Study on Basic Education Sector in Africa

Mozambique

Basic Education Sector Analysis Report

April 2015

Japan International Cooperation Agency (JICA)

International Development Center of Japan, Inc (IDCJ)

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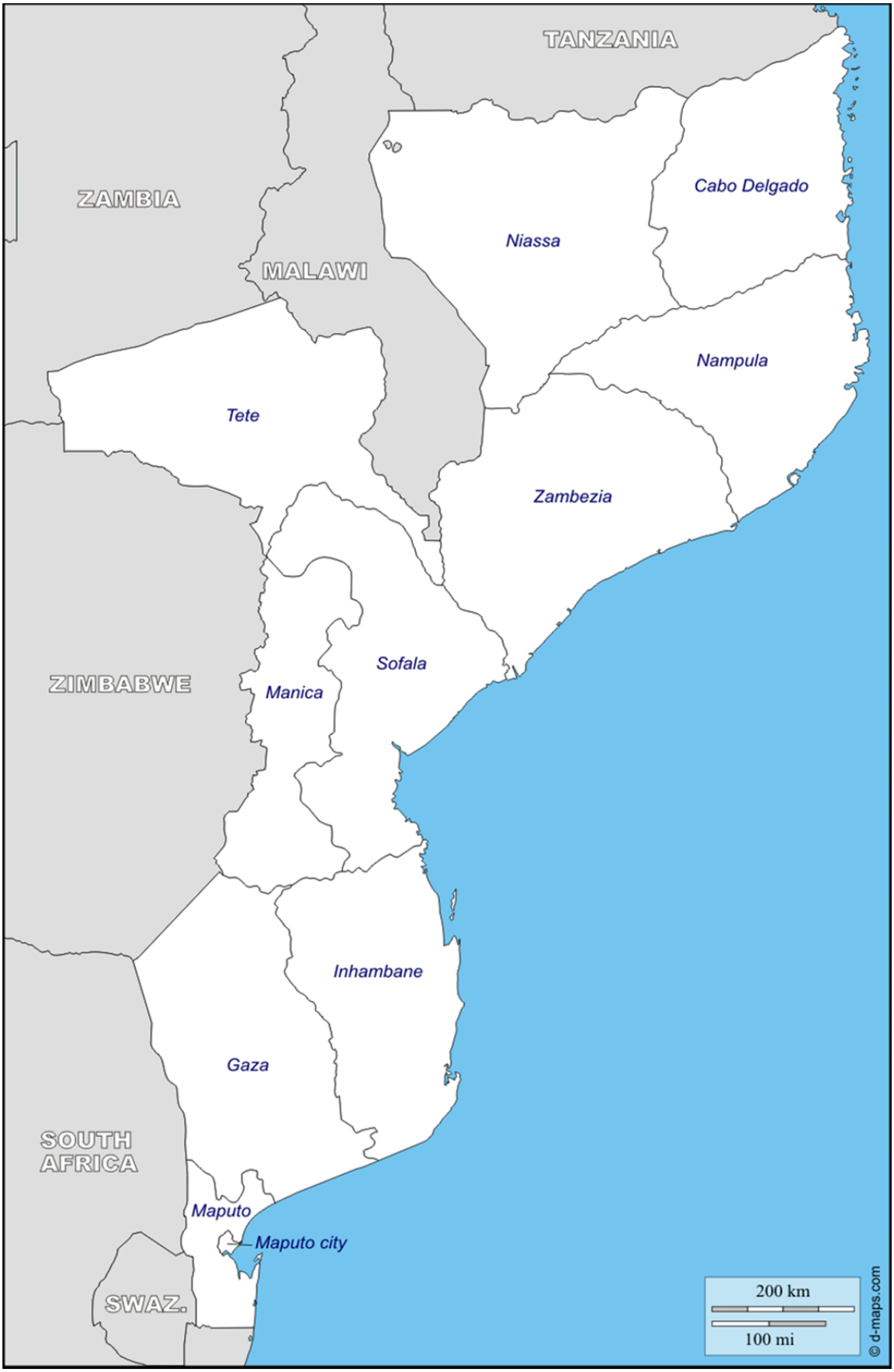
Map of Mozambique



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Abbreviations

ADE	Apoio Directo ás Escolas	Direct Support to Schools
CFMP	Cenario Fiscal de Medio Prazo	Medium Term Fiscal Framework
CNECE	Conselho Nacional de Exames, Certificação e Equivalência	National Council for Examinations, Certification and Assessment
CREI	Centro de Recursos para a Educação Inclusiva	Inclusive Education Resource Center
DICIPE	Estarategía Nacioanal do Desenvolvimento Integrado da Criança em idade Pré-escolar	National Strategy of Integrated Development for Pre-school Age Children
CT	Cooporating Team	-
CP	Coordinating Partners	-
DAF	Direcção de Administração e Finanças	Administration and Finance Directorate
DEE	Departamento de Educação Especial	Department of Special Education
DGGQ	Direcção Gestão e Garantia da Qualidade	Directorate of Quality Management and Gurantee
DGLEMD	Departamento de Gestão do Livro Escolar e Materiais Didácticos	Department of School Books and Didactic Material Management
DINAEA	Direcção Nacional de Alfabetização e Educação de Adultos	Directorate for Literacy and Adult Education
DINAME	Distribuidora Nacional de Material Escolar	National Distributor of School Material
DINEP	Direcção Nacional de Ensino Primário	Directorate of Primary Education
DIPE	Direcção de Programas Especiais	Directorate of Special Programs
DIPLAC	Direcção de Planificação e Cooperação	Directorate of Planning and Cooperation
DNFP	Direcção Nacional de Formação de Professores	Directorate of Teacher Training
DPEC	Direcções Provincial de Educação e Cultura	Provincial Directorate of Education and Culture
DRH	Direcção de Recursos Humanos	Human Resources Directorate
EFA or EPT	Educacion for All or Educação para Todos	-
EP	Ensino Primário	Primary Education
EPF	Escolas Professores do Futuro	Teacher Training Institute
ESE	Evolução do Sistema Educativo	Education System Progress Report
ESG	Ensino Secundário Geral	General Secondary Education
FASE	Fundo de Apoio ao Sector da Educação	Education Sector Support Fund
FRELIMO	Frente de Libertação de Moçambique	The Mozambique Liberation Front
FTI	Fast-Track Initiative	-
GCC	Groupo Coorinación Conjunta	Joint Coordination Group
GPE	Global Partnership for Education	-
IDA	Internaional Development Association	-
IDCJ	International Development Center of Japan	-
IFP	Insitutuos de Formação de Professores	Teacher Training Institute

