Swaziland

Region: Sub-Saharan Africa
Income Group: Lower Middle Income

Source for region and income groupings: World Bank 2018

National Education Profile
2018 Update

OVERVIEW

Please note that this represents the official UNESCO-ISCED definition of primary and secondary education, which differs from the national definition. UNESCO definitions are used for all tables and figures, unless otherwise stated. Figure 3 shows the highest level of education reached by youth ages 15-24 in Swaziland. Although youth in this age group may still be in school and working towards their educational goals, it is notable that approximately 1% of youth have no formal education and 21% of youth have attained at most incomplete primary education, meaning that in total 22% of 15-24 year olds have not completed primary education in Swaziland.

FIG 1. EDUCATION SYSTEM

School Entrance Age:

#N/A

Duration and Official Ages for School Cycle:
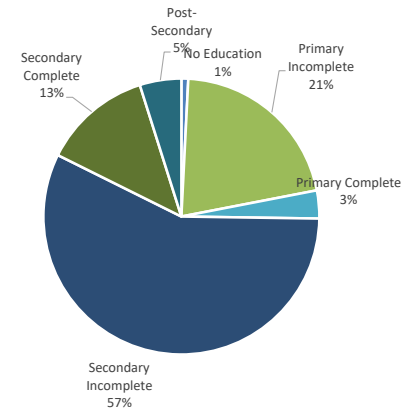
#N/A

#N/A

#N/A

Academic Calendar:

Starting month : January

Ending month : December

Data source: UNESCO Institute for Statistics

FIG 2. NUMBER OF PUPILS BY SCHOOL LEVEL (IN 1000S)

FIG 3. EDUCATIONAL ATTAINMENT, YOUTH AGES 15-24

Post-Secondary 5%
No Education 1%
Primary Incomplete 21%
Primary Complete 3%
Secondary Complete 13%
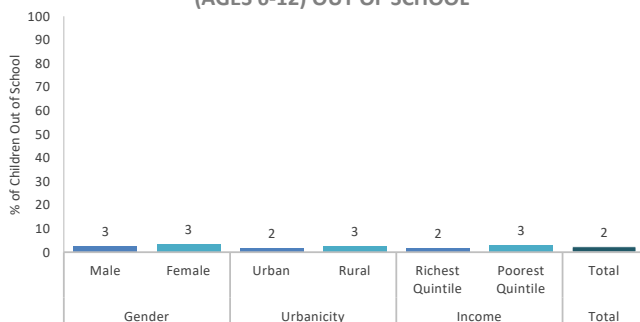Secondary Incomplete 57%

Data source: EPDC extraction of MICS dataset 2014

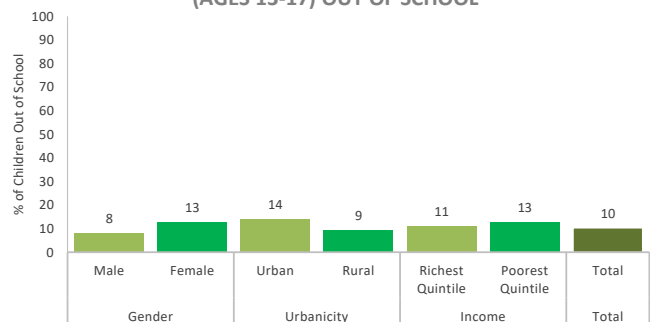## SCHOOL PARTICIPATION AND EFFICIENCY

The percentage of out of school children in a country shows what proportion of children are not currently participating in the education system and who are, therefore, missing out on the benefits of school. In Swaziland, 2% of children of official primary school ages are out of school as shown in Figure 4, which also considers the proportion of children out of school by different characteristics wherever data is available. For example, Figure 4 shows that approximately 3% of boys of primary school age are out of school compared to 3% of girls of the same age. For children of primary school age in Swaziland, the biggest disparity can be seen between the poorest and the richest children. Figure 5 looks at the percentage of youth of secondary school ages who are out of school in Swaziland. Nearly 13% of female youth of secondary school age are out of school compared to 8% of male youth of the same age. For youth of secondary school age, the biggest disparity can be seen between male and female youth. Please note that Figures 4 and 5 make use of the national definition of primary and secondary education, instead of the UNESCO-ISCED defintion.

