Chapter 3. Constraints

As presented in the previous chapter, gross enrollment rates (GERs) and net enrollment rates (NERs) at all the levels of education are very low in Tete province. Even in primary education, GER was barely 50% and NER was less than 30% in1997. The enrollment rates were even lower in secondary education at about 5% for GER and less than 2% for NER and virtually nil in professional/technical education. MINED recognizes limited access, low quality and cost of improvement to be three major obstacles to educational development in the Country. These problems are all present and even more acute in the northern and central provinces including Tete than the southern provinces. There are also issues associated with the cultural and societal conditions, which may influence the collective attitude toward education in the target region. In this chapter, factors and constraints considered to be particularly significant in Tete province and the Study Area are identified and discussed.

3.1. Societal Factors

Aside from the three problems associated with access, quality and cost of education, there are factors embedded in the fabric of society. Coupled with poverty, those factors make the society less conducive to rapid and drastic change in educational conditions. They are likely to impede implementation and development of any measure for educational improvement and expansion in Tete province and the Study Area. Such factors associated with the social background, including culture and tradition, are referred to below.

3.1.1. Low educational level and low literacy of the local adult population

Due to the civil war, the people in Tete province and the Study Area as in other areas of the Country were long denied of educational opportunities. As presented in Chapter 2, the level of schooling that most adults have is still minimal. The majority of the adult population in Tete province is without formal education (84% as of 1997), and even those who attend school rarely complete their education. As of 1997, the percentage of the provincial adult population who had completed primary education was less than 14%, and those who had finished secondary education constituted mere 2%. Consequently, the adult literacy was still very low at about 30% in Tete province.

3.1.2. Low perceived value of education

For children to be motivated to attend school, both physical and mental support from their families and their communities is essential. However, children have been long regarded as indispensable labor force especially in remote and rural villages where economic activities are still bare minimum and job opportunities after schooling are scarce. In such

areas, education is not necessarily perceived by community members as something valuable or worth investing in for returns in the future that do not appear tangible. Such may be the case with Tete province and the Study Area. Without the perceived value, neither children's caretakers nor their communities as a whole are likely to provide encouragement and cooperation for children's education.

3.1.3. Societal force against women's education

It is speculated that still pervasive in the Country, particularly in rural provinces such as Tete, are social mores, tacitly expected of and imposed on women. Traditionally, women are expected to engage in domestic work from an early age, marry early, bear and raise children, tend domestic affairs, and stay in their communities all through their lives. Women with education or professional careers may be accepted but not readily approved of. To many parents, giving their daughters an education is not a priority, especially when their economic means are limited. To the collective mindset of society as a whole, providing educational opportunities for women, thereby giving them chances of jobs and career options outside their families and communities, is yet to be perceived as something to be promoted. This social pressure against women's education and the sanctions that go with it are considered to be strong even today, especially in remote, rural areas.

3.2. Limited Access

3.2.1. Lack of schools

(1) Lack of primary schools

The number of EP1 schools in the Study Area steadily increased from 218 in 1995 to 337 in 1999 at an annual rate of 6.4% to 18.7%. Still, the Study Area's share of EP1 schools in the province remained below 60%. On the other hand, the number of classrooms at EP1 schools in the Study Area did not increase proportionally. In 1999, there were only 1,008 classrooms for 122,974 students enrolled at EP1 schools in the Study Area. The classroom-to-student ratio was 1:122, which was higher than the provincial average at 1:113. The lack of classrooms was most acute in Tete city, Angonia and Moatize, where there were 188, 153 and 111 students, respectively, per classroom.

Because of the lack of classrooms, many EP1 schools in the Study Area, especially in urban areas of Angonia, Moatize and Tetecity, operate on three shifts as in other populated areas of the Country. That is, classes are taught three times a day with different groups of students to accommodate too many students for limited numbers of classrooms and teachers. This multiple shift system not only imposes undue physical and mental stress on teachers but also limits school hours for students to attend everyday. In addition, the available data suggest that still many EP1 schools in the province as well as in the Study

Area, especially in remote, rural areas, are makeshift one-classroom schools, which may be open in one year but closed in the next.

Compared to EP1 schools, there are disproportionately few second level (EP2) primary schools. As of 1999, there were only 18 EP2 schools in the Study Area, and even Tete city, the most populated district in the area, had only four EP2 schools. In contrast to EP1 schools, the growth of the number of EP2 schools has been staggering. Even though the number of EP2 schools doubled in Tete province and the Study Area from 1995 to 1997, the rate of increase dropped drastically from 1997 to 1999. The disparity between EP1 schools and EP2 schools, however, may not be surprising, considering that the Government's priority in educational development is to expand and improve EP1 education.

In addition, probably still a considerable portion of the EP1 schools in the Study Area offer only part of the first five grades (e.g., grade 1 only, grade 1-2 only and grade 1-4). In fact, such partial EP1 schools have outnumbered those that offer full five grades. As of 1996, 64.5% of the entire EP1 schools in Tete province were partial schools, in which almost 40% of the EP1 students were enrolled (Table 1.37).

Table 1.37. Enrollment at Full and Partial EP1 Schools by Province, 1996

		EP1 enrollment at full/partial schools				
Region	Province	Total	Full	%	Partial	%
North	Cabo Delgado	103,588	67,889	65.5	35699	34.5
	Nampula	227,595	120,285	52.9	107310	47.1
	Niassa	63,241	40570	64.2	22,671	35.8
Central	Manica	81,919	68,960	84.2	12,959	15.8
	Sofala	94,226	81,009	86.0	13,217	14.0
	Tete	116,805	70,675	60.5	46,130	39.5
	Zambezia	318,699	171,070	53.7	147,629	46.3
South	Gaza	162,800	122,257	75.1	40,543	24.9
	Inhambane	142,090	119,154	83.9	22,936	16.1
	Maputo	118,149	108,392	91.7	9,757	8.3
	Maputo City	144,845	144,748	99.9	97	0.1
Mozambique		1,573,957	1,115,009	70.8	458,948	29.2
Northern provinces		394,424	228,744	58.0	165,680	42.0
Central provinces		611,649	391,714	64.0	219,935	36.0
Southern provinces		567,884	494,551	87.1	73,333	12.9

Source: MINED, *Educational Indicators, Primary Education*, 1997.

As for complete primary schools that offer all the seven grades in primary education, their number is even smaller. The percentage of complete schools in Tete was around only 4% from 1997 through 1999 (Table 1.38). In 2000, still only 32 out of the total of 641 primary schools, i.e., 5.0%, were complete schools.

Table 1.38. Number of Complete Primary Schools in Tete, 1997-2000

	1997	(%)	1998	(%)	1999	(%)	2000	(%)
Complete	17	(3.7)	24	(4.6)	24	(4.0)	32	(5.0)
Incomplete	443	(96.3)	495	(95.4)	569	(96.0)	609	(95.0)
Total	460		519		593		641	

Source: Tete Provincial Directorate of Education, 2000.

(2) Lack of secondary schools and training schools

The number of secondary (ESG1 and ESG2), and training schools is even more limited. As of 1999, in the Study Area there were five ESG1 and one ESG2 schools, two basic level and one middle level professional/technical schools, and one teacher-training school. As in the case of EP2 schools, the number of secondary and training schools has remained at low levels in the past several years. In 1995 there were nine secondary schools in 1995 (eight ESG1 and one ESG2), but in 1999 the number of secondary schools was still only 11 (nine ESG1 and two ESG2). As for training schools in the province, between 1995 and 1998 the number of schools remained the same at five though two more schools have opened since then (IMAP in 1999 and Dom Bosco Professional School in 2001).

3.2.2. Imbalance between urban and rural areas

The Study Area's share of student enrollments in the province increases with the level of education: from 61.0% at EP1 to 65.8% at EP2, 77.2% at ESG1, and then to 98.1% at ESG2 in formal education as of 1999. This is simply because the number of schools beyond EP1 is extremely limited and concentrated in urban areas, namely in Angonia, Moatize and Tete city. Thus, it is speculated that many children in rural areas, no matter how willing they are to go on to higher levels of education, are discouraged from doing so.

Schools are particularly dispersed over a wide area in Chifunde, Chiuta and Macanga of the Study Area, whose population density is under 10 per km^2 (Table 1.39/cf. also Appendix 3). For instance, there is only one EP1 school per $466km^2$ in Chifunde, the least populated district in the Study Area. On the other hand, Anggonia and Tete city, two most populated areas, have an EP1 school in every $14km^2$ and $30km^2$, respectively.

Beyond EP1, the dispersion of schools becomes much greater in rural districts. Secondary schools are not found in Chifunde, Chiuta, Macanga, and Tsangano. Therefore, for children in these districts to attend secondary schools, they must either commute to schools in Angonia, Moatize or Tete city or move to one of the three districts with secondary schools.

Table 1.39. School Dispersion in Tete Province and the Study Area, 1999

	Province	Angonia	Chifunde	Chiuta	Macanga	Moatize	Tsangano	Tete city
Area (km^2)	100,800	3,427	9,326	6,887	7,340	8,879	3,439	300
Pop. dens.† (/km^2)	11.4	72.4	5.2	7.3	6.3	12.3	31.0	339.8
EP1 schools	605	115	20	43	38	52	48	21
Dispersion (km^2)*	167	30	466	160	193	171	72	14
Classrooms	1,787	206	49	100	119	257	140	137
Classrooms/sch.	3.0	1.8	2.5	2.3	3.1	4.9	2.9	6.5
EP2 schools	31	6	1	1	1	3	2	4
Dispersion (km^2)*	3,252	571	9,326	6,887	7,340	2,960	1,720	75
ESG1 schools	9	3	0	0	0	1	0	1
Dispersion (km^2)*	11,200	1,142	n.a.	n.a.	n.a.	8,879	n.a.	300
ESG2 schools	2	0	0	0	0	0	0	1
Dispersion (km^2)*	50,400	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	300
Other‡	7	2	0	0	0	1	0	2

* Average land area in which one school is found / † Population based on 1997 census / ‡ Including professional/technical, teacher training and agricultural training, schools / Sources: *1997 Census*, Tete Province and Mozambique, 1999; Tete Provincial Directorate of Education, 2000.

3.2.3. Lack of educational opportunities for women

Women have much more limited access to educational opportunities in the Country, particularly in the northern and central provinces including Tete. As of 1999, there were 225,170 students enrolled in primary and secondary education in Tete, of whom about 71% were male and 29% female. This disparity is also evident in the Study Area (Table 1.40).

Table 1.40. School Enrollment and Gender Composition in the Study Area

Enrollment*	Province	Angonia	Chifunde	Chiuta	Macanga	Moatize	Tsangano	Tete city
EP1 (1999)	201,698	31,520	4,404	6,567	11,096	28,609	15,041	25,737
Male (%)	70.2	68.6	71.9	72.9	68.9	70.1	69.0	67.6
Fenale (%)	29.8	31.4	28.1	27.1	31.1	29.9	31.0	32.4
EP2 (1999)	15,991	2,116	102	242	216	2,031	287	5,531
Male (%)	74.0	74.7	88.2	83.9	81.9	73.5	81.2	68.6
Female (%)	26.0	25.3	11.8	16.1	18.1	26.5	18.8	31.4
ESG1 (1999)	6,690	1,187	0	0	0	325	0	3,656
Male (%)	73.6	78.7	n.a.	n.a.	n.a.	74.5	n.a.	69.5
Female (%)	26.4	21.3	n.a.	n.a.	n.a.	25.5	n.a.	30.5
ESG2 (1999)	791	0	0	0	0	0	0	776
Male (%)	73.7	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	73.6
Female (%)	26.3	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	26.4
Prof./tech. (2001)	2,101	0	0	0	0	100	0	1,789
Male (%)	n.a.	n.a.	n.a.	n.a.	n.a.	93.0	n.a.	82.8
Female (%)	n.a.	n.a.	n.a.	n.a.	n.a.	7.0	n.a.	17.2
IMAP (2001)	143	143	0	0	0	0	0	0
Male (%)	57.3	57.3	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Female (%)	42.7	42.7	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

* At the beginning of academic year / Source: Tete Provincial Directorate of Education, 2000.

Despite the steady rise in province-wide school enrollment at all the levels of education in recent years, the percentage of female students has remained low. Of the 122,974 students enrolled at EP1 schools in the Study Area in 1999, only 30.6% were female. Low enrollment of female students is even more marked in EP2 and professional/technical education. The gender composition of EP2 enrollment (71.9% male and 28.1% female) does not differ greatly from that of EP1 enrollment in the Study Area. However, the percentage of female EP2 students falls below 20% in four of the seven districts in the Study Area, namely Chifunde, Chiuta, Macanga, and Tsangano in 1999. As for professional/technical schools, the female student enrollment accounted for only 17.2% at the three basic level schools in Tete city, and mere 7.0% at the middle level school in Moatize.

3.2.4. Low quality

(1) Low levels of educational attainment

The EP1 grade pass rate in the Study Area increased to mid 60% in 1999 from high 50% for the previous few years (cf. Appendix 1). Still, the Study Area's pass rate was constantly lower, however slightly, than the provincial pass rate during the period except for 1998, and over 30 out of 100 students failed to pass their grades. On the other hand, the EP1 repetition rate in the Study Area was generally lower than the provincial repetition rate.

Only a very small portion of students completes EP1 education within five years. According to MINED, the national EP1 graduation rate was less than 7%, and the rate in Tete province was slightly higher at 8.6% in 1994. It appears that the EP1 graduation rate has been improving in recent years, for the rate is said to have increased to about 25% by or around 1998. The data provided by Tete Provincial Directorate of Education suggest that the EP2 graduation rate for male students was higher in the Study Area than in the province as a whole in 1998 and 1999, and the rate increased by over 10% from 51% in 1998 to 63% in 1999. Given the EP1 and EP2 graduation rates, the student attrition rate at primary schools in the Study Area is speculated to be extremely high. Assuming that the EP1 graduation rate is 25% and EP2 graduation rate is 60% for male and female in the Study Area today, only about 25 out of 100 students would complete EP1 education in five years, and only 15 at most would persist to complete EP2 education in the next two years. The actual graduation rates, however, could be lower.

