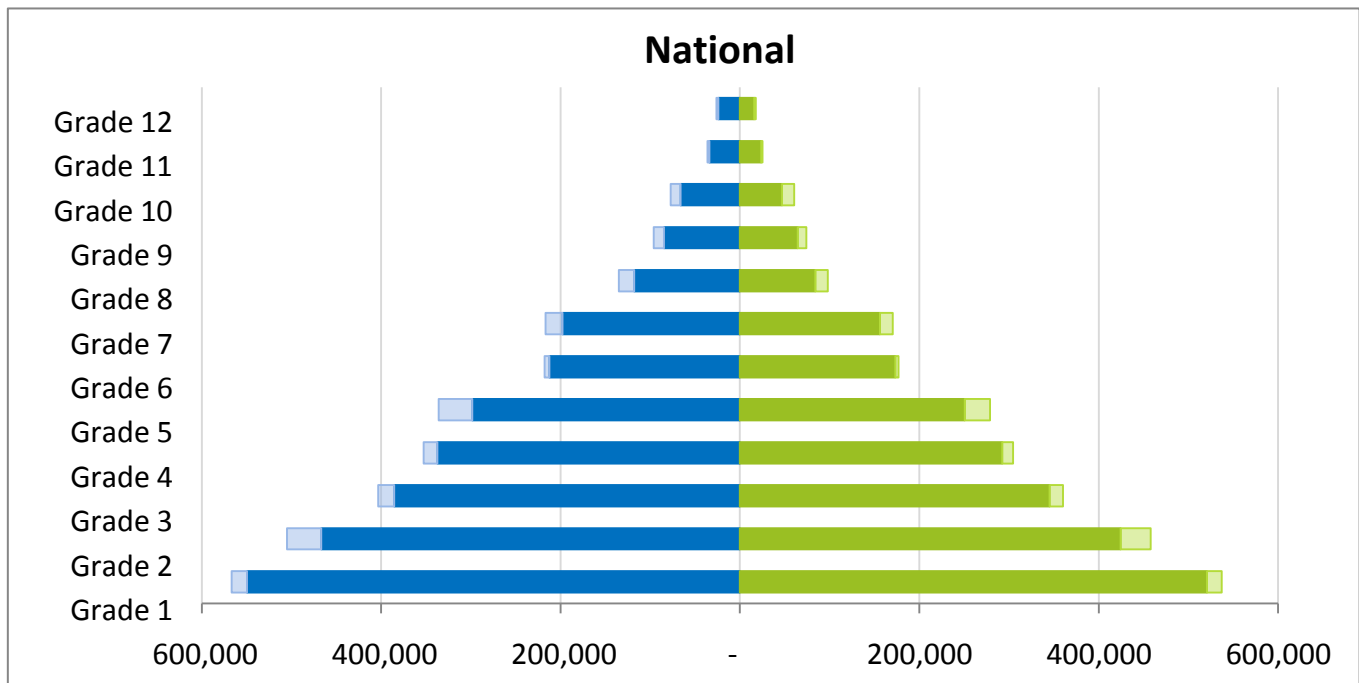


Mozambique - 2008 Country Profile with 11 Provinces

School Participation

Pupils and repeaters, by grade and sex 2008

■ Male repeaters ■ Male non-repeating pupils
■ Female repeaters ■ Female non-repeating pupils



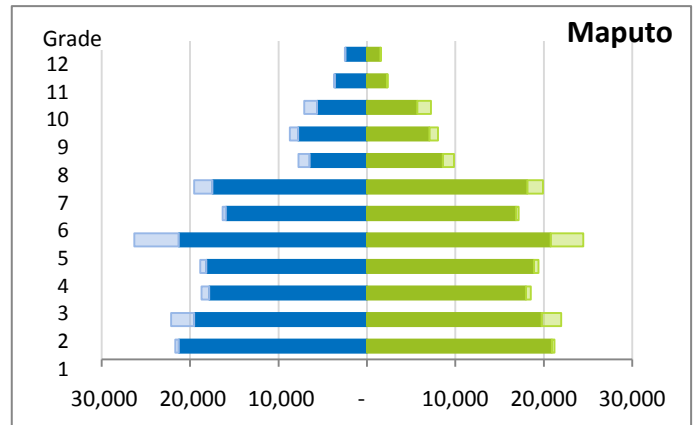
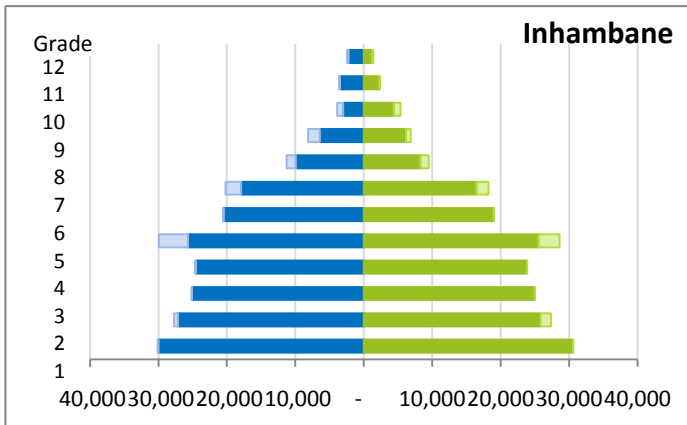
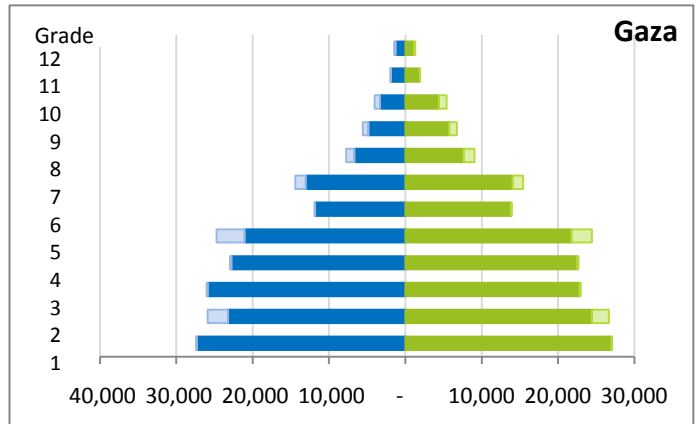
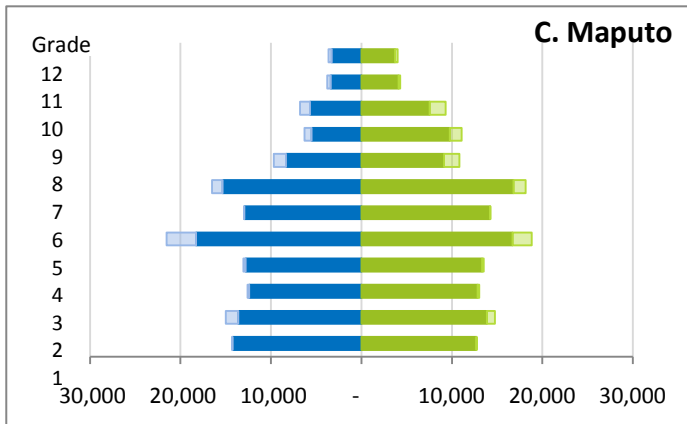
The grade pyramid in Mozambique is extremely wide due to high dropout rates.

The grade pyramids show how many pupils are in each grade from 1 to 12, with females on the right and males on the left. The lightly shaded section of each bar shows repeaters.

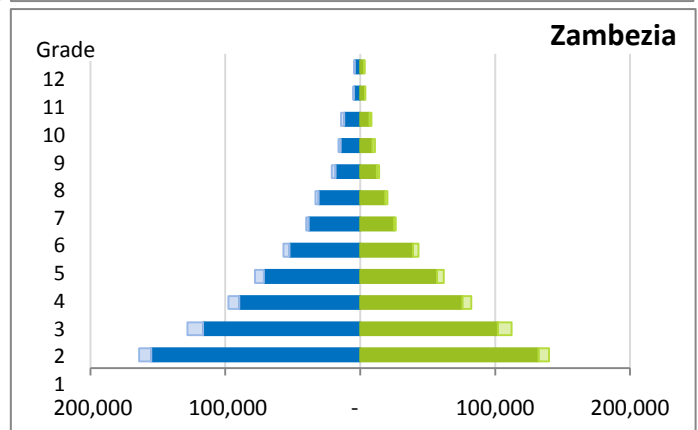
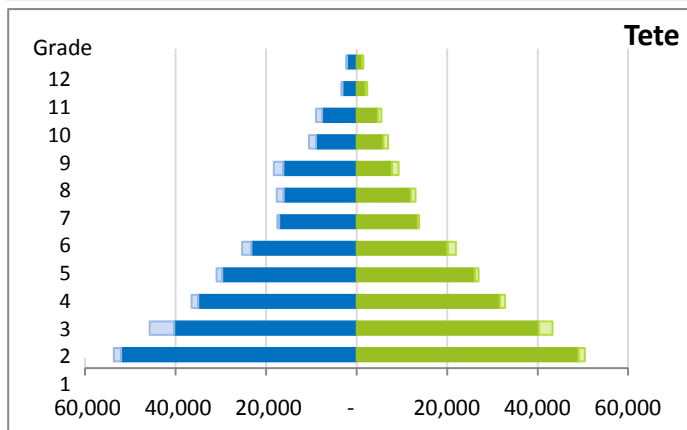
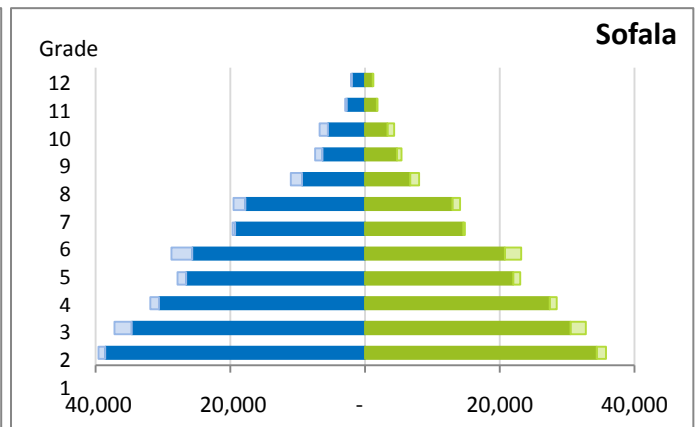
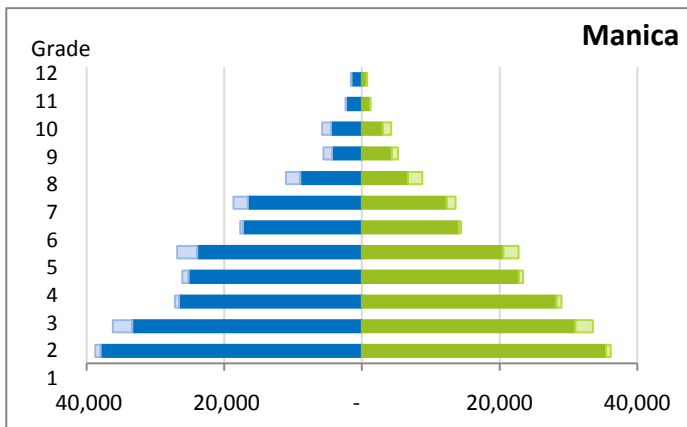
Mozambique and most of its provinces have very wide grade pyramids. The wider the grade pyramid, the higher the dropout rates. In the Central and Northern provinces the grade pyramids are widest. The straightest pyramids (lowest dropout rate) are in the southern provinces.

At lower grades, there is little sex imbalance. In the Southern provinces, there are more girls in the upper grades of secondary; in the Northern and Central provinces, there is the opposite gender imbalance--more boys--at the secondary level.

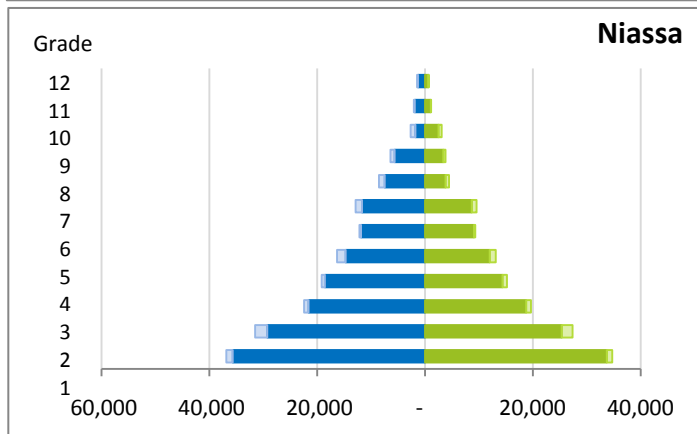
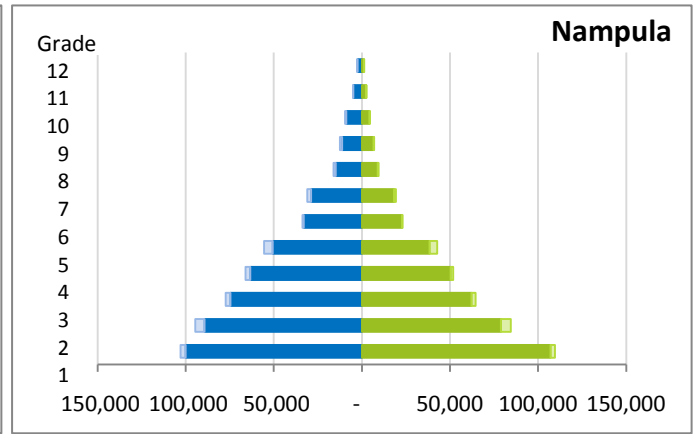
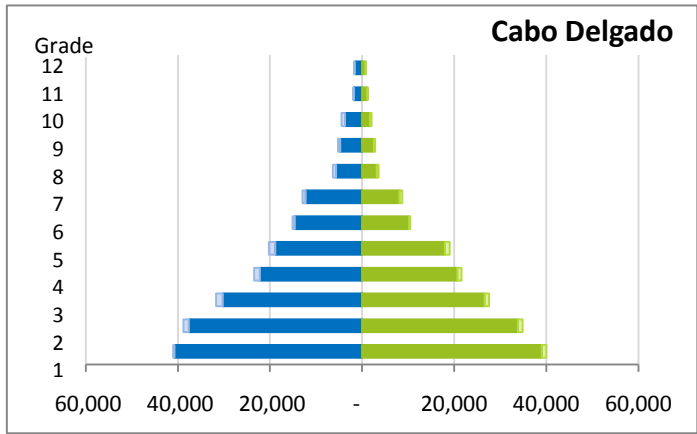
Southern Provinces



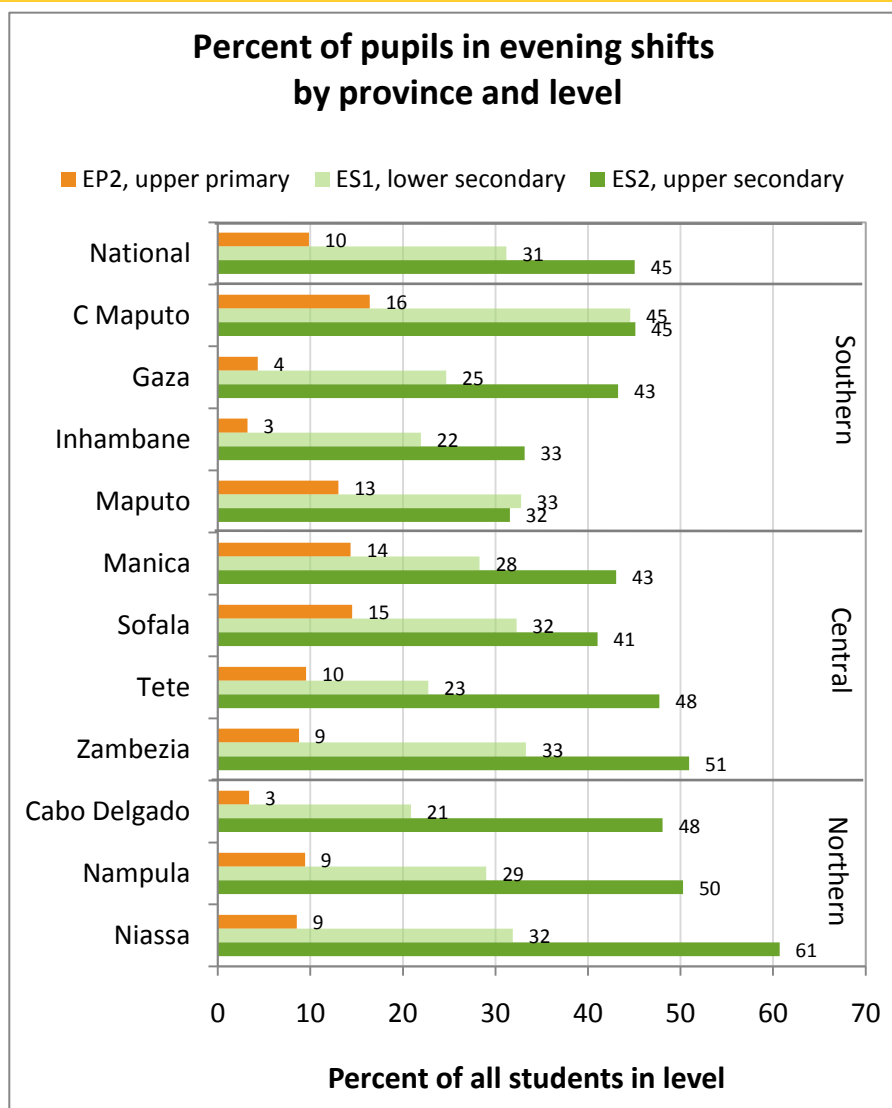
Central Provinces



Northern Provinces



Percent of pupils in evening classes



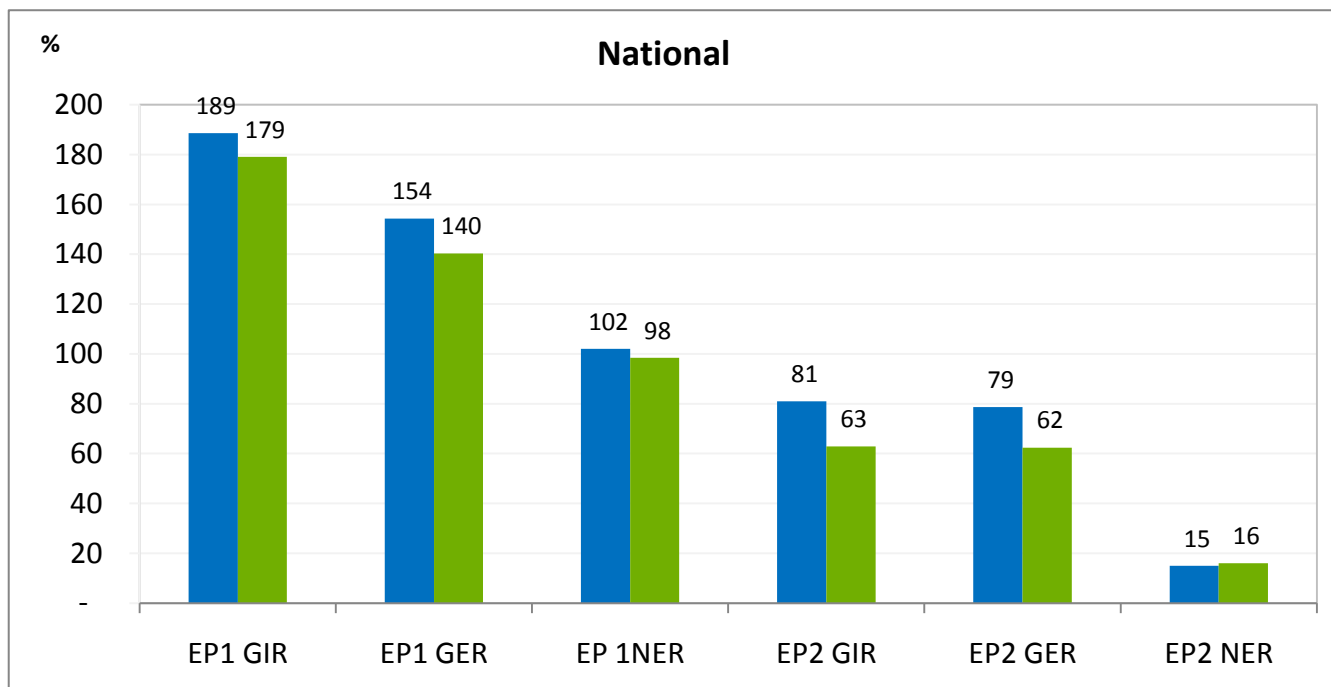
Evening classes are an important component of Mozambican education.

The graph shows the proportion of students who are in evening classes, by school level. The higher the level, the greater portion of students are in evening classes.

We don't know whether this is a result of space issues in secondary schools, or that the older students have competing responsibilities during the day.

