindze Primary	18	10	31	23	21	26	20	0	0	0	0	0	149
		Lonhlupeko Primary	58	67	55	60	60	58	53	0	0	0	0	0	411
		Lubombo Central High	0	0	0	0	0	0	0	152	124	81	120	83	560
		Lubombo Central Primary	92	86	71	111	91	75	53	0	0	0	0	0	579
		Matsetsa Nazarene High	0	0	0	0	0	0	0	108	107	104	88	93	500
		Mhlumeni Nazarene Primary	35	33	32	36	37	30	29	0	0	0	0	0	232
		Mlindazwe I Primary	56	63	76	104	77	64	49	0	0	0	0	0	489
		Nyambo Primary	25	41	24	31	28	36	38	0	0	0	0	0	223
		Purity High School	0	0	0	0	0	0	0	8	8	23	36	42	117
		School for the Deaf High	0	0	0	0	0	0	0	7	8	8	0	0	23
		School for the Deaf Primary	11	13	13	10	13	20	33	0	0	0	0	0	113
		Siteki Nazarene High	0	0	0	0	0	0	0	168	145	102	131	115	661
		Siteki Nazarene Primary	92	94	97	97	114	133	89	0	0	0	0	0	716
		Sitsatsaweni High	0	0	0	0	0	0	0	59	80	49	40	38	266
		Sitsatsaweni Primary	97	70	104	118	72	71	95	0	0	0	0	0	627
		St. Boniface's Primary	86	78	88	73	91	71	57	0	0	0	0	0	544
		St. Paul's Catholic Primary	72	65	69	84	84	59	52	0	0	0	0	0	485
	Matsanje North	Dvumane Primary	20	38	32	26	18	28	28	0	0	0	0	0	190
		Ebenezer Primary	62	53	65	72	65	83	49	0	0	0	0	0	449
		Intfutuko Primary	62	67	66	68	70	53	47	0	0	0	0	0	433
		Loyiwe/Manhleke Primary	40	45	61	68	76	69	53	0	0	0	0	0	412
		Lucaceni Primary	56	49	53	53	33	50	59	0	0	0	0	0	353
		Magwanyana Secondary	0	0	0	0	0	0	0	53	78	14	12	0	157
		Mambane High	0	0	0	0	0	0	0	73	81	43	47	28	272
		Mambane Primary	59	67	88	63	86	94	62	0	0	0	0	0	519
		Mavalela Primary	48	53	48	48	45	52	35	0	0	0	0	0	329
		Mphundle High	0	0	0	0	0	0	0	185	106	68	51	35	445
		Mphundle Primary	67	75	63	68	77	62	51	0	0	0	0	0	463
		Ndlalane Primary	107	75	76	116	96	128	76	0	0	0	0	0	674
		St. John's Primary	56	50	59	74	80	51	32	0	0	0	0	0	402
		St. Peter's Primary	43	46	43	44	38	29	27	0	0	0	0	0	270
		Tikhuba High	0	0	0	0	0	0	0	113	91	47	72	38	361
	Mhlume	Jack Hersov Primary	37	37	34	36	32	29	27	0	0	0	0	0	232
		Lusoti High	0	0	0	0	0	0	0	46	80	66	97	80	369
		Lusoti Primary	91	87	91	78	91	75	60	0	0	0	0	0	573
		Mhlume Central Primary	56	71	64	53	51	75	54	0	0	0	0	0	424
		Mhlume High	0	0	0	0	0	0	0	164	147	106	167	148	732
		Ngomane High	0	0	0	0	0	0	0	75	78	76	139	78	446

		Ngomane Primary	63	51	40	45	43	51	44	0	0	0	0	0	337
		Nokwane Primary	31	23	24	24	19	25	17	0	0	0	0	0	163
		Thembelisha Primary	48	38	43	28	37	38	32	0	0	0	0	0	264
		Tshaneni Central Primary	125	73	92	102	98	86	47	0	0	0	0	0	623
		Vuvulane High	0	0	0	0	0	0	0	59	58	38	67	30	252
		Vuvulane Primary	65	53	56	65	45	34	22	0	0	0	0	0	340
	Mpholonjeni	Enhlabeni Primary	52	49	61	57	69	62	30	0	0	0	0	0	380
		Holy Ghost Catholic Primary	49	73	67	49	66	45	26	0	0	0	0	0	375
		Lasi/Ngcina High	0	0	0	0	0	0	0	83	114	48	51	41	337
		Mpolonjeni High	0	0	0	0	0	0	0	102	102	79	56	37	376
		Ndzangu Primary	72	81	93	110	71	106	56	0	0	0	0	0	589
		Ngcina Primary	59	59	54	78	61	68	51	0	0	0	0	0	430
		Nyetane high	0	0	0	0	0	0	0	84	90	44	87	61	366
		Siphoso Primary	123	138	147	130	155	131	97	0	0	0	0	0	921
		St. Augustine's Primary	29	42	38	46	24	30	15	0	0	0	0	0	224
		Ndzangu High	0	0	0	0	0	0	0	84	109	33	50	25	301
	Ngudzeni	Mahhoshe Primary	48	27	51	45	51	35	32	0	0	0	0	0	289
		Maloma Primary	67	56	60	58	69	45	34	0	0	0	0	0	389
		Mphelandzaba Secondary	0	0	0	0	0	0	0	66	90	47	33	31	267
	Nkilongo	Big Bend High	0	0	0	0	0	0	0	98	88	55	73	38	352
		Dumisa Primary	65	95	91	67	60	73	43	0	0	0	0	0	494
		Ebholi Methodist Primary	47	30	47	52	17	50	16	0	0	0	0	0	259
		Mahlabaneni Primary	55	57	64	62	110	64	54	0	0	0	0	0	466
		Majombe Primary	58	59	54	57	57	46	39	0	0	0	0	0	370
		Manyonyaneni Central Primary	39	29	30	40	32	34	18	0	0	0	0	0	222
		Ndzevane High	0	0	0	0	0	0	0	105	101	33	107	56	402
		Ndzevane Primary	103	68	73	107	97	92	60	0	0	0	0	0	600
		Ubombo Primary	28	23	0	15	23	18	15	0	0	0	0	0	122
		Ubombo Ranches Primary	127	141	119	152	141	135	91	0	0	0	0	0	906
		U-Tech High	0	0	0	0	0	0	0	37	36	18	61	57	209
		Ubombo Ranch/Charles Wesley High	0	0	0	0	0	0	0	192	175	59	135	52	613
	Siphofaneni	Duze Central Primary	89	79	108	97	113	104	79	0	0	0	0	0	669
		Duze High	0	0	0	0	0	0	0	173	156	106	141	73	649
		Emnotfweni Primary	39	33	20	34	31	31	16	0	0	0	0	0	204
		Gilgal High	0	0	0	0	0	0	0	93	148	80	58	30	409
		Gilgal Primary	104	117	128	84	125	145	98	0	0	0	0	0	801
		Hlutse High	0	0	0	0	0	0	0	95	91	77	96	34	393
		Hlutse Primary	49	68	69	61	63	67	63	0	0	0	0	0	440
		Lanjani Primary	48	39	43	34	39	39	28	0	0	0	0	0	270

		Madlenya Primary	78	63	85	79	100	80	46	0	0	0	0	0	531
		Mahlabatsini Primary	43	25	29	43	47	34	26	0	0	0	0	0	247
		Manyovu Primary	53	43	58	43	44	53	23	0	0	0	0	0	317
		Mkhweli Primary	119	127	105	122	159	149	99	0	0	0	0	0	880
		Mphaphati Primary	35	28	40	44	22	38	23	0	0	0	0	0	230
		Mpumakudze Primary	30	32	39	19	36	35	26	0	0	0	0	0	217
		Nceka/Sinceni Secondary	0	0	0	0	0	0	0	31	30	23	27	22	133
		Othandweni /Maphilingo Secondary	0	0	0	0	0	0	0	86	75	50	75	30	316
		Othandweni Primary	75	86	75	61	69	79	39	0	0	0	0	0	484
		Phonjwane High	0	0	0	0	0	0	0	168	126	84	201	133	712
		Phonjwane Primary	66	66	59	74	73	75	52	0	0	0	0	0	465
		Sibetsaphi High	0	0	0	0	0	0	0	83	74	53	40	28	278
		Sibetsaphi/Engevini Primary	84	115	96	124	103	86	87	0	0	0	0	0	695
		Sibusisweni High	0	0	0	0	0	0	0	39	41	24	52	26	182
		Sidlangatsini Secondary	0	0	0	0	0	0	0	61	54	61	35	26	237
		Sinceni Mission Primary	70	80	88	75	116	127	86	0	0	0	0	0	642
		Siphofaneni High	0	0	0	0	0	0	0	78	58	47	79	48	310
		Siphofaneni Primary	105	109	131	118	82	148	82	0	0	0	0	0	775
		St. Philip's High	0	0	0	0	0	0	0	87	78	43	41	28	277
		St. Philip's Primary	40	52	64	89	48	65	65	0	0	0	0	0	423
		Tambuti Primary	29	24	23	36	34	28	32	0	0	0	0	0	206
		Sikhandzabantfu.Primary	36	22	40	41	40	36	0	0	0	0	0	0	215
		Mkhweli High	0	0	0	0	0	0	0	83	65	28	0	0	176
		Emnotfweni High	0	0	0	0	0	0	0	42	35	0	0	0	77
		Manyovu High School	0	0	0	0	0	0	0	42	48	15	0	0	105
	Sithobela	Bhokweni Central Primary	86	106	87	115	93	91	66	0	0	0	0	0	644
		Ekukhanyeni Primary	47	59	58	46	52	69	37	0	0	0	0	0	368
		Eluhlanyeni Primary	27	21	36	56	32	24	0	0	0	0	0	0	196
		Embosi Primary	14	37	33	36	31	46	45	0	0	0	0	0	242
		Esihlangwini Primary	56	58	55	71	53	73	58	0	0	0	0	0	424
		Gucuka High	0	0	0	0	0	0	0	52	63	45	18	24	202
		Lamagangane Primary	31	29	28	27	43	33	20	0	0	0	0	0	211
		Lavundlamanti High	0	0	0	0	0	0	0	104	119	86	112	62	483
		Lomphala/Mbabala Primary	33	33	35	51	50	60	36	0	0	0	0	0	298
		Mabhensane High School	0	0	0	0	0	0	0	97	82	51	51	31	312
		Mabhensane Primary	34	47	41	46	52	44	34	0	0	0	0	0	298
		Madubeni Primary	42	51	52	38	50	42	25	0	0	0	0	0	300
		Makhwekhwet Primary	49	59	50	57	49	41	42	0	0	0	0	0	347
		Maloyi High	0	0	0	0	0	0	0	161	116	65	63	43	448

		Maloyi Primary	121	126	155	148	118	146	181	0	0	0	0	0	995
		Mammisa Primary School	25	34	29	37	49	45	45	0	0	0	0	0	264
		Mpompota High	0	0	0	0	0	0	0	143	170	152	57	41	563
		Nkonjwa High	0	0	0	0	0	0	0	107	82	86	40	42	357
		Nkonjwa Primary	92	104	131	90	116	114	81	0	0	0	0	0	728
		St. Lorretta's Primary	46	45	64	49	76	53	35	0	0	0	0	0	368
		Sihlangwini high	0	0	0	0	0	0	0	17	12	11	0	0	40
		Engoni Primary School	50	42	31	0	0	0	0	0	0	0	0	0	123
Lubombo Total			7,392	7,392	7,991	8,265	8,188	7,916	5,961	5,749	5,477	3,712	4,064	2,614	74,721
Manzini	Emkhiweni	Antioch Primary	103	91	97	93	104	108	60	0	0	0	0	0	656
		Black Mbuluzi Methodist Primary	30	37	40	54	55	53	61	0	0	0	0	0	330
		Ekutsimuleni Primary	95	96	101	119	126	125	106	0	0	0	0	0	768
		Emcozini High	0	0	0	0	0	0	0	149	134	104	98	55	540
		Luve /Lamawandla High	0	0	0	0	0	0	0	156	133	75	109	72	545
		Malamlela Primary	50	29	39	36	38	27	24	0	0	0	0	0	243
		Mjoli Primary	48	56	43	42	60	39	37	0	0	0	0	0	325
		Mjoli Secondary	0	0	0	0	0	0	0	37	29	19	20	0	105
		Mliba High School	0	0	0	0	0	0	0	86	111	104	75	78	454
		Mliba Nazarene Primary	97	93	121	116	138	147	142	0	0	0	0	0	854
		Sidvokodvo Nazarene High	0	0	0	0	0	0	0	81	61	23	33	25	223
		Sidvokodvo Nazarene Primary	60	69	70	71	74	67	78	0	0	0	0	0	489
		Lutfotja Methodist Primary	99	96	75	84	97	96	78	0	0	0	0	0	625
	Hlane	Khuphuka High	0	0	0	0	0	0	0	137	107	53	63	21	381
		Khuphuka Primary	112	131	169	141	144	114	128	0	0	0	0	0	939
		Mandulo high School	0	0	0	0	0	0	0	86	79	73	36	32	306
	Khubuta	Ka-Kholwane Primary	28	36	32	35	25	22	15	0	0	0	0	0	193
		Moti Primary	33	33	37	48	31	37	16	0	0	0	0	0	235
	Kukhanyeni	Bhekinkosi Nazarene Primary	111	105	104	110	119	130	89	0	0	0	0	0	768
		Ekukhanyeni High	0	0	0	0	0	0	0	171	116	73	137	60	557
		Ekukhanyeni Primary	64	52	78	81	73	57	62	0	0	0	0	0	467
		Ensenga/Mhlahlo High	0	0	0	0	0	0	0	65	71	44	37	39	256
		Maliyaduma Primary	121	127	144	152	167	136	90	0	0	0	0	0	937
		Malunge High	0	0	0	0	0	0	0	151	122	111	76	38	498
		Mpembekati Primary	48	39	74	62	74	65	65	0	0	0	0	0	427
		New Mbuluzi Primary	65	61	58	79	88	60	44	0	0	0	0	0	455
		Ngwazini Catholic Primary	15	25	25	30	26	25	34	0	0	0	0	0	180
		Nkiliji Primary	67	74	73	56	57	78	69	0	0	0	0	0	474
		Ntunja Primary	20	20	30	32	30	21	9	0	0	0	0	0	162
		Salukazi Primary	49	46	42	44	60	42	26	0	0	0	0	0	309

