English as an Additional Language in Victorian government schools 2014

Introduction

This report provides information about English as an Additional Language (EAL) students and programs in Victorian government schools in 2014.

This report is based on:

- **the August School Census**

The Department of Education and Training conducts a schools' census in August each year. This census provides detailed information about students from language backgrounds other than English who are enrolled in government schools in Victoria. The allocation of EAL Index funding for the following year is based on this census.

- **the EAL section of the Supplementary Census**

The Department of Education and Training conducts an annual mid-year supplementary school data collection in August. The EAL section seeks information from all schools in receipt of EAL Index funding and provides a profile of EAL learners and the types of EAL programs in government schools.

- **CASES21**

CASES21 is the software component of CASES (Computerised Administrative System Environment in Schools) which is the package provided to Victorian government schools to support school administration, finance and central reporting.

Victorian government school EAL programs are provided to eligible students for up to five years after their first enrolment in an Australian school. Students who are newly arrived are eligible for support through the New Arrivals Program which provides intensive, specialist support for English language learning in the first twelve to eighteen months in Australia. Students transition from the New Arrivals Program to a mainstream school where they are supported by programs funded by EAL Index funding.

Part 1 provides information about EAL provision and programs for newly arrived EAL students.

Part 2 provides information about EAL provision and programs for students in mainstream schools.

This report was published in February 2016.

List of tables and figures

Appendices

Acronyms and abbreviations

CASES21	Computerised Administrative System Environment in Schools
EAL	English as an Additional Language
ELS	English Language School
ELC	English Language Centre
LBOTE	Language Background Other Than English
nec	Not elsewhere classified
NEV	North-Eastern Victoria Region
nfd	Not further defined
NWV	North-Western Victoria Region
SAR	Special Administrative Region
SEV	South-Eastern Victoria Region
SWV	South-Western Victoria Region
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VSL	Victorian School of Languages

Part 1: Provision for newly arrived EAL students

In Victoria, the New Arrivals Program provides intensive English language instruction to newly arrived EAL learners eligible to enrol in government schools as non-fee-paying students.

The New Arrivals Program aims to improve the educational opportunities and outcomes of newly arrived students from language backgrounds other than English by developing their English language competence and facilitating their transition to participation in mainstream education.

Eligibility for the New Arrivals Program is based on the criteria available at: http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealnewstudent.aspx

Models of provision

In 2014, the New Arrivals Program operated through four English language schools (ELS), one in each region in a metropolitan location, four secondary English language centres (ELC) in metropolitan locations, and three regional centres, in Geelong, Mildura and Shepparton.

English language schools and centres also operated outpost programs or provided visiting teachers to schools which had high concentrations of newly arrived students who could not access an English language school or centre.

In non-metropolitan areas, schools with small numbers of EAL students formed clusters to employ an EAL specialist to support teachers across the cluster to provide more effectively for their EAL students. Support was also provided to isolated students in rural or regional areas where there was no access to an intensive program, through the Isolated EAL Student Support Program.

In 2014, a program delivering EAL instruction to newly arrived students in non-metropolitan areas, using video-conferencing and other technologies to connect them with a teacher in Melbourne was also piloted and evaluated. In 2014 this program was called the 'EAL online pilot'.

Summary data

In the period from 1 January to 31 December 2014, Victorian government schools enrolled 6,009 newly arrived EAL learners. Table 1 below shows the regions in which they enrolled.

Table 1: EAL new arrivals by region, government schools, Victoria 2014

Region	Number of new arrivals
North-Western Victoria	1,292
North-Eastern Victoria	1,523
South-Eastern Victoria	1,797
South-Western Victoria	1,512

Language backgrounds

The most common languages spoken by newly arrived EAL students in 2014 were Mandarin, Chinese (not further defined), Arabic and Dari. Figure 1 below shows the main languages spoken by newly arrived students in Victoria in 2014. See Appendix 1 for further detail, including distribution across the four regions.

