



Ministry of Education and Training

ESWATINI

2018

Annual Education Census (AEC) Report

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 2018 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 the Central Statistics Office is also acknowledged for their professional guidance. Furthermore all educational and training institutions 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. 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.

Mr. Bertram Stewart
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 2018 and were known and registered. Data was collected through questionnaires which are sent to schools on an annual basis and collected through REOs and 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 2018 data for ECDDE was not collected.

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. 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, on 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 Eswatini Higher Education Council (SHEC) it is hoped that all these institutions will be classified according then data collected from them. This will require the development of a Higher Education Management Information Systems, which will focus on Higher Education and TVET. This will in turn imply that all the different levels of education in the country are classified accordingly.

Educational Management Information Systems (EMIS)

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List of Abbreviations

AEC	Annual Education Census
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 EMIS has observed with concern the falling of enrolment rates at primary level over the last three years. This needs to be investigated, as it may suggest that there is a decrease in number of primary aged children, meaning our primary sub sector is shrinking. A shrinking primary education may have serious implications in the use of the current stock of primary teachers, and on the number of students pursuing primary level teaching qualifications. It could also render some infrastructure idle, especially in places where there was increased expansion to accommodate pupils for the MDGs. These dynamics have a serious bearing in the demand for primary teachers, and it is possible that additional teachers can no longer be absorbed by the system.

Primary school enrolment dropped from 241 182 in 2015 to 237 066 a drop of more than 4 000 pupils. However, despite this decrease the flow rate has not changed much, and is still symptomized by high push out rates at both levels of education. The overall system begins with an enrolment of above 37 000 in grade 1 and ends up with about 15 000 reaching the end of general education (grade 12). This means that more than 20 000 pupils, and are pushed out and this represents wastage on resources allocated to the sector. It is worrying that more 8 000 do not reach the end of primary, as they drop off at grade 6. This means that the investments that are made by the Ministry from grade 1 to grade 6 on these pupils are lost. Worse, such pupils themselves leave the school without basic education (not completed the 10 years, up to JC). As primary push out rates are not enough there is also another push out before the end of lower secondary (more than 8 000 leave school after form 2). Why are pupils leaving before external examinations, is it educational or other effects. This means the average school attendance rates are compromised. With these high push-out rates, the country stands a risk of not performing very well in development of the human capital of the country. Human capital cannot be improved when a large number of pupils are pushed out even before the 10 years of education. Although dropout rate (pushed out) has remained stagnant, it is worrying that dropout due to pregnancy is on the rise even at primary levels. This calls to question the current interventions that are undertaken by the country. Are we really reaching those to be reached or talking amongst ourselves. Dropout due to pregnancy is also to an extent a symptom of an inefficient system. The system has witnessed pregnancy even in grades as low as grade 1, which is largely due to the over agedness in the pupils, some already are already engaged in sexual activities. The age differences also influences this phenomena where they may engage in sexual activity even in a school environment because some have reached puberty. Ideally a cut-off age would be a better option especially where a child of age above 13 years enrolls in grade 1. The FPE Act, had placed an upper limit of age 9, for grade 1, but the system has witnessed a large proportion aged 7 years and above. Latest statistics show a picture where enrolment at secondary and higher levels in gradually being dominated by girls. This needs to be checked, as it could be that the boy child is being left behind. Such a situation will compromise interventions around early sex as boys who are out of school could mean our future men are not empowered.

It is encouraging to note that the repetition rates is on the decline, it is however of concern that in some grades they dropped by close to 50 percent over a year, especially in the lower grades. This can be due to a policy shift, but raises questions of why it was high in the first place. The total number of pupils repeating primary education exceeds 30 000, which is almost equivalent to a grade, which suggests that the Ministry allocates close to E 20m on repetition. A strange observation is that the average repetition rate in the system is about 15%, this is school based repetition, influenced by schools, either by use of some subjects as

failing/passing subjects or high promotion rates (as high as 60% in some schools). Overall, the system recorded a slight drop in enrolment rate at primary with the Net enrolment Rate dropping from 94 percent in 2017 to 92.7 percent in 2018. This drop could indicate that there are some pupils who are still out of school. At primary levels these could be trapped in pre-school, neighbourhood care points or at home.

Transition and Adjusted Transition rates into secondary are relatively high, above 90 percent. However, the data suggested that there maybe be incidence of ‘returning pupils’, those who re-enrol in form 1 each year. These are pupils who were not enrolled in grade 7 the previous year. This could those who waited for one reason or another, those who were in upgrading classes or in schools that are not formally recorded in the system. This is evidenced by the **large form 1 class, i.e. more pupils in form 1 than grade 7**. This also implies that there is access to lower secondary, but the concern is that not all primary leaving pupils continue with their education immediately, some may delay a year or more. The issue of number of secondary schools versus primary schools usually raises access questions. **However the fact is by the time pupils reach grade 7 their numbers have shrunk to such an extent that they can all access form 1. The core issue is the numbers, an enrolment of 28 557 in grade 7 and an enrolment of 29 856 in form 1 suggest that there is space for all primary leaving pupils.** The bigger picture could be that it appears as if schools purposely fail pupils (or encourage them to quit school) so as not overload the secondary level sub sector. It is true that if there was no dropout in grade 6, the current availability of spaces would be compromised. There is evidence to suggest that this may be the case. The annual pass rates at grade 7 and JC are above 90%. This crudely speaking is a repetition rate of about 10 percent. However, the repetition rate for the other grades (non external exam), **which is largely school based is higher at 15% per annum**. This implies that schools are failing their pupils higher than the external examinations, are examinations easier? Or schools could be using repetition for other purposes. The schools maybe keeping pupils longer in primary may for improved results in external classes, or increased income for the primary schools because of the FPE grant, or possibly because pupils drop out and return as they please because education is perceived as free. This needs to be investigated – a study into the implantation of the FPE grant seems inevitable. Another dropout is noted at form 4, i.e. before another external examination.

The inefficient education system has over the years resulted in a highly pyramidal structure, where the lower grades are normal but the upper grades are reduced substantially. The lower level is signified with high enrolment, which is a result of repetition. Lower enrolment rates at secondary are because most of the secondary aged children are trapped at primary levels. However, there are grades which seem to bulge, i.e. take form of a Christmas tree, at Grade 6, Form 1 and Form 4. The issue of number of primary schools (686) versus the number of secondary schools (283) at face value suggests that there is an imbalance between primary schools and secondary/high schools. That could be true, but enrolment figures currently tell a different story. The Form 1 class is larger than the Grade 7 which then means all those in Grade 7 can be accommodated in Form 1. Attention needs to focussed at what happens at Grade 6, i.e. by the time the pupils get to Grade 7, about 8 000 of them have already been pushed out of the system. The core issue is where to these pupils drop out and go to? This could also be interpreted as saying that the Ministry is perpetuating this phenomenon by allowing schools to put high stake tests or measures in Grade 6 such that pupils opt out. And this is allowed because there is no space in secondary, thus control the influx by allowing high school-based failures and dropouts. Failure rates within schools internal grades, i.e. Grades 1 to 6, Form 1, 2 and Form 4 are higher (15%) than those reported in external examinations, by the Eswatini Examination Council at less than 10 percent. The country, with the notion of improving human capital needs to focus on the pupils who are pushed out at Grade 6, Form 2 and Form 4. The country

will have serious challenges achieving or building its human capital when it still has a system where pupils drop out even before completing 8 years of education. The country is still generating low level graduates who will only be utilised at very low levels of economic development – not a potential for economic growth and far from achieving the so called fourth industrial revolution. It will remain a pipe dream.

The number of teachers has increased steadily in both levels, interestingly even at primary levels where the enrolment is perceived to be on the decline. This calls to question the allocation of teachers and their teaching loads – are they of the recommended standards (27 periods a week). At times there might also need to consider the number of teachers and whether are they optimally utilised in all schools. Are teachers rationally placed in schools, where we have schools where the Pupil-Teacher ratio as high as 60:1, whilst some it might as low as 10:1. Low Pupil-Teacher ratios are common in rural isolated primary schools. Should the Ministry close all rural primary schools and send teachers to the cities or should it allocate educational infrastructure and resources in an equitable fashion to curb the rural-urban migration. It is also not uncommon to have schools with the same enrolment but with different number of teachers. Nationally this paints a questionable picture where the national average Pupil-Teacher ratio is 1:32 primary and 1:27 at secondary, which puts Eswatini amongst the best in the sub region. On the other hand this national average may suggest to some that the system has far more teachers than it needs or they are not taking up loads, i.e. lower teaching load, not report to school, idle at school, performing other duties other than teaching, or possible ghost teachers. This year, there was incidence of grade 0 classes, but very few, and also a few grade 0 teachers in the system. The ministry needs to begin to formalise the grade 0 class, and harmonise the engagement of such teachers either specifically for grade 0 classes or for the lower grades, or cause assuming that they are adequately trained and qualified. 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.

The country has one of the lowest Pupil-Teacher ratios in the sub region, 1:38 at primary and 1:27 at secondary. Although the national averages hide the situations in some classroom they paint a picture that the system has enough teachers and only needs to ensure that they are engaged where they are needed. Urban schools have ratios as high as 1:60 at primary levels, 1:40 at secondary levels, but the truth it some rural schools have ratios as low as 1:10. Emaswati prefer urban schools, and they are even pursuing so called private schools lately. This demands that schools and education is distributed equitable rather equally across the rural/urban poverty dimension. It is encouraging that the Ministry is setting up “Inclusive State of the Art” secondary schools through support from Japan in rural areas to curb this migration. In the long run pupils would stay in rural areas thus achieving realistic ratios throughout the country.

There are still huge data gaps at Early Childhood levels and Higher Education. At ECCDE it's still because it's largely in private hands and not all such centres are formally known and registered. This is one are that the country needs to improve on so align to the SDGs, and manage the sector accordingly. At higher education despite that there more 50 institutions that have been registered no data has been collected save for the long-established institutions, this needs to change as some of institutions are responsible for training workers for the country and bringing up the human capital of the country. The Ministry needs to have higher education information system which should collect sound and professionally guarded statistics for the national agenda and importantly reporting to the

UN (SDG) through the UNESCO Institute for Statistics. The first stage will be for these institutions to be aligned to the ISCED2011 and statistics reported according to the framework.

PRIMARY EDUCATION

Table 1: Enrolment by Grade and Age, Primary

Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Grade 1	130	12,034	16,259	2,721	427	193	108	153	23	13	10	6	6	3	1	0	0	32,087
Grade 2	0	315	10,462	15,327	4,515	1,256	549	176	62	30	21	12	3	5	2	0	0	32,735
Grade 3	0	0	214	7,787	14,385	7,121	2,691	1,142	506	199	103	38	13	20	0	0	1	34,220
Grade 4	0	0	0	297	6,513	13,473	7,603	4,698	2,388	1,118	519	213	89	54	10	6	5	36,986
Grade 5	0	0	0	0	348	5,451	10,653	8,291	5,693	3,198	1,633	741	387	193	52	19	9	36,668
Grade 6	0	0	0	0	0	217	4,058	9,732	8,305	5,555	3,603	2,046	1,195	670	284	92	56	35,813
Grade 7	0	0	0	0	0	0	150	3,429	7,750	6,161	4,739	2,848	1,571	1,090	478	202	139	28,557
Total	130	12,349	26,935	26,132	26,188	27,711	25,812	27,621	24,727	16,274	10,628	5,904	3,264	2,035	827	319	210	237,066

Chart 1: Enrolment by Age and Grade

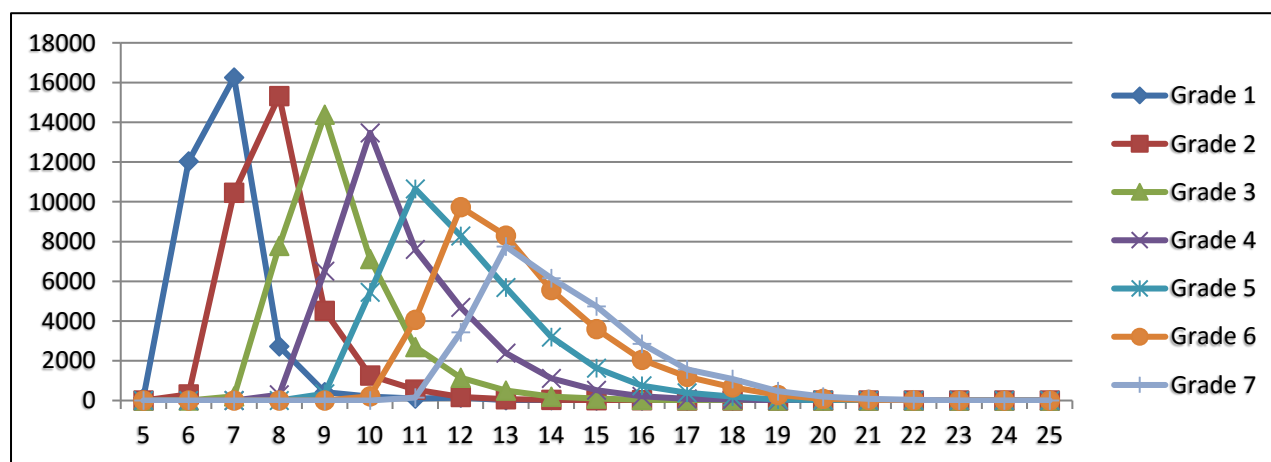
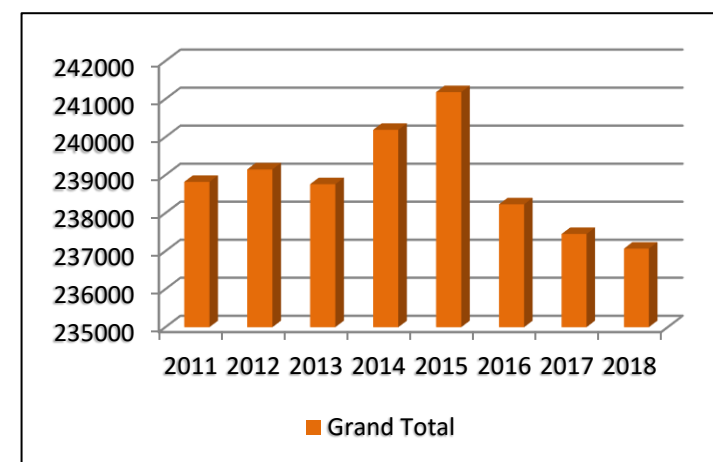
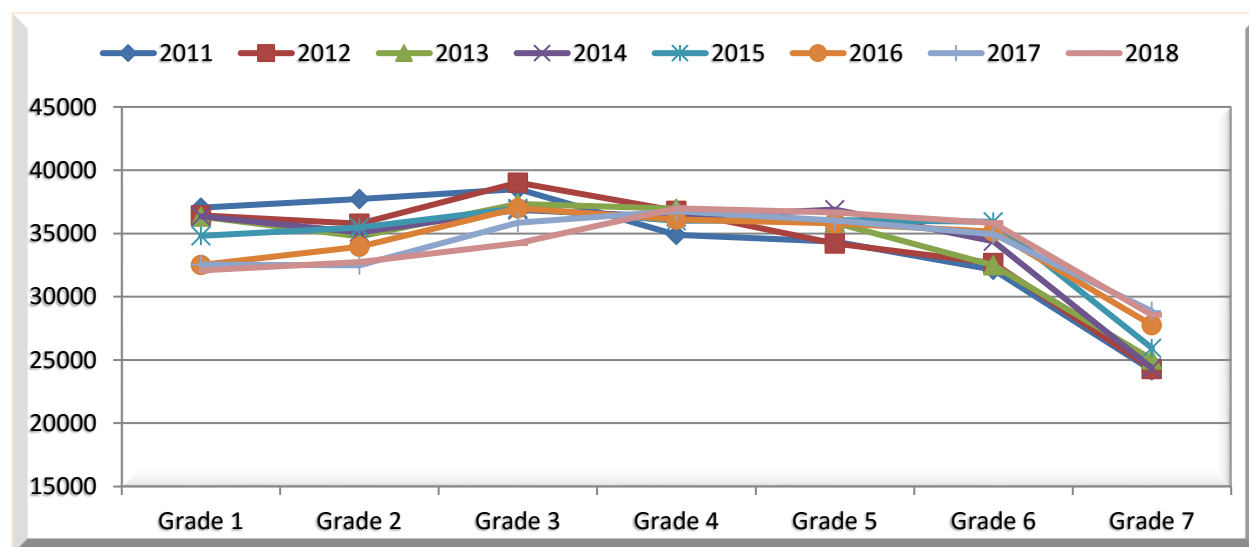


Table 2: Trends in enrolment 2011 - 2018



Data suggested a decreasing trend in enrolment beginning 2016. However, despite the decreasing enrolment figures, the data still indicated that there were still pupils who are above the age of 9 years that are still enrolled at primary level. The only evidence of increasing enrolment rates were last observed in 2015, which then suggested that it was a positive response leading to 2015-the MDGs. It is however worrying that the gains of 2015, are gradually being eroded as enrolment rates decrease. The pattern of enrolment has roughly remained the same for the last couple of years. This is indicative in the chart to follow.

Chart 2: Enrolment patterns, 2011 – 2018



The data indicated that the system begins with more than 35000 pupils in grade 1, and ends off with slightly more than 25 000 at grade 7, about 10 000 are pushed out. The Ministry has to put in place a holistic system of engagement to ensure that all pupils complete primary and are not pushed out in large numbers as is currently the case.

The sudden drop in grade 6 needs to be addressed, to ensure that more pupils complete primary education and transition to secondary levels. This is important for the achievement of universal basic education. Improving the flow through the system, i.e. internal efficiency may also result in reduced costs in primary education in the long term provided the current flow rates are sustained. These savings can then be reinvested into

other levels of education or strengthen other programmes of the Ministry such as the Competency Based Education.

Data indicated that on average boys are slightly older than their female counterparts even when they start their education. This needs to be investigated because there should no longer be barriers which act against their timely participation in education. In the past boys were delayed by ‘looking after cattle’, but nowadays that should not be the case. It is also encouraging to note that the average age of grade 1 pupils is beginning to drop. This is important to note because most often children who are overaged entering grade 1 seldom finish the primary cycle. Older children need to be exposed to different forms of education other than the formal academic system. The Ministry can encourage some to enrol with non-formal education institutions like SEBENTA, where they could not only get exposed to the National Upper Primary Education (NUPE) program, or venture into practical skill training (TVET). Another reason for over agedness could be attributed to the fact some drop out of school, come back later after a year or two as ‘new entrants’. This notion is partly because of the FPE programme. Falling intake figures also suggest that there are more chances of some grade 1 classes that are going to be underutilised. The expansion for MDGs, could have increased capacity of primary schools but the decrease in enrolment figures at primary may suggest that the ‘unutilized’ primary school infrastructure could be used to cater for the foreseen expansion of secondary education. This could even see the emergence of combined primary and secondary schools for optimal use of infrastructural resources, where the flow through primary to secondary is all in the same school. increased enrolment rates, or demand for space at secondary levels could dictate that and also ensure that children do not go out looking for secondary school spaces in the cities.

Policy suggestion: The Director of Education, SEBENTA and Chief Inspector Primary to consider encouraging children over ten years who are enrolled in grade 1 to enrol under NUPE or SEBENTA Skills Development. Their participation in formal education may not necessarily benefit them if they failed earlier and are coming back for a second chance. Chances are high they will also not complete primary, or those that can may need a shorter time period (NUPE) to do their primary.

Table : Grade 1 Enrolment by Sex, Region and Age

Sex	Region	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
Female	Hhohho	4	1,529	2,168	243	40	37	6	4	2	1			1			4,035
	Lubombo	8	1,381	1,724	230	47	18	13	26	3	1						3,451
	Manzini	23	1,810	2,570	376	37	14	9	36								4,875
	Shiselweni	24	1,337	1,360	248	37	14	13	14	6	6	5	3	1	1		3,069
Female Total		59	6,057	7,822	1,097	161	83	41	80	11	8	5	3	2	1		15,430
Male	Hhohho	6	1,571	2,246	374	63	48	6	4	2		3					4,323
	Lubombo	6	1,408	1,891	358	56	22	21	21	3	1		1		1	1	3,790
	Manzini	28	1,742	2,779	482	59	23	23	33	3							5,172
	Shiselweni	31	1,271	1,579	410	88	18	17	15	6	4	2	2	4	1		3,448
Male Total		71	5,992	8,495	1,624	266	111	67	73	14	5	5	3	4	2	1	16,733
Grand Total		130	12,049	16,317	2,721	427	194	108	153	25	13	10	6	6	3	1	32,163

Table: Grade 1 Enrolment by Sex, Region and Year

Sex	Region	2015	2016	2017	2018	Total
Female	Hhohho	4,243	3,947	3,977	4,035	16,202
	Lubombo	3,636	3,495	3,484	3,451	14,066
	Manzini	5,013	4,759	4,706	4,875	19,353
	Shiselweni	3,410	3,141	3,309	3,069	12,929
Female		16,302	15,342	15,476	15,430	62,550
Male	Hhohho	4,979	4,408	4,363	4,323	18,073
	Lubombo	4,158	3,928	3,908	3,790	15,784
	Manzini	5,628	5,319	5,282	5,172	21,401
	Shiselweni	3,808	3,660	3,630	3,448	14,546
Male Total		18,573	17,315	17,183	16,733	69,804
Grand Total		34,875	32,657	32,659	32,163	132,354

Table: Grade 1 Repetition Rate by Sex, Region and Year

Sex	Region	2015	2016	2017	2018	Total
Female	Hhohho	11.1%	9.2%	5.7%	4.0%	7.5%
	Lubombo	14.9%	16.7%	13.1%	7.8%	13.2%
	Manzini	10.3%	9.0%	7.2%	4.7%	7.8%
	Shiselweni	14.3%	11.7%	12.8%	8.8%	12.0%
Female Total		12.4%	11.4%	9.3%	6.1%	9.8%
Male	Hhohho	18.6%	15.8%	9.9%	6.4%	12.9%
	Lubombo	20.4%	23.7%	18.9%	9.7%	18.3%
	Manzini	15.0%	12.1%	11.1%	7.1%	11.4%
	Shiselweni	20.4%	17.3%	19.0%	14.3%	17.8%
Male Total		18.3%	16.8%	14.2%	9.0%	14.7%
Grand Total		15.5%	14.2%	11.9%	7.6%	12.4%

Data suggested a sizeable drop in the repetition rates between 2015 and 2018. In fact the steady drop beginning 2015 is currently below the national benchmark of 10 percent. Although this is positive it does need to be investigated as to how schools have managed to reduce repetition so expeditiously within 3 years.

The rates were halved, dropped from 15.5 percent in 2015 to 7.6 percent in 2018. This could be alignment with the circular that was issued by the Ministry in 2015 advising that there was to be no repetition in the first three grades. The data suggested that schools responded positively to the Ministry's policy – indicating implementation of the policy. More pupils stand to complete the cycle. This then suggests that **the Ministry needs to be awake that in a few years' time, this will result in increased completion and transition rates**. This presents a good monitoring and evaluation scenario, a target was set and has been achieved. The Primary inspectorate needs to document the success story. The drop in number of repeaters should imply savings made in the costs of education which could be reinvested into other sectors.

Policy Suggestion: The Chief Inspector Primary needs to look into the causes for the reduced repetition. It is important to investigate whether schools are just following the Circular (policy document) as is, or they have relooked their teaching/assessment techniques. Good practices may also be used at secondary levels.

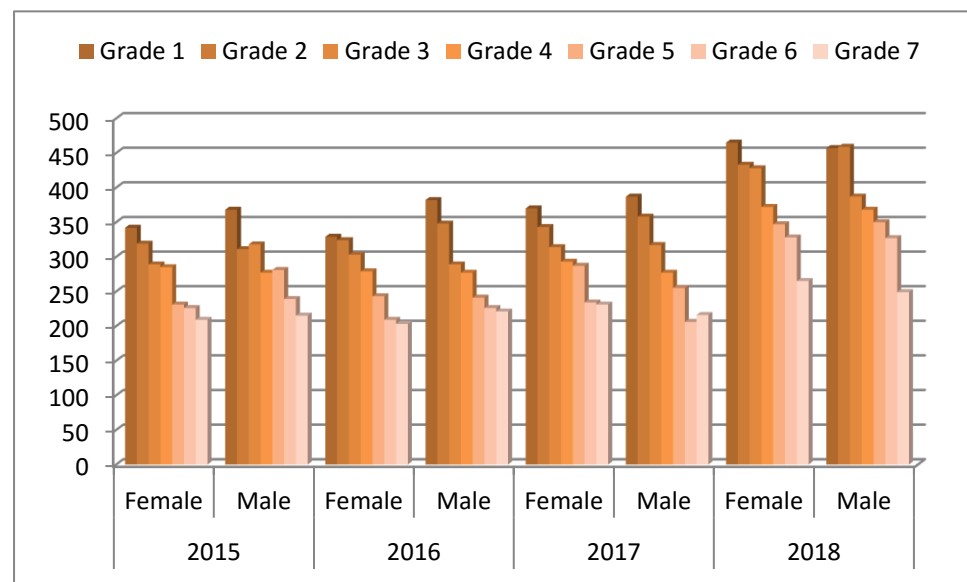
Table : Enrolment by Sex, Grade and Age, Private-Private

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Female	Grade 1	12	114	263	51	2	23	0	0	0	0	0	0	0	0	0	0	465
	Grade 2	0	5	108	262	53	3	0	2	0	0	0	0	0	0	0	0	433
	Grade 3	0	0	3	100	266	44	8	4	2	1	0	0	0	0	0	0	428
	Grade 4	0	0	0	0	104	203	55	8	1	1	0	0	0	0	0	0	372
	Grade 5	0	0	0	0	5	83	179	62	10	5	1	2	0	0	0	0	347
	Grade 6	0	0	0	0	0	2	53	174	83	11	4	1	0	0	0	0	328
	Grade 7	0	0	0	0	0	0	0	46	154	41	15	8	0	1	0	0	265
Female Total		12	119	374	413	430	358	295	296	250	59	20	11	0	1	0	0	2,638
Male	Grade 1	14	113	241	65	0	24	0	0	0	0	0	0	0	0	0	0	457
	Grade 2	0	6	87	293	67	4	2	0	0	0	0	0	0	0	0	0	459
	Grade 3	0	0	1	58	249	61	13	3	0	2	0	0	0	0	0	0	387
	Grade 4	0	0	0	1	55	200	81	19	5	6	1	0	0	0	0	0	368
	Grade 5	0	0	0	0	7	59	173	73	20	9	9	0	0	0	0	0	350
	Grade 6	0	0	0	0	0	0	39	170	90	19	6	1	2	0	0	0	327
	Grade 7	0	0	0	0	0	0	2	33	125	52	23	8	2	1	2	1	249
Male Total		14	119	329	417	378	348	310	298	240	88	39	9	4	1	2	1	2,597
Grand Total		26	238	703	830	808	706	605	594	490	147	59	20	4	2	2	1	5,235

Table: Enrolment in Private Schools, by Grade, Sex, 2015-2018

	2015		2015 Total	2016		2016 Total	2017		2017 Total	2018		2018 Total
Grade	Female	Male		Female	Male		Female	Male		Female	Male	
Grade 1	342	368	710	329	382	711	370	387	757	465	457	922
Grade 2	319	311	630	324	348	672	343	358	701	433	459	892
Grade 3	289	318	607	303	289	592	314	317	631	428	387	815
Grade 4	285	277	562	279	277	556	293	277	570	372	368	740
Grade 5	231	281	512	243	241	484	287	255	542	347	350	697
Grade 6	226	239	465	209	226	435	234	206	440	328	327	655
Grade 7	209	215	424	203	221	424	231	216	447	265	249	514
Total	1,901	2,009	3,910	1,890	1,984	3,874	2,072	2,016	4,088	2,638	2,597	5,235

Chart: Enrolment in Private by Grade, Sex and Year 2015-2018



Enrolment figures are on the increase in private schools. This raises the question whether parents are preferring private schools to public schools. Enrolment in the country is largely through parental choice, thus some may have opted out of public education for private education. This means the Ministry has also to go in and ensure that standards are also maintained in these schools.

Table : Enrolment by Sex, Grade and Age, Hhohho

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	4	1,529	2,153	243	40	37	6	4	2	1	0	0	1	0	0	0	0	4,020
	Grade 2	0	24	1,430	2,034	342	81	41	6	2	3	0	1	0	0	0	0	0	3,964
	Grade 3	0	0	18	1,196	2,080	572	143	48	16	11	3	1	1	1	0	0	0	4,090
	Grade 4	0	0	0	27	954	2,159	738	347	144	59	25	5	7	5	0	1	0	4,471
	Grade 5	0	0	0	0	39	829	1,892	992	508	236	82	52	15	1	4	0	0	4,650
	Grade 6	0	0	0	0	0	38	714	1,670	990	604	323	181	95	53	12	6	6	4,692
	Grade 7	0	0	0	0	0	0	21	598	1,431	881	537	334	151	89	25	8	5	4,080
Female		4	1,553	3,601	3,500	3,455	3,716	3,555	3,665	3,093	1,795	970	574	270	149	41	15	11	29,967
Male	Grade 1	6	1,571	2,229	374	63	48	6	4	2	0	3	0	0	0	0	0	0	4,306
	Grade 2	0	14	1,257	2,279	563	185	51	19	9	2	3	1	0	1	1	0	0	4,385
	Grade 3	0	0	22	935	2,278	1,014	408	154	61	23	15	1	1	1	0	0	0	4,913
	Grade 4	0	0	0	13	720	2,031	1,275	740	326	157	56	36	9	8	0	0	1	5,372
	Grade 5	0	0	0	0	16	557	1,525	1,172	841	557	266	96	40	28	8	3	2	5,111
	Grade 6	0	0	0	0	0	10	431	1,313	1,088	776	568	379	219	108	33	7	8	4,940
	Grade 7	0	0	0	0	0	0	15	351	1,011	939	658	561	332	230	52	29	36	4,214
Male Total		6	1,585	3,508	3,601	3,640	3,845	3,711	3,753	3,338	2,454	1,569	1,074	601	376	94	39	47	33,241
Grand Total		10	3,138	7,109	7,101	7,095	7,561	7,266	7,418	6,431	4,249	2,539	1,648	871	525	135	54	58	63,208

Chart : Enrolment by Sex and Age, Hhohho

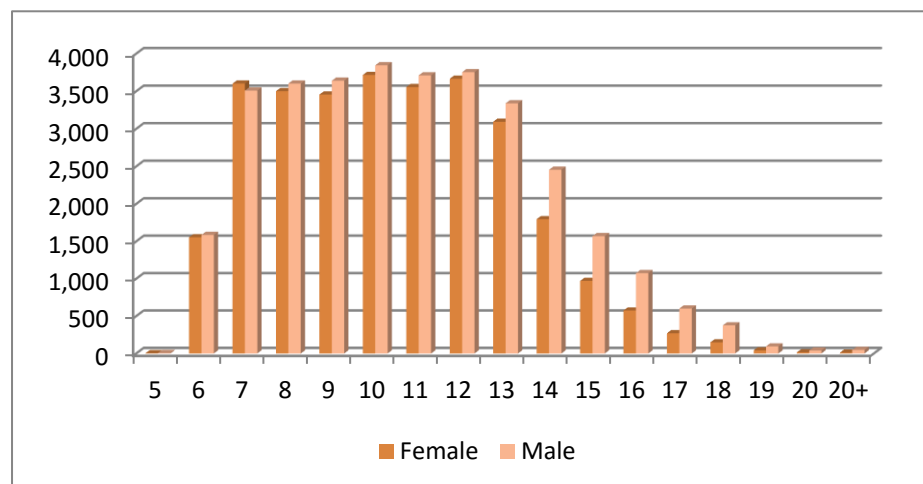


Table : Enrolment by Grade, Sex and Year 2015 - 2018

Grade	2015		2016		2017		2018	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	4,222	4,954	3,947	4,407	3,967	4,349	4,020	4,306
Grade 2	4,407	5,023	4,100	4,843	3,981	4,628	3,964	4,385
Grade 3	4,494	5,323	4,540	5,166	4,387	5,254	4,090	4,913
Grade 4	4,359	4,889	4,347	5,019	4,599	5,155	4,471	5,372
Grade 5	4,644	5,048	4,525	4,813	4,618	5,040	4,650	5,111
Grade 6	4,766	5,179	4,523	4,844	4,580	4,810	4,692	4,940
Grade 7	3,670	3,663	3,867	3,942	4,209	4,314	4,080	4,214
Total	30,562	34,079	29,849	33,034	30,341	33,550	29,967	33,241

Table : Enrolment by Sex, Grade and Age, Lubombo

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	8	1,381	1,724	230	47	18	13	26	3	1	0	0	0	0	0	0	0	3,451
	Grade 2	0	30	1,131	1,583	483	139	55	34	6	5	3	5	1	1	0	0	0	3,476
	Grade 3	0	0	14	806	1,380	737	348	128	63	28	8	6	2	4	0	0	0	3,524
	Grade 4	0	0	0	18	588	1,228	776	539	336	133	86	23	14	11	1	2	2	3,757
	Grade 5	0	0	0	0	22	569	1,001	802	690	400	196	86	55	22	8	3	4	3,858
	Grade 6	0	0	0	0	0	32	447	943	912	668	436	282	143	78	37	25	10	4,013
	Grade 7	0	0	0	0	0	0	6	323	699	601	524	301	209	141	64	35	20	2,923
Female Total		8	1,411	2,869	2,637	2,520	2,723	2,646	2,795	2,709	1,836	1,253	703	424	257	110	65	36	25,002
Male	Grade 1	6	1,408	1,891	358	56	22	21	21	3	1	0	1	0	1	1	0	0	3,790
	Grade 2	0	13	1,148	1,715	688	229	98	50	12	9	8	0	0	0	0	0	0	3,970
	Grade 3	0	0	19	763	1,483	1,058	491	222	105	55	26	13	3	7	0	0	0	4,245
	Grade 4	0	0	0	36	568	1,239	983	741	438	236	119	48	27	16	4	2	2	4,459
	Grade 5	0	0	0	0	17	434	876	932	806	518	307	153	116	48	12	7	1	4,227
	Grade 6	0	0	0	0	0	21	359	779	828	677	511	346	232	140	63	20	14	3,990
	Grade 7	0	0	0	0	0	0	10	259	562	569	497	345	266	201	98	51	32	2,890
Male Total		6	1,421	3,058	2,872	2,812	3,003	2,838	3,004	2,754	2,065	1,468	906	644	413	178	80	49	27,571
Grand Total		14	2,832	5,927	5,509	5,332	5,726	5,484	5,799	5,463	3,901	2,721	1,609	1,068	670	288	145	85	52,573

Chart : Enrolment by Sex and Age, Lubombo

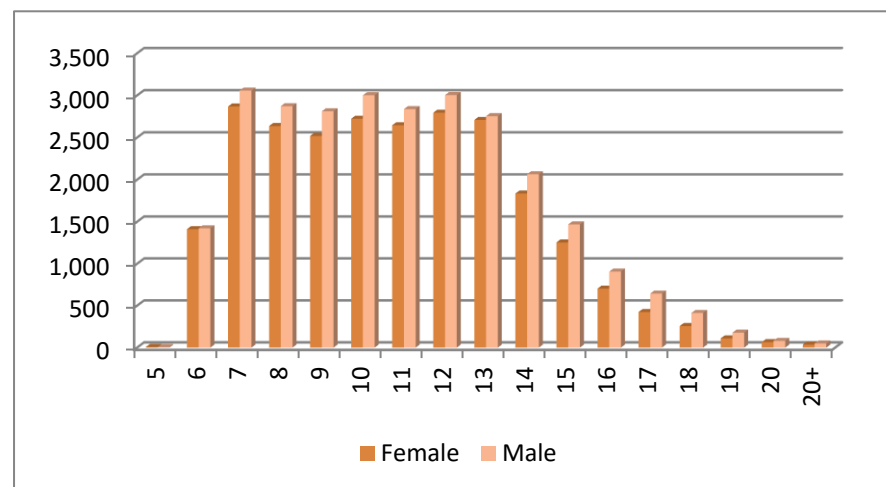


Table : Enrolment by Grade, Sex and Year : 2015 - 2018

Grade	2015		2016		2017		2018	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	3,630	4,150	3,495	3,928	3,484	3,908	3,451	3,790
Grade 2	3,677	4,229	3,412	4,016	3,385	4,007	3,476	3,970
Grade 3	3,821	4,501	3,717	4,345	3,611	4,353	3,524	4,245
Grade 4	3,898	4,314	3,916	4,368	3,840	4,408	3,757	4,459
Grade 5	3,795	4,330	3,899	4,140	3,997	4,171	3,858	4,227
Grade 6	3,871	3,848	3,793	3,962	3,824	4,071	4,013	3,990
Grade 7	2,778	2,651	2,867	2,762	3,051	2,891	2,923	2,890
Total	25,470	28,023	25,099	27,521	25,192	27,809	25,002	27,571

Table : Enrolment by Sex, Grade and Age, Manzini

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	23	1,804	2,554	376	37	13	9	36	0	0	0	0	0	0	0	0	0	4,852
	Grade 2	0	98	1,697	2,284	525	96	90	13	6	1	0	0	0	0	1	0	0	4,811
	Grade 3	0	0	53	1,327	2,234	922	214	89	20	6	2	2	0	1	0	0	0	4,870
	Grade 4	0	0	0	64	1,279	2,212	969	444	189	70	31	4	2	1	0	0	0	5,265
	Grade 5	0	0	0	0	81	1,091	1,802	1,312	666	259	109	23	3	5	3	0	0	5,354
	Grade 6	0	0	0	0	0	30	793	1,779	1,455	743	426	134	49	22	13	1	0	5,445
	Grade 7	0	0	0	0	0	0	18	713	1,504	1,081	776	239	89	54	29	7	1	4,511
Female Total		23	1,902	4,304	4,051	4,156	4,364	3,895	4,386	3,840	2,160	1,344	402	143	83	46	8	1	35,108
Male	Grade 1	28	1,733	2,769	482	59	23	23	33	1	0	0	0	0	0	0	0	0	5,151
	Grade 2	0	69	1,605	2,594	790	174	84	19	11	3	0	3	1	0	0	0	0	5,353
	Grade 3	0	0	40	1,225	2,432	1,244	425	149	86	22	14	1	0	2	0	0	0	5,640
	Grade 4	0	0	0	59	1,105	2,203	1,242	794	349	157	58	21	11	2	2	0	0	6,003
	Grade 5	0	0	0	0	107	854	1,626	1,390	935	472	237	83	38	21	2	0	0	5,765
	Grade 6	0	0	0	0	0	29	548	1,544	1,412	906	558	229	120	91	54	6	5	5,502
	Grade 7	0	0	0	0	0	0	18	467	1,251	1,061	872	396	182	128	86	23	9	4,493
Male Total		28	1,802	4,414	4,360	4,493	4,527	3,966	4,396	4,045	2,621	1,739	733	352	244	144	29	14	37,907
Grand Total		51	3,704	8,718	8,411	8,649	8,891	7,861	8,782	7,885	4,781	3,083	1,135	495	327	190	37	15	73,015

Chart : Enrolment by Sex and Age, Manzini

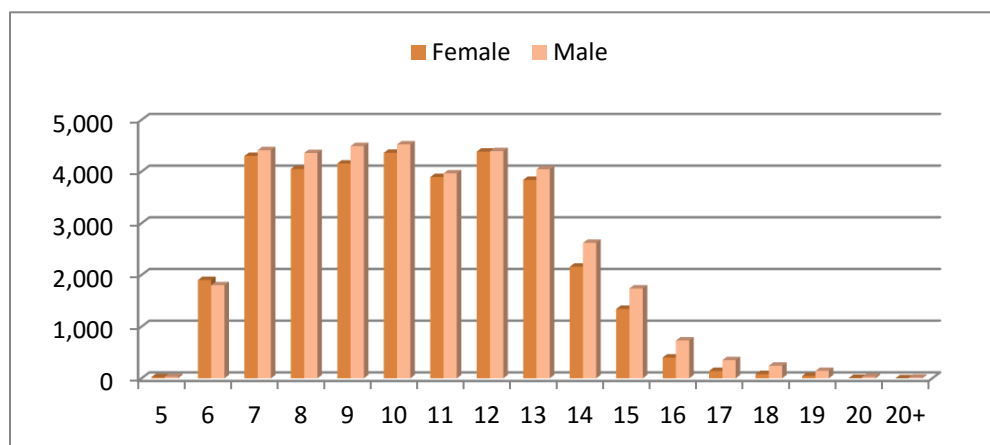


Table : Enrolment by Grade, Sex and Year, 2015 -2018

Grade	2015		2016		2017		2018	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	5,013	5,628	4,705	5,264	4,660	5,236	4,852	5,151
Grade 2	5,040	5,723	4,956	5,759	4,650	5,320	4,811	5,353
Grade 3	5,156	5,861	5,223	6,021	4,980	5,786	4,870	5,640
Grade 4	5,200	5,759	5,188	5,645	5,108	5,814	5,265	6,003
Grade 5	5,264	5,582	5,358	5,598	5,193	5,561	5,354	5,765
Grade 6	5,271	5,673	5,256	5,537	5,311	5,376	5,445	5,502
Grade 7	4,154	4,133	4,564	4,696	4,546	4,576	4,511	4,493
Total	35,098	38,359	35,250	38,520	34,448	37,669	35,108	37,907

Table: Enrolment by Sex, Grade and Age, Shiselweni

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	24	1,337	1,360	248	37	14	13	14	6	6	5	3	1	1	0	0	0	3,069
	Grade 2	0	45	1,190	1,404	442	114	39	10	7	1	0	0	0	1	0	0	0	3,253
	Grade 3	0	0	29	855	1,219	624	195	85	40	11	5	4	5	3	0	0	0	3,075
	Grade 4	0	0	0	54	789	1,256	750	414	183	81	33	25	2	2	0	1	0	3,590
	Grade 5	0	0	0	0	32	707	1,087	844	501	271	122	62	34	13	1	1	1	3,676
	Grade 6	0	0	0	0	0	27	485	1,021	874	542	292	169	104	46	14	9	4	3,587
	Grade 7	0	0	0	0	0	0	30	457	742	542	419	279	124	73	36	14	7	2,723
Female Total		24	1,382	2,579	2,561	2,519	2,742	2,599	2,845	2,353	1,454	876	542	270	139	51	25	12	22,973
Male	Grade 1	31	1,271	1,579	410	88	18	17	15	6	4	2	2	4	1	0	0	0	3,448
	Grade 2	0	22	1,004	1,434	682	238	91	25	9	6	7	2	1	2	0	0	0	3,523
	Grade 3	0	0	19	680	1,279	950	467	267	115	43	30	10	1	1	0	0	1	3,863
	Grade 4	0	0	0	26	510	1,145	870	679	423	225	111	51	17	9	3	0	0	4,069
	Grade 5	0	0	0	0	34	410	844	847	746	485	314	186	86	55	14	5	1	4,027
	Grade 6	0	0	0	0	0	30	281	683	746	639	489	326	233	132	58	18	9	3,644
	Grade 7	0	0	0	0	0	0	32	261	550	487	456	393	218	174	88	35	29	2,723
Male Total		31	1,293	2,602	2,550	2,593	2,791	2,602	2,777	2,595	1,889	1,409	970	560	374	163	58	40	25,297
Grand Total		55	2,675	5,181	5,111	5,112	5,533	5,201	5,622	4,948	3,343	2,285	1,512	830	513	214	83	52	48,270

Chart : Enrolment by Sex and Age

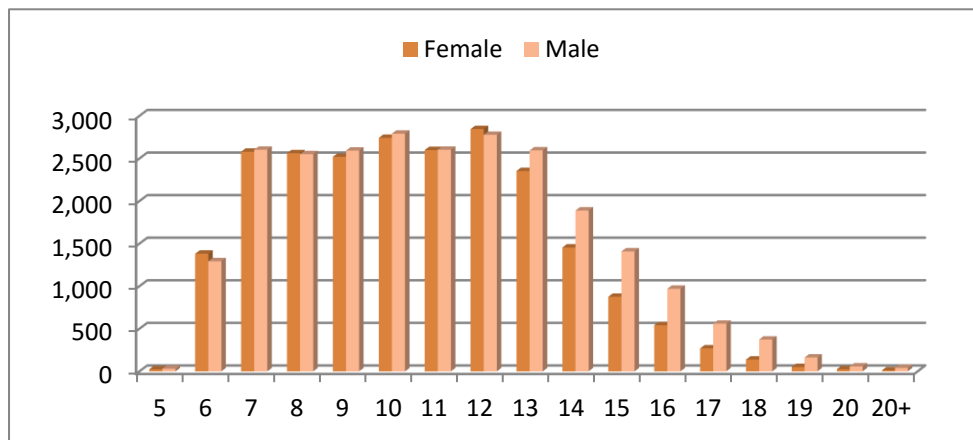
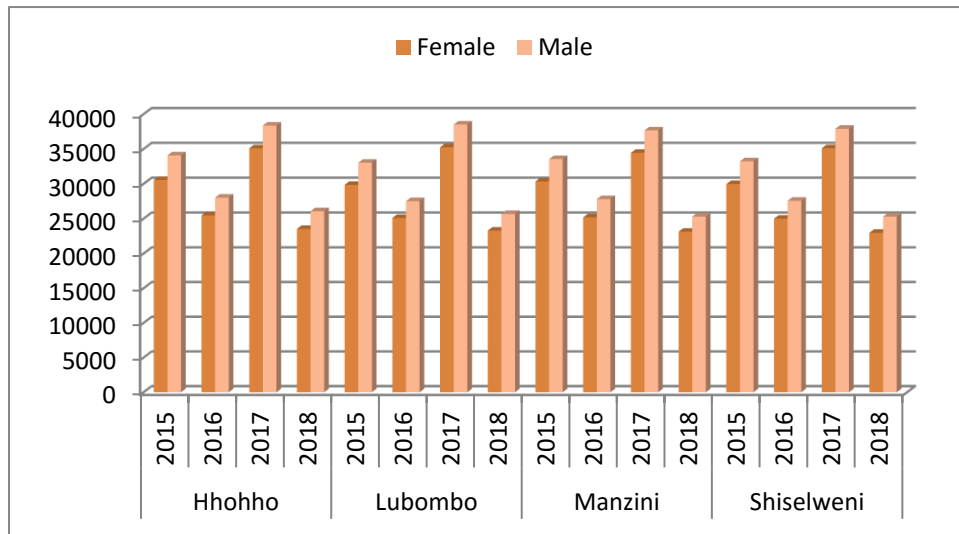


Table : Enrolment by Grade, Sex and Year, 2015 - 2018

Grade	2015		2016		2017		2018	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	3,410	3,808	3,127	3,639	3,309	3,630	3,069	3,448
Grade 2	3,433	3,926	3,211	3,648	2,976	3,546	3,253	3,523
Grade 3	3,544	4,288	3,701	4,284	3,406	4,060	3,075	3,863
Grade 4	3,494	4,085	3,488	4,118	3,701	4,139	3,590	4,069
Grade 5	3,593	3,807	3,586	3,877	3,540	3,901	3,676	4,027
Grade 6	3,598	3,712	3,612	3,604	3,472	3,494	3,587	3,644
Grade 7	2,451	2,442	2,563	2,501	2,731	2,537	2,723	2,723
Total	23,523	26,068	23,288	25,671	23,135	25,307	22,973	25,297

Table : Enrolment by Sex, Region and Year, 2015 – 2018 (All)

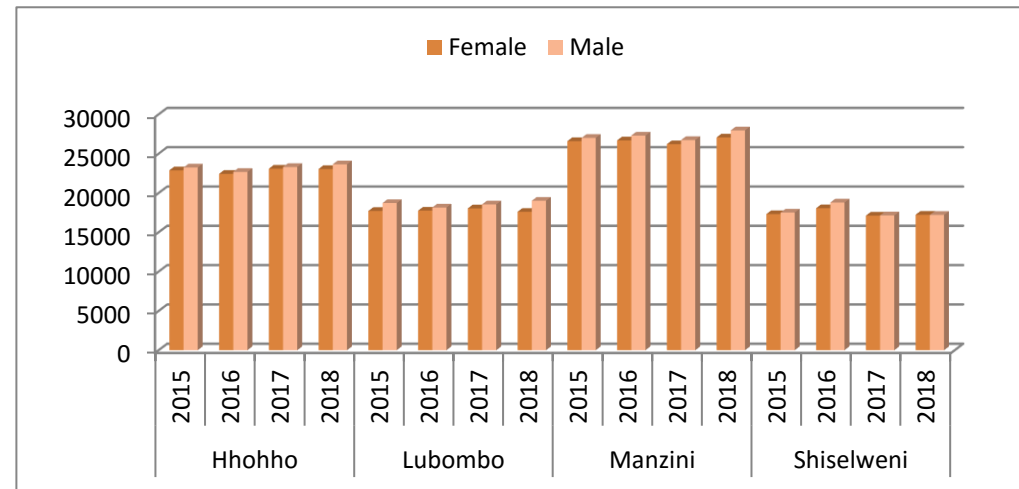


Data suggested that pupils are distributed across the regions. However, the Manzini region has the highest number of appropriately aged pupils, i.e. aged between 6 and 12. Having a larger proportion of appropriately aged pupils is an indicator of the system's efficiency and is used internationally to assess the access issues for the education system. A high net enrolment rate suggests those who ought to be in school are indeed in school.