Primary school summary rates, public and private

■ Male ■ Female



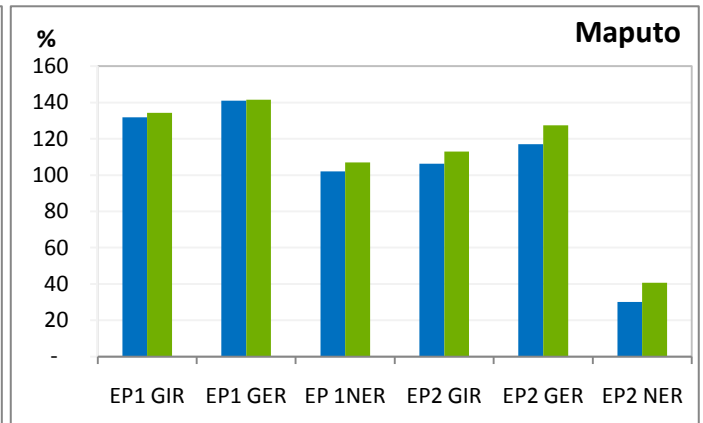
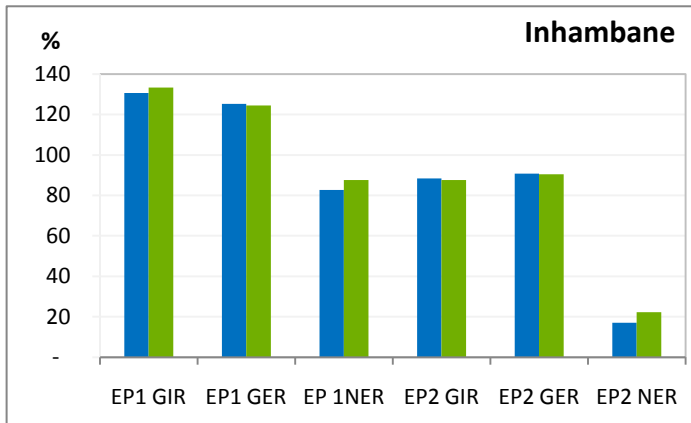
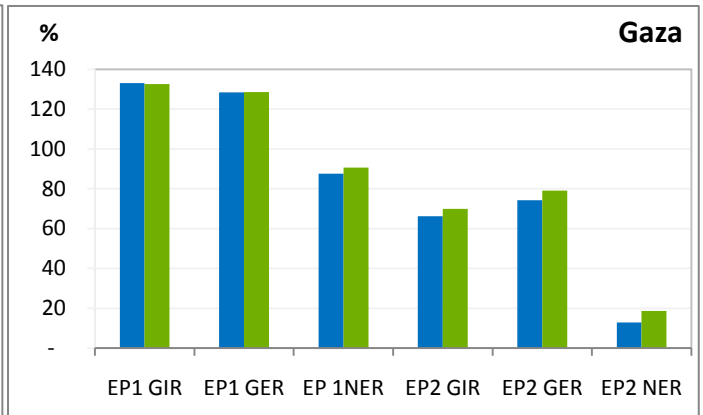
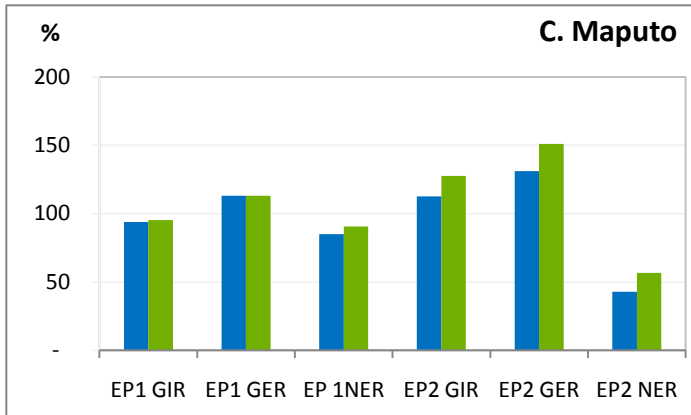
Intake rates to primary school in Mozambique are among the highest in the world.

These graphs show gross intake to lower primary (EP1 GIR), the gross and net enrolment rate lower primary (EP1 GER and EP1 NER); as well as the gross intake rate to upper primary (EP2 GIR), and gross and net enrolment rates for upper primary (EP2 GER, EP2 NER).

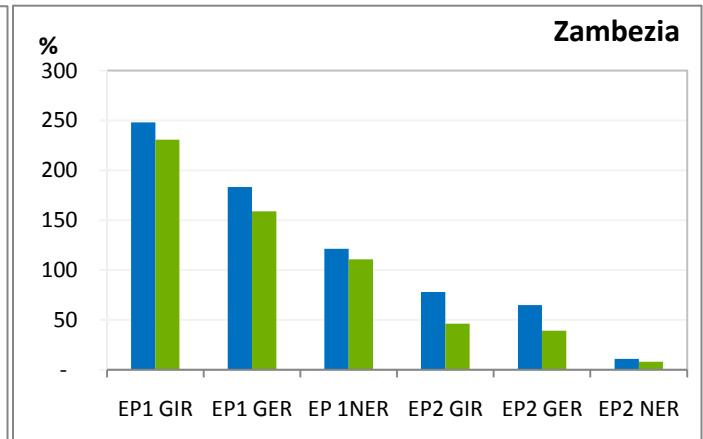
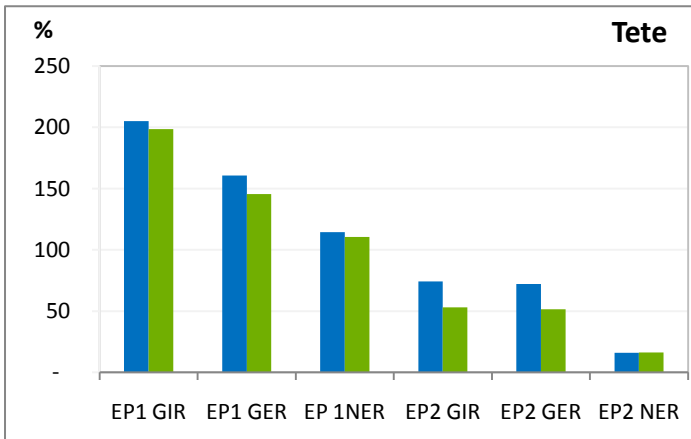
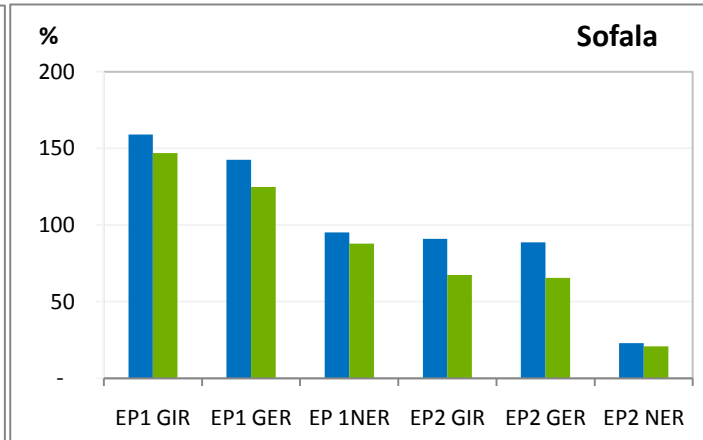
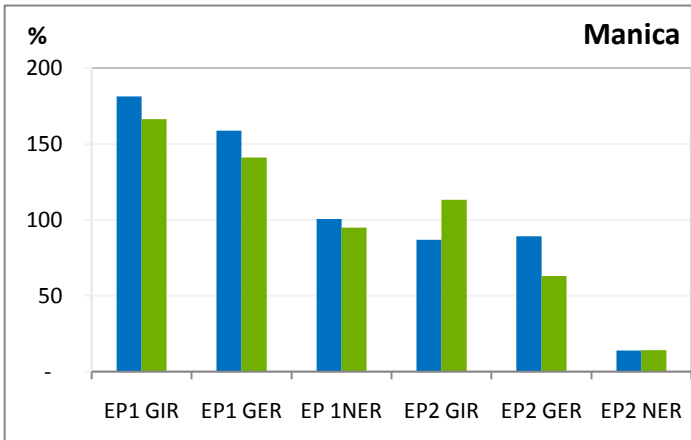
In most provinces, gross intake rates to lower primary are highest, while the net enrolment rates at upper primary are the lowest .

The high intake rates suggest that many children enter first grade more than once, but are not necessarily counted as repeaters (note: Mozambique does not record pre-school programs; perhaps parents send younger children to first grade.).

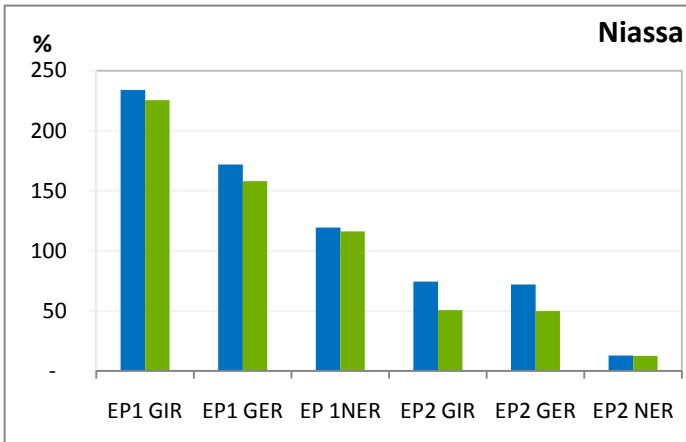
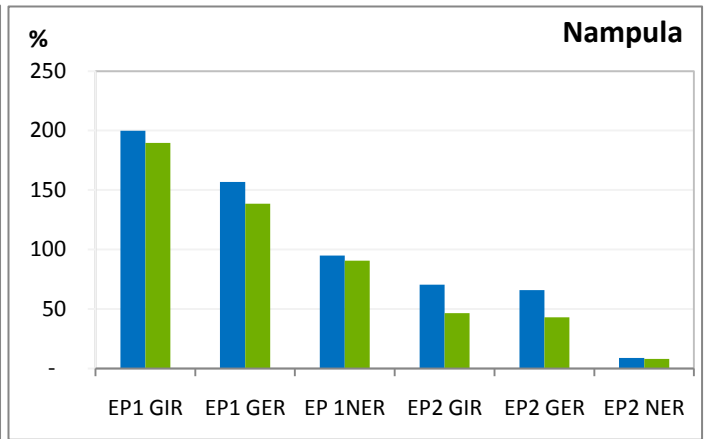
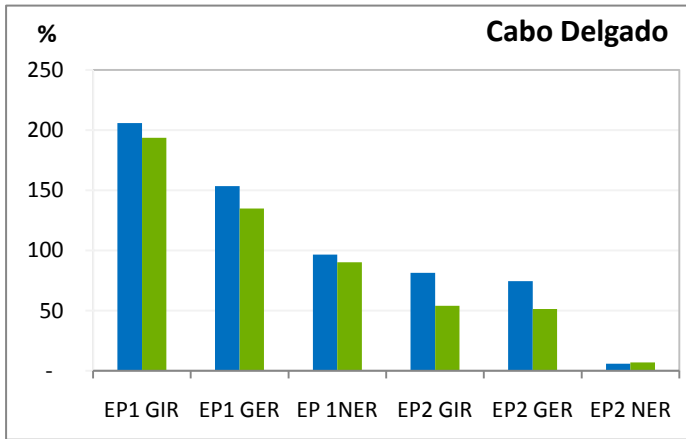
Southern Provinces



Central Provinces

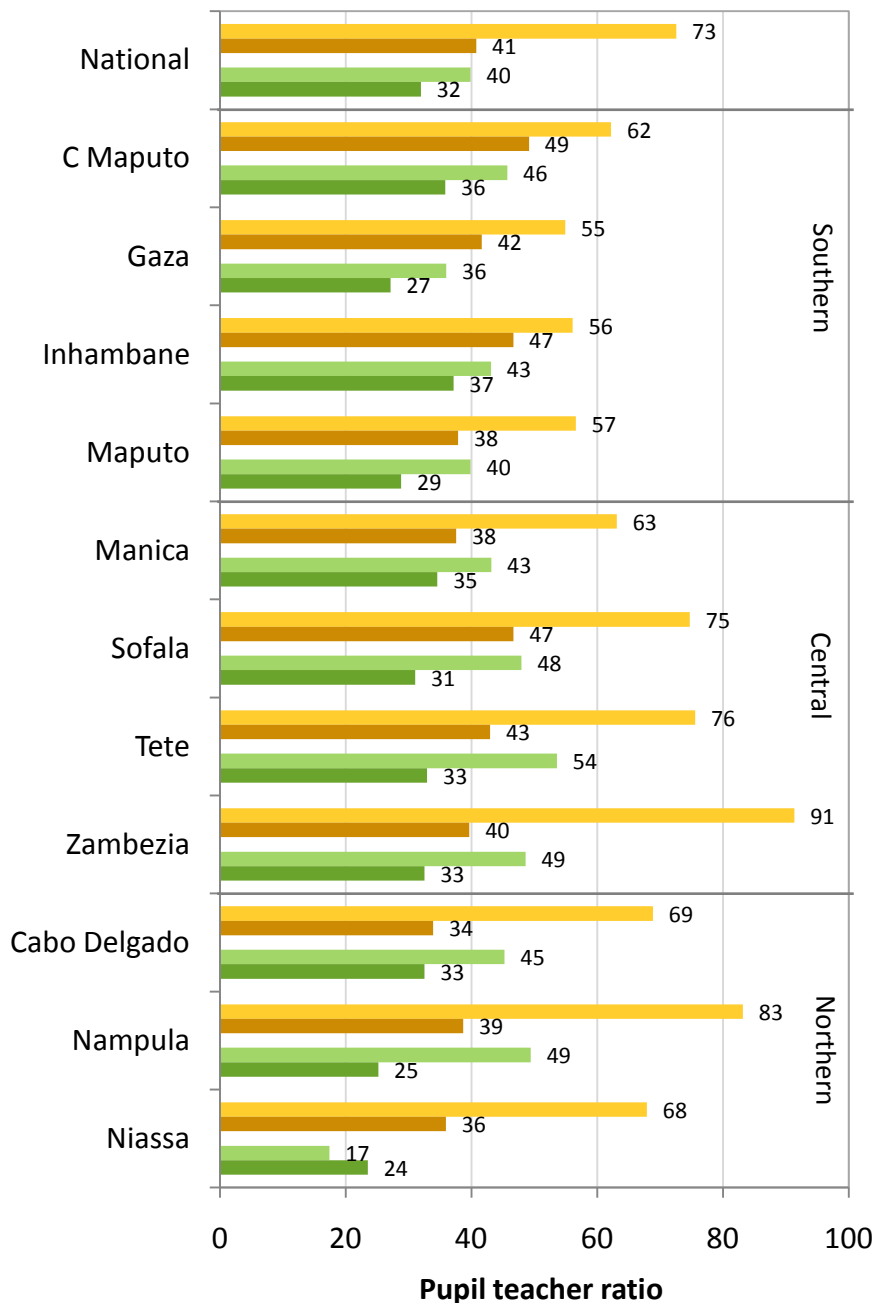


Northern Provinces



Pupil teacher ratio by province and level

- Lower primary, EP1
- Upper primary, EP2
- Lower secondary, ES1
- Upper secondary, ES2



Mozambique has demands for teachers in lower primary school to accommodate high intake rate to the school system.

The graph shows the pupil teacher ratio (PTR) at all four school levels by provinces in three regions as well as the national data.

The PTR is the highest in lower primary and the lowest in upper secondary.

Note the sharp drop in PTR between the lower primary level (where children need the most attention from teachers) and the upper primary level.

In general, PTRs in lower primary and lower secondary are higher in Central and Northern provinces than in Southern provinces.

Mozambique has an imbalance of gender in teachers--more males than females--and need more trained teachers at all school levels.

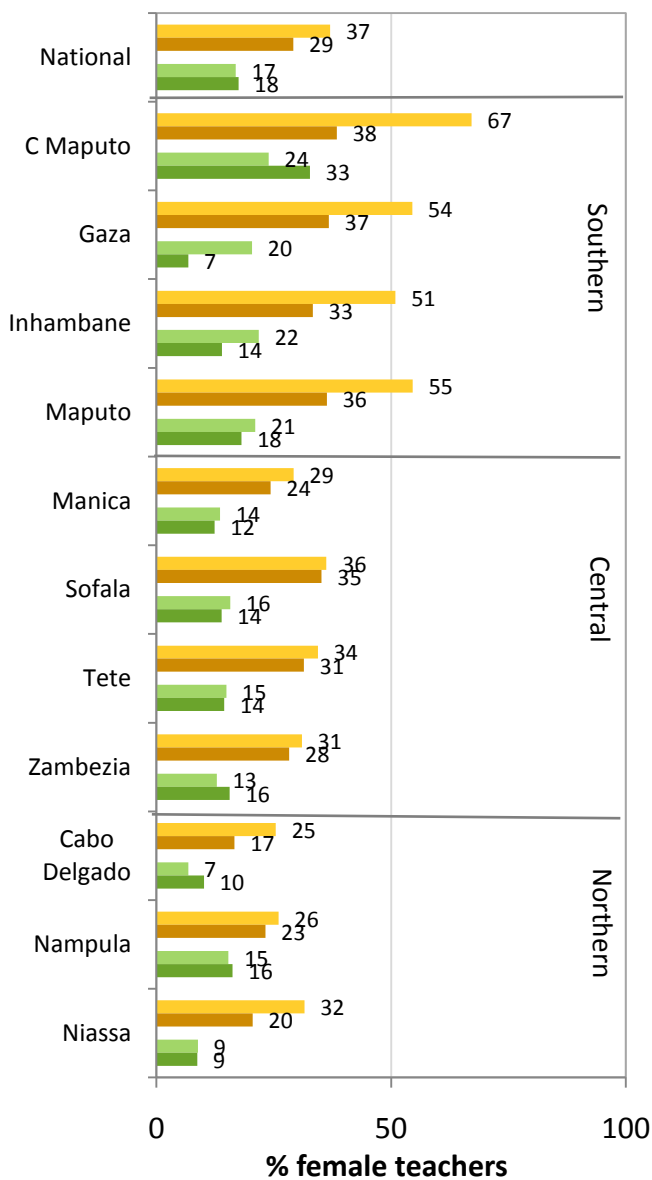
In most provinces, male teachers make up the large majority of teachers in all school levels. The portion of female teachers is lowest in secondary, in particular in upper secondary.

The percent of trained teachers overall is roughly two-thirds. It is similar in primary and secondary, but there are more trained teachers in the higher grades (6 and 7 in upper primary, 11 and 12 in upper secondary) within the same level.

In general, provinces in Southern region have more female teachers. There is relatively less regional variation in the portion of trained teachers.