FIG 4. PERCENTAGE OF CHILDREN OF PRIMARY SCHOOL AGE (AGES 6-12) OUT OF SCHOOL

	Gender		Urbanicity		Income		Total
	Male	Female	Urban	Rural	Richest Quintile	Poorest Quintile	Total
%	3	3	2	3	2	3	2

Data source: EPDC extraction of MICS dataset 2014

FIG 5. PERCENTAGE OF CHILDREN OF SECONDARY SCHOOL AGE (AGES 13-17) OUT OF SCHOOL

	Gender		Urbanicity		Income		Total
	Male	Female	Urban	Rural	Richest Quintile	Poorest Quintile	Total
%	8	13	14	9	11	13	10

Data source: EPDC extraction of MICS dataset 2014

Figures 6 and 7 look at indicators of participation, completion, and progression in the education system. Figure 6 displays gross indicators (which include under- and over-age students) and net indicators (which include only on-time students of official school age) for student intake, participation, and flows. Figure 7 displays the repetition rate in primary education, showing the specific grades in which students are more likely to repeat.

FIG 6. STUDENT INTAKE AND FLOW FROM PRIMARY TO SECONDARY SCHOOLS

■ Male ■ Female ■ Male ■ Female
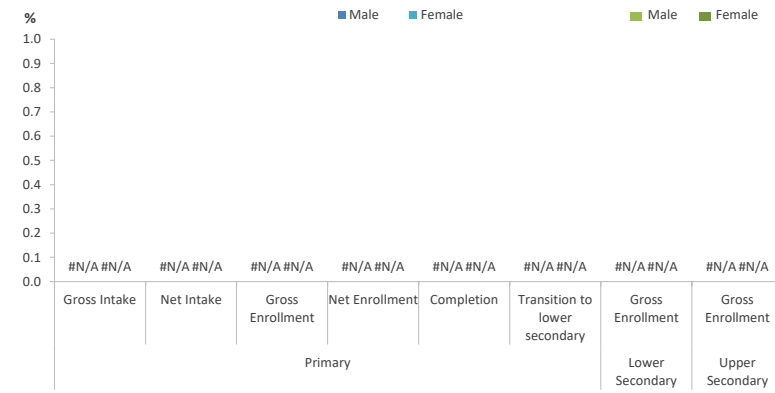
Data sources: UNESCO Institute for Statistics (UIS), EPDC calculation based on UIS data (see Data Table for year)

FIG 7. STUDENT REPETITION BY GRADE AND LEVEL IN PRIMARY SCHOOL

● male by grade   ● female by grade
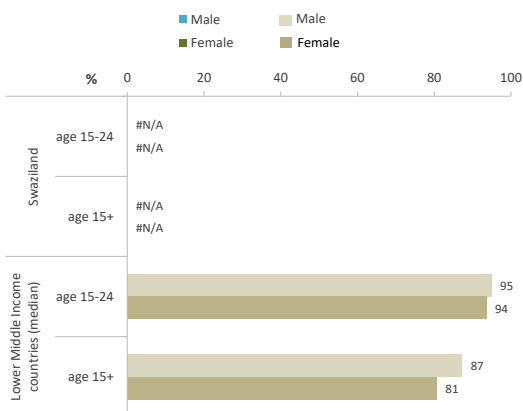••• male primary   ••• female primary

no data
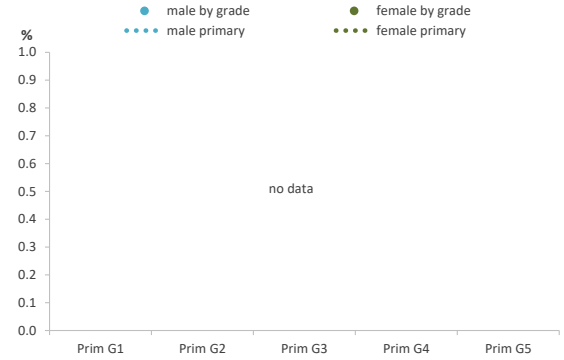
Data source: EPDC calculation based on UIS data (see Data Table for year)
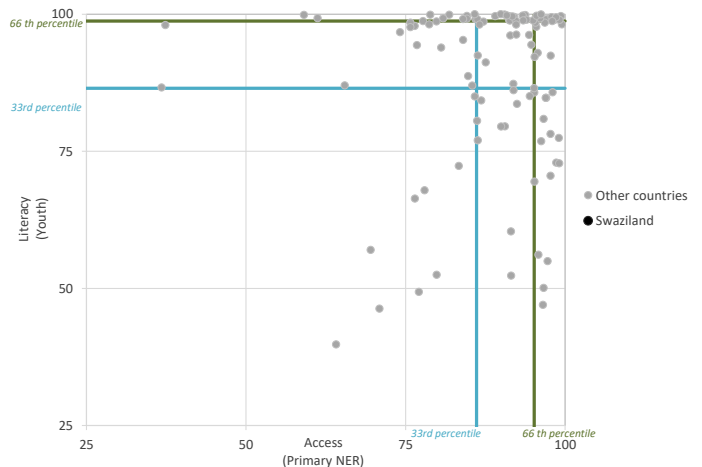
LEARNING