IG	Interest Group	-
IGE	Inspecção Geral da Educação	General Inspection
ILO	International Labor Organization	-
INDE	Instituto Nacional de Desenvolvimento da Educação	National Institute for Educational Development
INSET	In-service Training	-
IOL	Inquérito Orçamento Familiar	Household Survey
JICA	Japan International Cooperation Agency	-
MDGs	Millenium Development Goals	-
MINED	Ministério da Educação	Ministry of Education
MMAS	Ministério da Mulher e Acção Social	Ministriy for Women and Social Action
OE	Orçamento do Estado	State Budget
OTEOs	Orientações e Tarefas Escolares Obrigatórias	Mandatory School Guidelines and Tasks
PARP	Plano de Acção de Redução da Pobreza	Poverty Reduction Strategy Paper
PEE	Plano Estratégico do Sector da Educação	Education Sector Strategic Plan
PEEC	Plano Estratégico da Educação e Cultura	Strategic Plan for Education and Culture
PES	Plano Económico e Social	Economic and Social Plan
PO	Plano Operacional	Operation Plan
PQG	Plano Quinquenal do Governo	Government's Five-Year Plan
PRESET	Pre-service Training	-
SAQMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality	-
SDEJTs	Serviços Distrial de Educação, Juventude e Technología	District Services for Education, Youth and Technology
SNE	Sistema Naciaonal da Educação	National Education System
SWAPs	Sector-Wide Approaches	-
UNICEF	United Nations Children's Fund	-
USAID	US Agency for International Development	-
WB or BM	World Bank or Banco Mundial	-
WG	Working Group	-
ZIPs	Zonas de Influéncia Pedagógica	Pedagogic Influence Area

Executive Summary

1. Outline of the Study

In order to attain the goals of Education for All (EFA) and Millennium Development Goals (MDGs) by the 2015 deadline, sector-wide approaches (SWAps) and financial assistance have been emphasized. Japan International Cooperation Agency (JICA) has decided to conduct the Basic Education Sub-Sector Study to comprehend the complete panorama of basic education development with the objective of formulating more comprehensive and effective programs/projects based on a deepened analysis that incorporates administrative, financial and socioeconomic contexts along with educational indicators and statistics.

Two African countries, the Republic of Madagascar and Republic of Mozambique were chosen as the target countries of the Study. The Study is aimed 1) to collect and analyze general information on the basic education sub-sector and identify priority areas for development in target countries, and 2) to make recommendations for JICA to design and carry out future sector and/or sub-sector studies.

2. Political and Socio-economic Situation in Mozambique

Following the 17-year long civil war—which erupted after its independence in 1975 and ended with the signing of a peace accord in 1992—Mozambique has pursued the reconstruction of the country and socioeconomic development under political stability. The Mozambique Liberation Front (FRELIMO) has been the ruling party since 1994 presidential election. In October 2014, the fifth presidential election was held and the former Minister of Defense, Filipe Jacinto Nyusi, of FRELIMO was elected. Basic socioeconomic indicators in Mozambique are: GNI per capita is USD 610 (Atlas Method, 2013), USD 1,100 (PPP, 2013); GDP growth rate is 7.1% in 2013; national poverty level is 54.7% in 2009; life expectancy is 50 in 2012; and adult literacy rate is 51% in 2009.

3. Educational Policies and Reforms

The Strategic Plan for Education and Culture 2006~2011 (PEEC), in reflection to the Education for All (EFA) and Millennium Development Goals (MDGs), set a clear goal of accomplishing seven-year primary education for all children by 2015. The PEEC succeeded in increasing the number of schools and teachers, boosting enrollment rates and reducing the gender gap. Following the PEEC, the Education Sector Strategic Plan 2012~2016 (PEE), which was approved in 2012, also prioritizes seven-year primary education for all children. At the end of 2014, Ministry of Education is considering to extend PEE until 2019, forecasting that most of the goals in PEE 2012-2016 would not be accomplished.

The National Education System of 1992 states that education consists of 3 sub-systems: pre-school education, school education and out-of-school education. School education comprises 1) general education that consists of primary and secondary education 2) technical and vocational education

and 3) higher education.

4. Status and Challenges of Basic Education Sector Development

【Access】The population between ages 6 to 15, which is the school age of basic education, was approximately 8.53 million in 2014. The average annual growth rate from 2007 to 2014 was 2.9% for the school age of primary education (6-12 years old) and 3.0% for the school age of lower-secondary education (13-15 years old). Gross enrollment rates in primary education shifted around 115%-120% between 2007 and 2014. Net enrollment rate in primary education showed improvements from 68.6% in 2007 to 79.7% in 2014. Although gross enrollment rate in secondary education increased from 35.5% in 2007 to 42.2% in 2014, net enrollment rate remains at 17.4%.

【Internal Efficiency】Average promotion rates were slightly lower than 80% in lower-primary and 60% in upper-primary education. Transition rate to lower-secondary education is slightly more than 90%. Dropout/repetition rates remain high in Grade 5, when cycle change occurs, and Grade 7, when students complete primary education. In 2013, dropout rates in Grades 5 and 7 were 14.1% and 12.1%, and repetition rates in the same grades were 19.6% and 19.7%, respectively. These values greatly exceeded the average rates at the education levels. Dorpout/repetition rates in lower-secondary education demonstrate an upward trend.

【Equity】The national gender parity index at primary school entry (Grade 1) is 0.97, which indicates that gender equality has been nearly achieved. Overall, northern and central provinces have higher dropout and repetition rates than the national average, and there is a regional disparity. Female dropout/repetition rates are slightly higher than the male's.

【Quality of Education】Completion rates in primary education have remained at the same level since 2008 and it was 45.3% in 2013. A national survey on academic performance for Grade 3 shows that only 6.3% of students achieved the level which is desirable to attain by the time of finishing Grade 3, and that many students have difficulties in reading and writing. The results of the regional research on the pupils' achievement conducted by the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) in 2007 showed that Mozambique was 12th of 15 countries in reading and 10th in mathematics, and greatly moved down from the result in 2000.