		Seven Holy Founders Primary	46	48	51	65	66	54	27	0	0	0	0	0	357
	Kwaluseni	Embikwakhe Primary	113	110	109	104	112	113	82	0	0	0	0	0	743
		Ephocweni Primary	170	169	161	162	144	122	89	0	0	0	0	0	1,017
		Kwaluseni Central Primary	146	187	298	270	216	254	171	0	0	0	0	0	1,542
		Kwaluseni Infant Primary	101	94	79	79	78	80	66	0	0	0	0	0	577
		Matsapa Government Primary	187	221	224	234	216	196	187	0	0	0	0	0	1,465
		Phumelele International High School	0	0	0	0	0	0	0	32	45	93	69	86	325
		Siphumelele Community Primary	96	111	69	102	94	44	67	0	0	0	0	0	583
		Swazi National High	0	0	0	0	0	0	0	383	412	278	292	292	1,657
		Tubungu High School	0	0	0	0	0	0	0	14	13	15	16	8	66
		Tubungu Primary School	22	19	19	10	13	14	12	0	0	0	0	0	109
	Lamgabhi	Ekuthokozeni Community Primary	36	31	48	45	32	38	42	0	0	0	0	0	272
		Ekuthuleni A.E.C. Primary	51	52	63	54	52	63	53	0	0	0	0	0	388
		Emhlangeni Primary	73	81	71	80	81	86	60	0	0	0	0	0	532
		Engwenyameni Primary	36	36	39	29	38	36	25	0	0	0	0	0	239
		Inyandza High	0	0	0	0	0	0	0	197	150	115	141	109	712
		Ka-Luhleko Primary	30	30	25	23	33	38	29	0	0	0	0	0	208
		Othandweni Primary	63	87	61	66	71	88	34	0	0	0	0	0	470
		Dvudvusini High School	0	0	0	0	0	0	0	47	18	14	0	0	79
	Lobamba Lomd	Bethany Mission Primary	69	58	72	72	79	91	61	0	0	0	0	0	502
		Lechwe Light Primary	84	66	49	65	37	45	34	0	0	0	0	0	380
		Mahlanya High	0	0	0	0	0	0	0	117	114	104	91	68	494
		Mahlanya Primary	58	69	84	95	94	72	101	0	0	0	0	0	573
	Lobamba	Esitjeni Primary	51	34	35	40	30	50	34	0	0	0	0	0	274
		Malkerns Valley Primary	45	46	46	49	48	44	42	0	0	0	0	0	320
		Mhlabubovu Primary	47	79	74	33	73	91	68	0	0	0	0	0	465
		Mphetseni Primary	39	37	40	42	37	35	30	0	0	0	0	0	260
		St. Andrew's Primary	103	108	107	84	109	103	72	0	0	0	0	0	686
		St. Anne's High School	0	0	0	0	0	0	0	92	67	59	68	73	359
		St. Christopher's High	0	0	0	0	0	0	0	169	139	133	192	157	790
		St. John Bosco's High	0	0	0	0	0	0	0	76	79	57	74	67	353
		St. John Bosco's Primary	96	82	84	85	84	82	55	0	0	0	0	0	568
		Usuthu Mission Primary	56	56	76	87	71	82	42	0	0	0	0	0	470
		Vulamasango Primary	4	0	5	10	27	45	27	0	0	0	0	0	118
		Vulamasango High	0	0	0	0	0	0	0	60	101	43	100	42	346
	Ludzeludze	Boyane Primary	124	107	128	135	143	82	63	0	0	0	0	0	782
		Ekudzeni Primary	16	17	19	19	22	20	20	0	0	0	0	0	133
		Esibuyeni Primary	32	31	35	38	35	37	34	0	0	0	0	0	242
		Lechwe Light High School	0	0	0	0	0	0	0	58	45	36	62	43	244

		Lomgeletjane Primary	35	37	40	46	43	35	36	0	0	0	0	0	272
		Lozitha Central High	0	0	0	0	0	0	0	235	241	141	187	109	913
		Lozitha Central Primary	66	72	88	79	83	89	71	0	0	0	0	0	548
		Ludzeludze Primary	136	143	140	133	146	131	105	0	0	0	0	0	934
		Mbekelweni Lutheran High	0	0	0	0	0	0	0	127	116	93	110	89	535
		Mbekelweni Lutheran Primary	73	81	96	85	80	132	91	0	0	0	0	0	638
		Mvubula Primary School	37	30	39	28	48	33	32	0	0	0	0	0	247
		Qinisweni Primary	150	104	97	103	80	92	79	0	0	0	0	0	705
		Sigombeni Community Primary	26	29	36	40	48	50	61	0	0	0	0	0	290
		Sigombeni High	0	0	0	0	0	0	0	110	85	62	50	31	338
		Vusweni High School	0	0	0	0	0	0	0	56	43	21	22	0	142
		Vusweni Primary	80	75	85	84	109	83	59	0	0	0	0	0	575
		Zombodze High	0	0	0	0	0	0	0	205	177	144	121	70	717
		Zombodze Primary	60	76	101	127	116	119	124	0	0	0	0	0	723
	Mafutseni	Joy Mission Primary	33	39	42	42	35	37	38	0	0	0	0	0	266
		Ka-Bhudla Primary	70	68	76	81	86	99	64	0	0	0	0	0	544
		Luhlokohla Primary	29	39	54	36	79	56	53	0	0	0	0	0	346
		Mafutseni Community Primary	36	42	59	30	56	63	45	0	0	0	0	0	331
		Mafutseni Nazarene Primary	67	60	68	88	99	78	73	0	0	0	0	0	533
		Mafutseni R.C. Primary	59	47	52	66	57	49	39	0	0	0	0	0	369
		Mbalenhle Christian Academy	0	0	0	0	0	0	0	48	55	100	203	219	625
		Mgeb'seni Primary	49	45	59	47	51	54	47	0	0	0	0	0	352
		Mhubhe High	0	0	0	0	0	0	0	186	194	125	103	81	689
		Moyeni Secondary	0	0	0	0	0	0	0	165	154	141	140	117	717
		Ngculwini Nazarene Primary	37	52	43	48	40	55	53	0	0	0	0	0	328
		St. Joseph's High	0	0	0	0	0	0	0	98	62	61	58	28	307
		St. Joseph's Primary	38	32	40	35	45	39	49	0	0	0	0	0	278
		St. Philomena's R.C. Primary	97	94	107	101	114	104	92	0	0	0	0	0	709
		Thulwane Primary	54	51	55	56	41	58	38	0	0	0	0	0	353
		Vulamehlo Primary	56	53	52	81	77	58	58	0	0	0	0	0	435
		Luhlokohla High School	0	0	0	0	0	0	0	97	0	0	0	0	97
	Mahlangatja	Bethesda /Endzeleni Primary	24	27	27	23	38	33	44	0	0	0	0	0	216
		Dzanyana Primary	68	49	59	58	50	64	51	0	0	0	0	0	399
		Ekuphakameni High	0	0	0	0	0	0	0	119	73	73	69	27	361
		Ekuphakameni Primary	51	50	47	72	66	60	58	0	0	0	0	0	404
		Esigcineni Primary	41	71	77	66	74	70	55	0	0	0	0	0	454
		Magojela Primary	67	28	28	39	52	27	26	0	0	0	0	0	267
		Mahlangatja Methodist Primary	45	58	58	70	75	80	50	0	0	0	0	0	436
		MavovokatiA. M. E. Primary	24	23	29	17	38	32	25	0	0	0	0	0	188

		Mbita Primary	27	32	40	34	27	35	22	0	0	0	0	0	217
		Mlindzini Primary	17	15	13	20	27	17	12	0	0	0	0	0	121
		Mlindzini secondary	0	0	0	0	0	0	0	24	20	17	0	0	61
		New Hebron (Manzini) Primary	41	34	55	50	42	43	33	0	0	0	0	0	298
		Nhlontjeni Primary	15	20	22	21	30	18	15	0	0	0	0	0	141
		Ntfungula Primary	50	35	48	49	65	51	63	0	0	0	0	0	361
		Nyatsini High	0	0	0	0	0	0	0	63	39	16	38	36	192
		Nyatsini Primary	33	37	54	38	60	40	56	0	0	0	0	0	318
		Sibovu Primary	45	49	39	57	32	58	33	0	0	0	0	0	313
		Sigcineni Secondary	0	0	0	0	0	0	0	74	76	61	43	32	286
		Zamani High	0	0	0	0	0	0	0	30	19	34	25	28	136
		Zamani Primary	34	29	33	26	32	31	20	0	0	0	0	0	205
	Mangcongco	Dwalile Central Primary	26	54	60	64	49	55	49	0	0	0	0	0	357
		Dwalile High	0	0	0	0	0	0	0	77	72	35	64	44	292
		Mafutseni West Primary	21	20	35	28	21	14	25	0	0	0	0	0	164
		Mangcongco Primary	30	19	33	29	40	40	26	0	0	0	0	0	217
		Osuthu Methodist High	0	0	0	0	0	0	0	82	58	56	52	29	277
		Osuthu Methodist Primary	41	41	49	50	56	58	34	0	0	0	0	0	329
	Manzini North	Hillside-Labotsibeni High	0	0	0	0	0	0	0	268	227	138	220	143	996
		Hillside-Labotsibeni Primary	145	171	160	201	197	143	166	0	0	0	0	0	1,183
		Inkhanyeti High	0	0	0	0	0	0	0	24	33	3	23	22	105
		Inkhanyeti Primary	17	39	28	12	18	20	12	0	0	0	0	0	146
		LomaDvokola Primary	43	37	48	44	38	40	32	0	0	0	0	0	282
		Manzini Central High	0	0	0	0	0	0	0	154	139	127	169	99	688
		Manzini Central Primary	138	114	146	168	137	105	127	0	0	0	0	0	935
		Manzini Infant Primary	195	194	206	150	118	153	72	0	0	0	0	0	1,088
		St. Michael's High	0	0	0	0	0	0	0	154	145	138	141	119	697
		St. Michael's Primary	112	107	106	120	121	137	134	0	0	0	0	0	837
		St. Paul's Methodist High	0	0	0	0	0	0	0	184	169	131	119	108	711
		St. Paul's Methodist Primary	159	167	190	161	42	142	129	0	0	0	0	0	990
	Manzini South	Apex Tutorial Academy	0	0	0	0	0	0	0	13	19	24	20	25	101
		Beaufort Nazarene Primary	55	54	60	56	55	54	44	0	0	0	0	0	378
		Enjabulweni High	0	0	0	0	0	0	0	58	59	52	55	52	276
		Enjabulweni Primary	49	50	49	24	47	38	42	0	0	0	0	0	299
		Ka-Zakhali High School	0	0	0	0	0	0	0	30	39	44	46	50	209
		Khanyisile Primary	49	43	29	39	51	42	33	0	0	0	0	0	286
		LIVING WATERS PRIMARY	63	45	40	40	27	24	34	0	0	0	0	0	273
		Manzini Nazarene High	0	0	0	0	0	0	0	168	159	182	129	121	759
		Manzini Nazarene Primary	86	87	92	89	85	82	71	0	0	0	0	0	592

		Mjingo High	0	0	0	0	0	0	0	92	95	65	109	76	437
		Nazarene Practising Primary	53	49	49	51	50	55	85	0	0	0	0	0	392
		Ngwane Park High	0	0	0	0	0	0	0	228	322	267	248	268	1,333
		Ngwane Park Primary	208	208	219	240	201	208	173	0	0	0	0	0	1,457
		Salesian High	0	0	0	0	0	0	0	172	196	160	165	108	801
		Salesian Primary	116	126	143	108	94	118	78	0	0	0	0	0	783
		Sankolweni Primary	14	18	24	22	20	32	20	0	0	0	0	0	150
		Sidney Williams Primary	121	154	131	134	133	127	136	0	0	0	0	0	936
		St. Theresa's High	0	0	0	0	0	0	0	150	125	112	135	102	624
		St. Theresa's Primary	120	129	132	101	119	146	117	0	0	0	0	0	864
		Mizpah Private School	64	70	70	69	69	67	70	0	0	0	0	0	479
	Mhlambanyatsi	Bhunya High	0	0	0	0	0	0	0	106	68	27	63	31	295
		Bhunya Primary	139	156	130	142	119	115	87	0	0	0	0	0	888
		Bhunya Usuthu High	0	0	0	0	0	0	0	99	92	106	97	65	459
		Dingizwe Primary	17	20	21	17	27	34	21	0	0	0	0	0	157
		Intuthuko Primary	13	14	18	21	14	19	19	0	0	0	0	0	118
		Ka-Zondwako Primary	53	35	39	41	43	33	30	0	0	0	0	0	274
		Lundzi High	0	0	0	0	0	0	0	32	38	22	20	11	123
		Matseni Primary	16	14	16	15	21	22	16	0	0	0	0	0	120
		Mgotjane Primary	25	26	31	37	32	32	33	0	0	0	0	0	216
		Mhlambanyatsi Primary	25	21	29	24	27	19	22	0	0	0	0	0	167
		Mlindazwe High	0	0	0	0	0	0	0	32	35	38	21	13	139
		Mphakamela Primary	51	49	60	30	36	53	22	0	0	0	0	0	301
		Mpuluzi Anglican Primary	33	38	32	44	52	51	47	0	0	0	0	0	297
		Mpuluzi High	0	0	0	0	0	0	0	91	75	42	49	37	294
		Sikanye High School	0	0	0	0	0	0	0	36	19	24	0	0	79
		Torgyle Central Primary	8	5	2	9	7	0	7	0	0	0	0	0	38
		Ulundzi Primary	28	52	43	37	44	43	41	0	0	0	0	0	288
		Usuthu Forest Primary	32	24	47	44	19	17	50	0	0	0	0	0	233
	Mtfongwaneni	Bulunga Primary	41	43	43	40	48	40	33	0	0	0	0	0	288
		Ebugeleni / Lwandle Primary	53	51	58	53	60	63	59	0	0	0	0	0	397
		Ehlane Primary	31	26	37	33	28	36	24	0	0	0	0	0	215
		Ekuphileni Primary	31	35	43	42	40	36	33	0	0	0	0	0	260
		Elwandle Primary	67	63	81	72	59	35	43	0	0	0	0	0	420
		Ethembeni Primary	57	48	62	84	72	78	73	0	0	0	0	0	474
		Ethembeni Secondary	0	0	0	0	0	0	0	62	72	71	24	25	254
		Gundvwini High	0	0	0	0	0	0	0	179	98	114	108	72	571
		Gundvwini Primary	58	51	59	78	62	62	61	0	0	0	0	0	431
		Lomveshe Primary	37	41	43	47	31	35	23	0	0	0	0	0	257