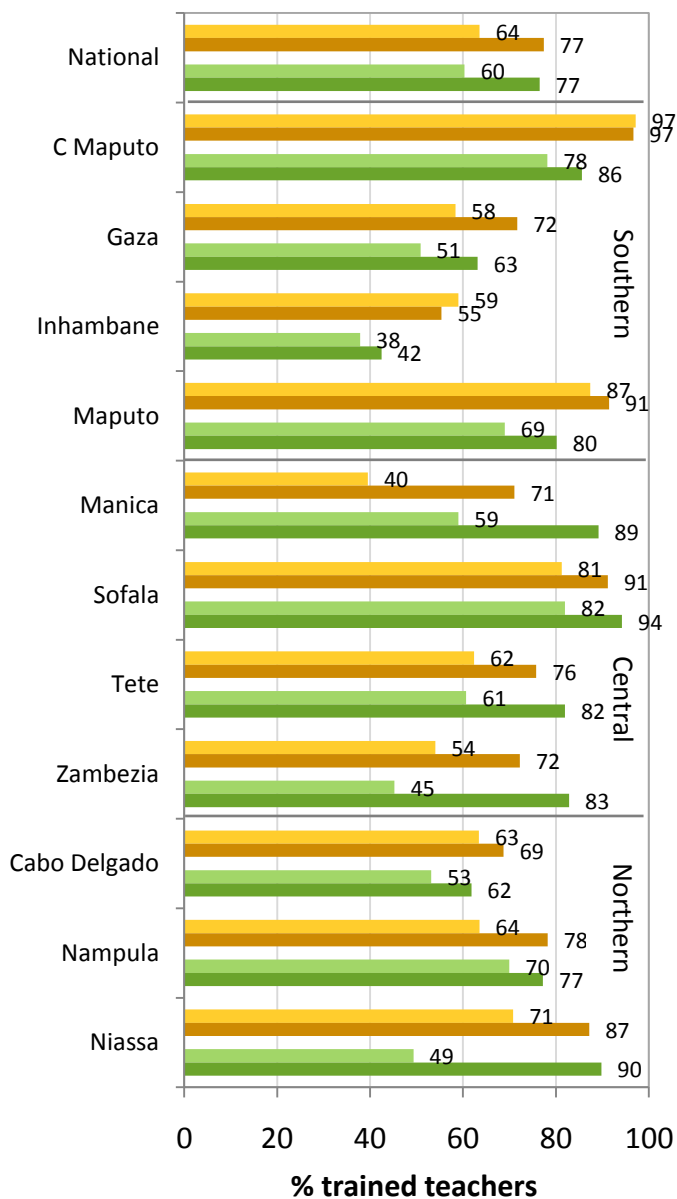
Female teachers (% of all)

- Lower primary, EP1
- Upper primary, EP2
- Lower secondary, ES1
- Upper secondary, ES2



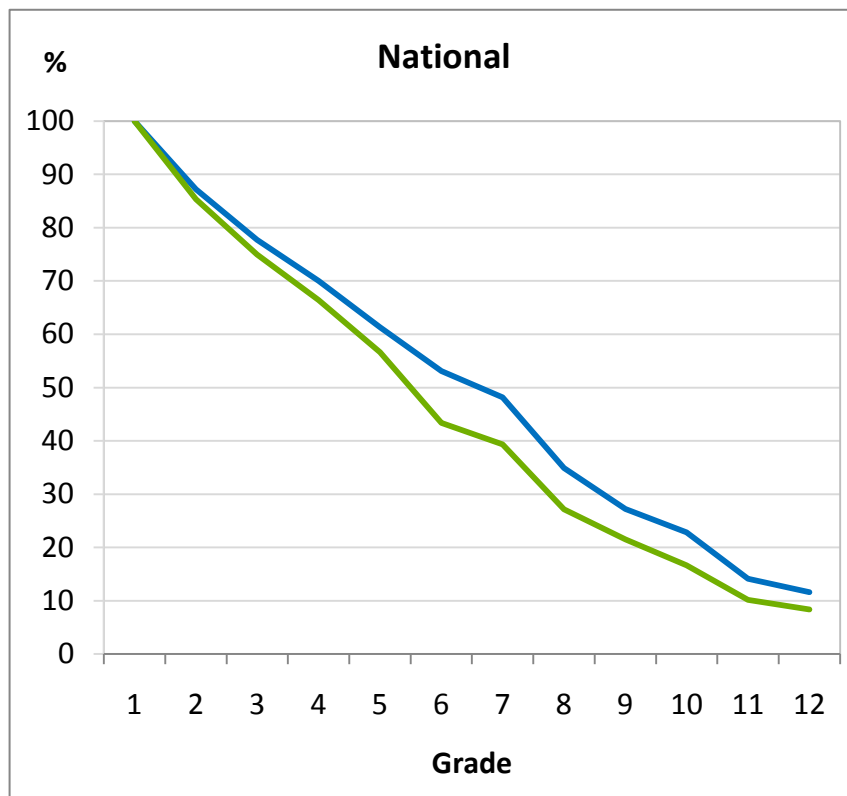
Trained teachers (% of all)

- Lower primary, EP1
- Upper primary, EP2
- Lower secondary, ES1
- Upper secondary, ES2



Survival rates to grade 12

— Male — Female

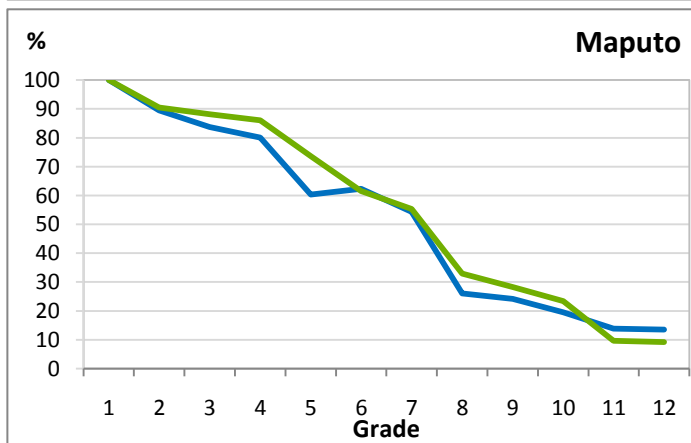
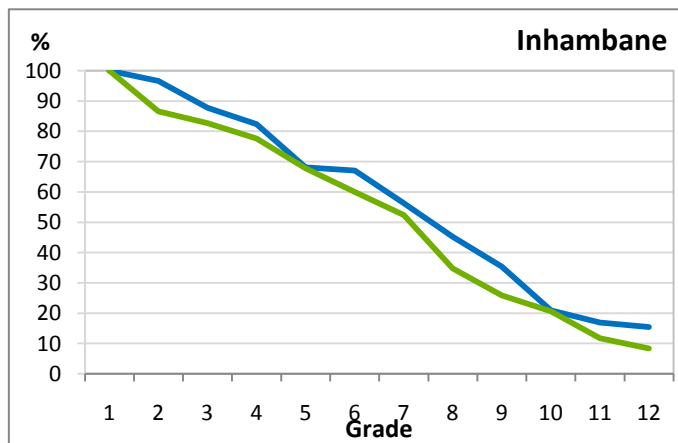
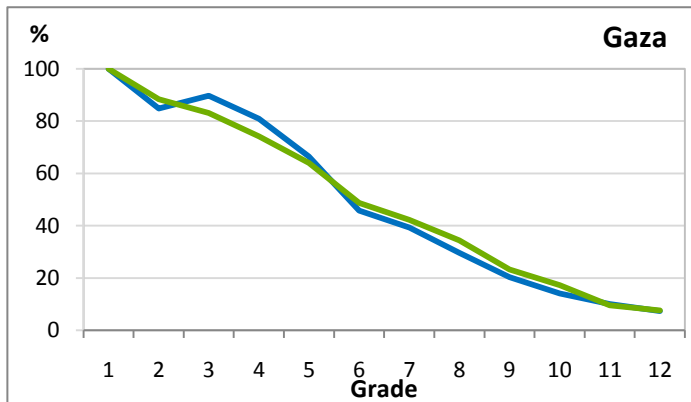
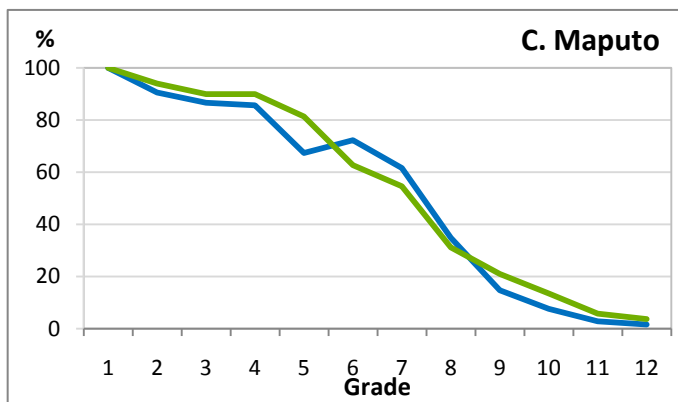


Student survival is a critical issue in both primary and secondary schools in Mozambique.

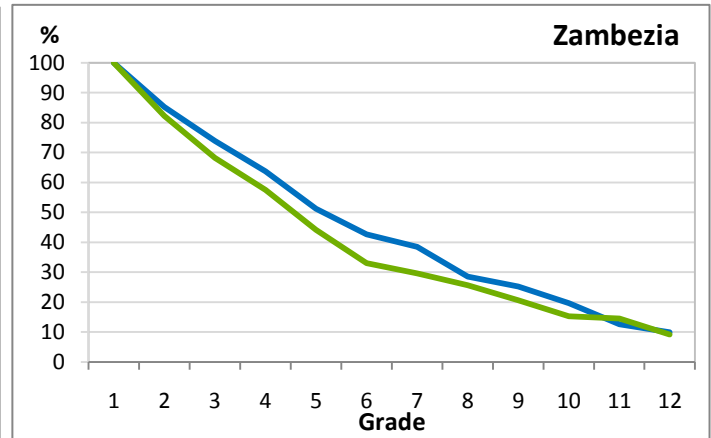
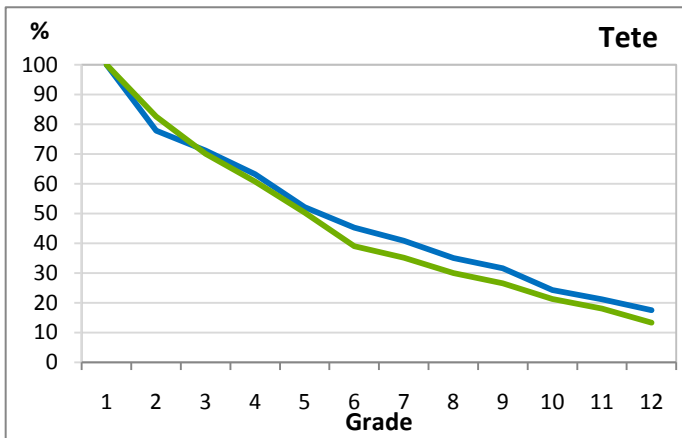
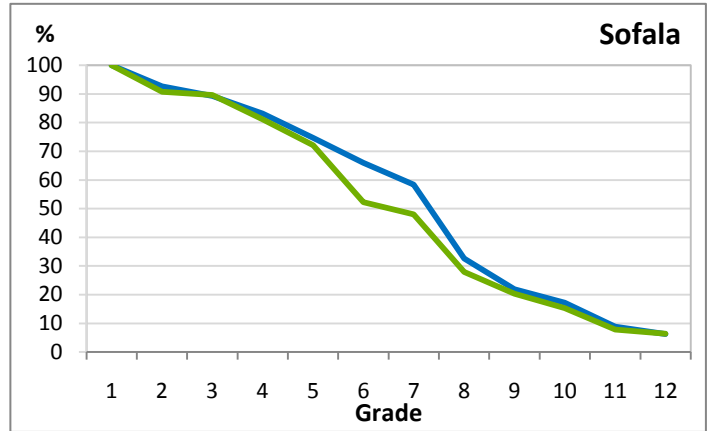
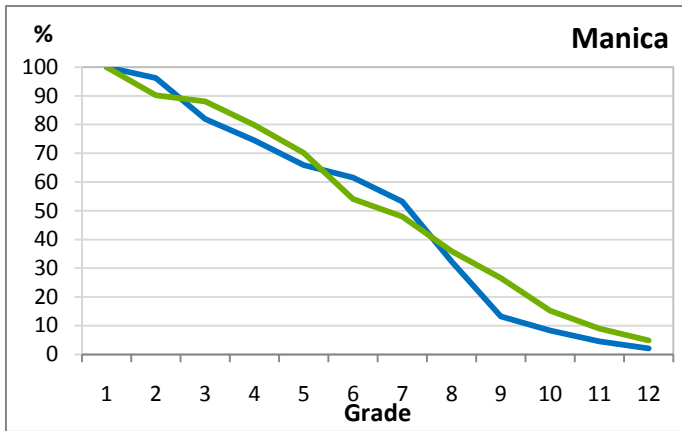
This graph shows the survival rate from grade 1 to grade 12 by gender. In general, student survival from one grade to the next declines significantly from the first grade in lower primary through the last grade in upper secondary in all province

Note: these survival curves do not take account of some rapid increases in pupils in evening classes, where the size of a school cohort grows from one year to the next (e.g. there are more new students in grade 11 in 2008 than there were students in grade 10 in 2007). This causes calculated survival to be underestimated in these curves.

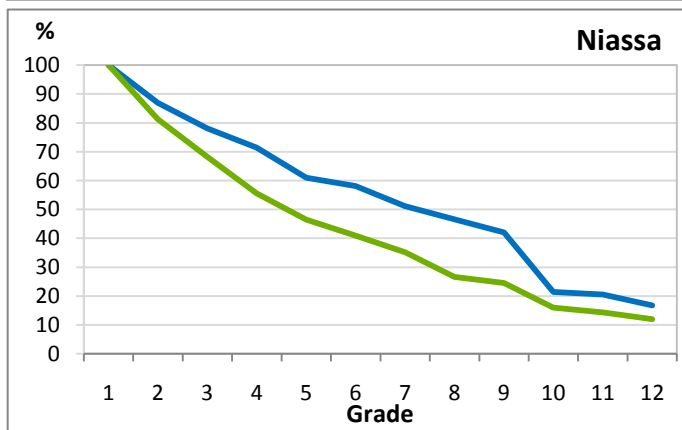
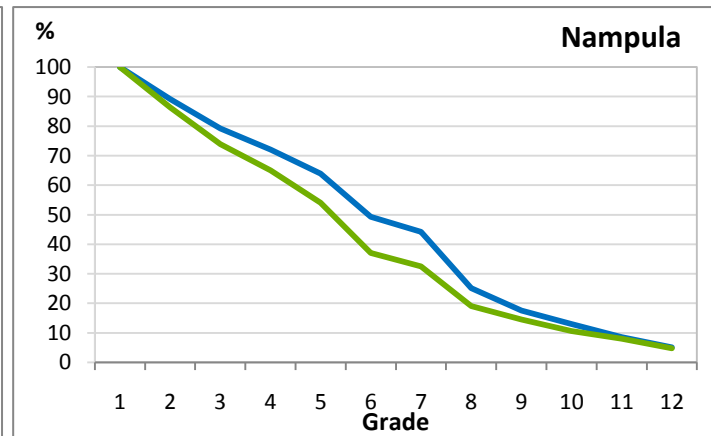
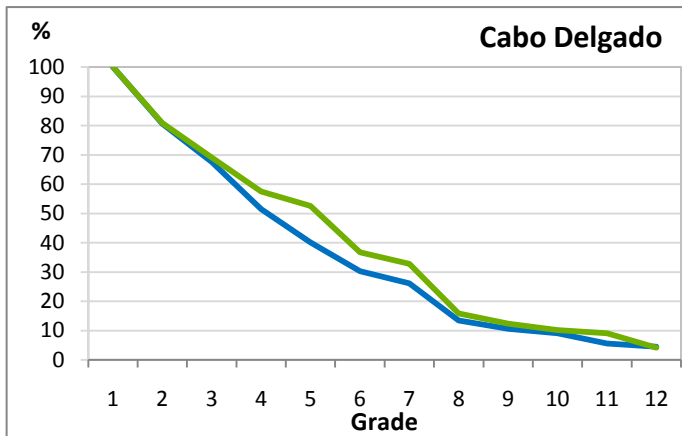
Southern Provinces



Central Provinces



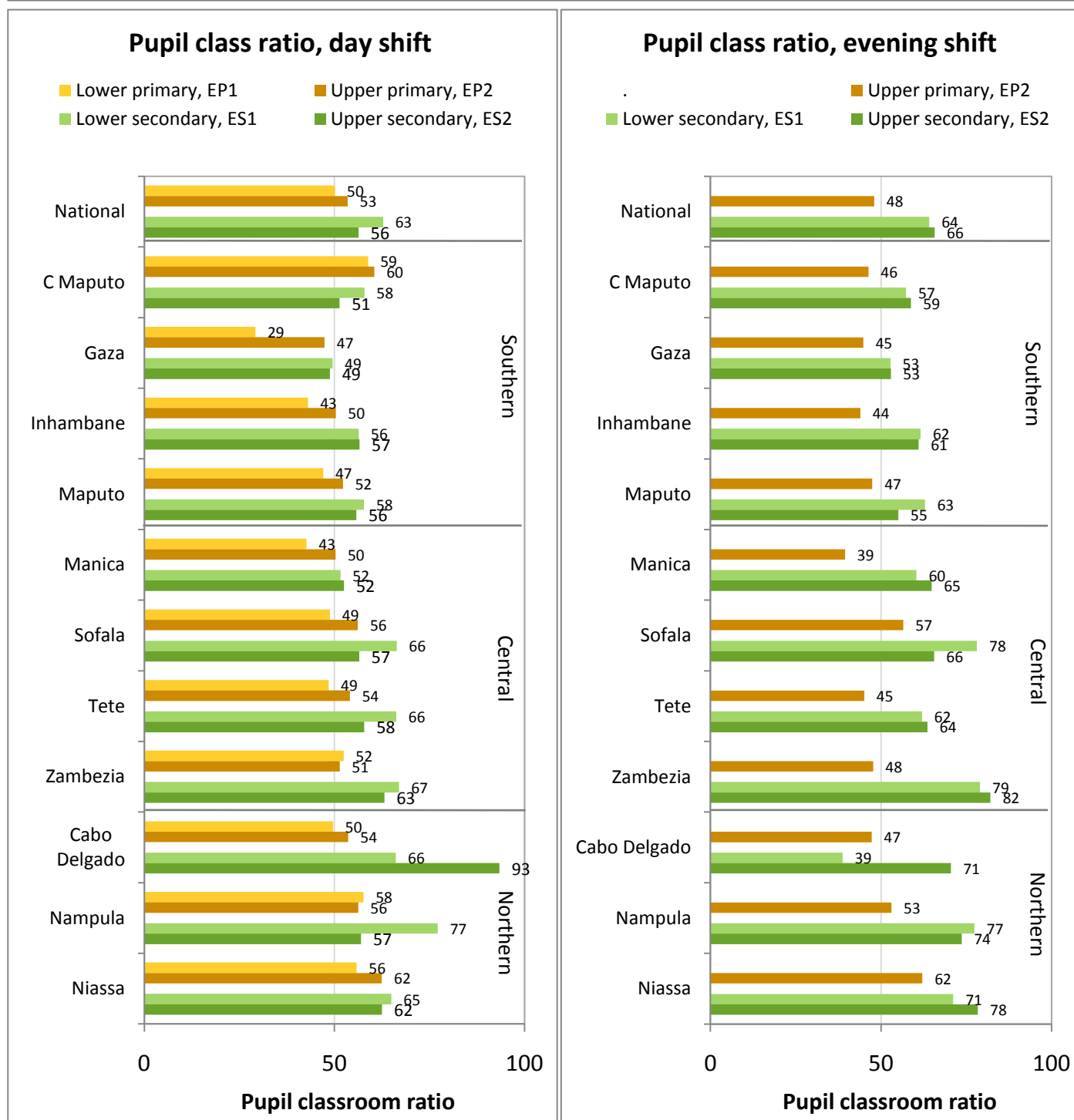
Northern Provinces



Pupil classroom ratios in day shifts and evening shifts.

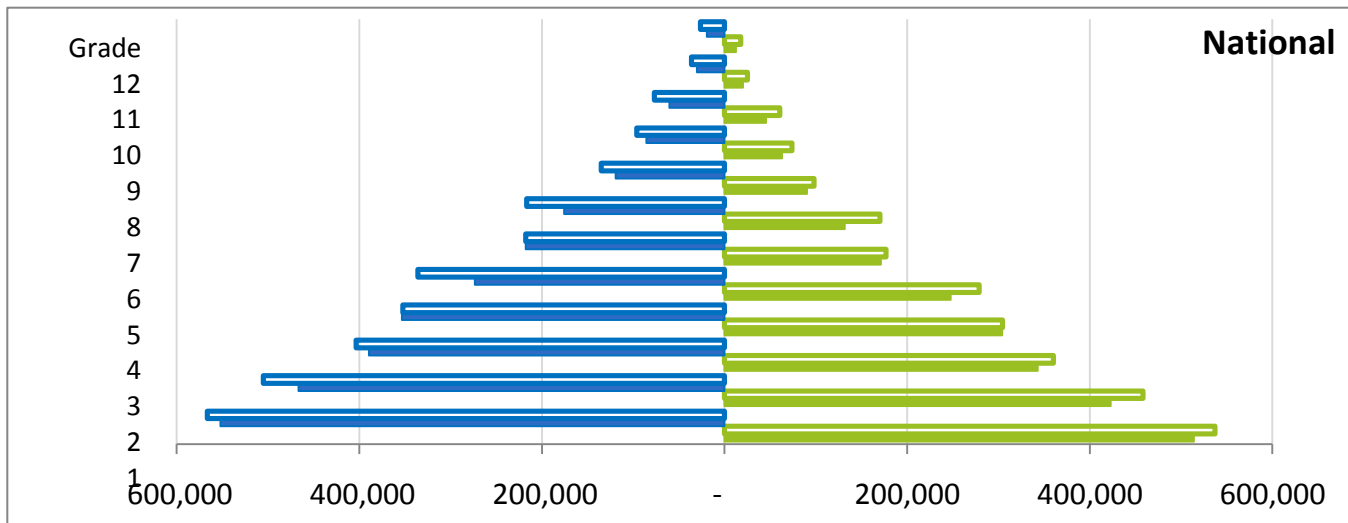
The graph shows the average number of pupils in each class for four school levels by province.

There is generally a similar PCR across day and evening shift classes in primary schools but it is slightly higher in evening shifts than in day shifts in secondary schools. One can interpret this to imply that the popularity of evening classes slightly outstrips the resources available.