(2) Lack of qualified teachers and female teachers

The percentage of EP teachers with three-year training at FP centers has been higher in the Study Area than in the province as a whole. As of 2000, about 60% of the 1,961 teachers

employed at EP1 schools in the Study Area had been trained at FP centers whereas 56.5% of the teachers in the entire province had. Nevertheless, the percentage of FP-trained teachers was only 38% in Chifunde in 2000 and fell below 50% in Chiuta for 1998 through 2000 and in Macanga in 1999 and 2000 (cf. Appendix 3).

Data on the quality of teachers at other levels of education are scarce. However, three out of the five training institutes interviewed by the Study Team listed the retraining of teachers as one of three immediate priorities. For instance, the majority of teaching staff at Institute of Mines and Geology is lacking in training and experience. According to the officials interviewed at the institute, 20 our of the 23 teachers currently employed are former students of the institute, who went through only six-month or one-year training prior to starting their teaching job. Likewise, the directors of Matundo Industrial School and of Martyrs of Wiriyamu Industrial and Commercial School voiced the need for capacity enhancement of teachers. Especially at the latter, some of the teaching staff are not certified teachers but regular employees of companies in the area, who are hired to teach certain courses (e.g., typing) in their spare time.

The shortage of female teachers has been recognized as a major factor of the depressed enrollments of female students in the Country. As of 1998, female teachers accounted only for 24% of the teachers at the entire EP1 schools and the percentage was even lower at about 22% in Tete province. The percentage of female teachers fell below 20% at the national level in EP2, secondary and professional/technical education, and it was especially low in Tete province in EP2, ESG1 and professional/technical education at about 11%, 8%, 3%, respectively.

(3) Inadequate school environment

During the ten years of the civil war from 1983 to 1992 in Mozambique, about 58% of the entire educational network was destroyed. Tete province is one of the areas hardest hit by the civil war, and many schools were rendered defunct. Since the end of the war, the Government, various international organizations, religious groups, and NGOs have made efforts to rehabilitate demolished school buildings, build new schools, and provide facilities and materials necessary for schooling. These efforts have especially been directed toward EP1 schools. The following is a list of some of the organizations that have been active in the Study Area for EP1 school rehabilitation and material support.

- Angonia: Development Aid from People to People (ADPP or DAPP, a Norwegian NGO headquartered in Zimbabwe), Amilcar Cabral Center of Information and Documentation (Centro de Informação e Documentação Amílcar Cabral / CIDAC, a Portuguese NGO established in 1974), Lutheran World Federation (LWF), and UNHCR.

- Chifunde: Action for the Rights of Children (ARC).
- Chiuta: Norwegian Peoples Aid (NPA).
- Macanga: International Rescue Committee (IRC, an NPO started in the U.S. in 1933) for school materials (e.g., teaching manuals, textbooks, chalks, etc.) and UNDP and LWF for school rehabilitation.
- Moatize: ADPP, Norwegian Refugee Council (NRC), Danish International Development Assistance (DANIDA), Istituto Sindacale per la Cooperazione allo Sviluppo (ISCOS, an Italian NGO), LWF, and World Vision International (WVI).
- Tsangano: ADPP, LWF, ISCOS, WVI, and UNICEF.

In some districts such as Angonia and Chiuta, local communities have been encouraged to participate in school rehabilitation (cf. UNDP/UNHCR, 1996). In Chiuta, local communities helped rehabilitate seven out of the nine EP1 schools surveyed. Despite the efforts exerted by these aid organizations, many schools in the province are still inadequately equipped. For instance, a majority of EP1 schools in Angonia, Chifunde, Chiura, and Macanga were either without desks (76.8%) or lavatories (61.6%) in 1996.

As for training schools in the Study Area, Dom Bosco Professional School in Tete city and the IMAP in Angonia, the two most recently established schools, are well equipped with excellent facilities. On the other hand, the other three schools are in serious need of equipment and facility upgrading. Matundo Industrial School needs new machines and equipment for students' practical training to replace old ones as well as more classrooms to accommodate its large enrollment. Martyrs of Wiriyamu Industrial and Commercial School is lacking in chairs, desks and blackboards among other things, and Institute of Mines and Geology considers the procurement of new and more laboratory equipment and the upgrading of boarding facilities musts.

3.2.5. Limited future opportunities

In Mozambican economy, the industry and service sectors are still very weak compared to the agricultural sector, and in the Study Area, agriculture's dominance in economy and employment is even greater. It is roughly estimated that agriculture accounts for 64% of the regional economy and 86% of the entire local employments. On the other hand, the services sector's share of the regional economy is estimated at 30%, less than half of the agriculture sector, and its share of the regional employments 10%. The role of the industry sector is even smaller, accounting for only 6% in economy and 4% in employment. In other words, today the future opportunities for children in the Study Area are grossly limited and mostly lie in agriculture and related employments.

At all the professional/technical schools surveyed by the Study Team, school officials unanimously agree that one of the most difficult challenges facing students is to secure

employment after graduation. Many graduates who complete their programs at these schools wish to continue their training at schools of a higher level in other cities such as Beira and Maputo. However, their chance of doing so is rather limited. Of those who graduated from Institute of Mines and Geology in 2001, two passed the entrance exam for national universities and entered a program at the geology department of Eduardo Mondlane University in Maputo, the most reputable university in Mozambique, and four went to Pedagogical University also located in Maputo. At Matundo Industrial School, 200 students graduated in 2001, of whom 20 passed the entrance exam for middle level training schools and would go to schools in Beira, Nampula or Maputo. There were 60 graduated at Martyrs of Wiriyamu Industrial and Commercial School in 2000, and some of them continued to study on their own to enter middle level schools. According to the director of this institute, now there are job openings in Tete city and other provinces. Yet, prospective employers such as banks that offer secure and relatively well-paid jobs are reluctant to hire graduates from the institute simply because their level of training and skill is insufficient to qualify for the positions open.

Chapter 4. Developmental Strategy for Education and Training

The future development as envisioned by the present study will be largely determined by whether or not and the extent to which quality labor force will be provided from within the Study Area. The expected growth in the service sector as well as in the industrial sector will duly demand rapid increase in the supply of trained and skilled workers. One of the most crucial factors thus is concomitant educational development, which must be carefully planned and promoted.

There are two equally important paths of educational development to be pursued in the Study Area. One is to continue to promote schooling among local children, especially girls. This aspect is in accordance with the national educational development strategy of MINED. The goal is to have the local youth attend school, complete primary education and then continue on to secondary education or professional/technical education. The other path is to raise literacy and the level of education among the local adult population. This aspect calls for provision of educational opportunities for local adult residents.

Since the end of the civil war, various outside aid organizations have supported the rehabilitation of the educational system in Mozambique collaborating with MINED. However, there is a trend among those organizations to shift the weight of assistance from local projects in specific regions to more strategic support of MINED (cf. "Education Sector Strategic Plan 1997-2001," p. 8). Tete province is not an exception.

Educational development strategy for Tete province and the Study Area must take into account the waning presence of outside support, coupled with the limited financial resources and underdeveloped infrastructure, as the precondition. It necessitates the province to probe for and take the initiative in self-sustainable educational development. Probably, a better initial strategy is to best utilize limited available resources to improve the existing system of education and training and its associated facilities. Implementation of the strategy would inevitably call for active cooperation and involvement of respective local communities. New schools and associated facilities are to be constructed only where they are most needed. Education and training-related projects proposed by the present study are included in the separate volume of Project Profiles. Particularly pertinent are as follows:

1) Institute of Mines and Geology Support Program (Project No. 1.10);
2) Distance Education Program (Project No. 4.8);
3) Primary Schools Improvement (Project No. 4.9);
4) Adult Education on Land Ownership and Sustainable Agriculture (Project No. S.3);
5) Community Skills Center (Project No. S.6); and
6) Schools and Health Posts Construction (Project No. S.10).

In the following sections, three areas of concern for the educational development plan for the Study Area are contemplated.

4.1. Community Involvement in Educational Development

4.1.1. Promotion of awareness for the importance of education

In order for educational development to take root and succeed in the Study Area, it is essential that the community environment be receptive and conducive to such an initiative. To proceed with the action plan, the community as a whole, especially children's guardians and community leaders, must perceive school education as integral part of community development. They must understand that education is necessary investment not only for the life of the children but also for the future prosperity of their community.

It is recommended that workshops be held first for community leaders to encourage them to assume the leadership in the promotion of community awareness for the importance of education. Especially important is to emphasize the need for women to have equal access to education for the development of their communities. Then, the leaders in turn would disseminate the merits and importance of education to local adult residents. The idea is to heighten their awareness for the necessity of providing the youth with educational opportunities through community meetings and other formal and informal gatherings. At the same time, it is hoped that the local adult population will also become interested in obtaining further education for themselves.

4.1.2. Community participation in school facility improvement

There has been some community participatory effort toward school construction and rehabilitation in the Study Area. Local communities in Angonia and Chiuta cooperated with DAPP in constructing and rehabilitating EP1 schools in the past. The extent of such effort is said to have been somewhat limited, however. Given the choice of obtaining a few better-constructed schools through turnkey projects or participating in building more schools with limited facilities for the same budget, some communities chose the former (UNDP/UNHCR, 1996). Nevertheless, in face of dwindling financial assistance from outside sources in the foreseeable future, local communities' initiative in supporting their local schools will become increasingly important.

As presented in the previous chapter, presumably many schools in the Study Area are still lacking in such basic facilities and furnishings as lavatories, desks and chairs. Some schools are even without windows or classrooms. If community members coordinate their effort and contribute labor or other forms of assistance, such inadequate schools could be upgraded without straining financial resources. Thus, along with the aforementioned community awareness program for education, members of each community should be

encouraged to become more actively involved in the maintenance and improvement of their schools (cf. "Part 3: Community Development and Participatory Approach" of the present volume; Project No. 4.9 of "Project Report," a separate volume).

Especially urgent in the Study Area is to ease the problem of overcrowded EP1 classrooms. Probably, the first priority is to build more EP1 classrooms in Angonia, Moatize and Tete city where the shortage of classrooms has been most serious. Also community participation should be directed to building housings for teachers.

4.2. Expected Role of Tete Provincial Directorate of Education

Tete Provincial Directorate of Education is expected to play a key role in the educational development in the province and the Study Area. First, it will continue to serve as a vital source of various educational data on which future strategic plans of MINED will be based. The provision of accurate information and forecast on the conditions of education will be crucial in curricula revision and enhancement, facility improvement and establishment, teaching and classroom material procurement, teaching staff and administrator deployment, among others. Second, the directorate should work in tandem with MINED to create educational awareness programs for local communities. Those programs will be carried out in a series of workshops for community members to become involved in the educational development. Third, the directorate should formulate its own long-term action plan targeted at disadvantaged communities, particularly in remote, rural areas of the province. The plan should cover not only formal education but also non-formal education. It is hoped that the directorate and MINED will extend their attention and support beyond primary education to professional/technical and adult education as well. After all, the educational development strategy for Tete province and the Study Area would not succeed without being inclusive if it is to strengthen and expand the regional human resource base. Fourth and closely associated with the aforementioned, the directorate should play an active role to help local communities create more facilitative environment for education. It is both desirable and necessary that the directorate will keep local residents informed of the policy and ongoing efforts of MINED. At the same time, the directorate should provide guidance and support for their involvement in the regional educational development.

In sum, Tete Provincial Directorate of Education will have to assume and fulfill more responsibility as the regional development plan set forth by the present study is put into effect. It will be essential for the directorate to develop rapport with local communities from an early stage and ask them for their help and cooperation when and where necessary. At the same time, the directorate is expected to continue appealing to MINED for more attention and support to the educational development in the province while working closely

with the ministry.

4.2.1. Need for assessing late entrants and returnee students

In Tete province as in all the rest of the Country, there is a great deal of fluidity in student enrollments at primary and secondary schools during every academic year due to a large number of late entrants. The late entrants are those who enroll in school after the start of the academic year. Granted that a good portion of these students would successfully complete their grades, their late enrollment may nevertheless significantly affect the efficiency of the educational system. For one, inflow of students inevitably increases the teacher-to-student ratio. In addition, disruption in the pace of teaching and shortages of textbooks and school materials are also conceivable.

Presumably, most, if not all, of these late entrants are returnee students, who left school without completing the curricula in the past and have been away from education for some time. Consequently, they are over-aged for the grades that they enter. The needs of these students may be different from other students and may not be adequately addressed by the present system.

Despite the large enrollments of late entrants and returnee students at all the levels of education in the province, Tete Provincial Directorate of Education does not seem to keep track of them systematically at present. First and foremost, the directorate is strongly advised to start collecting and analyzing data on late entrants and returnee students. In the course of the work, it is important to examine possible impact that they may have on teachers as well as peers, for their presence may affect classroom management and progress of coursework.

With assessment of the conditions of late entrants and returnee students, the directorate would become better able to address to and meet their needs. It would also help the directorate improve its ability to assess and predict students' academic attainment (e.g., rates of pass, repetition, dropout, and graduation). Further, by carefully monitoring the flow of late entrants and returnee students, the directorate should be able to predict student enrollments in each district more accurately every year. This would particularly benefit the directorate in deployment of teachers as well as procurement of teaching and classroom materials.

4.2.2. Strengthening adult education centers

One of the most dismal facts is that the majority of the adult population in the province still has no formal education. Consequently the level of literacy is still low. Even those who attend school often do not complete their education. Even if they do, they would take longer than the prescribed length of time to complete. It is deemed both desirable and

necessary to provide the local adult population with opportunities to learn how to read and write as well as to complete primary and secondary education. The effort to raise literacy and the level of education among adults is a necessary step to create community environment that fosters and facilitates educational development.

