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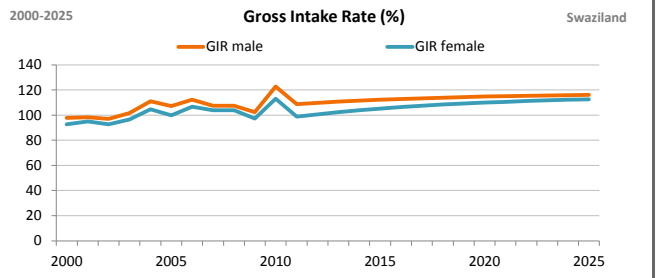
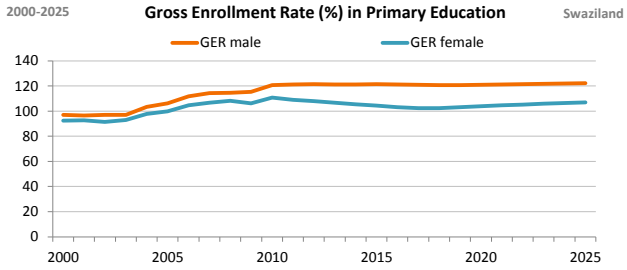
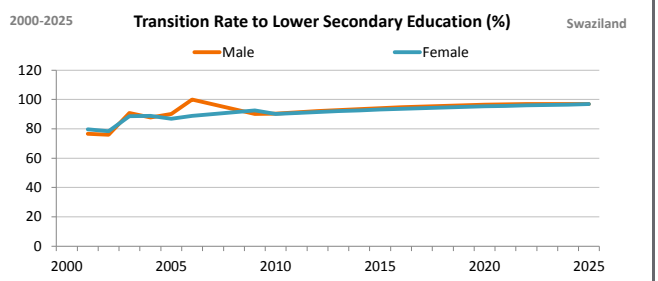
THE SCIENCE OF IMPROVING LIVES

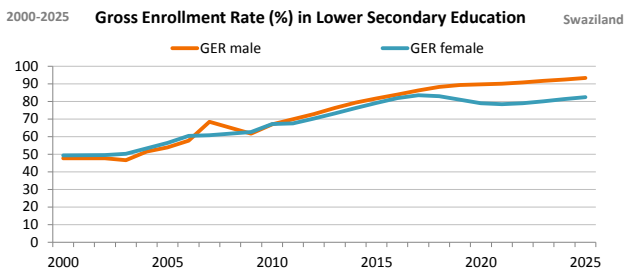
EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education for development

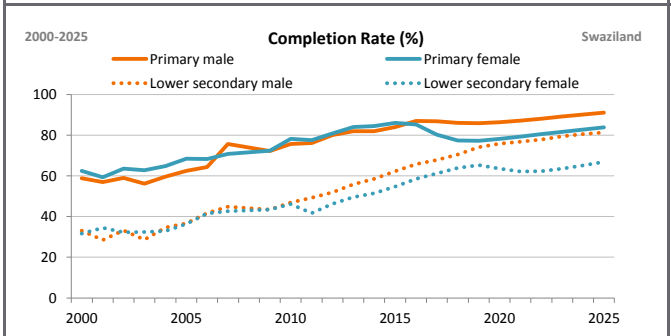
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 — Swaziland

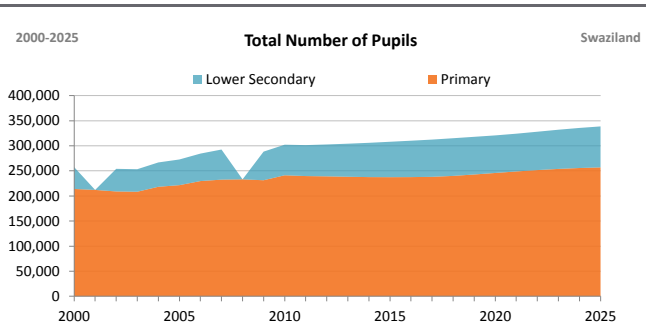












DEFINITIONS

Source: UNESCO Institute for Statistics (UIS)

Gross Intake Ratio (GIR)	Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.
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.
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 first grade of the lower level of education in the previous year.
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.
Primary Education	At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.
Lower Secondary Education	At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varys by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

These profiles were produced by the Education Policy and Data Center (EPDC) in August 2013.

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Swaziland

PRIMARY

	Number of Pupils	Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
	TOTAL, Both Genders	Male GIR	Female GIR	Male GER	Female GER	Male %	Female %
2000	213,986	98	93	97	93	59	62
2001	212,063	98	95	96	93	57	59
2002	209,037	97	93	97	91	59	64
2003	208,444	102	96	97	93	56	63
2004	218,352	111	105	103	98	60	65
2005	221,596	107	100	106	100	63	68
2006	229,686	112	107	112	105	64	68
2007	232,572	108	104	114	107	76	71
2008	233,151	108	104	115	108	#N/A	#N/A
2009	231,349	102	97	115	106	72	72
2010	241,237	123	113	121	111	76	78
2011	239,721	109	99	121	109	76	78
2012	239,107	110	101	121	108	80	81
2013	238,311	111	102	121	107	82	84
2014	237,598	112	104	121	106	82	85
2015	237,471	112	105	121	104	84	86
2016	237,602	113	106	121	103	87	85
2017	238,178	113	107	121	102	87	80
2018	240,032	114	108	121	102	86	78
2019	242,821	114	109	121	103	86	77
2020	245,881	115	110	121	104	86	78
2021	248,894	115	111	121	105	87	79
2022	251,628	115	111	121	105	88	81
2023	253,951	116	112	122	106	89	82
2024	255,743	116	112	122	106	90	83
2025	256,947	116	113	122	107	91	84

LOWER SECONDARY

	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
	TOTAL, Both Genders	Male %	Female %	Male GER	Female GER	Male %	Female %
2000	43,651	#N/A	#N/A	48	49	33	32
2001	#N/A	77	80	#N/A	#N/A	28	35
2002	45,080	76	78	48	49	33	32
2003	44,894	91	89	47	50	29	32
2004	48,524	88	89	51	53	35	33
2005	51,158	90	87	54	56	37	36
2006	54,812	100	89	58	60	42	42
2007	60,002	#N/A	#N/A	68	61	45	43
2008	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2009	57,110	90	92	62	63	43	43
2010	60,960	90	90	67	67	47	46
2011	61,672	91	91	70	67	49	42
2012	63,550	92	91	73	70	52	46
2013	65,894	93	92	76	73	56	50
2014	68,393	94	93	79	76	58	51
2015	70,590	94	93	82	79	62	55
2016	72,562	95	94	84	82	66	59
2017	74,252	95	94	86	83	68	61
2018	75,083	96	95	88	83	71	64
2019	75,116	96	95	89	81	74	65
2020	74,885	96	95	90	79	76	64
2021	75,281	97	96	90	78	77	62
2022	76,449	97	96	91	79	78	62
2023	78,102	97	96	92	80	80	64
2024	79,885	97	97	92	81	81	65
2025	81,731	97	97	93	82	81	67

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email epdc@fhi360.org.

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.

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Education Policy and Data Center (EPDC) is a research unit within the FHI 360 Global Learning Group. EPDC serves as a resource for education data, profiles and data reports on education status at the country level, research on issues and challenges in education around the world, as well as medium-term education projections. The FHI 360 Global Learning Group portfolio encompasses a wide range of programs and interventions in educational development. Visit us at www.fhi360.org and www.epdc.org.

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