Table : Enrolment by Sex, Region and Year, 2015 – 2018 (Official Age)

Sex	Region	2015	2016	2017	2018
Female	Hhohho	22,877	22,432	23,090	23,052
	Lubombo	17,714	17,755	18,037	17,601
	Manzini	26,592	26,685	26,201	27,058
	Shiselweni	17,312	18,060	17,114	17,227
Female Total		84,495	84,932	84,442	84,938
Male	Hhohho	23,238	22,677	23,302	23,662
	Lubombo	18,716	18,149	18,543	19,008
	Manzini	27,005	27,297	26,726	27,958
	Shiselweni	17,509	18,783	17,144	17,208
Male Total		86,468	86,906	85,715	87,836
Grand Total		170,963	171,838	170,157	172,774

Chart : Appropriately Aged, be Sex and Region.



Repetition

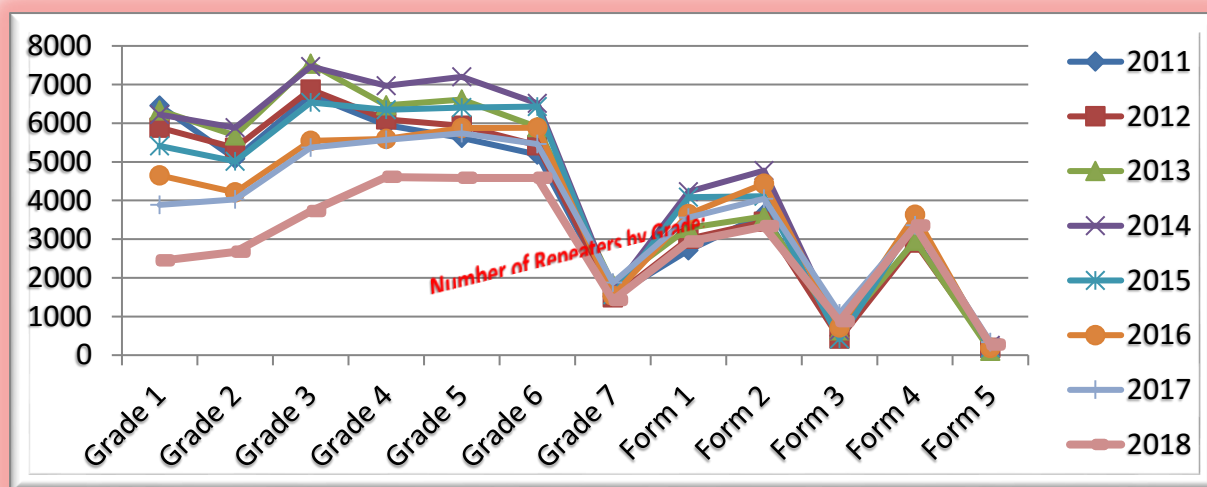
It is encouraging to note that the levels of repetition have dropped in 2018. This needs to be acknowledged, and also documented to determine whether it was a policy driven initiative or indeed the learning process improved in schools. It is noted that at times decisions on grade repetition are most often 'school based' rather than a nationally defined and justifiable criteria. Some research suggested that some decisions are made by teachers based on the performance of individual pupils pegged against their classmates, rather than based on a nationally defined acceptable performance level. This is where the Competency Based Education (CBE) will come in because it should set national standards of acceptable learning standard/competencies/outcomes the learners should exhibit and be measured against.

Table : Number of Repeaters by Sex, Grade and Age

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1		148	428	276	45	18	7	9	3								0	934
	Grade 2		4	125	333	299	119	43	10	9	4			1		1		0	948
	Grade 3			5	98	348	436	210	113	39	13		5	2				0	1,269
	Grade 4				10	134	385	434	392	208	109	57	21	10	8	1	1	2	1,772
	Grade 5					15	104	288	473	406	279	163	76	38	18	10	1	2	1,873
	Grade 6						5	70	315	488	450	300	237	132	66	26	18	6	2,113
	Grade 7								11	52	104	106	103	72	61	33	20	10	572
Female Total			152	558	717	841	1,067	1,052	1,323	1,205	959	626	442	255	153	71	40	20	9,481
Male	Grade 1	3	200	698	474	86	20	18	4	2				1				0	1,506
	Grade 2		4	193	523	611	244	93	27	4	11	4	2	1	1	1		0	1,719
	Grade 3			10	170	535	772	464	266	126	70	27	9	1	2			1	2,453
	Grade 4				12	140	455	578	675	460	288	137	50	21	11	5	1	2	2,835
	Grade 5					13	110	333	466	627	443	344	177	110	59	15	10	1	2,708
	Grade 6						12	57	218	435	446	464	327	218	169	76	24	22	2,468
	Grade 7							2	13	61	88	122	153	141	141	57	37	33	848
Male Total		3	204	901	1,179	1,385	1,613	1,545	1,669	1,715	1,346	1,098	718	493	383	154	72	59	14,537
Grand Total		3	356	1,459	1,896	2,226	2,680	2,597	2,992	2,920	2,305	1,724	1,160	748	536	225	112	79	24,018

Repetition is not good especially if it's not due to a comprehensive assessment of learning process. It has negative connotations to the pupil, lowers self-esteem of the pupil, and affects motivation which could lead to long term issues around performance. At national level can contribute to the overall costs of learning, ministries have to build more classrooms for repeaters and also hire additional teachers. Maybe the Ministry may also look as addressing it as means to cut costs in education. This is not advocating for automatic progression, but on clear national defined standards. A fail in a school that is highly achieving may be a pass in a low achieving school thus the need for a national sound standard. This will be imperative under CBE. A fail should be justified with sound definition of levels of competencies that are lacking.

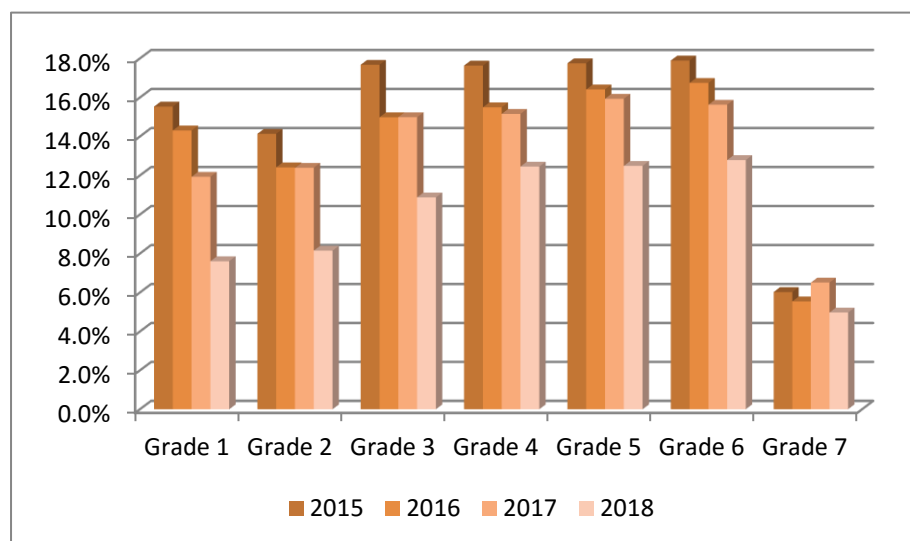
Table : Number of Repeaters by Grade and Year.



The chart like that of enrolment indicates a stable trend on repetition over a long period. The only deviations were observed in years 2016 to 2018, with a remarkable change in 2018, especially in grades 1 to 3. Repetition dropped by 50 percent in 2018 and this sudden plummet needs to be noted. Little or no repetition was observed in external classes, grade 7, JC and Form 5, this is because those who repeat tend to do it privately informally. Practically speaking this should imply that there could be savings that have been made in the lower grades. This means there could be schools where there may be a surplus of teachers and/or classrooms. Nationally for teachers this presents an opportunity where teachers could be deployed to schools that may need them – without infringing on the overall budget. This of course is an assumption, moving teachers

(staff) is not as easy when school resources vary widely in rural and urban settings.

Chart: Percent Repetition by Grade and Year.



The drop in repetition in 2018 between grades 1 and 3 can be equated to about 2000 pupils who have progressed from one grade to the next. This equates roughly to about 50 teachers, or possibly even an equivalent amount of teaching rooms. This can be interpreted as that the Ministry can consider the whole enrolment pattern of the schools that recorded big decreases and reallocate some of their teachers to other schools or even introduce 'cluster teaches', where the excess teachers can be utilised in schools within the immediate neighbouring schools. One teacher could be utilised by more than one school, thus saving a teacher post. Of course the travelling and associated costs should not over burden the teacher. A big primary school could end up using half the number of classrooms which could be used as a secondary school, either through double shift approach or having parallel schools provided other resources such as utilities and feeding are allocated based on

enrolment figures. These are options that the Ministry needs to be awake to in the current fiscal challenges faced by the country.

Table : Percent Repetition by Sex, Grade and Age

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	0.0%	2.4%	5.5%	25.2%	28.0%	22.0%	17.1%	11.3%	27.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.1%
	Grade 2	0.0%	2.0%	2.3%	4.6%	16.7%	27.7%	19.1%	15.9%	42.9%	40.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.1%
	Grade 3	0.0%	0.0%	4.4%	2.3%	5.0%	15.3%	23.3%	32.3%	28.1%	23.2%	0.0%	38.5%	25.0%	0.0%	0.0%	0.0%	0.0%	8.2%
	Grade 4	0.0%	0.0%	0.0%	6.1%	3.7%	5.6%	13.4%	22.5%	24.4%	31.8%	32.6%	36.8%	40.0%	42.1%	0.0%	25.0%	0.0%	10.4%
	Grade 5	0.0%	0.0%	0.0%	0.0%	8.6%	3.3%	5.0%	12.0%	17.2%	23.9%	32.0%	34.1%	35.5%	43.9%	62.5%	25.0%	40.0%	10.7%
	Grade 6	0.0%	0.0%	0.0%	0.0%	0.0%	3.9%	2.9%	5.8%	11.5%	17.6%	20.3%	30.9%	33.8%	33.2%	34.2%	43.9%	30.0%	11.9%
	Grade 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	1.2%	3.3%	4.7%	8.9%	12.6%	17.1%	21.4%	31.3%	30.3%	4.0%
Female Total		0.0%	2.4%	4.2%	5.6%	6.6%	7.9%	8.3%	9.7%	10.0%	13.2%	14.1%	19.9%	23.0%	24.4%	28.6%	35.4%	33.3%	8.4%
Male	Grade 1	4.2%	3.3%	8.2%	29.2%	32.3%	18.0%	26.9%	5.5%	16.7%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	9.0%
	Grade 2	0.0%	3.4%	3.8%	6.5%	22.4%	29.5%	28.7%	23.9%	9.8%	55.0%	22.2%	33.3%	50.0%	33.3%	0.0%	0.0%	0.0%	10.0%
	Grade 3	0.0%	0.0%	10.0%	4.7%	7.2%	18.1%	25.9%	33.6%	34.3%	49.0%	31.8%	36.0%	20.0%	18.2%	0.0%	0.0%	0.0%	13.1%
	Grade 4	0.0%	0.0%	0.0%	9.0%	4.8%	6.9%	13.2%	22.9%	29.9%	37.2%	39.8%	32.1%	32.8%	31.4%	55.6%	50.0%	66.7%	14.2%
	Grade 5	0.0%	0.0%	0.0%	0.0%	7.5%	4.9%	6.8%	10.7%	18.8%	21.8%	30.6%	34.2%	39.3%	38.8%	41.7%	66.7%	25.0%	14.2%
	Grade 6	0.0%	0.0%	0.0%	0.0%	0.0%	13.3%	3.5%	5.0%	10.7%	14.9%	21.8%	25.5%	27.1%	35.9%	36.5%	47.1%	61.1%	13.7%
	Grade 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.7%	1.0%	1.8%	2.9%	4.9%	9.0%	14.1%	19.2%	17.6%	26.8%	31.1%	5.9%
Male Total		4.2%	3.3%	6.6%	8.8%	10.2%	11.4%	11.8%	12.0%	13.5%	14.9%	17.8%	19.5%	22.9%	27.2%	26.6%	35.0%	39.3%	11.7%
Total		2.3%	2.9%	5.4%	7.3%	8.5%	9.7%	10.1%	10.8%	11.8%	14.2%	16.2%	19.6%	22.9%	26.3%	27.2%	35.1%	37.6%	10.1%

Table : Percent dropout by Grade and Year

Grade	2015	2016	2017	2018
Grade 1	15.5%	14.3%	11.9%	7.6%
Grade 2	14.1%	12.4%	12.4%	8.1%
Grade 3	17.7%	15.0%	15.0%	10.9%
Grade 4	17.6%	15.5%	15.2%	12.5%
Grade 5	17.8%	16.4%	15.9%	12.5%
Grade 6	17.9%	16.7%	15.6%	12.8%
Grade 7	6.0%	5.5%	6.5%	5.0%
	15.6%	14.0%	13.4%	10.1%

Indeed the repetition in grade 1 to 3 has dropped to as low as 6 % for girls. This figure is almost the national benchmark for Eswatini, which is 5 percent. The proportion of boys who are repeaters still is higher than that of their counterparts, by almost 3 percent. **This needs to be looked at. The combination of boys entering the system older than girls and then repeating suggests the 'boy child', is more at risk of not completing the primary cycle.** It is encouraging that very few repeated grade 1, as this will open spaces for new entrants. This will improve the net intake rates.

Globally, the percent repetition dropped from 15.6% in 2015 to 10.1% in 2018, this is a good sign. It is also good that the drop is steady through the system, which gives the Ministry the opportunity to make the necessary adjustments. However, the concern with grade 6 is still there. **If it requires an extra year to do well in the Eswatini end of primary**

examination, it calls to question the teaching/learning process in preceding grades or the nature and purpose of the examination in grade 7. Keeping pupils in grade 6 for them to do well in end of Primary exam, is indirectly acknowledgement that the system is poor, or the threat of failing end of primary is so risk that schools and parents would rather have their child repeat. Although this might a good stance for the individual it's bad for the system. Repeating costs are borne by the state.

The percent repetition is indicator of amount of repetition in the current year. The repetition rate compares the repeaters with their cohort, their classmates, i.e. who by then have proceeded to the next grade. With a constant high repetition rate the Percent and Repetition rates are almost the same in the country. However with the change in grades 1 to 3, there are expected changes in the future trends.

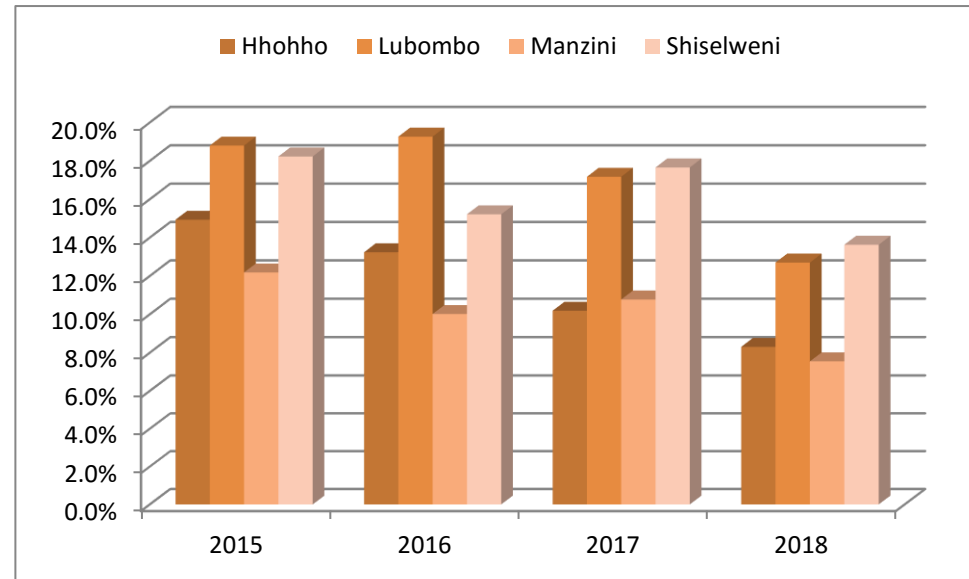
Table : Repetition Rate by Sex, Grade and Age

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	0.0%	2.4%	5.8%	22.0%	17.8%	17.0%	4.7%	15.5%	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.1%
	Grade 2	0.0%	3.6%	2.5%	4.9%	13.9%	20.0%	26.4%	13.9%	37.5%	33.3%	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	6.3%
	Grade 3	0.0%	0.0%	3.3%	2.2%	4.8%	16.0%	18.6%	26.2%	22.4%	16.7%	0.0%	29.4%	12.5%	0.0%	0.0%	0.0%	0.0%	7.7%
	Grade 4	0.0%	0.0%	0.0%	4.3%	3.4%	6.3%	11.8%	22.8%	25.4%	31.8%	31.7%	22.1%	21.7%	0.0%	25.0%	16.7%	40.0%	10.3%
	Grade 5	0.0%	0.0%	0.0%	0.0%	10.1%	3.5%	5.2%	11.7%	17.1%	24.5%	26.6%	25.4%	21.2%	34.6%	40.0%	10.0%	25.0%	10.8%
	Grade 6	0.0%	0.0%	0.0%	0.0%	0.0%	6.0%	2.9%	6.3%	13.1%	16.7%	19.3%	27.2%	26.0%	34.4%	31.0%	56.3%	20.0%	12.3%
	Grade 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	1.3%	3.4%	4.9%	7.4%	7.4%	15.1%	16.8%	24.7%	19.2%	3.9%
Female Total		0.0%	2.5%	4.4%	5.6%	6.1%	8.5%	8.0%	9.8%	10.9%	13.1%	13.7%	16.4%	14.7%	23.2%	22.8%	30.8%	20.2%	8.4%
Male	Grade 1	4.4%	3.4%	8.3%	25.5%	18.9%	13.2%	11.5%	7.8%	10.5%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	8.8%
	Grade 2	0.0%	3.1%	4.6%	6.7%	17.4%	20.2%	26.1%	17.5%	6.6%	39.3%	21.1%	18.2%	5.6%	50.0%	0.0%	0.0%	0.0%	9.8%
	Grade 3	0.0%	0.0%	6.7%	4.9%	7.2%	18.3%	20.1%	26.2%	28.1%	33.2%	26.0%	22.5%	2.8%	33.3%	0.0%	0.0%	0.0%	12.6%
	Grade 4	0.0%	0.0%	0.0%	5.0%	5.5%	8.6%	12.6%	21.0%	24.8%	32.7%	30.6%	23.4%	16.8%	27.5%	31.3%	16.7%	40.0%	14.5%
	Grade 5	0.0%	0.0%	0.0%	0.0%	12.4%	6.1%	7.7%	11.1%	19.6%	20.2%	26.7%	23.8%	23.6%	30.6%	18.8%	34.5%	10.0%	14.5%
	Grade 6	0.0%	0.0%	0.0%	0.0%	0.0%	23.5%	4.0%	6.0%	12.4%	14.4%	19.8%	20.5%	18.3%	31.5%	33.9%	24.5%	31.4%	13.9%
	Grade 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.8%	1.1%	2.2%	3.1%	5.2%	8.1%	9.6%	16.4%	13.0%	17.5%	18.8%	5.9%
Male Total		4.4%	3.4%	7.1%	8.8%	9.9%	12.7%	11.7%	12.4%	14.4%	14.6%	16.7%	15.9%	14.9%	23.4%	20.1%	20.6%	22.5%	11.7%
Grand Total		1.9%	2.9%	5.8%	7.3%	8.0%	10.6%	9.8%	11.1%	12.7%	13.9%	15.5%	16.1%	14.8%	23.3%	20.9%	23.4%	21.9%	10.1%

Table : Percent Repetition by Region and Year

Region	2015	2016	2017	2018	Total
Hhohho	14.9%	13.2%	10.2%	8.3%	11.7%
Lubombo	18.8%	19.3%	17.2%	12.7%	17.0%
Manzini	12.2%	10.0%	10.8%	7.6%	10.1%
Shiselweni	18.2%	15.2%	17.7%	13.6%	16.2%
Total	15.6%	14.0%	13.4%	10.1%	13.3%

Chart : Percent Repetition by Region and Year



The results suggested that drop in repetition in 2018 was more quite sizeable but the Lubombo and Shiselweni regions still have higher figures than the other two regions.

Dropout

Dropout data represents the number of pupils who do not complete the academic year. They leave school for a variety of reasons. There are some dropout reasons which are almost straight forward, such as pregnancy. However, there are other reasons such as family reasons, and absconding that may require some investigation. This would be imperative because the goal of the Government is to ensure that all children complete their education, critically at primary levels this should not be a common occurrence since the Government pays a high subsidy under the FPE programme.

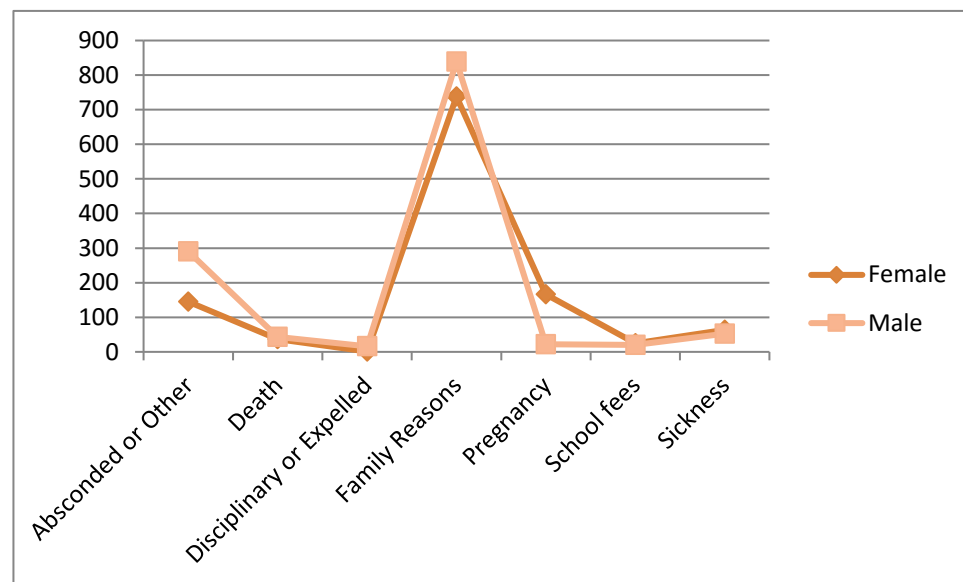
Table : Dropout by Sex, Reason and Grade

Sex	Dropout_Reason	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Female	Absconded or Other	10	10	4	17	24	52	28	145
	Death	12	5	6	5	3	4	2	37
	Disciplinary or Expelled					1			1
	Family Reasons	129	106	116	117	122	107	41	738
	Pregnancy	1			2	22	58	83	166
	School fees	9	3	4	3	3	2	1	25
	Sickness	7	14	7	11	10	11	4	64
	Transfer	232	305	351	315	338	227	87	1,855
Female Total		400	443	488	470	523	461	246	3,031
Male	Absconded or Other	18	11	12	38	47	86	78	290
	Death	9	10	5	8	4	7		43
	Disciplinary or Expelled		2	1		5	3	5	16
	Family Reasons	132	119	132	141	131	134	50	839
	Pregnancy	2				3	10	7	22
	School fees	5	1	4	4	2	1	3	20
	Sickness	13	2	10	8	9	7	4	53
	Transfer	228	327	368	348	344	253	91	1,959
Male Total		407	472	532	547	545	501	238	3,242
Grand Total		807	915	1,020	1,017	1,068	962	484	6,273

Table : Dropout by Sex, Reason and Year 2015 – 2018

Sex	Dropout_Reason	2015	2016	2017	2018
Female	Absconded or Other	212	255	220	145
	Death	43	55	62	37
	Disciplinary or Expelled	4	5	2	1
	Family Reasons	550	816	851	738
	Pregnancy	184	203	215	166
	School fees	11	24	36	25
	Sickness	93	87	82	64
	Transfer	792	1,598	1,608	1,855
Female Total		1,889	3,043	3,076	3,031
Male	Absconded or Other	415	404	399	290
	Death	54	61	70	43
	Disciplinary or Expelled	14	24	11	16
	Family Reasons	695	1,027	970	839
	Pregnancy	20	27	13	22
	School fees	20	21	38	20
	Sickness	132	94	103	53
	Transfer	879	1,869	1,726	1,959
Male Total		2,229	3,527	3,330	3,242
Grand Total		4,118	6,570	6,406	6,273

Chart : Dropout by Sex, Reason and Year 2015 – 2018



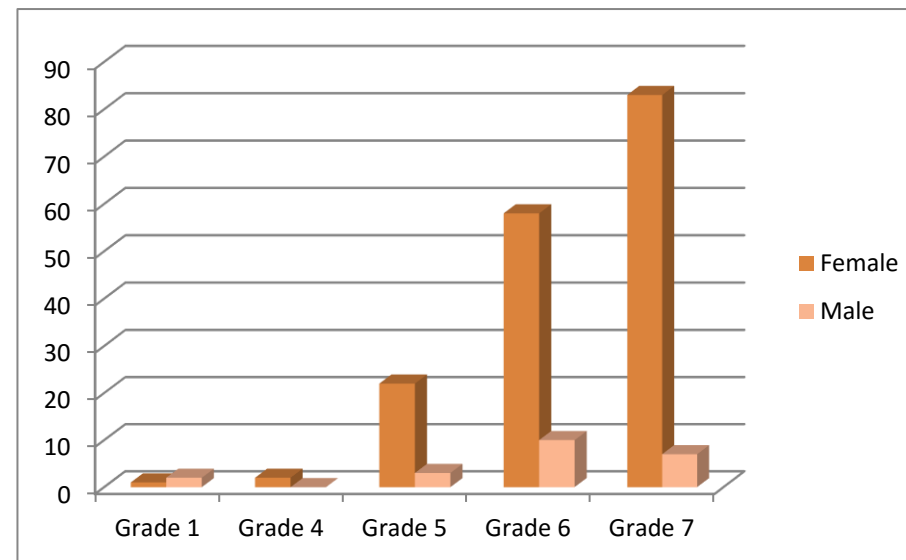
A large proportion of pupils drop out due to family reasons followed by pregnancy in female pupils. The pregnancy rate has gone down for females from 215 in 2017 to 166 in 2018, this is recommendable. It is however interesting that it rose from 13 to 22 boys within the same time period.

This suggested increased sexual engagement by the boys. If the trend continues as is there will be an increase in pupils reaching the end of primary education. The dropout at grade 1 alone costs the country about E200 000 and about E1 500 000 for all of primary. This is an expense the Ministry can best avoid, it's largely contributed by what the schools perceived as "family reasons". **The highest dropout was observed in grade 6. This is the same grade that also reports the highest repetition rates. There is need to study and address the issues at this grade or an overall shift in the education system which is resulting in the inefficiency at this grade. Maybe the solution could be the removal of the external examination at the end of primary. Pupils could be dropping out or being forced to repeat because of the use of this examination by secondary schools as a criteria for registering.**

Table : Dropout due to Pregnancy by Sex and Grade

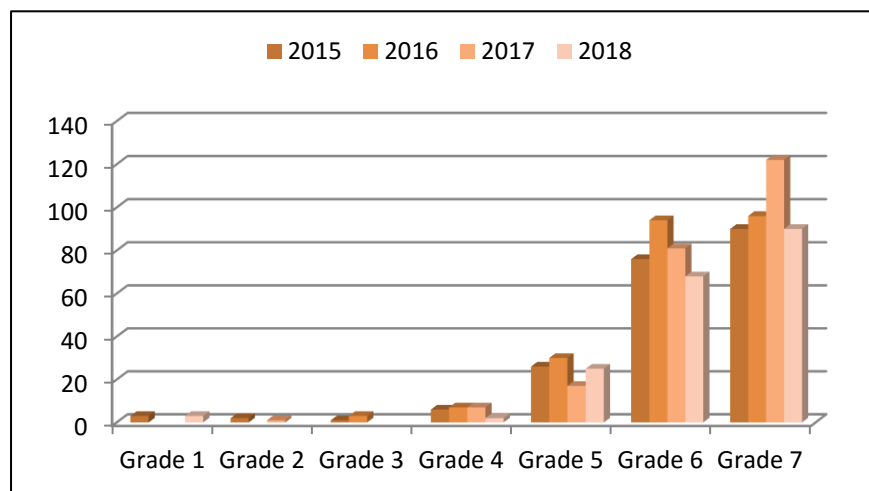
Sex	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Grade 1			1		1
	Grade 4	1	1			2
	Grade 5	3	7	9	3	22
	Grade 6	11	21	17	9	58
	Grade 7	17	29	22	15	83
Female Total		32	58	49	27	166
Male	Grade 1			1	1	2
	Grade 5	1		2		3
	Grade 6	1		5	4	10
	Grade 7	1	2	2	2	7
Male Total		3	2	10	7	22
Grand Total		35	60	59	34	188

Chart : Dropout due to Pregnancy by Sex and Grade



The Lubombo and Manzini regions reported the highest incidences of dropout due to pregnancy, with 59 and 60 cases respectively. Of note is that the pregnancy rates increased by grade from grade 5 to 7. This suggested that as the girls got a bit older they were more vulnerable to falling pregnant.

Chart: Dropout due to Pregnancy by Sex and Grade, 2015 - 2018



Data for the 4 year period confirmed that the dropout due to pregnancy increased with the grades. Over the same period, the two regions, Lubombo and Manzini recorded higher rates than the other two. These regions are not homogenous, they have very different poverty and socio-economic situations, and thus it is a wonder why pregnancy appears to be rife in both. This suggested that it could be driven by different factors. It could be assumed that in Lubombo it's due to poverty related factors, whilst in Manzini poverty might not have been the main driver. This needs to be investigated, there is a possibility that the common factor is vulnerability, i.e. including that the pupils are OVC and are subjected to challenging situations like being exposed to 'sugar daddies'.

Orphans and Vulnerable Children

The OVC data in the report is collected through schools. In future there will be need for audits on this specific data to ensure it also aligns to the data collected by other agencies such as the office of the Deputy Prime Minister. OVC include orphans and some have been categorized as single or double orphans. However in general the definition covers a wide spectrum of vulnerability. It should be noted that the data may be under reported. Some schools may not submit the data because of the FPE programme and also due to non-assessment or identification of OVC in their community. However, this data is important because it assists the Ministry plan for the future especially because currently there is no free secondary level education. It gives the office of the DPM, which is providing support to OVC at secondary levels a general picture of the possible number of pupils who may need support. This support is essential for the achievement of universal basic education in the country.

Table : OVC by Sex, Grade and Age

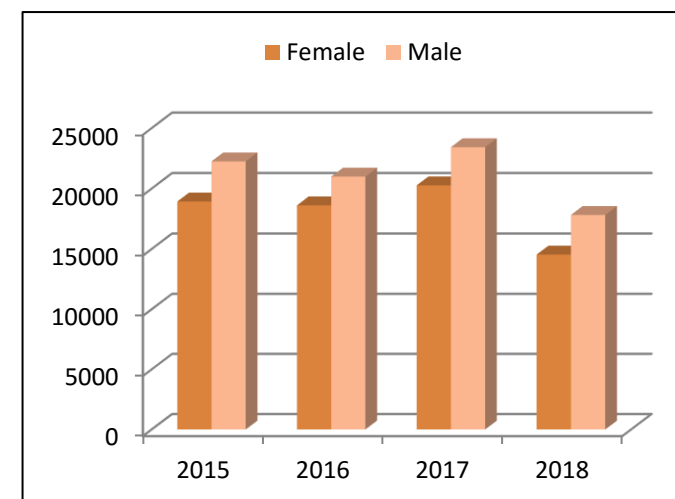
Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	6	436	569	107	19	8	7	9	6	5	3	1	1	1			0	1,178
	Grade 2		11	415	551	198	44	23	10	4	1		1					0	1,258
	Grade 3			14	427	655	345	119	59	22	10	3	3	1	1			0	1,659
	Grade 4				17	386	848	441	267	103	57	41	8	1	3			1	2,173
	Grade 5					24	428	805	632	393	212	104	61	29	10	7		1	2,706
	Grade 6						18	342	808	711	471	272	164	92	51	17	6	3	2,955
	Grade 7							12	308	661	562	474	298	148	91	45	8	7	2,614
Female Total		6	447	998	1,102	1,282	1,691	1,749	2,093	1,900	1,318	897	536	272	157	69	14	12	14,543
Male	Grade 1	8	451	654	196	30	14	9	8	3	4	2	2	2	2			0	1,385
	Grade 2		6	396	719	328	111	42	18	6	2	3	1					0	1,632
	Grade 3			13	339	822	581	290	149	79	34	18	5		1			1	2,332
	Grade 4				16	293	788	611	526	306	170	88	47	22	3	3		0	2,873
	Grade 5					14	245	689	661	648	452	273	151	86	49	9	6	0	3,283
	Grade 6						7	218	561	690	625	475	336	223	132	66	18	14	3,365
	Grade 7							12	198	459	578	503	483	304	225	94	45	48	2,949
Male Total		8	457	1,063	1,270	1,487	1,746	1,871	2,121	2,191	1,865	1,362	1,025	637	412	172	69	63	17,819
Grand Total		14	904	2,061	2,372	2,769	3,437	3,620	4,214	4,091	3,183	2,259	1,561	909	569	241	83	75	32,362

Data suggested a drop in 2018 from roughly 44 000 OVC in 2017.

Table : OVC by Sex, Type and Region , 2018

Sex	OVC_classification	Hhohho	Lubombo	Manzini	Shiselweni	Grand Total
Female	Double Orphan	414	113	301	473	1,301
	Single Orphan	3,133	1,233	2,506	2,537	9,409
	Vulnerable non orphan	663	484	858	1,540	3,545
	(blank)	17	115	23	133	288
Female Total		4,227	1,945	3,688	4,683	14,543
Male	Double Orphan	564	229	360	578	1,731
	Single Orphan	3,568	1,870	2,793	3,085	11,316
	Vulnerable non orphan	897	806	983	1,725	4,411
	(blank)	21	150	28	162	361
Male Total		5,050	3,055	4,164	5,550	17,819
Grand Total		9,277	5,000	7,852	10,233	32,362

Chart : OVC by Sex and Year



Overall data over for the last four years indicated that there were more male OVC pupils than their female counterparts. Majority of the reported OVC came from the Shiselweni region. The blank responses are associated with reason not in the data collection instruments, such as abandoned children, or those from non-functional families.

Special Education Needs

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

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. **The challenge is that there is currently no Early Identification Mechanism to identify SEN children early, thus some children enter the system undiagnosed, some are possible wrongly classified by/in schools whilst others may remain unnoticed and struggle through school.** This data and that of OVC needs Government to set up standard identification systems early at Early Childhood Care and Support/Education/Development stage so that they enter the system clearly assessed.

Table : SEN Pupils by Sex, Grade and Age

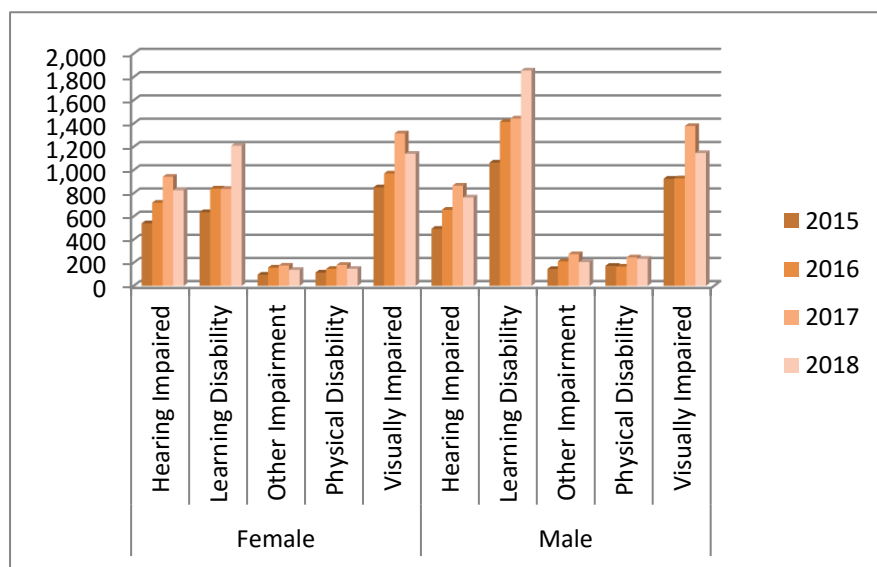
Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 0		2																2
	Grade 1	2	84	142	50	19	9	3	1		2			1					313
	Grade 2		3	105	149	72	15	18	10	3	3								378
	Grade 3			1	104	194	100	38	17	20	6		3		2				485
	Grade 4				1	118	226	125	86	47	22	16	2		1				644
	Grade 5					2	94	194	153	80	46	29	18	13	3	1			633
	Grade 6						5	68	162	107	74	52	33	23	6	2			532
	Grade 7							4	67	127	106	62	46	26	12	10	7		467
Female Total		2	89	248	304	405	449	450	496	384	259	159	102	63	24	13	7		3,454
Male	Grade 0	2	2																4
	Grade 1	1	126	189	76	26	11	5	6	3	2	5							450
	Grade 2		1	125	228	103	33	16	7	9	1	5	1		1	3			533
	Grade 3			1	92	245	165	70	60	34	14	11							692
	Grade 4				1	81	272	156	136	74	39	24	19	7	3	4			816
	Grade 5					2	58	175	129	122	87	67	33	19	17	7	9		725
	Grade 6						2	36	125	111	82	74	63	44	24	12	5		578
	Grade 7								31	70	74	58	61	46	31	15	5		391
Male Total		3	129	315	397	457	541	458	494	423	299	244	177	116	76	41	19		4,189
Grand Total		5	218	563	701	862	990	908	990	807	558	403	279	179	100	54	26		7,643

Data suggested a very interesting trend. There were 6 pupils who were identified as SEN in Grade zero. This raises the possibility or question that, "is there any Early Identification Systems, or is their SEN was easily observable in the children at that stage". The fact is that all the identified children were attending one school. As with other SEN data, the EMIS is of the view that such data should be validated through site visits by the inspectorate, especially because this has been observed early. A school is implementing Grade zero and already has SEN pupils enrolled, this needs to be investigated with a view to learn from it. Since there are systems in place such visits may inform Government where to intervene than to ignore such data. If unattended these are the SEN children who end up quitting schools because the education system does not adequately cater for their needs.

Table : SEN by Sex, Type and Region, 2018

Sex	Special_ed_need_status	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired	295	145	270	116	826
	Learning Disability	513	67	464	165	1,209
	Other Impairment	60	15	45	18	138
	Physical Disability	61	16	47	23	147
	Visually Impaired	472	93	425	150	1,140
Female		1,401	336	1,251	472	3,460
Male	Hearing Impaired	274	138	255	96	763
	Learning Disability	872	109	639	235	1,855
	Other Impairment	80	25	74	27	206
	Physical Disability	124	28	54	28	234
	Visually Impaired	461	119	424	142	1,146
Male Total		1,811	419	1,446	528	4,204
Total		3,212	755	2,697	1,000	7,664

Chart : SEN by Sex, Type and Year, 2015 - 2018



Data suggested that Visual Impairedness and Learning Disability were the leading observed challenges in primary schools over the years. **The magnitude of the reported 'learning disabilities' is a cause for concern.** There is a great possibility that the pupils are possibly misdiagnosed. However, whatever the case the fact is, it is the lives of individuals that are at stake here. There are an increasing number of children categorized as having learning difficulties in the schools, and in some cases there is no validation or remediation given to their cause. How are schools diagnosing that pupils have a learning difficulty? It is worrying that learning difficulty, a very difficult phenomenon to assess is on the increase. The truth is, as children enter school they are given these labels and such labels may stay with the children throughout their education. This means even if such data were not to be collected the children are still categorized and treated as such. This may lead to stigmatisation and discrimination in future. Early identification remains a priority, and needs to be at least undertaken by all pupils registering for formal ECCDE and Primary schools.

Teachers

Teachers are generally defined as people whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated in formal curriculums of countries to pupils enrolled in formal educational institutions. The Ministry of Education and Training acknowledges this definition, **and adds that a professional teaching activity is undertaken by someone who possesses a professional training certificate, i.e. undergone training in pedagogy.** In this section, three tables will be presented identifying the three different kinds of people teaching in primary schools, i.e. Teaching Staff (all/everyone), professionally trained teachers and Appropriately Professionally trained teachers. In Eswatini teachers are trained for the different levels of education, i.e. primary level teachers, lower secondary level and senior secondary level teachers, thus those who possess training for the appropriate level are classified as appropriately qualified, e.g. Primary Teachers Diploma holder appropriate for the primary level.

Table : Teaching Staff by Sex, Qualification and Year 2015 - 2018

Sex	Qualification	2015	2016	2017	2018	Total
Female	A.A.T.	2	3	4	1	10
	ACE	15	7	3	2	27
	B.P.H.D in special education	3	2	3	3	11
	BA	48	60	42	43	193
	BA + CCE	2	7	8	4	21
	BA Humanities	221	150	118	52	541
	BA Humanities + CDE	98	88	103	94	383
	BA Social Science	21	7	6		34
	Bachelors + PGCE	396	454	459	425	1,734
	Bachelor's Honours Degree	84	87	124	115	410
	Bcom	6	6	5	9	26
	Bed(Prim)	342	392	487	509	1,730
	Bed(Sec)	35	37	47	46	165
	Bsc + CDE	6	5	4	4	19
	Bsc Agricultural Education	21	17	6	4	48
	BSc in Computer & Mathematics		1			1
	BSc in Home Economics	31	42	44	28	145
	BSc.	48	48	51	23	170

BSc. Agriculture	5	2	2	1	10
Certificate in I.T. Education	3	7	5	5	20
Dip. Technical Teaching		5	3	2	10
Diploma in Agriculture	8	4	3	2	17
Diploma in Commerce	32	7	2	2	43
Diploma in Computer Science	4	4	4	6	18
Diploma in Education	183	201	241	299	924
Diploma in Home Economics	15	14	9	6	44
Diploma in Law	8	4	5	4	21
J.C	1				1
Masters	26	43	54	61	184
MSc Environmental Monitoring Assesment		1	1	1	3
N.P.D.E.	83	69	52	44	248
O-Level	484	436	431	283	1,634
P.H.C.	3	4	5	5	17
P.H.C.+H.E.	21	21	17	15	74
P.H.D.	2	3	3	2	10
PLC	49	39	29	20	137
PTC	1,004	837	721	598	3,160
PTD	2,688	2,834	2,903	3,360	11,785
STC	2		3	5	10
STD	91	88	77	71	327
V.I.D.	1	1			2
(blank)					
Degree in Business Education	1		2	3	6
Bachelors in Theology	1	2	1		4
Degree in Design and Tech.	1	1	2		4
Diploma in Construction		2	1	1	4
Diploma in Mechanical Engineering		1		1	2
Associate Degree in Graphic Design		1			1
Bcom + P.G.C.E.		7	11	16	34

	Early Childhood Care Education				101	101
Female Total		6,095	6,051	6,101	6,276	24,523
Male	A.A.T.			1		1
	ACE	1	1	1	1	4
	B.P.H.D in special education	1	1	1	1	4
	BA	26	27	17	19	89
	BA + CCE	1	3	3	2	9
	BA Humanities	165	117	91	35	408
	BA Humanities + CDE	43	35	53	50	181
	BA Social Science	10	7	5		22
	Bachelors + PGCE	199	237	235	200	871
	Bachelor's Honours Degree	24	22	28	30	104
	Bcom	7	3	1		11
	Bed(Prim)	138	154	180	198	670
	Bed(Sec)	12	13	23	21	69
	Bsc + CDE	3	3	5	3	14
	Bsc Agricultural Education	19	9	11	3	42
	BSc in Computer & Mathematics	2				2
	BSc in Home Economics	9	6	7	4	26
	BSc.	27	31	25	13	96
	BSc. Agriculture	3	10	8	5	26
	Certificate in I.T. Education		2	1		3
	Dip. Technical Teaching			2	1	3
	Diploma in Agriculture	14	9	8	10	41
	Diploma in Commerce	35	10	7	2	54
	Diploma in Computer Science	4	7	5	6	22
	Diploma in Education	65	76	97	117	355
	Diploma in Home Economics	2	1			3
	Diploma in Law	3	2	2	1	8
	Masters	8	16	17	21	62
	MSc Environmental Monitoring			1		1

	N.P.D.E.	5	3	7	3	18
	O-Level	199	187	169	116	671
	P.H.C.	3	2	2	2	9
	P.H.D.	2	1	1	1	5
	PLC	3	1			4
	PTC	197	166	137	110	610
	PTD	1,316	1,452	1,540	1,664	5,972
	STC	1	1	1	1	4
	STD	104	89	83	81	357
	(blank)					
	Degree in Business Education	2			1	3
	Bachelors in Theology	3	4	3	3	13
	Degree in Design and Tech.	1	2	2	1	6
	Diploma in Construction			1		1
	Associate Degree in International Tourism				1	1
	Associate Degree in Graphic Design		2			2
	Bcom + P.G.C.E.		1	3	1	5
	Early Childhood Care Education				1	1
	Dip. Health and Fitness				1	1
	Male Total	2,657	2,713	2,784	2,730	10,884
(blank)	BA			1	1	2
	BA Humanities	1		2	1	4
	BA Humanities + CDE			1	1	2
	Bachelors + PGCE	2	1	1	2	6
	Bachelor's Honours Degree	1	1	1	1	4
	Bed(Prim)				4	4
	Bsc + CDE			1	1	2
	BSc. Agriculture			1		1
	Diploma in Computer Science	1	1			2
	Diploma in Education			7	3	10
	Masters			1		1

	O-Level	2		8	2	12
	PTC		1	1	1	3
	PTD	3	5	16	20	44
	STD			1	1	2
	(blank)					
	Bcom + P.G.C.E.			1		1
	Early Childhood Care Education				1	1
(blank) Total		10	9	43	39	101
Grand Total		8,762	8,773	8,928	9,045	35,508

The Primary sector still engages teachers who are professionally trained for secondary education due to the shortage are appropriately qualified primary teachers. At one stage the situation was so dire that some of the secondary professionally qualified teachers had to be engaged on a permanent basis. The next table presents the number of professionally trained teachers teaching at primary irrespective of the level of qualification.