There is encouraging proof that community members' interest in their own education is growing. As shown in Appendix 4, the number of local residents who complete primary and secondary education at adult education centers more than doubled between 1995 and 1999. It increased from 496 to 1,346 in the province and from 428 to 1,005 in the Study Area. If local adult education centers are promoted, it is likely that more adult residents will become interested in resuming and obtaining education. Therefore, Tete Provincial Directorate of Education should consider strengthening the existing adult education centers as high priority and thus exert effort accordingly. In the process, the directorate will review the programs currently offered, and revise them if and when necessary to meet the educational needs of respective communities. Also, the directorate should conduct a study in the districts that currently do not have adult education centers, namely Chifunde, Macanga and Tsangano. The purpose of the study is to examine whether or not the establishment of new adult education centers would merit their communities.

To reach out and meet the educational needs of local residents more efficiently and flexibly, some of the existing adult education centers may be enhanced as distance education centers in the future (cf. Project No. 4.8 of "Project Report," a separate volume). The designated centers will have radios and audio-visual equipment (TVs and VCRs), through which classes are conducted. In addition to remedial courses to complete primary and secondary education, distance education courses will be expanded to cover a wide range of subjects, including agricultural training, environmental education, and hygiene and healthcare education.

4.3. Institutional Reforms of Local Training Institutes

Except for the IMAP in Angonia and Dom Bosco Professional School in Tete city, training institutes in the Study Area are in serious need of facility and equipment upgrading and faculty retraining. Without these reforms, the training institutes can neither operate to their full capacity nor satisfy the future training needs in the Study Area as well as Tete province. As the local economy grows with the regional development, the job market will expand and diversify, and the training institutes will have to flexibly respond to the changes. These reforms are considered a prerequisite before the training institutes could undertake curriculum revision and expansion. Therefore, enhancing the local training institutes should be emphasized in the planning of the regional development.

The training institutes in and around Tete city may look into the prospect of working

together and coordinating their efforts. Forming a consortium may be a viable avenue to best utilize their resources. Through the consortium, they may collectively appeal to MINED, local businesses as well as outside aid organizations for their support.

4.3.1. Strengthening professional/technical schools

(1) Need for establishing information technology and business management courses

By far the most difficult problem facing every professional/technical school in the Study Area is the lack of job opportunities and career alternatives for students after graduation. There is some indication that the number and variety of job openings is on the rise in Tete city. However, according to the official of a professional/technical school in Tete city interviewed, prospective employers generally regard graduates from local professional/ training schools as insufficiently trained and thus unqualified for positions offered.

The kind of knowledge and skill required for contemporary jobs is becoming increasingly technical and specific. Various technical and office jobs will be generated in the Study Area as the local economy grows. Computer skills, in particular, will be in demand especially in Tete city. In fact, a considerable portion of the adult population in Tete city now seems to consider computer skill as something essential and thus to be acquired. According to a teacher who has been teaching at one of the two private computer schools in Tete city since its establishment in 1998, the school has had no problem recruiting students. The school offers short-term (2-month) courses in business application software operation. The total enrollment at the school is between 200 and 300, most of whom are adult professionals from or around Tete city. Despite the rather steep annual tuition of Mt.1.5 million (about US$75 at US$1=Mt.20,000) for local standards, every course offered at the school has been filled to its capacity.

Likewise, the demand for basic business skills is expected to rise rapidly as new local industries and small-scale enterprises in the industrial and service sectors are established. Acquisition of office skills will be crucial in improving the local residents' chance of finding secure jobs. Also, provision of training in business management will be needed to produce and strengthen local entrepreneurs.

Despite the rapid increase in enrollments in recent years and the prospective demand for computer and office skills, the local professional/training schools are not prepared to meet the challenge at present. None of the schools is equipped to offer computer courses. Though Martyrs of Wiriyamu Industrial and Commercial School offers a basic level curriculum in accounting, the curriculum is inadequate in providing the level of skill and knowledge demanded by prospective employers. In the business world today, accounting cannot be thought of separately from the computer just as in the case of most other office jobs. Bookkeeping at contemporary companies is done electronically on computers with

accounting software.

Therefore, establishing training courses in computers and business management, accounting in particular, should be recognized as an important agendum for the training institutes in the Study Area. Martyrs of Wiriyamu Industrial and Commercial School has already applied for computers and now is waiting for their allotment from MINED. If the procurement comes through, the school will be able to proceed with its plan to start computer and information technology courses immediately. Otherwise, it is strongly suggested that the school find some other way to obtain computers. One alternative is to approach through MINED overseas NGOs such as Computer Aid International, which provide schools in developing countries with refurbished computers for minimal fess.

(2) Need for retraining teachers

As mentioned in the previous chapter, Institute of Mines and Geology in Moatize, Matundo Industrial School and Martyrs of Wiriyamu Industrial and Commercial Schools in Tete city see it a priority to retrain their teaching staff. It is suggested that these schools appeal to MINED through Tete Provincial Directorate of Education for the prospect of establishing a faculty retraining program. A short-term retraining program using school recess periods (summer and winter) may be conceived in cooperation with Eduardo Mondlane University and Pedagogical University in Maputo city. During recesses, a group of selected teachers would be dispatched to the department of their specialty at the universities and participate in research activities or work as trainees. A teacher-trainee exchange program with large corporations in Maputo city may also be a workable scheme.

(3) Support of Institute of Mines and Geology

One of the key projects proposed by the present study is Tete-Moatize core urban development. Institute of Mines and Geology is situated at a strategically important location in Moatize town. This institute is the only middle level professional/training school in Tete province and thus expected to assume a key role in training and supplying skilled workers in the future. Currently the institute faces problems of lack of funding, under-trained faculty, inadequate facilities, and lack of equipment. These problems will have to be tackled stepwise with full cooperation and support from MINED, local businesses as well as local communities. Support program for the institute is proposed by the present study, which is summarized in the volume of Project Profiles (Project No. 1.10).

4.3.2. Need for strengthening IMAP

The IMAP in Angonia is a competitive teacher-training institute, established with funding from DANIDA Education. This institute has two purposes: 1) to produce competent

teachers for primary schools in Tete province and 2) to train qualified teachers to further improve their pedagogical skill and knowledge. The institute is an indispensable addition to the regional training institutes. With this institute now in operation, it is expected that deployment of qualified teachers and improvement of the quality of primary education in Tete province will be facilitated.

The institute operates on two sources of funding: one from MINED for teachers' salaries and the other from DANIDA Education for administrative expenses and facility maintenance. However, the institute foresees that the financial support from DANIDA will cease in the next several years. Thus, it is necessary for the institute to start to strengthen financial management and probe for ways to secure other sources of funding. At present, all the students enrolled at the institute are on a full scholarship granted from MINED. The institute is considering introducing a tuition system in the near future. For that, a feasibility study must be conducted as soon as possible. Also, the IMAP is aware of the possibility that some of the students may find jobs in the private sector, not taking teaching profession, after graduation. The institute will need to conceive a safety measure to ensure that its graduates will pursue teaching at primary schools in Tete province.

4.4. Current Efforts at Local Training Institutes

Local professional/training schools are not passively waiting for luck to turn their way. Well aware of the bleak reality of lack of employment opportunities for students after graduation, the schools have begun to take the initiative in changing the status quo. The following are two examples of such efforts currently undertaken by professional/training schools in the Study Area.

4.4.1. On-the-job training program at Martyrs of Wiriyamu Industrial and Commercial School

Martyrs of Wiriyamu Industrial and Commercial School is preparing to launch an on-the-job training program for the first time. In May of 2001, the school conducted a survey on the interest of local businesses in participating in the on-the-job training program to be launched in 2002. The purpose of the program is to place students in on-the-job training at interested local businesses prior to their graduation. In preparation for the program, students were matched with selected local companies and shops according to the courses of their study. The survey questionnaire that was sent to prospective employers included the student's information and questions on the following to be filled out before and after training:

Before training

- the type of work the trainee is expected to perform,
- whether or not the trainee's course of study at the school is compatible with the work, and
- whether or not the trainee's course of study at the school corresponds to the actual work requirements.

After training

- difficulty the trainee encountered during the training,
- what the training school should have done to prevent the difficulty from happening, and
- the trainee's job performance evaluation check-list on punctuality, diligence, respectfulness, persistence, tardiness, inattentiveness, contentiousness, and indolence.

Apparent from the survey form is the school's strong determination to establish ties with local businesses and identify the kind of training that they expect from the school as well as weaknesses of its curricula. At the time of this writing, the results of the survey have not been in, and thus how many of or whether or not the contacted local businesses will actually participate in the on-the-job training program is yet to be seen. However, regardless of the outcome, this type of outward effort is a valuable step toward educational development not only for this particular school but also for the other professional/ technical schools.

4.4.2. Income-generating off-campus practicum at Dom Bosco Professional School

Don Bosco Professional School is part of the National Salesian Network of Professional Training Centers and the most recently established professional/technical school in the province (as of June, 2001). The school pursues two primary goals: 1) to equip the local youth with practical knowledge and skill necessary for survival and 2) to train the youth to become resourceful and productive members of the community.

The school accepts children, who have completed primary education up to the 7th grade (EP2), primarily from Matundo and its vicinities including Capanga, Chingodzi, Moatize and Tete city. Admission priority is given to those socio-economically disadvantaged who are neither in school nor employed. The screening is based on a questionnaire survey of households with children eligible for admission in Matundo and the surrounding area.

The institute's motto is "everything you do must be useful," which it pursues by encouraging the students and teachers alike to be resourceful and practical not only inside the school but also outside in the community. Many students engage in off-campus work

together with teachers in their spare time (e.g., winter and spring recesses) for local businesses. By so doing, they not only put their skill and knowledge learned in the coursework to practical use but also help raise funds for the school at the same time. For instance, the students in the carpentry program make chairs for local restaurants under the teachers' instruction and those in the auto-mechanic program handle repair jobs at local garages.

This type of off-campus practicum is an excellent way for training institutes to test the relevance of its curricula. Further, through such outward efforts, training institutes would be able to establish rapport with local businesses as well as better prepare students for actual jobs once they graduate.

Appendix

Sector Report 2
Social Sector
Part 1: Education and Training

Appendix 1. School Enrollment in Tete Province by District, 1995-1999 (1/3)