Figure 1: Language backgrounds of newly arrived EAL students, government schools, Victoria 2014

Mandarin, 13.93%
Chinese (nfd), 6.41%
Arabic, 6.11%
Dari, 4.89%
Samoan, 4.78%
Hindi, 3.98%
Persian (excluding Dari), 3.68%
Vietnamese, 3.33%
Hazaraghi, 2.93%
Sinhalese, 2.43%
Urdu, 2.43%
Karen, 2.40%
Punjabi, 2.11%
Greek, 1.96%
Other, 42.05%
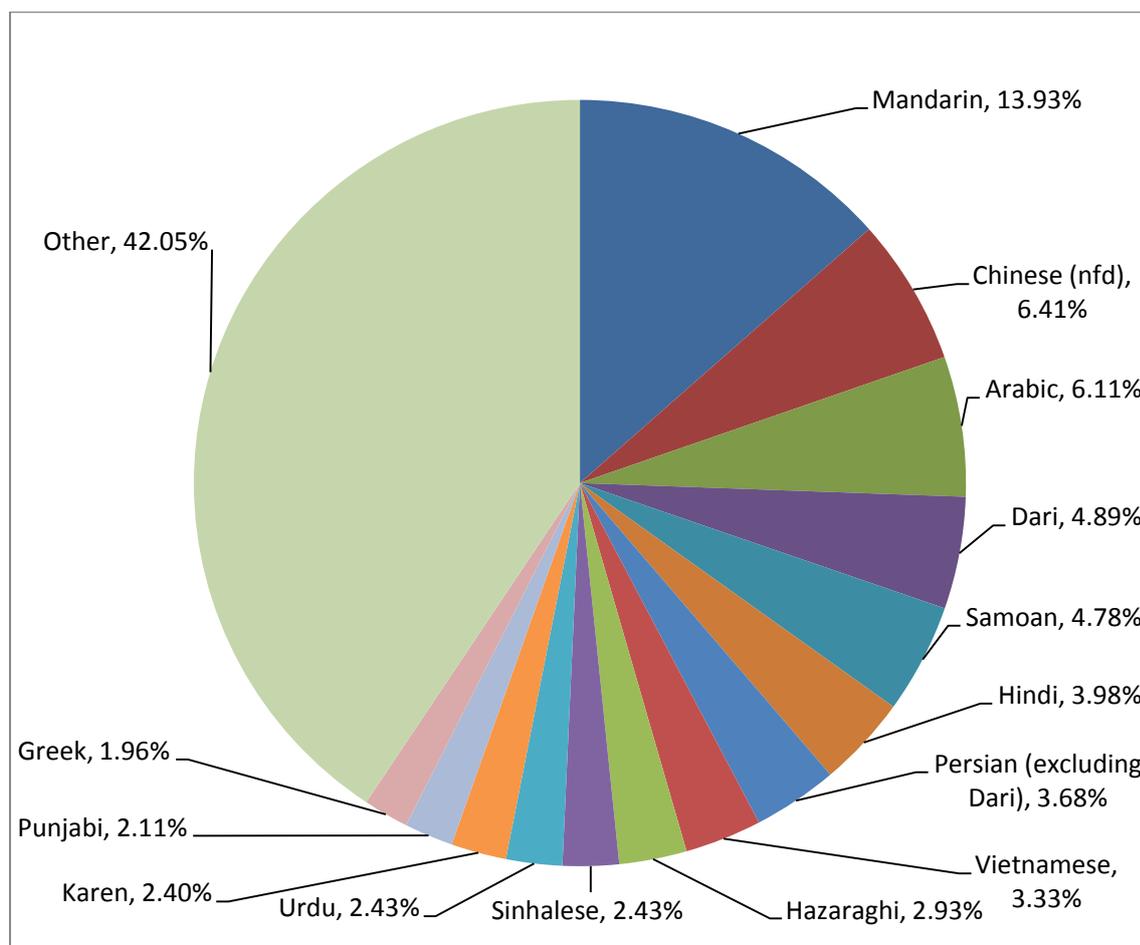
Source: CASES21 2014

Countries of birth

The countries of birth of newly arrived EAL students vary from year to year and reflect world events and Commonwealth immigration policy. In 2014, more than one third of newly arrived EAL students were born in China, India, New Zealand or Afghanistan. See Appendix 2 for further detail, including distribution across the four regions.