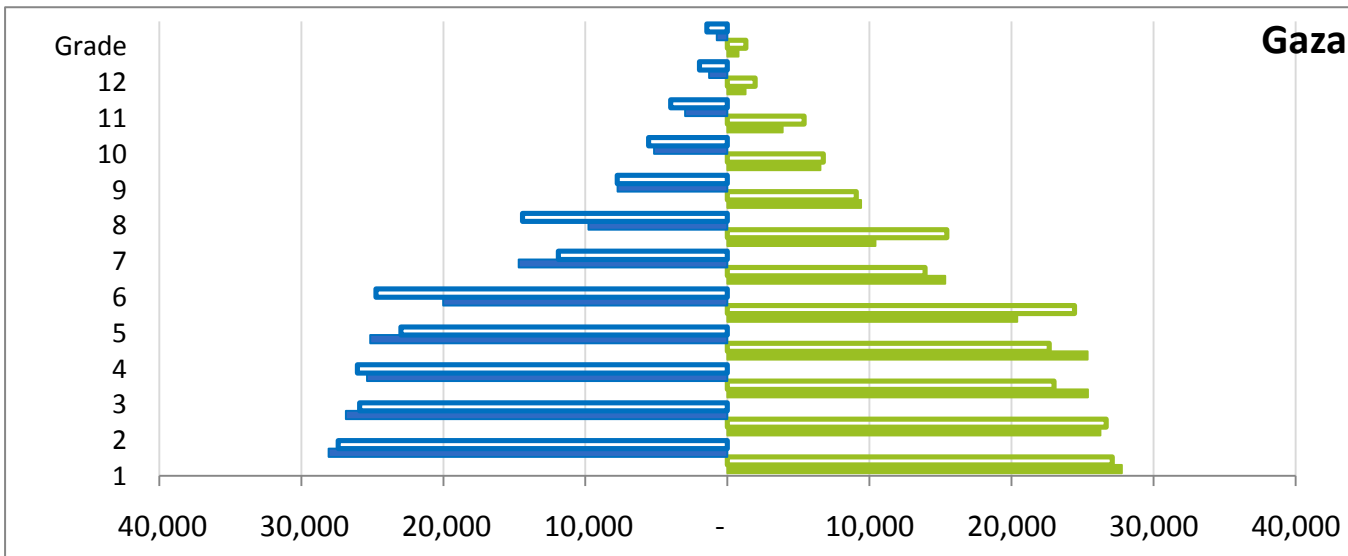
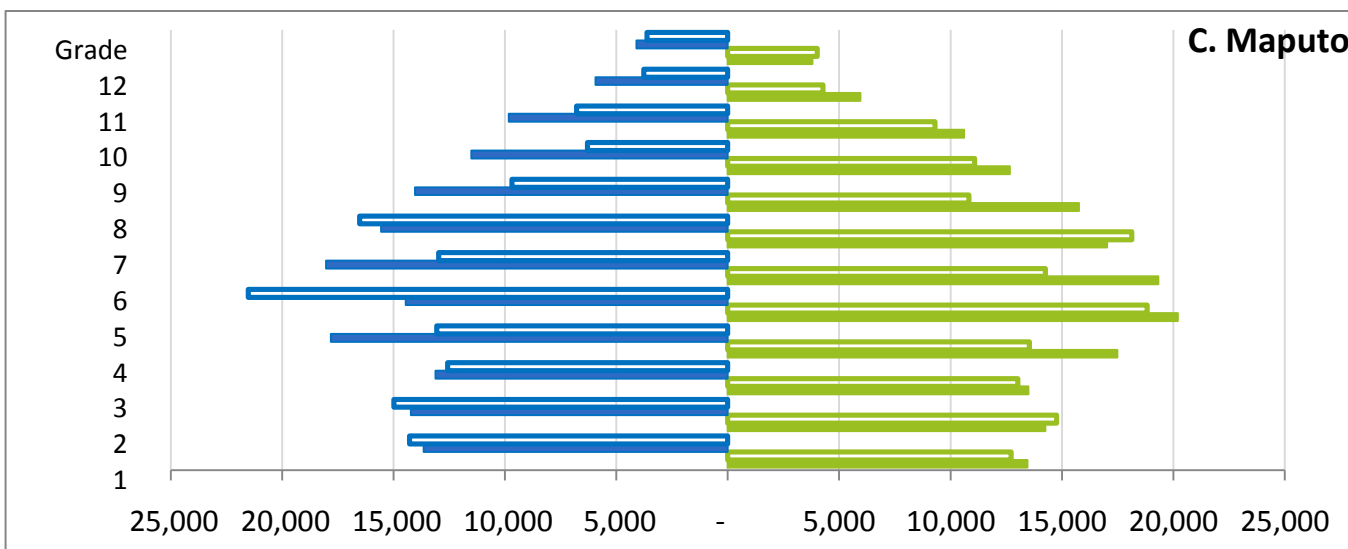


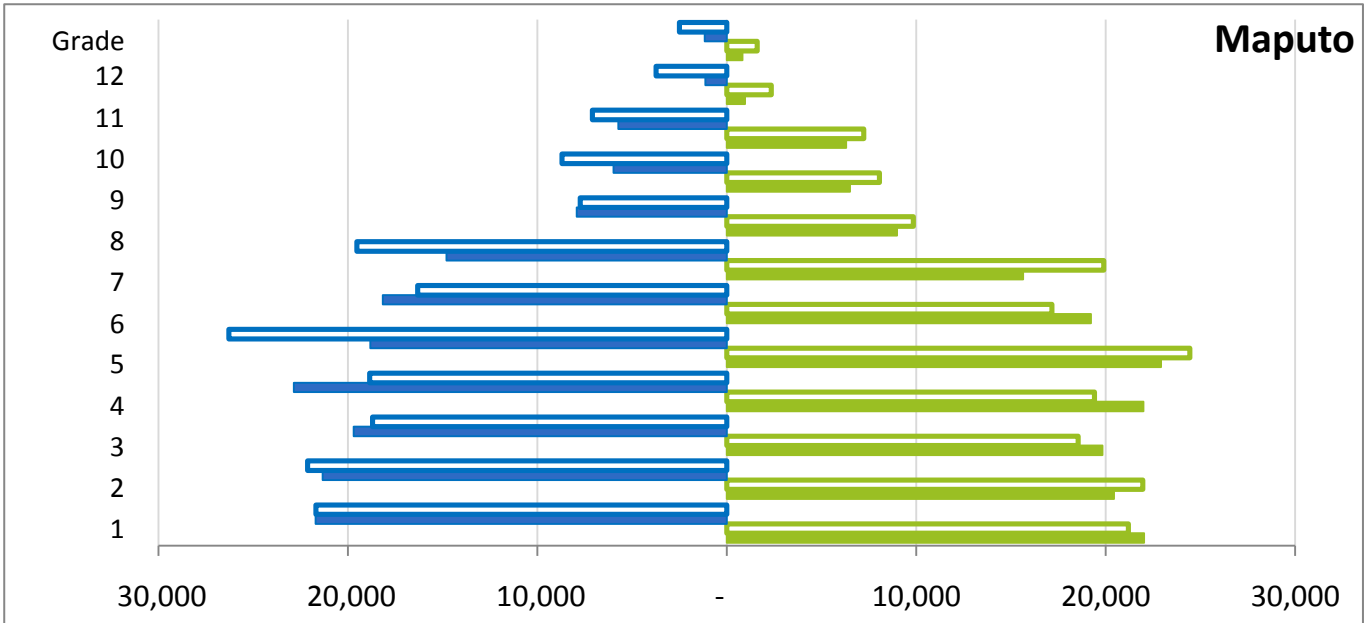
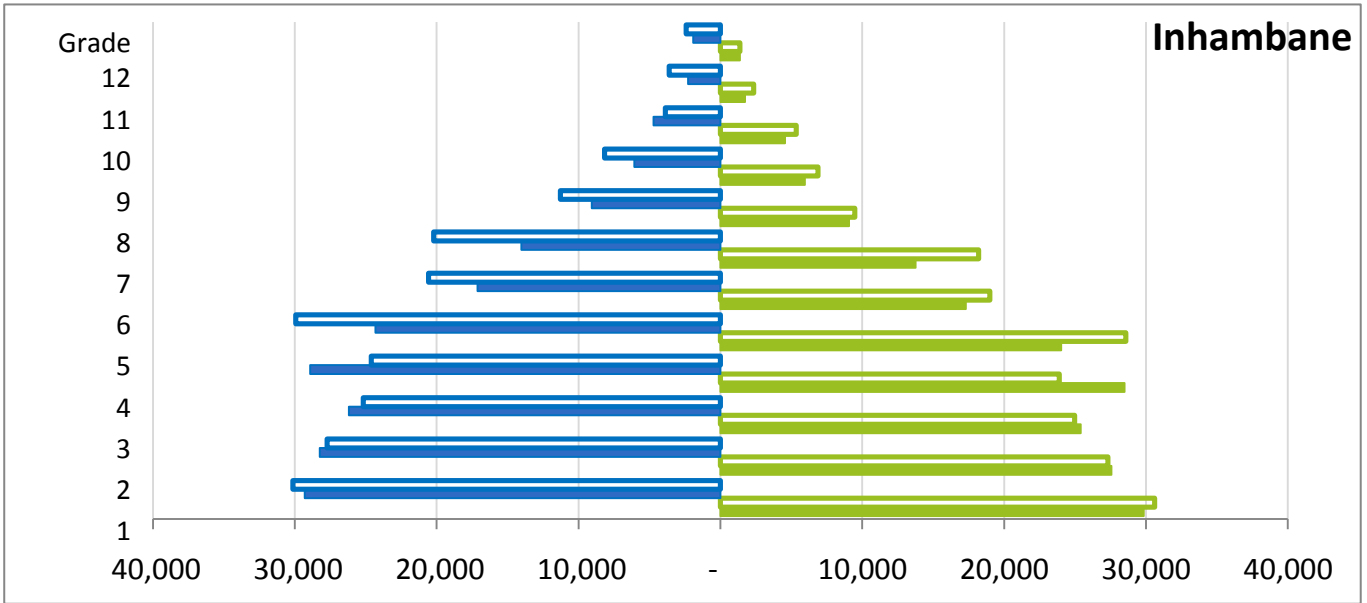
Pupils by grade and sex 2007 and 2008

■ Male pupils 2008
■ Female pupils 2008
■ Male pupils 2007
■ Female pupils 2007

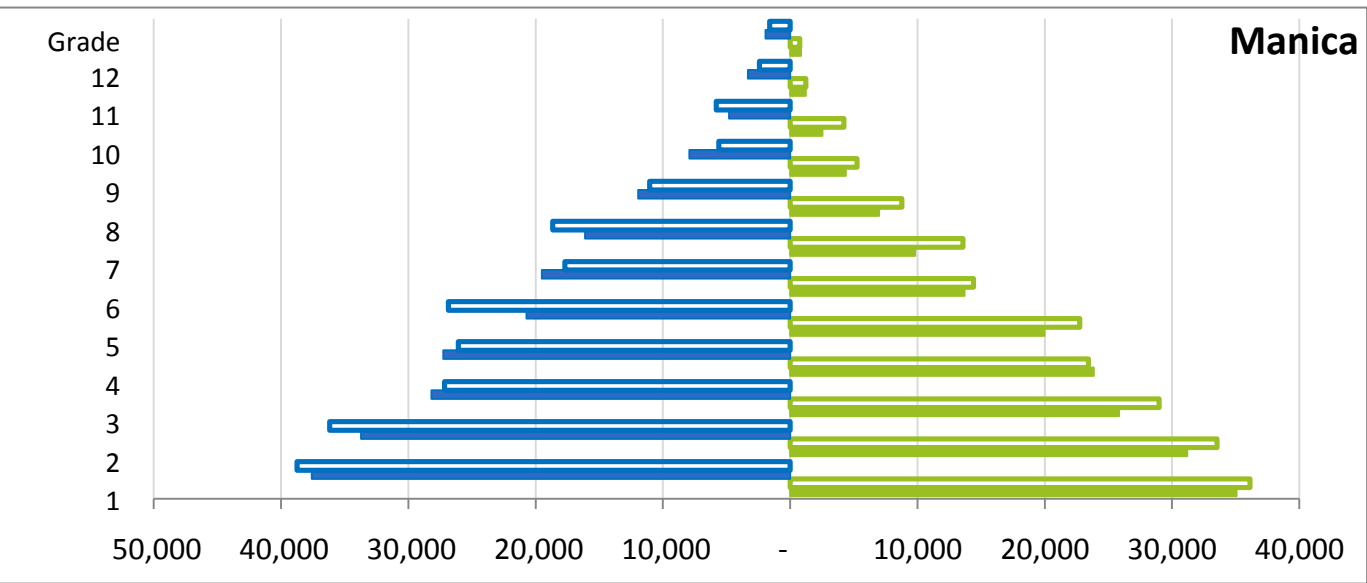


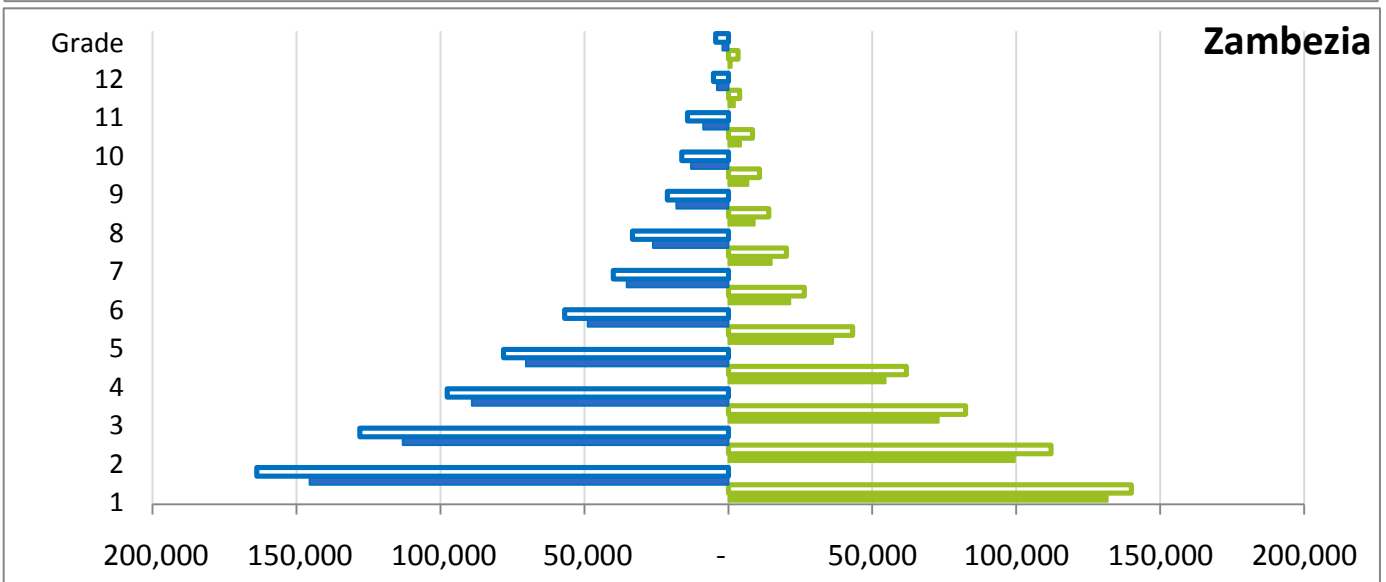
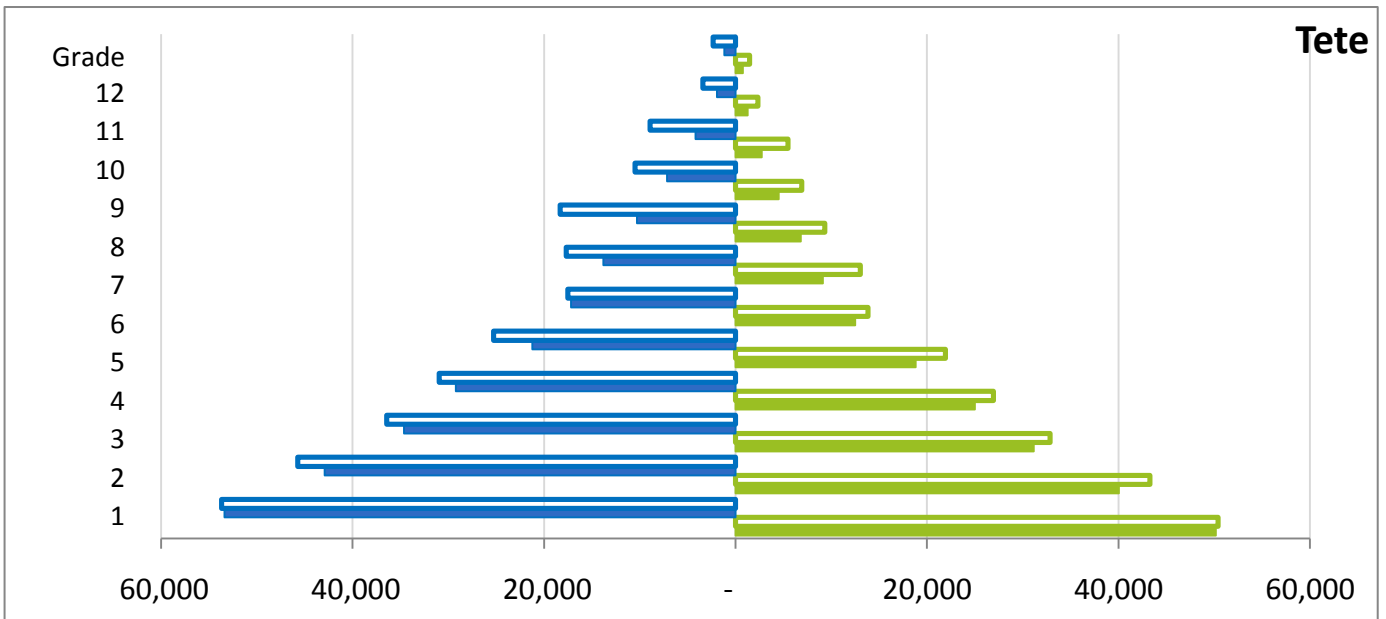
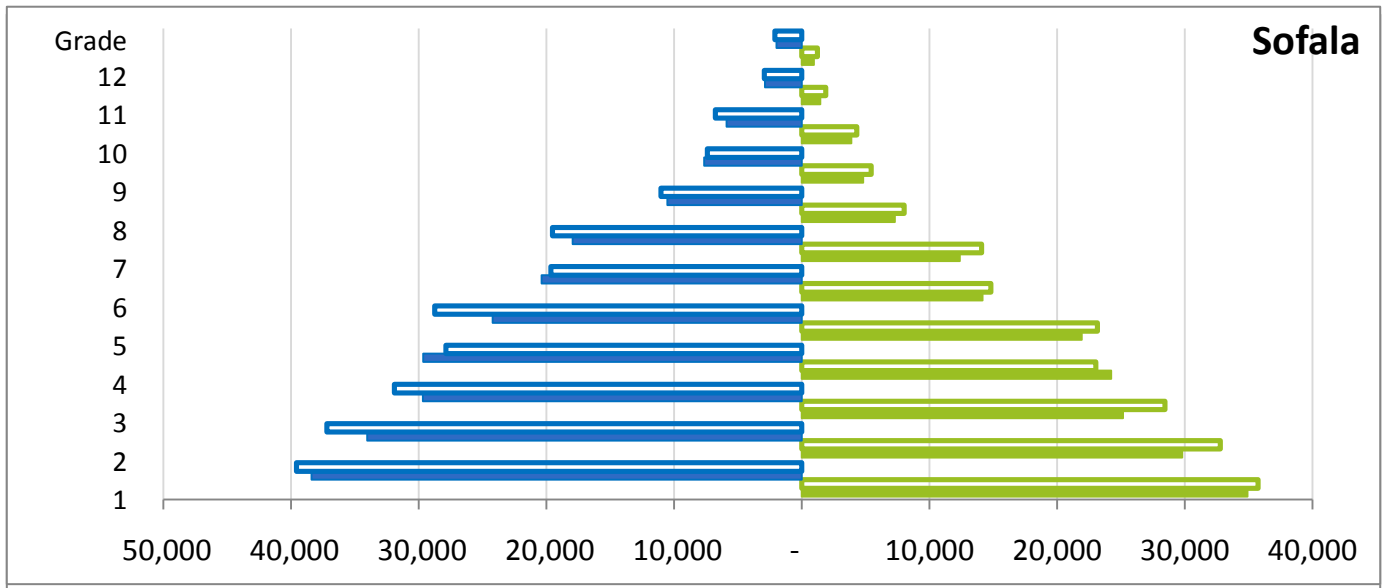
Southern Provinces