This section provides information on indicators of learning, which lend insight into the quality of educational provision. In this profile, learning is measured through literacy rates, which are important because literacy is a foundational skill needed to attain higher levels of learning, and national performance on learning assessments. Figure 10 looks at the most recent SACMEQ reading and SACMEQ math assessment results for Swaziland in Grade 6, administered in 2007. It displays the percentage of test takers that have fallen below the lowest performance levels and the percentage of test takers that have exceeded the highest performance levels in these assessments. Nearly 2% of test takers in Swaziland performed below the lowest performance benchmark in reading, compared to an average of 17% for other countries that took the same assessment. To learn about assessment data and what competencies correspond with performance benchmarks, see www.epdc.org/data-about-epdc-data/about-epdc-learning-outcomes-data.

FIG 8. COMPARISON OF ACCESS AND LITERACY

● Other countries
● Swaziland

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

FIG 9. LITERACY RATE AMONG YOUTH AND ADULT POPULATION

■ Male ■ Male ■ Female ■ Female

Swaziland	age 15-24	#N/A #N/A
	age 15+	#N/A #N/A
Lower Middle Income countries (median)	age 15-24	95 / 94
	age 15+	87 / 81

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

FIG 10. PERFORMANCE ON LEARNING ASSESSMENTS

■ At the highest performance benchmark
■ Below the lowest performance benchmark

	Reading		Mathematics	
	Swaziland	SACMEQ Means	Swaziland	SACMEQ Means
At highest	2	5	0	1
Below lowest	2	17	9	32
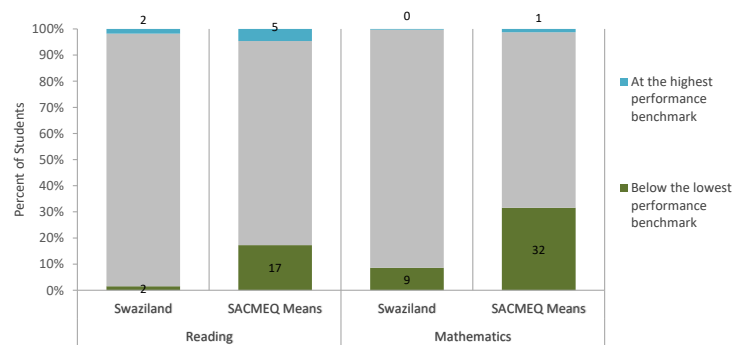
Data source: EPDC extraction of SACMEQ dataset 2007

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Figures 11 and 12 compare Swaziland's per pupil expenditure (PPE) and pupil teacher ratio (PTR), where data is available, to those of other lower middle income countries. PPE indicates a country's commitment to education at each school level. PTR is a proxy learning quality and resource availability indicator.

FIG 11. PER PUPIL EXPENDITURE (PPE) BY SCHOOL LEVEL (% OF GDP PER CAPITA)

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

FIG 12. PUPIL TEACHER RATIO (PTR) BY SCHOOL LEVEL
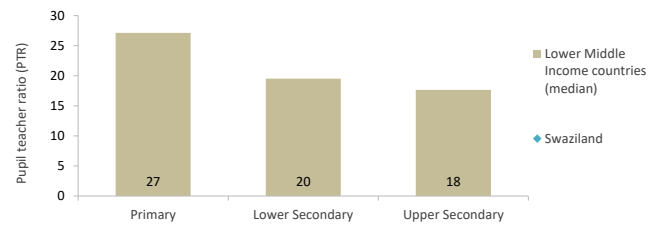
Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

DATA TABLE

In this table, the values of different education indicators for Swaziland are compared to all countries, to Sub-Saharan Africa, and to low and middle income countries. The percentile rank that is given indicates Swaziland's standing relative to these country groups. A higher percentile rank indicates better relative performance than a lower percentile rank. Percentile rankings above 66% are considered high and colored in green, rankings between 33% and 66% are considered average and colored in yellow, and rankings below 33% are considered low and colored in red.