【Learning Environment】The average number of students per classroom in 2014 was 50.7 in lower-primary education and 45.8 in upper-primary education, which shows improvements when compared to 2009.Most primary schools introduce double/triple shifts system. The teaching hours are between 3 hours and 20 minutes and 4 hours and a half per day, but according to a survey conducted by Ministry of Education, only one third of defined teaching hours are actually taught.

【Procurement and Distribution of Teaching Material】Textbooks are distributed free of charge to primary schools and Ministry of Education distributes nearly 13 million textbooks every year. Each student is designated to more than one textbook. There is a decentralized distribution system of teaching material and a state-owned company assumes procurement and distribution of teaching material in most areas.

【Curriculum】Curriculum was revised in 2004 but is going to be revised again in 2017. Major revision points are integration of subjects, abolishment of national exam for Grade 5 and to place an importance on reading and writing of Portuguese. Curriculum revision is been implemented on a trial basis.

【Teachers】Lack of the number of teachers against the number of students is a problem and Ministry of Education has focused on teacher training. Although the number of teachers has steadily increased recently, the pupil teacher ratio in lower-primary education is 62, which remains high. A new teacher training model with longer training period has been introduced on a trial basis aiming to develop teacher's competence development.

5. Public Finance and Administration in the Education Sector

Decentralization and strengthening of governance have been progressed at the province/district level. While management of schools and teacher training institutes and promotion of school construction have been decentralized at the district level as well as budget planning, there are issues regarding technical capacities and skills at the province/district level.

From 2009 to 2014, the federal budget for the education sector increased from 6.2% to 8.0%, as percentage of GDP. The percentage of the total government budget dedicated to the education sector was 15.7% in 2014. The primary education expenditure has been around 53% of the total education sector, secondary education was 23%, and higher education was 14%. Teachers' salaries as a percentage of the education budget was 54% in 2014. The Direct Support to Schools was launched in 2003, and each school receives about USD 2.5 per student.

6. Trends in Donor Assistance

Nearly 80% of financial support assistance is carried out through the common basket fund (FASE), and 10 donors implemented assistance through FASE in 2014. UNICEF is a lead donor and contributions from EFA-FTI/GPE, Canada and Germany are relatively large. About half of the fund is utilized for primary education projects. Active donors other than FASE are USAID and WFP. Donor coordination is operated smoothly through periodical donor meetings and the Joint Sector Review.

7. Results of Analysis

When comparing the educational indices and the EFA-FTI Indicative Framework of Mozambique to those of other Sub-Saharan countries, internal efficiency is low, annual teaching hours are

insufficient, pupil-teacher ratio is high, the quality of teachers is low and there is regional disparity in terms of the completion rate, learning performance and upper-primary net enrollment rate.

One of the reasons of low internal efficiency is poverty, and there are cases where students are unable to purchase school uniforms and/or school supplies due to financial difficulties, or they have to economically support their parents from an early age and do not have opportunities to pursue their academic career. One of the factors of few teaching hours is many schools introduce double or triple shifts system. Also, a lot of teaching hours are lost because teachers are absent frequently and students arrive late or are absent in many schools. Pupil teacher ratio is particularly high in the northern region of the country. Ministry of Education has made an effort to allocate teachers who were trained at IFPs other than the northern part to schools in north. However, a number of teachers have resigned due to the hard living environment in the region, such as lack of basic infrastructure and local lifestyles which differ greatly from urban areas. One factor for low quality of teachers is low motivation of teachers and weak institutional governance of school principals, as well as the inability of districts to manage teachers, which negatively affect students' academic performance. Regional disparity in terms of completion rate, learning performance and upper-primary net enrollment rate are considered to be influenced by socioeconomic and infrastructure conditions in each province.

Government of Mozambique places 1) equal access and retention, 2) student learning, and 3) governance as prioritized issues. Current Education Strategic Plan which is planned to be extended until 2019 claims improvement of quality of learning especially for lower-primary education.

The study has examined the following challenges and points for consideration when conducting an analysis of the basic education sector: 1) geographical constraints, 2) gap between planning and implementation status, and 3) unbalanced information.

1 Outline of the Survey

1.1 Background

In order to attain the goals of Education for All (EFA) and Millennium Development Goals (MDGs) by the 2015 deadline, developing countries have been engaged in quantitative and qualitative improvement in basic education in collaboration with the cooperating partners (CPs). In the area of basic education improvement, sector-wide approaches (SWAPs) have been emphasized more through direct budget support than through project-type interventions. There have been growing concerns over the limited capacity of developing countries in planning, budgeting and implementation, despite the fact that financial support to sector programs encompasses the largest portion of donor assistance in many of these countries. Donors are required to make policy recommendations to developing countries and encourage them to develop organizational and systemic reforms necessary in budgeting, policy reforms and enhancement of administrative capabilities, in addition to individual project assistance through sector programs.

Japan International Cooperation Agency (JICA) is considering formulating programs for basic education support in this challenging environment. In order to foster more strategic and effective cooperation, JICA has decided to conduct the Basic Education Sub-Sector Study (hereinafter, the Study) to comprehend the complete panorama of basic education development with the objective of formulating more comprehensive and effective programs/projects based on a deepened analysis that incorporates administrative, financial and socioeconomic contexts along with educational indicators and statistics.

1.2 Objectives of the Study

The objectives of the study are indicated below.

(1) To collect and analyze general information on the basic education sub-sector and identify priority areas for development in target countries.

(2) To make recommendations for JICA to design and carry out future sector and/or sub-sector studies.

1.3 Target countries

Two African countries, the Republic of Madagascar and Republic of Mozambique, were chosen as the target countries of the Study.

1.4 Major Steps and Schedule

The major steps and schedule of the Study were as follows.