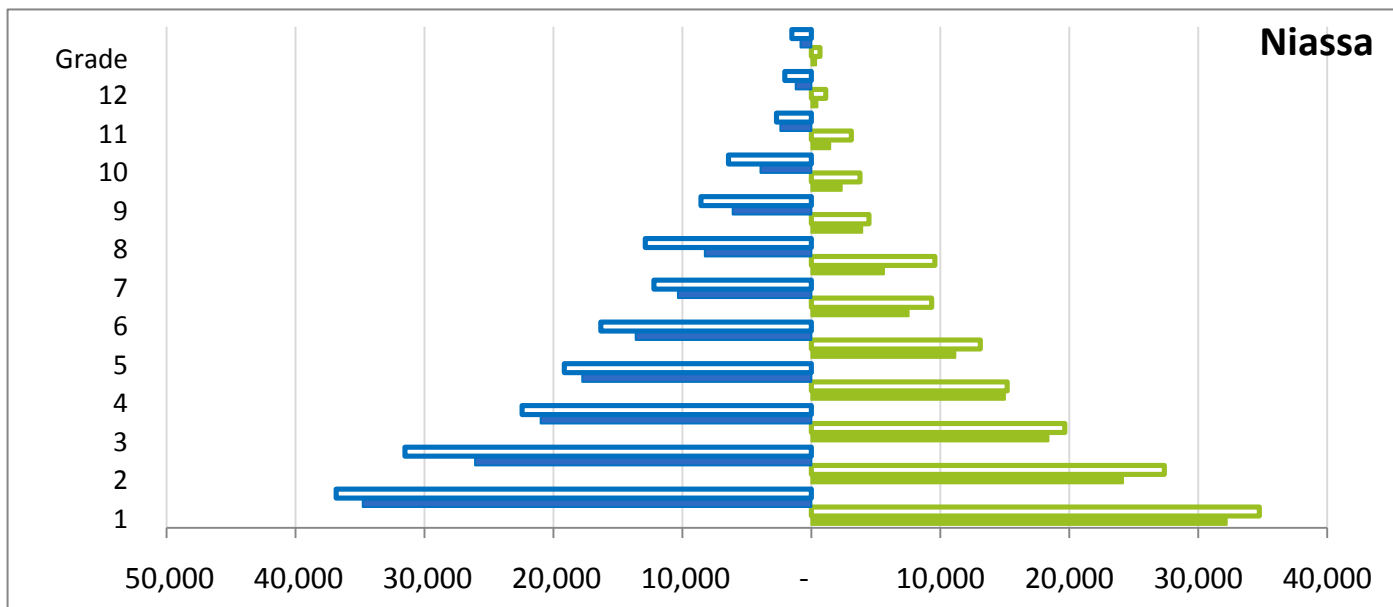
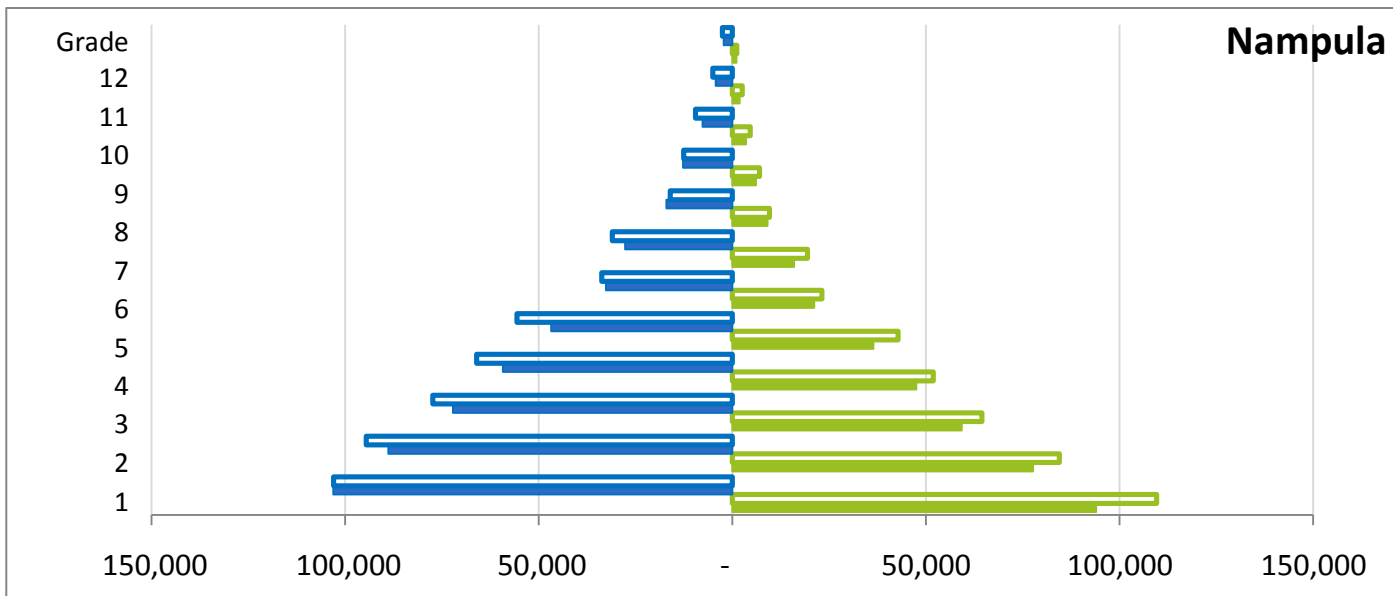
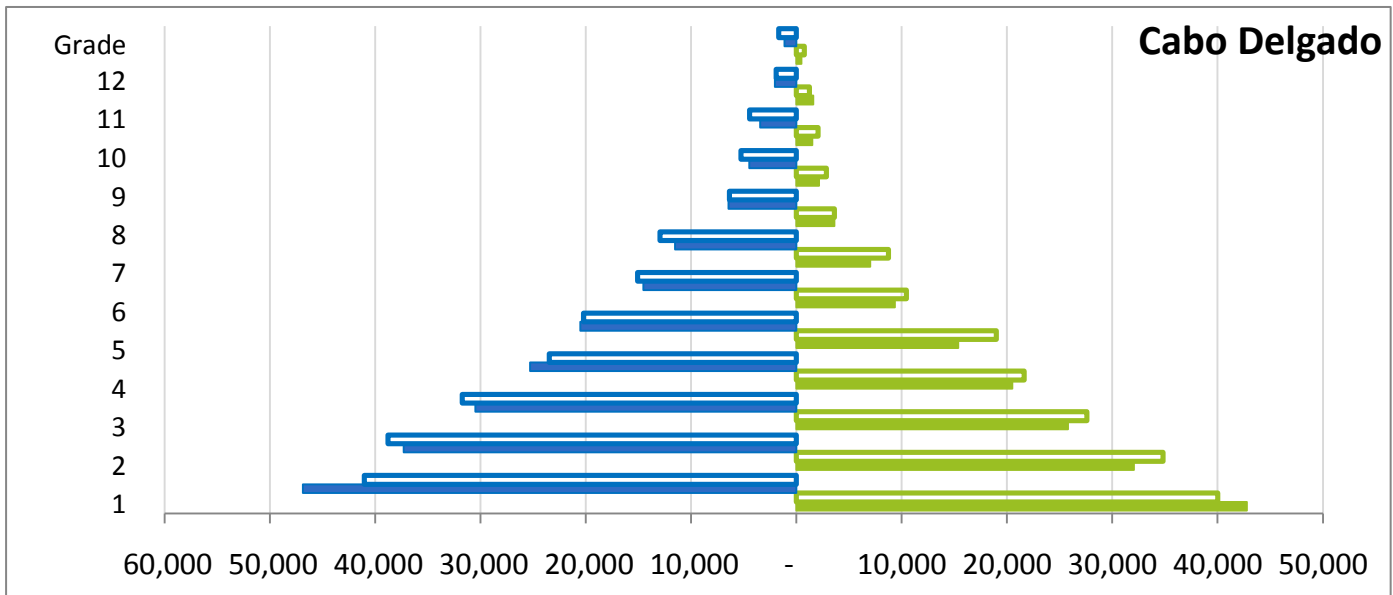


Central Provinces



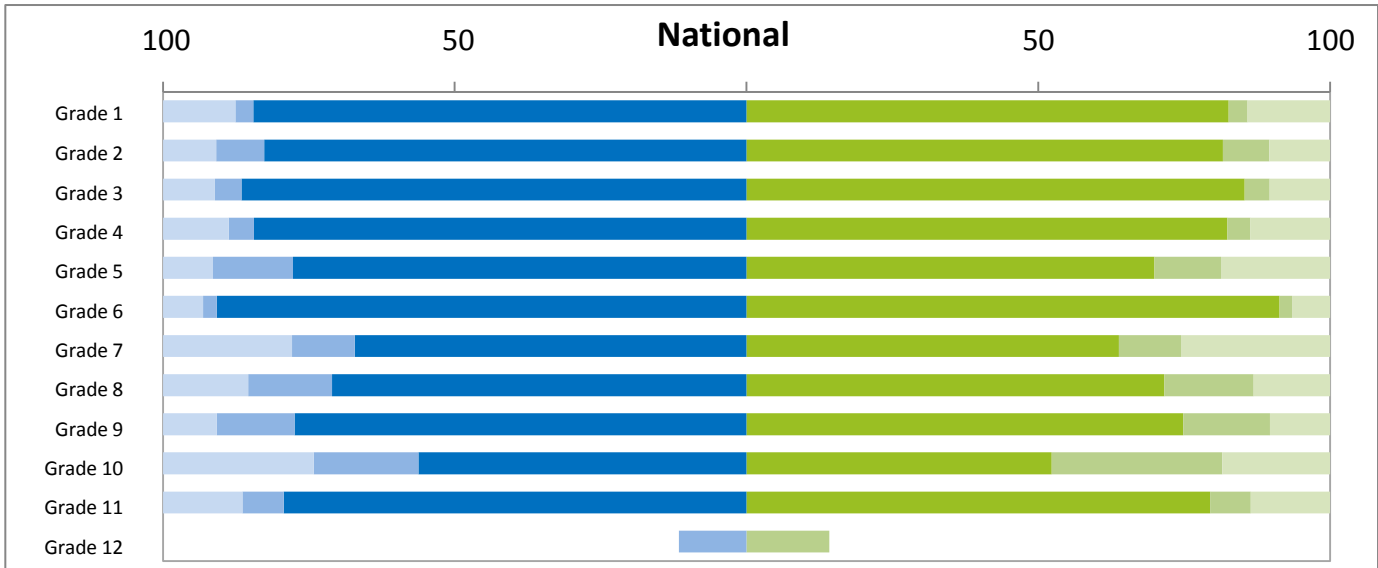


Northern Provinces

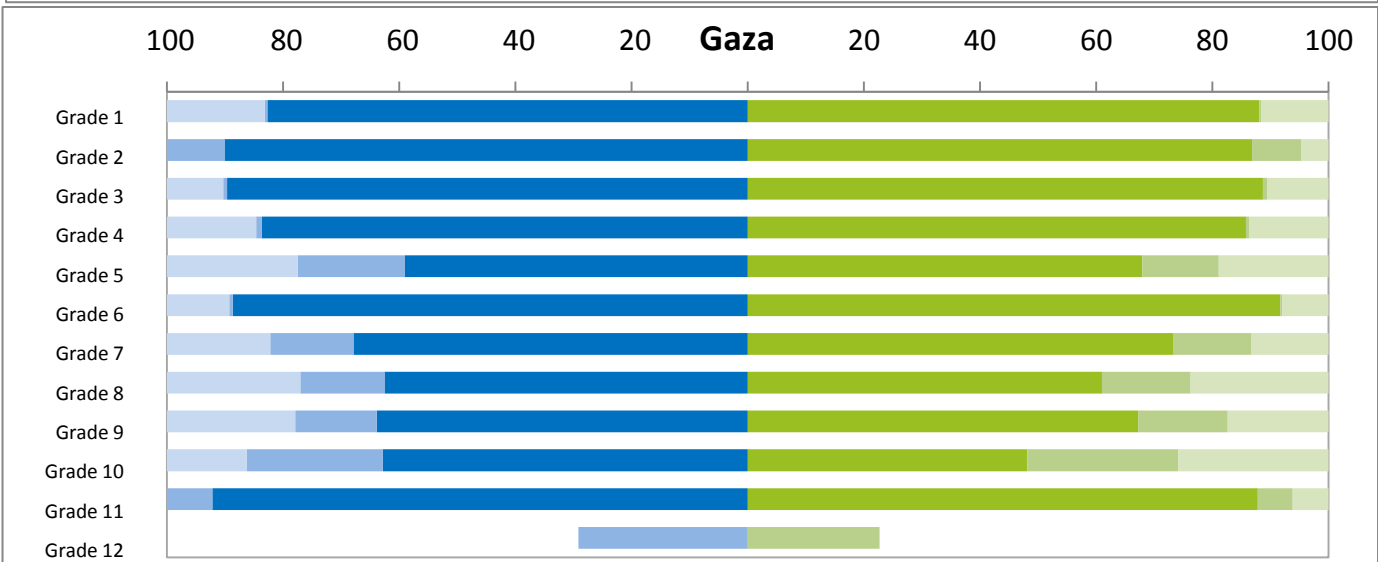
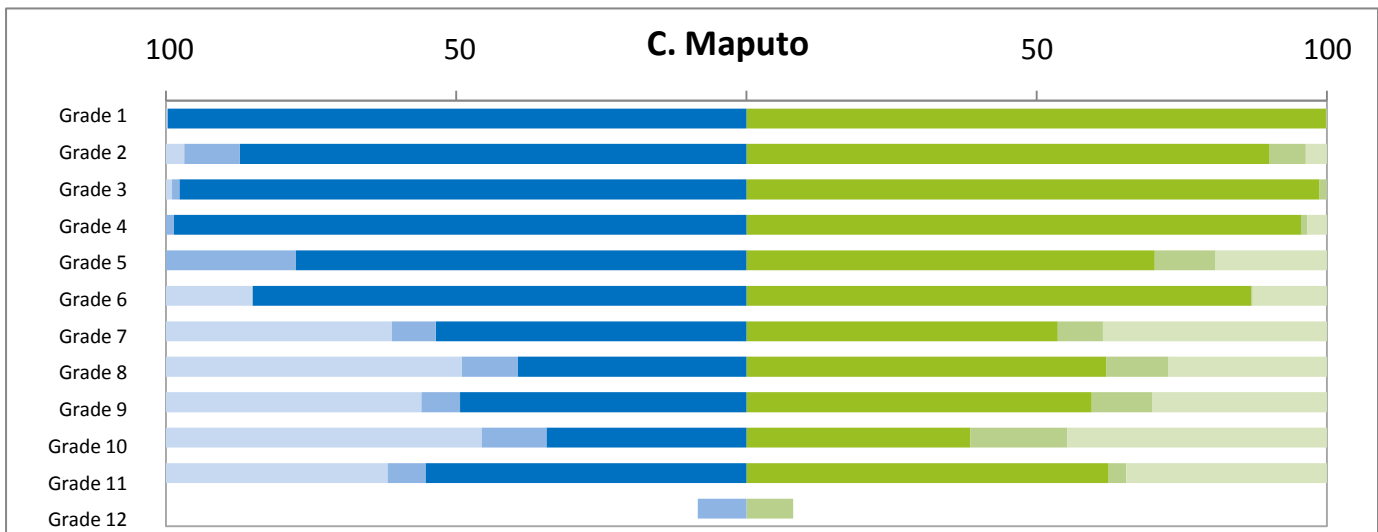


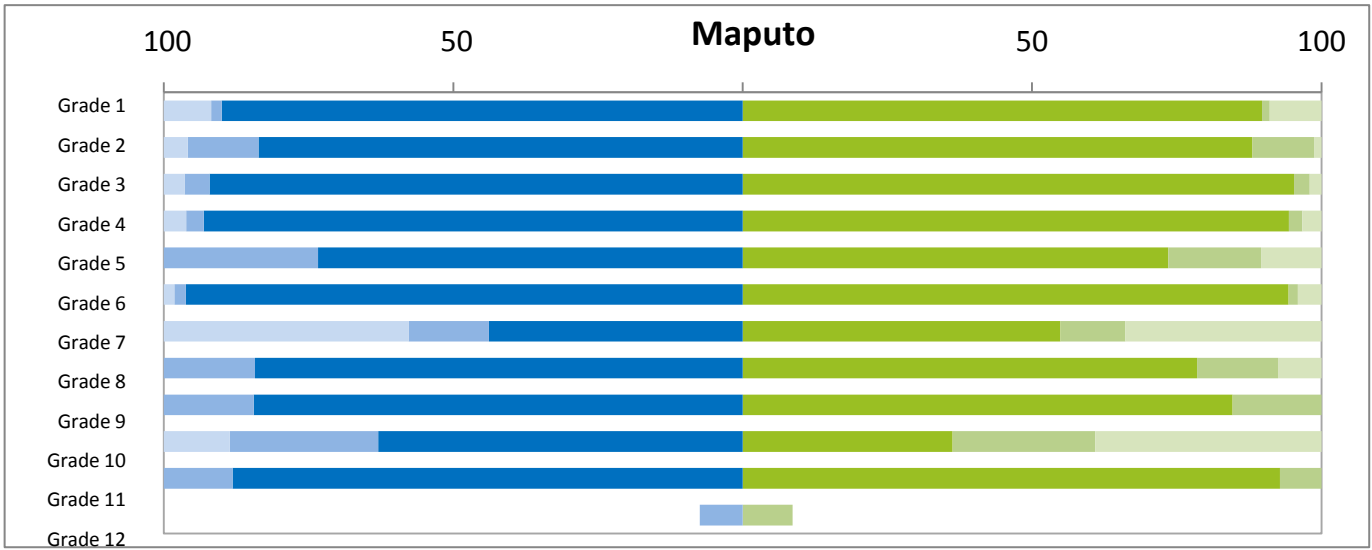
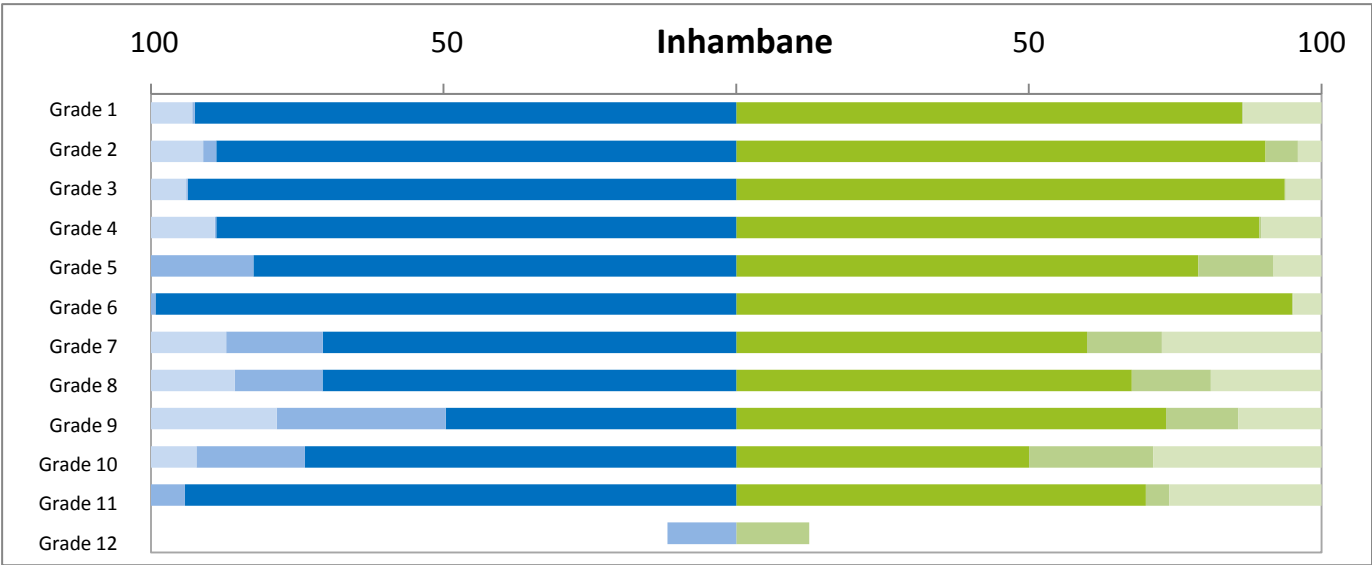
School efficiency by sex (% of pupils from 2007 to 2008)

■ Promoters, female ■ Repeaters, female ■ Dropouts, female
■ Promoters, male ■ Repeaters, male ■ Dropouts, male