Table : Professionally trained teachers by Sex, Qualification and Year 2015 - 2018

Sex	Qualification	2015	2016	2017	2018	Total
Female	B.P.H.D in special education	3	2	3	3	11
	BA + CCE	2	7	8	4	21
	BA Humanities + CDE	98	88	103	94	383
	Bachelors + PGCE	396	454	459	425	1,734
	Bachelor's Honours Degree	84	87	124	115	410
	Bed(Prim)	342	392	487	509	1,730
	Bed(Sec)	35	37	47	46	165
	Bsc + CDE	6	5	4	4	19
	Bsc Agricultural Education	21	17	6	4	48
	Certificate in I.T. Education	3	7	5	5	20
	Dip. Technical Teaching		5	3	2	10
	Diploma in Education	183	201	241	299	924
	Masters	26	43	54	61	184
	N.P.D.E.	83	69	52	44	248
	P.H.C.	3	4	5	5	17
	P.H.C.+H.E.	21	21	17	15	74
	P.H.D.	2	3	3	2	10
	PLC	49	39	29	20	137
	PTC	1,004	837	721	598	3,160
	PTD	2,688	2,834	2,903	3,360	11,785
	STC	2		3	5	10
	STD	91	88	77	71	327
	V.I.D.	1	1			2
	(blank)					
	Degree in Business Education	1		2	3	6
	Degree in Design and Tech.	1	1	2		4
	Bcom + P.G.C.E.		7	11	16	34
	Early Childhood Care Education				101	101
Female Total		5,145	5,249	5,369	5,811	21,574

Male	B.P.H.D in special education	1	1	1	1	4
	BA + CCE	1	3	3	2	9
	BA Humanities + CDE	43	35	53	50	181
	Bachelors + PGCE	199	237	235	200	871
	Bachelor's Honours Degree	24	22	28	30	104
	Bed(Prim)	138	154	180	198	670
	Bed(Sec)	12	13	23	21	69
	Bsc + CDE	3	3	5	3	14
	Bsc Agricultural Education	19	9	11	3	42
	Certificate in I.T. Education		2	1		3
	Dip. Technical Teaching			2	1	3
	Diploma in Education	65	76	97	117	355
	Masters	8	16	17	21	62
	N.P.D.E.	5	3	7	3	18
	P.H.C.	3	2	2	2	9
	P.H.D.	2	1	1	1	5
	PLC	3	1			4
	PTC	197	166	137	110	610
	PTD	1,316	1,452	1,540	1,664	5,972
	STC	1	1	1	1	4
	STD	104	89	83	81	357
	(blank)					
	Degree in Business Education	2			1	3
	Degree in Design and Tech.	1	2	2	1	6
	Bcom + P.G.C.E.		1	3	1	5
	Early Childhood Care Education				1	1
Male Total		2,147	2,289	2,432	2,513	9,381
(blank)	BA Humanities + CDE			1	1	2
	Bachelors + PGCE	2	1	1	2	6
	Bachelor's Honours Degree	1	1	1	1	4
	Bed(Prim)				4	4

	Bsc + CDE			1	1	2
	Diploma in Education			7	3	10
	Masters			1		1
	PTC		1	1	1	3
	PTD	3	5	16	20	44
	STD			1	1	2
	(blank)					
	Bcom + P.G.C.E.			1		1
	Early Childhood Care Education				1	1
(blank) Total		6	8	31	35	80
Grand Total		7,298	7,546	7,832	8,359	31,035

Table : Appropriately Qualified Teachers by Sex, Qualification and Year

Sex	Qualification	2015	2016	2017	2018	Total
Female	B.P.H.D in special education	3	2	3	3	11
	Bachelor's Honours Degree	84	87	124	115	410
	Bed(Prim)	342	392	487	509	1,730
	Diploma in Education	183	201	241	299	924
	Masters	26	43	54	61	184
	N.P.D.E.	83	69	52	44	248
	P.H.C.	3	4	5	5	17
	P.H.C.+H.E.	21	21	17	15	74
	P.H.D.	2	3	3	2	10
	PLC	49	39	29	20	137
	PTC	1,004	837	721	598	3,160
	PTD	2,688	2,834	2,903	3,360	11,785
	Early Childhood Care Education				101	101
Female Total		4,488	4,532	4,639	5,132	18,791
Male	B.P.H.D in special education	1	1	1	1	4
	Bachelor's Honours Degree	24	22	28	30	104
	Bed(Prim)	138	154	180	198	670
	Diploma in Education	65	76	97	117	355
	Masters	8	16	17	21	62
	N.P.D.E.	5	3	7	3	18
	P.H.C.	3	2	2	2	9
	P.H.D.	2	1	1	1	5
	PLC	3	1			4
	PTC	197	166	137	110	610
	PTD	1,316	1,452	1,540	1,664	5,972
	Early Childhood Care Education				1	1
Male Total		1,762	1,894	2,010	2,148	7,814
(blank)	Bachelor's Honours Degree	1	1	1	1	4

	Bed(Prim)				4	4
	Diploma in Education			7	3	10
	Masters			1		1
	PTC		1	1	1	3
	PTD	3	5	16	20	44
	Early Childhood Care Education				1	1
(blank) Total		4	7	26	30	67
Grand Total		6,254	6,433	6,675	7,310	26,672

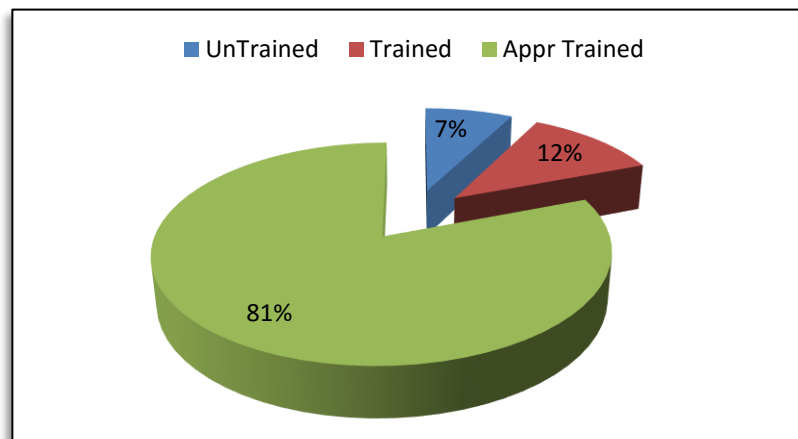
The 2018 data suggested that there were 101 Early Childhood Care and Education teachers employed and engaged in schools as teachers. This suggested that schools were offering Grade zero or such teachers were teaching lower grades. According to the ECCE training programme, these teachers are equipped with skills to teach Grade zero and grades 1 to 3 (lower primary). This then suggested that all 100 teachers were engaged in lower grades, and as such they have been treated as appropriately qualified for primary levels. Overall data suggested that more than 81 percent of the teachers in 2018 were appropriately qualified for the level.

Chart: Primary teachers by Qualification

The data suggested that about 686 persons currently teaching in primary schools in 2018 did not possess any teacher training qualification. These are people who need to

be replaced with appropriately trained teachers expeditiously. These persons without professional training are distributed in all the regions with the majority 215 from the Manzini region, followed by 203 from Lubombo, then 159 from Hhohho and finally 113 from the Shiselweni region. Most are teaching in rural isolated primary schools. Schools on average have only person falling into this category, with a few where there were as much as 3 teachers who have no professional training.

Policy Suggestion: It should be a concern that maybe some of the untrained teachers are expected to teach the Competency Based Education (CBE) to be introduced in primary schools next year. The Director should ensure that only trained teachers teach Grade 1. The 12% trained teachers should be in serviced in Primary level pedagogy including CBE now that some have been engaged as permanent teachers.



Attrition

Teachers leave employment for a variety of reasons. The following section outlines attrition of teachers in 2018, and is data collected through the schools. This data gives a rough indication of the movement of teachers. Teachers also move from school to school – transfer. Thus under the data set there is an indication of transfers. Each individual school may also look at a transfer as attrition, but transferring teachers are not lost to the system.

Table : Attrition by Sex, Region and Reason

Gender	Region	Absconded	Dismissed	Natural Death	not natural death	Others	Resignation	Retirement	Grand Total
Female	Hhohho	4	3	4		3	6	29	49
	Lubombo	1		3	1	5		24	34
	Manzini	8			2	8	2	25	45
	Shiselweni			7	1	7	7	35	57
Female Total		13	3	14	4	23	15	113	185
Male	Hhohho	3		2		3	3	11	22
	Lubombo		1	1	2	5	4	11	24
	Manzini	4	1	2	1	5	1	5	19
	Shiselweni			3		5	1	15	24
Male Total		7	2	8	3	18	9	42	89
Grand Total		20	5	22	7	41	24	155	274

Equipment

Schools require certain equipment for their day to day running. The survey also collects data on equipment and also requires of which equipment is for the sole use of the pupils, teachers and in cases where they share the equipment. The data assumes that the reported data is for equipment that is functional, and can be used.

Equipment_item	Equipment_user	Region				
		Hhohho	Lubombo	Manzini	Shiselweni	Total
Computers	For Pupils Only	528	491	585	452	2,056
	For teachers or Administrators	217	189	226	148	780
	Used by all	50	58	155	36	299
Computers Total		795	738	966	636	3,135
Duplicators	For Pupils Only	8	1	9	2	20
	For teachers or Administrators	51	41	63	26	181
	Used by all	16	11	10	4	41
Duplicators Total		75	53	82	32	242
First Aid Kits	For Pupils Only	87	39	98	51	275
	For teachers or Administrators	49	55	61	44	209
	Used by all	82	52	80	43	257
First Aid Kits Total		218	146	239	138	741
Photocopiers	For Pupils Only	21	15	32	10	78
	For teachers or Administrators	176	139	184	140	639
	Used by all	37	29	35	24	125
Photocopiers Total		234	183	251	174	842
Printers (for Computers)	For Pupils Only	59	12	55	78	204
	For teachers or Administrators	151	121	182	111	565
	Used by all	74	14	28	18	134
Printers (for Computers) Total		284	147	265	207	903
Radios or Tape recorders	For Pupils Only	38	11	12	5	66

	For teachers or Administrators	13	17	28	5	63
	Used by all	34	8	18	5	65
Radios or Tape recorders Total		85	36	58	15	194
Refrigerators	For Pupils Only	58	29	69	28	184
	For teachers or Administrators	42	41	56	25	164
	Used by all	61	36	55	45	197
Refrigerators Total		161	106	180	98	545
Stoves	For Pupils Only	204	113	248	140	705
	For teachers or Administrators	38	83	85	42	248
	Used by all	155	58	158	136	507
Stoves Total		397	254	491	318	1,460
Typewriters	For Pupils Only	1		1	2	4
	For teachers or Administrators	20	10	19	21	70
	Used by all	2	3	4	6	15
Typewriters Total		23	13	24	29	89
Grand Total		2,272	1,676	2,556	1,647	8,151

Table : School Classroom Furniture by Region

Furniture_condition	furniture	Hhohho	Lubombo	Manzini	Shiselweni	Total
Broken and cannot be repaired	Book Cupboards	326	255	386	249	1,216
	Bulleting (Pin) Boards	209	287	382	228	1,106
	Pupil chairs Sitting Places	6,745	5,815	8,334	5,693	26,587
	Pupils Desks Writing places	4,413	4,471	6,057	3,941	18,882
	Teachers Chairs	400	323	491	267	1,481
	Teachers desks	407	283	464	296	1,450
	Writing (Chalk) Boards	147	102	228	127	604
Broken and cannot be repaired Total		12,647	11,536	16,342	10,801	51,326
In good or fair condition	Book Cupboards	1,107	855	1,333	950	4,245
	Bulleting (Pin) Boards	1,253	944	1,344	751	4,292
	Pupil chairs Sitting Places	53,262	37,471	58,132	32,326	181,191
	Pupils Desks Writing places	37,134	27,078	46,278	25,896	136,386
	Teachers Chairs	2,033	1,620	2,441	1,681	7,775
	Teachers desks	1,560	1,366	1,835	1,255	6,016
	Writing (Chalk) Boards	1,765	1,463	2,062	1,363	6,653
In good or fair condition Total		98,114	70,797	113,425	64,222	346,558
Must be Repaired	Book Cupboards	490	440	638	373	1,941
	Bulleting (Pin) Boards	279	383	490	233	1,385
	Pupil chairs Sitting Places	6,637	6,542	8,118	5,516	26,813
	Pupils Desks Writing places	6,786	7,170	8,450	5,515	27,921
	Teachers Chairs	245	270	425	252	1,192
	Teachers desks	313	317	458	234	1,322
	Writing (Chalk) Boards	357	290	391	338	1,376
Must be Repaired Total		15,107	15,412	18,970	12,461	61,950
Total		125,868	97,745	148,737	87,484	459,834

Table : Facilities by Type and Region, 2018

Facility	2015	2016	2017	2018	Total
Agricultural Facilities	314	338	341	337	1,330
Book Store	115	118	130	117	480
Class/Laboratory Store Room	39	48	61	62	210
Classroom/teaching Room	7,703	7,763	7,717	7,591	30,774
Computer Laboratory	87	93	108	112	400
Home economics Laboratory	336	317	351	387	1,391
Kitchen	554	571	577	585	2,287
Library	132	142	164	173	611
Offices(Number Of Rooms)	1,077	1,109	1,136	1,153	4,475
Other Rooms Not for Teaching	328	348	331	307	1,314
Practical Arts Workshop	8	7	11	11	37
School Hall	121	135	140	137	533
Science Laboratory	10	11	10	10	41
Staff Room	425	415	434	426	1,700
Store Room	438	448	484	485	1,855
Strong Room	288	315	365	373	1,341
Technical Workshop	2	2	2	4	10
Grand Total	11,977	12,180	12,362	12,270	48,789

Table : Toilets by Type of toilet, User and Sex

Region	Toilet_type	Toilet_user	Female	Male	Male and Female	Total
Hhohho	Seats	Pupils	1,045	972	179	2,196
		Staff	286	282	138	706
		Staff and Pupils	53	38	7	98
	Seats Total		1,384	1,292	324	3,000
	Urinals	Pupils		128		128
		Staff		30		30
		Staff and Pupils		5		5
	Urinals Total			163		163
	Hhohho Total		1,384	1,455	324	3,163
Lubombo	Seats	Pupils	805	758	289	1,852
		Staff	225	198	120	543
		Staff and Pupils	53	50	17	120
	Seats Total		1,083	1,006	426	2,515
	Urinals	Pupils		83		83
		Staff		30		30
		Staff and Pupils		4		4
	Urinals Total			117		117
	Lubombo Total		1,083	1,123	426	2,632
Manzini	Seats	Pupils	1,028	946	220	2,194
		Staff	284	296	112	692
		Staff and Pupils	41	41	10	92
	Seats Total		1,353	1,283	342	2,978
	Urinals	Pupils		115		115
		Staff		33		33
		Staff and Pupils		14		14
	Urinals Total			162		162
	Manzini Total		1,353	1,445	342	3,140
Shiselweni	Seats	Pupils	785	756	101	1,642
		Staff	234	228	71	533
		Staff and Pupils	93	72	18	183
	Seats Total		1,112	1,056	190	2,358
	Urinals	Pupils		42		42

		Staff		21		21
		Staff and Pupils		7		7
	Urinals Total			70		70
Shiselweni Total			1,112	1,126	190	2,428
Grand Total			4,932	5,149	1,282	11,363

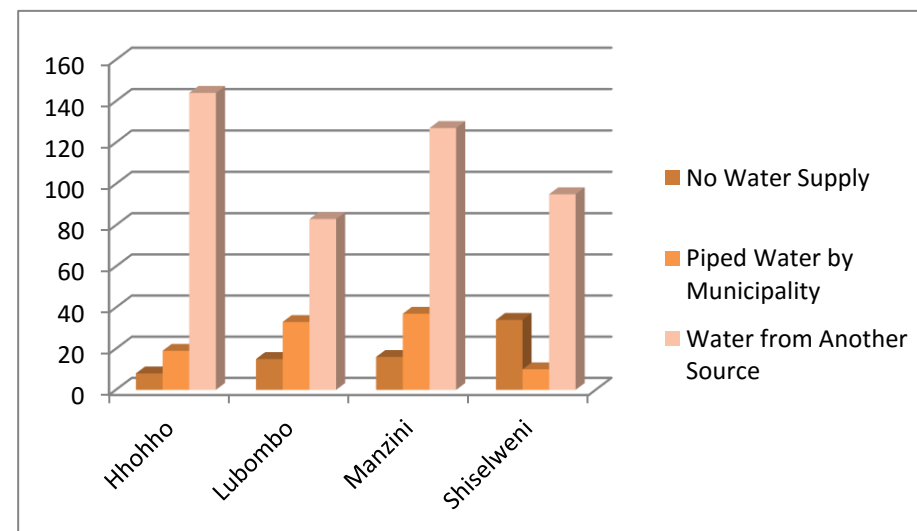
Table : School Water Supply by Region

	Hhohho	Lubombo	Manzini	Shiselweni	Total
No Water Supply	8	15	16	34	73
Piped Water by Municipality	19	33	37	10	99
Water from Another Source	144	83	127	95	449
(blank)		1		1	2
Grand Total	171	132	180	140	623

Table : Number of Schools with No Water, 2015 - 2018

	2015	2016	2017	2018
Hhohho	14	15	11	8
Lubombo	17	16	14	15
Manzini	14	16	16	16
Shiselweni	30	29	33	34
Grand Total	75	76	74	73

Chart : School Water Supply by Region



Data over the four year period suggested that a more than 70 primary schools did not adequate supply of water (no water). This figure has remained the same, suggesting that the schools may not even have adequate water (portable) for cooking. Since School Feeding is an important component of the FPE Programme, this needs to be addressed because it may indicate that the school feeding programmes in such schools is not functioning as supposed to. Priority should be the Shiselweni region, which has the highest number of such schools.

Table : Schools with Electricity

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Municipality or Exte Supplier	37	55	56	109	257
No Electricity	11	7	4	17	39
Own Generator			2		2
Grand Total	48	62	62	126	298

Table : Schools with No Water and Electricity Status

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Municipality or Extnal Supplier	6	14	15	30	65
No	4	12	7	20	43
Yes	2	2	8	10	22
(blank)					
No Electricity	2	1	1	4	8
No	2	1	1	3	7
Yes				1	1
(blank)					
Grand Total	8	15	16	34	73

Data suggested that of the 73 schools without water 50 did not have access to clean and safe water (portable). The remainder 23 indicated that they sourced portable water either through water tankers from safe source. In principle this meant that children from these 50 schools, and were at risk because the water they used for cooking and drinking is not clean and safe. The Planning unit may need to address this situation.

Data indicated that the highest number of schools without portable water were in Shiselweni (20) and Lubombo (12). These regions are on average poorer than the other two. Data also suggested that 7 primary schools did not have electricity and their water supply was not safe, these are schools which

can be classified as the poorest of the poor and they are located in the Shiselweni region. The imbalance needs to be addressed as it has remained the same throughout the reporting period. The FPE programme suggests a quality primary education to all children, and current indications are that the Shiselweni region is worse of in terms of some critical educational inputs.

Table : Number of Secondary Schools by Year 2015 - 2018

Institution governance	2014	2015	2016	2017	2018
Community	191	194	197	200	200
Government	9	9	9	9	9
Mission Government Aided	50	50	50	50	50
Private gvt aided	6	6	6	6	6
Private private not gvt aided	20	20	20	20	20
Total	276	279	282	285	285

absorbed into secondary. As explained in previous reports, the answer lies in the internal efficiency of the primary education system. Chart 2 shows the flow of the pupils through the primary system, they begin with an average enrolment as high as 33 000 which gradually decreases to about 29 000. This implied that by the time the pupils reach grade 7 a sizeable proportion would have already dropped out.

Table : Grade 7 Enrolment and Form 1 to 3 (2018)

Grade	11	12	13	14	15	16	17	18	19	20	20+	Total
Grade 7	150	3,429	7,750	6,161	4,739	2,848	1,571	1,090	478	202	139	28,557
Form 1	0	156	3,135	6,505	6,610	4,929	3,469	2,566	1,429	653	404	29,856
Form 2	0	0	178	2,605	5,633	5,411	4,213	3,783	2,553	1,517	1,226	27,119
Form 3	0	0	0	137	2,254	4,421	3,588	3,357	2,304	1,607	1,707	19,375
Total	150	3,585	11,063	15,408	19,236	17,609	12,841	10,796	6,764	3,979	3,476	104,907

Data from 2018 shows the discrepancies between grade 7 and Form 1. **It suggested that the form 1 group is larger than the grade 7 group.** All grade 7 pupils provided they pass can be able to access secondary education, and this is why transition rates at this level exceed 90 percent. The main challenge is that the spaces will not be equitably distributed in the country, most urban (city) schools will be full but there will be vacancies in rural schools. **It is noted that the enrolment in form 2 drops drastically again from around 27 000 to 19 000, which suggests that more than 8 000 pupils disappear from the system or pupils are then forced to remain in form 2.** These are inefficiencies that should be of concern to the Ministry of Education. These 8 000 pupils could have benefitted from both the FPE programme and the OVC Fund for them to quit school after 8 years of educational and financial investment made by Government for whatever reason. These 8 000 pupils coupled with the about 4 000 pupils who drop out at primary level, i.e. at grade 6 are a financial and developmental loss to the country. This dropout element contributes negatively to both the Human Capital and Human Development index because our children spent fewer years in school learning – mean years of schooling jeopardised. These 8 000 + 4 000 = 12 000 pupils are pupils who will not reach the end of Basic Education – SDG 4.

Chart : Lower Secondary enrolment

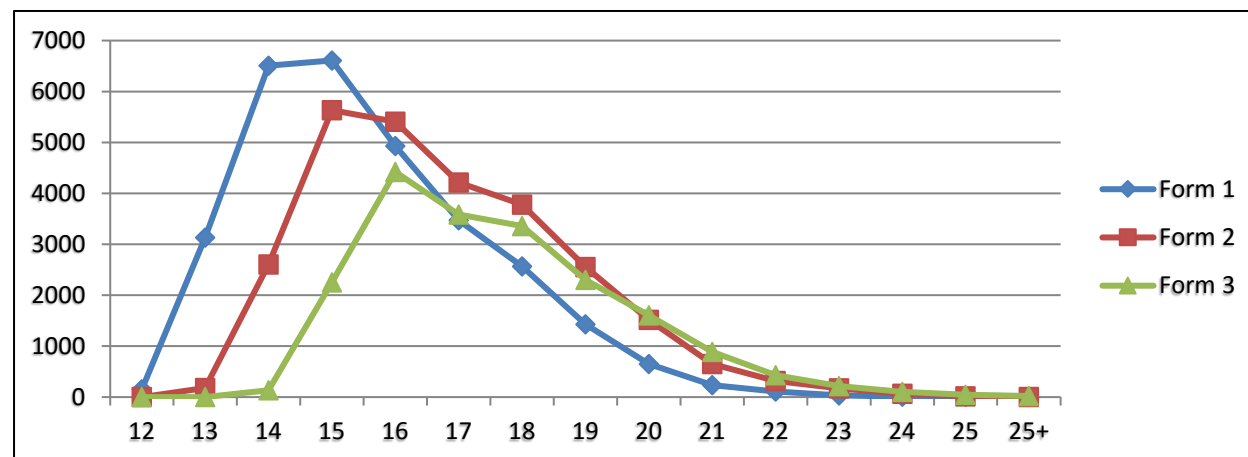


Table : Enrolment by Sex, Grade and Age, 2018

Sex	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	86	1,951	3,693	3,526	2,442	1,487	1,002	476	232	66	30	13	5	4	0	15,013
	Form 2	0	106	1,657	3,116	2,851	2,071	1,725	989	499	203	113	67	23	9	2	13,431
	Form 3	0	0	87	1,411	2,563	1,870	1,617	1,040	651	292	127	65	26	18	11	9,778
	Grade 8	1	11	5	3	3	0	0	0	0	0	0	0	0	0	1	24
	Grade 9	0	0	7	24	8	1	0	0	0	0	0	0	0	0	0	40
	Grade 10	0	0	5	11	7	5	7	12	4	1	1	0	0	0	0	53
Female Total		87	2,068	5,454	8,091	7,874	5,434	4,351	2,517	1,386	562	271	145	54	31	14	38,339
Male	Form 1	70	1,184	2,812	3,084	2,487	1,982	1,564	953	421	170	82	24	5	5	0	14,843
	Form 2	0	72	948	2,517	2,560	2,142	2,058	1,564	1,018	450	203	108	40	8	0	13,688
	Form 3	0	0	50	843	1,858	1,718	1,740	1,264	956	598	305	149	75	31	10	9,597
	Grade 8	0	7	12	8	5	3	0	0	0	0	0	0	0	0	0	35
	Grade 9	0	0	13	22	10	1	0	0	0	0	0	0	0	0	0	46
	Grade 10	0	2	4	14	16	16	9	1	7	3	2	1	0	1	0	76
Male Total		70	1,265	3,839	6,488	6,936	5,862	5,371	3,782	2,402	1,221	592	282	120	45	10	38,285
Grand Total		157	3,333	9,293	14,579	14,810	11,296	9,722	6,299	3,788	1,783	863	427	174	76	24	76,624

Table : Enrolment by Sex, Grade and Year 2015 – 2018

Sex	Grade	2015	2016	2017	2018
Female	Form 1	13,681	13,838	14,252	15,013
	Form 2	12,643	12,696	13,053	13,431
	Form 3	7,895	8,540	9,362	9,778
	Grade 8	60	1	91	24
	Grade 9	52	12	111	40
	Grade 10	50	5	74	53
Female Total		34,381	35,092	36,943	38,339
Male	Form 1	13,553	13,870	14,559	14,843
	Form 2	12,710	12,757	12,971	13,688
	Form 3	7,844	8,650	9,239	9,597
	Grade 8	63	6	102	35
	Grade 9	62	9	94	46
	Grade 10	55	11	68	76
Male Total		34,287	35,303	37,033	38,285

Table : Enrolment by Sex, Grade and Region 2018

Sex	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 1	4,571	3,110	4,360	2,972	15,013
	Form 2	4,129	2,768	3,919	2,615	13,431
	Form 3	2,938	2,000	3,174	1,666	9,778
	Grade 8	0	24	0	0	24
	Grade 9	0	40	0	0	40
	Grade 10	0	53	0	0	53
Female Total		11,638	7,995	11,453	7,253	38,339
Male	Form 1	4,675	3,033	4,253	2,882	14,843
	Form 2	4,253	2,807	4,037	2,591	13,688
	Form 3	2,806	2,042	2,994	1,755	9,597
	Grade 8	0	35	0	0	35
	Grade 9	0	46	0	0	46
	Grade 10	0	76	0	0	76
Male Total		11,734	8,039	11,284	7,228	38,285

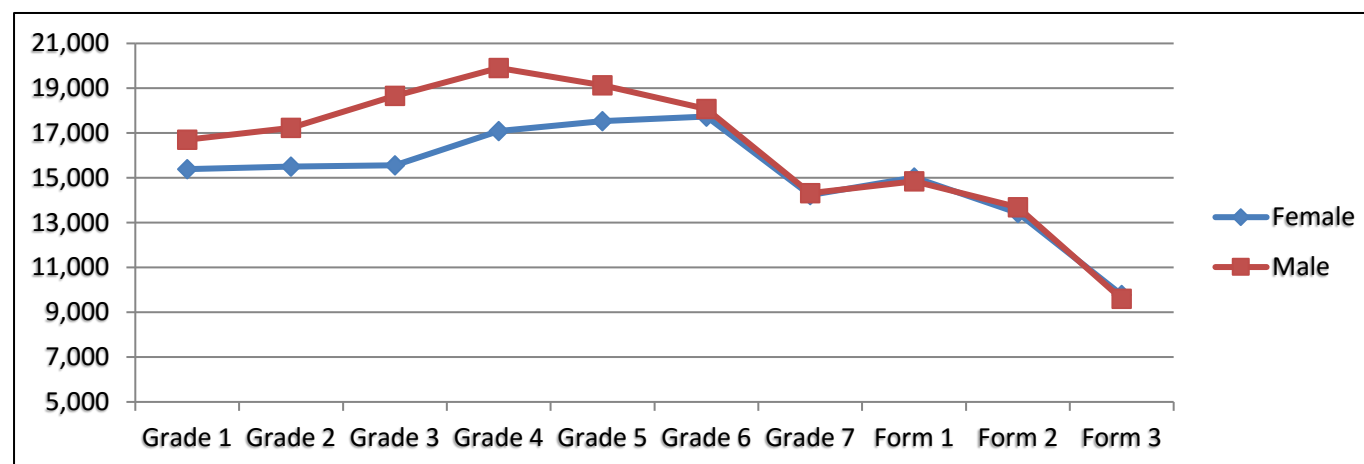
According to the registration and normal progression process, the ideal age for lower secondary pupils is between 13 and 15. These are pupils of the 'right age', who ought to be enrolled. As observed in Table on previous page, there is a larger enrolment of pupils aged above 15 within Basic Education. This is largely due to late entry in some cases, but the major contributor is repetition. As the pupils repeat they grow older. This unfortunately results in reduced net enrolment rates at this level of education. Under the SGD agenda, this is a major indicator of success. As earlier tables for primary education have also indicated that a large proportion of secondary aged pupils are still in primary it means there is need for major innovation that is needed to curb thus trend. The ultimate goal is to have pupils flowing through the system, cutting the huge dropout in Grade 6 and Form 2, and reducing the repetition rates along the system. The ultimate goals should be to retain the pupils within the system and let them complete basic education. There are a number of options that are available to the Ministry.

Another observation is that there is little variation in total enrolment between males and females at this level. There is equal enrolment, indeed there are fewer girls but the margin is not that big. It is however worth noting that beginning 2017 the number of girls is getting larger than that of boys. This puts a spin in that it suggested that boys are becoming vulnerable, they enter the system with higher numbers which are however depleted by the time they reach lower secondary education. This could signal the need to relook the boy child as also vulnerable and aim to balance the scale to avoid the danger of flip-flopping in our engagements. As boys drop out, it may not be an issue of pregnancies but the system will be producing men who may not possess the skills and competencies to cope with the demanding societal, economic and psychological needs resulting in a misbehaving society leading to increased social ills like crime.

Table : Enrolment by Sex, Grade and Age : Basic Education

Sex	Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+	Total
Female	Grade 1	59	6,051	7,791	1,097	161	83	41	80	11	8	5	3	2	1	0	0	0	15,393
	Grade 2	0	198	5,449	7,305	1,792	430	225	64	21	10	3	6	1	2	1	0	0	15,507
	Grade 3	0	0	114	4,184	6,914	2,855	900	350	139	56	18	13	8	9	0	0	0	15,560
	Grade 4	0	0	0	163	3,611	6,855	3,233	1,744	852	343	175	57	25	19	1	4	2	17,084
	Grade 5	0	0	0	0	174	3,196	5,782	3,950	2,365	1,166	509	223	107	41	16	4	5	17,538
	Grade 6	0	0	0	0	0	127	2,439	5,413	4,231	2,557	1,477	766	391	199	76	41	20	17,737
	Grade 7	0	0	0	0	0	0	75	2,091	4,376	3,105	2,256	1,153	573	357	154	64	33	14,237
	Form 1	0	0	0	0	0	0	0	86	1,951	3,693	3,526	2,442	1,487	1,002	476	232	118	15,013
	Form 2	0	0	0	0	0	0	0	0	106	1,657	3,116	2,851	2,071	1,725	989	499	417	13,431
	Form 3	0	0	0	0	0	0	0	0	0	87	1,411	2,563	1,870	1,617	1,040	651	539	9,778
	Grade 8	0	0	0	0	0	0	0	1	11	5	3	3	0	0	0	0	1	24
	Grade 9	0	0	0	0	0	0	0	0	0	7	24	8	1	0	0	0	0	40
	Grade 10	0	0	0	0	0	0	0	0	0	5	11	7	5	7	12	4	2	53
Female Total		59	6,249	13,354	12,749	12,652	13,546	12,695	13,779	14,063	12,699	12,534	10,095	6,541	4,979	2,765	1,499	1,137	151,395
Male	Grade 1	71	5,983	8,468	1,624	266	111	67	73	14	5	5	3	4	2	1	0	0	16,697
	Grade 2	0	118	5,014	8,022	2,723	826	324	113	41	20	18	6	2	3	1	0	0	17,231
	Grade 3	0	0	100	3,604	7,473	4,266	1,791	792	367	143	85	25	5	11	0	0	1	18,663
	Grade 4	0	0	0	134	2,903	6,618	4,371	2,954	1,536	775	345	156	64	35	9	2	3	19,905
	Grade 5	0	0	0	0	174	2,255	4,872	4,342	3,328	2,032	1,126	518	280	152	36	15	4	19,134
	Grade 6	0	0	0	0	0	90	1,619	4,319	4,074	2,998	2,126	1,280	804	471	208	51	36	18,076
	Grade 7	0	0	0	0	0	0	75	1,338	3,374	3,056	2,483	1,695	998	733	324	138	106	14,320
	Form 1	0	0	0	0	0	0	0	70	1,184	2,812	3,084	2,487	1,982	1,564	953	421	286	14,843
	Form 2	0	0	0	0	0	0	0	0	72	948	2,517	2,560	2,142	2,058	1,564	1,018	809	13,688
	Form 3	0	0	0	0	0	0	0	0	0	50	843	1,858	1,718	1,740	1,264	956	1,168	9,597
	Grade 8	0	0	0	0	0	0	0	0	7	12	8	5	3	0	0	0	0	35
	Grade 9	0	0	0	0	0	0	0	0	0	13	22	10	1	0	0	0	0	46
	Grade 10	0	0	0	0	0	0	0	0	2	4	14	16	16	9	1	7	7	76
Male Total		71	6,101	13,582	13,384	13,539	14,166	13,119	14,001	13,999	12,868	12,676	10,619	8,019	6,778	4,361	2,608	2,420	162,311
Grand Total		130	12,350	26,936	26,133	26,191	27,712	25,814	27,780	28,062	25,567	25,210	20,714	14,560	11,757	7,126	4,107	3,557	313,706

Chart : Enrolment by Sex and Grade Basic Education, 2018



The chart shows the glaring discrepancies between boys and girls. At primary levels, the boys dominate until grade 6, and then both sexes balance out, with the slight inclination towards girls.

At primary levels a larger proportion of boys are enrolled and a large number also drops out. The dropout begins a grade 5 to 6, where both sexes then drop out, with a higher dropout in boys. This needs to be investigated. “what is pushing out the boy child”, has the system concentrated efforts on girls to the detriment of the boy child. What is further intriguing is

the fact is that the slight increase in enrolment in form 1 it is followed by a steady decrease in both sexes up to form 3. Again there is need to address this wastage. The country needs a work force and society that will never break the threshold for development and will never achieve the SDG and national goals with these wastages. Has the system over compensated girls to the detriment of boys. At this stage, there is need to balance the scales out.

Table : Enrolment by Sex, Grade and Year 2015 - 2018

Sex	Grade	2015	2016	2017	2018	Total
Female	Form 1	13,681	13,838	14,252	15,013	56,784
	Form 2	12,643	12,696	13,053	13,431	51,823
	Form 3	7,895	8,540	9,362	9,778	35,575
Female Total		34,219	35,074	36,667	38,222	144,182
Male	Form 1	13,553	13,870	14,559	14,843	56,825
	Form 2	12,710	12,757	12,971	13,688	52,126
	Form 3	7,844	8,650	9,239	9,597	35,330
Male Total		34,107	35,277	36,769	38,128	144,281
Grand Total		68,326	70,351	73,436	76,350	288,463

Data suggested a steady increase in the lower secondary sector over the period. However, the drastic drop between form 1 and form 3 showed a huge blemish in the education system. There is need for the inspectorate (quality assurance) to investigate the cause, as it might not be entirely educational. Is it schools fees, or other barriers? There are practices that may be common such as pupils made to repeat so as to get good grades in form 3. Another possibility is that as pupils get poor scores in JC or fail, they are not allowed to repeat JC but are forced to go back to form 2.

Chart : Enrolment by Sex, and Age : Primary

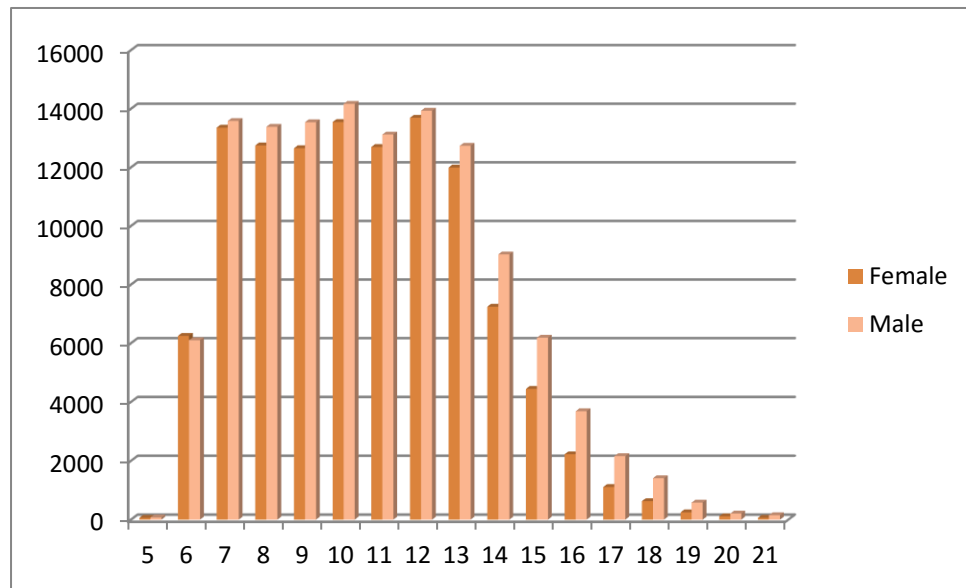
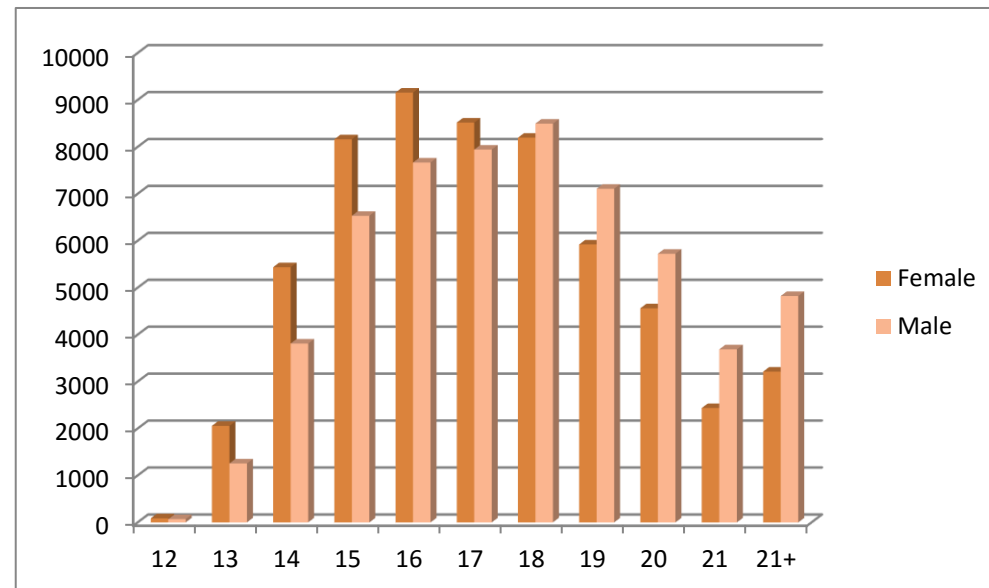


Chart : Enrolment by Sex and Age: Secondary



The charts profile the ages of the pupils at primary and at high school level. At primary levels it shows that there is an almost equal participation of both boys and girls, especially in the official primary school age, i.e. between ages 6 and 12. Thereafter the boys tend to dominate from ages 14 and above. This indicates that a lot more boys are overaged at this level when compared to their female counterparts.

When the secondary profile is scrutinised, the number of pupils aged between, 13 to 17 for girls exceeds that of boys within the same age ranges. This confirms the first assertion, most of the lower secondary boys are still trapped at primary levels, and thus the net enrolment rates are compromised. Again the same trend is observed, ie there are more over aged boys in the system. This scenario at face value does begin to present a situation where the boy child needs to be catered for. More girls are aged between 13 to 17 than boys. This suggested that majority of the girls are of appropriate ages. Then what is causing the boys to be out of age, and older? Do boys repeat more than girls? Do they take more breaks in their education than girls? There is need to investigate why they seem not to cope with their education.

Table : Enrolment by Sex, Grade and Age, Hhohho Lower Secondary

Sex	Grade	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Form 1	23	663	1,281	1,020	672	422	286	111	65	17	11	4,571
	Form 2	0	27	555	1,014	870	642	500	292	139	55	35	4,129
	Form 3	0	0	39	417	852	572	444	317	160	66	71	2,938
Female Total		23	690	1,875	2,451	2,394	1,636	1,230	720	364	138	117	11,638
Male	Form 1	10	390	924	875	798	673	501	273	139	61	31	4,675
	Form 2	0	17	295	790	747	721	674	486	292	124	107	4,253
	Form 3	0	0	19	213	563	527	518	382	259	155	170	2,806
Male Total		10	407	1,238	1,878	2,108	1,921	1,693	1,141	690	340	308	11,734
Grand Total		33	1,097	3,113	4,329	4,502	3,557	2,923	1,861	1,054	478	425	23,372

Chart : Enrolment by Sex and Age, Lower Secondary Hhohho

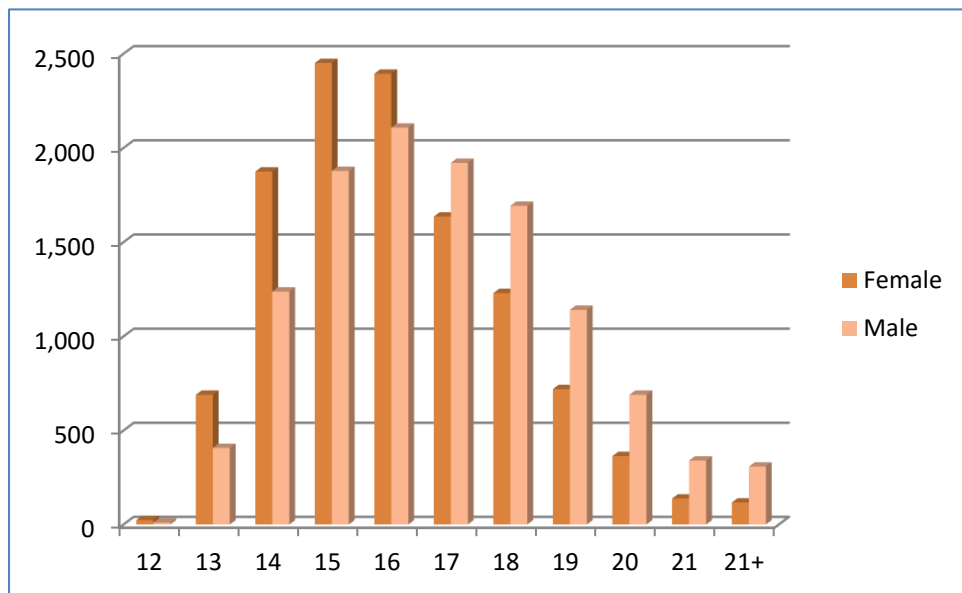


Table : Enrolment by Sex, Grade and Age, Lubombo Lower Secondary

	Grade	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Form 1	7	280	581	628	592	411	303	162	90	32	24	3,110
	Form 2	0	6	256	489	578	492	425	247	125	72	78	2,768
	Form 3	0	0	11	205	375	402	376	231	187	114	99	2,000
	Grade 8	1	11	5	3	3	0	0	0	0	0	1	24
	Grade 9	0	0	7	24	8	1	0	0	0	0	0	40
	Grade 10	0	0	5	11	7	5	7	12	4	1	1	53
Female Total		8	297	865	1,360	1,563	1,311	1,111	652	406	219	203	7,995
Male	Form 1	10	193	510	536	515	441	396	244	97	44	47	3,033
	Form 2	0	8	136	397	472	491	453	379	236	139	96	2,807
	Form 3	0	0	4	141	303	337	351	303	258	177	168	2,042
	Grade 8	0	7	12	8	5	3	0	0	0	0	0	35
	Grade 9	0	0	13	22	10	1	0	0	0	0	0	46
	Grade 10	0	2	4	14	16	16	9	1	7	3	4	76
Male Total		10	210	679	1,118	1,321	1,289	1,209	927	598	363	315	8,039
Grand Total		18	507	1,544	2,478	2,884	2,600	2,320	1,579	1,004	582	518	16,034

Chart : Enrolment by Sex and Age, Lower Secondary, Lubombo

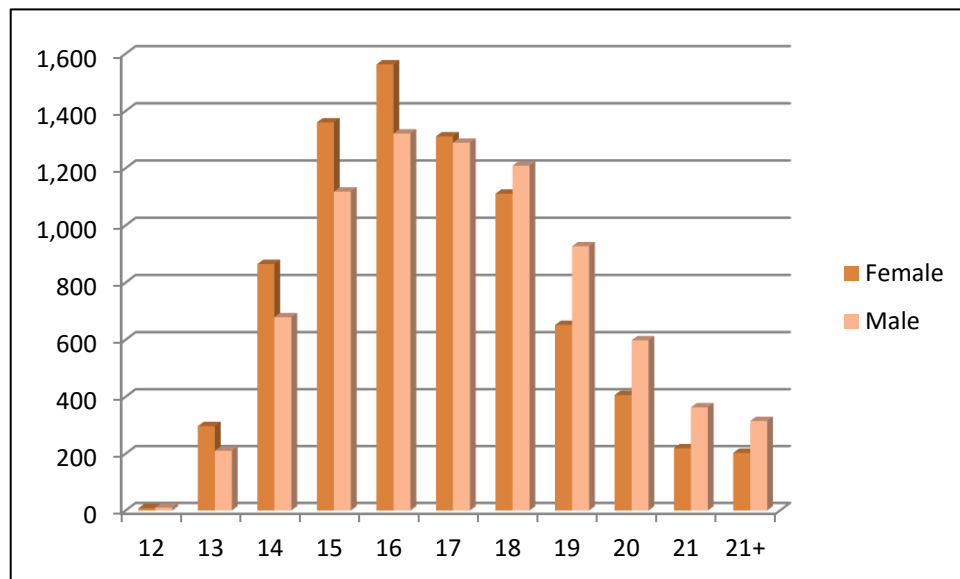


Table : Enrolment by Sex, Grade and Age, Manzini Lower Secondary

Sex	Grade	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Form 1	41	607	1,169	1,233	657	327	179	102	37	6	2	4,360
	Form 2	0	47	558	1,114	882	510	407	239	128	23	11	3,919
	Form 3	0	0	19	564	925	565	512	306	186	55	42	3,174
Female Total		41	654	1,746	2,911	2,464	1,402	1,098	647	351	84	55	11,453
Male	Form 1	41	426	914	1,112	670	464	322	189	80	26	9	4,253
	Form 2	0	33	347	936	888	563	530	378	255	67	40	4,037
	Form 3	0	0	11	366	721	558	539	322	246	140	91	2,994
Male Total		41	459	1,272	2,414	2,279	1,585	1,391	889	581	233	140	11,284
Grand Total		82	1,113	3,018	5,325	4,743	2,987	2,489	1,536	932	317	195	22,737

Chart : Enrolment by Sex and Age, Manzini Lower Secondary

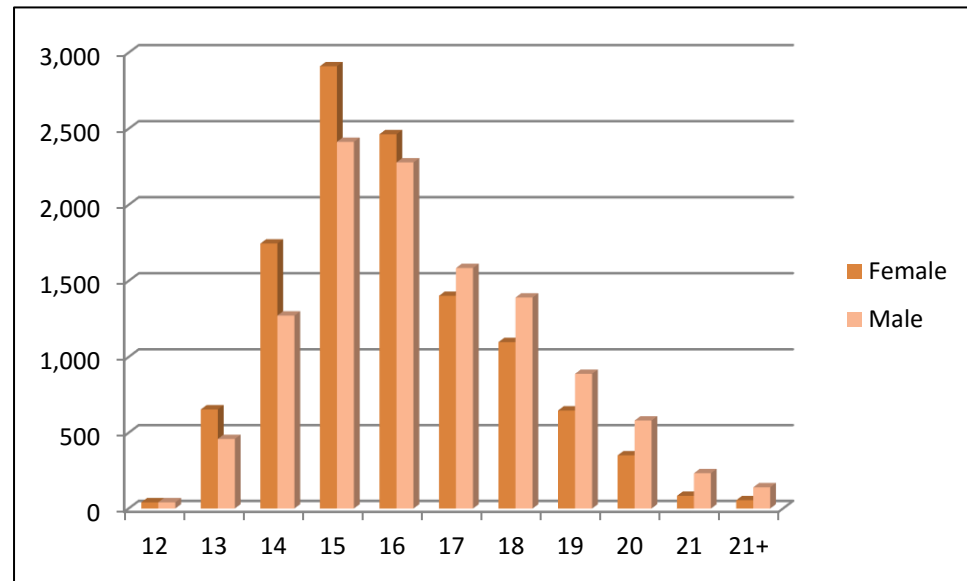


Table : Enrolment by Sex, Grade and Age Shiselweni Lower Secondary

Sex	Grade	12	13	14	15	16	17	18	19	20	21	21+	Total
Female	Form 1	15	401	662	645	521	327	234	101	40	11	15	2,972
	Form 2	0	26	288	499	521	427	393	211	107	53	90	2,615
	Form 3	0	0	18	225	411	331	285	186	118	57	35	1,666
Female Total		15	427	968	1,369	1,453	1,085	912	498	265	121	140	7,253
Male	Form 1	9	175	464	561	504	404	345	247	105	39	29	2,882
	Form 2	0	14	170	394	453	367	401	321	235	120	116	2,591
	Form 3	0	0	16	123	271	296	332	257	193	126	141	1,755
Male Total		9	189	650	1,078	1,228	1,067	1,078	825	533	285	286	7,228
Grand Total		24	616	1,618	2,447	2,681	2,152	1,990	1,323	798	406	426	14,481