			1995					1996					1997					1998					1999				
	District	Sex	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop
BP1	Angonia	both	35,615	26,531	18,215	8,316		32,671	22,407	15,472	6,935		31,507	23,501	15,647	7,854		33,100	25,232	17,230	8,002		31,520	24,680	16,998	7,682	
		boy	24,984	18,969	13,267	5,702		23,008	15,827	11,066	4,761		22,009	16,376	11,047	5,329		22,845	17,510	12,076	5,434		21,636	17,003	11,853	5,150	
		girl	10,631	7,562	4,948	2,614		9,663	6,580	4,406	2,174		9,498	7,125	4,600	2,525		10,255	7,722	5,154	2,568		9,884	7,677	5,145	2,532	
	Cahora Bassa	both	10,076	9,139	5,988	3,151		10,354	9,067	6,221	2,846		12,342	11,540	8,104	3,436		14,079	12,905	9,106	3,799		13,740	13,694	10,358	3,336	
		boy	6,976	6,394	4,250	2,144		7,285	6,328	4,361	1,967		8,627	8,092	5,764	2,328		9,771	8,942	6,363	2,579		9,455	9,424	7,158	2,266	
		girl	3,100	2,745	1,738	1,007		3,069	2,739	1,860	879		3,715	3,448	2,340	1,108		4,308	3,963	2,743	1,220		4,285	4,270	3,200	1,070	
	Changara	both	18,729	16,256	10,398	5,858		17,315	16,294	11,127	5,167		23,778	21,980	14,622	7,358		28,187	22,231	8,514	13,717		27,123	27,314	19,290	8,024	
		boy	13,716	11,942	7,762	4,180		12,635	11,884	8,227	3,657		17,704	15,764	10,679	5,085		20,179	18,513	6,013	12,500		19,283	19,411	13,893	5,518	
		girl	5,013	4,314	2,636	1,678		4,680	4,410	2,900	1,510		6,074	6,216	3,943	2,273		8,008	3,718	2,501	1,217		7,840	7,903	5,397	2,506	
	Chifunde	both	2,724	2,236	1,589	647		2,230	1,776	1,200	576		4,018	3,228	2,100	1,128		4,316	3,300	2,343	957		4,404	4,112	2,948	1,164	
		boy	1,957	1,641	1,212	429		1,612	1,304	911	393		2,853	2,335	1,553	782		3,082	2,383	1,732	651		3,167	2,941	2,131	810	
		girl	767	595	377	218		618	472	289	183		1,165	893	547	346		1,234	917	611	306		1,237	1,171	817	354	
	Chiuta	both	3,542	3,047	2,240	807		2,678	2,360	1,603	757		2,674	4,524	3,281	1,243		6,159	5,562	4,148	1,414		6,567	7,229	5,575	1,654	
		boy	2,624	2,297	1,742	555		1,945	1,735	1,200	535		1,937	3,359	2,486	873		4,552	4,135	3,143	992		4,790	5,263	4,150	1,113	
		girl	918	750	498	252		733	625	403	222		737	1,165	795	370		1,607	1,427	1,005	422		1,777	1,966	1,425	541	
	Macanga	both	6,293	6,192	4,225	1,967		6,803	6,378	4,483	1,895		8,348	7,734	4,956	2,778		10,762	9,513	6,419	3,094		11,096	10,192	7,036	3,156	
		boy	4,470	4,415	3,074	1,341		4,845	4,552	3,258	1,294		5,864	5,440	3,591	1,849		7,528	6,635	4,581	2,054		7,646	7,032	4,904	2,128	
		girl	1,823	1,777	1,151	626		1,958	1,826	1,225	601		2,484	2,294	1,365	929		3,234	2,878	1,838	1,040		3,450	3,160	2,132	1,028	
	Magoe	both	5,605	4,765	2,982	1,783		5,645	5,097	3,325	1,772		6,179	5,728	3,644	2,084		6,546	5,997	3,927	2,070		7,636	7,565	5,016	2,549	
		boy	3,953	3,284	2,094	1,190		3,865	3,497	2,318	1,179		4,244	3,916	2,544	1,372		4,473	4,113	2,743	1,370		5,207	5,157	3,487	1,670	
		girl	1,652	1,481	888	593		1,780	1,600	1,007	593		1,935	1,812	1,100	712		2073	1,884	1,184	700		2,429	2,408	1,529	879	
	Maravia	both	3,545	3,640	2,353	1,287		4,920	4,244	2,902	1,342		5,272	4,780	3,500	1,280		5,676	4,935	3,709	1,226		5,931	6,053	4,250	1,803	
		boy	2,512	2,608	1,742	866		3,543	3,059	2,159	900		3,736	3,420	2,585	835		4,010	3,519	2,667	852		4,162	4,289	3,065	1,224	
		girl	1,033	1,032	611	421		1,377	1,185	743	442		1,536	1,360	915	445		1,666	1,416	1,042	374		1,769	1,764	1,185	579	
	Moatize	both	19,714	17,178	10,720	6,458		18,495	17,236	11,100	6,136		20,602	18,520	11,814	6,706		27,332	25,175	17,316	7,859		28,609	28,117	19,701	8,416	
		boy	13,921	12,210	7,811	4,399		13,221	12,334	8,036	4,298		14,672	13,123	8,537	4,586		19,292	17,804	12,445	5,359		20,061	19,700	13,974	5,726	
		girl	5,793	4,968	2,909	2,059		5,274	4,902	3,064	1,838		5,930	5,397	3,277	2,120		8,040	7,371	4,871	2,500		8,548	8,417	5,727	2,690	
	Mutarara	both	15,888	14,631	10,326	4,305		17,928	15,083	9,911	5,172		16,597	12,532	8,408	4,124		18,871	16,159	11,265	4,894		18,966	17,986	12,932	5,054	
		boy	12,177	11,707	8,576	3,131		14,224	12,058	8,208	3,850		13,109	9,991	6,868	3,123		14,630	12,662	9,065	3,597		14,604	13,929	10,195	3,734	
		girl	3,711	2,924	1,750	1,174		3,704	3,025	1,703	1,322		3,488	2,541	1,540	1,001		4,241	3,497	2,200	1,297		4,362	4,057	2,737	1,320	
	Tete city	both	22,999	22,085	15,518	6,567		22,635	21,557	15,169	6,388		22,926	22,351	14,639	7,712		24,391	23,530	16,660	6,870		25,737	24,597	18,295	6,302	
		boy	15,552	14,945	10,529	4,416		15,352	14,617	10,292	4,325		15,663	15,190	10,696	4,494		16,560	15,925	11,266	4,659		17,398	16,615	12,330	4,285	
		girl	7,447	7,140	4,989	2,151		7,283	6,940	4,877	2,063		7,263	7,161	3,943	3,218		7,831	7,605	5,394	2,211		8,339	7,982	5,965	2,017	
	Tsangano	both	15,390	13,240	8,589	4,651		13,418	10,738	7,437	3,301		13,350	11,469	7,650	3,819		14,502	12,289		12,289		15,041	14,204	10,133	4,071	
		boy	10,782	9,359	6,247	3,112		9,463	7,585	5,323	2,262		9,461	8,078	5,482	2,596		10,115	8,571	6,031	2,540		10,378	9,792	7,099	2,693	
		girl	4,608	3,881	2,342	1,539		3,955	3,153	2,114	1,039		3,889	3,391	2,168	1,223		4,387	3,718		3,718		4,663	4,412	3,034	1,378	
	Zumbo	both	2,732	2,956	1,676	1,280		3,401	3,251	2,012	1,239		3,840	3,742	2,472	1,270		4,922	4,425	3,019	1,406		5,328	4,090	2,727	1,363	
		boy	1,936	2,114	1,262	852		2,421	2,297	1,469	828		2,770	2,701	1,834	867		3,554	3,120	2,189	931		3,767	2,900	1,971	929	
		girl	796	842	414	428		980	954	543	411		1,070	1,041	638	403		1,368	1,305	830	475		1,561	1,190	756	434	
	Province	both	162,852	141,896	94,819	47,077		158,493	135,488	91,962	43,526		171,433	151,629	100,837	50,792		198,843	171,253	109,687	61,566		201,698	189,833	135,259	54,574	
		boy	115,560	101,885	69,568	32,317		113,419	97,077	66,828	30,249		122,649	107,785	73,666	34,119		140,591	123,832	80,314	43,518		141,554	133,456	96,210	37,246	
		girl	47,292	40,011	25,251	14,760		45,074	38,411	25,134	13,277		48,784	43,844	27,171	16,673		58,252	47,421	29,373	18,048		60,144	56,377	39,049	17,328	
	Study Area	both	106,277	90,509	61,096	29,413		98,930	82,452	56,464	25,988		103,425	91,327	60,087	31,240		120,562	104,601	70,147	34,454		122,974	113,131	80,686	32,445	
		boy	74,290	63,836	43,882	19,954		69,446	57,954	40,086	17,868		72,459	63,901	43,392	20,509		83,974	72,963	51,274	21,689		85,076	78,346	56,441	21,905	
		girl	31,987	26,673	17,214	9,459		29,484	24,498	16,378	8,120		30,966	27,426	16,695	10,731		36,588	31,638	18,873	12,765		37,898	34,785	24,245	10,540	

Appendix 1. School Enrollment in Tete Province by District, 1995-1999 (1/3)

			1995					1996					1997					1998					1999				
	District	Sex	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop
EP1	Angonia	both	35,615	26,531	18,215	8,316	9,084	32,671	22,407	15,472	6,935	10,264	31,507	23,501	15,647	7,854	8,006	33,100	25,232	17,230	8,002	7,868	31,520	24,680	16,998	7,682	6,840
		boy	24,984	18,969	13,267	5,702	6,015	23,008	15,827	11,066	4,761	7,181	22,009	16,376	11,047	5,329	5,633	22,845	17,510	12,076	5,434	5,335	21,636	17,003	11,853	5,150	4,633
		girl	10,631	7,562	4,948	2,614	3,069	9,663	6,580	4,406	2,174	3,083	9,498	7,125	4,600	2,525	2,373	10,255	7,722	5,154	2,568	2,533	9,884	7,677	5,145	2,532	2,207
	Cahora Bassa	both	10,076	9,139	5,988	3,151	937	10,354	9,067	6,221	2,846	1,287	12,342	11,540	8,104	3,436	802	14,079	12,905	9,106	3,799	1,174	13,740	13,694	10,358	3,336	46
		boy	6,976	6,394	4,250	2,144	582	7,285	6,328	4,361	1,967	957	8,627	8,092	5,764	2,328	535	9,771	8,942	6,363	2,579	829	9,455	9,424	7,158	2,266	31
		girl	3,100	2,745	1,738	1,007	355	3,069	2,739	1,860	879	330	3,715	3,448	2,340	1,108	267	4,308	3,963	2,743	1,220	345	4,285	4,270	3,200	1,070	15
	Changara	both	18,729	16,256	10,398	5,858	2,473	17,315	16,294	11,127	5,167	1,021	23,778	21,980	14,622	7,358	1,798	28,187	22,231	8,514	13,717	5,956	27,123	27,314	19,290	8,024	-191
		boy	13,716	11,942	7,762	4,180	1,774	12,635	11,884	8,227	3,657	751	17,704	15,764	10,679	5,085	1,940	20,179	18,513	6,013	12,500	1,666	19,283	19,411	13,893	5,518	-128
		girl	5,013	4,314	2,636	1,678	699	4,680	4,410	2,900	1,510	270	6,074	6,216	3,943	2,273	-142	8,008	3,718	2,501	1,217	4,290	7,840	7,903	5,397	2,506	-63
	Chifunde	both	2,724	2,236	1,589	647	488	2,230	1,776	1,200	576	454	4,018	3,228	2,100	1,128	790	4,316	3,300	2,343	957	1,016	4,404	4,112	2,948	1,164	292
		boy	1,957	1,641	1,212	429	316	1,612	1,304	911	393	308	2,853	2,335	1,553	782	518	3,082	2,383	1,732	651	699	3,167	2,941	2,131	810	226
		girl	767	595	377	218	172	618	472	289	183	146	1,165	893	547	346	272	1,234	917	611	306	317	1,237	1,171	817	354	66
	Chiuta	both	3,542	3,047	2,240	807	495	2,678	2,360	1,603	757	318	2,674	4,524	3,281	1,243	-1,850	6,159	5,562	4,148	1,414	597	6,567	7,229	5,575	1,654	-662
		boy	2,624	2,297	1,742	555	327	1,945	1,735	1,200	535	210	1,937	3,359	2,486	873	-1,422	4,552	4,135	3,143	992	417	4,790	5,263	4,150	1,113	-473
		girl	918	750	498	252	168	733	625	403	222	108	737	1,165	795	370	-428	1,607	1,427	1,005	422	180	1,777	1,966	1,425	541	-189
	Macanga	both	6,293	6,192	4,225	1,967	101	6,803	6,378	4,483	1,895	425	8,348	7,734	4,956	2,778	614	10,762	9,513	6,419	3,094	1,249	11,096	10,192	7,036	3,156	904
		boy	4,470	4,415	3,074	1,341	55	4,845	4,552	3,258	1,294	293	5,864	5,440	3,591	1,849	424	7,528	6,635	4,581	2,054	893	7,646	7,032	4,904	2,128	614
		girl	1,823	1,777	1,151	626	46	1,958	1,826	1,225	601	132	2,484	2,294	1,365	929	190	3,234	2,878	1,838	1,040	356	3,450	3,160	2,132	1,028	290
	Magoe	both	5,605	4,765	2,982	1,783	840	5,645	5,097	3,325	1,772	548	6,179	5,728	3,644	2,084	451	6,546	5,997	3,927	2,070	549	7,636	7,565	5,016	2,549	71
		boy	3,953	3,284	2,094	1,190	669	3,865	3,497	2,318	1,179	368	4,244	3,916	2,544	1,372	328	4,473	4,113	2,743	1,370	360	5,207	5,157	3,487	1,670	50
		girl	1,652	1,481	888	593	171	1,780	1,600	1,007	593	180	1,935	1,812	1,100	712	123	2,073	1,884	1,184	700	189	2,429	2,408	1,529	879	21
	Maravia	both	3,545	3,640	2,353	1,287	-95	4,920	4,244	2,902	1,342	676	5,272	4,780	3,500	1,280	492	5,676	4,935	3,709	1,226	741	5,931	6,053	4,250	1,803	-122
		boy	2,512	2,608	1,742	866	-96	3,543	3,059	2,159	900	484	3,736	3,420	2,585	835	316	4,010	3,519	2,667	852	491	4,162	4,289	3,065	1,224	-127
		girl	1,033	1,032	611	421	1	1,377	1,185	743	442	192	1,536	1,360	915	445	176	1,666	1,416	1,042	374	250	1,769	1,764	1,185	579	5
	Moatize	both	19,714	17,178	10,720	6,458	2,536	18,495	17,236	11,100	6,136	1,259	20,602	18,520	11,814	6,706	2,082	27,332	25,175	17,316	7,859	2,157	28,609	28,117	19,701	8,416	492
		boy	13,921	12,210	7,811	4,399	1,711	13,221	12,334	8,036	4,298	887	14,672	13,123	8,537	4,586	1,549	19,292	17,804	12,445	5,359	1,488	20,061	19,700	13,974	5,726	361
		girl	5,793	4,968	2,909	2,059	825	5,274	4,902	3,064	1,838	372	5,930	5,397	3,277	2,120	533	8,040	7,371	4,871	2,500	669	8,548	8,417	5,727	2,690	131
	Mutarara	both	15,888	14,631	10,326	4,305	1,257	17,928	15,083	9,911	5,172	2,845	16,597	12,532	8,408	4,124	4,065	18,871	16,159	11,265	4,894	2,712	18,966	17,986	12,932	5,054	980
		boy	12,177	11,707	8,576	3,131	470	14,224	12,058	8,208	3,850	2,166	13,109	9,991	6,868	3,123	3,118	14,630	12,662	9,065	3,597	1,968	14,604	13,929	10,195	3,734	675
		girl	3,711	2,924	1,750	1,174	787	3,704	3,025	1,703	1,322	679	3,488	2,541	1,540	1,001	947	4,241	3,497	2,200	1,297	744	4,362	4,057	2,737	1,320	305
	Tete city	both	22,999	22,085	15,518	6,567	914	22,635	21,557	15,169	6,388	1,078	22,926	22,351	14,639	7,712	575	24,391	23,530	16,660	6,870	861	25,737	24,597	18,295	6,302	1,140
		boy	15,552	14,945	10,529	4,416	607	15,352	14,617	10,292	4,325	735	15,663	15,190	10,696	4,494	473	16,560	15,925	11,266	4,659	635	17,398	16,615	12,330	4,285	783
		girl	7,447	7,140	4,989	2,151	307	7,283	6,940	4,877	2,063	343	7,263	7,161	3,943	3,218	102	7,831	7,605	5,394	2,211	226	8,339	7,982	5,965	2,017	357
	Tsangano	both	15,390	13,240	8,589	4,651	2,150	13,418	10,738	7,437	3,301	2,680	13,350	11,469	7,650	3,819	1,881	14,502	12,289		12,289	2,213	15,041	14,204	10,133	4,071	837
		boy	10,782	9,359	6,247	3,112	1,423	9,463	7,585	5,323	2,262	1,878	9,461	8,078	5,482	2,596	1,383	10,115	8,571	6,031	2,540	1,544	10,378	9,792	7,099	2,693	586
		girl	4,608	3,881	2,342	1,539	727	3,955	3,153	2,114	1,039	802	3,889	3,391	2,168	1,223	498	4,387	3,718		3,718	669	4,663	4,412	3,034	1,378	251
	Zumbo	both	2,732	2,956	1,676	1,280	-224	3,401	3,251	2,012	1,239	150	3,840	3,742	2,472	1,270	98	4,922	4,425	3,019	1,406	497	5,328	4,090	2,727	1,363	1,238
		boy	1,936	2,114	1,262	852	-178	2,421	2,297	1,469	828	124	2,770	2,701	1,834	867	69	3,554	3,120	2,189	931	434	3,767	2,900	1,971	929	867
		girl	796	842	414	428	-46	980	954	543	411	26	1,070	1,041	638	403	29	1,368	1,305	830	475	63	1,561	1,190	756	434	371
	Province	both	162,852	141,896	94,819	47,077	20,956	158,493	135,488	91,962	43,526	23,005	171,433	151,629	100,837	50,792	19,804	198,843	171,253	109,687	61,566	27,590	201,698	189,833	135,259	54,574	11,865
		boy	115,560	101,885	69,568	32,317	13,675	113,419	97,077	66,828	30,249	16,342	122,649	107,785	73,666	34,119	14,864	140,591	123,832	80,314	43,518	16,759	141,554	133,456	96,210	37,246	8,098
		girl	47,292	40,011	25,251	14,760	7,281	45,074	38,411	25,134	13,277	6,663	48,784	43,844	27,171	16,673	4,940	58,252	47,421	29,373	18,048	10,831	60,144	56,377	39,049	17,328	3,767
	Study Area	both	106,277	90,509	61,096	29,413	15,768	98,930	82,452	56,464	25,988	16,478	103,425	91,327	60,087	31,240	12,098	120,562	104,601	70,147	34,454	15,961	122,974	113,131	80,686	32,445	9,843
		boy	74,290	63,836	43,882	19,954	10,454	69,446	57,954	40,086	17,868	11,492	72,459	63,901	43,392	20,509	8,558	83,974	72,963	51,274	21,689	11,011	85,076	78,346	56,441	21,905	6,730
		girl	31,987	26,673	17,214	9,459	5,314	29,484	24,498	16,378	8,120	4,986	30,966	27,426	16,695	10,731	3,540	36,588	31,638	18,873	12,765	4,950	37,898	34,785	24,245	10,540	3,113