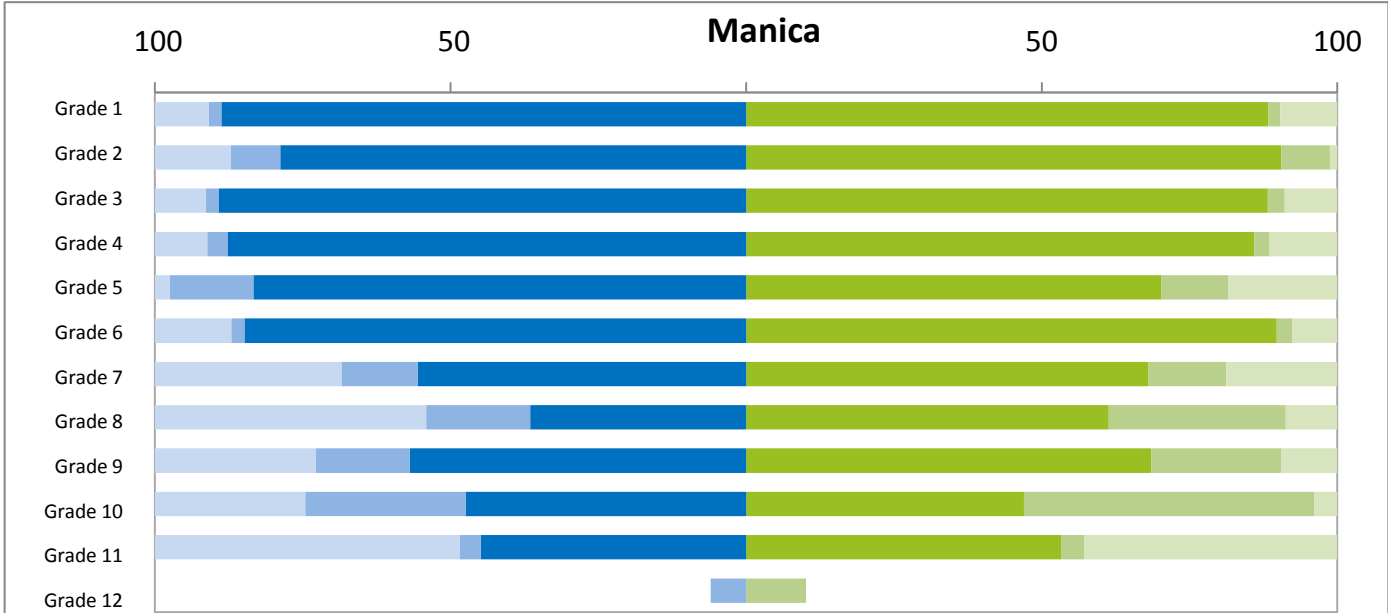


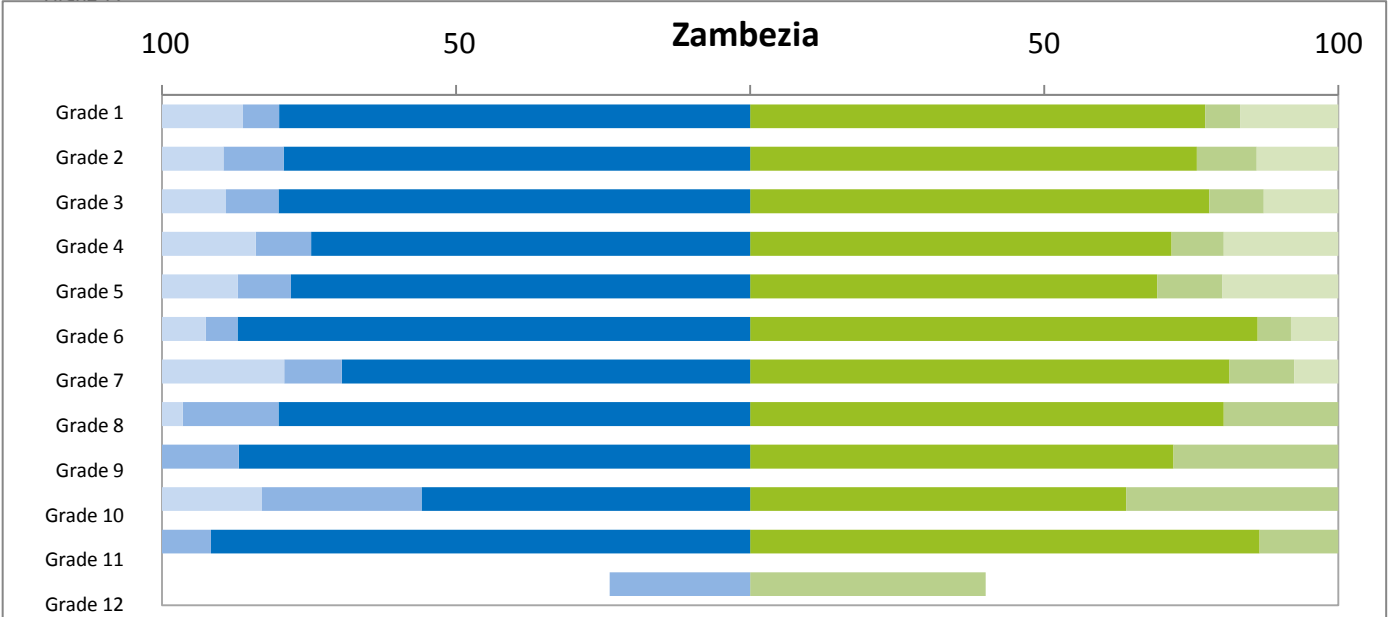
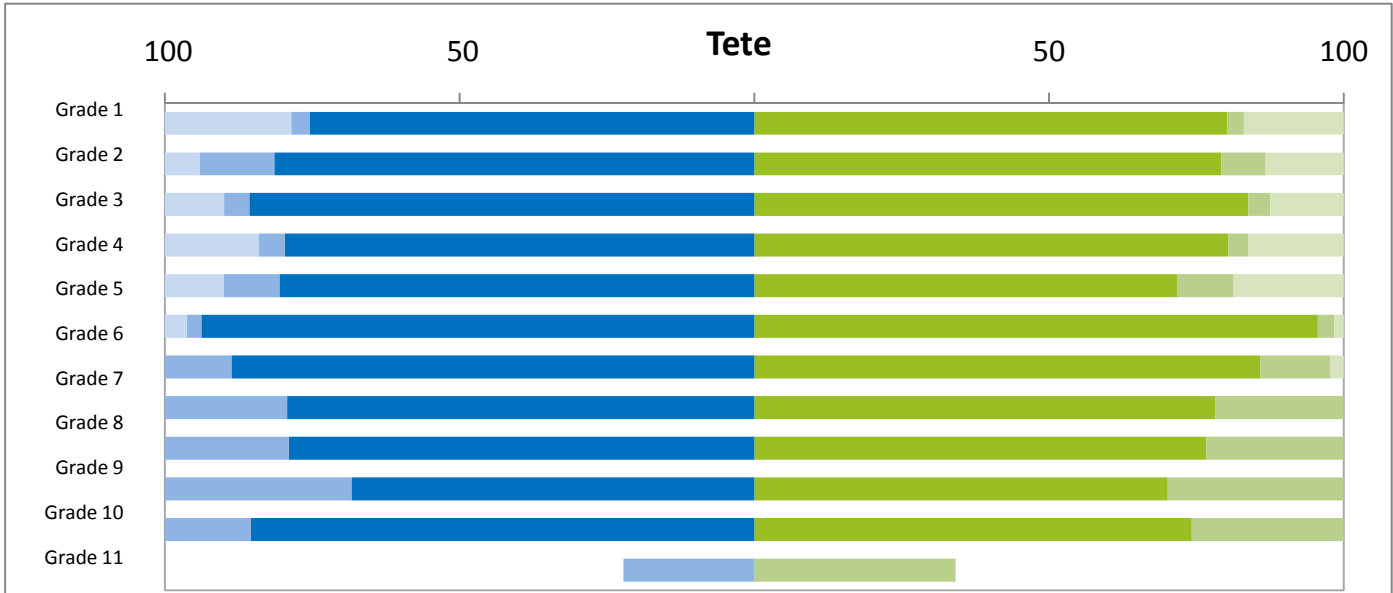
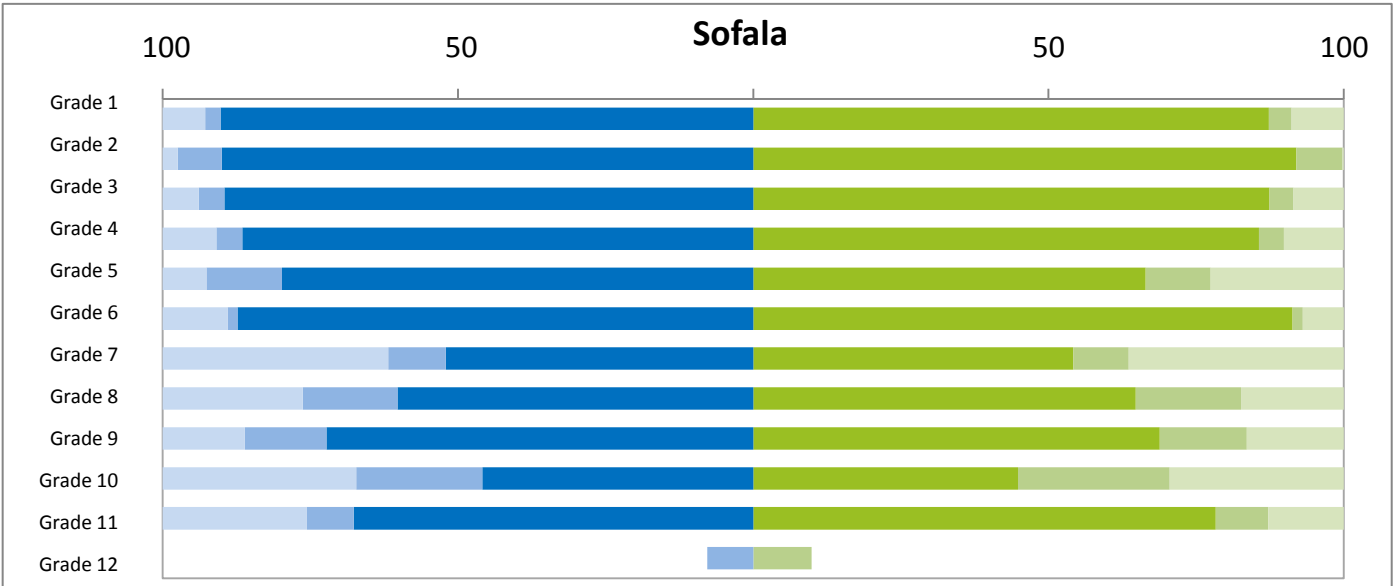
Southern Provinces



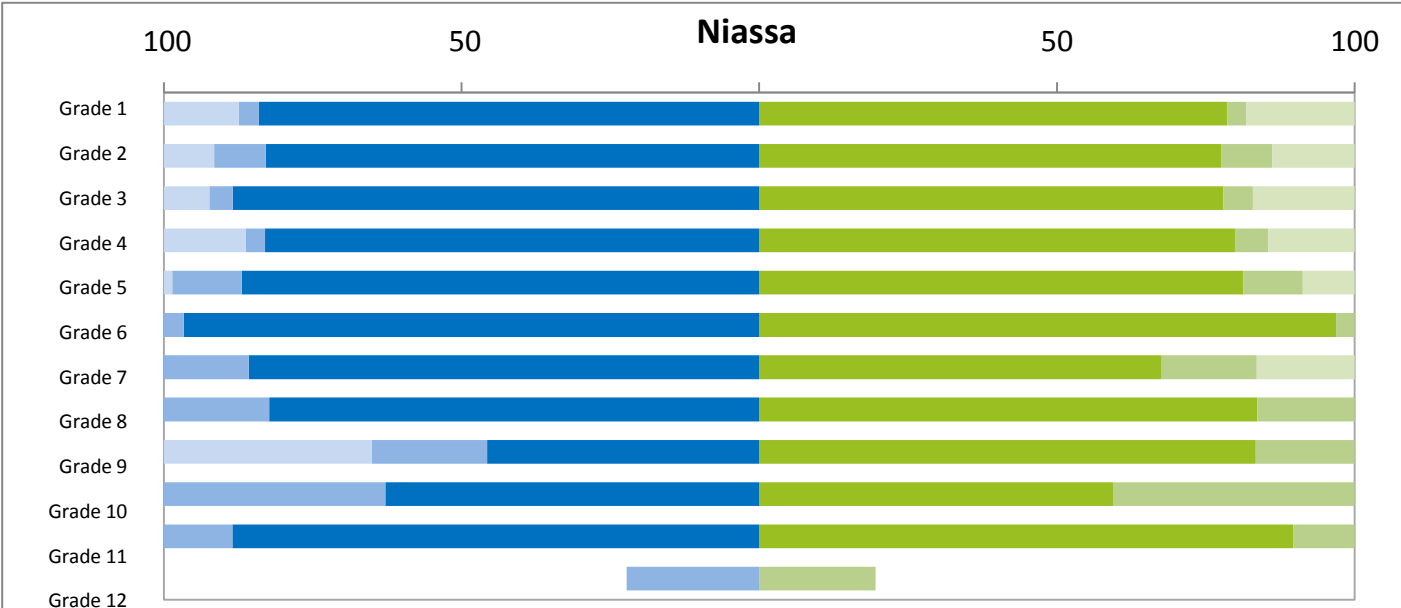
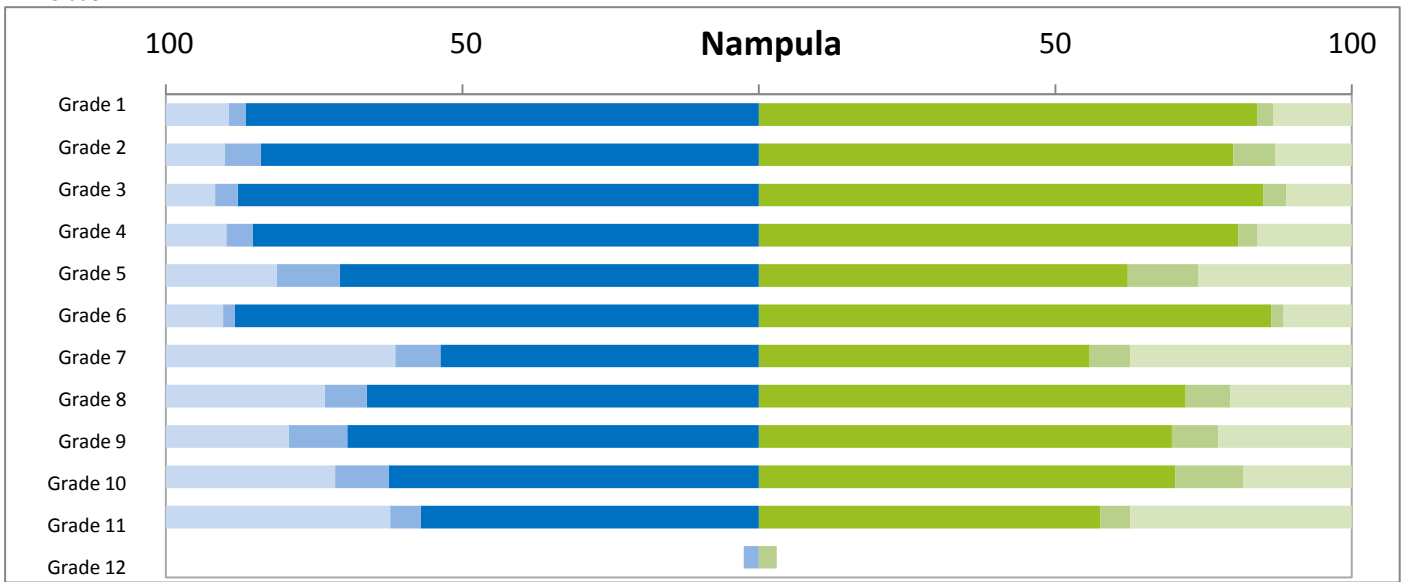
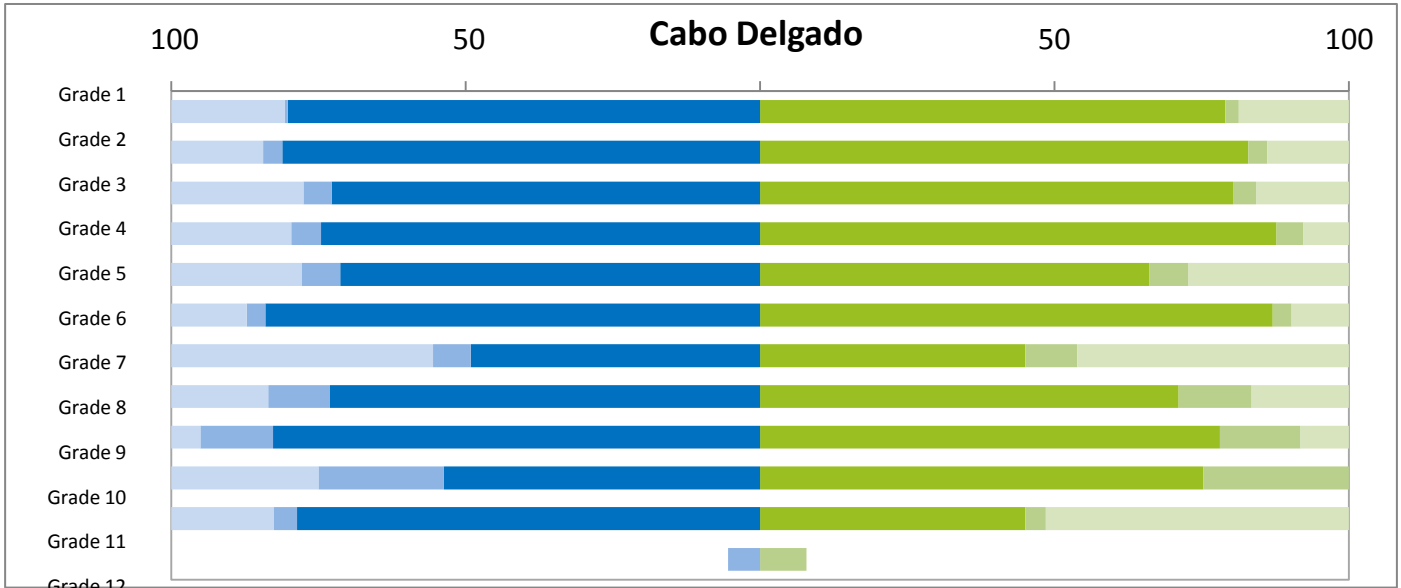


Central Provinces



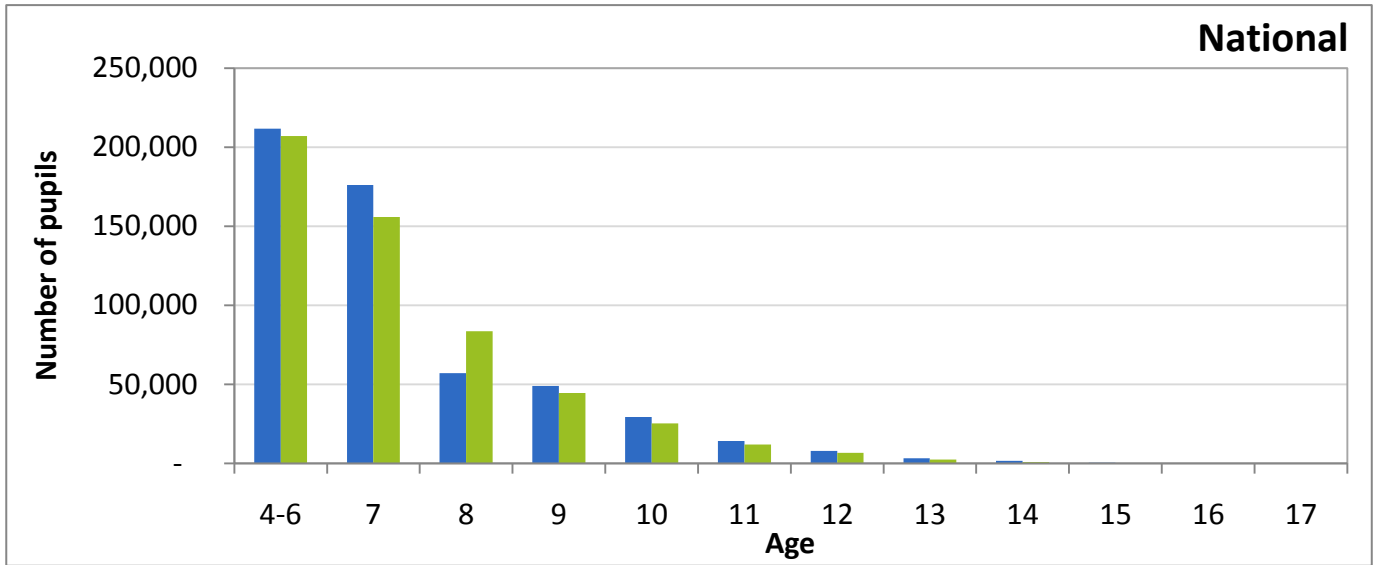


Northern Provinces

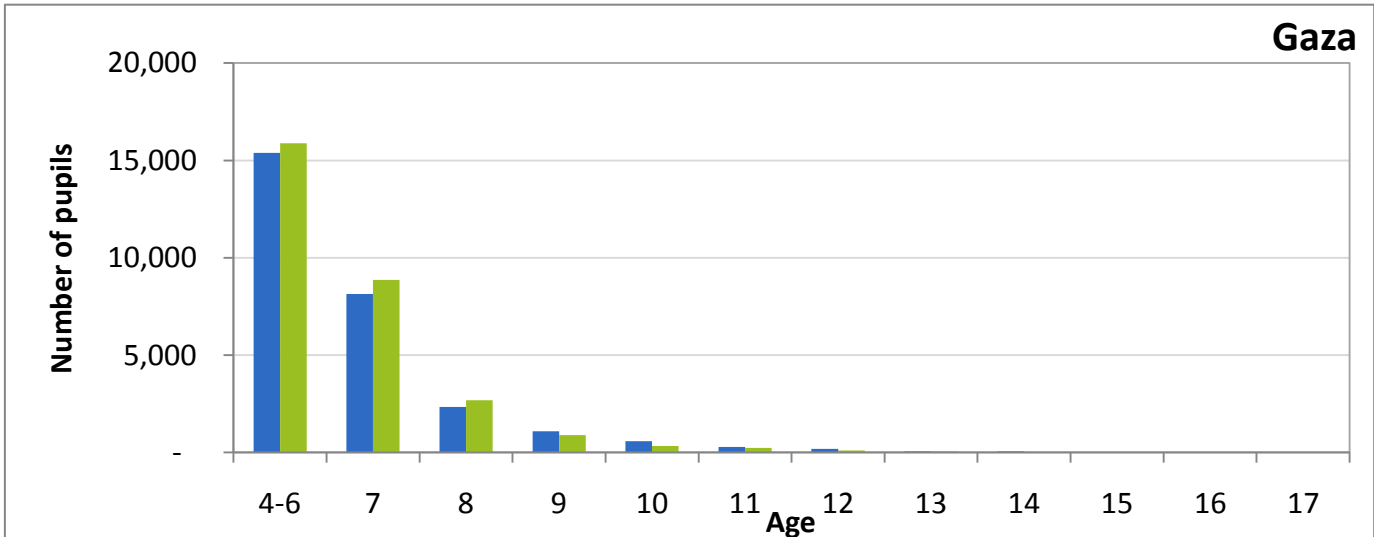
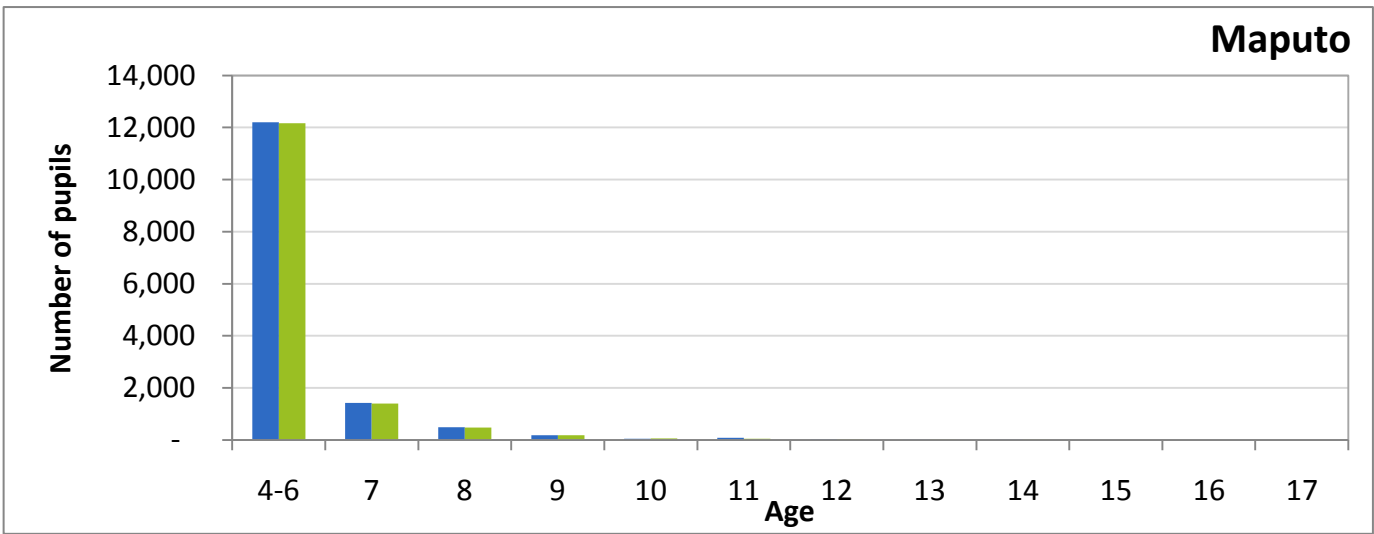