		Mkhuzweni Primary	68	90	38	92	98	141	76	0	0	0	0	0	603
		Hlane/Bulunga High	0	0	0	0	0	0	0	27	21	15	22	0	85
	Ngwempisi	Cana Primary	75	64	71	70	60	105	69	0	0	0	0	0	514
		Egugwini Primary	28	22	23	21	24	30	29	0	0	0	0	0	177
		Ekukhulumeni Primary	14	18	18	15	20	23	17	0	0	0	0	0	125
		Elunyaweni Primary	21	21	18	30	30	35	27	0	0	0	0	0	182
		Emseni Primary	12	4	5	7	9	5	6	0	0	0	0	0	48
		Etjebovu Primary	17	18	28	23	21	20	16	0	0	0	0	0	143
		Holy Rosary High	0	0	0	0	0	0	0	95	89	63	56	30	333
		Holy Rosary Primary	75	76	69	82	67	69	65	0	0	0	0	0	503
		Macudvulwini Primary	29	25	24	24	27	27	28	0	0	0	0	0	184
		Malangeni Primary	45	53	52	48	55	54	61	0	0	0	0	0	368
		Mankayane High	0	0	0	0	0	0	0	75	65	35	126	48	349
		Mbhesamandla Primary	18	25	39	38	31	30	46	0	0	0	0	0	227
		Mhlatane Primary	38	46	40	48	44	52	32	0	0	0	0	0	300
		Mount Hermon Primary	49	54	61	61	56	57	66	0	0	0	0	0	404
		Mponono AME Primary	31	46	37	41	33	30	38	0	0	0	0	0	256
		Mtimane Primary	40	31	52	29	39	28	35	0	0	0	0	0	254
		Musi Primary	42	42	46	40	37	44	51	0	0	0	0	0	302
		Ndlaleni Community Primary	15	19	16	16	21	11	12	0	0	0	0	0	110
		Ndwandwe /Velezizweni High	0	0	0	0	0	0	0	127	78	62	77	39	383
		Ngcoseni High	0	0	0	0	0	0	0	111	58	60	50	33	312
		Ngcoseni Primary	42	52	56	51	72	53	61	0	0	0	0	0	387
		Ngwempisane Primary	35	26	31	36	27	34	29	0	0	0	0	0	218
		Ngwempisi Farm Primary	46	21	36	40	31	30	32	0	0	0	0	0	236
		Nkanyezini Primary	59	56	56	66	43	63	66	0	0	0	0	0	409
		Nokuthula High	0	0	0	0	0	0	0	107	77	77	81	42	384
		Nokuthula Primary	31	43	34	44	46	54	44	0	0	0	0	0	296
		Phumtile Secondary	0	0	0	0	0	0	0	115	84	83	27	38	347
		Sibovu High	0	0	0	0	0	0	0	61	73	99	32	27	292
		St. Stephen's Primary	27	29	53	34	54	55	30	0	0	0	0	0	282
		Tentele Primary	41	30	31	43	35	49	40	0	0	0	0	0	269
		Thawela Methodist Primary	14	19	24	22	38	29	25	0	0	0	0	0	171
		Velezizweni Primary	43	28	39	62	43	46	36	0	0	0	0	0	297
		Cana/Ngcoseni High	0	0	0	0	0	0	0	179	219	322	73	104	897
	Nhlambeni	Damaseko Primary	38	34	33	27	36	26	35	0	0	0	0	0	229
		Emthonjeni High	0	0	0	0	0	0	0	73	83	71	90	47	364
		Emthonjeni Primary	44	36	47	65	41	66	47	0	0	0	0	0	346
		Jabez school	0	0	0	0	0	0	0	14	17	16	23	19	89

		Masundvwini High	0	0	0	0	0	0	0	139	144	102	146	108	639
		Masundvwini Primary	88	86	84	79	72	84	59	0	0	0	0	0	552
		Nhlambeni High School	0	0	0	0	0	0	0	90	86	64	45	33	318
		Nhlambeni Nazarene Primary	40	53	52	78	70	62	52	0	0	0	0	0	407
		Nhlambeni Primary	52	60	80	68	63	63	61	0	0	0	0	0	447
		Sidvokodvo Railway Primary	79	84	59	71	52	58	42	0	0	0	0	0	445
		Jabez Primary	17	7	5	9	5	6	5	0	0	0	0	0	54
	Nkwene	Ebaleni Community Primary	20	20	25	16	25	23	23	0	0	0	0	0	152
		Ebuhleni Primary	36	34	24	28	28	28	44	0	0	0	0	0	222
		Ekuphumuleni Primary	38	26	46	33	25	43	29	0	0	0	0	0	240
		Mandulo Community Primary	75	68	96	130	95	64	85	0	0	0	0	0	613
		Mbanjane Primary	34	26	26	32	34	22	13	0	0	0	0	0	187
		Nyanyali Primary	29	32	32	24	29	36	25	0	0	0	0	0	207
		Tholulwazi Primary	59	69	66	68	87	66	49	0	0	0	0	0	464
		Zamokuhle Primary	22	17	25	42	27	24	19	0	0	0	0	0	176
		Mkhondvo High	0	0	0	0	0	0	0	95	85	58	43	23	304
	Ntondozi	Emphini Primary	48	48	52	59	78	65	57	0	0	0	0	0	407
		Encabaneni High	0	0	0	0	0	0	0	43	45	46	28	27	189
		Encabaneni Primary	34	23	33	31	31	23	32	0	0	0	0	0	207
		Gebeni High	0	0	0	0	0	0	0	107	100	92	63	51	413
		Gebeni Primary	56	56	70	66	60	49	48	0	0	0	0	0	405
		Ka-Ndinda Primary	66	65	80	75	42	74	54	0	0	0	0	0	456
		Khalangilile Primary	75	63	67	96	95	91	71	0	0	0	0	0	558
		Makhungutja Primary	52	52	47	47	53	58	38	0	0	0	0	0	347
		Mvimbeko High	0	0	0	0	0	0	0	162	192	150	123	120	747
		Ntondozi R.C. Primary	56	70	81	73	83	82	56	0	0	0	0	0	501
		St. Bernard's Primary	28	37	35	43	40	36	28	0	0	0	0	0	247
	Siphofaneni	Mkhuzweni High	0	0	0	0	0	0	0	211	179	79	119	61	649
Manzini Total			9,960	10,040	10,836	10,991	10,823	10,773	9,192	8,323	7,549	6,187	6,259	4,702	105,635
Shiselweni	Gege	Bethel Lutheran Primary	25	17	25	38	38	29	24	0	0	0	0	0	196
		Bethlehem Primary	4	10	7	3	5	9	2	0	0	0	0	0	40
		Dudusini Primary	23	30	27	32	20	21	19	0	0	0	0	0	172
		Eric Rosenberg Primary	52	57	60	78	77	80	60	0	0	0	0	0	464
		Eric Rosenburg High	0	0	0	0	0	0	0	90	103	88	62	31	374
		Gege Methodist Primary	70	58	84	75	43	71	43	0	0	0	0	0	444
		Ka-Dinga Primary	25	14	30	37	30	33	13	0	0	0	0	0	182
		Magubheleni High	0	0	0	0	0	0	0	106	98	56	113	68	441
		Magubheleni Primary	118	77	108	108	98	82	60	0	0	0	0	0	651
		Mashobeni South Primary	105	104	115	126	86	70	60	0	0	0	0	0	666

		Mshengu/Mashobeni South High	0	0	0	0	0	0	0	113	96	55	72	33	369
		Sidwala Lutheran Primary	17	26	22	34	28	25	20	0	0	0	0	0	172
		Siyendle Community Primary	41	37	51	26	52	49	46	0	0	0	0	0	302
		Siyendle High	0	0	0	0	0	0	0	69	48	35	54	26	232
		Siyendle Methodist Primary	21	50	25	24	39	28	18	0	0	0	0	0	205
		Vulamehlo Primary	32	24	29	37	33	28	20	0	0	0	0	0	203
	Hosea	Bhejisa /St Benedict Primary	54	47	53	39	60	66	37	0	0	0	0	0	356
		Ensingizini Primary	39	48	44	69	44	54	54	0	0	0	0	0	352
		Entabeni Primary	42	38	38	34	33	33	25	0	0	0	0	0	243
		Florence Christian High	0	0	0	0	0	0	0	63	86	42	75	39	305
		Florence Christian Primary	36	29	41	45	45	43	30	0	0	0	0	0	269
		Hluthi Central Primary	56	74	72	58	63	61	43	0	0	0	0	0	427
		Hluthi High	0	0	0	0	0	0	0	108	77	87	82	49	403
		Hosea High	0	0	0	0	0	0	0	130	84	42	90	29	375
		Hosea Primary	105	73	103	121	115	84	49	0	0	0	0	0	650
		Ngozi Primary	88	80	83	132	68	84	98	0	0	0	0	0	633
		Patmos Primary	34	42	41	49	54	45	42	0	0	0	0	0	307
		St. Benedict's Orphanage Primary	23	30	34	27	27	28	23	0	0	0	0	0	192
		Nsingizini High School	0	0	0	0	0	0	0	37	27	10	0	0	74
	Khubuta	Bethany Primary	53	45	53	63	52	49	34	0	0	0	0	0	349
		Ekuphakameni Community High	0	0	0	0	0	0	0	83	73	80	60	48	344
		Ekuphakameni Primary	53	40	47	50	60	46	25	0	0	0	0	0	321
		Ka-Lamdladla High	0	0	0	0	0	0	0	116	107	50	88	34	395
		Ka-Lamdladla Primary	61	72	94	95	74	0	58	0	0	0	0	0	454
		Latsamela A. M. E. Primary	17	14	29	24	17	17	17	0	0	0	0	0	135
		Nain Primary	35	41	51	38	50	31	34	0	0	0	0	0	280
	Maseyisini	Joppa High School	0	0	0	0	0	0	0	21	26	10	0	0	57
		Joppa Primary	54	59	55	79	61	58	48	0	0	0	0	0	414
		Ka-Mazombizwe High	0	0	0	0	0	0	0	78	61	39	42	19	239
		Ka-Mazombizwe Primary	81	32	77	71	74	74	78	0	0	0	0	0	487
		Machobeni Primary	23	20	17	19	28	18	10	0	0	0	0	0	135
		Mahamba High	0	0	0	0	0	0	0	68	104	59	83	47	361
		Mahamba Primary	54	40	56	42	47	42	35	0	0	0	0	0	316
		Mahandle Primary	60	47	43	38	50	44	24	0	0	0	0	0	306
		Makhosini Community Primary	27	21	19	21	40	32	31	0	0	0	0	0	191
		Makhosini High	0	0	0	0	0	0	0	91	73	23	55	17	259
		Mbukwane High	0	0	0	0	0	0	0	103	72	32	83	36	326
		Mbukwane S.D.A. Primary	58	60	54	59	65	56	60	0	0	0	0	0	412
		Mlambo Primary	93	66	76	120	99	81	63	0	0	0	0	0	598