KEY

<-- needs improvement ------------------------- can improve further -->

| below 33% | between 33th and 66th percentile | above 66% |

PERCENTILE RANK RELATIVE TO…

INDICATOR	VALUE	YEAR	All Countries	Sub-Saharan Africa	Low and Middle Income‡	DATA SOURCE
Literacy rate, 15+, Female						
Literacy rate, 15+, Male						
Literacy rate, 15-24, Female						
Literacy rate, 15-24, Male						
Gross intake rate, Primary, Female						
Gross intake rate, Primary, Male						
Net intake rate, Primary, Female						
Net intake rate, Primary, Male						
Gross enrollment rate, Primary, Female						
Gross enrollment rate, Primary, Male						
Gross enrollment rate, Lower Secondary, Female						
Gross enrollment rate, Lower Secondary, Male						
Gross enrollment rate, Upper Secondary, Female						
Gross enrollment rate, Upper Secondary, Male						
Net enrollment rate, Primary, Female						
Net enrollment rate, Primary, Male						
Net enrollment rate, Secondary, Female						
Net enrollment rate, Secondary, Male						
Repetition rate, Primary, Female¥						
Repetition rate, Primary, Male¥						
Dropout rate, Primary, Female¥						
Dropout rate, Primary, Male¥						
Survival rate, to Prim G5, Female						
Survival rate, to Prim G5, Male						
Completion rate, Primary, Female						
Completion rate, Primary, Male						
Transition rate, to Secondary, Female						
Transition rate, to Secondary, Male						
Pupil teacher ratio, Primary¥						
Pupil teacher ratio, Lower Secondary¥						
Pupil teacher ratio, Upper Secondary¥						
Public education expenditure per pupil (% of GDP per capita), Primary						
Public education expenditure per pupil (% of GDP per capita), Secondary						
Percentage of children out of school, Primary, Poorest Quintile¥	3	2014	91%	100%	92%	EPDC extraction of MICS dataset
Percentage of children out of school, Secondary, Poorest Quintile¥	13	2014	89%	98%	89%	Multiple Indicator Cluster Survey (MICS Dataset)
Percentage of children out of school, Primary, Richest Quintile¥	2	2014	74%	95%	75%	EPDC extraction of MICS dataset
Percentage of children out of school, Secondary, Richest Quintile¥	11	2014	50%	79%	50%	EPDC extraction of MICS dataset
Percentage of children out of school, Primary, Urban¥	2	2014	90%	100%	89%	EPDC extraction of MICS dataset
Percentage of children out of school, Secondary, Urban¥	14	2014	65%	90%	65%	EPDC extraction of MICS dataset
Percentage of children out of school, Primary, Rural¥	3	2014	87%	100%	87%	EPDC extraction of MICS dataset
Percentage of children out of school, Secondary, Rural¥	9	2014	89%	98%	88%	EPDC extraction of MICS dataset
Percentage of children out of school, Primary, Male¥	3	2014	78%	100%	85%	EPDC extraction of MICS dataset
Percentage of children out of school, Secondary, Male¥	8	2014	89%	95%	89%	EPDC extraction of MICS dataset
Percentage of children out of school, Primary, Female¥	3	2010	66%	97%	79%	EPDC extraction of MICS dataset
Percentage of children out of school, Secondary, Female¥	13	2014	78%	95%	80%	EPDC extraction of MICS dataset
Percentage of children out of school, Primary, Total¥	2	2014	78%	100%	84%	EPDC extraction of MICS dataset
Percentage of children out of school, Secondary, Total¥	10	2014	83%	95%	84%	EPDC extraction of MICS dataset

‡ Includes World Bank classified low and middle income countries
¥ Lower data values indicate better performance on these indicators