Late December 2014～：Formulation of the Inception Report
・Information gathering and analysis of existing documents in Japan
・Preparation for the field survey plan and strategies
Early January 2015～：Preparation for the Field Survey
・Preparation for the field survey schedule and making appointments
・Identification of lacking data and preparation of the questionnaires
Late January 2015～：Conducting the Field Survey
・Information gathering from government agencies, international development partners, international organizations, the JICA office, etc.
・School and project site visits
Early March 2015～：Formulation of the Basic Education Sector Analysis Reports by Country
・Comprehensive and comparative analysis of the country-wide reports and preparation of recommendations
・Report preparation

1.5 Study Team

Information gathering, analysis and report writing of the Study were conducted by the Study team of the International Development Center of Japan Inc. (IDCJ), as listed below in Table 1-5-1.

Table 1.5.1: Team Members of the Study and the Countries in Charge

Position	Name (Affiliation)	Country in Charge
Team Leader／Basic Education Sector Analysis 1	Tetsuo Isono（IDCJ）	Madagascar
Information Gathering Assistant 1	Nicole Lala Lucia Ratsimbazafy (NGO Goshen)	Madagascar
Basic Education Sector Analysis 2	Yumiko Yamada（IDCJ）	Mozambique
Information Gathering Assistant 2	Lucia Fumo	Mozambique
Administrative Coordination/ Assistance for Sector Analysis 2	Seiya Watanabe（IDCJ）	Mozambique

Source: JICA Study Team

2 Political and Socio-economic Situation in Mozambique

2.1 Political Situation

Following the 17-year long civil war—which erupted after its independence in 1975 and ended with the signing of a peace accord in 1992—Mozambique has pursued the reconstruction of the country and socioeconomic development under political stability. In October 1994, as the final stage of the two-year peacemaking process by the United Nations Operations in Mozambique, presidential and parliamentary elections were held on the basis of multiparty systems, and Joaquim Alberto Chissano of the Mozambique Liberation Front (FRELIMO) was elected as the new president. Elections were steadlily held afterwards, and the former secretary general, Armando Emilio Guebuza of FRELIMO, was elected in the third presidential and parliamentary elections in December 2004. In the fourth presidential and parliamentary elections of October 2009, President Guebuza was re-elected and FRELIMO won a comfortable majority. (MoFA, 2015).

In October 2014, the fifth presidential and parliamentary elections were held without major disorder, and the former Minister of Defense, Filipe Jacinto Nyusi, was elected after winning a majority of the votes (Embassy of Japan in Mozambique, 2015).

2.2 Socio-economic Situation

The socioeconomic indicators of Mozambique are shown in the table below:

1. Country Name	Republic of Mozambique
2. Area	79.9 km2[*1]
3. Population	26.47 million（2014）[*2]、Annual growth rate 2.26%（2013）[*2] Population density 33/ km2（2013）、Urban population 32%（2013）[*2]
4. Ethnic groups	43 ethnic groups (Makhuwa, Lomwe, etc)[*1]
5. Language	Portuguese[*1]
6. Religions	Christians 41%、Muslims 17.8% and traditional religions[*1]
7. Major industries	Agriculture and forestry（Maize, sugar, cashew nut, cotton, tobacco, log and timber） Fishery（Prawn） Mining（Aluminium, coal and natural gas）[*1]
8. GDP	USD 15,630 million（2013）[*2]
9. GNI per capita	USD 610（2013）（Atlas Method, Current USD）[*2] USD 1,100（2013）（PPP, Current International Dollar）[*2]
10. GDP growth rate	7.1%（2013）[*2]
11.Consumer price index（2010=100）	117.4（2013）[*2]
12. Currency	Mozambique metical（MZN）
13. Exchange rate	USD 1 = approximately 30.5MZN（September 2014）[*1]
14. Life expectancy	50 years（2012）[*2]
15. Adult literacy rate	51%（2009）[*2]
16. Prevalence of HIV	10.8%（2013）[*2]

*1 Ministry of Foreign Affairs of Japan Home page “Kakkoku Chiiki Josei” (Japanese) (accessed on 24th January 2015).

*2 World Bank Home page “World Development Indicators (WDI) & Global Development Finance (GDF)” (accessed on 24th January 2015).

Mozambique is comprised of 10 provinces (Provincia) and one city (Cidade), which is equivalent to a province. Today, there are a total of 140 districts (Distrito), after13 new districts were added in 2013.

According to the Poverty Reducation Strategic Paper (PARP[1]) 2011-2014, the national poverty level in 2009 was 54.7%[2]. Poverty level was the lowest in the capital, Maputo City, with 36.2% and highest in the northern Zambézia Province with 70.2%. Maputo and Gaza Provinces in the sourthern part of the country had high poverty levels with 67.5% and 62.5%, respectively. Whereas the poverty level in urban areas was 49.6%, the level in rural areas reached 56.9%.

Disaggregated data on the population, area, population density and poverty level by province is shown in Annexes 2-1 and 2-2.

[1] Plano de Acção de Redução da Pobreza
[2] Poverty line set in Mozambique is below 18MZN (USD 0.57) per day.

3 Educational Policies and Reforms

3.1 National Development Plans

The fourth National Development Plan (PQG[3]) 2010-2014 set poverty reduction as the central issue to improving the livelihood of all Mozambiquan people. It necessitates a comrehensive, sustainable and rapid socioeconomic development via local development, improvements in basic social services and infrastructure, job creation and improvement of the investment climate. The education sector places a priority on the provision of seven-year primary education for all children by 2015. The 6 strategic goals of the fourth National Development Plan are described as follows:

i. Administrative support: to strengthen the administration system in all levels, particularly at the district level, so that education opportunities are equally spread throughout the country

ii. Primary education: to promote universal seven-year primary education of good quality for all children

iii. Literacy and adult education: to extend access to literacy and skill programs for the youth and adult population

iv. Secondary education: to sustainably expand secondary and vocational education through an official system and/or distance learning

v. Techinical and vocational education: to strengthen course reform and to expand access to formal and informal education systems at different levels

vi. Higher education: to strengthen the education system by assuring efficiency, impartiality and sustainability (PGQ P.12~13)

As one of the top priorities within “Human and Social Development” outlined in the Poverty Reduction Strategy Paper 2011-2014 (PARP[4]), ”Access to Social Services of High Quality” aims to achieve universal primary education, expand youth/adult education and provide greater educational opportunities after completing basic education (PARP P.27~29).