Chart : Enrolment by Sex and Age, Lower Secondary, Shiselweni lower Secondary

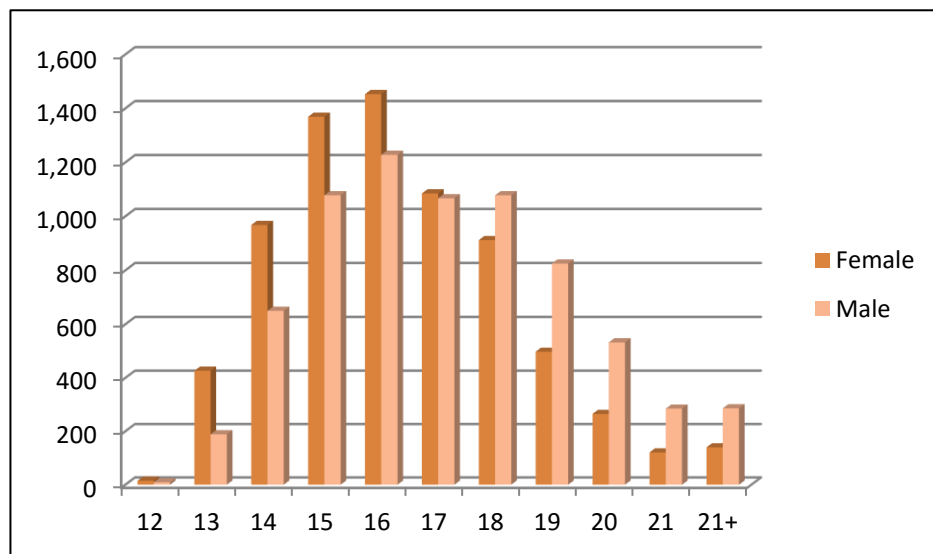


Table : Enrolment by Gender, Grade, Region and Year 2015 - 2018

Gender	Grade	Hhohho				Lubombo				Manzini				Shiselweni			
		2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Female	Form 1	4,098	4,136	4,373	4,571	2,781	2,921	2,823	3,110	3,834	3,983	4,175	4,360	2,968	2,798	2,881	2,972
	Form 2	3,688	3,786	3,938	4,129	2,672	2,644	2,771	2,768	3,684	3,672	3,790	3,919	2,599	2,594	2,554	2,615
	Form 3	2,335	2,337	2,832	2,938	1,579	1,697	1,812	2,000	2,462	2,994	3,110	3,174	1,519	1,512	1,608	1,666
	Grade 8	0	0	0	0	60	0	91	24	0	1	0	0	0	0	0	0
	Grade 9	0	0	0	0	52	0	111	40	0	12	0	0	0	0	0	0
	Grade 10	0	0	0	0	50	0	74	53	0	5	0	0	0	0	0	0
Female Total		10,121	10,259	11,143	11,638	7,194	7,262	7,682	7,995	9,980	10,667	11,075	11,453	7,086	6,904	7,043	7,253
Male	Form 1	3,994	4,141	4,613	4,675	2,798	2,931	2,926	3,033	3,841	3,973	4,148	4,253	2,920	2,825	2,872	2,882
	Form 2	3,708	3,747	3,936	4,253	2,724	2,723	2,706	2,807	3,568	3,639	3,758	4,037	2,710	2,648	2,571	2,591
	Form 3	2,234	2,415	2,603	2,806	1,602	1,665	1,900	2,042	2,525	2,973	3,077	2,994	1,483	1,597	1,659	1,755
	Grade 8	0	0	0	0	63	0	102	35	0	6	0	0	0	0	0	0
	Grade 9	0	0	0	0	62	0	94	46	0	9	0	0	0	0	0	0
	Grade 10	0	0	0	0	55	0	68	76	0	11	0	0	0	0	0	0
Male Total		9,936	10,303	11,152	11,734	7,304	7,319	7,796	8,039	9,934	10,611	10,983	11,284	7,113	7,070	7,102	7,228
Grand Total		20,057	20,562	22,295	23,372	14,498	14,581	15,478	16,034	19,914	21,278	22,058	22,737	14,199	13,974	14,145	14,481

Chart : Enrolment by Sex, Region and Year

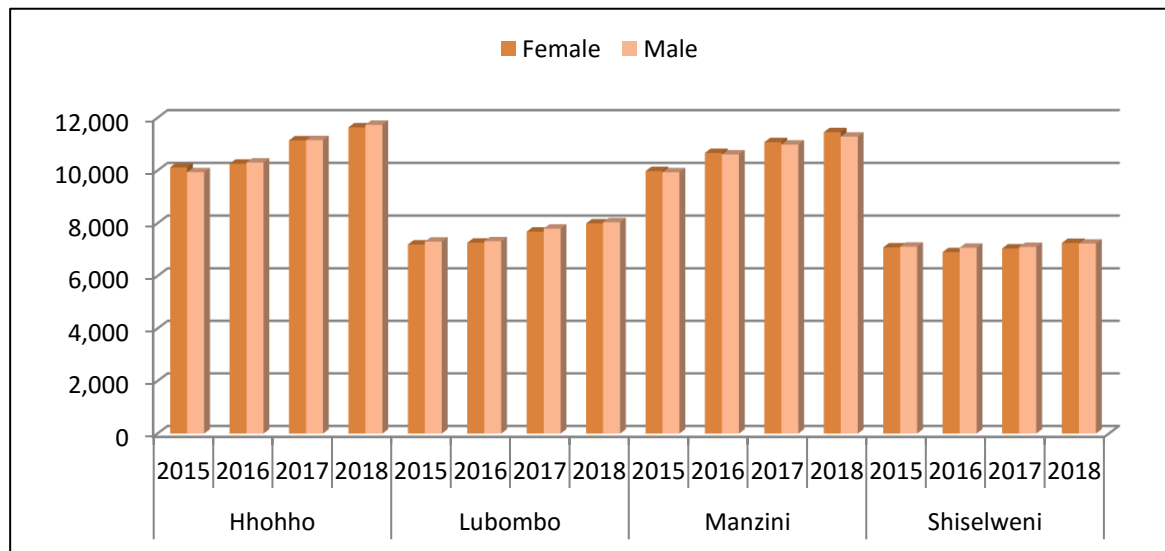


Table : Enrolment “Official Age” by Sex, Grade, Region and Year, 2015 - 2018

Gender	Grade	Hhohho				Lubombo				Manzini				Shiselweni			
		2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Female	Form 1	2,440	2,487	2,679	2,964	1,249	1,437	1,412	1,489	2,168	2,425	2,633	3,009	1,473	1,423	1,505	1,708
	Form 2	1,332	1,306	1,563	1,596	668	745	724	751	1,396	1,456	1,588	1,719	721	690	738	813
	Form 3	372	362	508	456	140	222	171	216	397	531	475	583	198	176	229	243
	Grade 8	0	0	0	0	15	0	25	19	0	0	0	0	0	0	0	0
	Grade 9	0	0	0	0	1	0	1	31	0	0	0	0	0	0	0	0
	Grade 10	0	0	0	0	0	0	0	16	0	0	0	0	0	0	0	0
Female Total		4,144	4,155	4,750	5,016	2,073	2,404	2,333	2,522	3,961	4,412	4,696	5,311	2,392	2,289	2,472	2,764
Male	Form 1	1,720	1,779	2,054	2,189	1,055	1,035	980	1,239	1,668	1,708	1,924	2,452	1,036	992	1,105	1,200
	Form 2	848	779	948	1,102	480	425	425	541	993	866	961	1,316	440	446	448	578
	Form 3	186	199	270	232	102	108	92	145	239	351	245	377	89	97	121	139
	Grade 8	0	0	0	0	9	0	22	27	0	3	0	0	0	0	0	0
	Grade 9	0	0	0	0	0	0	2	35	0	0	0	0	0	0	0	0
	Grade 10	0	0	0	0	0	0	0	20	0	0	0	0	0	0	0	0
Male Total		2,754	2,757	3,272	3,523	1,646	1,568	1,521	2,007	2,900	2,928	3,130	4,145	1,565	1,535	1,674	1,917
Grand Total		6,898	6,912	8,022	8,539	3,719	3,972	3,854	4,529	6,861	7,340	7,826	9,456	3,957	3,824	4,146	4,681

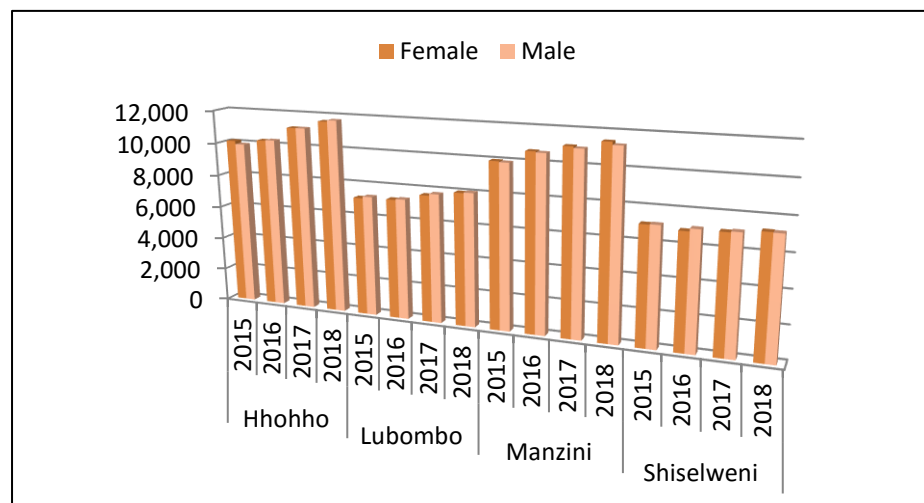


Table : Repetition by Sex, Grade and Age, Lower Secondary

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	5	54	166	272	250	229	177	109	57	16	9	4	1	1	0	1,350
	Form 2		3	36	134	259	301	314	210	136	59	21	21	5	1	0	1,500
	Form 3				11	29	52	63	80	61	41	21	16	9	5	1	389
Female Total		5	57	202	417	538	582	554	399	254	116	51	41	15	7	1	3,239
Male	Form 1	1	31	112	203	249	296	285	209	114	49	24	10		1	0	1,584
	Form 2		6	37	149	227	246	332	337	242	140	69	30	10	2	0	1,827
	Form 3				7	21	55	54	79	84	73	53	28	19	6	4	483
Male Total		1	37	149	359	497	597	671	625	440	262	146	68	29	9	4	3,894
Grand Total		6	94	351	776	1,035	1,179	1,225	1,024	694	378	197	109	44	16	5	7,133

Table : Percent Repeating by Sex, Grade and Age, Lower Secondary

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	5.8%	2.8%	4.5%	7.7%	10.2%	15.4%	17.7%	22.9%	24.6%	24.2%	30.0%	30.8%	20.0%	25.0%	0.0%	9.0%
	Form 2	0.0%	2.8%	2.2%	4.3%	9.1%	14.5%	18.2%	21.2%	27.3%	29.1%	18.6%	31.3%	21.7%	11.1%	0.0%	11.2%
	Form 3	0.0%	0.0%	0.0%	0.8%	1.1%	2.8%	3.9%	7.7%	9.4%	14.0%	16.5%	24.6%	34.6%	27.8%	9.1%	4.0%
Female Total		5.8%	2.8%	3.7%	5.2%	6.8%	10.7%	12.8%	15.9%	18.4%	20.7%	18.9%	28.3%	27.8%	22.6%	7.7%	8.5%
Male	Form 1	1.4%	2.6%	4.0%	6.6%	10.0%	14.9%	18.2%	21.9%	27.1%	28.8%	29.3%	41.7%	0.0%	20.0%	0.0%	10.7%
	Form 2	0.0%	8.3%	3.9%	5.9%	8.9%	11.5%	16.1%	21.5%	23.8%	31.1%	34.0%	27.8%	25.0%	25.0%	0.0%	13.3%
	Form 3	0.0%	0.0%	0.0%	0.8%	1.1%	3.2%	3.1%	6.3%	8.8%	12.2%	17.4%	18.8%	25.3%	19.4%	40.0%	5.0%
Male Total		1.4%	2.9%	3.9%	5.6%	7.2%	10.2%	12.5%	16.5%	18.4%	21.5%	24.7%	24.2%	24.2%	20.5%	40.0%	10.2%
Grand Total		3.8%	2.8%	3.8%	5.4%	7.0%	10.5%	12.6%	16.3%	18.4%	21.2%	22.9%	25.6%	25.3%	21.3%	21.7%	9.3%

Table : Repetition Rate by Sex, Grade and Age, Lower Secondary

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	5.3%	2.8%	5.1%	8.9%	10.7%	12.2%	18.4%	25.3%	35.0%	20.5%	25.0%	18.2%	14.3%	0.0%	0.0%	9.5%
	Form 2	0.0%	3.4%	2.3%	4.6%	10.4%	12.6%	18.7%	21.0%	29.1%	27.3%	17.6%	72.4%	23.8%	11.1%	0.0%	11.5%
	Form 3	0.0%	0.0%	0.0%	0.9%	1.3%	2.6%	4.2%	7.8%	10.1%	15.1%	14.4%	24.2%	50.0%	41.7%	8.3%	4.2%
Female		5.3%	2.9%	4.1%	5.7%	7.5%	9.2%	13.4%	16.2%	20.6%	20.5%	16.9%	35.0%	32.6%	31.8%	3.7%	8.8%
Male	Form 1	2.0%	3.0%	4.7%	7.6%	10.1%	11.9%	17.1%	20.8%	25.0%	24.1%	28.9%	22.7%	0.0%	10.0%	0.0%	10.9%
	Form 2	0.0%	11.5%	4.6%	7.8%	10.8%	9.8%	16.5%	21.0%	25.1%	25.8%	26.4%	28.6%	22.2%	9.1%	0.0%	14.1%
	Form 3	0.0%	0.0%	0.0%	1.0%	1.4%	3.2%	3.3%	5.5%	8.7%	12.1%	16.3%	15.4%	24.7%	16.7%	22.2%	5.2%
Male Total		2.0%	3.5%	4.6%	6.8%	8.2%	8.9%	12.7%	15.4%	18.4%	19.4%	21.8%	20.5%	21.6%	13.2%	10.5%	10.6%
Grand Total		4.2%	3.1%	4.3%	6.2%	7.8%	9.0%	13.0%	15.7%	19.2%	19.7%	20.3%	24.3%	24.4%	17.8%	7.7%	9.7%

Table : Percent Repetition by Sex, Grade, Region and Year 2015 - 2018

Gender	Grade	Hhohho				Lubombo				Manzini				Shiselweni			
		2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Female	Form 1	14.2%	11.9%	11.0%	10.0%	15.0%	14.1%	12.3%	8.2%	9.4%	6.9%	8.0%	4.7%	19.6%	19.9%	15.7%	14.5%
	Form 2	17.2%	15.5%	13.5%	12.6%	16.1%	20.3%	15.3%	12.7%	9.2%	8.9%	9.5%	5.8%	19.5%	23.6%	20.8%	15.3%
	Form 3	2.4%	2.5%	2.8%	3.5%	3.4%	4.2%	5.8%	6.0%	1.4%	4.7%	6.6%	2.3%	3.2%	3.8%	4.8%	5.5%
Female Total		12.6%	11.1%	9.8%	9.3%	12.8%	14.0%	11.8%	9.2%	7.4%	7.0%	8.1%	4.5%	16.1%	17.8%	15.1%	12.7%
Male	Form 1	17.3%	13.4%	12.8%	12.9%	15.2%	15.0%	15.6%	9.7%	10.6%	7.7%	8.8%	5.5%	21.1%	21.6%	18.2%	15.6%
	Form 2	19.8%	17.7%	17.6%	15.8%	17.3%	22.0%	19.0%	13.5%	10.3%	10.7%	11.7%	7.5%	23.3%	27.3%	21.6%	18.3%
	Form 3	3.3%	3.1%	4.1%	4.1%	3.2%	3.7%	8.2%	7.6%	1.6%	6.0%	7.8%	3.0%	4.2%	4.6%	6.8%	7.1%
Male Total		15.1%	12.5%	12.5%	11.9%	13.3%	15.0%	15.0%	10.5%	8.2%	8.2%	9.5%	5.5%	18.4%	19.9%	16.8%	14.5%
Grand Total		13.8%	11.8%	11.1%	10.6%	13.0%	14.5%	13.4%	9.9%	7.8%	7.6%	8.8%	5.0%	17.2%	18.8%	15.9%	13.6%

Data suggested a dropping trend for repetition at lower secondary levels. It is only the Manzini region where repetition is less than 10 percent in 2018. Lubombo and Shiselweni like with primary reported the higher repetition incidences. This should be a concern because it could imply the quality of education in these regions is questionable. However the positive thing is that the repetition rates are on the decrease. The national average of 11 percent is not as bad as it shows that the rates will eventually fall below the national benchmark.

Dropout

Dropout is a common term used to define pupils who do not complete an academic or school year. The pupil leaves the system and thus called a dropout. However, prevailing challenges and trends have given another version, where such pupils are now called 'Pushed outs', because it is not often that they opt out because of their own volition but mainly because of the situation that they find themselves in. There are social, economic and educational barriers that may lead to dropout. It is worrying that the highest dropout at this level is because of pregnancy. This needs to be investigated

Table : Dropout by Sex, Reason and Grade, 2018

Gender	Dropout_Reason	Form 1	Form 2	Form 3	Total
Female	Absconded or Other	109	95	64	268
	Death	14	5	8	27
	Disciplinary or Expelled	11	7	6	24
	Family Reasons	75	79	84	238
	Pregnancy	278	312	167	757
	School fees	48	27	5	80
	Sickness	28	26	13	67
	Transfer	66	53	119	238
	Female Total	629	604	466	1,699
Male	Absconded or Other	153	160	54	367
	Death	6	4	3	13
	Disciplinary or Expelled	24	14	9	47
	Family Reasons	124	115	70	309
	Pregnancy	50	48	57	155
	School fees	64	47	16	127
	Sickness	13	19	3	35
	Transfer	51	41	92	184
	Male Total	485	448	304	1,237
Grand Total		1,114	1,052	770	2,936

Table : Dropout by Sex, Reason and Year 2015 - 2018

Gender	Dropout_Reason	2015	2016	2017	2018
Female	Absconded or Other	332	234	243	268
	Death	10	8	8	27
	Disciplinary or Expelled	12	25	17	24
	Family Reasons	211	223	259	238
	Pregnancy	562	626	728	757
	School fees	68	80	69	80
	Sickness	45	58	62	67
	Transfer	131	274	225	238
	Female Total	1,371	1,528	1,611	1,699
Male	Absconded or Other	415	405	327	367
	Death	17	18	19	13
	Disciplinary or Expelled	41	98	79	47
	Family Reasons	250	294	247	309
	Pregnancy	80	179	130	155
	School fees	108	89	140	127
	Sickness	30	62	60	35
	Transfer	124	235	273	184
	Male Total	1,065	1,380	1,275	1,237
Grand Total		2,436	2,908	2,886	2,936

The dropout due to pregnancy at lower secondary showed a worrying trend. The dropout due to pregnancy is showing an increasing trend, from 562 pupils in 2015 to 757 in 2018. This is a concern when one considers the effort Government is putting through programmes that are meant to militate against early pregnancies and unprotected sex. Unprotected sex results in pregnancy and also may lead to increased HIV infection rates. What is further intriguing is the increase in male pupils too, which indicated that the sword maybe cutting both ways. This trend in male pupils although lower in comparison, suggested a need to also engage the boy child as he is a critical stakeholder. There is also need to investigate why the country is not winning the war against early unprotected sex when there are so many interventions in

schools. The results suggest that maybe the message is not getting through or not having the desired impact. There is need to identify why this is the case. Is this saying despite the Knowledge, the children are ignoring the messages, or they are faced with other challenges that coerce them into early sex.

Orphans and Vulnerable Children

The EMIS collects data on OVC from schools administrative data. Ideally this data should tally with the number of OVC benefitting from the Government's OVC Fund under the Deputy Prime Minister's office. Any discrepancies should warrant an investigation, because it suggests schools may not be entirely honest when completing the annual questionnaires.

Table : OVC by Sex, Grade and Age, Lower Secondary

Gender	Grade	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 1	22	475	1,014	1,042	779	585	379	186	88	19	12	6	3	2	0	4,612
	Form 2		22	382	833	974	778	665	419	185	91	41	27	6	4	0	4,427
	Form 3			25	316	751	672	597	398	261	107	62	23	9	11	5	3,237
	Grade 8				1											0	1
Female Total		22	497	1,421	2,192	2,504	2,035	1,641	1,003	534	217	115	56	18	17	5	12,277
Male	Form 1	10	212	638	873	829	704	595	380	185	67	36	10	1	1	0	4,541
	Form 2		10	197	606	766	763	742	683	453	212	93	58	17	5	0	4,605
	Form 3			17	174	470	582	687	545	414	256	153	76	45	18	7	3,444
	Grade 10										1					0	1
	Grade 8					1										0	1
Male Total		10	222	852	1,653	2,066	2,049	2,024	1,608	1,052	536	282	144	63	24	7	12,592
Grand Total		32	719	2,273	3,845	4,570	4,084	3,665	2,611	1,586	753	397	200	81	41	12	24,869

Table : OVC by Sex, Type and Region, Lower Secondary

Gender	OVC_classification	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Double Orphan	582	146	364	524	1,616
	Single Orphan	2,203	1,055	1,394	1,778	6,430
	Vulnerable non orphan	671	938	1,003	1,366	3,978
	(blank)	9	129	36	79	253
Female Total		3,465	2,268	2,797	3,747	12,277
Male	Double Orphan	627	183	360	561	1,731
	Single Orphan	2,345	1,200	1,325	1,878	6,748
	Vulnerable non orphan	728	1,002	935	1,231	3,896
	(blank)	2	105	50	60	217
Male Total		3,702	2,490	2,670	3,730	12,592
Grand Total		7,167	4,758	5,467	7,477	24,869

Table : OVC by Sex, Type and Year, 2015 - 2018

Gender	OVC_classification	2015	2016	2017	2018	Total
Female	Double Orphan	1,945	2,565	2,584	1,616	8,710
	Single Orphan	6,715	7,803	8,042	6,430	28,990
	Vulnerable non orphan	3,376	6,767	7,679	3,978	21,800
	(blank)	132	341	215	253	941
Female Total		12,168	17,476	18,520	12,277	60,441
Male	Double Orphan	2,144	2,768	2,847	1,731	9,490
	Single Orphan	7,071	8,305	8,498	6,748	30,622
	Vulnerable non orphan	3,207	6,361	7,294	3,896	20,758
	(blank)	157	298	224	217	896
Male Total		12,579	17,732	18,863	12,592	61,766
Grand Total		24,747	35,208	37,383	24,869	122,207

There is a large discrepancy in the number of OVC in 2018 when compared with the trends of the previous years. The results suggested a drop, which is highly unlikely.

Table : Number of SEN by Sex, Type and Region, Lower Secondary

Gender	Special_ed_need_status	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired	115	18	92	23	248
	Learning Disability	30		25	1	56
	Other Impairment	38		41	21	100
	Physical Disability	25	1	5	1	32
	Visually Impaired	374	52	248	59	733
Female Total		582	71	411	105	1,169
Male	Hearing Impaired	79	9	58	15	161
	Learning Disability	27	4	29	8	68
	Other Impairment	43		34	7	84
	Physical Disability	13		10	4	27
	Visually Impaired	283	26	153	47	509
Male Total		445	39	284	81	849
Grand Total		1,027	110	695	186	2,018

Table : Number of SEN by Sex, Type and Year, 2015 – 2018

Gender	Special_ed_need_status	2015	2016	2017	2018	Total
Female	Hearing Impaired	137	312	440	248	1,137
	Learning Disability	65	68	108	56	297
	Other Impairment	95	122	222	100	539
	Physical Disability	41	51	82	32	206
	Visually Impaired	400	914	1,361	733	3,408
Female Total		738	1,467	2,213	1,169	5,587
Male	Hearing Impaired	78	212	290	161	741
	Learning Disability	69	63	90	68	290
	Other Impairment	67	107	197	84	455
	Physical Disability	26	48	74	27	175
	Visually Impaired	265	606	867	509	2,247
Male Total		505	1,036	1,518	849	3,908
Total		1,243	2,503	3,731	2,018	9,495

Chart : SEN by Sex and Type, 2015 - 2018

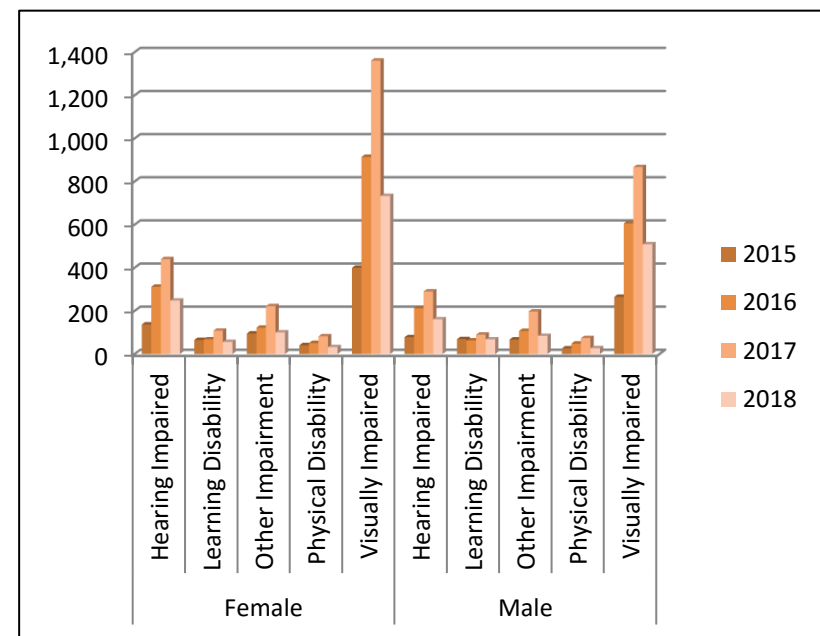
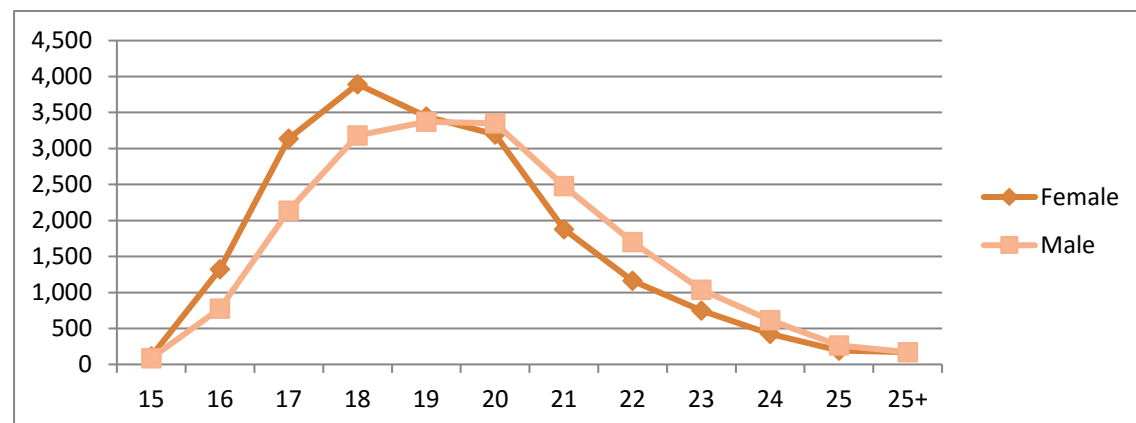


Chart : Enrolment by Sex and Age, Senior Secondary (High School)

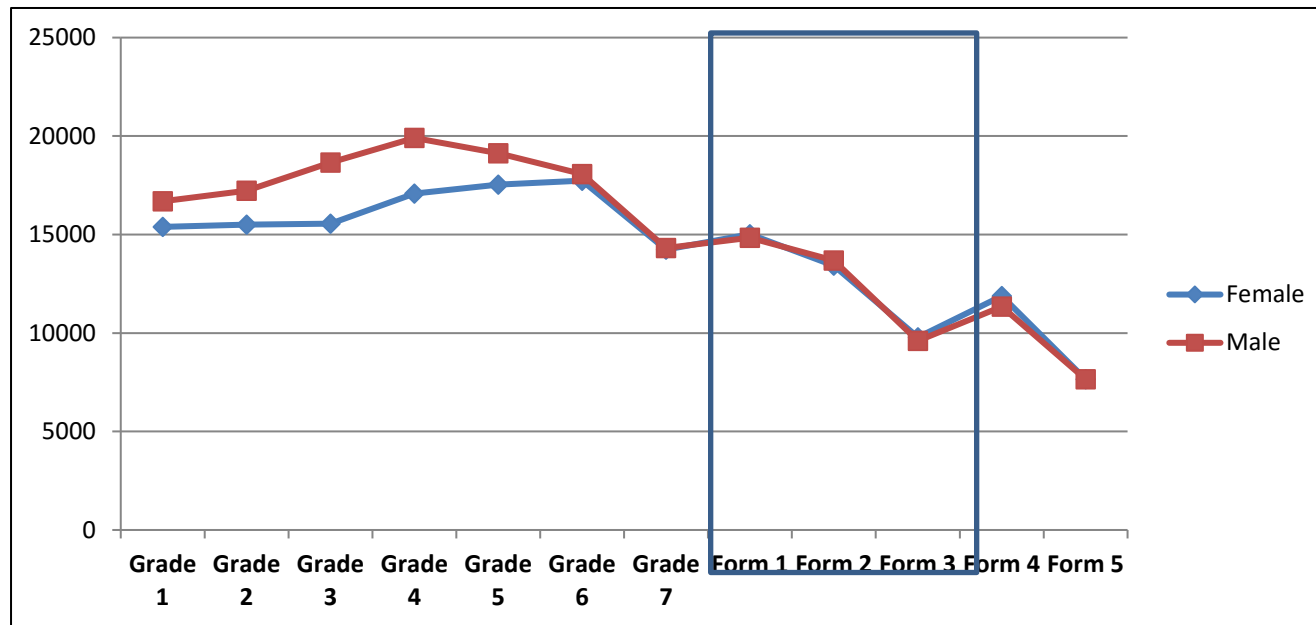


The official age for high school pupils is 16 and 17 years. What the data suggested is that more girls are within the official age limit than their male counterparts. A sizeable population is above 17 years which generally means there is some over agedness in the system.

Table : Enrolment by Sex, Grade and Age, Senior Secondary (High School)

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	110	1,239	2,218	2,222	2,008	1,751	991	604	374	223	91	47	11,878
	Grade 11	1	15	27	16	11	3	0	1	0	0	0	1	75
	Form 5	0	62	872	1,631	1,409	1,428	885	559	376	202	103	121	7,648
	Grade 12	0	5	16	14	10	6	1	0	0	1	0	0	53
	Form 6	0	1	4	12	7	9	1	0	0	0	0	0	34
Female Total		111	1,322	3,137	3,895	3,445	3,197	1,878	1,164	750	426	194	169	19,688
Male	Form 4	88	724	1,546	1,967	2,002	1,920	1,320	884	484	264	97	39	11,335
	Grade 11	0	13	21	15	18	5	3	1	0	1	0	0	77
	Form 5	0	38	555	1,167	1,326	1,408	1,150	808	554	351	167	130	7,654
	Grade 12	0	2	9	8	10	10	7	3	0	0	0	0	49
	Form 6	0	0	5	24	16	6	0	3	0	0	0	0	54
Male Total		88	777	2,136	3,181	3,372	3,349	2,480	1,699	1,038	616	264	169	19,169
Grand Total		199	2,099	5,273	7,076	6,817	6,546	4,358	2,863	1,788	1,042	458	338	38,857

Chart : Trend in Flow of pupils through the system, Grade 1 to Form 5.



The system begins with more boys than girls at primary levels, by the time they reach the end of primary the boys have been pushed out of the system. At lower secondary phase almost equal participation is observed. At this stage the boy child has already been compromised. This push out of boys, needs to be addressed, because these are the boys who may be contributing to the social ills of the country, what does a child (boy) aged around 13 years leave schooling to do what?

The system shrinks with the lowest enrolment observed in Form 3. At each of the stages, i.e. Form 1 to Form 2 both sexes are pushed out. This push out effect from primary to end of lower secondary will negatively impact on the achievement of the SDGs. **The data suggested that a sizeable population currently does not complete the 10**

years (grades) of basic education. What should be of concern is that at this stage also the system losses close to 10 000 pupils between Form 1 and Form 3. There is need to look at the impact of the system in education and in socio-economic situation of the country. These 10 000 pupils are the products of the FPE Program. This means the Government of Eswatini, invested FPE grant, Textbooks, Stationery, End of Primary Examination, a proportion on OVC grants only for them to exit even before they complete basic education. This is a financial drain. There is a sudden increase in enrolment figures in Form 4. Where do these pupils come from? These may be pupils who are repeating the grade, or re-joining the system after upgrading their symbols. Alas, they suddenly disappear once more in Form 5, or a sizeable proportion are kept in Form 4 repeat, so that they get better grades when they eventually sit for the end of secondary examination. The irony of the situation is that it gives a perspective that more than half (50%) of the pupils who enter grade 1 will never see the inside of the form 5 classroom. Apart from the pupil associated costs, there are other costs, teacher salaries, infrastructure, school feeding programmes etc. the Ministry needs to look at what causes this inefficiency. It is a pupil/teacher, teaching/learning issue or a systems failure.

The substantial dropouts before external examination grades suggest that the Ministry needs to investigate the real causes. This is wastage of both time and resources. Are children been discouraged from sitting external examinations by their schools, are the school-based assessments of judge so harsh such that they opt on quitting education all together. This indicates that each year a population of around 20 000 pupils from (Grade 6, Form 2 and Form 4) quit school and go somewhere, maybe the informal education and/or economic sectors. What contribution will such people make in a country that is focussed on human capital? To attain gains in human capital these children have to stay in school and complete basic education at least.

Table : Enrolment by Sex, Grade and Region, High School

Gender	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Form 4	3,475	2,205	3,519	2,679	11,878
	Grade 11	0	75	0	0	75
	Form 5	2,315	1,443	2,449	1,441	7,648
	Grade 12	0	53	0	0	53
	Form 6	34	0	0	0	34
Female Total		5,824	3,776	5,968	4,120	19,688
Male	Form 4	3,277	2,173	3,344	2,541	11,335
	Grade 11	0	77	0	0	77
	Form 5	2,393	1,428	2,303	1,530	7,654
	Grade 12	0	49	0	0	49
	Form 6	54	0	0	0	54
Male Total		5,724	3,727	5,647	4,071	19,169
Grand Total		11,548	7,503	11,615	8,191	38,857

Table : Enrolment by Sex, Grade and Year 2015 – 2018, Senior Secondary

Gender	Grade	2015	2016	2017	2018	Total
Female	Form 4	9,687	10,197	10,779	11,878	42,541
	Grade 11	0	0	60	75	135
	Form 5	6,036	6,516	7,248	7,648	27,448
	Grade 12	0	0	61	53	114
	Form 6	32	24	38	34	128
Female Total		15,755	16,737	18,186	19,688	70,366
Male	Form 4	9,850	10,179	10,706	11,335	42,070
	Grade 11	0	0	64	77	141
	Form 5	6,231	6,669	7,211	7,654	27,765
	Grade 12	0	0	77	49	126
	Form 6	60	49	45	54	208
Male Total		16,141	16,897	18,103	19,169	70,310
Grand Total		31,896	33,634	36,289	38,857	140,676

Table : Enrolment by Sex, Grade and Age, High School, Hhohho

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	26	441	793	632	537	422	257	172	90	61	20	24	3,475
	Form 5	0	21	305	558	382	380	249	189	106	56	35	34	2,315
	Form 6	0	1	4	12	7	9	1	0	0	0	0	0	34
Female Total		26	463	1,102	1,202	926	811	507	361	196	117	55	58	5,824
Male	Form 4	28	220	515	568	563	504	372	248	140	70	31	18	3,277
	Form 5	0	13	200	396	373	403	355	265	180	108	52	48	2,393
	Form 6	0	0	5	24	16	6	0	3	0	0	0	0	54
Male Total		28	233	720	988	952	913	727	516	320	178	83	66	5,724
Grand Total		54	696	1,822	2,190	1,878	1,724	1,234	877	516	295	138	124	11,548

Chart : Enrolment by Sex and Age, High School, Hhohho,2018

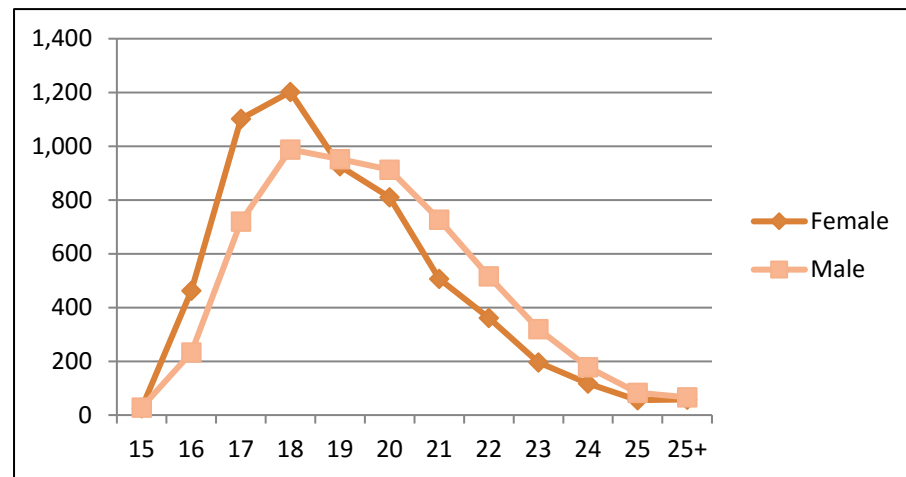


Table : Enrolment by Sex, Grade and Year, High School, 2015 - 2018

Gender	Grade	2015	2016	2017	2018
Female	Form 4	2,826	2,854	3,216	3,475
	Form 5	1,725	1,841	2,147	2,315
	Form 6	30	23	38	34
Female Total		4,581	4,718	5,401	5,824
Male	Form 4	2,920	2,836	3,220	3,277
	Form 5	1,863	1,876	2,172	2,393
	Form 6	52	46	43	54
Male Total		4,835	4,758	5,435	5,724
Grand Total		9,416	9,476	10,836	11,548

Table : Enrolment by Sex, Grade and Age, High School, Lubombo

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	8	167	354	346	410	332	237	158	116	54	23	0	2,205
	Grade 11	1	15	27	16	11	3	0	1	0	0	0	1	75
	Form 5	0	7	153	248	234	274	176	110	116	53	29	43	1,443
	Grade 12	0	5	16	14	10	6	1	0	0	1	0	0	53
Female Total		9	194	550	624	665	615	414	269	232	108	52	44	3,776
Male	Form 4	10	132	275	336	373	346	278	202	116	72	29	4	2,173
	Grade 11	0	13	21	15	18	5	3	1	0	1	0	0	77
	Form 5	0	5	81	178	209	211	223	191	144	94	45	47	1,428
	Grade 12	0	2	9	8	10	10	7	3	0	0	0	0	49
Male Total		10	152	386	537	610	572	511	397	260	167	74	51	3,727
Grand Total		19	346	936	1,161	1,275	1,187	925	666	492	275	126	95	7,503

Chart : Enrolment by Sex and Age, High School, Lubombo

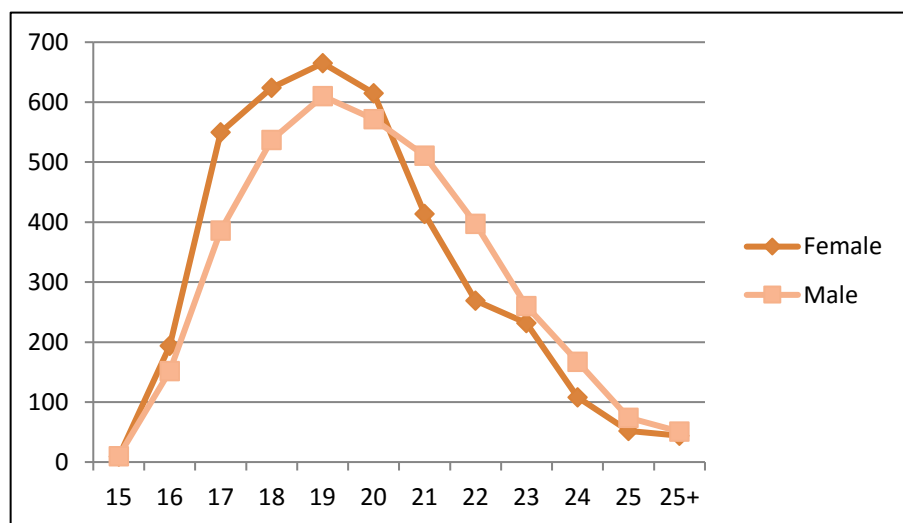


Table : Enrolment by Sex, Grade and Year, 2015 – 2018, High School, Lubombo

Gender	Grade	2015	2016	2017	2018	Total
Female	Form 4	1,773	1,996	2,017	2,205	7,991
	Grade 11	0	0	60	75	135
	Form 5	1,113	1,102	1,295	1,443	4,953
	Grade 12	0	0	61	53	114
	Form 6	2	1	0	0	3
Female Total		2,888	3,099	3,433	3,776	13,196
Male	Form 4	1,831	1,998	2,047	2,173	8,049
	Grade 11	0	0	64	77	141
	Form 5	1,082	1,178	1,319	1,428	5,007
	Grade 12	0	0	77	49	126
	Form 6	8	3	2	0	13
Male Total		2,921	3,179	3,509	3,727	13,336
Grand Total		5,809	6,278	6,942	7,503	26,532

Table : Enrolment by Sex, Grade and Age, High School, Manzini, 2018

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	55	406	697	768	627	579	243	81	32	20	9	2	3,519
	Form 5	0	23	299	594	563	524	273	103	43	22	4	1	2,449
Female Total		55	429	996	1,362	1,190	1,103	516	184	75	42	13	3	5,968
Male	Form 4	32	237	496	672	650	650	323	169	73	25	12	5	3,344
	Form 5	0	14	185	423	520	540	323	153	85	44	13	3	2,303
Male Total		32	251	681	1,095	1,170	1,190	646	322	158	69	25	8	5,647
Grand Total		87	680	1,677	2,457	2,360	2,293	1,162	506	233	111	38	11	11,615

Chart : Enrolment by Sex and Age, High School, Manzini

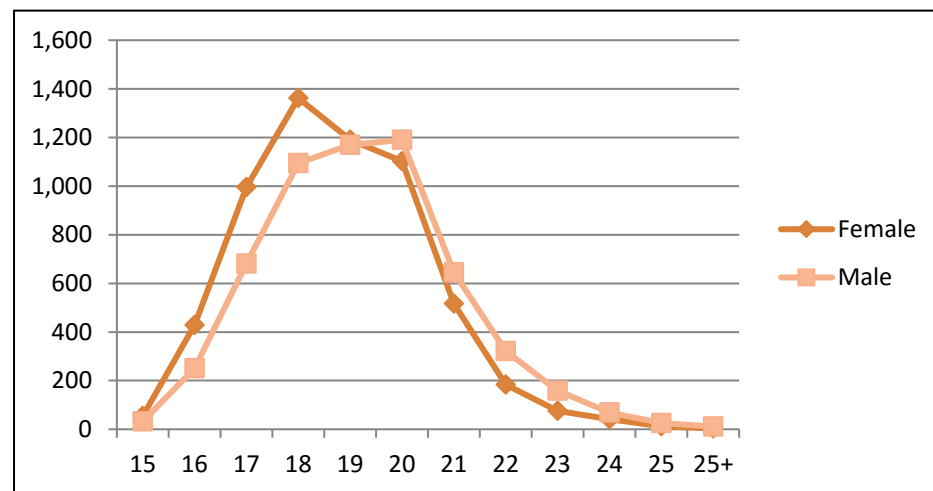


Table : Enrolment by Sex and Grade, High School, 2015 - 2018

Gender	Grade	2015	2016	2017	2018	Total
Female	Form 4	2,827	3,011	3,188	3,519	12,545
	Form 5	2,000	2,312	2,430	2,449	9,191
Female Total		4,827	5,323	5,618	5,968	21,736
Male	Form 4	2,821	2,966	3,071	3,344	12,202
	Form 5	1,992	2,278	2,272	2,303	8,845
Male Total		4,813	5,244	5,343	5,647	21,047
Grand Total		9,640	10,567	10,961	11,615	42,783

Table : enrolment by Sex, Grade and Age, High School, Shiselweni, 2018

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	21	225	374	476	434	418	254	193	136	88	39	21	2,679
	Form 5	0	11	115	231	230	250	187	157	111	71	35	43	1,441
Female Total		21	236	489	707	664	668	441	350	247	159	74	64	4,120
Male	Form 4	18	135	260	391	416	420	347	265	155	97	25	12	2,541
	Form 5	0	6	89	170	224	254	249	199	145	105	57	32	1,530
Male Total		18	141	349	561	640	674	596	464	300	202	82	44	4,071
Grand Total		39	377	838	1,268	1,304	1,342	1,037	814	547	361	156	108	8,191

Chart : Enrolment by Sex and Age, High School, Shiselweni

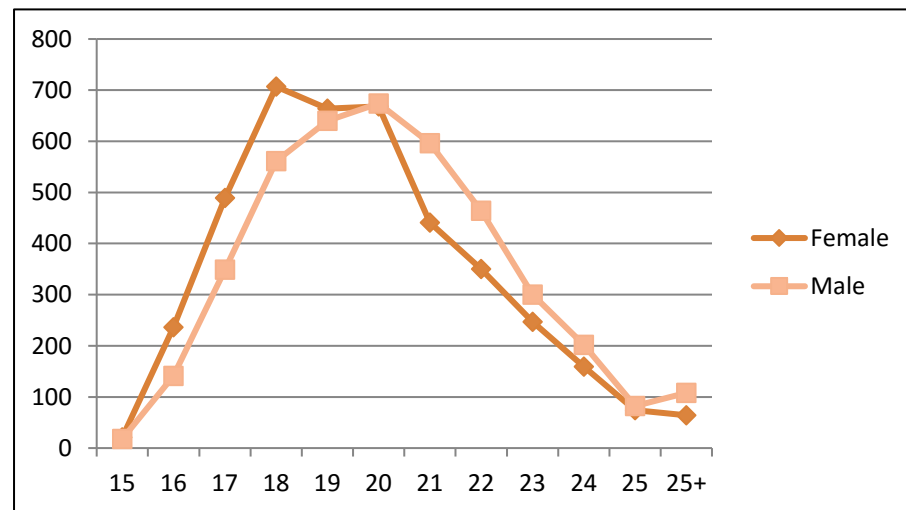


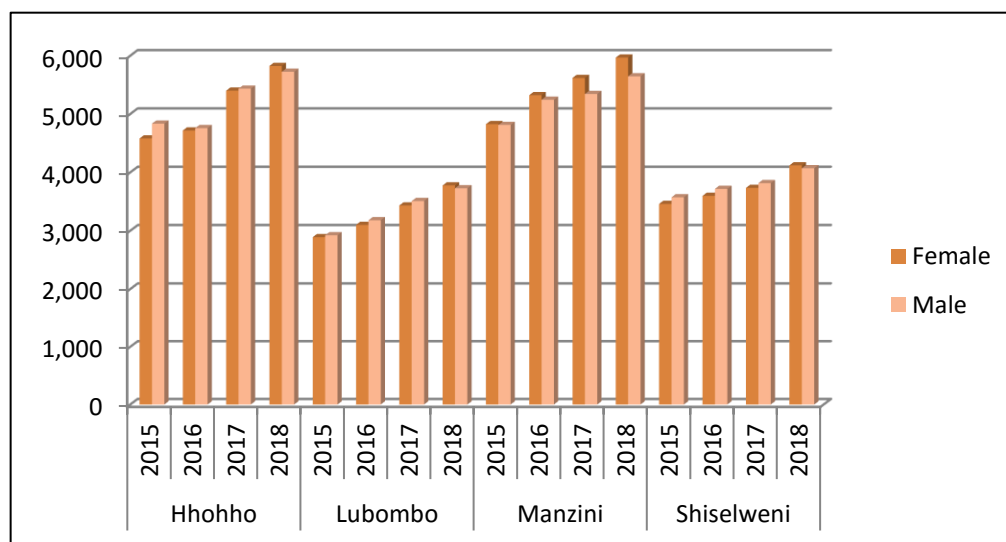
Table : Enrolment by Sex, Grade and Year, 2015 – 2018, High School, Shi

Gender	Grade	2015	2016	2017	2018	Total
Female	Form 4	2,261	2,336	2,358	2,679	9,634
	Form 5	1,198	1,261	1,376	1,441	5,276
Female Total		3,459	3,597	3,734	4,120	14,910
Male	Form 4	2,278	2,379	2,368	2,541	9,566
	Form 5	1,294	1,337	1,448	1,530	5,609
Male		3,572	3,716	3,816	4,071	15,175
Grand Total		7,031	7,313	7,550	8,191	30,085

Table : Enrolment by Sex, Grade, Region and Year, 2015 -2018, Senior Secondary

Gender	Grade	Hhohho				Lubombo				Manzini				Shiselweni				Grand Total
		2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	
Female	Form 4	2,826	2,854	3,216	3,475	1,773	1,996	2,017	2,205	2,827	3,011	3,188	3,519	2,261	2,336	2,358	2,679	42,541
	Grade 11	0	0	0	0	0	0	60	75	0	0	0	0	0	0	0	0	135
	Form 5	1,725	1,841	2,147	2,315	1,113	1,102	1,295	1,443	2,000	2,312	2,430	2,449	1,198	1,261	1,376	1,441	27,448
	Grade 12	0	0	0	0	0	0	61	53	0	0	0	0	0	0	0	0	114
	Form 6	30	23	38	34	2	1	0	0	0	0	0	0	0	0	0	0	128
Female		4,581	4,718	5,401	5,824	2,888	3,099	3,433	3,776	4,827	5,323	5,618	5,968	3,459	3,597	3,734	4,120	70,366
Male	Form 4	2,920	2,836	3,220	3,277	1,831	1,998	2,047	2,173	2,821	2,966	3,071	3,344	2,278	2,379	2,368	2,541	42,070
	Grade 11	0	0	0	0	0	0	64	77	0	0	0	0	0	0	0	0	141
	Form 5	1,863	1,876	2,172	2,393	1,082	1,178	1,319	1,428	1,992	2,278	2,272	2,303	1,294	1,337	1,448	1,530	27,765
	Grade 12	0	0	0	0	0	0	77	49	0	0	0	0	0	0	0	0	126
	Form 6	52	46	43	54	8	3	2	0	0	0	0	0	0	0	0	0	208
Male Total		4,835	4,758	5,435	5,724	2,921	3,179	3,509	3,727	4,813	5,244	5,343	5,647	3,572	3,716	3,816	4,071	70,310
Grand Total		9,416	9,476	10,836	11,548	5,809	6,278	6,942	7,503	9,640	10,567	10,961	11,615	7,031	7,313	7,550	8,191	140,676

Chart : Enrolment by Sex, Region and Year 2015 - 2018

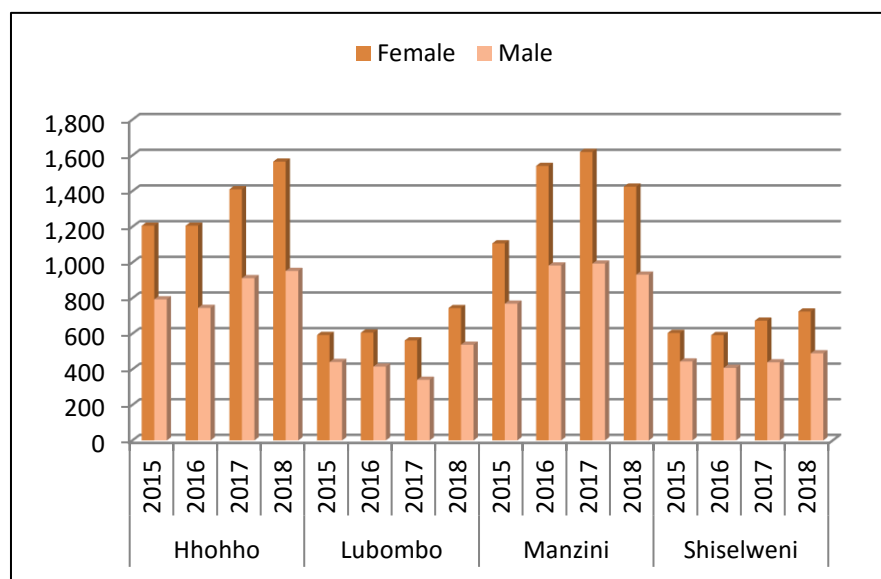


The data showed a very interesting emerging trend, that of girls dominating this level of education. Earlier in the lower grades, there were more boys than girls, but the picture is changing. This could also explain why it seems that more girls are enrolled in post-secondary and higher education institutions in the country when compared to their male counterparts. It is revealing that this increasing trend is common in all the regions, which suggests the phenomenon is national. There might be need to stand back and assess whether the 'boy child', is not being compromised in the long run by the over compensation which has been going on for some time now in support of the girl child. Boys are being pushed out of the system, there may be need to look into the barriers/situations that are impacting negatively on the boys.