Figure 2: Countries of birth of newly arrived EAL students, government schools, Victoria 2014
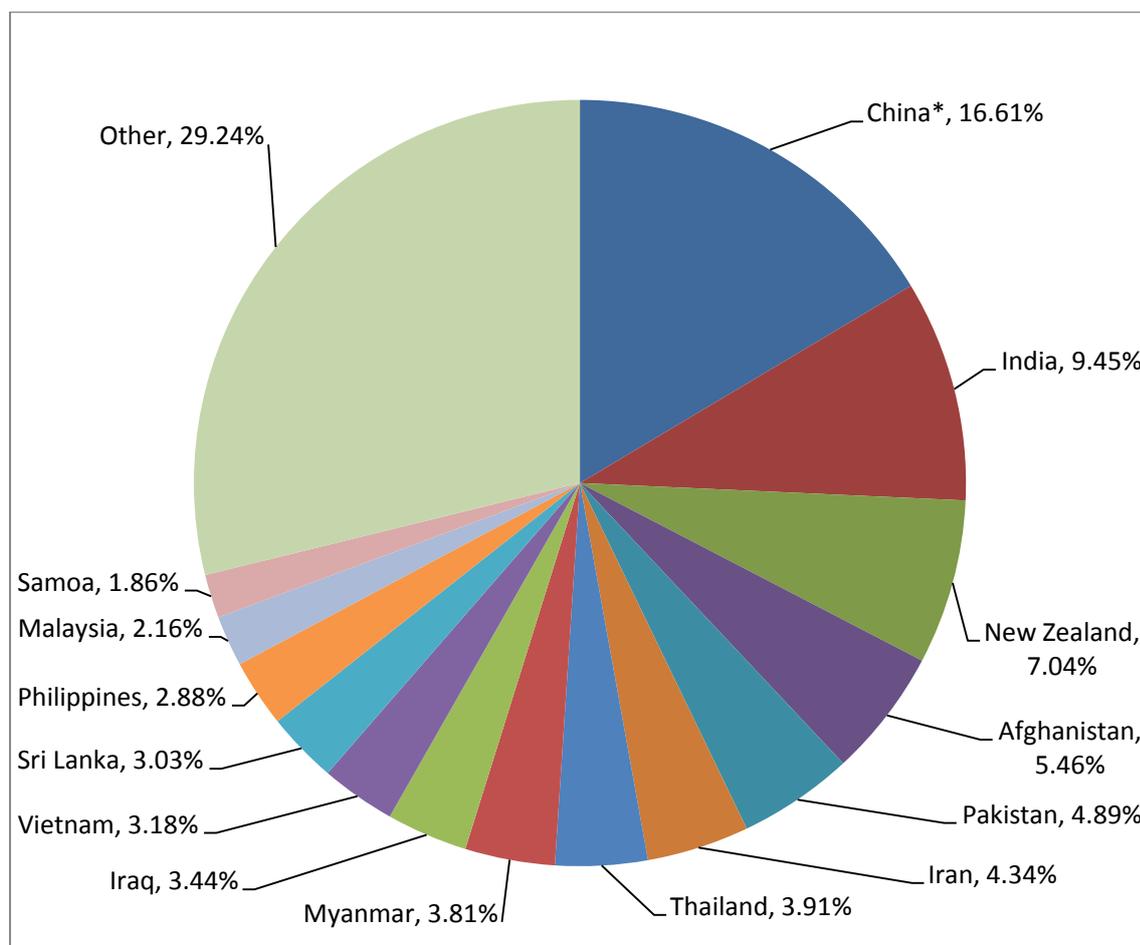
Source: CASES21 2014

*China – excludes Special Administrative Regions and Taiwan

Student residency status

Students eligible for EAL services in Victorian government schools include both permanent and temporary residents of Australia. Students may have arrived under the Australian Government's Migration Program or Humanitarian Program, have been born in Australia or be seeking Australia's protection.

In Victorian government schools, approximately 65 per cent of newly arrived students in 2014 were permanent residents. As residential status changes from temporary to permanent for some students, the percentage fluctuates within a year.

Figure 3 below shows the percentage and distribution of students by residency status across the four regions and includes a statewide average.

Figure 3: Residency status of newly arrived EAL students, government schools, Victoria 2014

Source: CASES21 2014

Learning EAL online – 2014 pilot program

In 2014, the Department entered into a partnership with the Victorian School of Languages (VSL) and the Western English Language School to pilot and evaluate a video-conferencing EAL new arrivals program for geographically isolated EAL learners who were not able to access a program through an English Language School or Centre, or regional program, or through the Isolated EAL Student Support Program.

Eleven students participated in the 2014 'EAL online pilot' program, which was taught by a qualified EAL teacher from Western English Language School and a distance education VSL teacher with expertise using technology.

English language was taught through a flexible combination of curriculum-related content and individualised content using a range of technologies (including video-conferencing, an online learning management system and email) and a communicative approach.

The 8 primary and 3 secondary students who participated in the pilot were enrolled in regional schools in the South-Western Victorian Rregion.