3.2 Education Act

The right to education is specified in Article 88 of the Constitution of the Republic of Mozambique, as follows:

(1) Education is a right and duty for all Mozambiquan citizens

[3] Plano Quinquenal do Governo
[4] Plano de Acção de Redução da Pobreza

(2) The nation promotes the right to education, which fosters professionals, and ensures the right to fair access to education for all citizens (Relatório Sobre os Seis Objetivos da Educação para Todos, P.3)

The National Education System (SNE[5]) was established on March 23rd, 1983 and was revised on May 6th, 1992 as Law No. 6/92 in response to the changes in the country's socioeconomic situation. The Law provides a basic framework of the fundamental principles, objectives, systems and administration in the education sector. The SNE also states that education is a right to be enjoyed by all citizens.

Since the promulgation of the Degree on June 1st, 1990, the government has authorized private education in all types of schools and at all educational levels, thus decentralizing one of its functions to sub-organizational groups. Moreover, under the Decree announced on October 19th, 1994, a number of functions and controls, previously held by the government, have been transfeered to the provincial governments (UNESCO 2010/2011).

3.3 Education Policy

Mozambique gained its independence from Portuagal in 1975. During the early stages of independence (1975~1980), the goverrnment placed education at top priority and promoted literacy education; as a result, enrollment rates in both primary and secondary schools showed significant progress.

By 1982, the goal of universal primary education was almost achieved (WB.2011). However, due to the economic crisis and natural disasters in the 80s, as well as the civil war that persisted for a decade from the early 1980s, the education system in Mozambique was severely damaged, and the expansion of education faltered in terms of both quality and quantity. It was only after the end of the civil war in 1992 that the country began to refocus on expanding universal primary education and constructing schools that were destroyed during the conflict.

The First Education Sector Strategic Plan 1999~2005 (ESSP 1) was approved in 1999. The ESSP 1 placed as top priority the provision of basic education and aimed to 1) expand the access to basic education, 2) improve the quality of education, and 3) enhance the organizational and administrative structures in the education sector.

Mozambique was invited to join the Fast Track Initiative (FTI) in 2003. The two education policies developed after joining the FTI—1) abolishing of tuition in primary schools and 2) introduction of the semi auto-promotion system in primary education—played a significant role in improving the

[5] Sistema Naciaonal da Educação

completion rate in primary education. Semi autopromotion system was introduced in 2004 as one of the curriculum revision schemes.

The Strategic Plan for Education and Culture 2006~2011 (PEEC), in reflection to the Education for All (EFA[6]) and Millennium Development Goals (MDGs), set a clear goal of accomplishing seven-year primary education for all children by 2015. The PEEC succeeded in increasing the number of schools and teachers, boosting enrollment rates and reducing the gender gap. Following the PEEC, the Education Sector Strategic Plan 2012~2016 (PEE[7]), which was approved in June 2012, also prioritizes seven-year primary education for all children. "3.5. Education Sector Plans" shows PEE's priority issues and plans.

3.4 Education System

The National Education System of 1992 states that education consists of 3 sub-systems: pre-school education, school education and out-of-school education. School education comprises 1) general education that consists of primary and secondary education 2) technical and vocational education and 3) higher education (SNE).

The public education system in Mozambique consists of 7 years of primary education (Grades 1-7), 5 years of secondary education (Grades 8-12) and 3-6 years of higher education. Basic education encompasses the 7 years of primary education and 3 years of lower secondary education (Grades 8-10). Chart 3.4.1. shows the current education system.

[6] The World Bank, UNESCO, UNICEF and UNDP jointly held "the World Conference on Education for All" in Jomtien, Thailand in March 1990.
[7] Plano Estratégico do Sector da Educação