* EPDC calculation based on UIS data

GLOSSARY

INDICATORS AND DEFINITIONS

Completion Rate	The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.
Dropout Rate	Proportion of pupils from a cohort enrolled in a given grade at a given year who are no longer enrolled in the following school year.
Educational Attainment	The highest level of education an individual has achieved.
Gross Enrollment Rate (GER)	Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.
Gross Intake Ratio (GIR)	Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.
Literacy Rate	The ability to read and write with understanding a simple statement related to one's daily life. Literacy often involves a continuum of reading and writing skills.
Net Enrollment Rate (NER)	Enrollment of the official age-group for a given level of education expressed as a percentage of the corresponding population.
Net Intake Rate (NIR)	New entrants in the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of the same age.
Percentage of Children Out of School	Proportion of children of a given age group who are not currently enrolled in any schooling.
Public Education Expenditure per Pupil (PPE)	Total number of pupils/Total education budget.
Pupil Teacher Ratio (PTR)	Average nationally of: Total number of pupils/Total number of teachers. Rates may vary significantly throughout the country.
Repetition Rate	Proportion of pupils from a cohort enrolled in a given grade at a given school-year who study in the same grade in the following school-year.
Survival Rate	Percentage of a cohort of pupils enrolled in the first grade level or cycle of education in a given school year who are expected to survive through a certain grade regardless of repetition.
Transition Rate	The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the last grade of the lower level of education in the previous year.
Both	Measures using "Both" in their title combine male and female rates.
Poorest Quintile	Proportion of pupils who belong to the bottom 20% of a country's population, based on household wealth measured by an index of household assets.
Richest Quintile	Proportion of pupils who belong to the top 20% of a country's population, based on household wealth measured by an index of household assets.

DATA SOURCES AND LEARNING ASSESSMENTS

Demographic and Health Survey (DHS)	Nationally-representative household surveys that provide data for a wide range of indicators in the areas of population, health, and nutrition. They have large sample sizes (between 3,000 to 50,000 households) and are typically conducted about every 5 years in developing countries. It is funded by USAID and implemented by ICF International.
Multiple Indicator Cluster Survey (MICS)	Household surveys that produce internationally comparable estimates of a range of indicators in the areas of health, education, child protection and HIV/AIDS. It is developed by UNICEF to provide statistically rigorous data on the situation of children and women. Since the mid-1990s, there has been 4 rounds of the MICS survey, with the latest in 2009-2011.
UNESCO Institute for Statistics (UIS)	Statistical office of UNESCO and the primary UN depository for cross-nationally comparable statistics on education, science and technology, culture, and communication covering more than 200 countries and territories. It was established in 1999 and collects data directly from the national statistics agencies of its members.
Analysis Programme of the CONFEMEN Education Systems (PASEC)*	PASEC has been administered in 13 countries in Francophone West Africa. PASEC is designed to assess student abilities in mathematics and reading French. The program is managed by CONFEMEN (La Conférence des Ministres de l'Education des pays ayant le français en partage) and has been in place since 1993. It is typically administered to students in 2nd and 5th grades.
Progress in International Reading Literacy Study (PIRLS)*	The PIRLS reading assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA) is an assessment of reading comprehension skills. In most countries, PIRLS is administered in school to children in the 4th grade of formal school, every five years since 2001. In a small number of countries, it may be administered at a different grade.
Trends in International Mathematics and Science Study (TIMSS)*	The TIMSS math assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA), assesses pupils knowledge and understanding of mathematical concepts. TIMMS has been administered to children in the 4th and 8th grades of formal schools every four years since 1995. In a small number of countries, it may be administered at different grade levels.
Second Regional Comparative and Explanatory Study (SERCE)*	The SERCE assessment was administered in 16 countries in Latin America and the Caribbean by the Latin American Laboratory for Assessment of the Quality of Education (LLECE) in 2006. SERCE was administered to children in the 3rd and 6th grades of formal school. It measures student ability in the areas of reading, mathematics, and science.
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)*	The SACMEQ assessment is designed to assess student abilities in mathematics and reading English. SACMEQ reading and math assessments have been carried out in countries in Anglophone East Africa in 1995, 2000, and 2007. SACMEQ is administered in school to children in the 6th grade of formal school.
Highest Performance Benchmark*	The highest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.
Lowest Performance Benchmark*	The lowest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.

* Learn more about assessment data and what competencies correspond with performance benchmarks at www.epdc.org/data-about-epdc-data/about-epdc-learning-outcomes-data.

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