The purpose of the pilot was to determine the viability of adopting an online delivery model for isolated newly-arrived EAL students. The Language Testing Research Centre at the University of Melbourne was engaged to evaluate the effectiveness of the program through interviews with key stakeholders and assessments of student work samples.

Provision across program types

Table 2 below shows the numbers and distribution of newly arrived students across the types of new arrival programs and regions in 2014. Students spend between six and twelve months in a new arrivals program. New arrivals not accessing one of the programs below were enrolled in mainstream schools, including schools in regional cities that host English language centres.

Table 2: Students in EAL new arrival programs, government schools, Victoria 2014

Program type	NWV P	NWV S	NEV P	NEV S	SEV P	SEV S	SWV P	SWV S	Total
Metropolitan English Language Schools and Centres	187	450	378	301	750	842	284	403	3,595
Regional English Language Programs	43	24	81	58	0	0	138	108	452
Outpost programs	86	0	53	0	187	0	211	0	537
Visiting programs	11	0	59	0	15	0	127	0	212
Isolated EAL Student Support program	5	0	7	0	22	0	7	2	43
EAL online pilot	0	0	0	0	0	0	8	3	11

P= Primary student
S= Secondary student

Source: CASES21 2014

Part 2: Provision for EAL students in mainstream schools

Data from the 2013 August school census was used to determine funding for EAL programs in mainstream schools (EAL Index funding) for the 2014 school year, on the basis of the number of students who:

- came from a language background other than English
- spoke a language other than English at home as their main language
- had been enrolled in an Australian school for less than five years
- attracted Student Resource Package funding.

In the 2013 August school census, 26 per cent of all students (145,369) were identified as being from a Language Background Other Than English (LBOTE). Of these students, 50,961 met the criteria to receive EAL index funding in a mainstream school.

Figure 4 below shows the numbers and proportions of LBOTE students, EAL learners and students in mainstream schools and new arrivals programs in Victorian government schools in 2014.

Figure 4: Students in government schools, Victoria 2014

All Language background other than English students, 145,369, 26%

English speaking background students, 409,413, 74%

EAL students, funded, 10%

Students in mainstream schools, 50,961

New arrivals
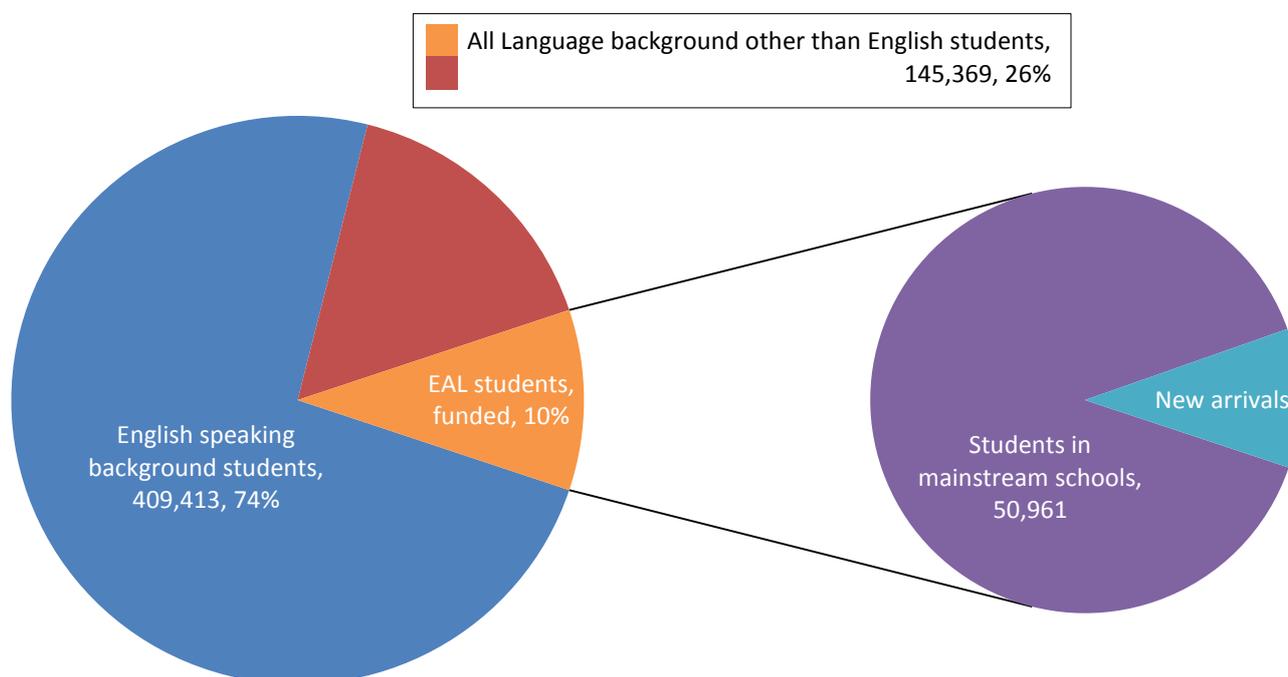
Source: August School Census, 2013