		Motane Primary	15	14	10	14	9	16	8	0	0	0	0	0	86
		Nkoneni Primary	27	24	38	38	35	37	16	0	0	0	0	0	215
		Nyamane High	0	0	0	0	0	0	0	150	129	106	233	182	800
		Nyamane Primary	60	69	74	80	77	91	51	0	0	0	0	0	502
		Nzongomane High	0	0	0	0	0	0	0	39	36	20	35	12	142
		Nzongomane Primary	55	43	45	44	45	37	47	0	0	0	0	0	316
		St. Anthony's/Makhosini Primary	29	40	19	36	38	25	36	0	0	0	0	0	223
		Tfokotani Primary	105	83	110	111	88	87	86	0	0	0	0	0	670
		Yuan Tong Primary	11	19	33	32	23	15	12	0	0	0	0	0	145
		Mlambo High	0	0	0	0	0	0	0	66	68	12	54	28	228
	Matsanjeni	Bambitshe Primary	30	21	21	23	28	26	16	0	0	0	0	0	165
		Hlushwana Primary	42	38	42	43	42	63	33	0	0	0	0	0	303
		Matsanjeni Ascension Primary	27	29	43	36	24	19	17	0	0	0	0	0	195
		Matsanjeni High	0	0	0	0	0	0	0	82	96	55	39	30	302
		Matsanjeni Primary	60	63	58	74	33	31	21	0	0	0	0	0	340
		Nkutjini Primary	24	43	28	35	39	42	30	0	0	0	0	0	241
		Nsalitje Primary	33	0	31	28	34	34	17	0	0	0	0	0	177
		Nsalitje Primary II	21	18	17	24	16	13	7	0	0	0	0	0	116
		Osabeni Primary	19	22	26	41	31	37	28	0	0	0	0	0	204
		Oslo High	0	0	0	0	0	0	0	89	110	40	86	33	358
		Oslo Primary	57	53	52	80	58	73	40	0	0	0	0	0	413
		Phumelela Primary	39	21	31	43	22	19	10	0	0	0	0	0	185
		Qomintaba High	0	0	0	0	0	0	0	67	76	47	30	17	237
		Qomintaba Primary	52	44	44	46	52	42	36	0	0	0	0	0	316
		Zamokuhle R.C. Primary	37	35	27	32	23	33	22	0	0	0	0	0	209
	Mtsambama	Christ The King High	0	0	0	0	0	0	0	94	102	78	88	71	433
		Christ The King Primary	129	129	118	132	122	122	84	0	0	0	0	0	836
		Ebenezer High	0	0	0	0	0	0	0	176	151	139	218	130	814
		Ebenezer Primary	46	59	77	87	73	85	58	0	0	0	0	0	485
		Hlatikulu Central High	0	0	0	0	0	0	0	121	117	66	76	73	453
		Mavukutfu Primary	34	37	29	40	46	31	27	0	0	0	0	0	244
		Mhlab'uyaduma Primary	29	25	24	30	26	28	20	0	0	0	0	0	182
		Mphatseni Primary	43	29	45	39	42	42	23	0	0	0	0	0	263
		New Warm Primary	37	43	50	33	42	46	45	0	0	0	0	0	296
		Salem High	0	0	0	0	0	0	0	114	90	85	126	77	492
		Salem Primary	60	72	105	56	60	63	33	0	0	0	0	0	449
		St. Anthony's/Mpompota Primary	83	57	104	114	72	97	68	0	0	0	0	0	595
		Thembelihle High	0	0	0	0	0	0	0	74	73	39	65	27	278
		Thembelihle Primary	71	89	53	72	86	35	33	0	0	0	0	0	439

		Sibetsamoya Primary	55	67	67	75	72	78	57	0	0	0	0	0	471
	Ngudzeni	Ebaleni Primary	23	23	37	25	29	29	26	0	0	0	0	0	192
		Engudzeni FEA High	0	0	0	0	0	0	0	50	42	45	47	37	221
		Engudzeni High	0	0	0	0	0	0	0	101	60	49	89	58	357
		Engudzeni Primary	103	0	36	103	94	67	73	0	0	0	0	0	476
		Ntjanini Primary	94	100	89	146	122	101	68	0	0	0	0	0	720
		Ntjanini/Mhawu High	0	0	0	0	0	0	0	118	105	85	143	93	544
	Nkwene	Ekujabuleni Primary	10	11	12	14	12	8	13	0	0	0	0	0	80
		Nkwene High	0	0	0	0	0	0	0	40	83	39	54	25	241
		Nkwene Primary	80	84	89	83	133	93	73	0	0	0	0	0	635
	Sandleni	Dzakasini Primary	62	56	60	75	63	44	49	0	0	0	0	0	409
		Esandleni High	0	0	0	0	0	0	0	103	116	89	62	53	423
		Esandleni Primary	77	86	109	104	92	105	68	0	0	0	0	0	641
		Etjendlovu /Ekukhanyeni Primary	43	39	61	39	40	67	31	0	0	0	0	0	320
		Etjendlovu High	0	0	0	0	0	0	0	80	52	24	41	18	215
		Hhohho Primary	51	57	56	57	54	29	29	0	0	0	0	0	333
		Hletjeni Primary	27	34	33	34	35	32	29	0	0	0	0	0	224
		Holy Family Primary	20	49	29	43	37	35	30	0	0	0	0	0	243
		Jericho B.E.A. Primary	40	81	98	119	116	120	115	0	0	0	0	0	689
		Jericho High	0	0	0	0	0	0	0	120	80	33	42	17	292
		Jerusalem High	0	0	0	0	0	0	0	78	73	40	50	24	265
		Jerusalem Primary	60	53	79	64	66	67	32	0	0	0	0	0	421
		Ka-Mbhebe/Ka-Mzila Primary	75	64	83	82	56	74	55	0	0	0	0	0	489
		Ko-Ntjingila Primary	36	18	19	30	24	25	22	0	0	0	0	0	174
		Mbowane Primary	29	33	39	55	47	35	25	0	0	0	0	0	263
		Mbowane Secondary	0	0	0	0	0	0	0	47	35	22	47	23	174
		New Nazareth Primary	58	58	66	80	51	56	55	0	0	0	0	0	424
		Ngololweni High	0	0	0	0	0	0	0	87	52	31	17	22	209
		Ngololweni Primary	41	47	48	54	66	61	50	0	0	0	0	0	367
		Nhletjeni High	0	0	0	0	0	0	0	121	115	106	182	95	619
		Nkhungwini High	0	0	0	0	0	0	0	55	45	22	66	32	220
		Nkhungwini Primary	60	45	57	50	50	32	31	0	0	0	0	0	325
		Phongolwane Primary	63	58	79	72	66	71	69	0	0	0	0	0	478
		Velebantfu High	0	0	0	0	0	0	0	85	94	31	78	66	354
		Velebantfu Primary	53	47	67	63	59	62	41	0	0	0	0	0	392
		Ka-Mzila High	0	0	0	0	0	0	0	45	47	23	25	33	173
	Shiselweni I	Beersheba Primary	10	10	12	16	15	13	10	0	0	0	0	0	86
		Franson Christian High	0	0	0	0	0	0	0	102	75	58	117	57	409
		Franson Christian Primary	31	37	38	41	54	42	39	0	0	0	0	0	282

		Galile B.E.A. Primary	46	23	31	26	30	33	30	0	0	0	0	0	219
		Mantambe High	0	0	0	0	0	0	0	50	32	14	38	29	163
		Mantambe Primary	46	52	56	47	35	26	29	0	0	0	0	0	291
		Manyandzeni Primary	19	17	22	15	17	13	11	0	0	0	0	0	114
		Masiphula Primary	31	24	41	30	44	45	22	0	0	0	0	0	237
		Mizper Primary	29	26	31	26	19	16	9	0	0	0	0	0	156
		Our Lady of Sorrows High	0	0	0	0	0	0	0	106	94	80	93	60	433
		Our Lady of Sorrows Primary	46	46	41	46	47	37	38	0	0	0	0	0	301
		Paradise Primary	17	12	14	14	10	0	0	0	0	0	0	0	67
		St. Anselm's Primary	30	17	30	25	27	30	20	0	0	0	0	0	179
		St. Juliana's Primary	25	32	30	26	30	30	20	0	0	0	0	0	193
		Themba Primary	16	11	15	10	11	9	4	0	0	0	0	0	76
		Welcome Primary	16	18	13	12	15	6	3	0	0	0	0	0	83
	Shiselweni II	Edoropeni High	0	0	0	0	0	0	0	100	39	41	80	24	284
		Edoropeni Primary	84	82	75	101	90	68	64	0	0	0	0	0	564
		Edulini Primary	27	27	18	21	23	10	12	0	0	0	0	0	138
		Edwaleni High	0	0	0	0	0	0	0	203	143	87	164	95	692
		Edwaleni Primary	83	76	74	105	108	82	68	0	0	0	0	0	596
		Etjedze Primary	45	36	30	41	26	28	23	0	0	0	0	0	229
		Evelyn Baring High	0	0	0	0	0	0	0	196	209	163	271	192	1,031
		Evelyn Baring Primary	115	115	106	110	100	112	73	0	0	0	0	0	731
		Galilee Community Primary	25	41	30	35	22	29	13	0	0	0	0	0	195
		Madulini High	0	0	0	0	0	0	0	76	86	53	41	20	276
		Madulini Primary	75	52	74	85	57	66	29	0	0	0	0	0	438
		Mhlaba Nazarene Primay	27	22	31	24	29	23	8	0	0	0	0	0	164
		Mhlanga Methodist Primary	66	61	72	66	77	58	42	0	0	0	0	0	442
		Mkhondvo Primary	75	50	70	92	44	45	45	0	0	0	0	0	421
		Ngwane Practising Primary	142	140	129	140	127	121	81	0	0	0	0	0	880
		Nhlangano Central High	0	0	0	0	0	0	0	212	175	83	147	110	727
		Nhlangano Central Primary	170	176	199	187	196	200	149	0	0	0	0	0	1,277
		Nkhulungo Primary	43	27	41	31	31	28	21	0	0	0	0	0	222
		Nsongweni High	0	0	0	0	0	0	0	141	94	66	104	64	469
		Nsongweni Primary	86	94	118	113	115	118	65	0	0	0	0	0	709
		Sibovu (Shiselweni) Primary	31	25	38	44	42	24	48	0	0	0	0	0	252
		Single Tree Primary	46	52	52	55	60	67	59	0	0	0	0	0	391
		Sokhonjiwe High	0	0	0	0	0	0	0	69	97	21	37	12	236
	Sigwe	Ekujabuleni /Langolotjeni Primary	50	41	85	63	52	42	41	0	0	0	0	0	374
		Elulakeni High	0	0	0	0	0	0	0	170	153	63	86	42	514
		Elulakeni Primary	108	99	131	118	150	157	111	0	0	0	0	0	874

		Mahlabatsini B.E.A. Primary	29	28	42	40	42	38	32	0	0	0	0	0	251
		Mahlabatsini Deccapol Primary	47	56	49	67	80	55	44	0	0	0	0	0	398
		Makhava Secondary	0	0	0	0	0	0	0	50	45	38	35	18	186
		Makhava Primary	34	33	45	43	36	32	36	0	0	0	0	0	259
		Mbava Primary	40	32	51	47	43	49	29	0	0	0	0	0	291
		Mngayi Primary	36	32	44	50	27	37	21	0	0	0	0	0	247
		Mpakeni High School	0	0	0	0	0	0	0	41	63	44	36	27	211
		Mpakeni Primary	50	49	44	60	57	63	47	0	0	0	0	0	370
		Ndunayithini High	0	0	0	0	0	0	0	85	99	29	50	14	277
		Nyatsini Primary	37	32	38	35	41	37	26	0	0	0	0	0	246
	Somntongo	Emthonjeni Primary	27	30	47	27	21	24	22	0	0	0	0	0	198
		Etjeni Primary	43	50	32	48	33	45	30	0	0	0	0	0	281
		Ezindwendweni High	0	0	0	0	0	0	0	133	132	101	67	25	458
		Ezindwendweni Primary	54	47	57	47	55	64	33	0	0	0	0	0	357
		Lavumisa Primary	72	58	93	31	93	57	45	0	0	0	0	0	449
		Mgampondo Primary	59	64	71	69	64	94	47	0	0	0	0	0	468
		Mlindazwe Primary	77	70	84	63	62	44	28	0	0	0	0	0	428
		Mthunzini/Mahlaba Primary	47	42	36	62	51	37	43	0	0	0	0	0	318
		Ndabazewe High	0	0	0	0	0	0	0	66	51	38	33	22	210
		Nsubane Primary	31	29	38	33	30	20	17	0	0	0	0	0	198
		Siphondo Primary	12	13	19	21	18	15	18	0	0	0	0	0	116
		Mncikazi High School	0	0	0	0	0	0	0	21	4	0	0	0	25
	Zombodze	Chibidze A.M.E. Primary	18	31	43	33	32	25	18	0	0	0	0	0	200
		Ekuthuleni High	0	0	0	0	0	0	0	94	92	48	88	47	369
		Ekuthuleni Primary	49	59	53	68	73	71	44	0	0	0	0	0	417
		Eqinisweni Primary	131	141	158	152	156	175	83	0	0	0	0	0	996
		Mabamba Primary	15	15	19	17	22	19	14	0	0	0	0	0	121
		Makhonza High	0	0	0	0	0	0	0	199	115	65	100	29	508
		Makhonza Primary	79	61	71	55	87	66	53	0	0	0	0	0	472
		Ndvungunye Primary	20	22	35	20	10	10	4	0	0	0	0	0	121
		Ngwane Central Primary	97	87	78	88	95	91	52	0	0	0	0	0	588
		Ngwane High	0	0	0	0	0	0	0	161	145	141	187	185	819
		Othandweni Primary	61	49	42	58	65	69	27	0	0	0	0	0	371
Shiselweni Total			6,939	6,522	7,466	7,840	7,441	6,966	5,268	5,753	5,125	3,267	4,726	2,824	70,137

POST-SECONDARY, TVET, HIGHER EDUCATION LEVEL

MANZINI INDUSTRIAL TRAINING CENTRE

Table 136: Enrolment by Sex, and Faculty, 2016

Faculty/Department	Females	Males	Total
Agriculture	9	5	14
Auto Electrical	1	17	18
Building	0	11	11
Carpentry	2	12	14
Electrical	3	20	23
Metalwork	0	26	26
Motor Mechanic	2	48	50
Panel Beating and Spray Painting	1	17	18
Plumbing	7	47	54
Upholstery	8	7	15
Total	33	210	243