Table : Enrolment by Sex, Grade, Region and Year 2015 -2018 “Official Age” for High School

Gender	Grade	Hhohho				Lubombo				Manzini				Shiselweni				Grand Total
		2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	
Female	Form 4	952	947	1,055	1,234	468	480	459	521	842	1,131	1,218	1,103	487	493	524	599	12,513
	Grade 11	0	0	0	0	0	0	1	42	0	0	0	0	0	0	0	0	43
	Form 5	251	257	351	326	125	126	88	160	265	410	401	322	117	99	149	126	3,573
	Grade 12	0	0	0	0	0	0	14	21	0	0	0	0	0	0	0	0	35
	Form 6	3	2	4	5	0	0	0	0	0	0	0	0	0	0	0	0	14
Female Total		1,206	1,206	1,410	1,565	593	606	562	744	1,107	1,541	1,619	1,425	604	592	673	725	16,178
Male	Form 4	646	594	687	735	336	342	258	407	625	777	799	733	374	336	363	395	8,407
	Grade 11	0	0	0	0	0	0	1	34	0	0	0	0	0	0	0	0	35
	Form 5	144	151	223	213	105	73	54	86	144	206	195	199	70	72	76	95	2,106
	Grade 12	0	0	0	0	0	0	28	11	0	0	0	0	0	0	0	0	39
	Form 6	3	0	2	5	0	0	0	0	0	0	0	0	0	0	0	0	10
Male Total		793	745	912	953	441	415	341	538	769	983	994	932	444	408	439	490	10,597
Grand Total		1,999	1,951	2,322	2,518	1,034	1,021	903	1,282	1,876	2,524	2,613	2,357	1,048	1,000	1,112	1,215	26,775

Chart : Enrolment by Sex, Region and Year, Appr Aged.



The picture is very clear at this level of education. There are far more girls of appropriate age than boys. This suggested that a lot of the boys are out of age, most probably over aged. In terms of efficiency, since the net enrolment for boys at primary is slightly higher, it suggested that boys' post primary may need more support. They tend to repeat more.

Table : Number of repeaters by Sex, Grade and Age, High School

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	3	42	122	271	359	327	209	140	92	57	20	8	1650
	Form 5				8	22	31	19	16	15	3	5	5	124
Female Total		3	42	122	279	381	358	228	156	107	60	25	13	1774
Male	Form 4	2	17	83	215	283	313	286	244	131	81	24	15	1694
	Form 5			1	10	13	16	23	27	18	21	6	9	144
	Form 6								1				0	1
Male Total		2	17	84	225	296	329	309	272	149	102	30	24	1839
Grand Total		5	59	206	504	677	687	537	428	256	162	55	37	3613

Table : Percentage Repeaters by Sex, Grade and Age, High School

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	2.7%	3.4%	5.5%	12.2%	17.9%	18.7%	21.1%	23.2%	24.6%	25.6%	22.0%	17.0%	13.9%
	Form 5	0.0%	0.0%	0.0%	0.5%	1.6%	2.2%	2.1%	2.9%	4.0%	1.5%	4.9%	4.1%	1.6%
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female		2.7%	3.2%	3.9%	7.2%	11.1%	11.2%	12.1%	13.4%	14.3%	14.1%	12.9%	7.7%	9.1%
Male	Form 4	2.3%	2.3%	5.4%	10.9%	14.1%	16.3%	21.7%	27.6%	27.1%	30.7%	24.7%	38.5%	14.9%
	Form 5	0.0%	0.0%	0.2%	0.9%	1.0%	1.1%	2.0%	3.3%	3.2%	6.0%	3.6%	6.9%	1.9%
	Form 6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	1.9%
Male Total		2.3%	2.2%	4.0%	7.1%	8.9%	9.9%	12.5%	16.0%	14.4%	16.6%	11.4%	14.2%	9.7%
Grand Total		2.5%	2.9%	4.0%	7.2%	10.0%	10.5%	12.4%	15.0%	14.3%	15.6%	12.0%	11.0%	9.4%

Table : Repetition Rate by Sex, Grade and Age, High School

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	25+	Total
Female	Form 4	2.5%	3.8%	5.7%	13.8%	19.4%	24.8%	22.5%	23.9%	28.2%	34.1%	14.9%	6.2%	15.3%
	Form 5	0.0%	0.0%	0.0%	0.5%	1.7%	2.8%	2.1%	2.6%	4.2%	1.5%	4.5%	3.3%	1.7%
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female Total		2.5%	3.6%	4.0%	8.0%	12.0%	14.8%	12.5%	13.1%	15.6%	16.5%	10.2%	4.6%	9.8%
Male	Form 4	3.2%	2.8%	5.5%	12.3%	15.3%	19.4%	21.6%	26.1%	23.7%	28.9%	19.8%	13.3%	15.8%
	Form 5	0.0%	0.0%	0.2%	0.9%	1.0%	1.4%	2.0%	3.3%	3.0%	6.3%	3.5%	7.3%	2.0%
	Form 6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male Total		3.2%	2.7%	4.2%	7.9%	9.5%	12.0%	12.5%	15.5%	13.0%	16.5%	10.2%	10.2%	10.2%
Grand Total		2.7%	3.3%	4.0%	7.9%	10.8%	13.3%	12.5%	14.5%	14.0%	16.5%	10.2%	7.1%	10.0%

Table : Percentage Repetition by Sex, Grade, and Year 2015 - 2018

Gender	Grade	2015	2016	2017	2018	Total
Female	Form 4	17.5%	16.8%	15.0%	13.9%	15.7%
	Form 5	1.4%	1.3%	2.6%	1.6%	1.7%
	Form 6	0.0%	4.2%	0.0%	0.0%	0.8%
Female Total		11.3%	10.8%	10.0%	9.1%	10.2%
Male	Form 4	17.9%	18.8%	16.3%	14.9%	16.9%
	Form 5	1.5%	1.5%	2.1%	1.9%	1.8%
	Form 6	0.0%	0.0%	0.0%	1.9%	0.5%
Male Total		11.5%	11.9%	10.5%	9.7%	10.8%
Grand Total		11.4%	11.3%	10.3%	9.4%	10.5%

Table : Dropout by Sex, Type and Grade, High School, 2018

Gender	Dropout_Reason	Form 4	Form 5	Form 6	Total
Female	Absconded or Other	78	15		93
	Death	5	4		9
	Disciplinary or Expel	11	1		12
	Family Reasons	63	9	1	73
	Pregnancy	294	79		373
	School fees	22	4		26
	Sickness	14	13		27
	Transfer	58	6		64
Female Total		545	131	1	677
Male	Absconded or Other	100	10	1	111
	Death	7	2		9
	Disciplinary or Expel	23	4		27
	Family Reasons	79	9		88
	Pregnancy	36	19		55
	School fees	28	15		43
	Sickness	9	3		12
	Transfer	39	5		44
Male Total		321	67	1	389
Grand Total		866	198	2	1,066

Table : Dropout by Sex, Type and Year 2015 – 2018, High School

Gender	Dropout_Reason	2015	2016	2017	2018
Female	Absconded or Other	99	109	76	93
	Death	11	7	8	9
	Disciplinary or Expel	29	13	4	12
	Family Reasons	78	84	74	73
	Pregnancy	300	295	320	373
	School fees	14	19	28	26
	Sickness	21	28	18	27
	Transfer	28	66	41	64
Female Total		580	621	569	677
Male	Absconded or Other	100	138	121	111
	Death	4	4	10	9
	Disciplinary or Expel	35	40	40	27
	Family Reasons	72	94	97	88
	Pregnancy	35	79	72	55
	School fees	34	28	39	43
	Sickness	14	19	19	12
	Transfer	37	77	57	44
Male Total		331	479	455	389
Grand Total		911	1,100	1,024	1,066

Dropout due to pregnancy is on an increasing trend at all levels of education. There is need for the country to be worried. Increasing pregnancy rates signify increasing unprotected sex between or with school going children. Are all the current innovations by both Government and Civil Society (NGOs) not making the desired impact? What pressures, social, financial, political and otherwise are 'drivers' of the phenomena? This needs to be investigated. Why with all the resources, interventions by the Ministry through the Guidance Unit and all partners is the number of early sex and pregnancies increasing. Is it a case of an informed society not changing its behaviour, or external pressure on vulnerable children and populations, this suggests there is no protection systems in place then?

Orphans and Vulnerable Students

The figures on OVC at the high school level present a peculiar scenario.

Table : OVC by Sex, Grade and Age, 2018

Gender	Grade	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	Total
Female	Form 4	17	352	646	708	656	569	357	205	153	84	39	7	5	1	2	1	2			3,804
	Form 5		14	233	501	470	440	290	199	163	79	47	29	13	8	6	2			1	2,495
Female Total		17	366	879	1,209	1,126	1,009	647	404	316	163	86	36	18	9	8	3	2		1	6,299
Male	Form 4	14	162	384	598	658	623	517	364	206	114	41	4	3	4	1		1			3,694
	Form 5		10	138	314	441	419	427	324	236	161	92	28	14	9	4			1		2,618
	Grade 10							1													1
Male		14	172	522	912	1,099	1,042	945	688	442	275	133	32	17	13	5		1	1		6,313
Grand Total		31	538	1,401	2,121	2,225	2,051	1,592	1,092	758	438	219	68	35	22	13	3	3	1	1	12,612

Table : Number of OVC by Sex, Type and Region, 2018

Gender	OVC_classification	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Double Orphan	382	84	159	384	1,009
	Single Orphan	1,119	490	631	1,116	3,356
	Vulnerable non orphan	412	396	430	587	1,825
	(blank)	2	34	5	68	109
Female		1,915	1,004	1,225	2,155	6,299
Male	Double Orphan	381	96	180	369	1,026
	Single Orphan	1,176	522	651	1,056	3,405
	Vulnerable non orphan	390	393	371	664	1,818
	(blank)	1	24	4	35	64
Male Total		1,948	1,035	1,206	2,124	6,313
Grand Total		3,863	2,039	2,431	4,279	12,612

As is observed from the table above, the ages of enrolled OVC goes up to 33 years. The Eswatini government's definition of an OVC suggests age 21 as the upper limit. However, the picture is that there are a considerable number of persons aged above this age limit enrolled in schools as OVC. There a number of questions that need be asked, such as why OVC as old as 25 still in schools, what are their immediate expected gains? Some may end indeed up in tertiary institutions, but the majority of such people may be are better off in Skills Training that sitting in a classroom (academic pathway). It may developmental sense to facilitate the training of OVC above 25 in some vocational training programmes than keeping them in the school system. Indeed the office of the DPM can continue supporting

the person even in skills training. What is even more worrying is the fact that the number of OVC at high school level is almost 1/3 of the total enrolment at the same level, suggesting that one in three of the enrolled persons are OVC. This then means that the same proportions could be completing school, i.e. expect to benefit from Government Scholarships Fund thereafter.

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. **The challenge is that there is currently no Early Identification Mechanism to identify SEN children early, thus some children enter the system undiagnosed, some are possible wrongly classified by/in schools whilst others may remain unnoticed and struggle through school.** This data and that of OVC needs Government to set up standard identification systems early at Early Childhood Care and Support/Education/Development stage so that they enter the system clearly assessed.

Table : SEN pupils by Sex, Type and Region, 2019

Gender	Special_ed_need_status	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Hearing Impaired	28	5	41	12	86
	Learning Disability	7	2	12	4	25
	Other Impairment	12	1	34	13	60
	Physical Disability	4		3	8	15
	Visually Impaired	160	19	99	25	303
Female Total		211	27	189	62	489
Male	Hearing Impaired	32		24	9	65
	Learning Disability	8		28	1	37
	Other Impairment	18	1	21	11	51
	Physical Disability	6		5	2	13
	Visually Impaired	99	6	48	28	181
Male Total		163	7	126	51	347
Total		374	34	315	113	836

Chart : SEN by Sex, Type and Year, 2015 - 2019

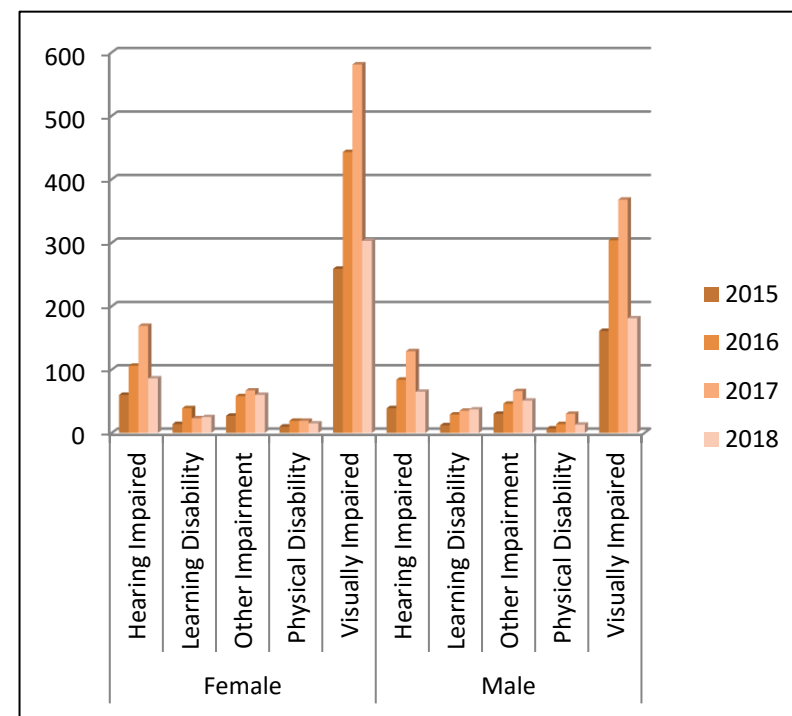


Table : Teaching Staff (All)

Gender	Qualification	2015	2016	2017	2018	Total
Female	A.A.T.	4	2	2		8
	B.P.H.D in special education			1		1
	BA	48	47	44	53	192
	BA + CCE	9	7	4	5	25
	BA Humanities	174	218	232	235	859
	BA Humanities + CDE	170	165	169	232	736
	BA Social Science	14	9	12	19	54
	Bachelors + PGCE	855	891	912	967	3,625
	Bachelor's Honours Degree	36	35	36	43	150
	Bcom	71	78	62	59	270
	Bed(Prim)	5	3	2	4	14
	Bed(Sec)	160	204	226	242	832
	Bsc + CDE	30	22	25	31	108
	Bsc Agricultural Education	152	172	175	202	701
	BSc in Computer & Mathematics	2	2	6	5	15
	BSc in Home Economics	245	267	268	303	1,083
	BSc.	127	124	135	126	512
	BSc. Agriculture	29	36	36	45	146
	Certificate in I.T. Education	3	7	7	7	24
	Dip. Technical Teaching	4	4	2	1	11
	Diploma in Agriculture	17	19	15	14	65
	Diploma in Commerce	70	64	71	61	266
	Diploma in Computer Science	34	30	38	34	136
	Diploma in Education	68	67	65	73	273
	Diploma in Home Economics	33	29	23	19	104
	Diploma in Law			2	1	3
	Masters	57	69	83	81	290
	MSc Environmental Monitoring Assesment	6	7	8	8	29
	N.P.D.E.	1			1	2

	O-Level	9	8	8	7	32
	P.H.C.		1	2	1	4
	P.H.C.+H.E.	2				2
	P.H.D.			1	2	3
	PTC	1	2		2	5
	PTD	6	3	6	13	28
	STC	50	45	40	29	164
	STD	658	665	683	712	2,718
	V.I.D.	1				1
	(blank)					
	Degree in Business Education	5	6	9	4	24
	Bachelors in Theology		2			2
	Degree in Design and Tech.			1	1	2
	Bachelors in Design and Tech.	2		2	1	5
	Diploma in Construction		1	1	1	3
	Diploma in Mechanical Engineering				1	1
	Associate Degree in International Tourism	3		3	4	10
	Associate Degree in Hotel Management	1	1	2	6	10
	Associate Degree in Graphic Design		2	2	4	8
	Bcom + P.G.C.E.		10	52	62	124
	Early Childhood Care Education				1	1
	Bachelor of Accounting Science				2	2
Female Total		3,162	3,324	3,473	3,724	13,683
Male	A.A.T.	3	3	1	2	9
	B.P.H.D in special education		1			1
	BA	74	76	59	80	289
	BA + CCE	8	6	5	5	24
	BA Humanities	104	115	129	165	513
	BA Humanities + CDE	94	90	81	115	380
	BA Social Science	38	39	38	31	146
	Bachelors + PGCE	550	546	579	603	2,278
	Bachelor's Honours Degree	39	28	27	34	128

Bcom	37	65	67	63	232
Bed(Prim)	5	2	3	8	18
Bed(Sec)	199	226	227	240	892
Bsc + CDE	57	57	50	54	218
Bsc Agricultural Education	335	366	395	416	1,512
BSc in Computer & Mathematics	15	13	14	18	60
BSc in Home Economics	15	18	15	13	61
BSc.	217	262	261	251	991
BSc. Agriculture	76	75	86	87	324
Certificate in I.T. Education	6	9	11	8	34
Dip. Technical Teaching	40	47	49	47	183
Diploma in Agriculture	58	58	53	44	213
Diploma in Commerce	93	83	82	77	335
Diploma in Computer Science	55	66	74	87	282
Diploma in Education	113	102	114	113	442
Diploma in Home Economics	1	1	1	1	4
Diploma in Law	4				4
Masters	63	75	91	86	315
MSc Environmental Monitoring Assesment	7	7	11	13	38
N.P.D.E.	2			1	3
O-Level	12	3	9	5	29
P.H.C.+H.E.		1	1	1	3
P.H.D.			2	1	3
PLC			1		1
PTD	15	7	5	9	36
STC	35	25	24	17	101
STD	798	839	854	874	3,365
V.I.D.	2				2
(blank)					
Degree in Business Education	5	6	7	7	25
Bachelors in Theology	2	3	1	1	7
Degree in Design and Tech.	9	11	15	12	47

	Bachelors in Design and Tech.	9	14	18	18	59
	Diploma in Construction	1			1	2
	Diploma in Mechanical Engineering	1	5	6	3	15
	Associate Degree in International Tourism		1	2	10	13
	Associate Degree in Hotel Management	1	2	5	5	13
	Associate Degree in Graphic Design	2	3	13	16	34
	Bcom + P.G.C.E.		4	28	42	74
	Degree in Health Science				1	1
	Bachelor of Accounting Science				2	2
Male Total		3,200	3,360	3,514	3,687	13,761
(blank)	BA		1	1		2
	BA Humanities		4	1	2	7
	BA Humanities + CDE	1	4	3		8
	BA Social Science			1		1
	Bachelors + PGCE	4	3	2	3	12
	Bcom	1	1		1	3
	Bed(Prim)			1	1	2
	Bed(Sec)	2	3	3	3	11
	Bsc + CDE				1	1
	Bsc Agricultural Education		2	2	3	7
	BSc in Home Economics	1	3			4
	BSc.	1	3	2	2	8
	BSc. Agriculture		1	1	2	4
	Certificate in I.T. Education			1		1
	Diploma in Commerce	2		1		3
	Diploma in Computer Science		1	1		2
	Diploma in Education	1	1	1		3
	Diploma in Home Economics	1				1
	Masters	2	1	1	1	5
	STD	3	6	5	4	18
	(blank)					
	Degree in Business Education		1			1

	Diploma in Mechanical Engineering			1		1
	Associate Degree in Graphic Design			1	1	2
	Bcom + P.G.C.E.			1	1	2
	Bachelor of Technology Education				1	1
(blank) Total		19	35	30	26	110
Grand Total		6,381	6,719	7,017	7,437	27,554

Table : All Trained Teachers (professionals)

Gender	Qualification	2015	2016	2017	2018	Total
Female	B.P.H.D in special education			1		1
	BA + CCE	9	7	4	5	25
	BA Humanities + CDE	170	165	169	232	736
	Bachelors + PGCE	855	891	912	967	3,625
	Bachelor's Honours Degree	36	35	36	43	150
	Bed(Prim)	5	3	2	4	14
	Bed(Sec)	160	204	226	242	832
	Bsc + CDE	30	22	25	31	108
	Bsc Agricultural Education	152	172	175	202	701
	Certificate in I.T. Education	3	7	7	7	24
	Dip. Technical Teaching	4	4	2	1	11
	Diploma in Education	68	67	65	73	273
	Masters	57	69	83	81	290
	N.P.D.E.	1			1	2
	P.H.C.		1	2	1	4
	P.H.C.+H.E.	2				2
	P.H.D.			1	2	3
	PTC	1	2		2	5
	PTD	6	3	6	13	28
	STC	50	45	40	29	164
	STD	658	665	683	712	2,718
	Degree in Business Education	5	6	9	4	24
	Bcom + P.G.C.E.		10	52	62	124
	Early Childhood Care Education				1	1
Female Total		2,272	2,378	2,500	2,715	9,865
Male	B.P.H.D in special education		1			1
	BA + CCE	8	6	5	5	24
	BA Humanities + CDE	94	90	81	115	380
	Bachelors + PGCE	550	546	579	603	2,278

	Bachelor's Honours Degree	39	28	27	34	128
	Bed(Prim)	5	2	3	8	18
	Bed(Sec)	199	226	227	240	892
	Bsc + CDE	57	57	50	54	218
	Bsc Agricultural Education	335	366	395	416	1,512
	Certificate in I.T. Education	6	9	11	8	34
	Dip. Technical Teaching	40	47	49	47	183
	Diploma in Education	113	102	114	113	442
	Masters	63	75	91	86	315
	N.P.D.E.	2			1	3
	P.H.C.+H.E.		1	1	1	3
	P.H.D.			2	1	3
	PLC			1		1
	PTD	15	7	5	9	36
	STC	35	25	24	17	101
	STD	798	839	854	874	3,365
	Degree in Business Education	5	6	7	7	25
	Bcom + P.G.C.E.		4	28	42	74
Male Total		2,364	2,437	2,554	2,681	10,036
(blank)	BA Humanities + CDE	1	4	3		8
	Bachelors + PGCE	4	3	2	3	12
	Bed(Prim)			1	1	2
	Bed(Sec)	2	3	3	3	11
	Bsc + CDE				1	1
	Bsc Agricultural Education		2	2	3	7
	Certificate in I.T. Education			1		1
	Diploma in Education	1	1	1		3
	Masters	2	1	1	1	5
	STD	3	6	5	4	18
	Degree in Business Education		1			1
	Bcom + P.G.C.E.			1	1	2

	Bachelor of Technology Education				1	1
(blank) Total		13	21	20	18	72
Grand Total		4,649	4,836	5,074	5,414	19,973

Table : Appropriately Qualified Teachers

Gender	Qualification	2015	2016	2017	2018	Total
Female	B.P.H.D in special education			1		1
	BA + CCE	9	7	4	5	25
	BA Humanities + CDE	170	165	169	232	736
	Bachelors + PGCE	855	891	912	967	3,625
	Bachelor's Honours Degree	36	35	36	43	150
	Bed(Sec)	160	204	226	242	832
	Bsc + CDE	30	22	25	31	108
	Bsc Agricultural Education	152	172	175	202	701
	Certificate in I.T. Education	3	7	7	7	24
	Dip. Technical Teaching	4	4	2	1	11
	Diploma in Education	68	67	65	73	273
	Masters	57	69	83	81	290
	STC	50	45	40	29	164
	STD	658	665	683	712	2,718
	Degree in Business Education	5	6	9	4	24
	Bcom + P.G.C.E.		10	52	62	124
Female Total		2,257	2,369	2,489	2,691	9,806
Male	B.P.H.D in special education		1			1
	BA + CCE	8	6	5	5	24
	BA Humanities + CDE	94	90	81	115	380
	Bachelors + PGCE	550	546	579	603	2,278
	Bachelor's Honours Degree	39	28	27	34	128
	Bed(Sec)	199	226	227	240	892
	Bsc + CDE	57	57	50	54	218
	Bsc Agricultural Education	335	366	395	416	1,512
	Certificate in I.T. Education	6	9	11	8	34
	Dip. Technical Teaching	40	47	49	47	183
	Diploma in Education	113	102	114	113	442
	Masters	63	75	91	86	315
	STC	35	25	24	17	101
	STD	798	839	854	874	3,365

	Degree in Business Education	5	6	7	7	25
	Bcom + P.G.C.E.		4	28	42	74
Male Total		2,342	2,427	2,542	2,661	9,972
(blank)	BA Humanities + CDE	1	4	3		8
	Bachelors + PGCE	4	3	2	3	12
	Bed(Sec)	2	3	3	3	11
	Bsc + CDE				1	1
	Bsc Agricultural Education		2	2	3	7
	Certificate in I.T. Education			1		1
	Diploma in Education	1	1	1		3
	Masters	2	1	1	1	5
	STD	3	6	5	4	18
	Degree in Business Education		1			1
	Bcom + P.G.C.E.			1	1	2
	Bachelor of Technology Education				1	1
(blank) Total		13	21	19	17	70
Grand Total		4,612	4,817	5,050	5,369	19,848

Chart: Proportion of Appropriately Qualified, trained and unqualified teachers, 2018

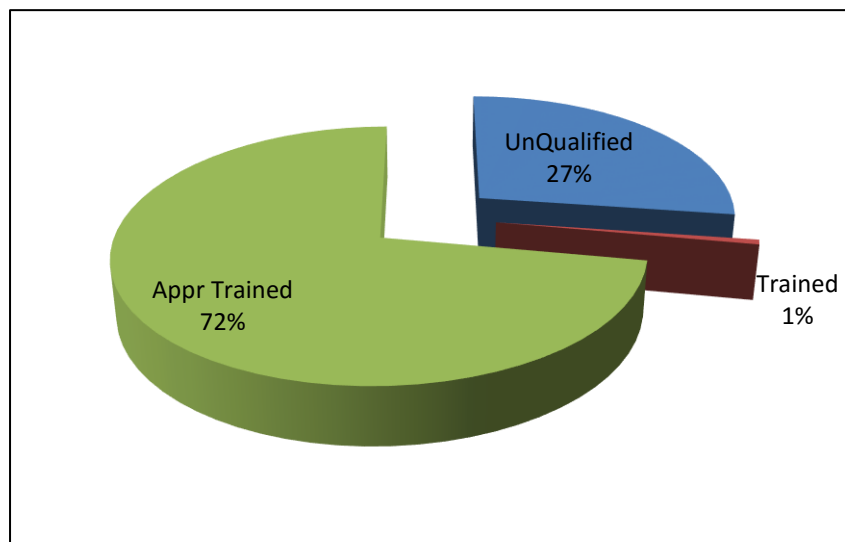


Table : Teacher Attrition by Sex, Reason and Region, 2018

Gender	Attrition_reason	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Absconded	1				1
	Dismissed	1				1
	Natural Death	2	1	1		4
	not natural death	1		1		2
	Others	2		2	2	6
	Resignation	1	10	3	3	17
	Retirement	6	4	11	7	28
Female Total		14	15	18	12	59
Male	Absconded	2	1	1	1	5
	Dismissed	1	1	3	5	10
	Natural Death	1	1	2	1	5
	not natural death		1			1
	Others			1	2	3
	Resignation	3	5	3	3	14
	Retirement	7	5	9	8	29
Male Total		14	14	19	20	67
Grand Total		28	29	37	32	126

Table : School Equipment

Equipment_item	Equipment_user	Region				
		Hhohho	Lubombo	Manzini	Shiselweni	Total
Computers	For Pupils Only	1,839	1,247	2,089	1,057	6,232
	For teachers or Administrators	446	235	329	131	1,141
	Used by all	427	269	321	250	1,267
Computers Total		2,712	1,751	2,739	1,438	8,640
Duplicators	For Pupils Only	12	9	4	10	35
	For teachers or Administrators	47	42	50	34	173
	Used by all	6	9	17	10	42
Duplicators Total		65	60	71	54	250
First Aid Kits	For Pupils Only	67	50	48	42	207
	For teachers or Administrators	28	22	30	26	106
	Used by all	45	40	46	48	179
First Aid Kits Total		140	112	124	116	492
Photocopiers	For Pupils Only	30	17	8	9	64
	For teachers or Administrators	107	87	109	82	385
	Used by all	25	18	23	17	83
Photocopiers Total		162	122	140	108	532
Printers (for Computers)	For Pupils Only	76	108	85	76	345
	For teachers or Administrators	177	150	166	108	601
	Used by all	31	58	52	28	169
Printers (for Computers) Total		284	316	303	212	1,115
Radios or Tape recorders	For Pupils Only	104	58	69	60	291
	For teachers or Administrators	63	27	45	17	152
	Used by all	67	50	65	58	240
Radios or Tape recorders Total		234	135	179	135	683
Refrigerators	For Pupils Only	65	70	55	47	237
	For teachers or Administrators	60	32	66	30	188

	Used by all	48	75	52	34	209
Refrigerators Total		173	177	173	111	634
Stoves	For Pupils Only	205	196	224	165	790
	For teachers or Administrators	55	16	37	13	121
	Used by all	100	41	95	84	320
Stoves Total		360	253	356	262	1,231
Typewriters	For Pupils Only	1	2			3
	For teachers or Administrators	39	6	5	11	61
	Used by all	1		25	2	28
Typewriters Total		41	8	30	13	92
Grand Total		4,171	2,934	4,115	2,449	13,669

Table : Classroom Furniture

Furniture_condition	furniture	Hhohho	Lubombo	Manzini	Shiselweni	Total
Broken and cannot be repaired	Book Cupboards	86	63	97	42	288
	Bulleting (Pin) Boards	91	55	113	94	353
	Pupil chairs Sitting Places	2,154	1,801	2,435	2,566	8,956
	Pupils Desks Writing places	2,143	1,402	1,805	1,424	6,774
	Teachers Chairs	173	123	192	117	605
	Teachers desks	158	87	83	79	407
	Writing (Chalk) Boards	69	31	44	85	229
Broken and cannot be repaired Total		4,874	3,562	4,769	4,407	17,612
In good or fair condition	Book Cupboards	489	369	681	275	1,814
	Bulleting (Pin) Boards	641	566	761	430	2,398
	Pupil chairs Sitting Places	34,688	24,070	35,295	22,279	116,332
	Pupils Desks Writing places	34,021	23,453	32,233	20,610	110,317
	Teachers Chairs	2,069	1,489	2,301	1,399	7,258
	Teachers desks	1,578	1,243	1,815	1,039	5,675
	Writing (Chalk) Boards	1,118	891	1,155	800	3,964
In good or fair condition Total		74,604	52,081	74,241	46,832	247,758
Must be Repaired	Book Cupboards	130	67	201	61	459
	Bulleting (Pin) Boards	279	134	191	112	716
	Pupil chairs Sitting Places	1,968	1,800	3,214	1,682	8,664
	Pupils Desks Writing places	3,052	2,171	3,915	2,344	11,482
	Teachers Chairs	334	252	267	271	1,124
	Teachers desks	266	177	225	89	757
	Writing (Chalk) Boards	122	79	159	91	451
Must be Repaired Total		6,151	4,680	8,172	4,650	23,653
Total		85,629	60,323	87,182	55,889	289,023

Table : Facilities

Facility	2015	2016	2017	2018	Total
Agricultural Facilities	312	361	369	367	1,409
Book Store	111	124	127	127	489
Class/Laboratory Store Room	246	274	321	299	1,140
Classroom/teaching Room	3,230	3,363	3,543	3,565	13,701
Computer Laboratory	252	272	277	276	1,077
Home economics Laboratory	228	232	236	262	958
Kitchen	241	269	288	285	1,083
Library	158	172	176	177	683
Offices(Number Of Rooms)	734	758	799	812	3,103
Other Rooms Not for Teaching	149	163	190	176	678
Practical Arts Workshop	31	32	31	28	122
School Hall	104	105	106	106	421
Science Laboratory	425	437	453	452	1,767
Staff Room	350	387	400	414	1,551
Store Room	292	315	336	332	1,275
Strong Room	212	253	278	284	1,027
Technical Workshop	205	200	210	207	822
Grand Total	7,280	7,717	8,140	8,169	31,306

Table : Toilets by Type of toilet, User and Sex

Region	Toilet_type	Toilet_user	Female	Male	Male and Female	Total
Hhohho	Seats	Pupils	589	501	206	1,296
		Staff	149	153	75	377
		Staff and Pupils	45	32	2	79
	Seats Total		783	686	283	1,752
	Urinals	Pupils		102		102
		Staff		41		41
		Staff and Pupils		6		6
	Urinals Total			149		149
	Hhohho Total		783	835	283	1,901
Lubombo	Seats	Pupils	457	362	105	924
		Staff	130	130	56	316
		Staff and Pupils	18	38	1	57
	Seats Total		605	530	162	1,297
	Urinals	Pupils		74		74
		Staff		30		30
		Staff and Pupils		13		13
	Urinals Total			117		117
	Lubombo Total		605	647	162	1,414
Manzini	Seats	Pupils	501	434	98	1,033
		Staff	162	163	98	423
		Staff and Pupils	5	9		14
	Seats Total		668	606	196	1,470
	Urinals	Pupils		81		81
		Staff		50		50
		Staff and Pupils		1		1
	Urinals Total			132		132
	Manzini Total		668	738	196	1,602
Shiselweni	Seats	Pupils	440	360	19	819

		Staff	130	115	55	300
		Staff and Pupils	65	40	13	118
	Seats Total		635	515	87	1,237
	Urinals	Pupils		29		29
		Staff		18		18
		Staff and Pupils		3		3
	Urinals Total			50		50
Shiselweni Total			635	565	87	1,287
Grand Total			2,691	2,785	728	6,204

Table : Water Supply by Source and Region, 2018

	Hhohho	Lubombo	Manzini	Shiselweni	Total
No Water Supply	7	3	6	11	27
Piped Water by Municipality	16	17	17	5	55
Water from Another Source	52	46	59	44	201
(blank)					
Grand Total	75	66	82	60	283

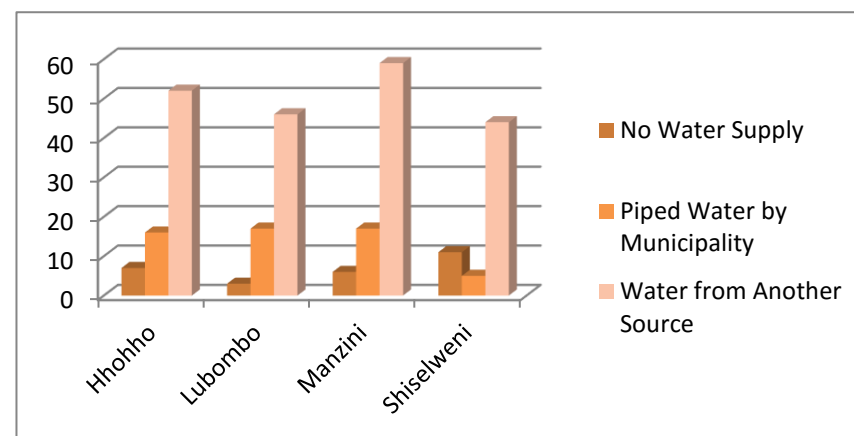


Table : Schools with Electricity by Source and Region.

	Hhohho	Lubombo	Manzini	Shiselweni	Total
Municipality or External Supplier	37	55	56	109	257
No Electricity	11	7	4	17	39
Own Generator			2		2
Grand Total	48	62	62	126	298

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	95	102	54	79	66	396
		Florence Primary	36	61	59	75	70	72	55	0	0	0	0	0	428
		Phemba D.R.C. Primary	24	28	22	28	34	31	22	0	0	0	0	0	189
	Emkhiweni Total		60	89	81	103	104	103	77	95	102	54	79	66	1,013
	Hhukwini	Dlangeni Primary	67	87	122	126	121	120	78	0	0	0	0	0	721
		Entfubeni Primary	62	85	67	66	84	77	74	0	0	0	0	0	515
		Hlobane Primary School	30	39	39	45	32	40	24	0	0	0	0	0	249
		Ka-Lamga/ Siliya Prima	65	69	89	78	104	122	33	0	0	0	0	0	560
		Mdzimba High	0	0	0	0	0	0	0	130	130	98	59	50	467
		Nsukumbili High	0	0	0	0	0	0	0	130	119	69	71	40	429
	Hhukwini Total		224	280	317	315	341	359	209	260	249	167	130	90	2,941
	Lobamba	Elangeni High	0	0	0	0	0	0	0	205	203	135	278	227	1,048
		Elangeni Primary	75	71	91	95	86	77	76	0	0	0	0	0	571
		Ezulwini Catholic Primary	104	94	106	115	110	123	100	0	0	0	0	0	752
		Ezulwini Community Hig	0	0	0	0	0	0	0	217	178	104	134	94	727
		Ezulwini Commity Prima	118	154	164	162	121	155	74	0	0	0	0	0	948
		Ezulwini Valley Primary	66	69	82	99	70	93	104	0	0	0	0	0	583
		Kobe-Ramokgadi High	0	0	0	0	0	0	0	31	41	62	72	66	272
		Lobamba National High	0	0	0	0	0	0	0	261	220	151	222	169	1,023
		Lobamba National Prim	115	109	111	151	112	137	114	0	0	0	0	0	849
		Somnjalose High	0	0	0	0	0	0	0	189	123	70	153	57	592
		St. Mary's High	0	0	0	0	0	0	0	161	156	69	170	101	657
		St. Mary's Primary	108	87	95	99	84	87	86	0	0	0	0	0	646
	Lobamba Total		586	584	649	721	583	672	554	1,064	921	591	1,029	714	8,668
	Madlangampisi	Bhalegane Nazene Prim	86	88	80	82	79	114	124	0	0	0	0	0	653
		Black Mbuluzi Naze Pri	78	112	91	118	91	99	120	0	0	0	0	0	709
		Christian Ministry Prima	50	48	51	49	37	50	19	0	0	0	0	0	304
		Dvokolwako High	0	0	0	0	0	0	0	275	274	209	184	162	1,104
		Ekutfunyweni Primary	38	36	26	40	34	31	18	0	0	0	0	0	223
		Enjakeni Primary	41	53	43	38	36	30	47	0	0	0	0	0	288
		Enyokeni Primary	65	47	68	57	77	54	37	0	0	0	0	0	405
		Enyonyane Primary	12	7	16	15	15	31	9	0	0	0	0	0	105
		Mabhib/Buhlebuyeza Pr	22	30	17	30	16	27	13	0	0	0	0	0	155
		Madlangempisi High	0	0	0	0	0	0	0	138	118	60	112	54	482
		Madzanga High	0	0	0	0	0	0	0	122	106	57	64	22	371
		Maguga Dam High	0	0	0	0	0	0	0	73	70	40	68	53	304

	Maguga Primary	38	33	39	42	52	42	36	0	0	0	0	0	282
	Mangedla Central Prim	37	46	54	56	45	57	57	0	0	0	0	0	352
	Manzana Nazarene Prim	60	70	73	80	72	80	63	0	0	0	0	0	498
	Mzaceni Primary	51	46	51	55	58	43	27	0	0	0	0	0	331
	Ngojeni/Zwide Primary	26	31	21	19	24	30	22	0	0	0	0	0	173
	Nkambeni Central Prima	57	79	69	66	64	75	72	0	0	0	0	0	482
	Sikhunyan High	0	0	0	0	0	0	0	107	77	62	60	42	348
	Zandondo High	0	0	0	0	0	0	0	73	77	52	52	33	287
	Zandondo Lutheran Pri	74	60	63	69	75	80	86	0	0	0	0	0	507
	Madlangampisi Total	735	786	762	816	775	843	750	788	722	480	540	366	8,363
Maphalaleni	Ararati /Edlozini Primary	28	32	29	45	62	58	63	0	0	0	0	0	317
	Elubhaceni Primary	29	28	24	33	26	27	29	0	0	0	0	0	196
	Emcengeni Primary	34	23	30	23	31	38	35	0	0	0	0	0	214
	Ensingweni High	0	0	0	0	0	0	0	141	148	55	67	47	458
	Ensingweni Nazaren Pri	46	31	42	40	49	45	30	0	0	0	0	0	283
	Entsanjeni Primary Sch	28	19	21	17	20	22	18	0	0	0	0	0	145
	Ka-Siko Primary	26	32	22	32	24	26	24	0	0	0	0	0	186
	Ka-Sobandla Primary	80	64	79	80	77	70	57	0	0	0	0	0	507
	Mabheleni Primary	23	15	23	21	21	14	11	0	0	0	0	0	128
	Maphalaleni Anglin Prim	66	62	63	95	89	74	93	0	0	0	0	0	542
	Maphalaleni High	0	0	0	0	0	0	0	127	65	31	46	18	287
	Maphalaleni S.A.G.M. Pr	45	42	58	48	55	65	70	0	0	0	0	0	383
	Mdlunkhulu S.A.G.M. Pr	33	40	44	55	56	48	59	0	0	0	0	0	335
	Mphumalanga Primary	38	53	39	55	66	56	49	0	0	0	0	0	356
	Sikanye Secondary	0	0	0	0	0	0	0	27	43	20	8	12	110
	Maphalaleni Total	476	441	474	544	576	543	538	295	256	106	121	77	4,447
Mayiwane	Baleni/Matibekhulu Primary	16	37	39	46	60	50	42	0	0	0	0	0	290
	Ebuhleni Secondary	0	0	0	0	0	0	0	58	49	31	0	0	138
	Ebuhleni Royal Primary	27	46	39	37	48	32	44	0	0	0	0	0	273
	Gijimani Primary	38	27	32	40	43	41	54	0	0	0	0	0	275
	Herefords High	0	0	0	0	0	0	0	149	129	81	98	60	517
	Herefords Primary	37	31	42	38	52	45	24	0	0	0	0	0	269
	Lugongodlwane Nazarene P	34	31	35	44	45	36	48	0	0	0	0	0	273
	Matfuntini Community	27	20	21	28	31	29	20	0	0	0	0	0	176
	Mavula Communi Sec	0	0	0	0	0	0	0	78	32	43	44	32	229
	Mavula Pisgah Primary	36	63	39	58	69	60	37	0	0	0	0	0	362
	Mayiwane High	0	0	0	0	0	0	0	178	139	97	156	79	649
	Mayiwane Nazarene Pri	61	60	58	68	49	68	53	0	0	0	0	0	417

	Mcuba Primary	21	19	30	26	26	26	20	0	0	0	0	0	168
	Mkhuzweni High	0	0	0	0	0	0	0	79	45	41	35	31	231
	Mkhuzweni Primary	91	95	73	86	83	87	89	0	0	0	0	0	604
	Ntabenezimpisi Primary	37	41	43	46	60	35	37	0	0	0	0	0	299
Mayiwane Total		425	470	451	517	566	509	468	542	394	293	333	202	5,170
Mbabane East	Anadale Primary	86	86	93	78	71	57	57	0	0	0	0	0	528
	Ekwetsembeni Hand Pri	9	12	12	15	15	16	15	0	0	0	0	0	94
	Entuthukweni Primary	66	53	68	71	59	68	58	0	0	0	0	0	443
	Fonteyn Primary	100	87	108	96	99	85	61	0	0	0	0	0	636
	Fonteyn Secondary	0	0	0	0	0	0	0	91	49	25	58	39	262
	Hermann Gmeir SOS P	124	125	139	140	131	140	123	0	0	0	0	0	922
	John Wesley Methodist P	50	49	49	94	70	60	50	0	0	0	0	0	422
	John Wesley Secondary	0	0	0	0	0	0	0	99	84	51	0	0	234
	Ka-Boyce High	0	0	0	0	0	0	0	141	126	106	120	109	614
	Ka-Shile High	0	0	0	0	0	0	0	188	197	130	175	149	839
	Mater Dolorosa High	0	0	0	0	0	0	0	226	206	189	195	163	979
	Mater Dolorosa Primary	142	136	137	138	137	104	97	0	0	0	0	0	891
	Mbabane Evangelical Pr	70	63	55	51	61	64	51	0	0	0	0	0	415
	Mbabane Central Pri	56	51	78	65	68	74	63	0	0	0	0	0	455
	Mbabane Lutheran Pri	35	39	48	42	51	62	29	0	0	0	0	0	306
	Mbabane S.A.G.M. Pri	68	72	80	80	87	110	99	0	0	0	0	0	596
	Mqolo Central Primary	63	69	86	105	73	96	68	0	0	0	0	0	560
	Msunduzi Infant Primary	51	56	54	57	49	53	43	0	0	0	0	0	363
	Qedusizi Primary	82	68	92	93	106	60	80	0	0	0	0	0	581
	Sifundzani High	0	0	0	0	0	0	0	91	65	65	54	15	290
	St. Francis' High	0	0	0	0	0	0	0	148	133	140	138	127	704
	St. Francis' Primary	139	130	123	125	117	118	93	0	0	0	0	0	845
	St. Mark's High	0	0	0	0	0	0	0	225	199	150	144	121	897
	St. Mark's Primary	193	185	233	228	234	229	232	0	0	0	0	0	1,534
	The little school	45	34	45	45	40	30	28	0	0	0	0	0	267
Mbabane East Total		1,379	1,315	1,500	1,523	1,468	1,426	1,247	1,209	1,059	856	884	723	14,677
Mbabane West	Hermann Gmr SOS High	0	0	0	0	0	0	0	84	110	68	84	56	402
	Mangwaneni Primary	99	123	115	112	119	106	77	0	0	0	0	0	751
	Mbabane Bahai Primary	62	70	63	53	67	54	41	0	0	0	0	0	410
	Mbabane Central High	0	0	0	0	0	0	0	144	150	117	159	118	688
	Montessori Life Primary	41	28	36	27	26	29	9	0	0	0	0	0	196
	Nkwalini Primary	112	110	115	106	137	104	81	0	0	0	0	0	765