In 2014, 520 eligible mainstream schools were provided with EAL Index funding to provide an EAL program.

Contingency funding was also allocated to 2 primary schools, 8 secondary schools and one P to 12 school to provide support for EAL students who had enrolled since the August 2013 census.

Table 3 below shows the number of students in each region who were eligible for EAL funding by year level. Approximately 83 per cent of eligible students were in the primary year levels, from Prep to Year 6.

Table 3: Students eligible for EAL funding in mainstream government schools, by year level and region, Victoria 2014

Grade	NWV	NEV	SEV	SWV	Total
Prep	1,971	1,729	2,519	2,333	8,552
Year 1	1,931	1,593	2,340	2,297	8,161
Year 2	1,882	1,482	2,191	2,169	7,724
Year 3	1,780	1,540	2,021	2,074	7,415
Year 4	1,583	1,409	1,923	1,966	6,881
Year 5	346	476	462	492	1,776
Year 6	347	435	446	442	1,670
Year 7	272	380	355	409	1,416
Year 8	273	408	380	406	1,467
Year 9	269	393	414	406	1,482
Year 10	334	468	455	485	1,742
Year 11	244	475	446	440	1,605
Year 12	187	343	299	238	1,067
Ungraded	0	3	0	0	3
Total	11,419	11,134	14,251	14,157	50,961

Source: August School Census 2013

Program types

Mainstream schools provide support to EAL students through a number of different types of programs, including:

- timetabled EAL classes taught by specialist EAL teachers
- in-class support (support for a small group of students or single student in a mainstream class provided by a specialist EAL teacher)
- withdrawal from a class, in a small group (support provided for either English language learning or curriculum-related content by a specialist EAL teacher)
- withdrawal from class, one on one support from a teacher
- team teaching (a classroom teacher or subject specialist teacher and an EAL specialist teacher teaching a curriculum area together).

In 2014, 292 schools reported on the provision of programs to cater for the needs of primary and secondary students. The most common form of provision for primary students was through in-class support. The most common form of provision for secondary students was through timetabled EAL classes taught by specialist EAL teachers. Many schools provided more than one form of provision, tailored to meet the needs of students according to year level or English language learning need.

Table 4 below shows the types of programs provided in mainstream schools in 2014.

Table 4: EAL program types, government schools, Victoria, 2014

Year levels	Timetabled EAL class	In class support	Withdrawal from class, small group	Withdrawal from class, 1:1	Team teaching	Other	Total
P - 6	168	300	261	155	93	30	1,007
7 - 10	104	86	58	39	20	6	313
11 and 12	104	59	35	27	7	10	242
Total	376	445	354	221	120	46	1,562

Source: Mid-Year School Supplementary Census 2014

EAL student assessment

The English as an Additional Language (EAL) Companion to AusVELS provides a set of standards and a framework for assessing student achievement and developing effective learning programs for students in Victorian schools who are learning English as an Additional Language.

The English language learning progress of EAL students should be assessed against the EAL standards. Table 5 below shows the number of schools that assessed students against the EAL Standards and Table 6 shows the number of students assessed against the EAL Standards.

Table 5: Government schools that assessed EAL students against the EAL Standards, Victoria 2014

School type	NWV	NEV	SEV	SWV	Total
Primary	70	80	89	72	311
Primary/Secondary Combined	7	1	4	13	25
Secondary	17	22	21	26	86
Total	95	103	114	112	424

Source: Mid-Year School Supplementary Census 2014

Table 6: Students assessed against the EAL Standards, government schools, Victoria 2014

School type	NWV	NEV	SEV	SWV	Total
Primary	3,316	2,640	3,674	2,075	11,705
Primary/Secondary Combined	289	6	280	1,261	1,836
Secondary	722	1,121	1,259	1,440	4,542
Total	4,527	3,767	5,213	5,108	18,615