Table 138: Teaching Staff by Sex and Faculty, 2016

Faculty/Department	Females	Males	Total
Agriculture	0	2	2
Building	0	2	2
Carpentry	0	3	3
Electrical	0	2	2
Metalwork	1	1	2
Motor Mechanic	0	2	2
Panel Beating and Spray Painting	0	2	2
Plumbing	0	2	2
Upholstery	1	3	2
Auto Electrical	0	2	2
Total	2	20	22

Table 137: Graduates by Sex and Faculty, 2016

Faculty	Female	Male	Total
Agriculture	13	12	25
Carpentry and Joinery	0	9	9
Electricity Engineering	2	22	24
Metalwork	1	17	18
Motor Mechanics	4	24	28
Plumbing	1	20	21
Total	21	104	125

Table 138: Non-Teaching Staff by Sex, 2016

	Females	Males	Total
Non-Teaching Staff	6	6	12

NHLANGANO INDUSTRIAL TRAINING CENTRE

Table 140: Enrolment by Sex and Faculty, 2017

Faculty	Female	Male	Total
Agriculture	13	12	25
Carpentry and Joinery	0	10	10
Electricity Engineering	2	22	24
Metalwork	1	17	18
Motor Mechanics	4	25	29
Plumbing	1	20	21
Total	21	106	127

Table 141: Graduates by Sex and Faculty, 2017

Faculty	Female	Male	Total
Agriculture	13	12	25
Carpentry and Joinery	0	9	9
Electricity Engineering	2	22	24
Metalwork	1	17	18
Motor Mechanics	4	24	28
Plumbing	1	20	21
Total	21	104	125

Table 142: Teaching Staff by Faculty and Sex, 2016

Faculty	Female	Male	Total
Agriculture	0	2	2
Carpentry and Joinery	0	2	2
Electricity Engineering	0	2	2
Metalwork	0	2	2
Motor Mechanics	0	2	2
Plumbing	0	1	1
Entrepreneurship	2	0	2
Total	2	11	13

Table 143: Non-Teaching Staff by Sex, 2017

	Female	Male	Total
Non-Teaching Staff	6	6	12

SITEKI INDUSTRIAL TRAINING CENTRE

Table 144: Enrolment by Faculty and Sex, 2017

Faculty	Female	Male	Total
Agriculture	8	10	18
Arts and Crafts	11	0	11
Building	0	0	0
Carpentry	11	0	11
Metalwork	2	18	20
Motor Mechanics	1	33	34
Total	33	72	105

Table 145: Graduates by Faculty and Sex, 2017

Faculty	Female	Male	Total
Agriculture	6	10	16
Arts and Crafts	0	5	5
Building	0	11	11
Carpentry	0	10	10
Metalwork	1	17	18
Motor Mechanics	1	28	29
Total	8	81	89

Table 146: Teaching Staff by Faculty and Sex, 2017

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

Table 147: Non-Teaching Staff by Sex, 2017

	Female	Male	Total
Non-Teaching	3	2	5

VOCTIM (GWAMILE)

Table 148: Enrolment by Faculty and Sex, 2017

Faculty/Department	Females	Males	Total
Automotive Engineering	4	45	49
Building and Construction	22	19	21
Commercial	36	25	61
Electrical	2	24	26
Mechanical Engineering	2	37	39
Woodwork	1	10	11
Total	47	160	207

Table 149: Graduates by Faculty and Sex, 2017

Faculty/Department	Females	Males	Total
Automotive Engineering	4	44	48
Building and Construction	2	19	21
Commercial	25	15	40
Electrical	2	24	26
Mechanical Engineering	4	0	0
Woodwork	0	0	0
Total	33	102	135

Table 150: Teaching Staff by Faculty and Sex, 2017

Faculty/Department	Females	Males	Total
Automotive Engineering	0	6	6
Building and Construction	0	4	4
Commercial	5	2	7
Electrical	1	4	5
Mechanical Engineering	1	7	8
Woodwork	0	4	4
Total	7	27	34

Table 151: Non-Teaching Staff, 2017

	Female	Male	Total
Non-Teaching	39	23	62

SWAZILAND COLLEGE OF TECHNOLOGY

Table 152: Enrolment by Faculty and Sex, 2017

Faculty	Female	Male	Total
Building and Civil Engineering			259
Education			219
Information Communication and Tech.			101
Engineering and Science			247
Business Administration			303
Total			1,129

Table 154: Teaching Staff, Faculty and Sex, 2017

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	8	8
Automotive Engineering	0	5	5
Business Administration	9	3	12
Total	14	51	65

Table 153: Graduates by Faculty and Sex, 2017

Faculty	Female	Male	Total
Building and Civil Engineering	9	50	59
Education	25	62	87
Information Communication and Tech.	3	25	28
Engineering and Science	13	57	70
Business Administration	42	33	75
Total	227	92	319

Table 155: Non-Teaching Staff 2017

	Female	Male	Total
Non-teaching staff	64	58	122

LIMKOKWING UNIVERSITY OF TECHNOLOGY

Table 156: Enrolment by Faculty and Sex, 2017

Faculty	Female	Male	Total
Design and Innovation	84	303	387
Communication and Media	403	220	623
Business and Globalisation	437	294	731
Information Technology	174	459	633
Total	1,098	1,276	2,374

Table 157: Graduates by Faculty and Sex, 2017

Faculty	Female	Male	Total
Design and Innovation	40	128	168
Communication and Media	137	65	202
Business and Globalisation	191	97	288
Information Technology	53	117	170
Total	421	407	828

Table 158: Teaching Staff by Faculty and Sex, 2017

Faculty	Female	Male	Total
Design and Innovation	6	8	14
Communication and Media	9	6	15
Business and Globalisation	12	9	21
Information Technology	4	9	13
Total	31	32	63

Table 159: Non-Teaching Staff, 2017

	Female	Male	Total
Non-teaching staff	25	20	45

SOUTHERN AFRICA NAZARENE UNIVERSITY

Table 160: Enrolment by Faculty and Sex, 2017

Faculty	Female	Male	Total
Education	923	519	1442
Health Science	330	269	599
Theology	32	51	83
Total	1,285	839	2,124

Table 161: Graduates by Faculty and Sex, 2017

Faculty	Female	Male	Total
Education	54	56	110
Health Science	47	41	88
Theology	0	7	7
Total	101	104	205

Table 162: Teaching Staff by Faculty and Sex, 2017

Faculty	Female	Male	Total
Education	27	12	39
Health Science	7	16	23
Theology	2	6	8
Total	36	34	70

Table 163: Non-teaching staff by Sex, 2017

	Female	Male	Total
Non-teaching staff	38	36	74

NGWANE TEACHER TRAINING COLLEGE

Table 164: Enrolment by Faculty and Sex, 2017

Faculty	Female	Male	Total
PTD 1	144	104	248
PTD 2	161	114	275
Total	305	218	523

Table 165: Teaching Staff by Faculty and Sex, 2017

Faculty	Female	Male	Total
Pure Sciences	5	9	14
Languages	10	3	13
Social Sciences	7	0	7
Applied Sciences	6	4	10
Practical Art	0	0	0
ECCE	8	2	10
Total	36	18	54

Table 166: Graduates by Faculty and Sex, 2017

Faculty	Female	Male	Total
Pure Sciences	25	33	58
Languages	22	12	34
Social Sciences	24	18	42
Applied Sciences	58	11	69
Practical Arts	97	2	99
Total	226	76	302

Table 167: Non-teaching staff by Sex, 2017

	Female	Male	Total
Non-teaching staff	38	36	74

WILLIAM PITCHER COLLEGE

Table 168: Enrolment by Programme and Sex, 2017

Faculty	Female	Male	Total
Primary Teachers Diploma	76	105	181
Secondary Teachers Diploma	155	137	292
Total	231	242	473

Table 169: Graduates by Programme and Sex, 2017

Faculty	Female	Male	Total
Primary Teachers Diploma	25	30	55
Secondary Teachers Diploma	31	35	74
Total	56	65	121

Table 170: Teaching Staff by Faculty and Sex, 2017

Faculty	Female	Male	Total
Admin	1	1	2
Languages	9	4	13
Education	5	2	7
Practical Arts	4	4	8
Social Studies	6	4	10
Sciences	7	10	17
Applied Science	4	2	6
Total	36	27	63

Table 171: Non-Teaching Staff by Sex, 2017

	Female	Male	Total
Non-Teaching Staff	29	42	71

ESWATINI CHRISTIAN UNIVERSITY (ECU)

Table 172: Enrolment by Faculty and Sex, 2017

Faculty	Female	Male	Total
Nursing	28	9	37
Pharmacy	17	10	27
Medical Laboratory	14	9	23
Radiography	6	7	13
Computer Science	2	11	13
Social Work	13	12	25
Psychology	17	7	24
Total	97	65	162

Table 174: Graduates by Faculty and Sex, 2017

Faculty	Female	Male	Total
Nursing	57	14	71
Pharmacy	28	14	42
Medical Laboratory	16	3	19
Radiography	7	13	20
Computer Science	0	0	0
Social Work	0	0	0
Psychology	22	3	25
Total	130	47	177

Table 173: Teaching Staff by Faculty and Sex, 2017

Faculty	Female	Male	Total
Nursing	7	1	8
Pharmacy	2	5	7
Medical Laboratory	2	8	10
Radiography	2	1	3
Computer Science	0	7	7
Social Work	3	0	3
Psychology	6	2	8
Total	22	24	46

Table 175: Non-teaching Staff, by Sex 2017

	Female	Male	Total
Non-Teaching Staff	20	11	31

UNIVERSITY OF ESWATINI (UNESWA)

Table 176: Enrolment by Faculty and Sex, 2017

Faculty	Female	Male	Total
Agriculture	638	683	1,321
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	211	462
IDE	1107	560	1,667
Total	3571	2921	6,492

Table 177: Graduates by Faculty and Sex, 2017

Faculty	Female	Male	Total
Agriculture	123	119	242
Commerce	48	40	88
Education	48	41	89
Health Science	78	57	135
Humanities	33	8	41
Science	29	42	71
Social Science	36	23	59
IDE	372	153	525
IPGS	"	"	"
Total	790	501	1,291

Table 178: Teaching Staff by Faculty and Sex, 2017

Faculty	Female	Male	Total
Agriculture	17	46	63
Commerce	6	11	17
Education	15	20	35
Health Science	24	16	40
Humanities	19	22	41
Science & Engineering	7	53	60
Social Science	22	9	31
IDE	6	11	17
IPGS			
Total	117	189	306

Table 179: Non-Teaching Staff, by Sex 2017

	Female	Male	Total
Non-Teaching	32	38	70

SEBENTA

Table 180: NUPE and Skills Classes 2017

SNI Regions	SNI Learners												
	Basic SiSwati	Basic English	Post	NUPE	Grade 7	JC	SGCSE	Brick laying	Carpentry	Computer	Sewing	Total	Learners under 18
Mbabane	54	62	21	39	31	0	0	8	12	8	43	278	134
Piggs Peak	70	35	14	0	0	23	23	0	0	0	53	218	2
Manzini	117	102	40	77	52	0	0	0	0	0	43	431	76
Sidvokodvo	78	23	20	7	32	0	0	0	0	0	41	201	3
Hluthi	151	93	42	0	0	0	0	0	0	0	96	382	2
Nhlangano	64	63	23	0	6	0	0	0	0	48	15	219	3
Siteki	459	200	30	23	20	0	0	0	0	0	117	849	13
Big Bend	187	100	50	6	6	0	0	0	0	0	14	363	33
Mankayane	119	94	60	23	16	46	50	0	0	0	101	509	22
Total	1299	772	300	175	163	69	73	8	12	56	523	3450	288

Table 181: SNI Learners below 18 years 2017

SNI Regions	Learners Below 18												Total
	Basic SiSwati		Basic English		Post Basic English		NUPE		Grade 7		Sewing		
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	
Mbabane	8	12	35	29	4	2	7	3	15	17	0	2	134
Piggs Peak	0	0	0	0	0	0	1	1	0	0	0	0	2
Manzini	2	0	17	23	0	0	0	1	16	17	0	0	76
Sidvokodvo	0	0	3	0	0	0	0	0	0	0	0	0	3
Hluthi	0	0	0	2	0	0	0	0	0	0	0	0	2
Nhlangano	2	1	0	0	0	0	0	0	0	0	0	0	3
Siteki	1	3	1	3	0	0	0	0	0	0	0	5	13
Big Bend	9	6	9	6	0	0	0	3	0	0	0	0	33
Mankayane	1	2	3	0	0	0	10	6	0	0	0	0	22
Total	23	24	68	63	4	2	18	14	31	34	0	7	288

Indicators for the Sector

This section will present some educational indicators that have been derived from the EMIS Annual Education Census database. An attempt will also be made to explain and interpret some of the indicators and their implications to the performance of the system. The report will present some of the nationally defined indicators, some are derived from the globally defined indicators and have been adopted by the United Nations under the EFA, MDG and SGS agendas. Indicators are important because they give an indication of the country's performance towards its own agenda. The analysis will also include regional and global agendas.

The Kingdom of Eswatini adopted three indicators for the Education **Sector**; these are namely, the Net Enrolment Rates (NER), the Completion rates and Pupil and Teacher ratios. These three indexes form the Eswatini Development Index (EDI). **(EDI) for the Education** will also be presented in this section. All indicators derived from ages of pupils will be based on the figures from the National Statistical Office of Eswatini, i.e. 2017 Census. Caution should be taken when sourcing data on indicators from other sources as they may not use the same population figures. There will also be an attempt to present the indicators by Region and Sex. It is important to note that although population figures are accurate in terms of regions, in Eswatini children are free to enrol anywhere in Swaziland thus regional indicators may at times appear exaggerated, especially rates >100%.