	Premier Independee Pri	85	78	69	53	40	45	21	0	0	0	0	0	391
	SAIM Christian High Sc	0	0	0	0	0	0	0	70	83	82	92	67	394
	Sifundzani Primary	60	60	60	62	61	57	46	0	0	0	0	0	406
	Sithembiso nye/Bahai Hi	0	0	0	0	0	0	0	46	57	46	54	51	254
	Waterford/Kamhlaba Hi	0	0	0	0	0	0	0	52	78	77	86	81	374
	Woodlands High	0	0	0	0	0	0	0	148	139	78	106	59	530
Mbabane West Total		459	469	458	413	450	395	275	544	617	468	581	432	5,561
Mhlangatane	Ekujabuleni Holiness Pri	54	70	57	78	77	65	63	0	0	0	0	0	464
	Entsinini Primary	50	52	59	77	59	68	82	0	0	0	0	0	447
	Lonhlalane Primary Sch	23	18	21	28	22	25	16	0	0	0	0	0	153
	Malibeni High	0	0	0	0	0	0	0	95	73	86	45	28	327
	Malibeni Primary	70	64	86	81	80	72	76	0	0	0	0	0	529
	Mangweni High	0	0	0	0	0	0	0	31	55	17	19	15	137
	Mangweni Primary	31	28	31	36	41	71	22	0	0	0	0	0	260
	Mavula Central Primary	72	63	64	85	71	108	77	0	0	0	0	0	540
	Mavula Central Second	0	0	0	0	0	0	0	41	57	45	48	19	210
	Mdlawini Primary	14	11	10	22	13	14	26	0	0	0	0	0	110
	Mhlangatane Nazarene Pri	53	57	60	57	59	60	56	0	0	0	0	0	402
	Mhlangatane/Ntsinini H	0	0	0	0	0	0	0	131	128	62	68	38	427
	Mpofu High	0	0	0	0	0	0	0	243	206	146	162	124	881
	Mpofu Methodist Prim	106	95	121	86	115	118	83	0	0	0	0	0	724
	Nhlanguyavuka Naza Pr	39	35	48	44	61	61	60	0	0	0	0	0	348
	Nyakatfo Secondary	0	0	0	0	0	0	0	149	127	62	96	60	494
	Nyakatfo Nazarene Pri	88	94	89	123	107	123	94	0	0	0	0	0	718
	Zinyane Primary	24	22	34	39	33	28	31	0	0	0	0	0	211
Mhlangatane Total		624	609	680	756	738	813	686	690	646	418	438	284	7,382
Motshane	All Saints Primary	27	28	32	39	32	28	23	0	0	0	0	0	209
	Beaconkop Primary	14	22	26	45	29	16	16	0	0	0	0	0	168
	Bhekephi Primary	113	120	109	127	143	108	79	0	0	0	0	0	799
	Embo Methodist Prima	49	50	52	66	55	68	37	0	0	0	0	0	377
	Esigangeni Anglican Pri	70	56	95	78	69	92	90	0	0	0	0	0	550
	Esigangeni High	0	0	0	0	0	0	0	140	118	52	83	38	431
	Esiphocosini High	0	0	0	0	0	0	0	168	140	95	118	75	596
	Londunduma High	0	0	0	0	0	0	0	140	135	46	97	45	463
	Mahwala /Enhlanga Hi	0	0	0	0	0	0	0	112	102	61	89	50	414
	Makhwane Primary	37	40	39	52	39	48	36	0	0	0	0	0	291
	Maryward Primary	24	29	36	30	29	30	27	0	0	0	0	0	205

	Masibekela High	0	0	0	0	0	0	0	80	92	34	38	33	277
	Motjane High	0	0	0	0	0	0	0	126	107	67	42	67	409
	Motjane Primary	70	66	82	83	87	87	75	0	0	0	0	0	550
	Mpholonjeni Primary	15	20	16	25	15	20	16	0	0	0	0	0	127
	Mpolonjeni Primary	60	53	68	52	84	44	26	0	0	0	0	0	387
	New Hebron Primary	29	29	42	52	43	56	29	0	0	0	0	0	280
	Ngwenya Central Prima	89	76	74	87	90	96	62	0	0	0	0	0	574
	Nsokolweni Primary	28	18	24	27	29	28	33	0	0	0	0	0	187
	Prince Simon Primary	32	23	24	32	45	45	39	0	0	0	0	0	240
	St. John's Primary	83	89	99	84	96	91	55	0	0	0	0	0	597
Motshane Total		740	719	818	879	885	857	643	766	694	355	467	308	8,131
Ndzingeni	Cetjwayo Primary	48	42	61	71	63	71	50	0	0	0	0	0	406
	DINANI HIGH SCHOOL	0	0	0	0	0	0	0	100	124	75	106	58	463
	Ebulandzeni Primary	28	26	32	36	25	37	29	0	0	0	0	0	213
	Ekubongeni High	0	0	0	0	0	0	0	151	110	70	59	33	423
	Ekuphumleni/Nkamanzi Pr	17	17	10	18	17	16	17	0	0	0	0	0	112
	Ekwaliweni Primary	17	36	35	36	35	23	32	0	0	0	0	0	214
	Endzingeni Nazarene High	0	0	0	0	0	0	0	151	159	92	149	75	626
	Endzingeni Nazarene Prim	61	63	70	94	89	77	78	0	0	0	0	0	532
	Geza Primary School	29	34	28	36	46	48	46	0	0	0	0	0	267
	Lanyandza Primary School	20	32	22	22	26	25	18	0	0	0	0	0	165
	Mgululu Primary	38	27	68	57	76	48	42	0	0	0	0	0	356
	Monile Primary School	39	33	21	33	36	35	25	0	0	0	0	0	222
	Mphondla Nazarene Primary	31	28	18	34	43	34	35	0	0	0	0	0	223
	Mvuma Primary	13	17	20	15	18	18	9	0	0	0	0	0	110
	Mzimnene Lutheran Primary	28	29	30	47	33	24	36	0	0	0	0	0	227
	Mzimnene Secondary	0	0	0	0	0	0	0	51	53	31	21	16	172
	Ngowane Primary	44	58	35	49	43	59	44	0	0	0	0	0	332
	Nkamanzi/Njaliba Primary	82	67	83	70	124	98	96	0	0	0	0	0	620
	Nkonyeni High School	0	0	0	0	0	0	0	141	116	63	95	35	450
	St. Peregrine's Primary	49	51	52	81	66	67	65	0	0	0	0	0	431
Ndzingeni Total		544	560	585	699	740	680	622	594	562	331	430	217	6,564
Nkhaba	Ejubukweni High	0	0	0	0	0	0	0	72	67	44	38	18	239
	Ejubukweni Primary	20	22	55	52	58	39	40	0	0	0	0	0	286
	Ekufikeni Primary	19	20	23	26	26	27	25	0	0	0	0	0	166
	Ekuvinjelweni High School	0	0	0	0	0	0	0	109	143	112	32	33	429
	El Shaddai (Mission) Primary	21	28	18	43	38	32	23	0	0	0	0	0	203
	Enkalangeni Primary	22	26	30	38	30	31	24	0	0	0	0	0	201

	Enkhaba High	0	0	0	0	0	0	0	128	106	80	81	63	458
	Enkhaba Primary	31	35	36	41	70	41	47	0	0	0	0	0	301
	Forbes Reef Primary	63	60	50	52	51	71	48	0	0	0	0	0	395
	Fundukuwela high	0	0	0	0	0	0	0	180	187	183	129	124	803
	Hawane Central Primary	35	47	47	56	43	62	37	0	0	0	0	0	327
	HAWANE HIGH SCHOOL	0	0	0	0	0	0	0	78	72	45	40	35	270
	Ku-Hlahla Primary	35	38	32	36	34	29	28	0	0	0	0	0	232
	Mabhawu Catholic Primary	10	15	18	13	16	18	24	0	0	0	0	0	114
	Machegwini Primary	38	59	66	68	47	67	50	0	0	0	0	0	395
	Malandzela Primary	92	92	125	104	139	146	107	0	0	0	0	0	805
	Mbuluzi High	0	0	0	0	0	0	0	92	65	73	93	93	416
	Mbuluzi S.A.G.M. Primary	46	29	43	56	56	53	44	0	0	0	0	0	327
	Mnyokane Primary	37	50	63	63	60	66	76	0	0	0	0	0	415
	Phakamani Primary	20	18	23	32	26	16	20	0	0	0	0	0	155
	St. Manettus' Primary	20	24	30	33	36	48	28	0	0	0	0	0	219
	St. Paul's Anglican Primary	59	70	71	90	121	95	83	0	0	0	0	0	589
	Zamani Primary	20	20	16	16	16	15	13	0	0	0	0	0	116
Nkhaba Total		588	653	746	819	867	856	717	659	640	537	413	366	7,861
Ntfonjeni	Ekudvwaleni Secondary	0	0	0	0	0	0	0	178	148	106	111	60	603
	Ekujabuleni Primary	45	50	59	64	59	48	46	0	0	0	0	0	371
	Enhlahleni Primary	19	13	18	25	29	29	37	0	0	0	0	0	170
	Enkonjaneni Primary	13	12	21	12	19	16	23	0	0	0	0	0	116
	Entfonjeni High	0	0	0	0	0	0	0	181	203	66	124	91	665
	Entfonjeni Primary	62	50	50	67	61	62	72	0	0	0	0	0	424
	Esidwashini Methodist Primary	76	67	95	106	102	82	93	0	0	0	0	0	621
	Evusweni Primary	60	65	85	93	92	73	64	0	0	0	0	0	532
	Gobolodlo Primary	33	32	32	41	36	41	53	0	0	0	0	0	268
	Hhelehhele Nazarene Primary	17	16	13	12	25	19	23	0	0	0	0	0	125
	Hhohho A.M.E. Primary	57	31	61	70	59	63	60	0	0	0	0	0	401
	Lufafa Primary	19	23	17	28	24	19	15	0	0	0	0	0	145
	Mbasheni Primary	93	54	72	81	80	68	51	0	0	0	0	0	499
	Mshingishingini Nazarene Primary	67	65	69	71	73	88	87	0	0	0	0	0	520
	Mswati II Methodist High	0	0	0	0	0	0	0	118	106	39	81	28	372
	Phophonyane Primary	27	26	38	31	41	41	24	0	0	0	0	0	228
	Sobokazana High School	0	0	0	0	0	0	0	111	68	37	51	29	296
Ntfonjeni Total		588	504	630	701	700	649	648	588	525	248	367	208	6,356
Pigg's Peak	Bulembu Christian Academy High	0	0	0	0	0	0	0	30	34	27	0	33	124

		Bulembu Christian Academy Primary	28	26	25	20	24	30	31	0	0	0	0	0	184	
		Edudusi Primary	20	18	16	22	19	15	12	0	0	0	0	0	122	
		Ekuthuleni Primary	36	26	27	30	24	26	15	0	0	0	0	0	184	
		Eluhlangotsini Primary	43	48	43	68	44	59	28	0	0	0	0	0	333	
		Emagobodvo High	0	0	0	0	0	0	0	105	80	102	84	54	425	
		Hlanganani Primary School	15	16	14	8	8	8	3	0	0	0	0	0	72	
		Luhhumaneni Primary	33	16	22	21	17	17	17	0	0	0	0	0	143	
		Mbeka High	0	0	0	0	0	0	0	145	93	65	75	43	421	
		Mhlatane High	0	0	0	0	0	0	0	366	321	252	384	293	1,616	
		Nginamadvollo Primary	19	31	28	41	37	40	55	0	0	0	0	0	251	
		Peak Nazarene Primary	37	77	48	63	67	53	35	0	0	0	0	0	380	
		Pigg's Peak Central Primary	53	50	55	61	57	60	41	0	0	0	0	0	377	
		Piggs Peak High	0	0	0	0	0	0	0	105	80	70	111	61	427	
		Rosenberg Primary	39	40	36	39	26	30	37	0	0	0	0	0	247	
		St. Aidan's Primary	61	54	50	78	58	57	64	0	0	0	0	0	422	
		St. Amideus' Primary	35	43	41	58	47	54	30	0	0	0	0	0	308	
		St. Benedict's Primary	68	74	72	70	83	56	72	0	0	0	0	0	495	
		The Peak Primary	57	52	47	53	54	43	35	0	0	0	0	0	341	
		Pigg's Peak Total		544	571	524	632	565	548	475	751	608	516	654	484	6,872
		Timphisini	Emvembili Central Primary	53	51	41	49	51	47	59	0	0	0	0	0	351
	Emvembili Lutheran Primary		13	19	24	23	18	19	28	0	0	0	0	0	144	
	Ensonyama Primary		20	12	32	21	23	24	20	0	0	0	0	0	152	
	Etimphisini High		0	0	0	0	0	0	0	267	240	222	241	142	1,112	
	Etimphisini Primary		57	59	77	78	67	77	80	0	0	0	0	0	495	
	Ludzibini High School		0	0	0	0	0	0	0	77	53	44	0	0	174	
	Mashobeni North Primary		51	37	37	54	73	55	52	0	0	0	0	0	359	
	Mlumati High		0	0	0	0	0	0	0	57	94	58	45	29	283	
	Mlumati Primary		38	22	26	24	28	35	21	0	0	0	0	0	194	
	Ndlalambi Nazarene Primary		97	72	73	128	119	94	95	0	0	0	0	0	678	
	Ngonini Estates Primary	25	27	18	28	24	28	30	0	0	0	0	0	180		
	Timphisini Total		354	299	328	405	403	379	385	401	387	324	286	171	4,122	
Hhohho Total			8,326	8,349	9,003	9,843	9,761	9,632	8,294	9,246	8,382	5,744	6,752	4,708	98,128	
Lubombo	Dvokodvweni	Dvokodvweni High	0	0	0	0	0	0	0	66	85	42	41	22	256	
		Dvokodvweni Primary	28	22	28	36	37	30	16	0	0	0	0	0	197	
		Enjabulweni Primary	75	69	81	70	76	66	80	0	0	0	0	0	517	
		Khuzwayo Primary	39	26	31	30	24	23	28	0	0	0	0	0	201	
		Mabasa Primary	36	32	38	47	47	50	51	0	0	0	0	0	301	

	Mabondvweni High School	0	0	0	0	0	0	0	75	76	57	47	35	290
	Mabondweni Primary	70	70	55	49	61	69	53	0	0	0	0	0	427
	Malindza Central Primary	88	85	117	90	85	68	34	0	0	0	0	0	567
	Malindza Community Prim	60	66	70	97	81	77	76	0	0	0	0	0	527
	Malindza High	0	0	0	0	0	0	0	137	136	82	119	38	512
	Mampempeni Catholic Pri	25	22	20	15	11	25	16	0	0	0	0	0	134
	Manyeveni Nazarene Prim	32	46	43	50	71	54	70	0	0	0	0	0	366
	Mdumezulu Primary	23	31	20	22	15	18	13	0	0	0	0	0	142
	Mpaka High	0	0	0	0	0	0	0	97	46	72	50	42	307
	Mpaka Railway Primary	47	52	52	50	39	50	42	0	0	0	0	0	332
	New Thulwane Primary	45	38	39	43	48	41	15	0	0	0	0	0	269
	Sigcaweni High	0	0	0	0	0	0	0	55	39	51	30	27	202
	Sigcaweni Nazarene Prima	33	33	36	31	38	50	22	0	0	0	0	0	243
	Sulutane Primary	93	74	79	124	106	70	66	0	0	0	0	0	612
Dvokodvweni Total		694	666	709	754	739	691	582	430	382	304	287	164	6,402
Hlane	Dlalisile Primary	48	35	52	53	40	47	27	0	0	0	0	0	302
	Dlalisile/Hlane High	0	0	0	0	0	0	0	98	111	29	68	35	341
	Emabhalenhle Primary	26	27	21	40	32	38	22	0	0	0	0	0	206
	Entandweni High	0	0	0	0	0	0	0	153	148	59	120	42	522
	Entandweni Primary	49	47	37	60	37	40	51	0	0	0	0	0	321
	Esiweni Primary	73	98	90	90	105	93	72	0	0	0	0	0	621
	Njonjwane Primary	65	55	85	85	87	106	40	0	0	0	0	0	523
Hlane Total		261	262	285	328	301	324	212	251	259	88	188	77	2,836
Khubuta	Dvumbe Primary	25	32	19	28	24	22	31	0	0	0	0	0	181
	Ka-Phunga High	0	0	0	0	0	0	0	69	40	50	27	23	209
	Ka-Phunga Primary	37	30	39	36	32	39	18	0	0	0	0	0	231
	Matjana Primary	34	41	36	33	39	42	37	0	0	0	0	0	262
Khubuta Total		96	103	94	97	95	103	86	69	40	50	27	23	883
Lomahasha	Bhadlane Primary	13	15	21	22	0	0	0	0	0	0	0	0	71
	Emafusini Nazarene Primary	101	88	111	92	161	119	58	0	0	0	0	0	730
	Lomahasha Central Primary	86	81	72	110	99	88	48	0	0	0	0	0	584
	Lomahasha High	0	0	0	0	0	0	0	149	171	63	152	62	597
	Mafucula Secondary	0	0	0	0	0	0	0	77	88	75	58	31	329
	Mafucula/EkuhlamukPrim	75	86	73	88	72	83	58	0	0	0	0	0	535
	Majembeni Primary	93	104	153	124	162	119	90	0	0	0	0	0	845
	Mbandzamani Primary	109	120	111	118	140	86	68	0	0	0	0	0	752
	Mbokojweni High	0	0	0	0	0	0	0	118	112	83	95	43	451

	MbokoJweni Primary	77	74	99	98	92	114	84	0	0	0	0	0	638
	Nkalashane High	0	0	0	0	0	0	0	128	44	53	88	51	364
	Nkalashane Primary	59	60	61	68	92	75	33	0	0	0	0	0	448
	Shewula High	0	0	0	0	0	0	0	190	160	101	116	78	645
	Shewula Primary	81	84	111	81	114	107	36	0	0	0	0	0	614
	Sidloko Primary	52	48	60	54	49	56	47	0	0	0	0	0	366
	Tsambokhulu Nazarene Pri	78	38	59	65	59	59	57	0	0	0	0	0	415
Lomahasha Total		824	798	931	920	1,040	906	579	662	575	375	509	265	8,384
Lubuli	Bekezela High	0	0	0	0	0	0	0	64	39	22	40	12	177
	Bekezela Primary	50	42	53	46	52	47	49	0	0	0	0	0	339
	Dlakadla Primary	52	36	49	55	41	59	37	0	0	0	0	0	329
	Entuthwakwazi Primary	19	20	16	18	30	17	18	0	0	0	0	0	138
	Ikhwezi High	0	0	0	0	0	0	0	102	88	45	35	31	301
	Ikhwezi Primary	21	16	19	18	21	27	12	0	0	0	0	0	134
	Lubuli Catholic Primary	71	54	71	86	75	55	32	0	0	0	0	0	444
	Lubuli High	0	0	0	0	0	0	0	96	67	78	64	26	331
	Madabukela Primary/Ntunja	24	22	38	32	38	24	13	0	0	0	0	0	191
	Majai/Sinyamantulwa Primary	30	32	50	38	30	38	28	0	0	0	0	0	246
	Mhlabeni Primary	11	25	19	24	16	25	9	0	0	0	0	0	129
	Mqonqwane Primary	30	30	21	35	43	50	25	0	0	0	0	0	234
	Ngonini Primary	24	11	26	27	30	36	27	0	0	0	0	0	181
	Nkanini Primary	56	56	37	58	69	50	42	0	0	0	0	0	368
	Nkanini Secondary	0	0	0	0	0	0	0	56	43	26	25	8	158
Lubuli Total		388	344	399	437	445	428	292	318	237	171	164	77	3,700
Lugongolweni	Assembly of God Primary	55	59	52	59	50	51	41	0	0	0	0	0	367
	Ekumeni Primary	40	41	47	28	70	54	27	0	0	0	0	0	307
	Gamula Primary School	37	16	0	0	0	0	0	0	0	0	0	0	53
	Global Revival Primary	61	49	86	95	74	78	51	0	0	0	0	0	494
	Good Shepherd High	0	0	0	0	0	0	0	69	72	57	80	60	338
	Good Shepherd Primary	80	71	62	65	77	59	46	0	0	0	0	0	460
	Grace Christian Academy primary	33	0	12	17	8	0	0	0	0	0	0	0	70
	Ka-Langa Nazarene Primary	103	115	113	110	139	114	99	0	0	0	0	0	793
	Khalakahle Primary	49	66	67	66	75	58	39	0	0	0	0	0	420
	Langa High	0	0	0	0	0	0	0	142	149	107	74	62	534
	Letindze Primary	25	15	17	19	22	22	24	0	0	0	0	0	144
	Lonhlupeko Primary	51	52	82	59	61	73	37	0	0	0	0	0	415
	Lubombo Central High	0	0	0	0	0	0	0	158	103	91	143	77	572

	Lubombo Central Primary	67	93	77	86	93	69	45	0	0	0	0	0	530
	Matsetsa Nazarene High	0	0	0	0	0	0	0	104	105	83	88	50	430
	Mhlumeni Nazarene Primary	32	37	41	30	37	35	34	0	0	0	0	0	246
	Mlindazwe I Primary	45	60	67	91	79	70	47	0	0	0	0	0	459
	Nyambo Primary	40	34	28	26	30	42	25	0	0	0	0	0	225
	Purity High School	0	0	0	0	0	0	0	18	13	37	37	39	144
	School for the Deaf High	0	0	0	0	0	0	0	4	7	9	3	1	24
	School for the Deaf Primary	16	10	13	14	12	14	29	0	0	0	0	0	108
	Siteki Nazarene High	0	0	0	0	0	0	0	176	168	128	143	124	739
	Siteki Nazarene Primary	98	96	102	96	101	115	110	0	0	0	0	0	718
	Sitsatsaweni High	0	0	0	0	0	0	0	109	96	96	36	36	373
	Sitsatsaweni Primary	71	102	94	99	89	87	54	0	0	0	0	0	596
	St. Boniface's Primary	84	86	83	86	77	89	67	0	0	0	0	0	572
	St. Paul's Catholic Primary	41	69	69	85	80	71	48	0	0	0	0	0	463
Lugongolweni Total		1,028	1,071	1,112	1,131	1,174	1,101	823	780	713	608	604	449	10,594
Matsanjeni North	Dvumane Primary	27	21	37	35	26	24	36	0	0	0	0	0	206
	Ebenezer Primary	52	64	60	70	68	83	44	0	0	0	0	0	441
	Intfutuko Primary	67	67	66	65	62	70	30	0	0	0	0	0	427
	Loyiwe/Manhleke Primary	46	37	47	59	75	79	67	0	0	0	0	0	410
	Lucaceni Primary	52	60	49	49	60	65	37	0	0	0	0	0	372
	Magwanyana High	0	0	0	0	0	0	0	44	69	39	17	11	180
	Mambane High	0	0	0	0	0	0	0	87	64	59	55	31	296
	Mambane Primary	59	73	60	94	78	77	47	0	0	0	0	0	488
	Mavalela Primary	69	51	55	50	48	48	41	0	0	0	0	0	362
	Mphundle High	0	0	0	0	0	0	0	165	130	38	73	26	432
	Mphundle Primary	56	69	71	68	69	84	36	0	0	0	0	0	453
	Ndlalane Primary	116	110	89	95	97	84	81	0	0	0	0	0	672
	St. John's Primary	45	73	44	78	57	63	39	0	0	0	0	0	399
	St. Peter's Primary	34	40	51	38	46	29	25	0	0	0	0	0	263
	Tikhuba High	0	0	0	0	0	0	0	127	94	51	69	44	385
Matsanjeni North Total		623	665	629	701	686	706	483	423	357	187	214	112	5,786
Mhlume	Jack Hersov Primary	41	36	38	32	26	32	26	0	0	0	0	0	231
	Lusoti High	0	0	0	0	0	0	0	86	75	59	144	91	455
	Lusoti Primary	103	95	91	90	86	95	66	0	0	0	0	0	626
	Mhlume Central Primary	77	64	66	57	65	57	56	0	0	0	0	0	442
	Mhlume High	0	0	0	0	0	0	0	146	151	125	124	134	680

	Ngomane High	0	0	0	0	0	0	0	128	38	67	153	95	481
	Ngomane Primary	54	59	48	39	48	49	39	0	0	0	0	0	336
	Nokwane Primary	30	29	19	22	26	19	20	0	0	0	0	0	165
	Thembelisha Primary	45	50	42	43	25	35	36	0	0	0	0	0	276
	Tshaneni Central Primary	119	145	109	109	124	112	59	0	0	0	0	0	777
	Vuvulane High	0	0	0	0	0	0	0	56	62	51	57	56	282
	Vuvulane Primary	39	60	53	57	63	47	26	0	0	0	0	0	345
Mhlume Total		508	538	466	449	463	446	328	416	326	302	478	376	5,096
Mpholonjeni	Enhlabeni Primary	56	55	67	69	54	50	53	0	0	0	0	0	404
	Holy Ghost Catholic Primary	54	59	60	63	49	57	35	0	0	0	0	0	377
	Lasi/Ngcina High	0	0	0	0	0	0	0	91	77	86	51	35	340
	Mpolonjeni High	0	0	0	0	0	0	0	107	104	76	83	35	405
	Ndzangu High	0	0	0	0	0	0	0	127	78	59	60	19	343
	Ndzangu Primary	81	75	85	111	94	85	73	0	0	0	0	0	604
	Ngcina Primary	59	55	65	54	73	58	56	0	0	0	0	0	420
	Nyetane high	0	0	0	0	0	0	0	74	98	60	83	66	381
	Siphoso Primary	127	132	156	155	123	146	85	0	0	0	0	0	924
	St. Augustine's Primary	24	27	40	49	32	21	23	0	0	0	0	0	216
Mpholonjeni Total		401	403	473	501	425	417	325	399	357	281	277	155	4,414
Ngudzeni	Mahhoshe Primary	35	43	35	45	46	49	32	0	0	0	0	0	285
	Maloma Primary	47	68	51	68	53	64	52	0	0	0	0	0	403
	Mphelandzaba Secondary	0	0	0	0	0	0	0	43	67	74	24	31	239
Ngudzeni Total		82	111	86	113	99	113	84	43	67	74	24	31	927
Nkilongo	Big Bend High	0	0	0	0	0	0	0	105	113	48	68	41	375
	Dumisa Primary	76	67	95	72	73	54	49	0	0	0	0	0	486
	Ebholi Methodist Primary	36	52	44	48	43	52	26	0	0	0	0	0	301
	Mahlabaneni Primary	60	57	63	67	64	80	57	0	0	0	0	0	448
	Majombe Primary	52	58	58	56	52	50	41	0	0	0	0	0	367
	Manyonyaneni Central Primary	33	42	39	34	38	33	24	0	0	0	0	0	243
	Ndzevane High	0	0	0	0	0	0	0	103	92	80	100	70	445
	Ndzevane Primary	49	78	39	83	99	89	72	0	0	0	0	0	509
	Sisekelo High	0	0	0	0	0	0	0	32	41	55	55	62	245
	Ubombo Primary	26	27	26	24	19	22	15	0	0	0	0	0	159
	Ubombo Ranches Primary	117	126	140	126	92	145	80	0	0	0	0	0	826
	Ubombo Ranches/Charles wesley High	0	0	0	0	0	0	0	161	184	122	114	91	672
	U-Tech High	0	0	0	0	0	0	0	52	42	19	26	40	179

Nkilongo Total		449	507	504	510	480	525	364	453	472	324	363	304	5,255
Siphofaneni	Duze Central Primary	94	82	80	105	106	124	54	0	0	0	0	0	645
	Duze High	0	0	0	0	0	0	0	168	148	116	146	96	674
	Emnotfweni High	0	0	0	0	0	0	0	30	37	22	0	0	89
	Emnotfweni Primary	31	39	20	27	41	25	18	0	0	0	0	0	201
	Gilgal High	0	0	0	0	0	0	0	140	122	64	67	36	429
	Gilgal Primary	124	120	111	126	118	119	109	0	0	0	0	0	827
	Hlutse High	0	0	0	0	0	0	0	98	110	98	97	71	474
	Hlutse Primary	47	61	65	62	66	60	49	0	0	0	0	0	410
	Lanjani Primary	50	40	43	44	42	37	37	0	0	0	0	0	293
	Madlenya Primary	81	66	66	104	78	104	55	0	0	0	0	0	554
	Mahlabatsini Primary	32	44	30	46	44	44	23	0	0	0	0	0	263
	Manyovu High School	0	0	0	0	0	0	0	38	41	24	8	0	111
	Manyovu Primary	53	50	45	65	42	48	45	0	0	0	0	0	348
	Mkhweli High	0	0	0	0	0	0	0	100	84	36	50	0	270
	Mkhweli Primary	120	136	146	121	136	153	122	0	0	0	0	0	934
	Mphaphati Primary	30	36	32	45	38	21	27	0	0	0	0	0	229
	Mpumakudze Primary	29	26	40	36	30	25	29	0	0	0	0	0	215
	Nceka/Sinceni High	0	0	0	0	0	0	0	53	20	30	23	20	146
	Othandweni /Maphilingo Secondary	0	0	0	0	0	0	0	100	67	61	79	34	341
	Othandweni Primary	97	83	84	66	55	76	44	0	0	0	0	0	505
	Phonjwane High	0	0	0	0	0	0	0	153	133	99	122	172	679
	Phonjwane Primary	36	57	57	61	72	67	61	0	0	0	0	0	411
	Sibetsaphi High	0	0	0	0	0	0	0	87	79	53	44	21	284
	Sibetsaphi/Engevini Primary	76	72	110	106	108	94	89	0	0	0	0	0	655
	Sibusisweni High	0	0	0	0	0	0	0	44	54	21	51	34	204
	Sidlangatsini Secondary	0	0	0	0	0	0	0	63	69	37	37	28	234
	Sikhandzabantfu.Primary	37	28	33	44	35	41	26	0	0	0	0	0	244
	Sinceni Mission Primary	80	72	77	109	91	124	71	0	0	0	0	0	624
	Siphofaneni High	0	0	0	0	0	0	0	102	88	53	76	46	365
	Siphofaneni Primary	77	114	120	121	92	123	98	0	0	0	0	0	745
	St. Philip's High	0	0	0	0	0	0	0	84	67	61	32	37	281
	St. Philip's Primary	38	39	59	70	69	49	59	0	0	0	0	0	383
	Tambuti Primary	25	26	26	39	29	34	32	0	0	0	0	0	211
Siphofaneni Total		1,157	1,191	1,244	1,397	1,292	1,368	1,048	1,260	1,119	775	832	595	13,278
Sithobela	Bhokweni Central Primary	64	89	75	95	88	85	59	0	0	0	0	0	555
	Ekukhanyeni Primary	43	48	54	61	49	51	67	0	0	0	0	0	373

		Eluhlanyeni Primary	21	28	29	37	60	32	21	0	0	0	0	228	
		Embosi Primary	28	19	45	37	33	38	52	0	0	0	0	252	
		Engoni Primary School	21	41	20	33	0	0	0	0	0	0	0	115	
		Esihlangwini Primary	63	59	66	56	66	62	54	0	0	0	0	426	
		Gucuka High	0	0	0	0	0	0	0	34	53	53	22	13	175
		Lamagangane Primary	30	19	33	37	19	36	13	0	0	0	0	0	187
		Lavundlamanti High	0	0	0	0	0	0	0	52	94	109	72	60	387
		Lomphala/Mbabala Primary	26	38	33	43	45	52	38	0	0	0	0	0	275
		Mabhensane High School	0	0	0	0	0	0	0	72	104	37	76	29	318
		Mabhensane Primary	41	41	39	43	44	43	43	0	0	0	0	0	294
		Madubeni Primary	29	51	45	47	42	49	32	0	0	0	0	0	295
		Makhwekhweti Primary	55	44	66	62	46	49	21	0	0	0	0	0	343
		Maloyi High	0	0	0	0	0	0	0	170	134	108	56	61	529
		Maloyi Primary	120	142	121	103	158	145	63	0	0	0	0	0	852
		Mammisa Primary School	23	27	37	39	38	46	43	0	0	0	0	0	253
		Mpompota High	0	0	0	0	0	0	0	146	163	122	118	51	600
		Nkonjwa High	0	0	0	0	0	0	0	114	100	64	54	29	361
		Nkonjwa Primary	111	95	121	127	108	111	73	0	0	0	0	0	746
		Sihlangwini high	0	0	0	0	0	0	0	51	23	10	13	0	97
		St. Lorretta's Primary	55	46	53	58	50	76	28	0	0	0	0	0	366
		Sithobela Total		730	787	837	878	846	875	607	639	671	503	411	243
Lubombo Total			7,241	7,446	7,769	8,216	8,085	8,003	5,813	6,143	5,575	4,042	4,378	2,871	75,582
Manzini	Emkhiweni	Antioch Primary	92	85	104	96	79	105	87	0	0	0	0	0	648
		Black Mbuluzi Methodist Primary	35	32	37	51	54	68	40	0	0	0	0	0	317
		Ekutsimuleni Primary	80	98	112	94	123	122	110	0	0	0	0	0	739
		Emcozini High	0	0	0	0	0	0	0	120	133	111	94	75	533
		Lutfotja Methodist Primary	92	99	104	72	86	110	51	0	0	0	0	0	614
		Luve /Lamawandla High	0	0	0	0	0	0	0	166	136	108	100	79	589
		Malamlela Primary	34	49	40	41	36	41	21	0	0	0	0	0	262
		Mjoli Primary	71	49	61	34	48	57	41	0	0	0	0	0	361
		Mjoli Secondary	0	0	0	0	0	0	0	41	42	33	18	19	153
		Mliba High School	0	0	0	0	0	0	0	118	90	88	121	64	481
		Mliba Nazarene Primary	108	102	98	135	104	133	142	0	0	0	0	0	822
		Sidvokodvo Nazarene High	0	0	0	0	0	0	0	72	68	45	37	30	252
		Sidvokodvo Nazarene Primary	60	70	63	76	76	68	50	0	0	0	0	0	463
	Emkhiweni Total		572	584	619	599	606	704	542	517	469	385	370	267	6,234
Hlane	Khuphuka High	0	0	0	0	0	0	0	160	127	38	72	31	428	
	Khuphuka Primary	123	114	155	145	146	147	81	0	0	0	0	0	911	

	Mandulo high School	0	0	0	0	0	0	0	87	86	67	54	28	322
Hlane Total		123	114	155	145	146	147	81	247	213	105	126	59	1,661
Khubuta	Ka-Kholwane Primary	29	28	34	26	36	19	16	0	0	0	0	0	188
	Moti Primary	38	34	35	47	38	30	34	0	0	0	0	0	256
Khubuta Total		67	62	69	73	74	49	50	0	0	0	0	0	444
Kukhanyeni	Bhekinkosi Nazarene Primary	103	91	104	107	115	106	123	0	0	0	0	0	749
	Ekukhanyeni High	0	0	0	0	0	0	0	161	185	130	119	79	674
	Ekukhanyeni Primary	54	71	57	80	73	78	56	0	0	0	0	0	469
	Ensenga/Mhlahlo High	0	0	0	0	0	0	0	82	64	66	52	26	290
	Maliyaduma Primary	112	118	153	129	141	151	99	0	0	0	0	0	903
	Malunge High	0	0	0	0	0	0	0	156	106	89	91	39	481
	Mpembekati Primary	35	54	47	70	64	70	53	0	0	0	0	0	393
	New Mbuluzi Primary	68	57	57	79	85	77	46	0	0	0	0	0	469
	Ngwazini Catholic Primary	17	17	28	23	26	27	21	0	0	0	0	0	159
	Nkiliji High	0	0	0	0	0	0	0	107	118	91	111	46	473
	Nkiliji Primary	49	72	55	69	48	74	64	0	0	0	0	0	431
	NTUNJA PRIMARY	21	21	23	30	33	25	15	0	0	0	0	0	168
	Salukazi Primary	42	53	53	44	43	62	26	0	0	0	0	0	323
	Seven Holy Founders Primary	40	40	51	56	73	52	42	0	0	0	0	0	354
Kukhanyeni Total		541	594	628	687	701	722	545	506	473	376	373	190	6,336
Kwaluseni	Embikwakhe Primary	111	114	116	111	114	110	99	0	0	0	0	0	775
	Ephocweni Primary	173	180	179	167	181	123	94	0	0	0	0	0	1,097
	Kwaluseni Central Primary	145	130	192	314	234	216	221	0	0	0	0	0	1,452
	Kwaluseni Infant Primary	104	114	103	81	86	84	67	0	0	0	0	0	639
	Matsapa Government Primary	198	214	224	247	221	218	150	0	0	0	0	0	1,472
	Morning Star Primary	12	8	4	7	6	11	9	0	0	0	0	0	57
	Phumelele International High School	0	0	0	0	0	0	0	32	45	93	95	60	325
	Siphumelele Community Primary	111	119	113	103	116	89	63	0	0	0	0	0	714
	Swazi National High	0	0	0	0	0	0	0	314	382	323	285	204	1,508
	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
Kwaluseni Total		876	898	950	1,040	971	865	715	360	440	431	396	272	8,214
Lamgabhi	Dvudvusini High School	0	0	0	0	0	0	0	58	44	17	14	0	133
	Ekuthokozeni Community Primary	37	36	33	52	48	29	32	0	0	0	0	0	267
	Ekuthuleni A.E.C. Primary	59	44	68	53	52	63	44	0	0	0	0	0	383
	Emhlangeni Primary	47	74	75	68	84	83	69	0	0	0	0	0	500

	Engwenyameni Primary	26	38	35	41	31	43	25	0	0	0	0	0	239
	Inyandza High	0	0	0	0	0	0	0	195	206	104	145	97	747
	Ka-Luhleko Primary	19	22	34	24	25	36	31	0	0	0	0	0	191
	Othandweni Primary	66	86	75	60	90	51	48	0	0	0	0	0	476
Lamgabhi Total		254	300	320	298	330	305	249	253	250	121	159	97	2,936
Lobamba	Esitjeni Primary	48	52	42	46	54	64	32	0	0	0	0	0	338
Lobamba Total		48	52	42	46	54	64	32	0	0	0	0	0	338
Lobamba Lomdzala	Bethany Mission Primary	65	72	65	69	81	85	59	0	0	0	0	0	496
	Lechwe Light Primary	82	66	49	65	37	45	34	0	0	0	0	0	378
	Mahlanya High	0	0	0	0	0	0	0	153	112	54	136	39	494
	Mahlanya Primary	73	64	72	80	89	90	82	0	0	0	0	0	550
	Malkerns Valley Primary	48	50	47	48	52	42	43	0	0	0	0	0	330
	Mhlabubovu Primary	62	61	66	78	65	78	79	0	0	0	0	0	489
	Mphetseni Primary	42	31	45	35	42	35	20	0	0	0	0	0	250
	Siyafundza Primary	27	37	34	26	22	31	24	0	0	0	0	0	201
	St. Andrew's Primary	105	105	101	91	95	107	85	0	0	0	0	0	689
	St. Anne's High School	0	0	0	0	0	0	0	88	87	57	77	56	365
	St. Christopher's High	0	0	0	0	0	0	0	128	121	100	149	127	625
	St. John Bosco's High	0	0	0	0	0	0	0	84	75	63	63	56	341
	St. John Bosco's Primary	100	84	76	75	86	82	58	0	0	0	0	0	561
	Usuthu Mission Primary	64	73	56	89	86	55	72	0	0	0	0	0	495
	Vulamasango Primary	0	7	3	20	26	56	30	0	0	0	0	0	142
	Vulamasango High	0	0	0	0	0	0	0	62	90	57	59	84	352
Lobamba Lomdzala Total		668	650	614	676	681	706	586	515	485	331	484	362	6,758
Ludzeludze	Boyane Primary	137	121	116	133	123	136	67	0	0	0	0	0	833
	Ekudzeni Primary	24	16	15	17	18	15	14	0	0	0	0	0	119
	Esibuyeni Primary	33	31	34	36	39	36	31	0	0	0	0	0	240
	Lechwe Light High School	0	0	0	0	0	0	0	58	45	36	62	43	244
	Lomgeletjane Primary	32	27	39	56	46	51	21	0	0	0	0	0	272
	Lozitha Central High	0	0	0	0	0	0	0	305	202	158	198	129	992
	Lozitha Central Primary	72	62	72	82	86	87	78	0	0	0	0	0	539
	Ludzeludze Primary	133	149	139	136	117	117	130	0	0	0	0	0	921
	Mbekelweni Lutheran High	0	0	0	0	0	0	0	124	149	61	100	90	524
	Mbekelweni Lutheran Primary	62	70	83	121	59	114	83	0	0	0	0	0	592
	Mountain View	0	0	0	0	0	0	0	25	20	26	17	12	100
	Mvubula Primary School	31	35	31	41	28	54	20	0	0	0	0	0	240

	Qinisweni Primary	137	132	108	108	103	77	87	0	0	0	0	0	752
	Sigombeni Community Primary	31	28	34	35	40	50	39	0	0	0	0	0	257
	Sigombeni High	0	0	0	0	0	0	0	114	90	44	54	37	339
	Vusweni High School	0	0	0	0	0	0	0	43	44	25	16	13	141
	Vusweni Primary	73	88	76	105	99	94	62	0	0	0	0	0	597
	Zombodze High	0	0	0	0	0	0	0	195	189	128	171	61	744
	Zombodze Primary	73	69	80	110	118	121	129	0	0	0	0	0	700
Ludzeludze Total		838	828	827	980	876	952	761	864	739	478	618	385	9,146
Mafutseni	Joy Mission Primary	28	34	39	51	44	39	38	0	0	0	0	0	273
	Ka-Bhudla Primary	63	79	80	66	99	71	85	0	0	0	0	0	543
	Luhlokohla High School	0	0	0	0	0	0	0	115	68	0	0	0	183
	Luhlokohla Primary	38	32	38	50	39	83	49	0	0	0	0	0	329
	Mafutseni Community Primary	43	39	43	65	60	60	53	0	0	0	0	0	363
	Mafutseni Nazarene Primary	66	57	60	85	88	78	58	0	0	0	0	0	492
	Mafutseni R.C. Primary	45	47	54	57	54	59	34	0	0	0	0	0	350
	Mbalenhle Christian Academy	0	0	0	0	0	0	0	48	55	99	203	219	624
	Mgeb'seni Primary	48	43	47	58	49	54	40	0	0	0	0	0	339
	Mhubhe High	0	0	0	0	0	0	0	183	179	159	134	83	738
	Moyeni Secondary	0	0	0	0	0	0	0	161	164	155	149	113	742
	Ngculwini Nazarene Primary	40	43	48	44	45	43	52	0	0	0	0	0	315
	St. Joseph's High	0	0	0	0	0	0	0	91	88	55	75	39	348
	St. Joseph's Primary	51	31	45	37	58	26	28	0	0	0	0	0	276
	St. Philomena's R.C. Primary	123	104	106	102	112	119	78	0	0	0	0	0	744
	Thulwane Primary	38	47	50	53	60	31	47	0	0	0	0	0	326
	Vulamehlo Primary	57	59	50	61	79	66	49	0	0	0	0	0	421
Mafutseni Total		640	615	660	729	787	729	611	598	554	468	561	454	7,406
Mahlangatja	Bethesda /Endzeleni Primary	24	18	34	30	23	30	37	0	0	0	0	0	196
	Dzanyana Primary	36	72	58	68	52	55	48	0	0	0	0	0	389
	Ekuphakameni High	0	0	0	0	0	0	0	108	101	58	45	45	357
	Ekuphakameni Primary	39	56	46	62	60	56	51	0	0	0	0	0	370
	Esigcineni Primary	52	42	98	59	67	68	61	0	0	0	0	0	447
	Magojela Primary	34	37	45	43	47	29	27	0	0	0	0	0	262
	Magojela Secondary	0	0	0	0	0	0	0	35	31	28	10	0	104
	Mahlangatja Methodist Primary	50	48	60	66	82	89	65	0	0	0	0	0	460
	MavovokatiA. M. E. Primary	17	24	22	30	21	35	23	0	0	0	0	0	172
	Mbita Primary	22	28	32	47	33	25	27	0	0	0	0	0	214
	Mlindzini Primary	17	15	13	20	27	17	12	0	0	0	0	0	121
	Mlindzini secondary	0	0	0	0	0	0	0	36	22	17	0	0	75

	New Hebron (Manzini) Primary	34	38	37	49	49	46	56	0	0	0	0	0	309
	Nhlontjeni Primary	15	17	24	20	25	27	20	0	0	0	0	0	148
	Ntfungula Primary	54	47	35	40	52	58	65	0	0	0	0	0	351
	Nyatsini High	0	0	0	0	0	0	0	53	44	31	12	28	168
	Nyatsini Primary	47	36	53	49	51	50	50	0	0	0	0	0	336
	Sibovu Primary	38	48	38	50	41	43	39	0	0	0	0	0	297
	Sigcineni Secondary	0	0	0	0	0	0	0	84	72	77	52	35	320
	Zamani High	0	0	0	0	0	0	0	33	43	41	37	31	185
	Zamani Primary	29	33	24	35	24	31	21	0	0	0	0	0	197
Mahlangatja		508	559	619	668	654	659	602	349	313	252	156	139	5,478
Mangcongco	Dwalile Central Primary	44	44	44	62	64	47	64	0	0	0	0	0	369
	Dwalile High	0	0	0	0	0	0	0	77	88	54	61	54	334
	Mafutseni West Primary	21	19	25	28	30	17	22	0	0	0	0	0	162
	Mangcongco Primary	40	29	21	33	30	42	34	0	0	0	0	0	229
	Osuthu Methodist High	0	0	0	0	0	0	0	85	101	43	38	40	307
	Osuthu Methodist Primary	31	41	36	52	51	55	51	0	0	0	0	0	317
Mangcongco		136	133	126	175	175	161	171	162	189	97	99	94	1,718
Manzini North	Hillside-Labotsibeni High	0	0	0	0	0	0	0	240	209	156	211	130	946
	Hillside-Labotsibeni Primary	156	150	170	177	199	177	146	0	0	0	0	0	1,175
	Inkhanyeti High	0	0	0	0	0	0	0	24	33	23	23	22	125
	Inkhanyeti Primary	17	39	28	12	18	20	12	0	0	0	0	0	146
	LomaDvokola Primary	38	41	41	53	42	42	32	0	0	0	0	0	289
	Manzini Central High	0	0	0	0	0	0	0	197	156	106	158	139	756
	Manzini Central Primary	142	149	134	139	152	121	91	0	0	0	0	0	928
	Manzini Infant Primary	181	220	198	191	163	160	135	0	0	0	0	0	1,248
	St. Michael's High	0	0	0	0	0	0	0	174	145	131	158	125	733
	St. Michael's Primary	115	118	118	116	150	126	113	0	0	0	0	0	856
	St. Paul's Methodist High	0	0	0	0	0	0	0	173	147	147	160	96	723
	St. Paul's Methodist Primary	152	162	166	192	155	140	118	0	0	0	0	0	1,085
Manzini North		801	879	855	880	879	786	647	808	690	563	710	512	9,010
Manzini South	Apex Tutorial Academy	0	0	0	0	0	0	0	13	19	24	20	25	101
	Beaufort Nazarene Primary	46	55	52	54	54	56	49	0	0	0	0	0	366
	Enjabulweni High	0	0	0	0	0	0	0	57	52	65	63	53	290
	Enjabulweni Primary	49	52	53	46	44	50	34	0	0	0	0	0	328
	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	51	53	41	37	34	26	23	0	0	0	0	0	265
	Manzini Nazarene High	0	0	0	0	0	0	0	193	158	148	131	119	749