Appendix 1. School Enrollment in Tete Province by District, 1995-1999 (2/3)

			1995					1996					1997					1998					1999				
	District	Sex	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop
BP2	Angonia	both	1,666	1,559	793	766	107	2,077	1,809	1,054	755	268	2,047	1,664	1,012	652	383	1,945	1,676	948	728	269	2,116	1,893	1,209	684	223
		boy	1,336	1,247	662	585	89	1,630	1,417	860	557	213	1,585	1,314	788	526	271	1,476	1,249	707	542	227	1,580	1,385	891	494	195
		girl	330	312	131	181	18	447	392	194	198	55	462	350	224	126	112	469	427	241	186	42	536	508	318	190	28
	Cahora Bassa	both	1,151	1,014	529	485	137	1,481	1,415	814	601	66	1,545	1,346	762	584	199	1,549	1,458	789	669	91	1,744	1,603	1,114	489	141
		boy	824	733	380	353	91	1,083	1,034	606	428	49	1,100	976	578	398	124	1,102	1,046	591	455	56	1,239	1,134	788	346	105
		girl	327	281	149	132	46	398	381	208	173	17	445	370	184	186	75	447	412	198	214	35	505	469	326	143	36
	Changara	both	2,025	1,167	462	705	858	1,792	1,599	892	707	193	1,659	1,463	774	689	196	1,781	1,604	828	776	177	1,879	1,716	1,003	713	163
		boy	1,594	919	377	542	675	1,441	1,283	731	552	158	1,356	1,186	639	547	170	1,416	1,260	665	595	156	1,483	1,352	814	538	131
		girl	431	248	85	163	183	351	316	161	155	35	303	277	135	142	26	365	344	163	181	21	396	364	189	175	32
	Chifunde	both	0	0	0	0		0	0	0	0		0	0	0	0		48	39	35	4	9	102	81	71	10	21
		boy																45	35	31	4	10	90	70	60	10	20
		girl																3	4	4	0	-1	12	11	11	0	1
	Chiuta	both	0	0	0	0		0	0	0	0		173	151	117	34	23	273	249	168	81	24	242	208	174	34	34
		boy											139	120	101	19	19	230	206	139	67	24	203	174	144	30	29
		girl											34	31	16	15	3	43	43	29	14	0	39	34	30	4	5
	Macanga	both	0	0	0	0		132	99	80	19	33	205	183	149	34	22	213	146	112	34	67	216	172	148	24	44
		boy						110	85	70	15	25	174	160	129	31	14	170	126	97	29	44	177	145	122	23	32
		girl						22	14	10	4	8	31	23	20	3	8	43	20	15	5	23	39	27	26	1	12
	Magoe	both	326	307	230	77	19	519	512	445	67	7	440	379	269	110	61	372	334	219	115	38	461	378	266	112	83
		boy	260	248	188	60	12	420	419	368	51	1	332	287	205	82	45	269	234	159	75	35	346	290	205	85	56
		girl	66	59	42	17	7	99	93	77	16	6	108	92	64	28	16	103	100	60	40	3	115	88	61	27	27
	Maravia	both	0	0	0	0		0	0	0	0		119	112	72	40	7	199	156	97	59	43	226	185	147	38	41
		boy											105	99	64	35	6	165	126	79	47	39	173	139	109	30	34
		girl											14	13	8	5	1	34	30	18	12	4	53	46	38	8	7
	Moatize	both	1,195	1,071	316	755	124	1,042	949	354	595	93	1,516	1,440	675	765	76	1,628	1,509	835	674	119	2,031	1,975	1,077	898	56
		boy	900	791	274	517	109	750	683	268	415	67	1,138	1,084	514	570	54	1,204	1,110	627	483	94	1,492	1,467	823	644	25
		girl	295	280	42	238	15	292	266	86	180	26	378	356	161	195	22	424	399	208	191	25	539	508	254	254	31
	Mutarara	both	0	0	0	0		472	345	227	118	127	728	623	478	145	105	969	716	555	161	253	1,022	678	521	157	344
		boy						400	299	194	105	101	648	562	438	124	86	817	641	494	147	176	917	598	461	137	319
		girl						72	46	33	13	26	80	61	40	21	19	152	75	61	14	77	105	80	60	20	25
	Tete city	both	4,435	4,283	2,908	1,375	152	4,634	4,229	2,991	1,238	405	5,216	4,899	3,242	1,657	317	5,414	5,014	3,547	1,467	400	5,531	5,163	3,747	1,416	368
		boy	3,246	2,987	2,053	934	259	3,214	2,942	2,075	867	272	3,605	3,382	2,240	1,142	223	3,683	3,412	2,396	1,016	271	3,797	3,550	2,556	994	247
		girl	1,189	1,296	855	441	107	1,420	1,287	916	371	133	1,611	1,517	1,002	515	94	1,731	1,602	1,151	451	129	1,734	1,613	1,191	422	121
	Tsangano	both	0	0	0	0		288	211	126	85	77	335	303	207	96	32	364	285	165	120	79	287	248	195	53	39
		boy						248	178	107	71	70	275	242	170	72	33	287	225	125	100	62	233	202	161	41	31
		girl						40	33	19	14	7	60	61	37	24	-1	77	60	40	20	17	54	46	34	12	8
	Zumbo	both	0	0	0	0		0	0	0	0		0	0	0	0		114	100	56	44	14	134	118	85	33	16
		boy																94	78	47	31	16	109	95	72	23	14
		girl																20	22	9	13	-2	25	23	13	10	2
	Province	both	10,798	9,401	5,238	4,163	1,397	12,437	11,168	6,983	4,185	1,269	13,983	12,563	7,757	4,806	1,420	14,869	13,286	8,354	4,932	1,583	15,991	14,418	9,757	4,661	1,573
		boy	8,160	6,925	3,934	2,991	1,235	9,296	8,340	5,279	3,061	956	10,457	9,412	5,866	3,546	1,045	10,958	9,748	6,157	3,591	1,210	11,839	10,601	7,206	3,395	1,238
		girl	2,638	2,476	1,304	1,172	162	3,141	2,828	1,704	1,124	313	3,526	3,151	1,891	1,260	375	3,911	3,538	2,197	1,341	373	4,152	3,817	2,551	1,266	335
	Study Area	both	7,296	6,913	4,017	2,896	383	8,173	7,297	4,605	2,692	876	9,492	8,640	5,402	3,238	852	9,885	8,918	5,810	3,108	967	10,525	9,740	6,621	3,119	785
		boy	5,482	5,025	2,989	2,036	457	5,952	5,305	3,380	1,925	647	6,916	6,302	3,942	2,360	614	7,095	6,363	4,122	2,241	732	7,572	6,993	4,757	2,236	579
		girl	1,814	1,888	1,028	860	-74	2,221	1,992	1,225	767	229	2,576	2,338	1,460	878	238	2,790	2,555	1,688	867	235	2,953	2,747	1,864	883	206

Appendix 1. School Enrollment in Tete Province by District, 1995-1999 (2/3)

			1995					1996					1997					1998					1999				
	District	Sex	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop
EP2	Angonia	both	1,666	1,559	793	766	107	2,077	1,809	1,054	755	268	2,047	1,664	1,012	652	383	1,945	1,676	948	728	269	2,116	1,893	1,209	684	223
		boy	1,336	1,247	662	585	89	1,630	1,417	860	557	213	1,585	1,314	788	526	271	1,476	1,249	707	542	227	1,580	1,385	891	494	195
		girl	330	312	131	181	18	447	392	194	198	55	462	350	224	126	112	469	427	241	186	42	536	508	318	190	28
	Cahora Bassa	both	1,151	1,014	529	485	137	1,481	1,415	814	601	66	1,545	1,346	762	584	199	1,549	1,458	789	669	91	1,744	1,603	1,114	489	141
		boy	824	733	380	353	91	1,083	1,034	606	428	49	1,100	976	578	398	124	1,102	1,046	591	455	56	1,239	1,134	788	346	105
		girl	327	281	149	132	46	398	381	208	173	17	445	370	184	186	75	447	412	198	214	35	505	469	326	143	36
	Changara	both	2,025	1,167	462	705	858	1,792	1,599	892	707	193	1,659	1,463	774	689	196	1,781	1,604	828	776	177	1,879	1,716	1,003	713	163
		boy	1,594	919	377	542	675	1,441	1,283	731	552	158	1,356	1,186	639	547	170	1,416	1,260	665	595	156	1,483	1,352	814	538	131
		girl	431	248	85	163	183	351	316	161	155	35	303	277	135	142	26	365	344	163	181	21	396	364	189	175	32
	Chifunde	both	0	0	0	0		0	0	0	0		0	0	0	0		48	39	35	4	9	102	81	71	10	21
		boy																45	35	31	4	10	90	70	60	10	20
		girl																3	4	4	0	-1	12	11	11	0	1
	Chiuta	both	0	0	0	0		0	0	0	0		173	151	117	34	22	273	249	168	81	24	242	208	174	34	34
		boy											139	120	101	19	19	230	206	139	67	24	203	174	144	30	29
		girl											34	31	16	15	3	43	43	29	14	0	39	34	30	4	5
	Macanga	both	0	0	0	0		132	99	80	19	33	205	183	149	34	22	213	146	112	34	67	216	172	148	24	44
		boy						110	85	70	15	25	174	160	129	31	14	170	126	97	29	44	177	145	122	23	32
		girl						22	14	10	4	8	31	23	20	3	8	43	20	15	5	23	39	27	26	1	12
	Magoe	both	326	307	230	77	19	519	512	445	67	7	440	379	269	110	61	372	334	219	115	38	461	378	266	112	83
		boy	260	248	188	60	12	420	419	368	51	1	332	287	205	82	45	269	234	159	75	35	346	290	205	85	56
		girl	66	59	42	17	7	99	93	77	16	6	108	92	64	28	16	103	100	60	40	3	115	88	61	27	27
	Maravia	both	0	0	0	0		0	0	0	0		119	112	72	40	7	199	156	97	59	43	226	185	147	38	41
		boy											105	99	64	35	6	165	126	79	47	39	173	139	109	30	34
		girl											14	13	8	5	1	34	30	18	12	4	53	46	38	8	7
	Moatize	both	1,195	1,071	316	755	124	1,042	949	354	595	93	1,516	1,440	675	765	76	1,628	1,509	835	674	119	2,031	1,975	1,077	898	56
		boy	900	791	274	517	109	750	683	268	415	67	1,138	1,084	514	570	54	1,204	1,110	627	483	94	1,492	1,467	823	644	25
		girl	295	280	42	238	15	292	266	86	180	26	378	356	161	195	22	424	399	208	191	25	539	508	254	254	31
	Mutarara	both	0	0	0	0		472	345	227	118	127	728	623	478	145	105	969	716	555	161	253	1,022	678	521	157	344
		boy						400	299	194	105	101	648	562	438	124	86	817	641	494	147	176	917	598	461	137	319
		girl						72	46	33	13	26	80	61	40	21	19	152	75	61	14	77	105	80	60	20	25
	Tete city	both	4,435	4,283	2,908	1,375	152	4,634	4,229	2,991	1,238	405	5,216	4,899	3,242	1,657	317	5,414	5,014	3,547	1,467	400	5,531	5,163	3,747	1,416	368
		boy	3,246	2,987	2,053	934	259	3,214	2,942	2,075	867	272	3,605	3,382	2,240	1,142	223	3,683	3,412	2,396	1,016	271	3,797	3,550	2,556	994	247
		girl	1,189	1,296	855	441	-107	1,420	1,287	916	371	133	1,611	1,517	1,002	515	94	1,731	1,602	1,151	451	129	1,734	1,613	1,191	422	121
	Tsangano	both	0	0	0	0		288	211	126	85	77	335	303	207	96	32	364	285	165	120	79	287	248	195	53	39
		boy						248	178	107	71	70	275	242	170	72	33	287	225	125	100	62	233	202	161	41	31
		girl						40	33	19	14	7	60	61	37	24	-1	77	60	40	20	17	54	46	34	12	8
	Zumbo	both	0	0	0	0		0	0	0	0		0	0	0	0		114	100	56	44	14	134	118	85	33	16
		boy																94	78	47	31	16	109	95	72	23	14
		girl																20	22	9	13	-2	25	23	13	10	2
	Province	both	10,798	9,401	5,238	4,163	1,397	12,437	11,168	6,983	4,185	1,269	13,983	12,563	7,757	4,806	1,428	14,869	13,286	8,354	4,932	1,583	15,991	14,418	9,757	4,661	1,573
		boy	8,160	6,925	3,934	2,991	1,235	9,296	8,340	5,279	3,061	956	10,457	9,412	5,866	3,546	1,045	10,958	9,748	6,157	3,591	1,210	11,839	10,601	7,206	3,395	1,238
		girl	2,638	2,476	1,304	1,172	162	3,141	2,828	1,704	1,124	313	3,526	3,151	1,891	1,260	375	3,911	3,538	2,197	1,341	373	4,152	3,817	2,551	1,266	335
	Study Area	both	7,296	6,913	4,017	2,896	383	8,173	7,297	4,605	2,692	876	9,492	8,640	5,402	3,238	852	9,885	8,918	5,810	3,108	967	10,525	9,740	6,621	3,119	785
		boy	5,482	5,025	2,989	2,036	457	5,952	5,305	3,380	1,925	647	6,916	6,302	3,942	2,360	614	7,095	6,363	4,122	2,241	732	7,572	6,993	4,757	2,236	579
		girl	1,814	1,888	1,028	860	-74	2,221	1,992	1,225	767	229	2,576	2,338	1,460	878	238	2,790	2,555	1,688	867	235	2,953	2,747	1,864	883	206