1.0 Intake Rate

1.1 Apparent Intake Rate (AIR)

Apparent Intake Rate indicate the proportion of new entrants as a function of the official entry age. This includes new entrants who are 'out of official age', not aged 6 years. The AIR for the country is above 100%, which suggested that the country does have capacity to absorb all the appropriately aged children.

Table181: Apparent Intake Rate, 2014 – 2017 Primary

Year	Hhohho		Hhohho	Lubombo		Lubombo	Manzini		Manzini	Shiselweni		Shiselweni	National		TOTAL
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2014	103.7%	103.3%	103.5%	104.6%	108.7%	106.7%	114.0%	115.3%	114.7%	123.3%	119.2%	121.2%	110.6%	111.1%	110.9%
2015	97.2%	97.6%	97.4%	102.6%	107.9%	105.3%	110.6%	112.5%	111.6%	117.5%	115.8%	116.6%	106.2%	107.7%	107.0%
2016	91.3%	88.4%	89.8%	95.6%	96.7%	96.1%	102.6%	105.9%	104.3%	110.4%	114.3%	112.4%	99.2%	100.3%	99.8%
2017	103.6%	106.7%	105.2%	112.1%	115.3%	113.7%	112.8%	115.6%	114.2%	109.8%	109.1%	109.4%	109.4%	111.7%	110.6%

Apparent intake rates exceed 100 percent implied that the total enrolment of new entrants in grade exceeds the number of children aged 6 in the population. This meant more than 10 percent are out of age, most probably over aged. It also suggested that the country has capacity to enrol all the appropriately aged children.

1.2 Net Intake Rate (NIR)

Net Intake Rates indicate the number of **appropriately aged pupils** (aged 6) that were enrolled in grade. It is a measure of adherence to policy and also indicated how many children enter at the right official time - eligible. NIR less than 50% suggested that less than half of those who entered the system were of the appropriate age. It confirms the notion that more than half of the pupils are overaged for the grade. This figure could improve if the Ministry could adhere to its FPE Act, i.e. limit the ages from 6 to 9 years to enter grade 1 and also allow children aged five years nine months to enrol.

Table 182: Net Intake Rate, 2014 – 2017 Primary

Year	Hhohho		Hhohho	Lubombo		Lubombo	Manzini		Manzini	Shiselweni		Shiselweni	National		TOTAL
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2014	46.3%	41.1%	43.6%	48.2%	44.9%	46.5%	49.1%	44.4%	46.7%	59.5%	55.4%	57.4%	50.0%	45.6%	47.8%
2015	38.9%	37.3%	38.1%	41.6%	41.4%	41.5%	41.4%	38.7%	40.0%	53.9%	47.9%	50.8%	43.0%	40.6%	41.8%
2016	39.4%	34.4%	36.8%	43.9%	42.6%	43.3%	41.5%	38.8%	40.1%	58.5%	57.1%	57.8%	44.5%	41.7%	43.1%
2017	44.3%	43.4%	43.8%	51.3%	49.1%	50.2%	42.9%	40.6%	41.7%	54.9%	47.7%	51.2%	47.5%	44.6%	46.1%

2.0 Enrolment Rate

2.1 Gross Enrolment Rate Primary

Gross Enrolment Rate represents the total number of pupils enrolled in primary schools as per the number of primary aged children who are official (legible) age in the population. This means children aged 6 to 12 years of age. A GER of more than 100% suggested that there was enough capacity to enrol all children who are legible age. With a national GER =131%, it suggested that all factors being equal, that more than 30 percent of the primary enrolled children are out of age, most probably overaged.

Table 183: Gross Enrolment Rate Primary by Region, Sex and Year, 2014 - 2017

Year	Hhohho		Hhohho	Lubombo		Lubombo	Manzini		Manzini	Shiselweni		Shiselweni	National		TOTAL
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2014	124.7%	133.7%	129.3%	131.7%	143.2%	137.5%	152.0%	139.6%	145.3%	127.3%	135.9%	131.7%	128.3%	138.0%	133.2%
2015	122.8%	131.5%	127.2%	130.8%	141.5%	136.2%	131.5%	139.7%	135.6%	130.0%	137.7%	134.0%	128.6%	137.4%	133.1%
2016	118.6%	124.8%	121.8%	127.8%	137.5%	132.7%	131.0%	138.2%	134.7%	130.9%	137.4%	134.3%	126.8%	134.1%	130.5%
2017	118.2%	129.1%	123.7%	134.4%	149.0%	141.7%	128.6%	138.4%	133.5%	121.0%	134.6%	127.7%	125.2%	137.1%	131.2%

2.2 Gross Enrolment Rate Secondary

For secondary level indicators lower secondary and high school have been combined. The table indicated a GER<100% which meant that secondary levels are under enrolled fewer children access secondary levels. It also implied that there might not be enough capacity to enrol all appropriately aged children i.e. 13 to 17. This means there is need for expansion in this sub sector, if the sustainable development goals are to be achieved. It is however encouraging that GER increased from 80.7% to 88.5% in the last two years, this is quite substantial. The regional discrepancies are minimal, but generally data shows migration to Hhohho and Manzini the urban regions which might be perceived to have more secondary level access than the other two regions. It may also suggest that the nation perceived urban schools as offering a more quality education those rural schools.

Table 184: Gross Enrolment Rate Secondary (ALL) by Region, Sex and Year, 2014 – 2017.

Year	Hhohho		Hhohho	Lubombo		Lubombo	Manzini		Manzini	Shiselweni		Shiselweni	National		TOTAL
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2014	79.0%	83.6%	81.2%	70.7%	73.2%	71.9%	69.2%	72.0%	70.6%	74.4%	77.1%	75.8%	73.3%	76.5%	74.9%
2015	83.3%	85.6%	84.4%	73.3%	75.1%	74.2%	73.6%	76.7%	75.1%	76.9%	77.2%	77.1%	76.9%	78.9%	77.9%
2016	85.1%	86.8%	85.9%	76.0%	77.3%	76.6%	80.1%	82.0%	81.0%	77.3%	77.8%	77.6%	80.0%	81.4%	80.7%
2017	93.9%	91.3%	92.6%	84.7%	86.0%	85.3%	89.7%	87.7%	88.7%	87.2%	84.2%	85.6%	89.4%	87.7%	88.5%

Table 185: Pupil Aged 13-22 Enrolled at Primary and Lower Secondary 2017

To highlight the concern about repetition and over agedness the table shows the number of lower secondary aged pupils enrolled at primary and lower secondary levels.

Age	13	14	15	16	17	18	19	20	21	22
Primary	23,002	16,525	11,137	7,210	5,046	2,297	1,076	479	193	101
Secondary	3,096	8,325	12,824	15,190	18,286	15,910	12,857	8,836	6,210	3,924

The dilemma of basic education is indicated above. Due to over agedness at primary levels contributed to by (i) late entrants into schools and (ii) repetition the system has more than 64% of lower secondary aged pupils enrolled at primary levels. In fact the classes from Form 1 to Form 3 are taken up by pupils who should be at senior secondary levels. To attain the SDGs on access, these pupils should move up the ladder and that has to begin at primary levels. There are pupils who ought to go at senior secondary and even higher education still trapped at primary levels. At this day in age with more than 11 years of FPE this should not be the case.

2.3 Net Enrolment Rate Primary

This is one of the nationally adopted indicators under the Eswatini Development Index. It is a globally defined indicator which shows the coverage of the education system. A high NER indicates that most of the children who ought to be in school are indeed enrolled. The country achieved a high NER of 95.7 in 2015, it has successfully managed to sustain it at an average of 94% over the period. The slight drops can be attributed to population dynamics, as population growth does not follow a defined trend. Data suggested a dropping enrolment figures, these indicators then suggest that even the population may be following a similar trend. Achieving an NER of 100% maybe a challenge, and almost impossible as in any system or country there are children who may never enrol for a variety of reasons. An NER of 94% suggest about 6% of the official aged population is not enrolled in primary schools. A small proportion may be enrolled at secondary levels, non-formal education or in Early Childhood Programmes. The 6% are 'Out of School Children'; these are children who despite the FPE are not in formal school. This figure has remained the same over the period which may suggest that the Ministry and communities have not made enough effort to bring back these children and enrol them. NER for Manzini has remained relatively high suggesting a migratory pattern where children from other regions could be enrolling under Manzini region, or a possible mis-match between the Ministry's regional borders and that of the Central Statistics Office where schools fall on boundaries. The fact on the ground is that there are more children migrating to the region for a variety of reasons, could be perceived better schools, following their parents who work in the cities and industrial areas etc. the fact is in Eswatini pupils do migrate to other regions for their education whatever the reason.

Table 186: Net Enrolment Rate Primary by Region, Sex and Year 2014 - 2017

Year	Hhohho		Hhohho	Lubombo		Lubombo	Manzini		Manzini	Shiselweni		Shiselweni	National		TOTAL
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2014	92.8%	91.2%	92.0%	92.5%	94.1%	93.3%	114.1%	96.7%	104.6%	94.2%	92.2%	93.2%	94.4%	93.7%	94.0%
2015	91.9%	89.7%	90.8%	91.0%	94.5%	92.8%	99.6%	98.3%	99.0%	95.7%	92.5%	94.1%	94.8%	93.9%	94.3%
2016	89.1%	85.7%	87.4%	90.4%	90.7%	90.5%	99.2%	98.0%	98.6%	101.6%	100.6%	101.0%	94.9%	93.4%	94.1%
2017	90.0%	89.6%	89.8%	96.3%	99.4%	97.8%	97.8%	98.2%	98.0%	89.5%	91.2%	90.3%	93.5%	94.5%	94.0%

2.4 Net Enrolment Rate Secondary

The AEC data reported that a lot of lower secondary aged children who are still enrolled at primary levels. Enrolment rates at secondary levels are not likely to improve unless the internal efficiencies at primary are improved. More than 64% of lower secondary aged children are either enrolled at primary levels or not attending school. One of the recently adopted indicators is achievement of Universal Basic Education by 2030, this means the NER should be increased from the current levels (46.3%) to above 95%. This demands a major revamping and refocusing of the education sub sector. This may require not only increasing access in formal secondary schools but may also

include diversification of the curriculum (career path/channels). Development of a TVET option may allow more secondary aged children to come back to school, and may also curb the dropping out of more than 8000 pupils at grade 6. The pupils who disappear in grade 6 maybe contributing to the low enrolment rates at secondary levels. It is important to note that these children erode the gains which are to be attributed to the FPE, resulting in increased enrolment at higher levels. The system needs to retain the 8000 to attain Universal Basic Education, if not the country will never achieve the SDGs on access.

Table 187: Net Enrolment Rate Secondary (ALL) by Region, Sex and Year 2014 – 2017

Year	Hhohho		Hhohho	Lubombo		Lubombo	Manzini		Manzini	Shiselweni		Shiselweni	National		TOTAL
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2014	50.6%	42.9%	46.8%	42.2%	32.9%	37.6%	44.9%	35.8%	40.5%	42.2%	33.6%	37.9%	45.3%	36.6%	41.0%
2015	51.5%	41.1%	46.4%	40.4%	35.2%	37.8%	45.6%	40.2%	43.0%	42.7%	33.0%	37.9%	45.5%	37.8%	41.7%
2016	52.4%	42.0%	47.2%	42.4%	32.8%	37.6%	50.0%	40.5%	45.3%	41.4%	32.1%	36.7%	47.2%	37.5%	42.4%
2017	58.0%	45.3%	51.6%	45.2%	34.2%	39.7%	55.3%	43.2%	49.3%	47.3%	35.2%	41.1%	52.3%	40.3%	46.3%

Table 188: Net Enrolment Rate Secondary (Lower), by Region, Sex and Year 2014 -2017

Year	Hhohho		Hhohho	Lubombo		Lubombo	Manzini		Manzini	Shiselweni		Shiselweni	National		Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	
2014	39.6%	28.9%	34.3%	29.8%	20.3%	25.1%	35.5%	23.8%	29.8%	29.8%	20.0%	24.9%	34.2%	23.6%	29.0%
2015	39.0%	26.4%	32.7%	25.0%	20.0%	22.5%	33.2%	25.1%	29.2%	29.0%	18.7%	23.8%	32.1%	23.0%	27.6%
2016	39.2%	26.2%	32.7%	29.0%	18.9%	23.9%	37.2%	25.1%	31.2%	27.9%	18.2%	23.0%	34.0%	22.6%	28.3%
2017	45.0%	30.6%	37.7%	29.8%	19.6%	24.7%	42.8%	29.0%	36.0%	33.1%	21.7%	27.3%	38.7%	26.0%	32.3%

A net enrolment rate of 32.3 percent at lower primary is further indication that very few lower secondary aged pupils are appropriately enrolled. This indicator should increase by close to three times to achieve universal basic education. Critically data suggests that more action is needed in the Lubombo and Shiselweni regions. It is encouraging that the rates are improving. As suggested earlier the 64 percent of pupils in primary, would have a huge impact if they move to secondary levels. It could improve both the Gross and Net enrolment rates substantially. This is not a policy matter only, it also needs an improvement in the quality of teaching/learning.

3.0 Sex Parity Index

Sex Parity Index is a measure to assess the progress towards sexequality in education access and opportunities for all. Its underlying purpose is to assess whether girls and females to have equal opportunities as their male counterparts. The most common indicator that is used in education is the gross enrolment ratio. Data indicated that GER Parity favoured boys slightly. However, NER Parity showed the opposite. This suggests that there are more legible girls enrolled than boys. It conforms that the system is laden which a lot of over aged boys. From an efficiency point of view it purports girls as more efficient in use of educational access and resources at primary levels.

