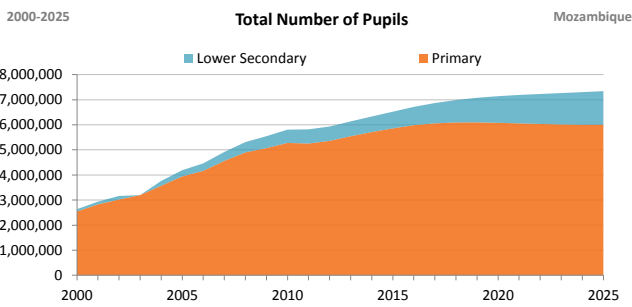
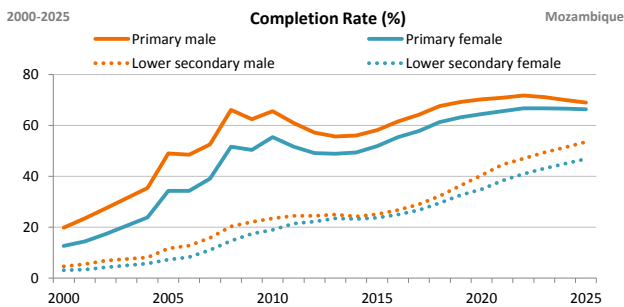
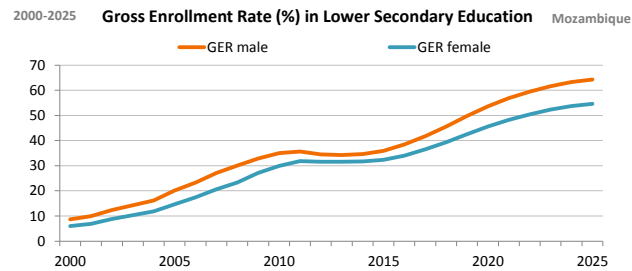
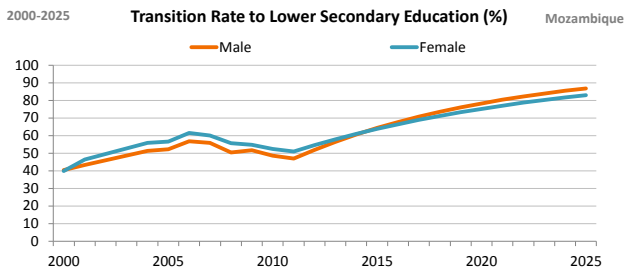
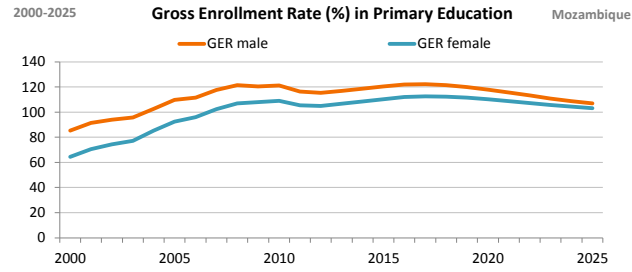
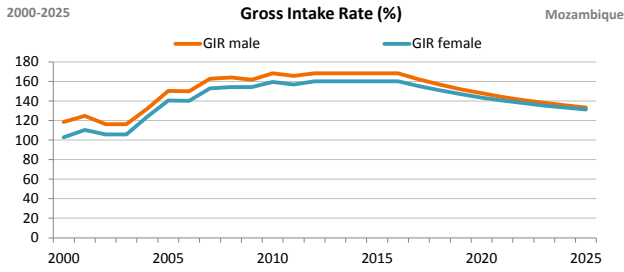


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Mozambique



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 varies 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.

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 %
2000	2,543,820	119	103	85	64	20	13
2001	2,829,787	125	110	91	70	23	14
2002	3,023,321	116	106	94	74	27	17
2003	3,197,786	116	106	96	77	#N/A	#N/A
2004	3,569,473	132	124	103	85	35	24
2005	3,942,829	150	140	110	93	49	34
2006	4,165,580	150	140	111	96	48	34
2007	4,560,905	163	153	118	102	53	39
2008	4,899,652	164	154	121	107	66	52
2009	5,071,878	162	154	120	108	62	50
2010	5,277,868	168	159	121	109	66	55
2011	5,253,670	165	157	116	105	61	52
2012	5,359,018	168	160	115	105	57	49
2013	5,544,188	168	160	117	107	56	49
2014	5,710,464	168	160	119	108	56	49
2015	5,856,957	168	160	120	110	58	52
2016	5,985,820	168	160	122	112	62	55
2017	6,057,852	162	155	122	112	64	58
2018	6,093,705	157	151	121	112	68	61
2019	6,096,854	152	147	120	111	69	63
2020	6,079,586	148	144	118	110	70	65
2021	6,057,086	144	140	116	109	71	66
2022	6,034,744	141	138	113	107	72	67
2023	6,012,730	138	135	111	106	71	67
2024	6,000,516	136	133	109	104	70	67
2025	6,000,038	133	131	107	103	69	66

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 %
2000	91,938	40	40	9	6	5	3
2001	107,807	43	46	10	7	5	3
2002	139,510	#N/A	#N/A	12	9	7	4
2003	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2004	194,462	51	56	16	12	8	6
2005	247,787	52	57	20	15	12	7
2006	297,692	57	61	23	17	13	8
2007	358,558	56	60	27	21	16	11
2008	412,305	50	56	30	23	20	15
2009	475,915	52	55	33	27	22	17
2010	529,554	49	52	35	30	23	19
2011	566,295	47	51	36	32	24	21
2012	572,406	52	55	34	32	24	22
2013	592,061	56	58	34	32	25	23
2014	620,220	61	61	35	32	24	23
2015	665,665	64	64	36	32	25	24
2016	730,249	68	66	38	34	27	25
2017	810,166	71	69	42	37	29	27
2018	894,595	74	71	46	39	32	29
2019	981,970	76	73	50	43	36	33
2020	1,062,024	78	75	54	46	40	35
2021	1,134,002	80	77	57	48	45	38
2022	1,194,629	82	79	59	50	47	41
2023	1,252,946	84	80	62	52	49	43
2024	1,302,552	85	82	63	54	51	45
2025	1,341,866	87	83	64	55	54	47

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.