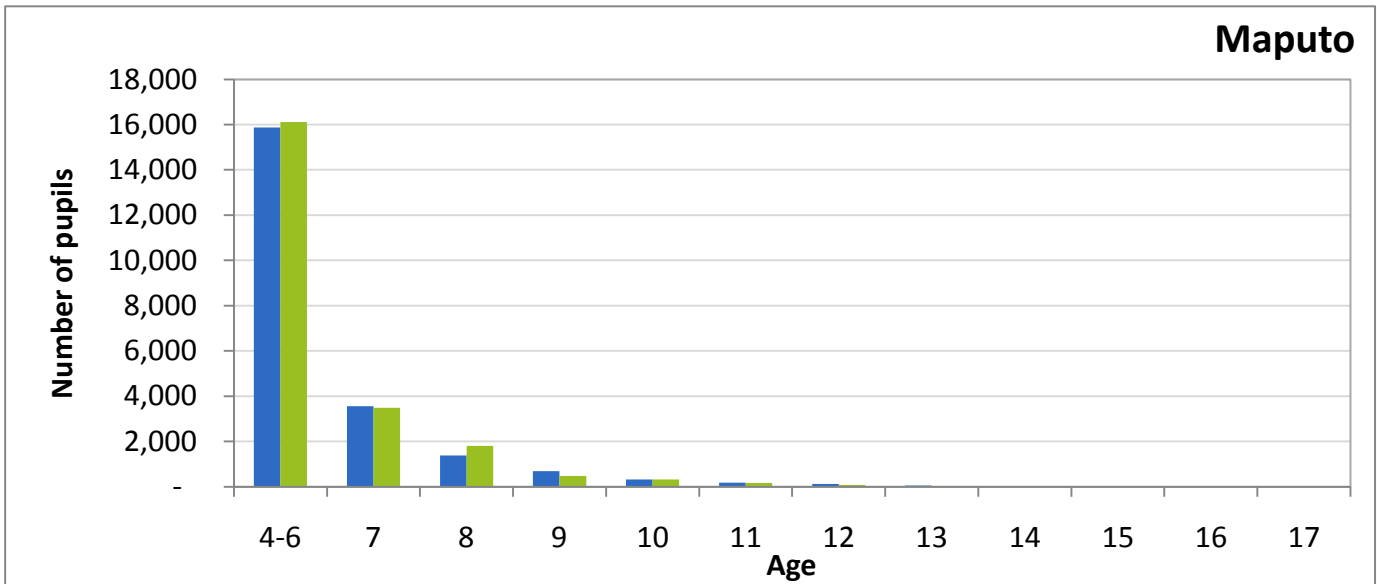
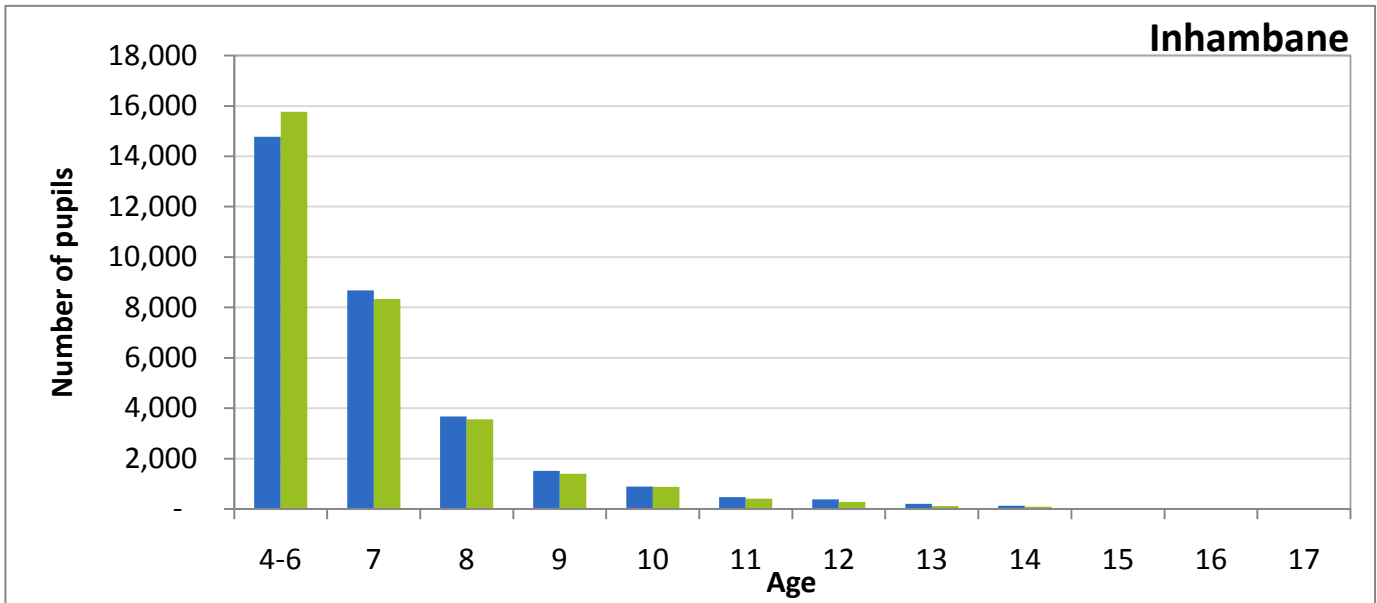
Age distribution of grade 1 pupils, public and private

Male Female

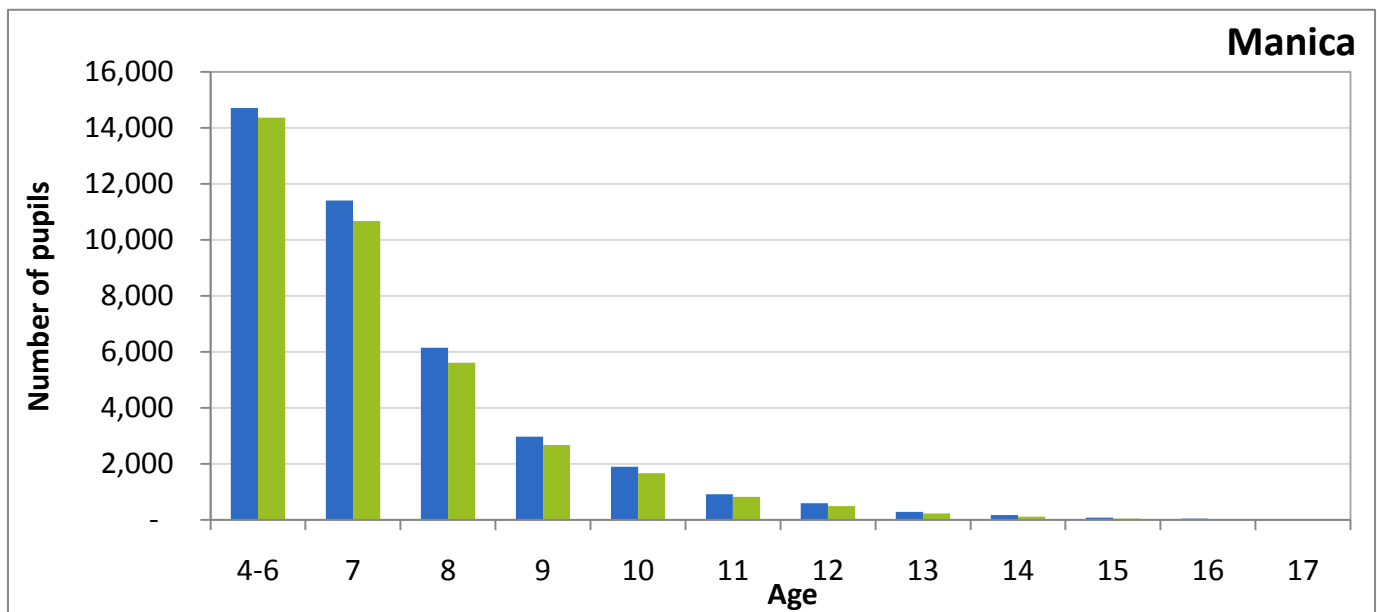


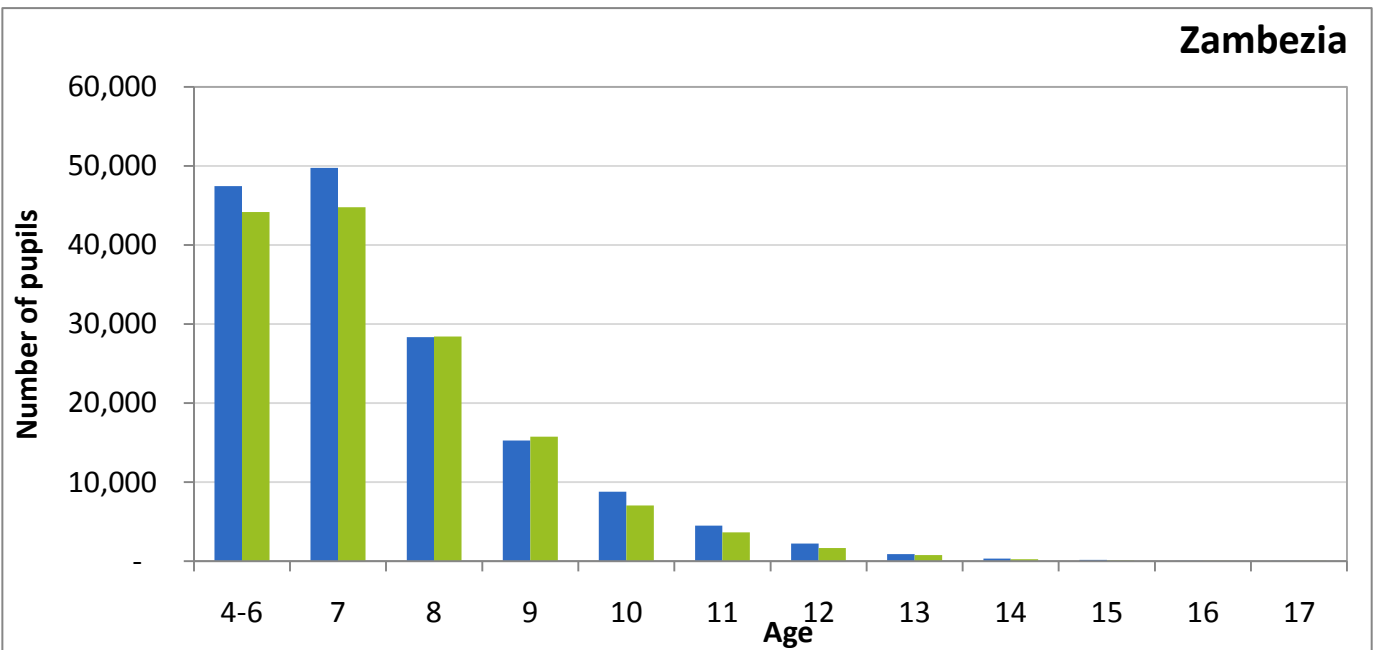
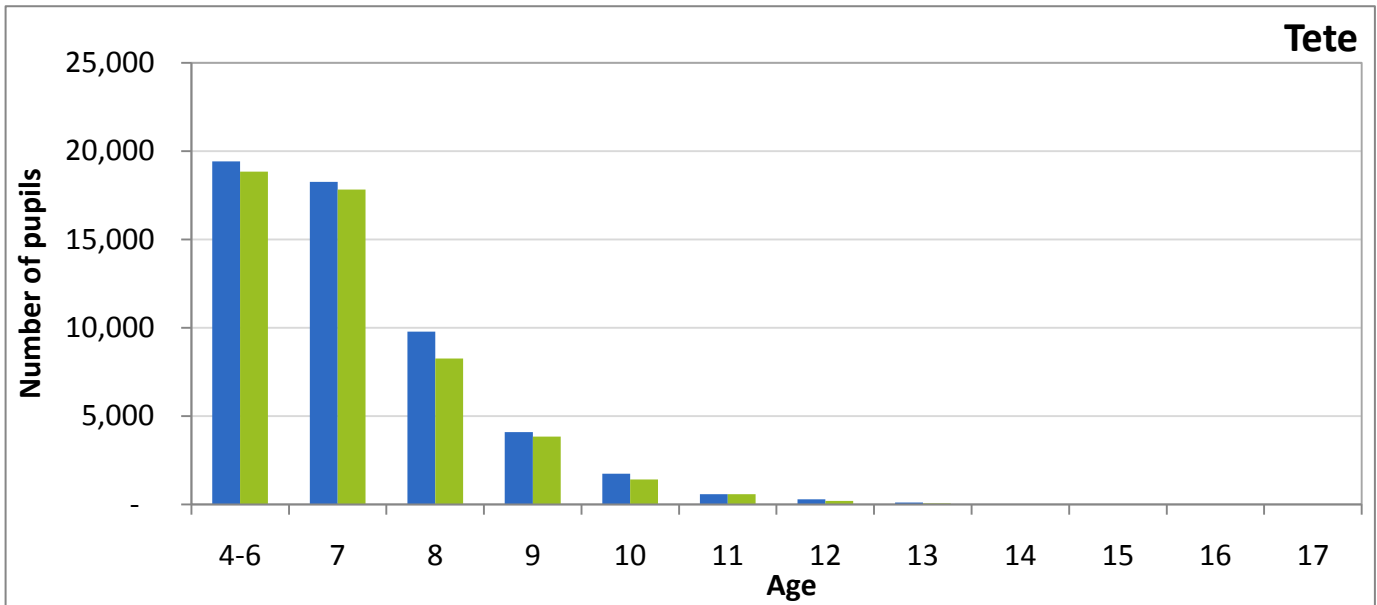
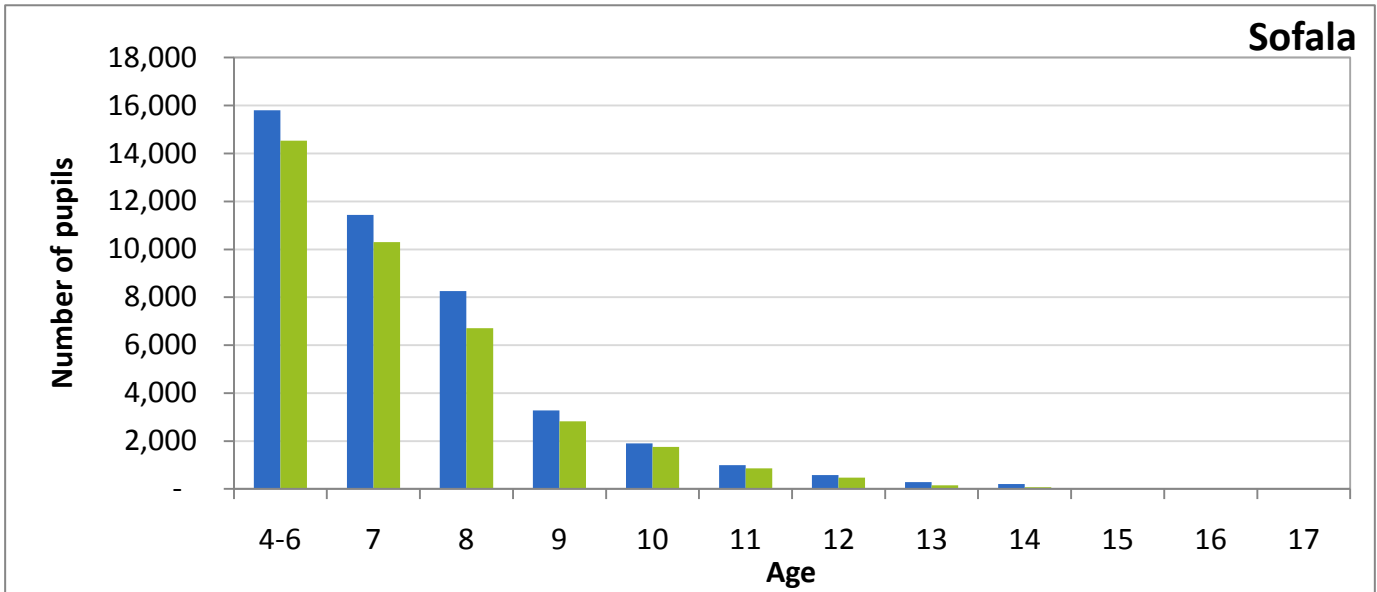
Southern Provinces