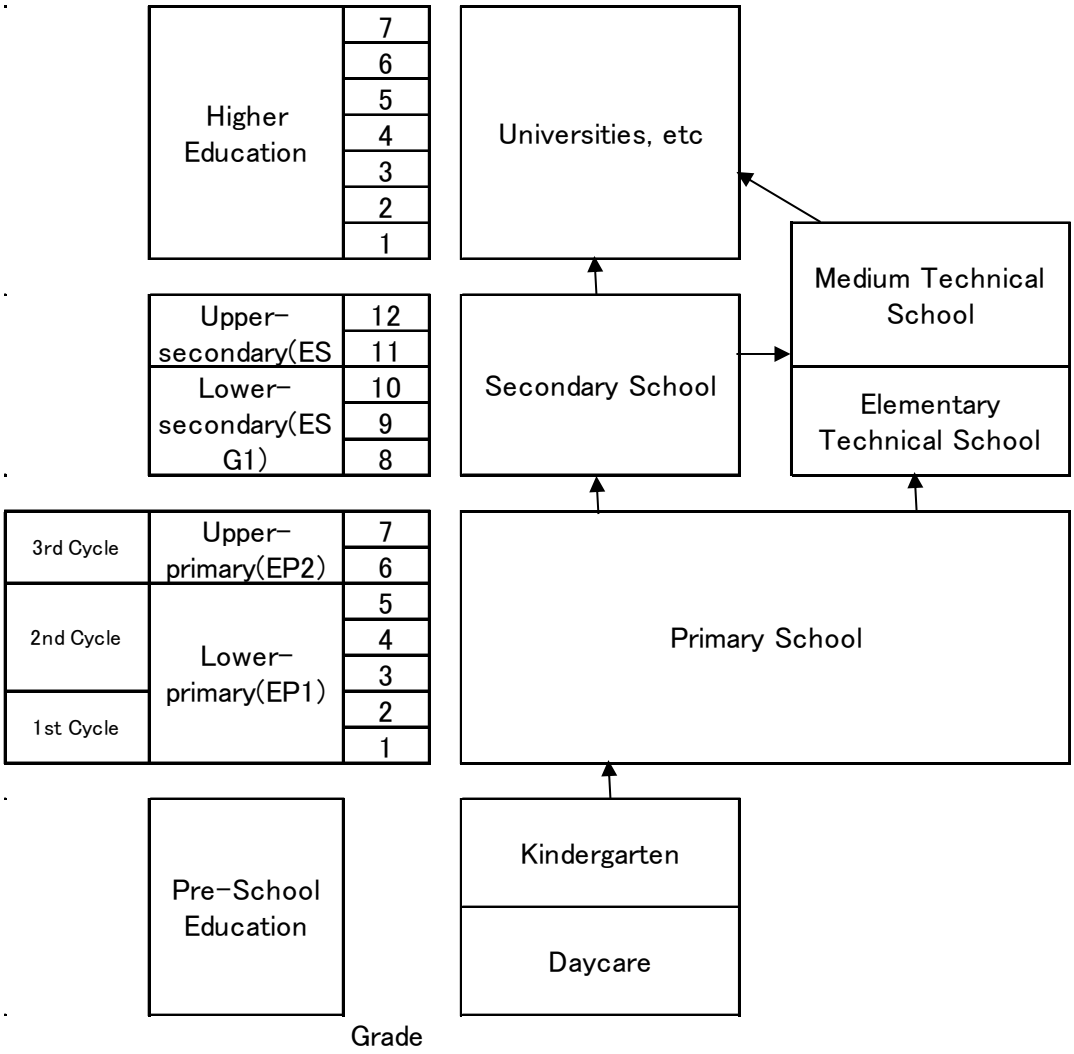


Chart 3.4.1: Structure of the Current Education System

Source: JICA Study Team based on PEE 2012-2016

As indicated in Table 3.4.1, out of the 6.31 million students enrolled in all education levels in 2013 excluding pre-primary education, students in primary schools account for over 73% of the total, and the number of students in other education levels is small.

Table 3.4.1: The Number of Students in Each Education Level (2013)

Pre-school	Lower-primary	Upper-primary	Lower-secondary	Upper-secondary	Techical and vocational	Higher education	Total
N/A	4,633,679	800,832	593,264	129,513	31,662	128,073	6,317,023
N/A	73.4%	12.7%	9.4%	2.1%	0.5%	2.0%	100.0%

Source: Anuário Estadístico 2013

（1） Pre-school education: nurseries and kindergartens

Pre-school education is divided into two levels: day-care level for children of 0-2 years and kindergarten level for 2-5-years old children. The Ministry of Education and Ministry for Women and Social Action (MMAS[8]) jointly supervise pre-school education. Day-care centers and kindergartens are run by MMAS, NGOs, communities and private sectors (PEE 2012-2016, P.12).

（2） Primary education: primary schools

The official enrollment age for primary education is 6 years old. This tuition-free system of primary education is divided into lower-primary education (EP1[9]) for Grades 1 to 5 and upper-primary education (EP2) for Grades 6 and 7. Following the curriculum revision in 2004, however, primary education was reconstructed into 3 cycles (the first cycle: Grades 1-2, the second cycle: Grades 3-5 and the third cycle: Grades 6-7). Auto-promotion system is applied in each sub-cycle. In order to improve the quality and efficiency of primary education, the government since 2004 has advocated the EP integration system that combines lower- and upper- primary schools; as a result, there are primarily two school types—the integrated EP (EPC) and existing EP—in Mozambique (PEE 2012-2016 P12、JICA, 2013, P1).

（3）Lower/Upper Secondary Education: secondary schools

Secondary education consists of lower-secondary education (ESG1[10]) for Grades 8-10 and upper-secondary education (ESG2) for Grades 11-12. There is no entrance examinations for lower-secondary schools, and the tuition is not free[11]. After completing upper-secondary education, students are qualified to enroll into higher education.

（4）Technical/vocational education and higher education

Technical and vocational education is divided into 1) the basic level for those who have completed primary education and 2) the medium level for those who have earned either lower-secondary education or basic technical and vocational education. Both courses last for 3 years and cover 3 major areas of study (commercial, industrial and agricultural education).

Private and national universities as well as higher education facilities offer higher education. Students who have comleted upper-secondary education or medium-level technical and vocational education are eligible to apply and are required to take admission examinations. These institutions offer various programs such as 3-year associates, 4-7 years of bachelors and 2-year masters programs (PEE 2012-2016 P13-14、UNESCO, 2010/11).

[8] Ministério da Mulher e Acção Social
[9] Ensino Primário
[10] Ensino Secundário Geral
[11] The tuition varies according to schools and it ranges from 450 to 500 MZN (The Directorate of Secondary Education).

3.5 Education Sector Plans

The first Education Sector Strategic Plan 1999-2005 was followed by PEEC 2006-2010/2011. PEEC aims to achieve the following 3 goals:

1. To increase the access to education and to reduce gender and regional disparities
2. To improve the quality of education
3. To strengthen the administrative system in all education levels (PEEC, P.5).

PEEC encompasses 13 thematic strategies. Within primary education, the strategies highlight the importance of 1) the expansion of school network, 2) improvments in the quality of instructors and achievements in student learning, and 3) the strengthening of the decentralized planning and decision-making processes (PEEC, P.20-21).

PEEC has contributed to the increase in the number of schools and teachers and enrollement rates, and has also accomplished to reduce the gender gap. In addition to PEEC, the Education Sector Strategic Plan 2012~2016 (PEE), which was approved in June 2012, places the priority on providing seven-year primary education for all children. It also focuses on pre-school education, quality of post-primary education and enhancement of the education administrative system.

PEE develops 6 comprehensive sub-sector programs that address 1) access and retention, 2) quality and 3) institutional development. Table 3.5.1 presents an overview of PEE.

Table 3.5.1: Overview of Education Strategic Plan 2012-2016

Sub-sector	General Objective	Strategic Objectives
(Pre) Primary Education	To provide 7 years of basic education	School enrollment at an appropriate age and completionof primary education
		Improvement of academic performance in reading, writingand mathematics
		Improvments in the efficiency and efficacy of the use of educational resources
Literacy and Adult Educaion	To provide greater opportunities for youth/adult education and to improve literacy	Increase access to Adult Literacy and Education programs
		Improvements in the quality and relevance of Adult Literacy and Education programs
		Strengthning institutional and organizational capacity
Secondary Educaion	To expand secondary education, guaranteeing its quality and relevance	Diversification of secondary education modalities
		Improvement in the quality and relevance of secondary education by developing and implementing vocational curricula
		Improvement of school management
Techinical and Vocational Education	To improve the access, efficiency, effectiveness and quality of technical and vocational education	Increase access, paying particular attention to geographic and gender disparities
		Acquisition of quality training, meeting the labor market's requirements
		Strenghning management and coordination
Higher Education	To promote the expansion of and equitable access to higher education with international quality standards	Consolidation of existing subsystems
		Improvements in the quality of the teaching-learning processes
		Strengthning the subsystem's governance, financing, administration and monitoring capacity
Administrative and Institutional Development	To strengthen the management and governance of the administration at all education levels, particularly in the districts	Promotion of human resources development and management
		Compliance with the norms,standards and quality indicators of education
		Strengthening the system's planning, budgeting, execution, monitoring and evaluation processes and instruments

Source: JICA Study Team, based on PEE 2012-2016

Table 3.5.2 shows the indicators in each sub-sector, which are relevant to the Study.