	Manzini Nazarene Primary	129	88	91	85	94	87	61	0	0	0	0	0	635
	Mjingo High	0	0	0	0	0	0	0	86	84	89	93	101	453
	Nazarene Practising Primary	78	55	52	55	57	55	50	0	0	0	0	0	402
	Ngwane Park High	0	0	0	0	0	0	0	234	222	261	279	188	1,184
	Ngwane Park Primary	203	227	210	227	262	212	184	0	0	0	0	0	1,525
	Salesian High	0	0	0	0	0	0	0	177	171	171	152	88	759
	Salesian Primary	114	120	133	133	124	102	105	0	0	0	0	0	831
	Sankolweni Primary	12	15	20	27	23	24	23	0	0	0	0	0	144
	Sidney Williams Primary	119	140	154	134	142	139	96	0	0	0	0	0	924
	St. Theresa's High	0	0	0	0	0	0	0	159	139	111	141	122	672
	St. Theresa's Primary	123	129	151	139	142	136	123	0	0	0	0	0	943
Manzini South		973	977	986	976	1,027	929	781	949	884	913	925	746	11,066
Mbabane East	Siyakhula Primary	43	47	34	33	27	24	18	0	0	0	0	0	226
Mbabane East		43	47	34	33	27	24	18	0	0	0	0	0	226
Mhlambanyatsi	Bhunya High	0	0	0	0	0	0	0	103	85	44	102	40	374
	Bhunya Primary	136	148	126	138	130	105	108	0	0	0	0	0	891
	Bhunya Usuthu High	0	0	0	0	0	0	0	108	115	64	91	70	448
	Dingizwe Primary	26	18	20	23	19	24	32	0	0	0	0	0	162
	Intuthuko Primary	15	16	16	20	20	11	21	0	0	0	0	0	119
	Ka-Zondwako Primary	32	42	16	42	41	37	28	0	0	0	0	0	238
	LITTLE ACADEMY PRIMARY	30	33	20	22	16	15	9	0	0	0	0	0	145
	Lundzi High	0	0	0	0	0	0	0	44	30	27	19	13	133
	Matseni Primary	9	19	21	15	18	20	20	0	0	0	0	0	122
	Mgotjane Primary	25	26	30	26	41	22	28	0	0	0	0	0	198
	Mhlambanyatsi Primary	19	18	21	27	19	24	19	0	0	0	0	0	147
	Mlindazwe High	0	0	0	0	0	0	0	29	30	41	17	16	133
	Mphakamela Primary	39	57	40	54	27	53	36	0	0	0	0	0	306
	Mpuluzi Anglican Primary	36	34	36	34	48	56	52	0	0	0	0	0	296
	Mpuluzi High	0	0	0	0	0	0	0	78	84	39	61	21	283
	Sikanye High School	0	0	0	0	0	0	0	41	40	18	0	0	99
	Torgyle Central Primary	11	6	7	9	10	5	0	0	0	0	0	0	48
	Ulundzi Primary	48	35	38	50	42	37	30	0	0	0	0	0	280
	Usuthu Forest Primary	60	67	65	66	65	56	50	0	0	0	0	0	429
Mhlambanyatsi T		486	519	456	526	496	465	433	403	384	233	290	160	4,851
Mtfongwaneni	Bulunga Primary	50	40	40	47	47	43	37	0	0	0	0	0	304
	Ebugeleni / Lwandle Primary	43	65	57	62	59	71	30	0	0	0	0	0	387
	Ehlane Primary	43	22	29	41	24	25	33	0	0	0	0	0	217
	Ekuphileni Primary	46	24	32	47	42	42	34	0	0	0	0	0	267

	Elwandle Primary	62	64	76	74	77	54	30	0	0	0	0	0	437
	Ethembeni Primary	46	64	57	74	70	73	56	0	0	0	0	0	440
	Ethembeni Secondary	0	0	0	0	0	0	0	68	54	69	41	19	251
	Gundvwini High	0	0	0	0	0	0	0	215	125	55	155	86	636
	Gundvwini Primary	41	54	56	69	83	69	47	0	0	0	0	0	419
	Hlane/Bulunga High	0	0	0	0	0	0	0	33	19	19	10	16	97
	Lomveshe Primary	31	34	41	45	44	30	25	0	0	0	0	0	250
	Mkhuzweni Primary	67	73	91	93	69	116	77	0	0	0	0	0	586
Mtfongwaneni		429	440	479	552	515	523	369	316	198	143	206	121	4,291
Ngwempisi	Cana Primary	59	66	62	72	64	65	108	0	0	0	0	0	496
	Cana/Ngcoseni High	0	0	0	0	0	0	0	157	158	246	137	64	762
	Egugwini Primary	21	24	22	23	20	28	28	0	0	0	0	0	166
	Ekukhulumeni Primary	12	14	19	20	12	22	22	0	0	0	0	0	121
	Elunyaweni Primary	29	21	22	21	27	41	23	0	0	0	0	0	184
	Emseni Primary	23	14	7	7	14	10	5	0	0	0	0	0	80
	Etjebovu Primary	26	16	21	23	22	21	10	0	0	0	0	0	139
	Holy Rosary High	0	0	0	0	0	0	0	110	82	65	49	36	342
	Holy Rosary Primary	90	75	80	87	83	67	64	0	0	0	0	0	546
	Macudvulwini Primary	24	28	24	27	24	20	26	0	0	0	0	0	173
	Malangeni Primary	62	38	60	51	48	52	43	0	0	0	0	0	354
	Mankayane High	0	0	0	0	0	0	0	94	82	54	141	112	483
	Mbhesamandla Primary	30	25	38	35	21	33	28	0	0	0	0	0	210
	Mhlatane Primary	35	38	48	50	50	49	35	0	0	0	0	0	305
	Mount Hermon Primary	45	48	60	55	52	58	51	0	0	0	0	0	369
	Mponono AME Primary	38	34	48	34	46	28	38	0	0	0	0	0	266
	Mtimane Primary	37	32	41	44	39	26	32	0	0	0	0	0	251
	Musi Primary	27	44	44	45	40	34	45	0	0	0	0	0	279
	Ndlaleni Community Primary	14	14	17	16	24	16	10	0	0	0	0	0	111
	Ndwandwe /Velezizweni High	0	0	0	0	0	0	0	130	118	57	84	50	439
	Ngcoseni High	0	0	0	0	0	0	0	107	82	44	81	36	350
	Ngcoseni Primary	35	43	53	50	47	74	53	0	0	0	0	0	355
	Ngwempisane Primary	31	32	28	34	41	31	28	0	0	0	0	0	225
	Ngwempisi Farm Primary	36	40	28	38	29	27	29	0	0	0	0	0	227
	Nkanyezini Primary	45	56	59	89	27	54	64	0	0	0	0	0	394
	Nokuthula High	0	0	0	0	0	0	0	102	115	69	76	61	423
	Nokuthula Primary	37	33	39	39	50	52	35	0	0	0	0	0	285
	Phumtile Secondary	0	0	0	0	0	0	0	90	99	68	31	20	308
	Sibovu High	0	0	0	0	0	0	0	57	71	55	34	24	241

	St. Stephen's Primary	45	25	34	53	30	55	33	0	0	0	0	0	275
	Tentele Primary	32	41	29	35	46	43	45	0	0	0	0	0	271
	Thawela Methodist Primary	13	12	25	22	31	35	18	0	0	0	0	0	156
	Velezizweni Primary	52	42	30	52	40	52	41	0	0	0	0	0	309
Ngwempisi Total		898	855	938	1,022	927	993	914	847	807	658	633	403	9,895
Nhlambeni	Damaseko Primary	32	29	32	22	34	36	14	0	0	0	0	0	199
	Emthonjeni High	0	0	0	0	0	0	0	94	69	46	82	57	348
	Emthonjeni Primary	49	44	37	44	61	52	51	0	0	0	0	0	338
	JABEZ SCHOOL OF EXCELLENCE	5	17	9	4	12	8	8	0	0	0	0	0	63
	Masundvwini High	0	0	0	0	0	0	0	126	136	116	103	116	597
	Masundvwini Primary	91	75	84	83	90	70	56	0	0	0	0	0	549
	Nhlambeni High School	0	0	0	0	0	0	0	82	90	66	82	31	351
	Nhlambeni Nazarene Primary	47	54	53	63	72	62	44	0	0	0	0	0	395
	Nhlambeni Primary	74	46	68	65	66	60	47	0	0	0	0	0	426
	Sidvokodvo Railway Primary	78	72	78	62	60	68	40	0	0	0	0	0	458
Nhlambeni Total		376	337	361	343	395	356	260	302	295	228	267	204	3,724
Nkwene	Ebaleni Community Primary	22	18	15	25	22	25	20	0	0	0	0	0	147
	Ebuhleni Primary	21	31	39	34	24	28	34	0	0	0	0	0	211
	Ekuphumuleni Primary	38	33	33	36	29	31	21	0	0	0	0	0	221
	Mandulo Community Primary	73	80	91	114	95	76	54	0	0	0	0	0	583
	Mbanjane Primary	39	27	29	28	33	28	19	0	0	0	0	0	203
	Mkhondvo High	0	0	0	0	0	0	0	91	81	57	86	34	349
	Nyanyali Primary	27	29	32	34	25	27	28	0	0	0	0	0	202
	Tholulwazi Primary	65	71	65	73	68	86	65	0	0	0	0	0	493
	Zamokuhle Primary	20	19	18	37	31	21	15	0	0	0	0	0	161
Nkwene Total		305	308	322	381	327	322	256	91	81	57	86	34	2,570
Ntandozi	Emphini Primary	52	46	54	52	65	91	34	0	0	0	0	0	394
	Encabaneni High	0	0	0	0	0	0	0	57	42	64	42	42	247
	Encabaneni Primary	26	32	28	38	26	30	27	0	0	0	0	0	207
	Gebeni High	0	0	0	0	0	0	0	104	100	72	93	42	411
	Gebeni Primary	50	58	68	61	61	58	42	0	0	0	0	0	398
	Ka-Ndinda Primary	79	62	78	78	51	49	55	0	0	0	0	0	452
	Khalangilile Primary	77	73	60	73	103	95	68	0	0	0	0	0	549
	Makhungutja Primary	34	50	49	0	50	52	51	0	0	0	0	0	286
	Mvimbeke High	0	0	0	0	0	0	0	163	170	94	143	82	652
	Ntandozi R.C. Primary	74	61	71	96	77	78	68	0	0	0	0	0	525
	St. Bernard's Primary	29	31	42	41	38	33	36	0	0	0	0	0	250

	Ntondozi Total		421	413	450	439	471	486	381	324	312	230	278	166	4,371
	Siphofaneni	Mkhuzweni High	0	0	0	0	0	0	0	188	173	94	117	82	654
	Siphofaneni Total		0	0	0	0	0	0	0	188	173	94	117	82	654
Manzini			10,003	10,164	10,510	11,268	11,119	10,947	9,004	8,599	7,949	6,163	6,854	4,747	107,327
Shiselweni	Gege	Bethel Lutheran Primary	31	27	19	28	39	42	27	0	0	0	0	0	213
		Bethlehem Primary	5	3	11	5	3	4	8	0	0	0	0	0	39
		Dudusini Primary	36	26	29	36	25	27	19	0	0	0	0	0	198
		Eric Rosenberg Primary	73	45	58	65	67	66	80	0	0	0	0	0	454
		Eric Rosenburg High	0	0	0	0	0	0	0	111	97	51	90	26	375
		Gege Methodist Primary	69	61	61	78	61	40	65	0	0	0	0	0	435
		Ka-Dinga Primary	21	24	15	38	35	26	18	0	0	0	0	0	177
		Magubheleni High	0	0	0	0	0	0	0	113	83	69	112	80	457
		Magubheleni Primary	133	97	83	114	120	82	53	0	0	0	0	0	682
		Mashobeni South Primary	113	98	123	111	110	80	39	0	0	0	0	0	674
		Mshengu/Mashobeni South High	0	0	0	0	0	0	0	110	114	64	79	39	406
		Sidwala Lutheran Primary	12	19	19	30	27	21	16	0	0	0	0	0	144
		Siyendle Community Primary	26	39	39	39	39	56	31	0	0	0	0	0	269
		Siyendle High	0	0	0	0	0	0	0	91	56	34	59	32	272
		Siyendle Methodist Primary	35	27	45	29	24	46	20	0	0	0	0	0	226
		Vulamehlo Primary	28	30	30	27	38	32	23	0	0	0	0	0	208
	Gege Total		582	496	532	600	588	522	399	425	350	218	340	177	5,229
	Hosea	Bhejisa /St Benedict Primary	41	53	46	50	38	59	57	0	0	0	0	0	344
		Dzakasini Primary	51	61	76	71	72	44	31	0	0	0	0	0	406
		Ensingizini Primary	48	38	53	47	64	46	55	0	0	0	0	0	351
		Entabeni Primary	34	39	38	37	30	27	28	0	0	0	0	0	233
		Florence Christian High	0	0	0	0	0	0	0	44	35	54	33	41	207
		Florence Christian Primary	33	33	25	42	45	44	30	0	0	0	0	0	252
		Hluthi Central Primary	73	56	73	57	62	59	51	0	0	0	0	0	431
		Hluthi High	0	0	0	0	0	0	0	105	112	57	94	41	409
		Hosea High	0	0	0	0	0	0	0	131	96	41	91	43	402
		Hosea Primary	95	106	79	107	136	93	61	0	0	0	0	0	677
		Ngozi Primary	69	89	98	98	89	73	64	0	0	0	0	0	580
		Nsingizini High School	0	0	0	0	0	0	0	36	26	10	0	0	72
		Patmos Primary	30	37	35	44	40	53	43	0	0	0	0	0	282
		St. Benedict's Orphanage Primary	26	29	24	26	22	29	26	0	0	0	0	0	182
	Hosea Total		500	541	547	579	598	527	446	316	269	162	218	125	4,828
	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	60	101	57	70	41	329
	Ekuphakameni Primary	47	48	39	50	69	48	35	0	0	0	0	0	336
	Ka-Lamdladla High	0	0	0	0	0	0	0	115	100	64	97	65	441
	Ka-Lamdladla Primary	58	69	76	92	79	80	48	0	0	0	0	0	502
	Latsamela A. M. E. Primary	18	18	20	24	24	19	24	0	0	0	0	0	147
	Nain Primary	34	41	33	44	44	38	28	0	0	0	0	0	262
	New Life Primary	10	9	5	4	4	0	0	0	0	0	0	0	32
Khubuta Total		220	230	226	277	272	234	169	175	201	121	167	106	2,398
Maseyisini	Joppa High School	0	0	0	0	0	0	0	29	17	20	0	0	66
	Joppa Primary	41	48	61	64	63	53	47	0	0	0	0	0	377
	Ka-Mazombizwe High	0	0	0	0	0	0	0	89	64	31	49	17	250
	Ka-Mazombizwe Primary	51	51	63	79	73	74	78	0	0	0	0	0	469
	Machobeni Primary	13	18	11	21	21	24	14	0	0	0	0	0	122
	Mahamba High	0	0	0	0	0	0	0	98	84	49	83	51	365
	Mahamba Primary	54	39	48	52	46	36	40	0	0	0	0	0	315
	Mahandle Primary	53	52	43	51	45	51	30	0	0	0	0	0	325
	Makhosini Community Primary	17	31	18	20	23	36	31	0	0	0	0	0	176
	Makhosini High	0	0	0	0	0	0	0	109	81	26	78	25	319
	Mbukwane High	0	0	0	0	0	0	0	104	88	46	87	44	369
	Mbukwane S.D.A. Primary	56	60	75	51	75	69	57	0	0	0	0	0	443
	Mlambo High	0	0	0	0	0	0	0	65	70	25	52	27	239
	Mlambo Primary	74	86	65	93	109	86	63	0	0	0	0	0	576
	Motane Primary	12	8	13	11	17	10	6	0	0	0	0	0	77
	Nkoneni Primary	29	23	26	42	31	46	16	0	0	0	0	0	213
	Nyamane High	0	0	0	0	0	0	0	134	124	62	210	154	684
	Nyamane Primary	74	73	83	72	85	87	62	0	0	0	0	0	536
	Nzongomane High	0	0	0	0	0	0	0	51	42	26	38	14	171
	Nzongomane Primary	36	55	37	52	43	51	38	0	0	0	0	0	312
	St. Anthony's/Makhosini Primary	25	31	36	21	42	26	23	0	0	0	0	0	204
	Tfokotani Primary	99	108	77	133	93	80	65	0	0	0	0	0	655
	Yuan Tong Primary	17	21	34	27	45	15	12	0	0	0	0	0	171
Maseyisini Total		651	704	690	789	811	744	582	679	570	285	597	332	7,434
Matsanjeni	Bambitshe Primary	14	33	18	26	25	33	19	0	0	0	0	0	168
	Hlushwana Primary	38	38	43	48	40	49	48	0	0	0	0	0	304
	Matsanjeni Ascension Primary	23	24	30	39	28	20	20	0	0	0	0	0	184
	Matsanjeni High	0	0	0	0	0	0	0	74	75	60	56	27	292
	Matsanjeni Primary	59	60	79	53	56	37	25	0	0	0	0	0	369
	Nkutjini Primary	24	43	28	35	39	42	30	0	0	0	0	0	241

	Nsalitje Primary	21	32	18	35	29	35	29	0	0	0	0	0	199
	Nsalitje Primary II	20	17	17	17	16	8	8	0	0	0	0	0	103
	Osabeni Primary	20	19	26	29	36	35	25	0	0	0	0	0	190
	Oslo High	0	0	0	0	0	0	0	110	102	51	66	44	373
	Oslo Primary	43	66	42	56	76	59	78	0	0	0	0	0	420
	Phumelela Primary	24	35	23	26	43	18	12	0	0	0	0	0	181
	Qomintaba High	0	0	0	0	0	0	0	95	45	56	28	29	253
	Qomintaba Primary	59	51	33	52	54	59	61	0	0	0	0	0	369
	Zamokuhle R.C. Primary	11	35	35	28	33	28	26	0	0	0	0	0	196
Matsanjeni Total		356	453	392	444	475	423	381	279	222	167	150	100	3,842
Mtsambama	Christ The King High	0	0	0	0	0	0	0	82	92	68	82	42	366
	Christ The King Primary	147	139	120	133	149	112	83	0	0	0	0	0	883
	Ebenezer High	0	0	0	0	0	0	0	171	147	120	215	123	776
	Ebenezer Primary	51	48	62	96	71	98	51	0	0	0	0	0	477
	Hlatikulu Central High	0	0	0	0	0	0	0	140	95	84	120	71	510
	Mavukutfu Primary	43	34	39	35	54	36	19	0	0	0	0	0	260
	Mhlab'uyaduma Primary	20	31	25	28	29	33	18	0	0	0	0	0	184
	Mphatseni Primary	33	43	32	39	51	41	29	0	0	0	0	0	268
	New Warm Primary	36	35	48	45	39	42	28	0	0	0	0	0	273
	Salem High	0	0	0	0	0	0	0	102	105	67	109	92	475
	Salem Primary	49	67	69	93	56	59	53	0	0	0	0	0	446
	Sibetsamoya Primary	44	43	89	66	67	85	50	0	0	0	0	0	444
	St. Anthony's/Mpomp Primary	92	77	86	121	109	100	79	0	0	0	0	0	664
	Thembelihle High	0	0	0	0	0	0	0	78	67	35	82	31	293
	Thembelihle Primary	76	65	93	61	85	67	41	0	0	0	0	0	488
Mtsambama		591	582	663	717	710	673	451	573	506	374	608	359	6,807
Ngudzeni	Ebaleni Primary	30	19	33	27	24	36	26	0	0	0	0	0	195
	Engudzeni FEA High	0	0	0	0	0	0	0	46	52	26	47	42	213
	Engudzeni High	0	0	0	0	0	0	0	87	96	43	109	51	386
	Engudzeni Primary	86	56	75	91	85	82	48	0	0	0	0	0	523
	Ntjanini Primary	109	91	73	83	150	116	50	0	0	0	0	0	672
	Ntjanini/Mhawu High	0	0	0	0	0	0	0	120	111	77	152	86	546
Ngudzeni Total		225	166	181	201	259	234	124	253	259	146	308	179	2,535
Nkwene	Ekujabuleni Primary	13	9	12	14	12	10	9	0	0	0	0	0	79
	Nkwene High	0	0	0	0	0	0	0	141	93	44	74	33	385
	Nkwene Primary	61	71	97	79	101	114	76	0	0	0	0	0	599
Nkwene Total		74	80	109	93	113	124	85	141	93	44	74	33	1,063

Sandleni	Esandleni High	0	0	0	0	0	0	0	107	92	85	89	39	412
	Esandleni Primary	68	89	96	103	100	103	75	0	0	0	0	0	634
	Etjendlovu /Ekukhanyeni Primary	31	42	44	47	42	56	30	0	0	0	0	0	292
	Etjendlovu High	0	0	0	0	0	0	0	71	53	30	38	16	208
	Hhohho Primary	45	50	50	54	50	41	29	0	0	0	0	0	319
	Hletjeni Primary	27	22	29	34	30	42	33	0	0	0	0	0	217
	Holy Family Primary	41	25	49	34	38	28	33	0	0	0	0	0	248
	Jericho B.E.A. Primary	86	75	101	111	103	101	90	0	0	0	0	0	667
	Jericho High	0	0	0	0	0	0	0	95	85	56	35	25	296
	Jerusalem High	0	0	0	0	0	0	0	84	63	45	75	29	296
	Jerusalem Primary	52	56	63	78	68	65	37	0	0	0	0	0	419
	Ka-Mbhebha/Ka-Mzila Primary	75	64	83	82	56	74	55	0	0	0	0	0	489
	Ka-Mzila High	0	0	0	0	0	0	0	54	37	40	37	18	186
	Ko-Ntjingila Primary	33	27	25	24	26	20	19	0	0	0	0	0	174
	Mbowane Primary	21	25	34	42	52	49	25	0	0	0	0	0	248
	Mbowane Secondary	0	0	0	0	0	0	0	49	39	25	40	25	178
	New Nazareth Primary	53	58	60	67	76	52	53	0	0	0	0	0	419
	Ngololweni High	0	0	0	0	0	0	0	101	77	44	27	20	269
	Ngololweni Primary	33	36	55	44	53	69	58	0	0	0	0	0	348
	Nhletjeni High	0	0	0	0	0	0	0	116	109	111	202	142	680
	Nkhungwini High	0	0	0	0	0	0	0	66	53	36	73	57	285
	Nkhungwini Primary	50	60	45	53	61	39	30	0	0	0	0	0	338
	Phongolwane Primary	56	72	61	56	78	66	48	0	0	0	0	0	437
	Velebantfu High	0	0	0	0	0	0	0	85	76	84	85	57	387
	Velebantfu Primary	49	59	58	50	59	63	50	0	0	0	0	0	388
Sandleni Total		720	760	853	879	892	868	665	828	684	556	701	428	8,834
Shiselweni I	Beersheba Primary	7	11	8	12	14	12	13	0	0	0	0	0	77
	Franson Christian High	0	0	0	0	0	0	0	117	86	59	125	64	451
	Franson Christian Primary	42	32	40	39	53	52	39	0	0	0	0	0	297
	Galile B.E.A. Primary	33	42	22	29	29	28	28	0	0	0	0	0	211
	Mantambe High	0	0	0	0	0	0	0	62	42	25	35	28	192
	Mantambe Primary	48	51	45	55	50	26	22	0	0	0	0	0	297
	Manyandzeni Primary	18	17	16	19	18	15	13	0	0	0	0	0	116
	Masiphula Primary	32	35	30	32	36	42	34	0	0	0	0	0	241
	Mizper Primary	32	24	32	22	26	17	9	0	0	0	0	0	162
	Our Lady of Sorrows High	0	0	0	0	0	0	0	102	118	83	100	71	474
	Our Lady of Sorrows Primary	48	41	48	39	47	49	29	0	0	0	0	0	301
	Paradise Primary	10	16	13	13	12	10	0	0	0	0	0	0	74

	St. Anselm's Primary	18	27	18	31	29	28	24	0	0	0	0	0	175
	St. Juliana's Primary	23	25	33	23	18	34	18	0	0	0	0	0	174
	Themba Primary	12	14	6	14	9	8	7	0	0	0	0	0	70
	Welcome Primary	15	12	10	11	12	12	5	0	0	0	0	0	77
Shiselweni I Total		338	347	321	339	353	333	241	281	246	167	260	163	3,389
Shiselweni II	Edoropeni High	0	0	0	0	0	0	0	102	85	43	84	27	341
	Edoropeni Primary	70	78	87	80	104	90	81	0	0	0	0	0	590
	Edulini Primary	18	22	27	25	19	22	10	0	0	0	0	0	143
	Edwaleni High	0	0	0	0	0	0	0	199	178	60	172	89	698
	Edwaleni Primary	64	79	76	99	111	93	67	0	0	0	0	0	589
	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	207	182	171	279	197	1,036
	Evelyn Baring Primary	107	128	112	111	111	109	93	0	0	0	0	0	771
	Galilee Community Primary	21	31	34	28	25	29	17	0	0	0	0	0	185
	Madulini High	0	0	0	0	0	0	0	76	75	56	59	18	284
	Madulini Primary	53	73	64	89	68	48	31	0	0	0	0	0	426
	Mhlaba Nazarene Primay	33	31	20	33	26	29	19	0	0	0	0	0	191
	Mhlanga Methodist Primary	50	51	56	70	80	64	42	0	0	0	0	0	413
	Mkhondvo Primary	66	78	55	72	86	43	35	0	0	0	0	0	435
	Ngwane Practising Primary	147	131	150	135	144	138	84	0	0	0	0	0	929
	Nhlangano Central High	0	0	0	0	0	0	0	167	158	121	177	101	724
	Nhlangano Central Primary	188	177	220	181	172	186	147	0	0	0	0	0	1,271
	Nkhulungo Primary	34	36	34	41	34	33	12	0	0	0	0	0	224
	Nsongweni High	0	0	0	0	0	0	0	124	117	79	98	68	486
	Nsongweni Primary	90	97	108	116	111	144	65	0	0	0	0	0	731
	Sibovu (Shiselweni) Primary	17	31	25	33	43	36	28	0	0	0	0	0	213
	Single Tree Primary	59	52	48	52	54	59	61	0	0	0	0	0	385
	Sokhonjiwe High	0	0	0	0	0	0	0	66	42	47	31	24	210
		1,062	1,131	1,146	1,206	1,214	1,151	815	941	837	577	900	524	11,504
Sigwe	Ekujabuleni /Langolotjeni Primary	43	49	41	70	70	45	22	0	0	0	0	0	340
	Elulakeni High	0	0	0	0	0	0	0	146	152	98	73	55	524
	Elulakeni Primary	118	103	114	126	132	145	114	0	0	0	0	0	852
	Mahlabatsini B.E.A. Primary	26	32	31	37	42	39	27	0	0	0	0	0	234
	Mahlabatsini Deccapol Primary	50	48	53	54	69	76	49	0	0	0	0	0	399
	Makhava Secondary	0	0	0	0	0	0	0	51	48	35	39	13	186
	Makhava Primary	31	31	39	39	44	30	26	0	0	0	0	0	240
	Mbava Primary	39	35	41	53	57	36	37	0	0	0	0	0	298

	Mngayi Primary	27	31	35	53	33	37	25	0	0	0	0	0	241
	Mpakani High School	0	0	0	0	0	0	0	31	53	43	39	22	188
	Mpakani Primary	33	47	59	124	57	63	37	0	0	0	0	0	420
	Ndunayithini High	0	0	0	0	0	0	0	103	90	46	58	18	315
	Nyatsini Primary	35	26	30	32	35	31	30	0	0	0	0	0	219
Sigwe Total		402	402	443	588	539	502	367	331	343	222	209	108	4,456
Somntongo	Emthonjeni Primary	38	27	32	45	30	20	24	0	0	0	0	0	216
	Etjeni Primary	33	33	37	37	43	39	43	0	0	0	0	0	265
	Ezindwendweni High	0	0	0	0	0	0	0	110	116	108	93	38	465
	Ezindwendweni Primary	51	60	46	57	53	54	44	0	0	0	0	0	365
	Lavumisa Primary	76	72	49	66	62	84	44	0	0	0	0	0	453
	Mgampondo Primary	30	59	65	74	69	65	83	0	0	0	0	0	445
	Mlindazwe Primary	53	74	69	86	55	54	35	0	0	0	0	0	426
	Mncikazi High School	0	0	0	0	0	0	0	33	21	4	0	0	58
	Mthunzini/Mahlaba Primary	27	43	47	44	47	47	36	0	0	0	0	0	291
	Ndabazewe High	0	0	0	0	0	0	0	61	72	30	54	28	245
	Nsubane Primary	26	29	35	31	33	26	19	0	0	0	0	0	199
	Siphondo Primary	16	10	13	18	22	18	15	0	0	0	0	0	112
Somntongo Total		350	407	393	458	414	407	343	204	209	142	147	66	3,540
Zombodze	Chibidze A.M.E. Primary	19	20	32	36	28	23	16	0	0	0	0	0	174
	Ekuthuleni High	0	0	0	0	0	0	0	83	95	70	121	59	428
	Ekuthuleni Primary	55	49	47	69	29	80	47	0	0	0	0	0	376
	Eqinisweni Primary	120	128	156	141	122	145	147	0	0	0	0	0	959
	Mabamba Primary	14	15	18	21	17	19	18	0	0	0	0	0	122
	Makhonza High	0	0	0	0	0	0	0	173	142	69	118	28	530
	Makhonza Primary	88	68	59	83	65	63	43	0	0	0	0	0	469
	Ndvungunye Primary	17	25	19	35	15	12	4	0	0	0	0	0	127
	Ngwane Central Primary	81	112	78	68	111	73	68	0	0	0	0	0	591
	Ngwane High	0	0	0	0	0	0	0	172	180	101	302	184	939
	Othandweni Primary	52	60	33	36	78	74	35	0	0	0	0	0	368
Zombodze Total		446	477	442	489	465	489	378	428	417	240	541	271	5,083
Shiselweni Total		6,517	6,776	6,938	7,659	7,703	7,231	5,446	5,854	5,206	3,421	5,220	2,971	70,942
Grand Total		32,087	32,735	34,220	36,986	36,668	35,813	28,557	29,842	27,112	19,370	23,204	15,297	351,979

Selected Educational Indicators

The following section presents selected indicators for the Education Sector (General Education). Population Projections for 2007 have been used for population figures,

School Readiness

Early Childhood Development Care and Education (ECCDE) programmes are very important to the development of the child. In education they serve to prepare the child for school in addition to development of the brain.. There are two distinct programmes/levels which reports are made under the UNESCO ISCED framework; these are the (i) developmental by nature (kindergarten) and (ii) pre-primary education programmes (prepare for school). In Eswatini, grade 1 pupils were asked whether they did attend any pre-primary education before they enrolled in formal primary education, i.e. grade 1. The following table shows the response from grade 1 pupils, in 2018

Table : 1 Percentage of Grade 1 children attended pre-primary

Gender	Region	2015	2016	2017	2018	Total
Female	Hhohho	91.4%	84.9%	75.8%	84.4%	84.2%
	Lubombo	42.1%	41.9%	72.3%	66.3%	55.7%
	Manzini	91.6%	104.6%	99.6%	74.0%	92.5%
	Shiselweni	36.1%	47.9%	54.3%	60.8%	49.7%
Female Total		68.9%	73.6%	77.6%	72.4%	73.1%
Male	Hhohho	87.3%	89.2%	78.3%	88.0%	85.7%
	Lubombo	40.1%	41.9%	71.3%	70.4%	55.9%
	Manzini	92.8%	104.8%	98.9%	78.4%	93.7%
	Shiselweni	37.5%	45.1%	56.3%	62.3%	50.3%
Male Total		68.2%	73.9%	78.4%	75.8%	74.1%
Grand Total		68.5%	73.8%	78.0%	74.1%	73.6%

seen what the recently introduced grade zero will impact of the development of the pupils. **If grade zero is considered part of the pre-primary, then the MOET stands to have more defined data in the future with the introduction of grade zero in some primary schools.** The limitation of this indicator is that the information is sourced from the pupil by class teacher, but generally schools in the country have made it a norm to request a certificate of participation in an ECCDE for admission purposes. However, this requirement is a breach of the Government's position, i.e. age 6 for entry into primary.

In Eswatini the official entry age is six years old. This is interpreted differently by the schools. Some schools are of the view that a child should be six by the day they enter grade 1. Other schools are more flexible and will allow children who complete their age six in the first term (mid-April) or after the first three months of school. The intake rates are an indicator of this discrepancy. Intake rates can be used to measure access to primary education, and the net intake rate should approach 100 percent

Intake Rates

Gross Intake Rates: Table Gross Intake Rates (Grade 1), 2015 -2018

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
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%
2018	95.1%	92.9%	94.0%	102.2%	107.9%	105.1%	106.4%	105.3%	105.8%	112.7%	113.2%	112.9%	103.3%	103.6%	103.5%

Net Intake

Rates: Table Net Intake Rates (Grade 1), 2016 -2018

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
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%
2018	37.7%	36.2%	36.9%	44.4%	44.4%	44.4%	41.5%	38.1%	39.8%	53.8%	48.7%	51.2%	43.2%	40.8%	42.0%

Gross intake

rates are greater than 100%, and that suggested that some of the pupils enrolled in grade 1 are not of official age, i.e. they are over aged or under aged. The majority are over aged, aged about 7 years old. The data suggested that as of the census day, last day of March more than half (58%) of children aged six years were not enrolled in primary education. Some of them turned six years later in the year or some were still trapped in centres such as crèches', neighbourhood care points to name a few. Indeed some of them were not enrolled anywhere. It is important that children are enrolled in time, so that they are in class with fellow pupils of the same age and development. The official age for primary school is from 6 – 12 years old. This therefore means children of these ages, should be in primary. Enrolment rates represent access to education, thus at primary level these indicators are expected to above 90% for a country that has achieved universal access to primary education like Eswatini.

Enrolment Rates

Gross Enrolment Rates Primary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
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	118.5%	129.3%	123.9%	134.1%	148.8%	141.4%	128.5%	138.3%	133.5%	121.0%	134.6%	127.7%	125.2%	137.1%	131.2%
2018	115.3%	120.1%	117.7%	124.2%	134.7%	129.5%	126.6%	131.1%	128.9%	133.1%	139.3%	136.3%	124.1%	130.2%	127.2%

Net Enrolment Rates Primary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
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	90.1%	89.8%	90.0%	96.0%	99.2%	97.6%	97.8%	98.1%	98.0%	89.5%	91.2%	90.3%	93.5%	94.5%	94.0%
2018	88.6%	85.4%	87.0%	87.5%	92.8%	90.2%	97.6%	96.7%	97.1%	99.8%	94.8%	97.2%	93.2%	92.2%	92.7%

The 2018 data indicated declining enrolment rates at primary levels. This is a trend that is to be tracked as the drop in enrolment might also indicate that there are pupils who are out of formal school or enrolled in illegally operating institutions. The Ministry should be worried with falling net enrolment rates because it implied that some of the primary school aged population were out of school. The NER dropped from a high of 95% in 2015 to 92.7% in 2018. This downward trend is a reason for concern, especially after achieving universal access in 2015. There will be need for a comprehensive survey to determine whether there are no schools which may be operating illegally in the dark and not reporting to the Ministry.

Gross Enrolment Rate Lower Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	95.3%	95.2%	95.2%	87.3%	89.5%	88.4%	83.6%	85.9%	84.7%	85.8%	85.0%	85.4%	88.0%	89.0%	88.5%
2016	96.8%	97.9%	97.3%	87.6%	88.2%	87.9%	90.1%	91.1%	90.6%	84.3%	84.0%	84.2%	90.1%	90.8%	90.5%
2017	105.5%	104.4%	104.9%	99.1%	102.3%	100.7%	101.0%	101.6%	101.3%	94.4%	91.9%	93.1%	100.5%	100.5%	100.5%
2018	110.7%	109.9%	110.3%	95.9%	94.3%	95.1%	98.9%	95.9%	97.4%	89.9%	85.0%	87.4%	99.6%	97.0%	98.3%

Net Enrolment Rate Lower Secondary

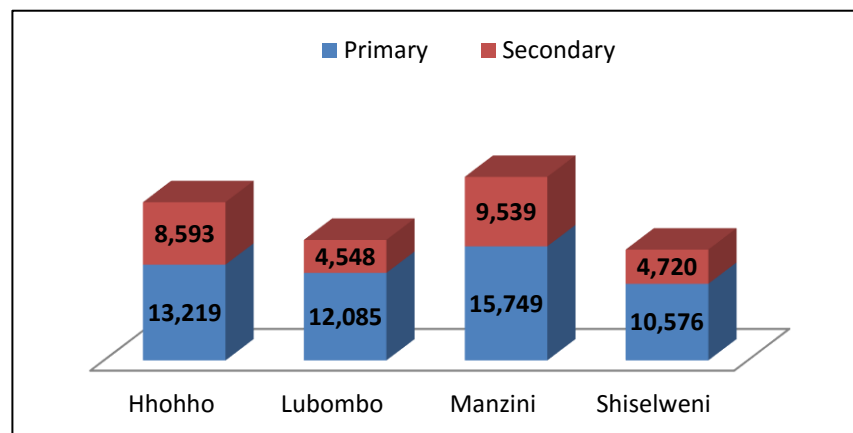
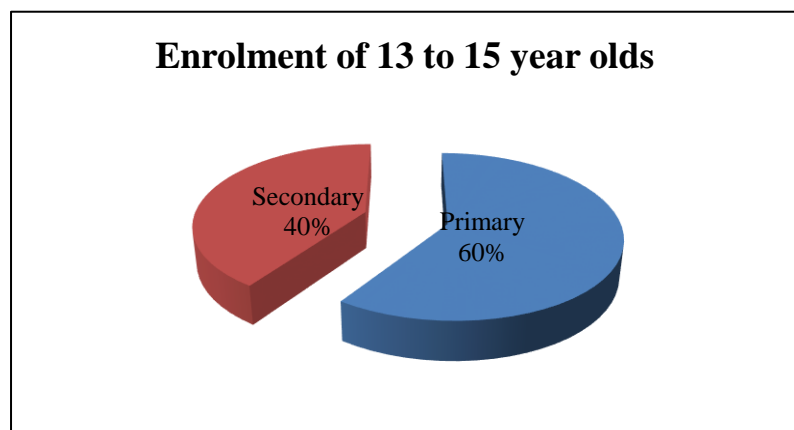
	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	39.0%	26.4%	32.7%	25.2%	20.2%	22.7%	33.2%	25.1%	29.2%	29.0%	18.7%	23.8%	32.2%	23.0%	27.6%
2016	39.2%	26.2%	32.7%	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%	30.1%	20.0%	25.1%	42.8%	29.0%	35.9%	33.1%	21.7%	27.3%	38.8%	26.0%	32.4%
2018	47.7%	33.0%	40.3%	30.2%	23.5%	26.9%	45.9%	35.3%	40.6%	34.3%	22.5%	28.2%	40.6%	29.4%	34.9%

NET enrolment rates for lower secondary are very low at 35 percent. This is an indicator of low number of pupils of lower secondary age enrolled in secondary schools. This indicator is lower in the poorer regions, Lubombo at about 27% and Shiselweni at 28%. Is this low net enrolment an indicator of limited access or availability for space at secondary levels or other phenomena? The official ages for lower secondary are 13 -15 years. Where are these pupils? An analysis of where the lower secondary ages are presented in the next page.

Data suggested that about 60 percent of the lower secondary aged pupils were enrolled at Primary levels in 2018. This is the case in all the regions. This is the major reason why net enrolment rates for secondary are low. There are a number of reasons why this is the case, it could be attributed to high repetition rates at primary levels, some

children enrolling over age, dropping in and out of primary, or even the high stake examinations, where some pupils are forced to repeat grade 6 so as to perform better, or some are forced to exit the system. In rare cases some of these pupils are de-registered by their schools so that school appear to be doing very well in their external examinations. These 13-15 year olds need to have moved to lower secondary for the NER to be reasonable.

Lower Secondary Aged Pupils



Distribution by Grade of 13 to 15 year old pupils (2018)

Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 2	Form 3	Total
13	25	62	506	2,388	5,693	8,305	7,750	3,153	178	2	28,075
14	13	30	199	1,118	3,198	5,555	6,161	6,522	2,625	146	25,581
15	10	21	103	520	1,635	3,603	4,739	6,621	5,679	2,279	25,225
Total	48	113	808	4,026	10,526	17,463	18,650	16,296	8,482	2,427	78,839

where such children are to be enrolled. The question remains, “where have these pupils been all along, as the country has been implementing FPE for more than 10 years”? this suggests very low internal efficiency in primary levels, a lot of repetition, dropping in and out, and possibly pupils opting out staying for a year or two outside to return later, obviously older.

It is clear from the distribution that the majority of the lower secondary aged pupils are trapped in primary education. It is also worth noting the number enrolled in lower grades i.e. grade 1 to 3 is substantial. The FPE Act states clearly

Out of School

This indicator is one of those that have been included under the SDGs. In this case out of school primary is defined as those pupils of primary age who are not attending school at early childhood, primary, lower and upper secondary levels. In Eswatini this indicator is a proxy, because there is no data by age at early childhood level. This is an area that the EMIS need to cover in the near future. However the picture is that only about 7 percent of the children of primary going age are out of school.

Out of School Primary, 2015 - 2018

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	7.99%	10.29%	9.17%	8.90%	5.44%	7.15%	0.24%	1.60%	0.93%	4.17%	7.42%	5.83%	5.09%	6.07%	5.74%
2016	10.77%	14.22%	12.54%	9.55%	9.32%	9.43%	-0.25%	1.00%	0.39%	-1.64%	-0.62%	-1.12%	4.73%	6.23%	5.33%
2017	9.72%	10.11%	9.92%	3.90%	0.76%	2.34%	1.30%	0.87%	1.08%	10.41%	8.78%	9.60%	6.16%	5.13%	5.72%
2018	11.27%	14.55%	12.97%	12.50%	7.11%	9.78%	2.26%	3.18%	2.73%	0.08%	5.18%	2.69%	6.68%	7.71%	7.05%

Nationally the data suggested that only about 7 percent of the primary aged population is out of school. This is basically equivalent to 100% minus net enrolment at primary level because there no primary aged pupils in the upper levels in Eswatini. It is interesting to note that the Hhohho region reporting the highest percentage of out of school pupils, followed by Lubombo. There are social phenomena that could be attributed strong agriculture linked economy and as such the pupils could be engaged in some sustenance farming. This needs to be investigated. The fact that since 2015 the country has failed to enrol all the primary pupils suggests suggesting a need to investigate why despite all the efforts, FPE grant, books, and stationery, there are still primary aged children out of school. Where are they? In preschools, neighbourhood care points, at home or in employment etc.

Out of School Lower Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	2.29%	-2.60%	-0.14%	1.99%	-2.74%	-0.37%	7.15%	0.44%	3.85%	10.16%	8.17%	9.16%	5.37%	0.62%	3.01%
2016	4.99%	4.41%	4.70%	2.92%	5.66%	4.29%	2.88%	3.83%	3.35%	19.48%	21.70%	20.60%	6.96%	8.25%	7.60%
2017	-1.52%	-0.08%	-0.80%	-1.12%	-3.75%	-2.43%	-5.62%	-5.28%	-5.45%	2.40%	2.99%	2.70%	-1.86%	-1.72%	-1.79%
2018	-3.67%	-2.22%	-2.94%	0.12%	2.59%	1.37%	-9.90%	-7.10%	-8.49%	7.41%	7.99%	7.71%	-2.40%	-0.43%	-1.40%

Data suggested that there are a few pupils aged between the ages 13 to 15 that are not enrolled. As results of the previous analysis have suggested they are enrolled but at primary levels. Data shows discrepancies in enrolment/population data although small. In part this could be due to either source, coupled with no 2017 Population Census projections. This needs to be verified after publication of 2017 projections. The data sets to be verified when the 2017 population census is released. Data suggested that few secondary aged children were out of school. and that most of the children are enrolled at primary level.

Gross Enrolment Rates (All Secondary)

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	83.1%	85.3%	84.2%	74.1%	76.0%	75.1%	73.6%	76.7%	75.1%	76.9%	77.2%	77.1%	77.0%	79.0%	78.0%
2016	85.0%	86.5%	85.7%	76.0%	77.2%	76.6%	80.2%	82.1%	81.1%	77.3%	77.8%	77.6%	80.0%	81.3%	80.7%
2017	93.7%	91.0%	92.3%	86.2%	87.5%	86.8%	89.7%	87.7%	88.7%	87.2%	84.2%	85.6%	89.6%	87.9%	88.8%
2018	99.8%	98.9%	99.4%	85.8%	84.5%	85.1%	89.2%	86.9%	88.1%	85.1%	80.7%	82.9%	90.5%	88.3%	89.4%

Gross enrolment lower than 100 percent at secondary levels suggested that there were less children at secondary than the total populations of children aged 13 to 17. This is to be expected as already noted that they are trapped in primary schools.

Net Enrolment Rate (All Secondary)

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	51.5%	41.1%	46.4%	41.0%	35.8%	38.4%	45.6%	40.2%	43.0%	42.7%	33.0%	37.9%	45.7%	38.0%	41.8%
2016	52.3%	42.0%	47.2%	42.4%	32.8%	37.6%	50.0%	40.6%	45.4%	41.4%	32.1%	36.7%	47.2%	37.5%	42.4%
2017	58.0%	45.3%	51.6%	46.2%	35.3%	40.7%	55.3%	43.2%	49.3%	47.3%	35.2%	41.1%	52.6%	40.5%	46.5%
2018	60.9%	48.5%	54.7%	44.8%	37.1%	40.9%	54.6%	46.1%	50.3%	45.2%	33.7%	39.3%	52.3%	42.1%	47.2%

Distribution of 16 and 17 year old pupil

	Primary	Form 1	Form 2	Form 3	Form 4	Form 5
2015	6,935	15,039	10,005	6,865	4,744	1,221
2016	7,026	14,895	9,595	7,154	5,104	1,394
2017	6,516	14,919	9,617	7,695	5,398	1,539
2018	4,749	12,817	9,635	8,029	5,771	1,603

The same phenomenon of over agedness is also observed at secondary levels. The majority of the pupils enrolled at lower secondary are aged between 16 and 17. Data therefore suggested that the majority of senior secondary aged pupils are enrolled at lower secondary (form 1). This meant the inefficiency at primary feeds into senior secondary. The focus of the Ministry is to sort the primary level before addressing some of the issues at secondary which might also be similar to those at primary levels.

Gross Intake Rates to Last Grade

The high inefficiency at primary levels results in about 30 percent of those who enter grade 1 not reaching the end of primary education. Completion rate of primary education is a challenge because of the definition, i.e. when exactly do we say a pupil has completed a grade. Pupils enrolled in the last grade of primary may be considered to have completed a grade. There are two indicators that will be used to calculate completion at primary levels, (i) **gross intake to the last grade of primary** and (ii) **completion rate using pupils (3-5 years above the official age)**. This suggested that pupils of ages 12-17 were included in the calculation, as opposed to those who are 12 years (only) – official age for grade 7.

Gross Intake to the Last Grade of Primary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
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%	112.2%	113.7%	112.9%	89.4%	83.7%	86.5%	100.9%	99.0%	99.9%
2017	106.0%	108.0%	107.0%	103.9%	99.8%	101.9%	117.0%	109.1%	113.0%	95.2%	89.6%	92.4%	106.4%	102.8%	104.6%
2018	114.5%	109.6%	112.0%	106.3%	101.4%	103.8%	118.6%	113.0%	115.7%	102.8%	94.2%	98.4%	111.5%	105.6%	108.5%

Completion Rate Primary (5 years above official age)

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	97.8%	90.7%	94.2%	90.6%	80.5%	85.6%	101.8%	96.0%	98.9%	84.2%	74.0%	79.0%	94.6%	86.5%	90.5%
2016	103.1%	96.2%	99.6%	94.9%	81.1%	87.9%	111.9%	107.5%	109.6%	89.4%	78.6%	83.9%	101.1%	92.5%	96.7%
2017	106.7%	102.8%	104.8%	104.8%	89.2%	97.0%	118.2%	107.3%	112.6%	94.5%	82.7%	88.6%	107.0%	97.2%	102.1%
2018	116.1%	109.4%	112.7%	100.5%	91.5%	95.9%	120.1%	111.5%	115.7%	100.2%	87.0%	93.4%	110.6%	101.4%	105.9%

The indicators above are almost similar. For the Gross Intake Rate to the last grade of primary has used all new entrants in grade 7 irrespective of age to calculate the indicator and for adjusted completion rate all pupils within the 5 year limit have been included. The completion rates are reasonable, but include pupils who may have repeated a grade or more than one along the way. If the official age is used the completion rate drops to about 30%. This is due to fact that most pupils enter grade 1 already above 6 years.