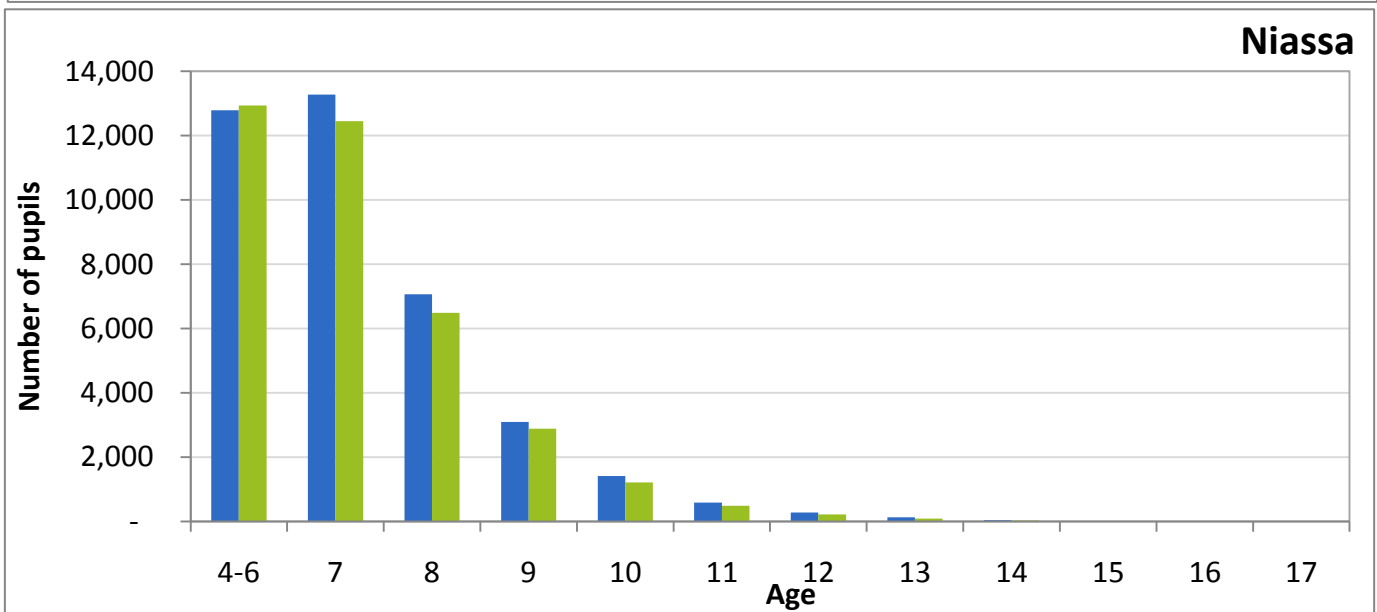
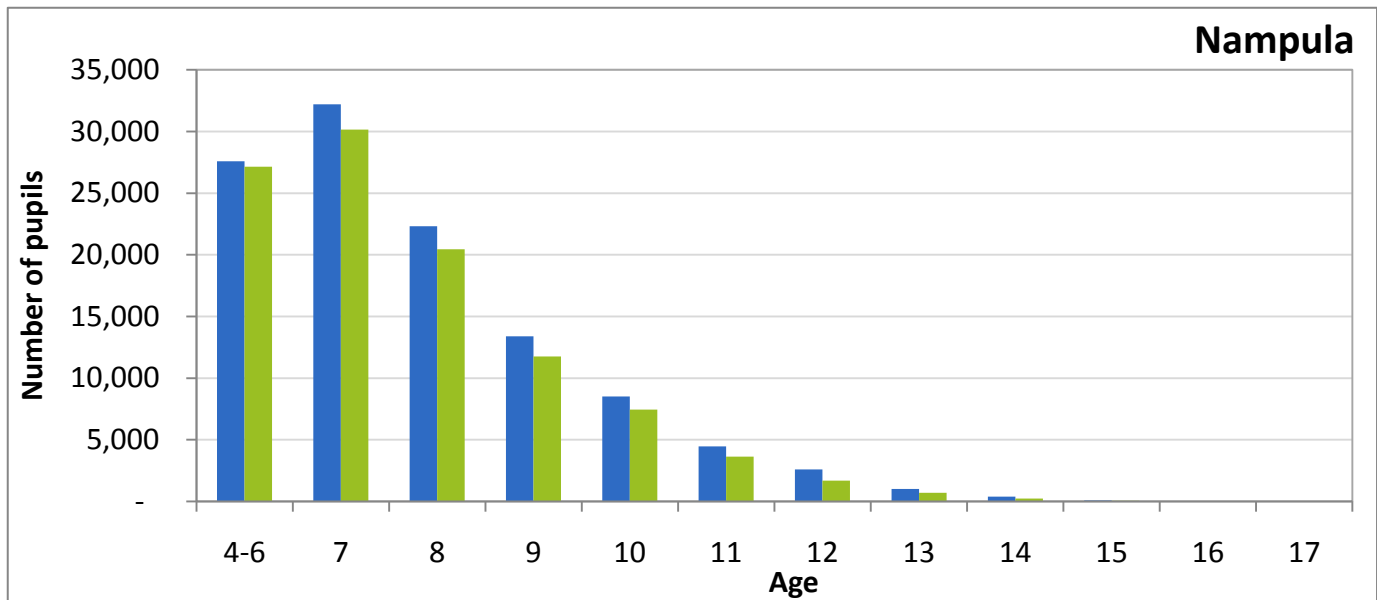
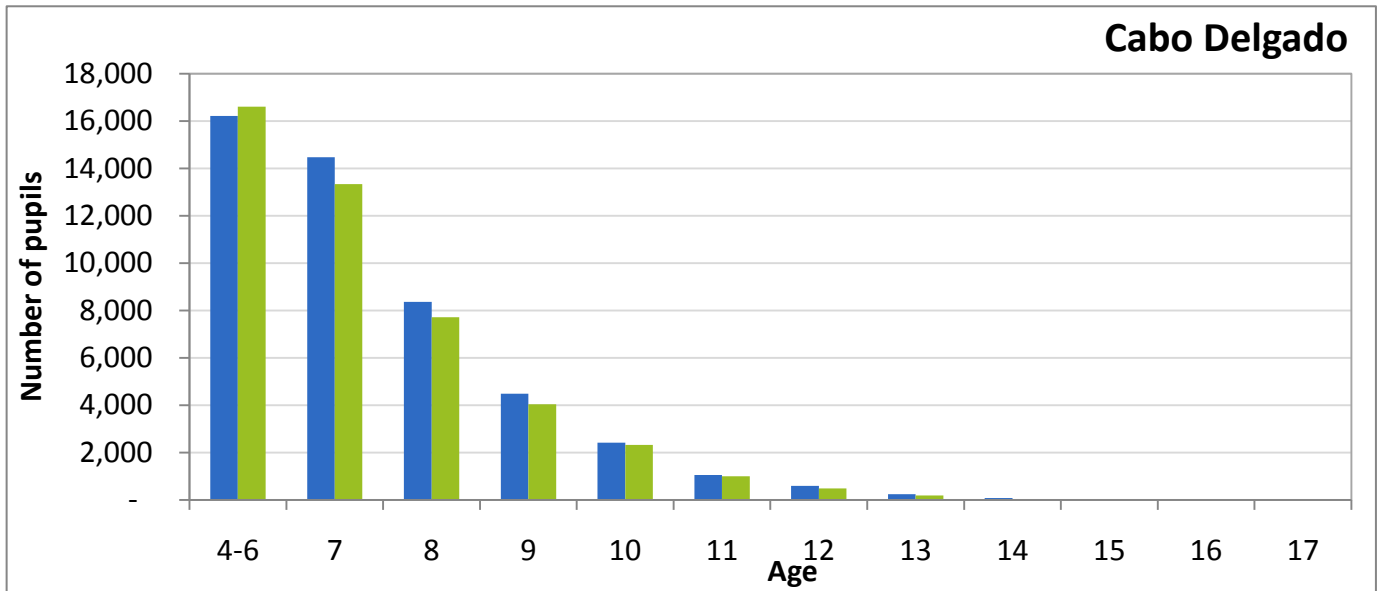


Central Provinces

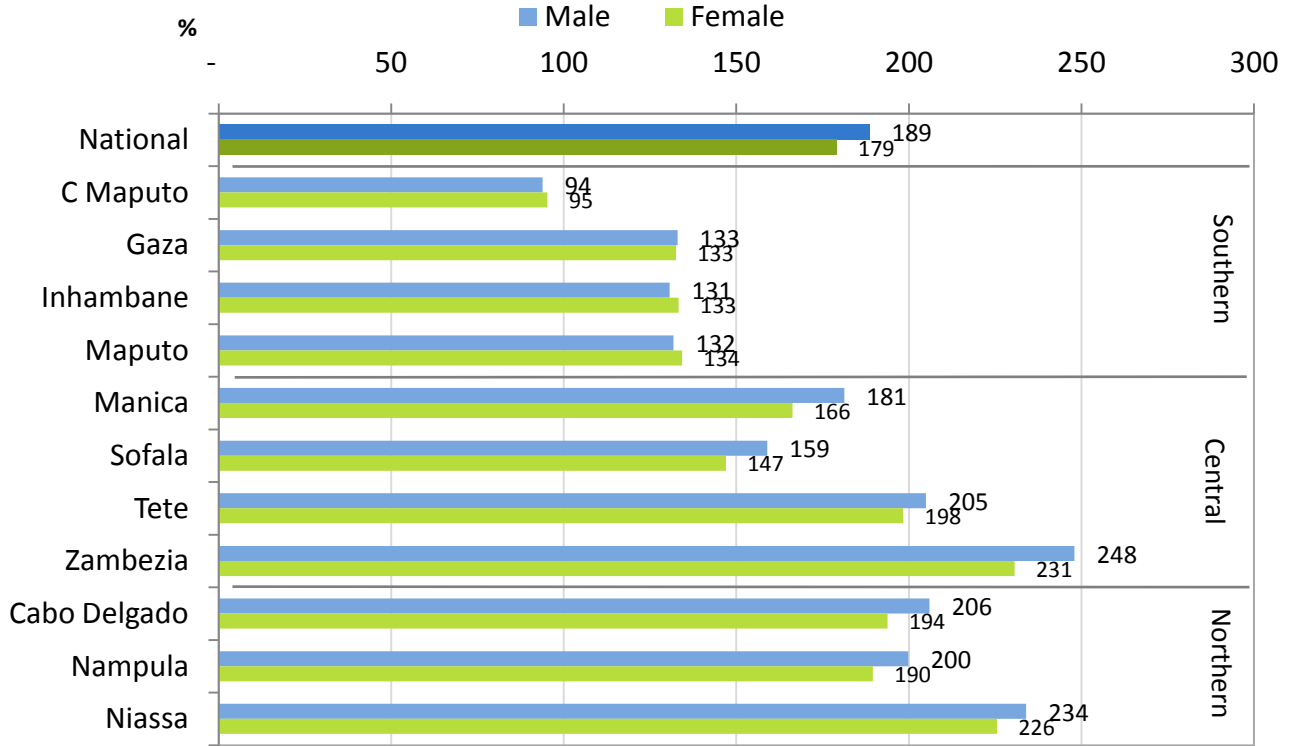




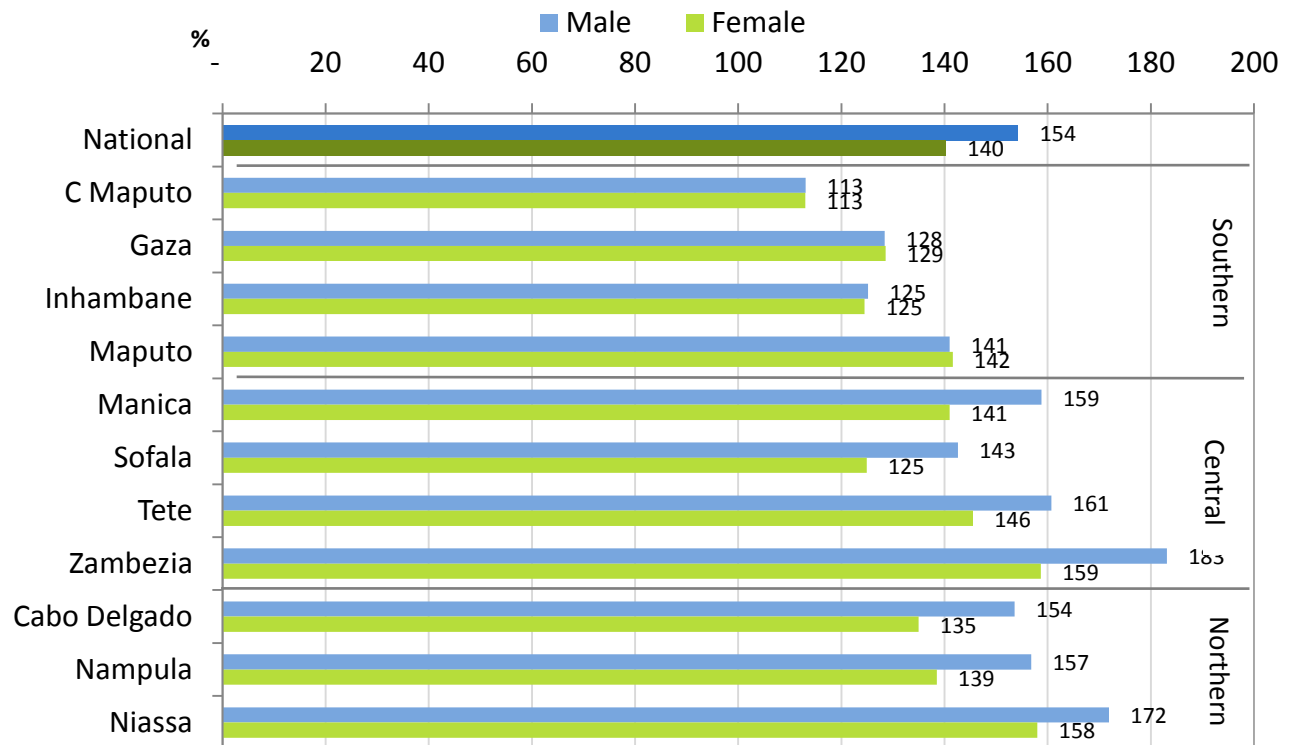
Northern Provinces



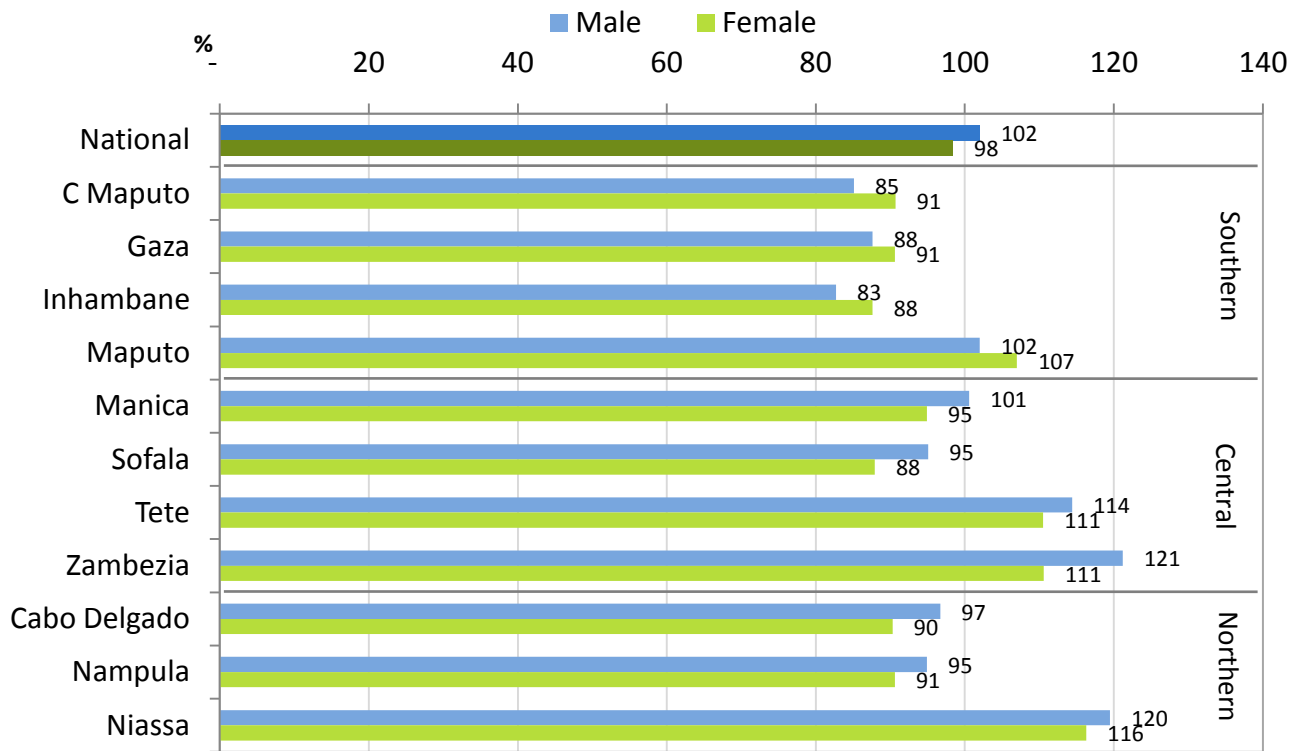
EP1 (G1-5) gross intake rate by province and gender, public and private



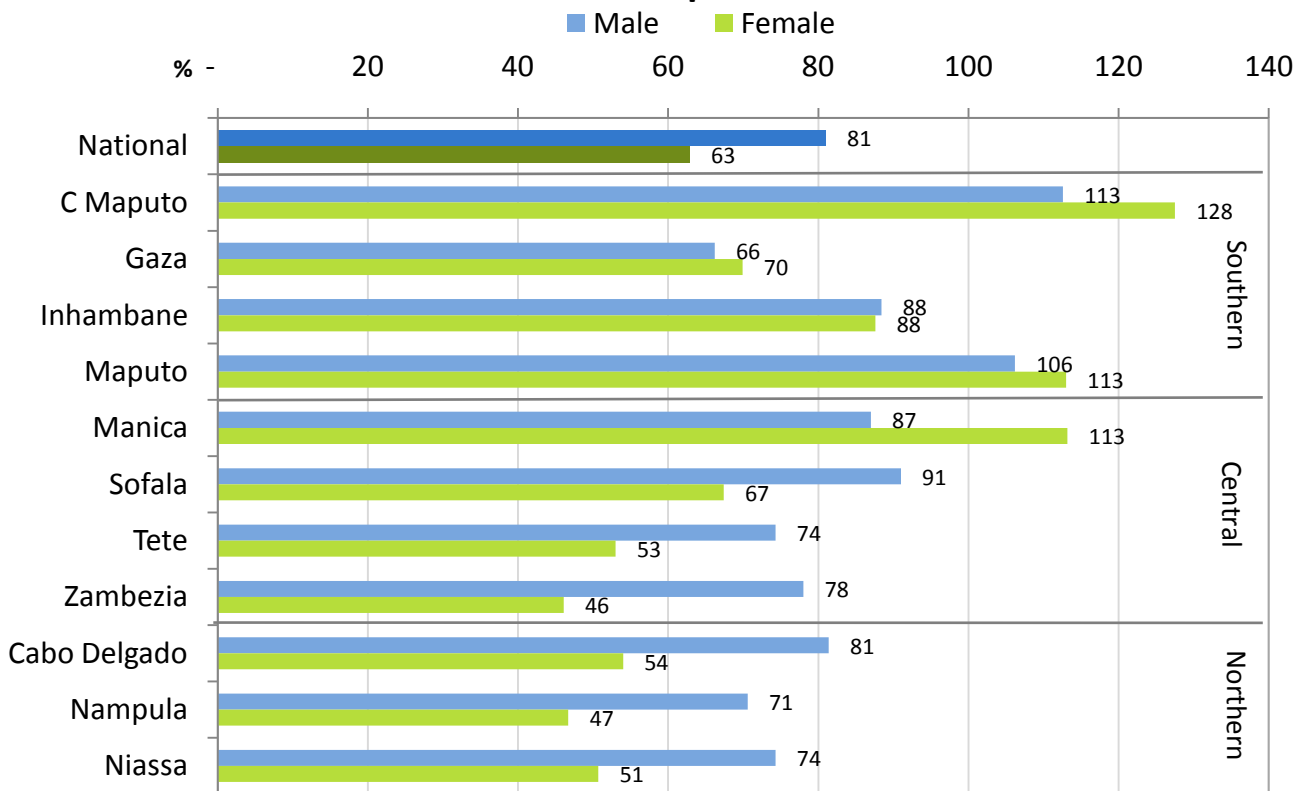
EP1 (G1-5) gross enrollment rate province and gender, public and private



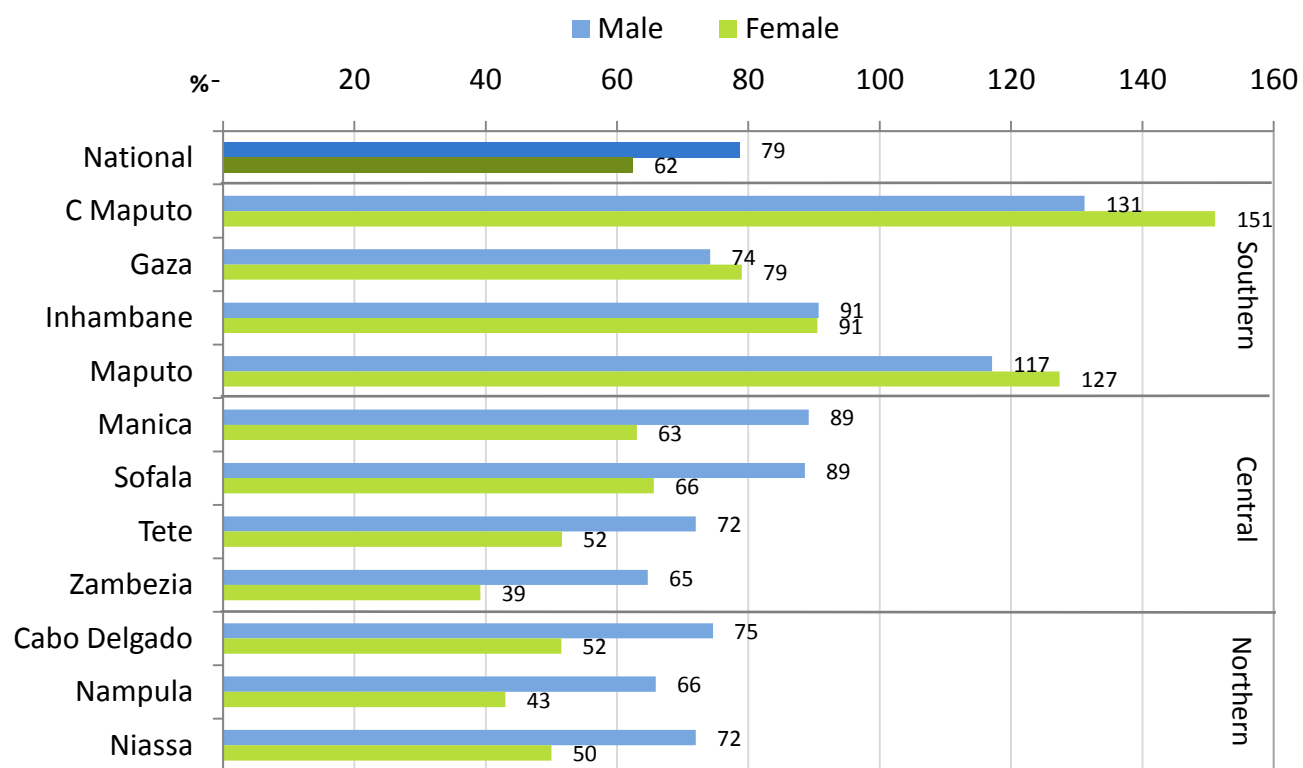
EP1 (G1-5) net enrollment rate by province and gender, public and private



EP2 (G6-7) gross intake rate by province and gender, public and private



EP2 (G6-7) gross enrollment rate by province and gender, public and private



EP2 (G6-7) net enrollment rate by province and gender, public and private