Table 189: Sex Parity Primary (GER) 2014 – 2017

	Hhohho	Lubombo	Manzini	Shiselweni
2014	93.3%	92.0%	108.9%	93.7%
2015	93.4%	92.5%	94.2%	94.4%
2016	95.0%	92.9%	94.8%	95.3%
2017	91.6%	90.2%	92.9%	89.9%

Table 190: Sex Parity Primary (NER) 2014-2017

	Hhohho	Lubombo	Manzini	Shiselweni
2014	101.8%	98.3%	117.9%	102.2%
2015	102.5%	96.3%	101.3%	103.4%
2016	104.0%	99.7%	101.3%	101.0%
2017	100.3%	96.9%	99.6%	98.1%

4.0 Internal efficiency Indicators

4.1 Primary

The three indicators that are normally used to determine internal efficiency are promotion, repetition and dropout. These are also used to determine other indicators such as retention and survival.

Table 191: Promotion Rate Primary by Sex and Region

	Region	2015	2016	2017	Total
Female	Hhohho	86.2%	86.6%	88.2%	87.0%
	Lubombo	81.2%	80.9%	82.4%	81.5%
	Manzini	88.2%	89.1%	89.6%	89.0%
	Shiselweni	83.1%	84.8%	83.0%	83.6%
Female Total		85.0%	85.7%	86.3%	85.7%
Male	Hhohho	80.7%	81.7%	83.9%	82.1%
	Lubombo	77.9%	76.0%	78.0%	77.3%
	Manzini	84.0%	85.9%	85.2%	85.1%
	Shiselweni	77.4%	80.2%	77.8%	78.4%
Male Total		80.4%	81.4%	81.7%	81.2%
Grand Total		82.6%	83.5%	83.9%	83.3%

Table 192: Repetition Rate Primary by Sex and Region.

	Region	2015	2016	2017	Total
Female	Hhohho	12.0%	10.4%	8.0%	10.1%
	Lubombo	17.2%	16.5%	14.8%	16.2%
	Manzini	10.3%	8.4%	8.4%	9.0%
	Shiselweni	15.3%	12.6%	14.7%	14.2%
Female Total		13.3%	11.6%	11.0%	12.0%
Male	Hhohho	17.5%	15.1%	12.5%	15.0%
	Lubombo	20.3%	21.1%	19.5%	20.3%
	Manzini	14.3%	11.6%	12.5%	12.8%
	Shiselweni	20.9%	17.2%	20.0%	19.4%
Male Total		17.9%	15.8%	15.6%	16.4%
Grand Total		15.7%	13.8%	13.4%	14.3%

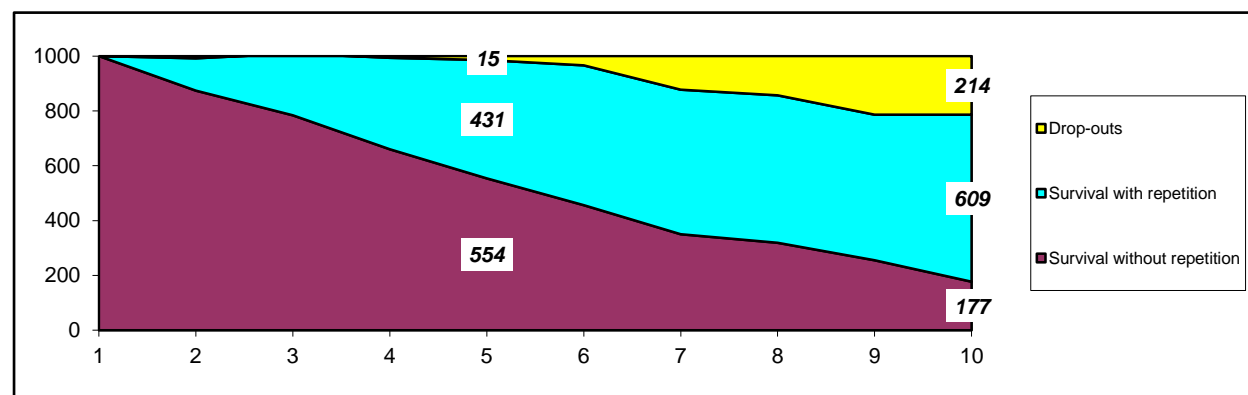
Table 193: Dropout Rate Primary by Sex and Region

	Region	2015	2016	2017	Total
Female	Hhohho	1.8%	3.0%	3.8%	2.9%
	Lubombo	1.6%	2.5%	2.8%	2.3%
	Manzini	1.6%	2.5%	2.0%	2.0%
	Shiselweni	1.6%	2.6%	2.3%	2.2%
Female Total		1.7%	2.7%	2.7%	2.3%
Male	Hhohho	1.8%	3.2%	3.6%	2.9%
	Lubombo	1.8%	2.9%	2.5%	2.4%
	Manzini	1.7%	2.5%	2.3%	2.2%
	Shiselweni	1.7%	2.6%	2.2%	2.2%
Male Total		1.8%	2.8%	2.7%	2.4%
Grand Total		1.7%	2.7%	2.7%	2.4%

The data on enrolment and repeaters is most often accurate. In deriving these internal efficiency indicators the Residual method was used. It assumes negligible numbers of restarters, this is because in most cases schools do not capture such pupils. If known they are coded as repeaters and if unknown they could be coded as new entrants. This is especially because pupils may transfer to another school for repetition purposes.

Repetition rates are dropping slowly over the period but nonetheless they are going down. These annual repetition rates affect the retention capacity of the system. It also reduces the number of pupils who complete the primary cycle without any repetition – survival rates are also compromised. This suggests a larger proportion of pupils complete primary education after having repeated at least once in their life.

Chart 40: Survival Rates from Grade 1 to Grade 10 (Basic Education)



The chart shows that about 21.4 percent of all pupils who entered grade 1 will never reach grade 10 (JC). About 60.9 percent will only reach after repeating. The data suggested that about 78.6 percent of the pupils survive to grade 10, i.e. complete basic education. However, data indicated that only 17.7 percent reach the end of basic education without repetition – in 10 years. This is a low internal efficiency contributed to by repetition.

4.2 Secondary

Table 194: Repetition Rate Secondary (ALL) by Sex and Region

Sex	Region	2015	2016	2017	Total
Female	Hhohho	13.1%	11.0%	10.7%	11.6%
	Lubombo	12.9%	13.6%	12.3%	12.9%
	Manzini	7.5%	7.4%	7.8%	7.6%
	Shiselweni	16.4%	17.5%	15.4%	16.4%
Female		12.1%	11.8%	11.1%	11.7%
Male	Hhohho	14.6%	12.6%	12.7%	13.3%
	Lubombo	13.9%	14.7%	14.4%	14.3%
	Manzini	8.2%	8.5%	9.0%	8.6%
	Shiselweni	17.2%	19.4%	16.6%	17.7%
Male		13.2%	13.3%	12.7%	13.1%
Total		12.7%	12.5%	11.9%	12.4%

Table 195: Promotion rate Secondary by Sex and Region

Sex	Region	2015	2016	2017	Total
Female	Hhohho	82.5%	84.5%	85.2%	84.0%
	Lubombo	82.5%	81.3%	82.2%	82.0%
	Manzini	88.3%	88.2%	88.4%	88.3%
	Shiselweni	77.9%	76.8%	77.9%	77.5%
Female		83.2%	83.3%	84.2%	83.6%
Male	Hhohho	82.1%	83.5%	83.6%	83.1%
	Lubombo	82.4%	80.4%	80.9%	81.2%
	Manzini	88.4%	88.1%	88.0%	88.2%
	Shiselweni	79.7%	75.5%	79.0%	78.1%
Male Total		83.4%	82.5%	83.5%	83.1%
Total		83.3%	82.9%	83.8%	83.4%

Table 196: Dropout Rate Secondary by Sex and Region

Sex	Region	2015	2016	2017	Total
Female	Hhohho	4.5%	4.5%	4.1%	4.4%
	Lubombo	4.6%	5.1%	5.5%	5.1%
	Manzini	4.2%	4.4%	3.8%	4.1%
	Shiselweni	5.7%	5.7%	6.7%	6.0%
Female		4.7%	4.8%	4.7%	4.8%
Male	Hhohho	3.3%	3.9%	3.7%	3.6%
	Lubombo	3.7%	4.9%	4.7%	4.4%
	Manzini	3.4%	3.4%	2.9%	3.3%
	Shiselweni	3.1%	5.1%	4.4%	4.2%
Male Total		3.4%	4.2%	3.8%	3.8%
Total		4.0%	4.5%	4.3%	4.3%

A higher incidence of dropout is witnessed at secondary levels when compared with primary. This is partly due to increased pregnancies at secondary levels.

5.0 Completion

5.1 Primary levels

For the completion rate, the AEC will use a proxy that has been approved by UNESCO to measure completion, i.e. the Gross Intake Ratio to the last grade of primary. This indicator is derived from the number of new entrants in grade 7 divided by the population of official age in the grade, 12 year olds.

Table 197: Gross Intake Rate the last grade of primary by Region, Sex and Year

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2014	93.6%	87.2%	90.4%	88.0%	83.3%	85.6%	90.5%	87.6%	89.0%	83.5%	79.6%	81.6%	89.3%	84.8%	87.1%
2015	97.2%	96.8%	97.0%	91.8%	86.9%	89.3%	101.4%	100.2%	100.8%	83.0%	78.8%	80.9%	94.3%	91.8%	93.0%
2016	103.2%	103.8%	103.5%	93.5%	88.1%	90.8%	112.8%	114.8%	113.8%	89.4%	83.7%	86.5%	101.1%	99.3%	100.2%
2017	105.7%	107.7%	106.7%	104.3%	100.1%	102.2%	117.7%	110.3%	113.9%	95.2%	89.6%	92.4%	106.6%	103.2%	104.9%

In 2017 census figures were used for the population. The data indicated completion rates exceeding 100 percent, which suggested an increase in the number of pupils reaching grade 7. This implied increased access into the last grade when compared to the previous years. It also highlighted the possibility of the population figures going down a bit – decreasing population. This meant even if enrolment figures did not change much, if the population decreased then completion rates would increase. This formula considers all pupils who reach grade 7, not necessarily those who complete the cycle. Another indicator the Gross Graduation Rate is also used as a proxy for completion. However, this indicator requires the number of graduates at primary which could be taken as those that reached primary. The rate would be higher because it would include even repeaters who graduate.

5.2 Secondary levels

Table 198: Gross Intake Rate the last grade of lower secondary by Region, Sex and Year

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2014	57.2%	60.0%	59.2%	51.7%	49.4%	51.5%	48.9%	53.1%	50.5%	48.4%	51.3%	50.4%	51.6%	54.5%	53.0%
2015	64.5%	62.8%	63.7%	58.0%	60.0%	59.0%	60.7%	65.2%	62.9%	53.5%	51.5%	52.5%	59.7%	60.5%	60.1%
2016	64.8%	67.6%	66.2%	59.7%	59.3%	59.5%	72.0%	73.1%	72.5%	53.7%	55.1%	54.4%	63.5%	64.8%	64.2%
2017	79.3%	68.8%	74.0%	69.2%	73.6%	71.3%	83.6%	82.2%	82.9%	65.2%	62.7%	63.9%	75.6%	72.4%	74.0%

At secondary the gross intake rates (completion rates) are below 100 percent. This suggested that the number of pupils reaching form 3 is less than the number of pupils of official age for form 3. This means not all are enrolled at lower secondary levels – low access to secondary levels. It is however to note the increase by 10 percent between 2016 and 2017 suggesting there are improvements in the sub sector.

6.0 Transition

Transition is measured for the purposes to determining the access from one cycle to a higher cycle. It's a measure of access, both in terms of progression and other factors like capacity of the higher level and/or factors that can act as barriers to access. In Eswatini, this can be a measure of the number of primary graduates who enrol in lower secondary.

Table 199: Transition Rate from Primary to Secondary, by Region, Sex and Year

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		Total
	Female	Male		Female	Male		Female	Male		Female	Male				
2015	100.7%	100.7%	100.7%	89.2%	94.3%	91.7%	91.3%	92.3%	91.8%	97.2%	94.2%	95.7%	94.7%	95.4%	95.0%
2016	99.3%	97.9%	98.6%	90.4%	94.0%	92.1%	89.3%	88.7%	89.0%	91.4%	90.7%	91.1%	92.7%	92.8%	92.8%
2017	100.6%	102.0%	101.3%	86.3%	89.4%	87.8%	83.7%	79.8%	81.7%	94.8%	93.9%	94.3%	91.0%	90.5%	90.7%

The data suggested that there is high transition from primary to secondary. This is expected because recent data has also noted that form 1 class is larger than grade 7 class. However, the fact that the rate is not above 100% indicate that the high enrolment figures in form 1 could be attributed to repeaters.

7.0 Pupil-Teacher Ratios

In Eswatini there are three broad groups of teachers, (i) those who are teachers (ALL), (ii) those who have trained in teaching, including those that could have trained for a different sub sector (iii) those that **are appropriately trained** for the sub sector they are teaching in. Essentially it mean the Ministry should focus on those who are appropriately trained for the sub sector.

Primary

Table 200: Pupil-Teacher Ratio Primary (All teaching staff)

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2014	30	29	27	25	28
2015	29	30	27	25	28
2016	28	29	27	25	27
2017	27	28	27	25	27
Total	28	29	27	25	27

Table 201: Pupil-Teacher Ratio Primary (Trained Teachers)

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2014	36	39	32	30	34
2015	34	39	31	29	33
2016	32	36	31	28	32
2017	30	34	30	28	30
Total	33	37	31	29	32

Table 202: Pupil-Teacher Ratio Primary (Appropriately Qualified Teachers)

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2014	42	46	37	34	39
2015	40	47	36	33	39
2016	37	44	36	32	37
2017	35	42	35	32	36
Total	39	45	36	33	38

The pupil teacher ratio is 1:38 which is just lower than the national benchmark of 1:40. This is not saying the country needs an additional number of teachers, but a need for more appropriately qualified teachers. Table shows a ratio 1:25 which suggests there are many more people within the teaching force who may not be adequately qualified to teach at primary levels or just qualified to teach for that matter. This suggests the Teaching Service Commission needs to replace unqualified teachers with qualified teachers.