Appendix 1. School Enrollment in Tete Province by District, 1995-1999 (3/3)

			1995					1996					1997					1998					1999				
	District	Sex	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop
ESG1	Angonia	both	328	297	169	128	31	486	388	233	155	98	693	299	170	129	394	1,025	909	477	432	116	1,187	1,496	1,002	494	-309
		boy	264	247	142	105	17	404	318	198	120	86	563	236	135	101	327	847	744	406	338	103	934	1,180	815	365	-246
		girl	64	50	27	23	14	82	70	35	35	12	130	63	35	28	67	178	165	71	94	13	253	316	187	129	-63
	Cahora Bassa	both	623	558	314	244	65	597	536	347	189	61	609	573	471	102	36	698	673	454	219	25	766	1,008	809	199	-242
		boy	443	400	231	169	43	422	377	244	133	45	443	421	352	69	22	520	500	341	159	20	570	759	606	153	-189
		girl	180	158	83	75	22	175	159	103	56	16	166	152	119	33	14	178	173	113	60	5	196	249	203	46	-53
	Changara	both	0	0	0	0	0	0	0	0	0	0	259	238	74	164	21	339	290	119	171	49	381	342	257	85	-39
		boy											215	202	70	132	13	273	236	107	129	37	312	283	211	72	-29
		girl											44	36	4	32	8	66	54	12	42	12	69	59	46	13	-10
	Magoe	both	0	0	0	0	0	0	0	0	0	0	106	103	62	41	3	157	141	88	53	16	160	257	202	55	-97
		boy											91	90	44	46	1	134	122	77	45	12	138	223	180	43	-85
		girl											15	13	18	-5	2	23	19	11	8	4	22	34	22	12	-12
	Moatize	both	0	0	0	0	0	0	0	0	0	0	0	104	62	42	4	127	119	88	31	8	325	311	233	78	14
		boy												72	44	28	4	99	94	77	17	5	242	231	174	57	11
		girl												32	18	14	0	28	25	11	14	3	83	80	59	21	3
	Mutarara	both		0	0	0	0	0	0	0	0	0	0	131	97	34	3	69	95	74	21	26	215	294	198	96	-79
		boy	256											118	86	32	1	59	83	64	19	24	188	262	180	82	-74
		girl												13	11	2	2	10	12	10	2	2	27	32	18	14	-5
	Tete city	both	2,073	1,990	1,194	796	83	2,545	4,429	2,509	1,920	36	3,145	3,217	1,834	1,383	72	3,413	3,025	1,770	1,255	388	3,656	3,729	2,384	1,345	-73
		boy	1,479	1,414	882	532	65	1,729	3,168	1,815	1,353	36	2,216	2,296	1,316	980	72	2,376	2,158	1,234	924	218	2,541	2,574	1,650	924	-33
		girl	594	576	312	264	18	816	1,261	694	567	0	929	921	518	403	0	1,037	867	536	331	170	1,115	1,155	734	421	-40
	Province	both	3,280	2,845	1,677	1,168	435	3,628	5,353	3,089	2,264	264	4,812	4,665	2,770	1,895	147	5,828	5,252	3,070	2,182	576	6,690	7,437	5,085	2,352	-747
		boy	2,442	2,061	1,255	806	381	2,555	3,863	2,257	1,606	298	3,528	3,435	2,047	1,388	92	4,308	3,937	2,306	1,631	371	4,925	5,512	3,816	1,696	-587
		girl	838	784	422	362	54	1,073	1,490	832	658	174	1,284	1,230	723	507	54	1,520	1,315	764	551	205	1,765	1,925	1,269	656	-160
	Study Area	both	2,401	2,287	1,363	924	114	3,031	4,817	2,742	2,075	74	3,838	3,620	2,066	1,554	218	4,565	4,053	2,335	1,718	512	5,168	5,536	3,619	1,917	-368
		boy	1,743	1,661	1,024	637	82	2,133	3,486	2,013	1,473	120	2,779	2,604	1,495	1,109	175	3,322	2,996	1,717	1,279	326	3,717	3,985	2,639	1,346	-268
		girl	658	626	339	287	32	898	1,331	729	602	127	1,059	1,016	571	445	43	1,243	1,057	618	439	186	1,451	1,551	980	571	-100

			1995					1996					1997					1998					1999				
	District	Sex	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop
ESG2	Changara	both	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		15	8	5	3	7
		boy																					12	7	4	3	5
		girl																					3	1	1	0	2
	Tete city	both	392	399	208	191	7	428	427	290	137	1	435	419	279	140	16	428	0	0	0	0	776	692	459	233	84
		boy	286	291	162	129	5	332	327	225	102	1	341	329	223	106	12	332					571	496	296	200	75
		girl	106	108	46	62	2	96	100	65	35	0	94	90	56	34	4	96					205	196	163	33	9
	Province	both	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						791	700	464	236	91
		boy																					583	503	300	203	80
		girl																					208	197	164	33	11

Appendix 1. School Enrollment in Tete Province by District, 1995-1999 (3/3)

			1995					1996					1997					1998					1999				
	District	Sex	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop
ESG1	Angonia	both	328	297	169	128	31	486	388	233	155	98	693	299	170	129	394	1,025	909	477	432	116	1,187	1,496	1,002	494	-309
		boy	264	247	142	105	17	404	318	198	120	86	563	236	135	101	327	847	744	406	338	103	934	1,180	815	365	-246
		girl	64	50	27	23	14	82	70	35	35	12	130	63	35	28	67	178	165	71	94	13	253	316	187	129	-63
	Cahora Bassa	both	623	558	314	244	65	597	536	347	189	61	609	573	471	102	36	698	673	454	219	25	766	1,008	809	199	-242
		boy	443	400	231	169	43	422	377	244	133	45	443	421	352	69	22	520	500	341	159	20	570	759	606	153	-189
		girl	180	158	83	75	22	175	159	103	56	16	166	152	119	33	14	178	173	113	60	5	196	249	203	46	-53
	Changara	both	0	0	0	0	0	0	0	0	0	0	259	238	74	164	21	339	290	119	171	49	381	342	257	85	-39
		boy											215	202	70	132		273	236	107	129	37	312	283	211	72	-29
		girl											44	36	4	32		66	54	12	42	12	69	59	46	13	-10
	Magoe	both	0	0	0	0	0	0	0	0	0	0	106	103	62	41	3	157	141	88	53	16	160	257	202	55	-97
		boy											91	90	44	46		134	122	77	45	12	138	223	180	43	-85
		girl											15	13	18	-5		23	19	11	8	4	22	34	22	12	-12
	Moatize	both	0	0	0	0	0	0	0	0	0	0	0	104	62	42	0	127	119	88	31	8	325	311	233	78	14
		boy												72	44	28	0	99	94	77	17	5	242	231	174	57	11
		girl												32	18	14	0	28	25	11	14	3	83	80	59	21	3
	Mutarara	both		0	0	0	0	0	0	0	0	0	0	131	97	34	0	69	95	74	21	-26	215	294	198	96	-79
		boy	256											118	86	32	0	59	83	64	19	-24	188	262	180	82	-74
		girl												13	11	2	0	10	12	10	2	-2	27	32	18	14	-5
	Tete city	both	2,073	1,990	1,194	796	83	2,545	4,429	2,509	1,920	1,884	3,145	3,217	1,834	1,383	-72	3,413	3,025	1,770	1,255	388	3,656	3,729	2,384	1,345	-73
		boy	1,479	1,414	882	532	65	1,729	3,168	1,815	1,353	1,439	2,216	2,296	1,316	980	-80	2,376	2,158	1,234	924	218	2,541	2,574	1,650	924	-33
		girl	594	576	312	264	18	816	1,261	694	567	445	929	921	518	403	8	1,037	867	536	331	170	1,115	1,155	734	421	-40
	Province	both	3,280	2,845	1,677	1,168	435	3,628	5,353	3,089	2,264	1,725	4,812	4,665	2,770	1,895	147	5,828	5,252	3,070	2,182	576	6,690	7,437	5,085	2,352	-747
		boy	2,442	2,061	1,255	806	381	2,555	3,863	2,257	1,606	1,308	3,528	3,435	2,047	1,388	93	4,308	3,937	2,306	1,631	371	4,925	5,512	3,816	1,696	-587
		girl	838	784	422	362	54	1,073	1,490	832	658	417	1,284	1,230	723	507	54	1,520	1,315	764	551	205	1,765	1,925	1,269	656	-160
	Study Area	both	2,401	2,287	1,363	924	114	3,031	4,817	2,742	2,075	1,786	3,838	3,620	2,066	1,554	218	4,565	4,053	2,335	1,718	512	5,168	5,536	3,619	1,917	-368
		boy	1,743	1,661	1,024	637	82	2,133	3,486	2,013	1,473	1,353	2,779	2,604	1,495	1,109	175	3,322	2,996	1,717	1,279	326	3,717	3,985	2,639	1,346	-268
		girl	658	626	339	287	32	898	1,331	729	602	433	1,059	1,016	571	445	43	1,243	1,057	618	439	186	1,451	1,551	980	571	-100

			1995					1996					1997					1998					1999				
	District	Sex	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop	beg	end	pass	repeat	drop
ESG2	Changara	both	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		15	8	5	3	7
		boy																					12	7	4	3	5
		girl																					3	1	1	0	2
	Tete city	both	392	399	208	191	-7	428	427	290	137	1	435	419	279	140	16	428	0	0	0		776	692	459	233	84
		boy	286	291	162	129	-5	332	327	225	102	5	341	329	223	106	12	332					571	496	296	200	75
		girl	106	108	46	62	-2	96	100	65	35	-4	94	90	56	34	4	96					205	196	163	33	9
	Province	both	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						791	709	464	236	91
		boy																					583	503	300	203	80
		girl																					208	197	164	33	11

Appendix 2. Teachers at EP1, EP2 and ESG1 Schools - Tete, 1995-1999 (2000) (1/2)

		1995		1996		1997			1998			1999			2000	
	District	Total	T-st ratio	Total	T-st ratio	Total	Trained (%)	T-st ratio	Total	Trained (%)	T-st ratio	Total	Trained (%)	T-st ratio	Total	Trained (%)
E	Angonia	570	1:62	453	1:72	480	264 (55.0)	1:66	532	310 (58.3)	1:62	505	304 (60.2)	1:62	503	303 (60.2)
P	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Chifunde	41	1:66	32	1:70	42	28 (66.7)	1:96	58	32 (55.2)	1:74	61	31 (50.8)	1:72	94	36 (38.3)
	Chiuta	51	1:69	57	1:47	71	41 (57.7)	1:38	91	45 (49.5)	1:68	102	47 (46.1)	1:64	134	66 (49.3)
	Macanga	96	1:66	90	1:76	113	70 (61.9)	1:74	130	77 (59.2)	1:83	147	72 (49.0)	1:75	176	76 (43.2)
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Moatize	327	1:60	304	1:61	346	239 (69.1)	1:60	390	245 (62.8)	1:70	386	239 (61.9)	1:74	442	266 (60.2)
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Tete city	369	1:62	348	1:65	374	304 (81.3)	1:61	403	310 (76.9)	1:61	385	313 (81.3)	1:67	400	309 (77.3)
	Tsangano	212	1:73	131	1:102	168	88 (52.4)	1:79	182	92 (50.5)	1:80	191	100 (52.4)	1:79	212	116 (54.7)
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Province	2,564	1:64	2,308	1:69	2,529	1,607 (63.5)	1:68	2,922	1,715 (58.7)	1:68	2,908	1,727 (59.4)	1:69	3,228	1,825 (56.5)
	Study Area	1,666	1:64	1,415	1:70	1,594	1,034 (64.9)	1:65	1,786	1,111 (62.2)	1:68	1,777	1,106 (62.2)	1:69	1,961	1,172 (59.8)

Note: Trained teachers are defined as those who have completed both EP2 education and three-year pedagogical training at FP (primary teacher-training) centerls.