Source: Mid-Year School Supplementary Census 2014

Victorian Certificate of Education EAL Units 3-4

The satisfactory completion of an English study is a compulsory requirement for achieving the Victorian Certificate of Education (VCE). EAL students who are unfamiliar with the English language because they are from language backgrounds other than English or are hearing-impaired may have access to enrolment in VCE EAL. This provision is also available for Aboriginal and Torres Strait Islander students whose first language is not English and who meet the eligibility criteria. Table 7 below provides the numbers of VCE Units 3-4 sequence students who enrolled in VCE EAL in 2014, as a percentage of the whole English group. Table 8 provides historical enrolments in VCE EAL Units 3 and 4 from 2008 to 2014.

Table 7: Students enrolled in VCE EAL Units 3 and 4 sequence as compared to all students enrolled in English by region, government schools, Victoria 2014

Region	EAL	English group	Percentage in EAL
NWV	269	9,665	2.8%
NEV	641	13,765	4.7%
SEV	499	13,182	3.8%
SWV	403	13,053	3.1%
*Off-shore providers	413	421	98.1%
Total	2,225	50,086	4.4%

Table 8: Students enrolled in VCE EAL Units 3 and 4 by region, between 2008 and 2014

Region	2008	2009	2010	2011	2012	2013	2014
NWV	260	222	264	247	283	269	269
NEV	510	559	527	645	637	653	641
SEV	410	433	441	478	460	492	499
SWV	387	406	363	387	430	352	403
*Off-shore providers	238	287	299	409	364	355	413
Total	1,805	1,907	1,894	2,166	2,174	2,121	2,225

Source: VCAA 2014

Excludes full-fee paying overseas students
*off-shore providers refers to other countries that provide VCE

Appendix 1: Newly arrived EAL students by language and region, government schools, Victoria 2014

Language	NEV	NWV	SEV	SWV	Total
Acholi	0	0	0	3	3
African Languages (nfd)	0	0	5	5	10
African Languages, nec	0	1	1	5	7
Afrikaans	7	6	11	12	36
Akan	0	2	0	9	11
Albanian	0	0	4	0	4
Amharic	0	4	0	27	31
Arabic	47	193	55	74	367
Assamese	0	0	1	0	1
Assyrian	0	4	0	0	4
Assyrian Neo-Aramaic	0	76	1	14	91
Auslan	0	0	0	1	1
Australian Indigenous Languages (nfd)	0	0	0	1	1
Bengali	9	12	11	13	45
Bisaya	0	0	2	2	4
Bosnian	0	1	1	0	2
Bulgarian	1	0	0	1	2
Burmese	19	5	72	11	107
Burmese and Related Languages (nfd)	23	0	0	59	82
Burmese and Related Languages, nec	24	0	0	15	39
Cantonese	58	9	19	12	98
Catalan	0	1	0	0	1
Cebuano	0	0	1	2	3
Chaldean Neo-Aramaic	0	19	0	0	19
Chin Haka	42	0	0	9	51
Chinese (nfd)	240	42	53	55	385
Chinese, nec	3	1	0	0	4
Croatian	0	1	5	0	6
Dari	12	18	249	16	294
Dinka	3	0	12	19	34
Dutch	3	9	12	1	25
Estonian	0	0	2	0	2
Ewe	0	0	0	2	2
Fijian	2	5	4	1	12

Language	NEV	NWV	SEV	SWV	Total
Filipino	6	14	33	25	78
Finnish	1	0	5	0	6
French	10	9	46	3	68
Ga	0	0	0	1	1
Georgian	0	0	2	0	2
German	1	2	13	7	23
Greek	40	31	38	14	118
Gujarati	15	8	10	12	45
Hakka	3	0	0	1	4
Harari	0	0	0	2	2
Hazaraghi	17	20	115	28	176
Hebrew	1	3	22	2	28
Hindi	66	38	62	76	239
Hungarian	3	5	4	0	12
Iban	0	0	1	0	1
Igbo	0	0	0	2	2
Ilonggo (Hiligaynon)	0	0	2	0	2
Indo-Aryan (nfd)	2	0	1	1	4
Indonesian	17	17	6	23	63
Italian	6	16	15	8	45
Japanese	11	3	29	0	42
Kannada	7	1	10	2	20
Karen	19	18	5	102	144
Khmer	4	1	43	2	49
Kirundi (Rundi)	0	0	0	1	1
Konkani	3	0	0	0	3
Korean	24	10	17	7	54
Kpelle	0	0	0	2	2
Krio	0	0	0	2	2
Kurdish	0	7	7	1	15
Lao	0	1	0	4	5
Liberian (Liberian English)	0	0	3	0	3
Luganda	0	0	1	0	1
Lumun (Kuku Lumun)	0	0	4	0	4
Macedonian	0	4	0	1	5
Malay	7	10	7	7	31
Malayalam	8	14	26	17	65