Table 3.5.2: Indicators of Education Sector Strategic Plan 2012-2016

Sub-sector	Indicators		Base（2011）	Goal（2016）
(Pre) Primary Education	Completion rate[12]	Total	49%(2010)	54%(2015)
		Girls	45%(2010)	51%(2015)
	Net enrollment rate	Total	69.7%	83%
		Girls	68.5%	82%
	Student/teacher ratio		63(2012)	58
Adult Literacy and Educaion	Illiteracy rate	Total	48%(2008)	30%
		Girls	63%(2008)	45%
Secondary Education	Gross enrollment rate (ESG1)	Total	46%(2011)	50%
		Girls	43%(2011)	47%
Administrative and Institutional Development	Number of staff employed	Total	9,700	10,000
		Girls	68.5%	50%

Source: PEE, 2012-2016 P.51, 135~141

[12] This indicator relates to the number of children completing primary education (grade 7, daytime and evening classes, public, private and community education), irrespective of their age (nominator), with a 12-year-old population (denominator).

The Implementation Report on Governemt Programs on Education Sector 2010-2014 (BdI[13]) that was published by the Ministry of Education in September 2014 describes the progress that the government's education sector programs have made based on PEE 2012-2016. According to ESE, the net enrollment rate in primary education increased considerably from 67.3% (2009) to 81.5% (2014), and the construction of schools and distribution of free textbooks are reported to have progressed. However, dropout rates are still high, and completion rates in primary education and intake rates to lower-secondary education continue to be low. Despite the increase in enrollment rates, the quality of education has not improved and, thus, student academic performance remains low. Among the sub-sectors, technical/vocational education and higher education sectors have especially lagged behind in the implementation of PEE 2012-2016, and it is forecasted that most of the goals in PEE 2012-2016 would not be accomplished by 2016 (BdI, P.1-4).

As the interviews conducted by MINED and donors such as the World Bank indicate, the implementation of PEE 2012-2016 has not progressed as anticipated, despite the suitable projection of its goals. PEE is planned to be extended until 2019 in the form of Operational Plan 2015-2018[14] , which serves as an implementation plan of PEE 2012-2016. The Operational Plan 2015-2018will be approved after the Ministry of Education makes revisions of the indicators and priority issues so that it aligns with the new Government's Five-Year Plan 2015-2019 (MINED). According to the draft of the Operational Plan 2015-2018, priority is placed onlearnings in the first cycle of primary education (Grades 1-3), along with the following goals:

Table 3.5.3: Prioritiy Issues of the Operational Plan 2015-2018

[13] Balanço da Imlementação do Programa do Governo na área de Educação 2010-2014 Versão Final, 16/10/2014
[14] A Escola é Nossa! Plano Operacional 2015-2017/18

Goals			
To improve student academic performance in the first cycle of primary education	Ensure learning environments	Preparation of student learning	Expansion of distance learning
			Social support
		Improvement of the learning environment	Curriculum revision
			Bilingual education
			Teacher training
			Reading environment
			Performance evaluation
	Improve the provision of services by efficient use of resources	Strengthening of governance and local administrations	Greater community involvment
			Supervisory system at the district level
			Capacity building of the school principals
		Optimization of existing resources	Retention and assiduity of teachers
			Sufficient materials
			Revitalization of school clusters (ZIPs)
			Acceleration of school construction

Source: PO2015-2018 P.49

3.5.4 EFA-FTI Tendency

Mozambique is one of 18 countries that was invited to join the EFA-FTI in its first stage and officially joined in 2003. Prior to EFA-FTI, the country strived to improve the enrollment rates and achieve full completion of at least lower-primary education. Mozambique's invitation to join EFA-FTI in 2002-2003 coincided with the planning of PEEC, and major reforms in the education sector were incorporated into PEEC. In particular, EFA-FTI affected policies regarding teacher training and low-cost school construction. In 2007, in response to the country's request, additional funding from the Catalystic Fund was confirmed, and it was delivered from 2008 to 2010.

3.6 Supervisory Authority

The Ministry of Education (MINED[15]) supervises primary, secondary, technical/vocational, higher and adult/literacy education. Pre-school and special education are jointly administered by the MINED and MMAS.

The MINED is led by a permanent secretary under the minister. Under this permanent secretary, there are 12 Directorates such as the Directorate of Primary Education, Directorate of Secondary Education and Directorate of Planning and Cooperation[16]. The National Institute for Educational