		1995		1996		1997		1998		1999	
	District	Total	T-st ratio	Total	T-st ratio	Total	T-st ratio	Total	T-st ratio	Total	T-st ratio
E	Angonia	52	1:32	78	1:27	74	1:28	50	1:39	45	1:47
P	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Chifunde	0	n.a.	0	n.a.	0	n.a.	3	1:16	4	1:26
	Chiuta	0	n.a.	0	n.a.	6	1:29	9	1:30	12	1:20
	Macanga	0	n.a.	5	1:26	7	1:29	7	1:30	7	1:31
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Moatize	21	1:57	22	1:47	31	1:49	41	1:40	47	1:43
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Tete city	102	1:43	121	1:38	116	1:45	106	1:51	117	1:47
	Tsangano	0	n.a.	13	1:22	13	1:26	13	1:28	14	1:21
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Province	242	1:45	332	1:37	387	1:36	394	1:38	394	1:41
	Study Area	175	1:42	239	1:34	247	1:38	229	1:43	246	1:43

Appendix 2. Teachers at EP1, EP2 and ESG1 Schools - Tete, 1995-1999 (2000) (1/2)

		1995		1996		1997			1998			1999			2000	
	District	Total	T-st ratio	Total	T-st ratio	Total	Trained (%)	T-st ratio	Total	Trained (%)	T-st ratio	Total	Trained (%)	T-st ratio	Total	Trained (%)
E	Angonia	570	1:62	453	1:72	480	264 (55.0)	1:66	532	310 (58.3)	1:62	505	304 (60.2)	1:62	503	303 (60.2)
P	Cahora Bassa	181	1:56	163	1:64	167	147 (88.0)	1:74	211	167 (79.1)	1:67	207	156 (75.4)	1:66	227	169 (74.4)
1	Changara	338	1:55	332	1:52	331	203 (61.3)	1:72	420	209 (49.8)	1:67	395	205 (51.9)	1:69	424	217 (51.2)
	Chifunde	41	1:66	32	1:70	42	28 (66.7)	1:96	58	32 (55.2)	1:74	61	31 (50.8)	1:72	94	36 (38.3)
	Chiuta	51	1:69	57	1:47	71	41 (57.7)	1:38	91	45 (49.5)	1:68	102	47 (46.1)	1:64	134	66 (49.3)
	Macanga	96	1:66	90	1:76	113	70 (61.9)	1:74	130	77 (59.2)	1:83	147	72 (49.0)	1:75	176	76 (43.2)
	Magoe	74	1:76	72	1:78	90	62 (68.9)	1:69	74	67 (90.5)	1:88	77	58 (75.3)	1:99	122	69 (56.6)
	Maravia	41	1:86	61	1:81	65	34 (52.3)	1:81	81	43 (53.1)	1:70	93	48 (51.6)	1:64	123	49 (39.8)
	Moatize	327	1:60	304	1:61	346	239 (69.1)	1:60	390	245 (62.8)	1:70	386	239 (61.9)	1:74	442	266 (60.2)
	Mutarara	228	1:70	217	1:83	228	92 (40.4)	1:73	285	84 (29.5)	1:66	280	119 (42.5)	1:68	292	114 (39.0)
	Tete city	369	1:62	348	1:65	374	304 (81.3)	1:61	403	310 (76.9)	1:61	385	313 (81.3)	1:67	400	309 (77.3)
	Tsangano	212	1:73	131	1:102	168	88 (52.4)	1:79	182	92 (50.5)	1:80	191	100 (52.4)	1:79	212	116 (54.7)
	Zumbo	36	1:76	48	1:71	54	35 (64.8)	1:71	65	34 (52.3)	1:76	79	35 (44.3)	1:67	79	35 (44.3)
	Province	2,564	1:64	2,308	1:69	2,529	1,607 (63.5)	1:68	2,922	1,715 (58.7)	1:68	2,908	1,727 (59.4)	1:69	3,228	1,825 (56.5)
	Study Area	1,666	1:64	1,415	1:70	1,594	1,034 (64.9)	1:65	1,786	1,111 (62.2)	1:68	1,777	1,106 (62.2)	1:69	1,961	1,172 (59.8)

Note: Trained teachers are defined as those who have completed both EP2 education and three-year pedagogical training at FP (primary teacher-training) centerls.

		1995		1996		1997		1998		1999	
	District	Total	T-st ratio	Total	T-st ratio	Total	T-st ratio	Total	T-st ratio	Total	T-st ratio
E	Angonia	52	1:32	78	1:27	74	1:28	50	1:39	45	1:47
P	Cahora Bassa	30	1:38	37	1:40	28	1:55	30	1:52	30	1:58
2	Changara	32	1:63	42	1:43	69	1:24	48	1:37	43	1:44
	Chifunde	0	n.a.	0	n.a.	0	n.a.	3	1:16	4	1:26
	Chiuta	0	n.a.	0	n.a.	6	1:29	9	1:30	12	1:20
	Macanga	0	n.a.	5	1:26	7	1:29	7	1:30	7	1:31
	Magoe	5	1:65	5	1:104	15	1:29	27	1:14	30	1:15
	Maravia	0	n.a.	0	n.a.	7	1:17	7	1:28	7	1:32
	Moatize	21	1:57	22	1:47	31	1:49	41	1:40	47	1:43
	Mutarara	0	n.a.	9	1:52	21	1:35	47	1:21	32	1:32
	Tete city	102	1:43	121	1:38	116	1:45	106	1:51	117	1:47
	Tsangano	0	n.a.	13	1:22	13	1:26	13	1:28	14	1:21
	Zumbo	0	n.a.	0	n.a.	0	n.a.	6	1:19	6	1:22
	Province	242	1:45	332	1:37	387	1:36	394	1:38	394	1:41
	Study Area	175	1:42	239	1:34	247	1:38	229	1:43	246	1:43

Appendix 2. Teachers at EP1, EP2 and ESG1 Schools - Tete, 1995-1999 (2000) (2/2)

		1995		1996		1997		1998		1999	
	District	ESG1	T-st ratio	ESG1	T-st ratio	ESG1	T-st ratio	ESG1	T-st ratio	ESG1	T-st ratio
E	Angonia	29	1:11	48	1:10	29	1:24	33	1:31	38	1:31
S											
G											
1											
	Moatize	0	n.a.	0	n.a.	n.a.	n.a.	n.a.	n.a.	19	1:17
	Tete city	43	1:48	72	1:35	74	1:43	91	1:38	78	1:47
	Province	116	1:28	150	1:24	107	1:45	154	1:38	184	1:36
	Study Area	72	1:33	120	1:25	103	1:37	124	1:37	135	1:38

Appendix 2. Teachers at EP1, EP2 and ESG1 Schools - Tete, 1995-1999 (2000) (2/2)

		1995		1996		1997		1998		1999	
	District	ESG1	T-st ratio	ESG1	T-st ratio	ESG1	T-st ratio	ESG1	T-st ratio	ESG1	T-st ratio
E	Angonia	29	1:11	48	1:10	29	1:24	33	1:31	38	1:31
S	Cahora Bassa	30	1:21	30	1:20	4	1:152	13	1:54	17	1:45
G	Changara	0	n.a.	0	n.a.	n.a.	n.a.	9	1:38	14	1:27
1	Magoe	0	n.a.	0	n.a.	n.a.	n.a.	n.a.	n.a.	11	1:15
	Moatize	0	n.a.	0	n.a.	n.a.	n.a.	n.a.	n.a.	19	1:17
	Mutarara	14	n.a.	0	n.a.	n.a.	n.a.	8	1:9	7	1:31
	Tete city	43	1:48	72	1:35	74	1:43	91	1:38	78	1:47
	Province	116	1:28	150	1:24	107	1:45	154	1:38	184	1:36
	Study Area	72	1:33	120	1:25	103	1:37	124	1:37	135	1:38

Appendix 3. Primary Schools and Secondary Schools in the Study Area (Composite), 1999

		Tete prov.	Study Area	(share)	Angonia	(share)	Chifunde	(share)	Chiuta	(share)	Macanga	(share)	Moatize	(share)	Tete city	(share)	Tsangano	(share)
	Area (km²)	100,800	39,598		3,427		9,326		6,887		7,340		8,879		300		3,439	
	Population (1997)	1,144,604	710,992	(62.1%)	247,999	(34.9%)	48,498	(6.8%)	50,372	(7.1%)	46,515	(6.5%)	109,103	(15.3%)	101,948	(14.3%)	106,557	(15.0%)
	Population density (/km²)	11.4	18.0		72.4		5.2		7.3		6.3		12.3		339.8		31.0	
EP1	Schools	605	337	(55.7%)	115	(34.1%)	20	(5.9%)	43	(12.8%)	38	(11.3%)	52	(15.4%)	21	(6.2%)	48	(14.2%)
	Classrooms	1,787	1,008	(56.4%)	206	(20.4%)	49	(4.9%)	100	(9.9%)	119	(11.8%)	257	(25.5%)	137	(13.6%)	140	(13.9%)
	- rooms/school (ave.)	3.0	3.0		1.8		2.5		2.3		3.1		4.9		6.5		2.9	
	Enrollment	201,698	122,974	(61.0%)	31,520	(25.6%)	4,404	(3.6%)	6,567	(5.3%)	11,096	(9.0%)	28,609	(23.3%)	25,737	(20.9%)	15,041	(12.2%)
	- students/school (ave.)	333	365		274		220		153		292		550		1,226		313	
	Teachers	2,908	1,777	(61.1%)	505	(28.4%)	61	(3.4%)	102	(5.7%)	147	(8.3%)	386	(21.7%)	385	(21.7%)	191	(10.7%)
	- trained (%)	59.4%	62.2%		60.2%		50.8%		46.1%		49.0%		61.9%		81.3%		52.4%	
	Student-teacher ratio	1:69	1:69		1:62		1:72		1:64		1:75		1:74		1:67		1:79	
	Student-classroom ratio	1:113	1:122		1:153		1:90		1:66		1:93		1:111		1:188		1:107	
	Gross enrollment (%)	75.3%	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Net enrollment (%)	49.2%	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Pass (%)	67.1%	65.6%		53.9%		66.9%		84.9%		63.4%		68.9%		71.1%		67.4%	
	Repetition (%)	27.1%	24.4%		24.4%		26.4%		25.2%		28.4%		29.4%		24.5%		27.1%	
	Dropout (%)	5.9%	8.0%		21.7%		6.6%		‡		8.1%		1.7%		4.4%		5.6%	
	Graduation (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	EP1-EP2 transition* (%)	79.4%	91.6%		93.8%		83.5%		75.1%		98.0%		91.8%		100.4%		50.3%	
EP2	Schools	31	18	(58.1%)	6	(33.3%)	1	(5.6%)	1	(5.6%)	1	(5.6%)	3	(16.7%)	4	(22.2%)	2	(11.1%)
	Enrollment	15,991	10,525	(65.8%)	2,116	(20.1%)	102	(1.0%)	242	(2.3%)	216	(2.1%)	2,031	(19.3%)	5,531	(52.6%)	287	(2.7%)
	- students/school (ave.)	516	585		353		102		242		216		677		1,383		144	
	Teachers	394	246		45	(18.3%)	4	(1.6%)	12	(4.9%)	7	(2.8%)	47	(19.1%)	117	(47.6%)	14	(5.7%)
	Student-teacher ratio	1:41	1:43		1:47		1:26		1:20		1:31		1:43		1:47		1:21	
	Gross enrollment (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Net enrollment (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Pass (%)	61.0%	62.9%		57.1%		69.6%		71.9%		68.5%		53.0%		67.7%		67.9%	
	Repetition (%)	29.1%	29.6%		32.3%		9.8%		14.0%		11.1%		44.2%		25.6%		18.5%	
	Dropout (%)	9.8%	7.5%		10.5%		20.6%		14.0%		20.4%		2.8%		6.7%		13.6%	
	Graduation (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	EP2-ESG1 transition* (%)	69.3%	72.1		88.1%		0.0%		0.0%		0.0%		75.2%		78.5%		0.0%	
ESG1	Schools	9	5	(55.6%)	3	(60.0%)	0		0		0		1	(20.0%)	1	(20.0%)	0	
	Enrollment	6,690	5,168	(77.2%)	1,187	(23.0%)	n.a.		n.a.		n.a.		325	(6.3%)	3,656	(70.7%)	n.a.	
	Teachers	184	135	(73.4%)	38	(28.1%)	n.a.		n.a.		n.a.		19	(14.1%)	78	(57.8%)	n.a.	
	Student-teacher ratio	1:36	1:38		1:31		n.a.		n.a.		n.a.		1:17		1:47		n.a.	
	Pass (%)†	76.0%	70.0%		84.4%		n.a.		n.a.		n.a.		71.7%		65.2%		n.a.	
	Repetition (%)†	35.2%	37.1%		41.6%		n.a.		n.a.		n.a.		24.0%		36.8%		n.a.	
	Dropout (%)	‡	‡		‡		n.a.		n.a.		n.a.		4.3%		‡		n.a.	
	Graduation (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	ESG1-ESG2 transition (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
ESG2	Schools	2	1	(50.0%)	0		0		0		0		0		1		0	
	Enrollment	791	776	(98.1%)	n.a.		n.a.		n.a.		n.a.		n.a.		776		n.a.	
	Teachers	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Student-teacher ratio	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Pass (%)	58.7%	59.1%		n.a.		n.a.		n.a.		n.a.		n.a.		59.1%		n.a.	
	Repetition (%)	29.8%	30.0%		n.a.		n.a.		n.a.		n.a.		n.a.		30.0%		n.a.	
	Dropout (%)	11.5%	10.8%		n.a.		n.a.		n.a.		n.a.		n.a.		10.8%		n.a.	
	Graduation (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	

* from 1999-2000, only for male students; † pass rate + repetition rate > 100% due to influx of transfer/returning students in mid-year; ‡ negative value due to pass rate + repetition rate > 100%

Appendix 3. Primary Schools and Secondary Schools in the Study Area (Composite), 1999