Language	NEV	NWV	SEV	SWV	Total
Mandarin	503	103	187	67	837
Mandinka	0	0	0	1	1
Mann	0	0	1	3	4
Maori (Cook Island)	0	1	3	1	5
Maori (New Zealand)	1	2	2	6	11
Marathi	13	4	7	6	30
Mauritian Creole	1	0	0	0	1
Min Nan	0	0	3	2	5
Mongolian	2	3	1	5	11
Nauruan	0	0	0	1	1
Ndebele	0	0	0	3	3
Nepali	7	22	6	9	44
Norwegian	2	3	5	1	11
Nuer	0	0	6	2	8
Oriya	0	0	1	0	1
Oromo	0	11	9	4	24
Other Southern Asian Languages	1	1	0	0	2
Pashto	16	13	47	12	85
Persian (excluding Dari)	59	46	68	50	221
Polish	2	1	5	2	10
Portuguese	6	10	6	4	26
Punjabi	21	36	34	41	127
Rohingya	0	5	2	1	8
Romanian	0	0	3	4	7
Russian	6	3	19	9	37
Samoan	26	97	70	102	287
Serbian	1	2	8	5	15
Shona	7	5	3	2	17
Sindhi	1	2	0	0	3
Sinhalese	45	33	48	21	146
Slovak	0	0	0	1	1
Solomon Islands Pijin	0	0	0	3	3
Somali	2	44	2	56	102
Southeast Asian Austronesian Languages (nfd)	0	1	0	1	2
Southeast Asian Austronesian Languages, nec	0	0	0	1	1

Language	NEV	NWV	SEV	SWV	Total
Southern Asian Languages (nfd)	3	3	0	3	9
Spanish	7	10	12	17	46
Swahili	3	2	1	5	11
Swedish	4	7	2	8	21
Tagalog	9	15	37	45	105
Tamil	18	17	46	38	118
Telugu	15	9	19	24	67
Thai	10	15	19	23	63
Tibetan	1	0	4	6	11
Tigrinya	0	9	2	42	53
Tok Pisin	2	0	3	3	8
Tongan	3	11	8	20	42
Tulu	3	2	0	2	7
Turkish	2	17	2	1	22
Tuvaluan	0	0	0	1	1
Ukrainian	0	0	2	1	3
Unknown Language	2	4	13	9	28
Urdu	21	53	33	42	146
Uygur	0	0	1	0	1
Uzbek	0	0	0	1	1
Vietnamese	22	37	45	100	200
Yoruba	0	1	4	0	5
Grand Total	**1,523**	**1,292**	**1,797**	**1,512**	**6,009**

Source: CASES21 2014

Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 2014

Country of Birth	NEV	NWV	SEV	SWV	Total
Adelie Land (France)	0	0	1	0	1
Afghanistan	8	34	252	35	328
Albania	0	0	2	0	2
Angola	0	1	0	0	1
Argentina	5	0	2	2	9
Australia	1	7	2	4	14
Bahrain	1	2	1	3	6
Bangladesh	7	13	10	8	38
Belarus	0	0	0	4	4
Belgium	0	5	4	1	10
Bhutan	1	1	1	0	3
Bosnia and Herzegovina	1	0	2	0	3
Botswana	0	0	0	1	1
Brazil	3	7	6	1	17
Bulgaria	0	0	0	1	1
Burma (Myanmar)	0	1	1	0	2
Cambodia	2	1	43	2	47
Canada	3	3	5	4	15
Chile	0	0	1	5	6
China (excludes SARs and Taiwan)	594	122	218	108	998
Chinese Asia (includes Mongolia) (nfd)	5	0	0	0	5
Colombia	1	3	4	2	10
Congo, Democratic Republic of	0	4	0	3	7
Congo, Republic of	1	0	0	0	1
Cook Islands	0	1	0	1	2
Cote d'Ivoire	0	0	2	1	3
Croatia	0	1	4	0	5
Cyprus	0	5	0	4	8
Djibouti	0	0	0	1	1
Ecuador	0	0	1	0	1
Egypt	12	12	12	17	53
El Salvador	0	1	0	0	1
England	2	0	1	1	4