Eswatini pupils enter the system already older, thus the standard Completion rate would be as low as 30 percent if only the official age is considered in the equation. That will not indicate the flow of pupils (cohort) through the system. The adjustment for (3 -5) years does normalise the situation, because it allows for those that entered overaged as the case is for Eswatini.

Transition to Lower Secondary

Transition rates are an indication of both successful completion of primary level and access to lower secondary levels. It is a measure of new entrants in form 1 over those who were enrolled in grade 7 the previous year. There is a new indicator, i.e. effective transition rate, which is the number of **new entrants in grade 7 who moved to form 1** the following year

Effective Transition Rate to Lower Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2014	84.9%	77.3%	81.1%	87.1%	82.3%	84.7%	91.6%	92.7%	92.2%	78.4%	72.8%	75.5%	85.9%	81.5%	83.7%
2015	84.5%	86.7%	85.6%	92.8%	88.1%	90.5%	103.2%	102.2%	102.7%	76.9%	76.8%	76.8%	89.8%	89.2%	89.5%
2016	88.6%	90.3%	89.5%	90.3%	86.5%	88.4%	109.5%	113.9%	111.7%	87.1%	84.7%	85.9%	94.7%	95.1%	94.9%
2017	90.3%	87.0%	88.6%	99.0%	91.5%	95.2%	103.4%	103.5%	103.5%	89.9%	83.7%	86.8%	95.8%	92.0%	93.9%
2018	84.9%	82.6%	83.7%	90.4%	91.2%	90.8%	99.7%	100.8%	100.2%	88.5%	88.8%	88.6%	91.0%	90.8%	90.9%

. **Effective transition rate** is a more accurate measure of transition, and it measures the rate at which new entrants in grade 7 move into form 1 the following year. This cohort does not include repeaters of grade 7 the previous year. The normal transition rate measures graduates for grade 7 who move into form 1 the following year. These graduates may include even those who repeated grade 7 the previous year.

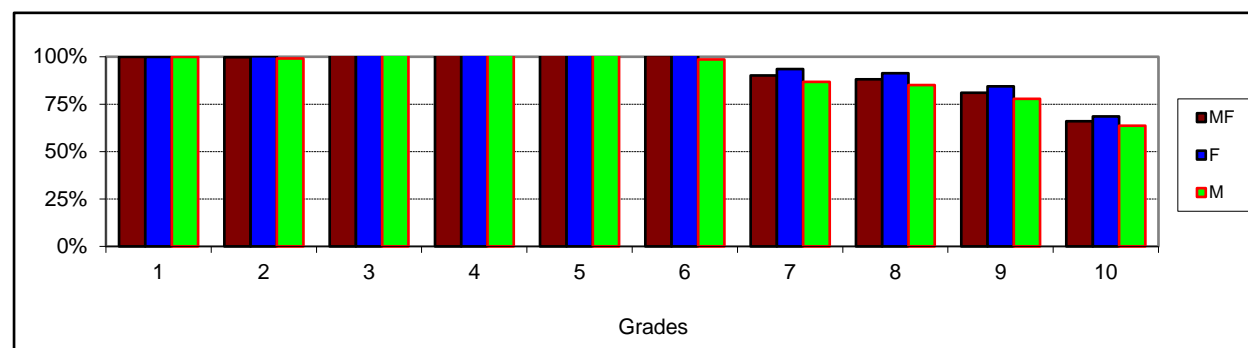
The effective transfer is one of the recent developments in educational indicators. The possible weakness is similar to that of the normal transition rate, because there are new entrants in form 1 who may not be coming from grade 7 the previous year. This indicator demands a very comprehensive registration and collection from all educational institutions, schools that operate illegally but register for external examinations may result in some pupils coming as new entrants in form 1. This include those from upgrading their subjects or are ‘drop-ins’, coming back to education. This is common where new entrants in form1 exceed the enrolments in grade 7 of the previous year.

Transition Rates to Lower Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	100.72%	100.73%	100.72%	89.25%	94.32%	91.72%	91.30%	92.31%	91.80%	97.43%	94.46%	95.95%	94.72%	95.48%	95.10%
2016	99.32%	97.93%	98.62%	90.35%	93.96%	92.12%	89.29%	88.70%	88.99%	91.39%	90.75%	91.07%	92.73%	92.79%	92.76%
2017	100.59%	102.00%	101.31%	86.33%	89.39%	87.83%	83.70%	79.82%	81.73%	94.77%	93.88%	94.33%	90.99%	90.51%	90.75%
2018	97.70%	94.37%	96.01%	93.61%	94.78%	94.18%	90.88%	86.91%	88.88%	93.08%	95.82%	94.40%	93.83%	92.31%	93.08%

Data indicated that about 93 percent of grade 7 pupils' transition from primary to lower secondary. This suggested that about 7 percent either is pushed out or repeat the previous grade. It also suggested that there is an element of repetition in form1. The enrolment trends over the years are that form 1 is slightly larger than grade 7. Crudely speaking this means all grade 7 pupils should have access to secondary. The fact that 93% are from primary it does mean there is an excess number in the form of repeaters in form1, which is expanding the capacity of the form 1 class.

Survival Rate from grade 1 to form 3



The survival diagram chart is derived from the assumption that pupils do not repeat more than twice. However, the fact on the ground is that some pupils repeat more than twice. This leads to some children being over aged for the primary levels. The chart gives a good picture at primary levels saves for the sudden push out at grade 6. Over agedness at primary has a number of implications to access and efficiency at secondary levels. With a NER of 93% at primary, it suggested that about 7% of the primary aged children were not in school. However, with more than 25 of

pupils of above 12 years old in primary, it also implied that these overaged pupils are blocking timely access of correctly aged primary pupils. Indeed late entries could also be due to school administration and family reasons.

Over-Agedness at Primary levels

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	25.0%	31.7%	28.6%	30.3%	33.0%	31.7%	24.2%	29.5%	27.0%	26.3%	32.8%	29.7%	26.2%	31.6%	29.0%
2016	24.8%	31.3%	28.2%	29.2%	34.0%	31.7%	24.1%	28.9%	26.6%	22.4%	26.8%	24.7%	25.1%	30.3%	27.8%
2017	23.8%	30.5%	27.3%	28.3%	33.3%	30.9%	23.9%	29.0%	26.6%	25.9%	32.2%	29.2%	25.3%	31.0%	28.3%
2018	23.1%	28.8%	26.1%	29.6%	31.0%	30.3%	22.9%	26.2%	24.6%	24.9%	31.9%	28.5%	24.8%	29.1%	27.1%

The transition rates suggested that about 10 percent of the pupils who complete grade 7 do not move to lower secondary. This is a cause for concern in the light of the fact that the form 1 class has more pupils than grade 7 as it implied repetition rates > 10% in form 1. Repetition still remains a challenge in the education system, but there are some improvements.

Percent Repetition Primary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	13.6%	19.0%	16.4%	17.5%	22.5%	20.1%	13.2%	17.8%	15.6%	15.0%	21.2%	18.3%	14.7%	19.8%	17.4%
2016	12.4%	18.0%	15.4%	17.4%	20.7%	19.1%	10.0%	13.9%	12.1%	15.4%	21.2%	18.5%	13.4%	18.0%	15.8%
2017	10.5%	15.3%	13.0%	16.7%	21.3%	19.1%	8.5%	11.7%	10.2%	12.8%	17.7%	15.4%	11.7%	16.1%	14.0%
2018	7.9%	12.4%	10.3%	14.9%	19.5%	17.3%	8.4%	12.7%	10.6%	14.9%	20.3%	17.7%	11.0%	15.7%	13.5%

Repetition Rate Primary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	12.0%	17.5%	14.9%	17.2%	20.3%	18.8%	10.3%	14.3%	12.3%	15.3%	20.9%	18.3%	13.3%	17.9%	15.7%
2016	10.4%	15.1%	12.9%	16.5%	21.1%	19.0%	8.4%	11.6%	10.1%	12.6%	17.2%	15.0%	11.6%	15.8%	13.8%
2017	8.0%	12.5%	10.4%	14.8%	19.5%	17.3%	8.4%	12.4%	10.5%	14.7%	20.0%	17.5%	11.0%	15.6%	13.4%
2018	6.0%	10.2%	8.2%	11.5%	13.6%	12.6%	6.4%	8.7%	7.6%	11.0%	16.0%	13.6%	8.4%	11.7%	10.1%

A slight drop in the repetition rate at primary levels from 13% to 10 percent. The Lubombo region has the highest drop in the rate, about 5 percent.

Gross Intake Rate to last Grade of Lower Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	64.5%	62.8%	63.7%	58.0%	60.0%	59.0%	60.3%	64.8%	62.5%	53.5%	51.5%	52.5%	59.5%	60.4%	59.9%
2016	64.8%	67.6%	66.2%	59.7%	59.3%	59.5%	71.7%	73.0%	72.3%	53.7%	55.1%	54.4%	63.4%	64.8%	64.1%
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%
2018	80.8%	76.3%	78.6%	69.7%	69.8%	69.7%	79.3%	74.3%	76.8%	58.3%	57.8%	58.0%	73.2%	70.3%	71.8%

Both calculations of completion rates as lower secondary suggested that about 70 percent of the pupils complete this level of education. This calculation consists of different cohorts, includes new entrants who might have failed in the two lower forms earlier in their education system and those who have never repeated a grade. This indicator may not be an accurate measure of those that have gone through the system without repeating a grade. Completion rates use the population of official age for that particular grade, thus even former repeaters who are new in form 3, are included in the calculation. The adjusted completion rate, adjusts for the over agedness in the system. this gives a better picture especially because about 50 percent enter already over the official age.

Adjusted Completion Rate Lower Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	63.0%	58.7%	60.9%	55.4%	54.9%	55.1%	58.3%	60.7%	59.5%	51.5%	46.6%	49.0%	57.6%	55.9%	56.7%
2016	63.0%	61.4%	62.2%	58.0%	51.3%	54.7%	70.5%	66.5%	68.5%	51.8%	48.7%	50.2%	61.9%	58.0%	60.0%
2017	76.0%	64.0%	69.9%	68.6%	66.3%	67.5%	84.7%	78.0%	81.4%	63.6%	56.1%	59.7%	74.5%	66.9%	70.7%
2018	78.7%	69.8%	74.3%	65.3%	61.5%	63.4%	78.2%	70.4%	74.3%	57.6%	52.1%	54.8%	71.3%	64.4%	67.8%

Percent Repetition Lower Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	12.6%	15.1%	13.8%	12.5%	12.9%	12.7%	7.4%	8.2%	7.8%	16.1%	18.4%	17.2%	11.8%	13.3%	12.5%
2016	11.1%	12.5%	11.8%	14.0%	15.0%	14.5%	7.0%	8.2%	7.6%	17.8%	19.9%	18.8%	11.8%	13.2%	12.5%
2017	9.8%	12.5%	11.1%	11.5%	14.5%	13.0%	8.1%	9.5%	8.8%	15.1%	16.8%	15.9%	10.6%	12.8%	11.7%
2018	9.3%	11.9%	10.6%	9.1%	10.4%	9.7%	4.5%	5.5%	5.0%	12.7%	14.5%	13.6%	8.5%	10.2%	9.3%

2018 marks the first time the repetition rate has broken the 10 percent mark. This is to be recommended.

Repetition Rate Lower Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	13.2%	15.4%	14.3%	13.0%	13.4%	13.2%	7.8%	8.8%	8.3%	16.4%	18.3%	17.4%	12.3%	13.7%	13.0%
2016	11.2%	13.0%	12.1%	14.2%	15.1%	14.6%	7.4%	8.8%	8.1%	17.3%	19.8%	18.5%	12.0%	13.6%	12.8%
2017	10.6%	13.5%	12.1%	12.1%	15.4%	13.8%	8.5%	9.8%	9.1%	15.4%	16.9%	16.1%	11.2%	13.5%	12.3%
2018	9.7%	12.5%	11.1%	9.5%	10.7%	10.1%	4.6%	5.7%	5.2%	13.1%	14.8%	13.9%	8.8%	10.5%	9.7%

At lower secondary levels repetition dropped from above 10 percent in previous years to above 9.5 percent in 2018. However, the repetition in the Shiselweni and Lubombo is still above 10 percent

Pupils between 13 to 15 years enrolled at Primary Levels 2018

Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 2	Form 3	Total
13	25	62	506	2,388	5,693	8,305	7,750	3,153	178	2	28,075
14	13	30	199	1,118	3,198	5,555	6,161	6,522	2,625	146	25,581
15	10	21	103	520	1,635	3,603	4,739	6,621	5,679	2,279	25,225
Total	48	113	808	4,026	10,526	17,463	18,650	16,296	8,482	2,427	78,839

intake rates at lower secondary are relatively low. Indeed an NER less than 30 percent is justified by this enrolment.

Data suggested that the majority of lower secondary aged pupils are enrolled between grades 5 to 7. This indicated the extent of over agedness which has been cause by the inefficiency at primary levels. Ideally these should be at lower secondary. This showed why the net

Percent Repetition High

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	12.5%	12.5%	12.5%	12.1%	14.8%	13.4%	6.6%	6.4%	6.5%	15.7%	14.6%	15.1%	11.3%	11.6%	11.4%
2016	10.2%	12.1%	11.2%	11.5%	12.7%	12.1%	6.5%	7.1%	6.8%	17.2%	17.9%	17.5%	10.8%	11.9%	11.4%
2017	9.7%	9.7%	9.7%	11.4%	10.9%	11.2%	6.1%	7.3%	6.7%	14.9%	15.7%	15.3%	10.0%	10.5%	10.2%
2018	8.2%	9.2%	8.7%	10.8%	11.4%	11.1%	4.5%	6.0%	5.2%	15.0%	13.5%	14.3%	9.0%	9.6%	9.3%

Repetition Rate High

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	10.0%	11.5%	10.8%	11.4%	13.4%	12.4%	10.2%	10.4%	10.3%	13.2%	15.6%	14.4%	11.0%	12.4%	11.7%
2016	12.1%	12.7%	12.4%	11.3%	13.5%	12.4%	6.0%	5.9%	5.9%	15.1%	14.0%	14.5%	10.6%	11.0%	10.8%
2017	9.0%	10.6%	9.8%	10.4%	11.5%	10.9%	6.1%	7.0%	6.5%	16.6%	17.4%	17.0%	9.9%	11.1%	10.5%
2018	8.9%	9.2%	9.1%	10.4%	10.3%	10.3%	5.8%	6.9%	6.3%	13.5%	14.8%	14.1%	9.2%	9.9%	9.5%

It is interesting to note repetition rates for all the sub sectors dropped to less than 10 percent this year. This rates have to be sustained and improved upon as they suggested that there could be some order in the school based assessments.

Percent Repetition All Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	12.5%	14.3%	13.4%	12.4%	13.5%	12.9%	7.1%	7.6%	7.4%	15.9%	17.1%	16.5%	11.6%	12.8%	12.2%
2016	10.8%	12.4%	11.6%	13.3%	14.3%	13.8%	6.8%	7.9%	7.3%	17.6%	19.2%	18.4%	11.4%	12.8%	12.1%
2017	9.7%	11.6%	10.7%	11.5%	13.4%	12.4%	7.5%	8.8%	8.1%	15.0%	16.4%	15.7%	10.4%	12.1%	11.2%
2018	9.0%	11.0%	10.0%	9.6%	10.7%	10.2%	4.5%	5.7%	5.1%	13.5%	14.2%	13.8%	8.6%	10.0%	9.3%

Repetition Rate All Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	11.3%	12.8%	12.1%	13.3%	16.5%	14.9%	11.5%	12.5%	12.0%	15.8%	17.5%	16.6%	12.7%	14.5%	13.6%
2016	12.3%	14.0%	13.1%	12.1%	13.1%	12.6%	6.6%	7.1%	6.8%	16.0%	17.0%	16.5%	11.2%	12.3%	11.8%
2017	9.8%	11.2%	10.5%	12.4%	13.3%	12.8%	6.5%	7.6%	7.1%	17.1%	19.0%	18.0%	10.8%	12.1%	11.4%
2018	9.2%	11.0%	10.1%	10.8%	12.8%	11.8%	7.2%	8.4%	7.8%	14.2%	15.9%	15.0%	9.9%	11.6%	10.7%

Pupils between 16 to 17 years enrolled at Lower Secondary Levels, 2018

	Primary	Form 1	Form 2	Form 3	Form 4	Form 5
2015	6,935	15,039	10,005	6,865	4,744	1,221
2016	7,026	14,895	9,595	7,154	5,104	1,394
2017	6,516	14,919	9,617	7,695	5,398	1,539
2018	4,749	12,817	9,635	8,029	5,771	1,603

The same phenomenon is observed at high school level. The majority of those aged between 16 and 17 years are still trapped in Forms 1 to 3. The low internal efficiency through the education system results in pupils being over aged. It suggested the system should improve from primary levels. It is also worth noting that there are pupils aged 16 to 17 at primary levels.

Dropout Rate Primary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	1.8%	1.8%	1.8%	1.6%	1.8%	1.7%	1.6%	1.7%	1.6%	1.6%	1.7%	1.7%	1.7%	1.8%	1.7%
2016	3.0%	3.2%	3.1%	2.5%	2.9%	2.7%	2.5%	2.5%	2.5%	2.6%	2.6%	2.6%	2.7%	2.8%	2.7%
2017	3.8%	3.6%	3.7%	2.8%	2.5%	2.6%	2.0%	2.3%	2.1%	2.3%	2.3%	2.3%	2.7%	2.7%	2.7%
2018	3.1%	3.2%	3.2%	2.7%	2.5%	2.6%	2.4%	2.3%	2.4%	2.5%	2.3%	2.4%	2.7%	2.6%	2.6%

Promotion Rate Primary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	86.2%	80.7%	83.3%	81.2%	77.9%	79.5%	88.2%	84.0%	86.0%	83.1%	77.4%	80.1%	85.0%	80.4%	82.6%
2016	86.6%	81.7%	84.0%	80.9%	76.0%	78.3%	89.1%	85.9%	87.5%	84.8%	80.2%	82.3%	85.7%	81.4%	83.5%
2017	88.2%	83.9%	85.9%	82.4%	78.0%	80.1%	89.7%	85.3%	87.4%	83.0%	77.7%	80.3%	86.3%	81.8%	83.9%
2018	90.9%	86.6%	88.6%	85.9%	83.8%	84.8%	91.1%	89.0%	90.0%	86.6%	81.7%	84.0%	89.0%	85.7%	87.3%

Dropout Rate Lower Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	4.0%	3.2%	3.6%	4.0%	3.3%	3.7%	3.8%	3.5%	3.6%	5.0%	2.8%	3.9%	4.2%	3.2%	3.7%
2016	4.1%	3.7%	3.9%	3.9%	4.1%	4.0%	4.6%	3.8%	4.2%	5.1%	4.7%	4.9%	4.4%	4.0%	4.2%
2017	3.9%	3.5%	3.7%	5.1%	4.2%	4.6%	4.0%	3.1%	3.5%	6.0%	4.0%	5.0%	4.6%	3.6%	4.1%
2018	4.7%	3.3%	4.0%	4.2%	3.0%	3.6%	4.3%	3.3%	3.8%	5.4%	3.8%	4.6%	4.6%	3.3%	4.0%

Promotion Rate Lower Secondary

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	83%	81%	82%	83%	83%	83%	88%	88%	88%	79%	79%	79%	84%	83%	83%
2016	85%	83%	84%	82%	81%	81%	88%	87%	88%	78%	76%	77%	84%	82%	83%
2017	85%	83%	84%	83%	80%	82%	88%	87%	87%	79%	79%	79%	84%	83%	84%
2018	86%	84%	85%	86%	86%	86%	91%	91%	91%	82%	81%	82%	87%	86%	86%

Dropout Rate High School

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	3.9%	2.1%	3.0%	4.0%	2.6%	3.3%	3.3%	2.0%	2.6%	4.2%	2.0%	3.1%	3.8%	2.1%	3.0%
2016	3.5%	2.8%	3.2%	5.0%	4.1%	4.6%	2.9%	1.6%	2.3%	4.3%	3.4%	3.9%	3.8%	2.8%	3.3%
2017	3.0%	2.7%	2.8%	4.1%	3.6%	3.8%	2.5%	2.0%	2.2%	4.6%	2.9%	3.7%	3.4%	2.7%	3.0%
2018	3.7%	1.5%	2.6%	4.5%	2.1%	3.3%	2.9%	2.3%	2.6%	4.3%	2.9%	3.6%	3.7%	2.1%	2.9%

Promotion Rate High School

	Hhohho		Hhohho Total	Lubombo		Lubombo Total	Manzini		Manzini Total	Shiselweni		Shiselweni Total	National		National Total
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
2015	86.2%	86.3%	86.2%	84.6%	84.0%	84.3%	86.5%	87.6%	87.0%	82.7%	82.4%	82.5%	85.2%	85.4%	85.3%
2016	84.4%	84.4%	84.4%	83.7%	82.3%	83.0%	91.1%	92.5%	91.8%	80.6%	82.6%	81.6%	85.6%	86.1%	85.9%
2017	88.0%	86.7%	87.4%	85.5%	85.0%	85.2%	91.4%	91.0%	91.2%	78.8%	79.7%	79.3%	86.7%	86.2%	86.4%
2018	87.4%	89.3%	88.4%	85.1%	87.6%	86.4%	91.3%	90.8%	91.1%	82.2%	82.4%	82.3%	87.1%	87.9%	87.5%

Dropout generally low, but of great concern as observed in the report is the increase in dropout due to pregnancy at all levels of education.

Pupil – Teacher Ratios (Primary)

The Pupil-Teacher ratio is a proxy to measure access and quality of education, and it is based on the assumed perception that smaller classes tend to provide an environment of improved education. The indicator presented here is an aggregate, i.e. number of pupils per teacher. This national average has its limitations in that it groups all teachers (employed as teachers) does not take into consideration their qualifications, materials they have to teach, experiences and whether they are actually teaching or administrators. It is in this regard that they have been grouped as (i) teaching staff (ii) Trained as teachers and (iii) appropriately trained for the level they are teaching.

Pupil-Teacher Ratio (teaching staff)

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2015	29	30	27	25	27
2016	29	29	27	25	27
2017	27	27	28	25	27
2018	27	28	26	25	26

Pupil –Teacher Ratio (Trained)

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2015	34	40	32	29	34
2016	33	37	32	29	33
2017	30	34	32	29	31
2018	29	32	29	27	29

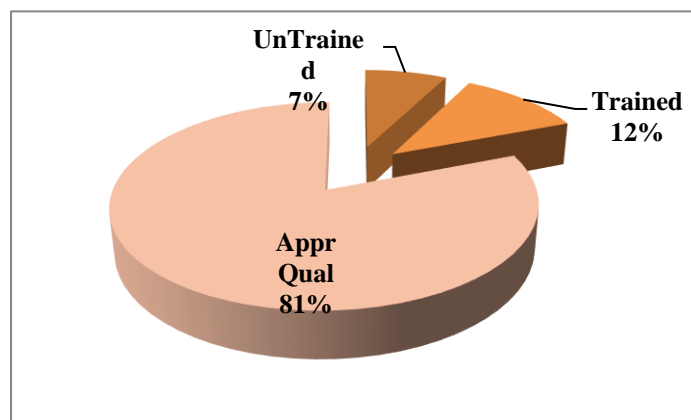
Pupil-Teacher Ratio (appropriately qualified)

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2015	41	47	37	33	39
2016	39	45	37	33	38
2017	36	42	37	33	36
2018	34	37	32	30	33

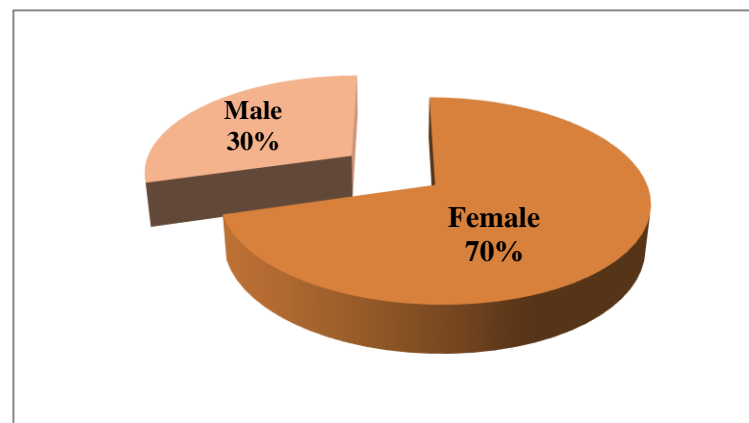
Proportion of Appropriately Qualified teachers

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2015	0.70	0.62	0.73	0.74	0.70
2016	0.73	0.64	0.74	0.76	0.72
2017	0.75	0.66	0.75	0.76	0.73
2018	0.79	0.75	0.80	0.83	0.79

Different Qualification of Teachers, Primary

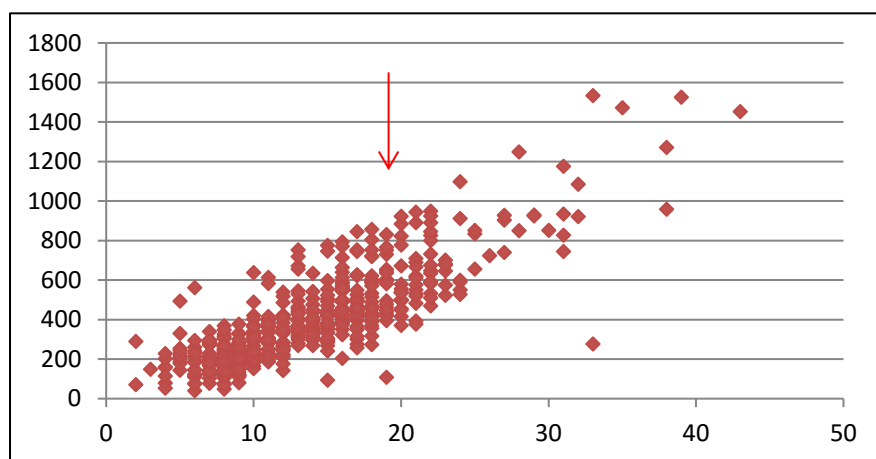


Proportion by Teachers Sex



Data suggested that only 7 percent of the teachers at primary levels do not have training in pedagogy. Some of the teachers (12%) do have training in teaching were trained for secondary levels. **Appropriately qualified teachers are those who are specifically trained for primary education.** Pupil-teacher ratios can also be used to give a picture of the employment of teachers. Eswatini with a relatively low ratio could imply that it has enough teachers, but this can also be misleading due to the fact that some of teachers (especially head teachers no longer teach). However, an analysis of the ratio per school can also be used to determine whether there is equity in the allocation of teachers to schools. The Pupil-Teacher scatter chart below presents an analysis of the Pupil-Teacher ratio:.

Pupil by Enrolment Chart:



The chart presents a scenario that suggested that only a few schools had more than 35 teachers. On closer scrutiny there are schools which appear to have far more teachers that they need. This can be determined by looking at the number of teachers and corresponding enrolment figures, e.g. for 20 teachers (see arrow), the number of pupils ranges from 400 pupil to some schools having enrolment of close to 800. These are cases where the inspectorate needs to engage and determine whether such schools need to have their post situation normalised. It remains a challenge how a school with an enrolment twice as big would have the same number of teachers.

Pupil-Teacher ratios (secondary)

The Pupil-Teacher ratios for secondary levels have been combined for lower and higher secondary. This is also because teachers at this level teach both levels and cannot be split. Classes at secondary levels are expected to be smaller, as there is specialisation at this level, and also because some of the

subjects are specialised and need more focussed attention.

Pupil-Teacher Ratio (all teachers)

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2015	16	16	15	14	15
2016	16	15	15	14	15
2017	15	14	15	14	15
2018	15	15	15	14	15

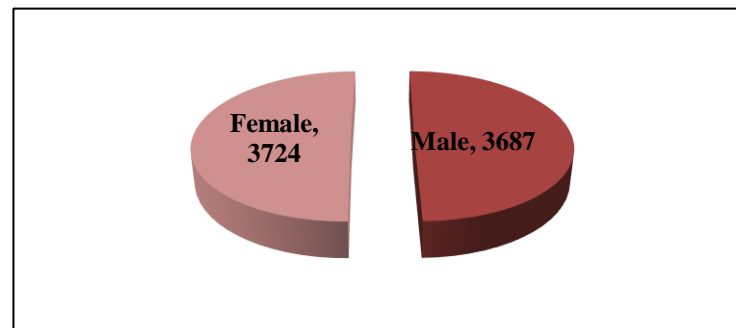
Pupil-Teacher (Appropriately trained)

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2015	21	22	21	20	21
2016	22	21	21	20	21
2017	20	20	22	20	21
2018	20	21	21	20	21

Proportion of appropriately Qualified Teachers

	Hhohho	Lubombo	Manzini	Shiselweni	Total
2015	0.76	0.71	0.70	0.72	0.72
2016	0.74	0.70	0.70	0.72	0.71
2017	0.74	0.71	0.71	0.71	0.72
2018	0.77	0.69	0.70	0.71	0.72

Proportion of Teachers by Sex



Other Indicators

1. Computer-Pupil Primary

Hhohho	Lubombo	Manzini	Shiselweni	Total
120	107	125	107	115

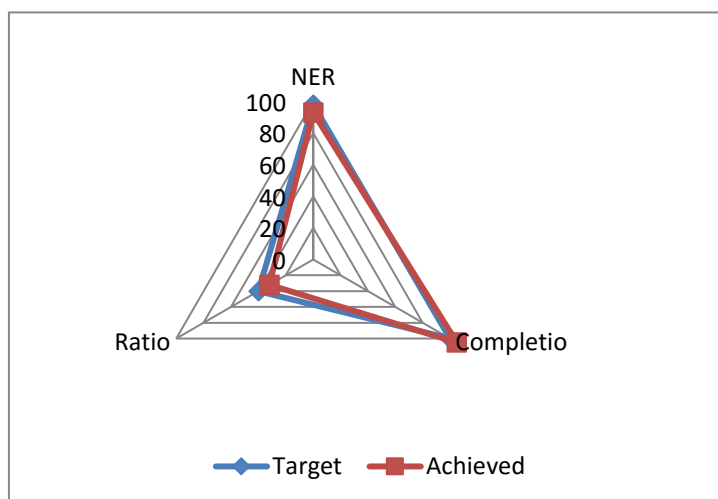
Computer-Pupil Secondary

Hhohho	Lubombo	Manzini	Shiselweni	Total
19	19	16	21	19

Data suggested that the ratio of computers to pupils was 1:19 at secondary levels. This sounds rather absurd as this presents a scenario where a number of secondary schools do not have any computers for their pupils. It is worse for primary schools. This is however to be expected as the Ministry has not yet formally introduced the use of ICT at primary levels. At secondary, it's a bit worrisome as pupils should leave school with some competency in ICT. The underlying assumption is that these computers (where available) are used for pedagogy purposes. Other indicators for equipment and resources can be calculated based on the equipment and resources profiles in the reports.

2. The Eswatini Development Index (Primary)

The Ministry also reports on three indicators under the Eswatini Development Index (EDI), the Net Enrolment Rate, the Completion Rate and Pupil-Teacher ratios. These indicators are pegged against agreed upon national benchmarks, namely NER=98% for Primary, 100% completion rate and a Pupil-teacher ratio 1:40.



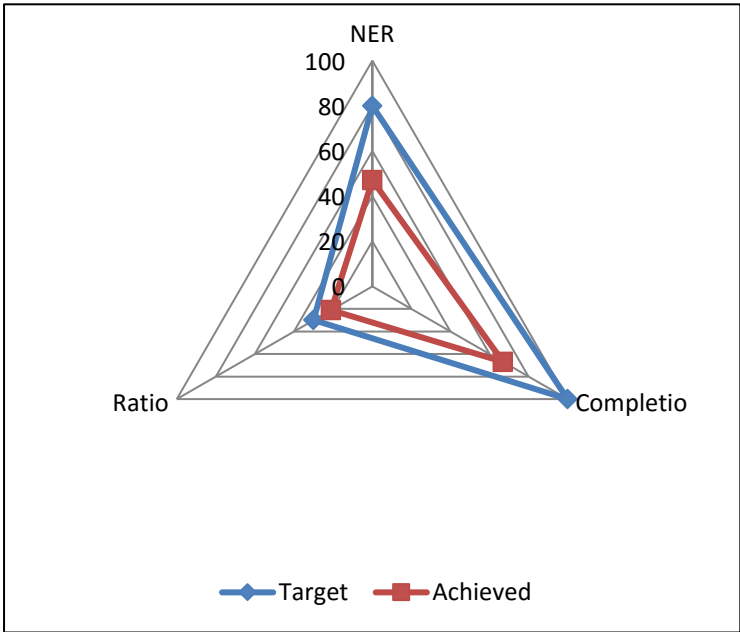
	NER	Completion	Ratio
Target	98	100	40
Achieved	93	105	32

All the indicators are straight forward save for the pupil-teacher ratio. A lower ratio e.g. 1:33 does not imply the indicator has not been achieved BUT a positive picture in that a lower ratio implies a better quality education. However, in terms of Human Resource usage it may also indicate that the system could enrol a lot more pupils without a substantial increase in the demand for new posts provided that the schools/resources in schools and population of pupils

are equitable distributed. Some teachers could be placed in schools where they are underutilised whilst others could have large classes to deal with (P/T>50). In the case of the completion rate, the achieved is above 100% the target, this is because the number of pupils who completed primary education exceeds the total population of 12 year olds (official age for grade 12). This is largely due to the variety in ages within the education system. This means there are more pupils completing in the schools some of which are not aged 12 years. This purports a notion that the sector is on track, save for the minor drop in the NER from 94 to 92.7 percent. This could be attributed to some pupils not enrolled or other factors such as pupils enrolling in unregistered private schools (not known to the Ministry) or due to the lack in population projections based on the 2017 population census. The report is based on 2007 projections which may not mirror the current population trends.

Eswatini Development Index (Secondary)

The national benchmarks for secondary are (i) Completion rate = 90, the net enrolment rate = 90 and the pupil-teacher ratio 1:30. These are obviously lower than the primary level because of the challenges around access to secondary and the fact that the majority of secondary aged population is still trapped at primary.



	NER	Completion	Ratio
Target	80	100	30
Achieved	47	67	21

Secondary levels still has a number of challenges to achieve the desired targets. The net enrolment at 47 is quite low. This is because a reasonable number about 30 percent of secondary aged children are in primary as ‘overaged pupils’. This will require major interventions **around** improving the flow-rates at primary levels. This may include the removal of structural barriers in the whole school system, in addition the huge drop out in grade (8000) need to be curbed and all those pupils encouraged to complete the primary education cycle. .

POST-SECONDARY, TVET, HIGHER EDUCATION LEVEL

MANZINI INDUSTRIAL TRAINING CENTRE

Table: Enrolment by Faculty/Department, 2018

Faculty/Department	Females	Males	Total
Agriculture			
Building			
Carpentry			
Electrical			
Metalwork			
Motor Mechanic			
Panel Beating and Spray Painting			
Plumbing			
Upholstery			
Total			

Table: Teaching Staff Faculty/Department, 2018

Faculty/Department	Females	Males	Total
Agriculture			
Building			
Carpentry			
Electrical			
Metalwork			
Motor Mechanic			
Panel Beating and Spray Painting			
Plumbing			
Upholstery			
Total			

Table: Non-Teaching Staff, 2018

	Females	Males	Total
Non-Teaching Staff			

NHLANGANO INDUSTRIAL TRAINING CENTRE

Table: Enrolment by Faculty, 2018

Faculty	Female	Male	Total
Agriculture			
Arts and Crafts			
Building			
Carpentry			
Metalwork			
Motor Machanics			
Total			

Table: Teaching Staff by Faculty, 2018

Faculty	Female	Male	Total
Agriculture			
Arts and Crafts			
Building			
Carpentry			
Metalwork			
Motor Machanics			
Total			

Table: Non-Teaching, 2018

	Female	Male	Total
Non-Teaching			

SITEKI INDUSTRIAL TRAINING CENTRE

Table: Enrolment by Faculty, 2018

Faculty	Female	Male	Total
Agriculture			
Arts and Crafts			
Building			
Carpentry			
Metalwork			
Motor Mechanics			
Total			

Table: Graduates by Faculty, 2018

Faculty	Female	Male	Total
Agriculture			
Arts and Crafts			
Building			
Carpentry			
Metalwork			
Motor Mechanics			
Total			

Table: Teaching Staff by Faculty, 2018

Faculty	Female	Male	Total
Agriculture			
Arts and Crafts			
Building			
Carpentry			
Metalwork			
Motor Mechanics			
Entrepreneurship			
Total			

Table: Non-Teaching, 2018

	Female	Male	Total
Non-Teaching			

GWAMILE VOCTIM

Table: Enrolment by Faculty/Department, 2018

Faculty/Department	Females	Males	Total
Automotive Engineering	1	38	39
Building and Construction	4	17	21
Commercial	26	36	62
Electrical	3	21	24
Mechanical Engineering	3	39	42
Woodwork	-	-	
Total	37	151	188

Table: Graduates by Faculty/Department, 2018

Faculty/Department	Females	Males	Total
Automotive Engineering	4	44	48
Building and Construction	2	19	21
Commercial	36	15	51
Electrical	2	24	26
Mechanical Engineering	0	6	6
Woodwork	1	10	11
Total	45	118	163

Table: Teaching Staff Faculty/Department, 2018

Faculty/Department	Females	Males	Total
Automotive Engineering	0	5	5
Building and Construction	0	4	4
Commercial	4	2	6
Electrical	1	4	5
Mechanical Engineering	1	5	6
Woodwork	0	4	4
Total	6	23	29

Table: Non Teaching Staff

	Females	Males	Total
Non Teaching Staff	39	22	61

ESWATINI COLLEGE OF TECHNOLOGY (ECOT)

Table: Enrolment by Faculty, 2018

Faculty	Female	Male	Total
Buiding and Civil Engineering	207	58	265
Education	88	117	205
Information Communication and Tech.	44	76	120
Engineering and Science	225	60	285
Business Administration	223	135	358
Total	760	473	1,233

Table: Graduates by Faculty, 2018

Faculty	Female	Male	Total
Buiding and Civil Engineering	18	63	81
Education	94	75	169
Information Communication and Tech.	13	20	43
Engineering and Science	13	70	83
Business Administration	54	24	78
Total	173	281	454

Table: Teaching Staff by Faculty, 2018

Faculty	Female	Male	Total
Buiding and Civil Engineering	0	12	12
Education	3	10	13
Information Communication and Tech.	1	6	7
Machanical Engineering	0	7	7
Automotive Engineering	0	7	7
Electrical Engineering	1	5	6
Business Administration	10	2	12
Total	15	49	64

Table: Non-Teaching Staff

	Female	Male	Total
Non-Teaching Staff	71	59	130

WILLIAM PITCHER COLLEGE (WPC)

Table: Enrolment by Faculty, 2018

Faculty	Female	Male	Total
Primary Teachers Diploma	71	43	114
Secondary Teachers Diploma	212	206	418
Total	283	249	532

Table: Graduates by Faculty, 2018

Faculty	Female	Male	Total
Primary Teachers Diploma	34	22	56
Secondary Teachers Diploma	29	48	77
Total	63	70	133

Table: Teaching Staff by Faculty, 2018

Faculty	Female	Male	Total
Languages	8	4	12
Education	5	2	7
Practical Arts	3	4	7
Social Studies	7	3	10
Sciences	9	6	15
Applied Sciences	4	2	6
Total	36	21	57

Table: Non-Teaching Staff 2018

	Female	Male	Total
Non-Teaching Staff	54	27	81

NGWANE TEACHER TRAINING COLLEGE

Table: Enrolment by Faculty 2018

Faculty	Female	Male	Total
PTD 1	157	120	277
PTD 2	174	107	281
ECCE	159	20	179
Total	490	247	737

Table: Graduates by Faculty, 2018

Faculty	Female	Male	Total
Pure Sciences	22	35	57
Languages	59	10	69
Social Studies	43	22	65
Applied Sciences	41	18	59
ECCE	78	8	86
Total	243	93	336

Table: Teaching Staff by Faculty, 2018

Faculty	Female	Male	Total
Pure Sciences	5	3	8
Languages	8	3	11
Social Studies	7	1	8
Applied Sciences	5	4	9
Practical Art	1	2	3
ECCE	3	0	6
Education	6	3	9
Total	35	16	51

Table: Non-Teaching staff, 2018

	Female	Male	Total
Non-Teaching Staff	31	17	48

UNIVERSITY OF ESWATINI (UNESWA)

Table: Enrolment by Faculty, 2018

Faculty	Female	Male	Total
Agriculture	381	654	1,035
Commerce	254	252	506
Consumer Sciences	308	67	375
Education	441	319	760
Health Sciences	295	294	589
Humanities	286	180	466
Science and Engineering	152	342	494
Social Science	462	316	778
IDE	1,081	603	1,684
IPGS	300	240	540
Total	3,960	3,267	7,227

Table: Graduates by Faculty, 2018

Faculty	Female	Male	Total
Agriculture	78	135	213
Commerce	49	53	102
Consumer Sciences	66	18	84
Education	80	52	132
Health Sciences	79	70	149
Humanities	55	34	89
Science and Engineering	14	37	51
Social Science	54	36	90
IDE	336	114	450
IPGS	10	3	13
Total	821	552	1,373

Table: Teaching Staff by Faculty, 2018

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

Table: Non- Teaching Staff

	Female	Male	Total
Non-Teaching			

ESWATINI CHRISTIAN UNIVERSITY (ECU)

Table: Enrolment by Faculty, 2018

Faculty	Female	Male	Total
Nursing	119	60	179
Pharmacy	73	58	131
Medical Laboratory	69	69	138
Radiography	49	68	117
Computer Science	22	56	78
Social Work	78	27	105
Psychology	98	40	138
Total	508	378	886

Table: Graduates by Faculty, 2018

Faculty	Female	Male	Total
Nursing	30	18	48
Pharmacy	23	13	36
Medical Laboratory	11	7	18
Radiography	25	20	45
Computer Science	7	13	20
Social Work	24	3	27
Psychology	23	13	36
Total	143	87	230

Table: Teaching Staff by Faculty, 2018

Faculty	Female	Male	Total
Nursing	6	1	7
Pharmacy	2	5	7
Medical Laboratory	2	5	7
Radiography	1	3	4
Computer Science	-	7	7
Social Work	4	2	6
Psychology	4	3	7
Total	19	26	45

Table: Non Teaching Staff, 2018

	Female	Male	Total
Non-Teaching Staff	25	18	43

SOUTHERN AFRICA NAZARENE UNIVERSITY (SANU)

Table: Enrolment by Faculty, 2018

Faculty	Female	Male	Total
Education	174	550	1624
Health Science	373	276	649
Theology	46	50	96
Total	1,493	876	2,369

Table: Graduates by Faculty, 2018

Faculty	Female	Male	Total
Education	219	95	314
Health Science	68	40	108
Theology	4	11	15
Total	291	146	437

Table: Teaching Staff by Faculty, 2018

Faculty	Female	Male	Total
Education			
Health Science			
Theology			
Total			

LIMKOKWING UNIVERSITY OF TECHNOLOGY

Table: Enrolment by Faculty, 2018

Faculty	Female	Male	Total
Design and Innovation	89	259	348
Communication and Media	378	189	567
Business and Globalisation	477	287	764
Information Technology	181	444	625
Total	1,125	1,179	2,304

Table: Graduates by Faculty, 2018

Faculty	Female	Male	Total
Design and Innovation	25	100	125
Communication and Media	135	85	220
Business and Globalisation	131	82	213
Information Technology	51	99	150
Total	342	366	708

Table: Teaching Staff by Faculty, 2018

Faculty	Female	Male	Total
Design and Innovation	9	9	18
Communication and Media	9	8	17
Business and Globalisation	11	10	21
Information Technology	3	13	16
Total	32	40	72

Table: Non Teaching Staff

	Females	Male	Total
Non Teaching Staff	21	19	40

AMADI

Table: Enrolment by Faculty, 2018

Faculty/Programmes	Female	Male	Total
Masters in Business Administration	9	5	14
MCOM accounting	8	7	15
BCOM Accounting	20	10	30
Post Graduate in Diploma Ed.	8	7	15
Bachelor of Education	80	39	119
Master of Education Degree	43	62	105
Diploma in Education	228	74	302
Total	396	204	600

Table: Teaching Staff by Faculty, 2018

Faculty/Programmes	Female	Male	Total
Masters in Business Administration	0	5	5
MCOM accounting	0	5	5
BCOM Accounting	3	8	11
Post Graduate in Diploma Ed.	2	4	6
Bachelor of Education	4	19	23
Master of Education Degree	3	8	11
Diploma in Education	10	14	24
Total	22	63	85

Table: Graduates by Faculty, 2018

Faculty/Programmes	Female	Male	Total
Masters in Business Administration	0	0	0
MCOM accounting	0	0	0
BCOM Accounting	2	2	4
Post Graduate in Diploma Ed.	0	0	0
Bachelor of Education	13	6	19
Master of Education Degree	10	8	18
Diploma in Education	39	20	59
Total	64	36	100

Table: Non- Teaching Staff

	Female	Male	Total
Non-Teaching	15	9	24

SEBENTA

Table: SNI Learners 2018

SNI Regions	SNI Learners													
	Basic SiSwati	Basic English	Post Basic English	Grade 6	Grade 7	Brick laying	Carpentry	Computer	Sewing	Fencing	Plumbing	Welding	Total	Learners under 18
Mbabane	127	80	42	33	18	24	24	50	121	0	0	0	519	3
Piggs Peak	154	120	0	0	0	0	0	0	97	0	0	0	371	0
Manzini	130	104	29	51	75	0	0	0	36	0	0	0	425	26
Sithobela	86	48	24	7	17	0	0	0	91	0	0	0	273	7
Hluthi	84	56	18	0	0	0	0	0	13	0	0	0	171	5
Nhlangano	57	17	8	5	0	0	0	0	36	0	0	0	123	1
Mhlume	573	282	105	18	40	0	0	0	133	0	0	15	1166	28
Big Bend	210	80	27	0	12	0	0	10	17	0	0	0	356	2
Mankayane	50	34	25	5	6	0	13	0	80	29	23	13	278	2
Total	1471	821	278	119	168	24	37	60	624	29	23	28	3682	74

Table : SNI Facilitators

SNI Regions	SNI Facilitators											Total
	Basic SiSwati	Basic English	Post Basic English	NUPE	Grade 7	Brick laying	Carpentry	Computer	Sewing	Plumbing	Welding	
Mbabane	11	4	4	2	1	1	1	1	2	0	0	27
Piggs Peak	12	7	0	0	0	0	0	0	3	0	0	22
Manzini	11	12	3		9	0	0	0	0	0	0	35
Sithobela	5	3	2	1	2	0	0	0	2	0	0	15
Hluthi	9	6	2	0	0	0	0	0	1	0	0	18
Nhlangano	7	3	2	1	3	0	0	0	0	0	0	16
Mhlume	46	29	11	2	4	0	0	0	7	0	2	101
Big Bend	19	10	3	1	1	0	0	1	1	0		36
Mankayane	4	3	2	1	1	0	1	0	5	1	1	19
Total	124	77	29	8	21	1	2	2	21	1	3	289

Table: Learners below 18 years

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	0	0	0	0	0	0	0	0	3	0	0	0	3
Piggs Peak	0	0	0	0	0	0	0	0	0	0	0	0	0
Manzini	0	0	0	0	0	0	3	4	9	10	0	0	26
Sithobela	0	0	0	0	0	0	0	0	0	7	0	0	7
Hluthi	2	3	0	0	0	0	0	0	0	0	0	0	5
Nhlangano	1	0	0	0	0	0	0	0	0	0	0	0	1
Mhlume	0	1	0	2	0	1	5	5	4	6	0	4	28
Big Bend	1	0	0	0	0	0	0	0	0	1	0	0	2
Mankayane	1	0	0	0	0	0	0	0	0	1	0	0	2
Total	5	4	0	2	0	1	8	9	16	25	0	4	74

EDUCATION PYRAMID 2018