		Tete prov.	Study Area	(share)	Angonia	(share)	Chifunde	(share)	Chiuta	(share)	Macanga	(share)	Moatize	(share)	Tete city	(share)	Tsangano	(share)
	Area (km^2)	100.800	39,598		3,427		9,326		6,887		7,340		8,879		300		3,439	
	Population (1997)	1,144,604	710,992	(62.1%)	247,999	(34.9%)	48,498	(6.8%)	50,372	(7.1%)	46,515	(6.5%)	109,103	(15.3%)	101,948	(14.3%)	106,557	(15.0%)
	Population density ($/km^2$)	11.4	18.0		72.4		5.2		7.3		6.3		12.3		339.8		31.0	
EP1	Schools	605	337	(55.7%)	115	(34.1%)	20	(5.9%)	43	(12.8%)	38	(11.3%)	52	(15.4%)	21	(6.2%)	48	(14.2%)
	Classrooms	1,787	1,008	(56.4%)	206	(20.4%)	49	(4.9%)	100	(9.9%)	119	(11.8%)	257	(25.5%)	137	(13.6%)	140	(13.9%)
	- rooms/school (ave.)	3.0	3.0		1.8		2.5		2.3		3.1		4.9		6.5		2.9	
	Enrollment	201,698	122,974	(61.0%)	31,520	(25.6%)	4,404	(3.6%)	6,567	(5.3%)	11,096	(9.0%)	28,609	(23.3%)	25,737	(20.9%)	15,041	(12.2%)
	- students/school (ave.)	333	365		274		220		153		292		550		1,226		313	
	Teachers	2,908	1,777	(61.1%)	505	(28.4%)	61	(3.4%)	102	(5.7%)	147	(8.3%)	386	(21.7%)	385	(21.7%)	191	(10.7%)
	- trained (%)	59.4%	62.2%		60.2%		50.8%		46.1%		49.0%		61.9%		81.3%		52.4%	
	Student-teacher ratio	1:69	1:69		1:62		1:72		1:64		1:75		1:74		1:67		1:79	
	Student-classroom ratio	1:113	1:122		1:153		1:90		1:66		1:93		1:111		1:188		1:107	
	Gross enrollment (%)	75.3%	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Net enrollment (%)	49.2%	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Pass (%)	67.1%	65.6%		53.9%		66.9%		84.9%		63.4%		68.9%		71.1%		67.4%	
	Repetition (%)	27.1%	24.4%		24.4%		26.4%		25.2%		28.4%		29.4%		24.5%		27.1%	
	Dropout (%)	5.9%	8.0%		21.7%		6.6%		‡		8.1%		1.7%		4.4%		5.6%	
	Graduation (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	EP1-EP2 transition* (%)	79.4%	91.6%		93.8%		83.5%		75.1%		98.0%		91.8%		100.4%		50.3%	
EP2	Schools	31	18	(58.1%)	6	(33.3%)	1	(5.6%)	1	(5.6%)	1	(5.6%)	3	(16.7%)	4	(22.2%)	2	(11.1%)
	Enrollment	15,991	10,525	(65.8%)	2,116	(20.1%)	102	(1.0%)	242	(2.3%)	216	(2.1%)	2,031	(19.3%)	5,531	(52.6%)	287	(2.7%)
	- students/school (ave.)	516	585		353		102		242		216		677		1,383		144	
	Teachers	394	246		45	(18.3%)	4	(1.6%)	12	(4.9%)	7	(2.8%)	47	(19.1%)	117	(47.6%)	14	(5.7%)
	Student-teacher ratio	1:41	1:43		1:47		1:26		1:20		1:31		1:43		1:47		1:21	
	Gross enrollment (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Net enrollment (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Pass (%)	61.0%	62.9%		57.1%		69.6%		71.9%		68.5%		53.0%		67.7%		67.9%	
	Repetition (%)	29.1%	29.6%		32.3%		9.8%		14.0%		11.1%		44.2%		25.6%		18.5%	
	Dropout (%)	9.8%	7.5%		10.5%		20.6%		14.0%		20.4%		2.8%		6.7%		13.6%	
	Graduation (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	EP2-ESG1 transition* (%)	69.3%	72.1		88.1%		0.0%		0.0%		0.0%		75.2%		78.5%		0.0%	
ESG1	Schools	9	5	(55.6%)	3	(60.0%)	0		0		0		1	(20.0%)	1	(20.0%)	0	
	Enrollment	6,690	5,168	(77.2%)	1,187	(23.0%)	n.a.		n.a.		n.a.		325	(6.3%)	3,656	(70.7%)	n.a.	
	Teachers	184	135	(73.4%)	38	(28.1%)	n.a.		n.a.		n.a.		19	(14.1%)	78	(57.8%)	n.a.	
	Student-teacher ratio	1:36	1:38		1:31		n.a.		n.a.		n.a.		1:17		1:47		n.a.	
	Pass (%)‡	76.0%	70.0%		84.4%		n.a.		n.a.		n.a.		71.7%		65.2%		n.a.	
	Repetition (%)†	35.2%	37.1%		41.6%		n.a.		n.a.		n.a.		24.0%		36.8%		n.a.	
	Dropout (%)	‡	‡		‡		n.a.		n.a.		n.a.		4.3%		‡		n.a.	
	Graduation (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	ESG1-ESG2 transition (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
ESG2	Schools	2	1	(50.0%)	0		0		0		0		0		1		0	
	Enrollment	791	776	(98.1%)	n.a.		n.a.		n.a.		n.a.		n.a.		776		n.a.	
	Teachers	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Student-teacher ratio	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	
	Pass (%)	58.7%	59.1%		n.a.		n.a.		n.a.		n.a.		n.a.		59.1%		n.a.	
	Repetition (%)	29.8%	30.0%		n.a.		n.a.		n.a.		n.a.		n.a.		30.0%		n.a.	
	Dropout (%)	11.5%	10.8%		n.a.		n.a.		n.a.		n.a.		n.a.		10.8%		n.a.	
	Graduation (%)	n.a.	n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.		n.a.	

* from 1999-2000, only for male students; † pass rate + repetition rate > 100% due to influx of transfer/returning students in mid-year; ‡ negative value due to pass rate + repetition rate > 100%

Appendix 4. Number of Locla Residents Who Complete Education at Adult Education Centers in Tete, 1995-1999

(1) EP2 (7th grade)

	1995			1996			1997			1998			1999		
District	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)
Angonia	24	21 (87.5)	3 (12.5)	10	9 (90.0)	1 (10.0)	9	8 (88.9)	1 (11.1)	0	0	0	23	15 (65.2)	8 (34.8)
Chiuta										25	19 (76.0)	6 (24.0)	50	44 (88.0)	6 (12.0)
Moatize	47	39 (83.0)	8 (17.0)	73	62 (84.9)	11 (15.1)	49	35 (71.4)	14 (28.6)	62	51 (82.3)	11 (17.7)	62	50 (80.6)	12 (19.4)
Tete city	188	141 (75.0)	47 (25.0)	234	166 (70.9)	68 (29.1)	264	210 (79.5)	54 (20.5)	229	179 (78.2)	50 (21.8)	416	297 (71.4)	119 (28.6)
Province	286	225 (78.7)	61 (21.3)	437	327 (74.8)	110 (25.2)	429	327 (76.2)	102 (23.8)	394	304 (77.2)	90 (22.8)	744	538 (72.3)	206 (27.7)
Study Area	259	201 (77.6)	58 (22.4)	317	237 (74.8)	80 (25.2)	322	253 (78.6)	69 (21.4)	316	249 (78.8)	67 (21.2)	551	406 (73.7)	145 (26.3)

(2) ESG1 (10th grade)

	1995			1996			1997			1998			1999		
District	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)
Angonia	0	0	0	8	7 (87.5)	1 (12.5)	11	8 (72.7)	3 (27.3)	9	8 (88.9)	1 (11.1)	19	14 (73.7)	5 (26.3)
Chiuta	0	0	0	0	0	0	0	0	0	0	0	0	26	21 (80.8)	5 (19.2)
Moatize	0	0	0	33	28 (84.8)	5 (15.2)	28	22 (78.6)	6 (21.4)	22	20 (90.9)	2 (9.1)	58	45 (77.6)	13 (22.4)
Tete city	169	131 (77.5)	38 (22.5)	187	138 (73.8)	49 (26.2)	84	56 (66.7)	28 (33.3)	168	117 (69.6)	51 (30.4)	288	204 (70.8)	84 (29.2)
Province	210	157 (74.8)	53 (25.2)	279	213 (76.3)	66 (23.7)	148	105 (70.9)	43 (29.1)	260	192 (73.8)	68 (26.2)	539	395 (73.3)	144 (26.7)
Study Area	169	131 (77.5)	38 (22.5)	228	173 (75.9)	55 (24.1)	123	86 (69.9)	37 (30.1)	199	145 (72.9)	54 (27.1)	391	284 (72.6)	107 (27.4)

(3) ESG2 (12th grade)

	1995			1996			1997			1998			1999		
District	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)
Tete city	0	0	0	53	40 (75.5)	13 (24.5)	0	0	0	53	40 (75.5)	13 (24.5)	63	49 (77.8)	14 (22.2)
Province	0	0	0	53	40 (75.5)	13 (24.5)	0	0	0	53	40 (75.5)	13 (24.5)	63	49 (77.8)	14 (22.2)
Study Area	0	0	0	53	40 (75.5)	13 (24.5)	0	0	0	53	40 (75.5)	13 (24.5)	63	49 (77.8)	14 (22.2)

Source: Tete Provincial Directorate of Education, 2000.

Appendix 4. Number of Locla Residents Who Complete Education at Adult Education Centers in Tete, 1995-1999

(1) EP2 (7th grade)

	1995			1996			1997			1998			1999		
District	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)
Angonia	24	21 (87.5)	3 (12.5)	10	9 (90.0)	1 (10.0)	9	8 (88.9)	1 (11.1)	0	0	0	23	15 (65.2)	8 (34.8)
Cahora Bassa	18	16 (88.9)	2 (11.1)	58	39 (67.2)	19 (32.8)	64	42 (65.6)	22 (34.4)	54	38 (70.4)	16 (29.6)	135	92 (68.1)	43 (31.9)
Changara	9	8 (88.9)	1 (11.1)	19	14 (73.7)	5 (26.3)	0	0	0	0	0	0	0	0	0
Chiuta										25	19 (76.0)	6 (24.0)	50	44 (88.0)	6 (12.0)
Magoe	0	0	0	10	6 (60.0)	4 (40.0)	17	10 (58.8)	7 (41.2)	24	17 (70.8)	7 (29.2)	29	20 (69.0)	9 (31.0)
Moatize	47	39 (83.0)	8 (17.0)	73	62 (84.9)	11 (15.1)	49	35 (71.4)	14 (28.6)	62	51 (82.3)	11 (17.7)	62	50 (80.6)	12 (19.4)
Mutarara					31	2		22	4		0	0		20	9
Tete city	188	141 (75.0)	47 (25.0)	234	166 (70.9)	68 (29.1)	264	210 (79.5)	54 (20.5)	229	179 (78.2)	50 (21.8)	416	297 (71.4)	119 (28.6)
Province	286	225 (78.7)	61 (21.3)	437	327 (74.8)	110 (25.2)	429	327 (76.2)	102 (23.8)	394	304 (77.2)	90 (22.8)	744	538 (72.3)	206 (27.7)
Study Area	259	201 (77.6)	58 (22.4)	317	237 (74.8)	80 (25.2)	322	253 (78.6)	69 (21.4)	316	249 (78.8)	67 (21.2)	551	406 (73.7)	145 (26.3)

(2) ESG1 (10th grade)

	1995			1996			1997			1998			1999		
District	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)
Angonia	0	0	0	8	7 (87.5)	1 (12.5)	11	8 (72.7)	3 (27.3)	9	8 (88.9)	1 (11.1)	19	14 (73.7)	5 (26.3)
Cahora Bassa	41	26 (63.4)	15 (36.6)	51	40 (78.4)	11 (21.6)	25	19 (76.0)	6 (24.0)	48	35 (72.9)	13 (27.1)	103	76 (73.8)	27 (26.2)
Chiuta	0	0	0	0	0	0	0	0	0	0	0	0	26	21 (80.8)	5 (19.2)
Magoe	0	0	0	0	0	0	0	0	0	13	12 (92.3)	1 (7.7)	13	9 (69.2)	4 (30.8)
Moatize	0	0	0	33	28 (84.8)	5 (15.2)	28	22 (78.6)	6 (21.4)	22	20 (90.9)	2 (9.1)	58	45 (77.6)	13 (22.4)
Mutarara	0	0	0	0	0	0	0	0	0	0	0	0	32	26 (81.3)	6 (18.8)
Tete city	169	131 (77.5)	38 (22.5)	187	138 (73.8)	49 (26.2)	84	56 (66.7)	28 (33.3)	168	117 (69.6)	51 (30.4)	288	204 (70.8)	84 (29.2)
Province	210	157 (74.8)	53 (25.2)	279	213 (76.3)	66 (23.7)	148	105 (70.9)	43 (29.1)	260	192 (73.8)	68 (26.2)	539	395 (73.3)	144 (26.7)
Study Area	169	131 (77.5)	38 (22.5)	228	173 (75.9)	55 (24.1)	123	86 (69.9)	37 (30.1)	199	145 (72.9)	54 (27.1)	391	284 (72.6)	107 (27.4)

(3) ESG2 (12th grade)

	1995			1996			1997			1998			1999		
District	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)	Total	M (%)	F (%)
Tete city	0	0	0	53	40 (75.5)	13 (24.5)	0	0	0	53	40 (75.5)	13 (24.5)	63	49 (77.8)	14 (22.2)
Province	0	0	0	53	40 (75.5)	13 (24.5)	0	0	0	53	40 (75.5)	13 (24.5)	63	49 (77.8)	14 (22.2)
Study Area	0	0	0	53	40 (75.5)	13 (24.5)	0	0	0	53	40 (75.5)	13 (24.5)	63	49 (77.8)	14 (22.2)

Source: Tete Provincial Directorate of Education, 2000.