Country of Birth	NEV	NWV	SEV	SWV	Total
Eritrea	0	9	3	26	37
Estonia	0	0	2	0	2
Ethiopia	0	23	8	32	63
Fiji	4	6	7	5	22
Finland	1	0	5	0	6
Former Yugoslav Republic of Macedonia (FYROM)	0	4	2	2	8
France	4	2	27	2	35
French Polynesia	0	1	0	0	1
Gambia	0	1	1	0	2
Georgia	0	0	2	0	2
Germany	4	4	12	5	25
Ghana	0	2	0	8	10
Greece	38	29	36	13	111
Guatemala	1	0	0	0	1
Guinea	0	0	0	2	2
Hong Kong (SAR of China)	44	4	9	7	63
Hungary	3	4	4	0	11
Iceland	0	1	0	0	1
India	124	107	162	181	568
Indonesia	15	17	6	20	57
Iran	66	59	101	37	261
Iraq	16	151	17	23	207
Ireland	0	2	5	1	8
Israel	2	1	24	2	29
Italy	6	16	18	7	47
Japan	18	5	27	0	48
Jordan	3	4	4	1	12
Kazakhstan	2	0	3	0	5
Kenya	0	3	2	11	16
Korea, Democratic People's Republic of (North)	0	0	0	1	1
Korea, Republic of (South)	21	10	15	9	51
Kuwait	4	2	0	4	10
Laos	0	1	0	3	4
Lebanon	0	13	0	12	25
Liberia	0	0	2	3	5

Country of Birth	NEV	NWV	SEV	SWV	Total
Macau (SAR of China)	6	0	0	0	6
Malawi	1	0	0	0	1
Malaysia	66	22	21	22	130
Mauritius	4	6	9	3	22
Mexico	0	1	0	3	4
Mongolia	4	3	1	5	13
Morocco	0	0	1	0	1
Mozambique	0	0	1	0	1
Myanmar, The Republic of the Union of	98	13	30	90	229
Namibia	0	0	0	2	2
Nauru	0	0	0	1	1
Nepal	6	22	5	9	42
Netherlands	2	4	6	1	13
New Caledonia	0	0	2	0	2
New Zealand	61	115	102	155	423
Nigeria	0	1	4	0	5
Norway	2	3	5	0	10
Oman	2	0	3	1	6
Pakistan	41	57	143	64	294
Papua New Guinea	2	0	4	8	14
Philippines	14	28	67	64	173
Poland	2	0	4	2	8
Portugal	3	2	1	2	8
Qatar	1	3	0	1	5
Romania	0	1	1	4	6
Russian Federation	5	3	8	5	21
Samoa	12	37	26	39	112
Samoa, American	1	1	0	2	4
Saudi Arabia	4	10	15	11	40
Scotland	1	0	0	0	1
Serbia	0	2	6	6	13
Seychelles	0	0	1	0	1
Sierra Leone	0	2	0	1	3
Singapore	9	5	9	7	28
Slovenia	0	0	1	0	1
Solomon Islands	0	0	0	3	3
Somalia	0	25	1	18	42

Country of Birth	NEV	NWV	SEV	SWV	Total
South Africa	9	6	12	14	41
South Sudan	0	0	14	8	22
Southern and East Africa (nfd)	0	0	0	2	2
Spain	0	4	5	3	12
Sri Lanka	46	38	65	34	182
Sudan	3	8	5	33	49
Swaziland	0	0	0	1	1
Sweden	4	6	2	7	19
Switzerland	1	0	3	0	4
Syria	10	55	4	11	80
Taiwan	12	5	3	2	21
Thailand	22	30	62	125	235
Togo	0	0	0	2	2
Tonga	2	2	2	4	10
Turkey	2	20	2	0	24
Uganda	0	0	3	0	3
Ukraine	1	0	5	1	7
United Arab Emirates	8	3	10	7	28
United Kingdom, Channel Islands and Isle of Man	1	13	10	7	31
United States of America	15	6	11	17	49
Unknown Country	0	0	0	1	1
Uzbekistan	0	0	0	1	1
Vietnam	21	36	42	96	191
Yemen	0	4	0	0	4
Zambia	1	0	0	1	2
Zimbabwe	6	4	2	4	16
Grand Total	**1,523**	**1,292**	**1,797**	**1,512**	**6,009**

Source: CASES21 2014