Table 203: Proportion of Appropriately Qualified Primary Teachers by Region, Sex and Year

	Hhohho		Lubombo		Manzini		Shiselweni	
	Female	Male	Female	Male	Female	Male	Female	Male
2014	70.9%	29.1%	68.2%	31.8%	71.9%	28.1%	67.6%	32.4%
2015	70.0%	30.0%	67.8%	32.2%	71.8%	28.2%	67.9%	32.1%
2016	69.4%	30.6%	67.6%	32.4%	70.6%	29.4%	67.8%	32.2%
2017	68.7%	31.3%	67.9%	32.1%	70.7%	29.3%	66.6%	33.4%
Total	69.7%	30.3%	67.9%	32.1%	71.2%	28.8%	67.5%	32.5%

Data shows that the primary teaching force is still dominated by female teachers.

Secondary

Table 204: Pupil-Teacher Staff Ratio (Secondary)

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2014	17	16	15	15	16
2015	17	16	15	15	16
2016	16	15	16	14	15
2017	16	16	16	14	16
Total	17	16	16	15	16

Table 205: Pupil-Teacher Ratio Secondary (appropriately qualified)

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2014	22	22	21	20	21
2015	22	23	22	20	22
2016	22	21	23	20	22
2017	22	22	22	20	22
Total	22	22	22	20	22

At secondary levels the quality of teachers (appropriately trained) is slightly better in that all trained teachers are appropriately trained for the level. There are few incidences of teaching staff who possess no teacher training qualification (pedagogy) thus have been categorised as unqualified. The 1:22 ratio is within the accepted norms for the country, but may present a contradictory picture implying there are a lot more teachers than are needed. It is expected that teachers are generally more qualified at this level and the country produces a lot more than can be absorbed by the system.

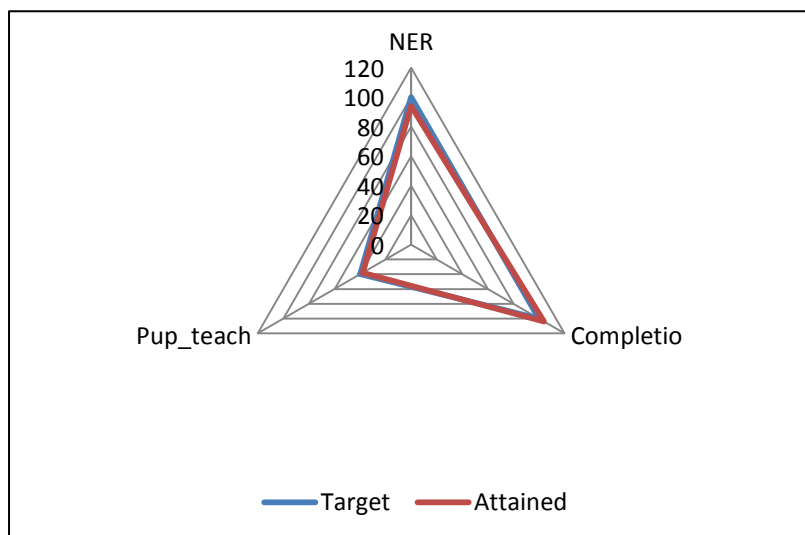
8.0 Other Indicators

8.1 Eswatini Development Index

Primary: The Government of Eswatini adopted and uses three of the above discussed indicators as the **Eswatini Development Index (EDI)**. An index is formed from more than one indicator, in Eswatini the indicators are (i) **NER** (iii) **Completion** (iii) **Pupil-Ratio**. The Ministry set itself a target for the index, namely an **NER=100%**, **Completion=100%** and a **Pupil-Teacher ratio of 1:40** for the primary level. For 2017 the index was:

(i) **NER =94%** (ii) **Completion =104.9%** (iii) **Pupil-Teacher ratio=1:38**

Chart 41: Eswatini Development Index: Primary



The figure indicates that the country has fared relatively well in the index, this is why the target and attained graphs appear to be in phase with each other. The NER is 94% which is relatively high. The level of its efficacy makes it a challenge to further improve on it. In the current environment it may be attained through compulsory primary education, i.e. all children of primary age be enrolled by Law. This however requires enforcement of the law, where defaulters will be taken to task. NER will never be the 100% in the current climate, which has been made worse by other barriers to access to education i.e. financial, socio-economic, religious, disabilities to name a few. In 2017 the population census gave a picture of a declining population.

The completion rates have exceeded 100 percent; this means the target is also achieved. This suggested that pupils do complete the cycle, even though some do after repeating along the way.

Although the ratio for appropriate qualified teachers is within the target, it still worries the Ministry that it has a lot more unqualified teachers in primary schools. This is an indicator that needs to be addressed as could be a major contributor to the high repetition rate at primary levels. The training of lower level teachers (grade 1 to 3) by the Ministry is a good effort to infuse qualified teachers at lower levels. This coupled with improved ECCDE programmes will certainly bear fruit in the long run. The number of grade zero classes need to be expanded to all primary schools especially rural schools.

Secondary: The EDI for the secondary levels.

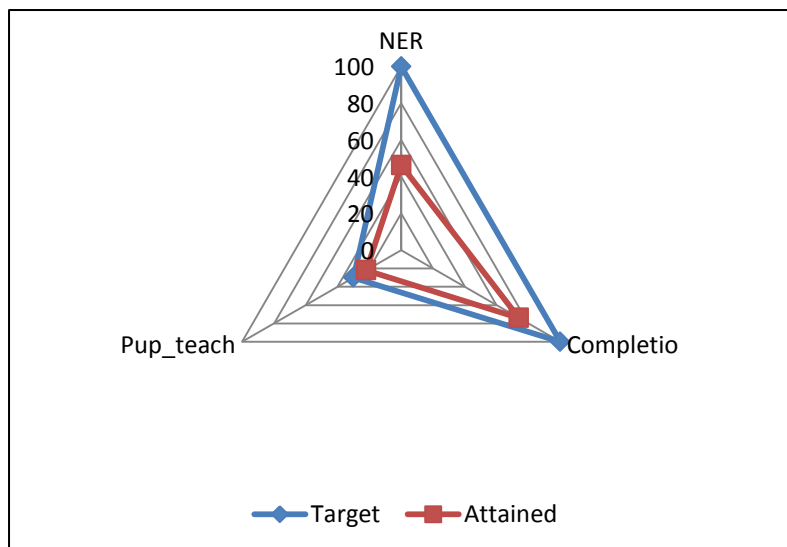
(i) **NER=46.3%**

(ii) **Completion=**

74%

(iii) **Pupil-Teacher ratio=22**

Chart 42: Eswatini Development Index: Secondary



The EDI for secondary education is not as favourable as the primary. The success at primary may be attributed to the FPE Programme. At secondary levels the net enrolment rate is far below the target value, and will not improve unless the secondary aged pupils enrolled at primary levels move to secondary. This improvement of internal efficiency needs the sector to look at repetition and other barriers which are trapping and also pushing out pupils from the primary level. The pupils do not enter secondary education. If we have fewer pupils accessing secondary education it is bound then that the completion rates for the sub sector are compromised. At 74% the completion rate, is not good and needs to be improved. The number of pupils at secondary levels is not adequate to have positive impact in enrolment rates and completion rates. The main priority for the sector is expanding access, increase the enrolment figures – allowing smooth flow through the primary sector.

Sustainable Development Goals Indicators: Goal 4

Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.1.2 Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education

The country will only be able to respond to one of the three listed attributes of these indicators. Eswatini takes part in the South and East African Consortium for Monitoring Educational Quality (SEACMEQ). This assessment is aligned to the end of primary only. The next SACMEQ study will be in 2020, however preparations for this study are at an advanced stage. If the country joins/funds the SACMEQ V Project, it will report on (b). Local Partners could also support this activity as it's quite costly. Going forward, the Ministry needs to create a National Assessment Unit that will undertake and administer learning assessments. This would be important under the new Competency Based Education curriculum.

4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)

4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)

4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)

4.1.6 Percentage of children over-age for grade (primary education, lower secondary education)

4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal Frameworks

All the indicators from 4.1.3 to 4.1.6 are in the EMIS and reported under the Annual Education Census. The country has the Free Primary Education Programme, which covers primary education only. However, this programme is not compulsory, i.e. there is legally tight instrument to make it compulsory. Secondary education is still not free. There is also the notion of free as opposed to state funded. FPE as state funded may meet the criteria.

Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex – **MOET will not have capacity to report on this indicator, but through cooperative work with the Ministry of Health it may report. This can be done under a SWAp.**

4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex – **will be possible as the country formalises the grade zero concept, and if data is collected from all ECCDE centres and schools with grade zero , by age and sex. This will however demand ECCDE centres to be organised according to the**

two ISCED levels that are ECCDE, i.e. those aged 5 who are preparing for grade 1 the following year should be exposed to organised and purposeful learning. Evidence of organised learning will be needed.

4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments- **MOET will not have capacity to report on this indicator, but through cooperative work with the Ministry of Health may report. It's a very qualitative assessment by nature.**

4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development – **Under development with UNICEF- if financed through UNICEF will be possible.**

4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks–**Government will have to make a decision on whether grade zero falls under the FPE. Although some ECCDE centres are attached to primary schools, they are considered a different level under ISCED, i.e. not part of primary school. However this is a national decision that needs to be taken. Currently with the high costs in ECCDE it might be challenge unless all grade zero classes come under the MOET.**

Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex– **SWAP approach as a number of players in training in the country currently. The Training aspect is not entirely under the MOET. There is no Non-formal EMIS in the country, and this will need extra funding if not supported by a partner. Such a system should also capture Open and Distance Learning programmes. It will be challenge.**

4.3.2 Gross enrolment ratio for tertiary education by sex – **Dependent on the Higher Education Council registering of tertiary institutions and EMIS reclassifying them under the ISCED2011 framework. Possible but will need investments in systems and HR. other countries have a higher Education EMIS. In Eswatini it may just need an expansion of the current EMIS and extra allocation of resources. Eswatini is currently under reporting under Higher Education and this is a major shortcoming.**

4.3.3 Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex – **within reach, again has a bearing on the registration of all programmes in the country under the NQF and classification under ISCED. It will require financial investment. This is a very important and critical activity. It will be challenge.**

Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill – **new area will need development and maybe undertaken through surveys. The SDG Guidelines have the kind of questions to be asked. However the limitation is that there will no means to validate the respondents' responses as there is no test taken.**

4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills – **new area will need development and maybe undertaken through surveys. The SDG Guidelines have the kind of questions to be asked. However the limitation is that there will no means to validate the respondents' responses as there is no test taken.**

4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation – **new area will need development and maybe undertaken through surveys**

These indicators need a development of non-formal EMIS. The challenge is that in Eswatini these are under different ministries and departments, there will be need for coordinated data collection. This may demand a SWAp which will be coordinated by the reporting Ministry.

Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated –Possible for some, but others will need investment- the first two. There will be challenges in making assessments on issues of wealth, and disability status is still not adequately assessed. This may be a challenge.

4.5.2 Percentage of students in primary education whose first or home language is the language of instruction – Possible through EMIS, validated through surveys.

4.5.3 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations –Possible the Ministry (Planning Unit) needs to develop such policies and ensure that they are adopted and applied by the Sector – includes all educational inputs, i.e. teachers, classrooms, furniture, learning and teaching materials.

4.5.4 Education expenditure per student by level of education and source of funding – possible through planning unit

4.5.5 Percentage of total aid to education allocated to least developed countries - ?

Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex–Collected through census and surveys.

4.6.2 Youth/adult literacy rate– possible population census

4.6.3 Participation rate of illiterate youth/adults in literacy programmes– Non-formal EMIS needs to be developed.

Target 4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment– possible and could be reported by the NCC.

4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education – possible under EMIS. However Guidance and inspectors need to validate through qualitative assessments by visiting schools.

4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113) – **not clear but NCC can make a better judgement.**

4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability – **not clear but will need some form of assessment.**

4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience – **assessment. This may need some questions developed and included in test items.**

Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.a.1 Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions) – **possible within reach. Some are collected already. These are under the CSTL module within EMIS.**

4.a.2 Percentage of students experiencing bullying in the last 12 months – **new area but possible. These can be collected by Guidance Officers as data is more qualitative and may need verification on site.**

4.a.3 Number of attacks on students, personnel and institutions – **new area but possible. These can be collected by Guidance Officers as data is more qualitative and may need verification on site.**

Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries

4.b.1 Volume of official development assistance flows for scholarships by sector and type of study – **Ministry of Labour and Social Services**

4.b.2 Number of higher education scholarships awarded by beneficiary country- **Ministry of Labour and Social Services**

Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

4.c.1 Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex

4.c.2 Pupil-trained teacher ratio by education level–**possible data exists for general education. No data for ECCDE.**

4.c.3 Percentage of teachers qualified according to national standards by education level and type of institution -**possible data exists for general education and is collected through EMIS**

4.c.4 Pupil-qualified teacher ratio by education level-**possible data exists for general education and is collected through EMIS**

4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualification ?

4.c.6 Teacher attrition rate by education levelpossible data exists for general education and is collected through EMIS. This data se may need validation through TSC records.

4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training–MOET needs to formalise, define and monitor all in-service programmes, under the office of the Director of Education.

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