[15] Ministério da Educação

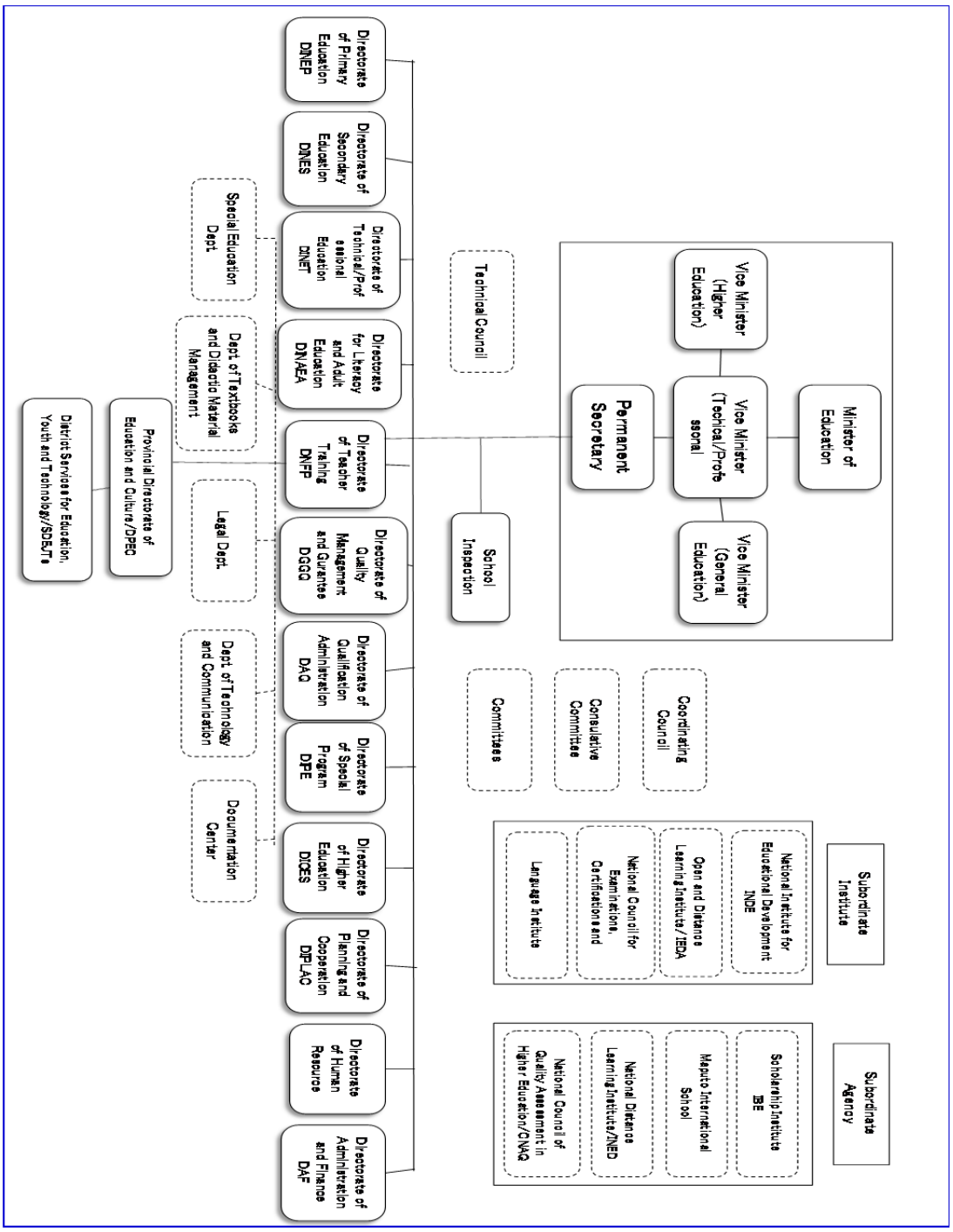
[16] As the new presidency took office in January 15, 2015, reorganization of ministries was conducted, and MINED changed to Ministry of Education and Humand Development. At the time of field survey by the JICA study team, reorganization was ongoing and the team could not obtain new organizational chart. Therefore, this report uses names of former Ministry of Education.

Development (INDE[17]) and National Council for Examinations, Certifications and Equivalence (CNECE[18]), which are the agencies under MINED, are in charge of curriculum development and national examinations, respectively.

MINED is responsible for the planning, operation and monitoring of the national education system. Educationgovernance at provincial and district levels are managed by the Provincial Directorate of Education and Culture (DPECs[19]) and District Services for Education, Youth and Technology (SDEJTs[20]), respectively. Under SDEJTs, there are Pedagogic Influence Areas (ZIPs), which, based on the MINED policies, administer education planning and operation at the local level, such as opening schools and allocating teachers. Chart 3.6.1 shows the organizational structure of MINED.

[17] Instituto Nacional de Desenvolvimento da Educação
[18] Conselho Nacional de Exames, Certificação e Equivalência
[19] Direcções Provincial de Educação e Cultura
[20] Serviços Distrial de Educação, Juventude e Technología

Chart 3.6.1: Organizational Structure of MINED



Source: MINED

4 Status and Challenges of Basic Education Sector Development

4.1 Access

4.1.1 School Age Population

The population between ages 6 to 15, which is the school age of basic education, was approximately 6.96 million in 2007; 7.41 million in 2009; and 8.53 million in 2014. The average annual growth rate from 2007 to 2014 was 2.9% for the school age of primary education (6-12 years old) and 3.0% for the school age of lower-secondary education (13-15 years old). Although the official projection of school age population could not be obtained, it can be estimated that, using the 2014 data provided by MINED and assuming that the population will grow at the same annual growth rate as the 2007-2014 period, the school age population in 2020 will reach 10.15 million.

Chart 4.1.1: Trend in School Age Population (Unit: 1,000)

	2007	2008	2009	2010	2011	2012	2013	2014
School age population (6-12 years old)	5,503	5,672	5,847	6,027	6,211	6,396	6,564	6,744
School age population (13-15 years old)	1,463	1,516	1,566	1,610	1,651	1,693	1,740	1,794
Total school age population in basic education	6,967	7,189	7,414	7,638	7,863	8,090	8,304	8,538
Total population	22,171	22,762	23,361	23,967	24,581	25,203	25,833	-
Ratio of school age population to total population	31.4%	31.6%	31.7%	31.9%	32.0%	32.1%	32.1%	-

Source: MINED (school age population), WB Data (population)

4.1.2 Enrollment Trend in Pre-school Education

Pre-school education targets children under 6 years of age and operates in the form of nurseries and kindergartens. MINED and MIMAS jointly supervise pre-school education.

The number of children who received pre-school education more than doubled from 25,500 in 2000 to 67,000 in 2012. Although gross enrollment rate increased with the rise in number, it only saw a slight increase from 0.6% in 2000 and 1.4% in 2012.

MINED identifies pre-school education as a priority target area for children's integrated development. In 2012, it launched the National Strategy of Integrated Development for Pre-school

Age Children (DICIPE[21]), which promotes the expansion of access to pre-school education in rural areas via governmental involvement in private and community initiatives. Aside from pre-school education, DICIPE undertakes other issues such as nutrition, maternal health, HIV/AIDS and social security[22].

4.1.3 Enrollment Trend in Primary Education

Mozambique places as top priority the goal of universal seven-year primary education in PEEC and PEE. As a result of these initiatives, the number of schools has increased significantly in the last 10 years, the net enrollment rate in primary education reached 79.7% in 2014 and most school-aged children between ages 6 and 12 go to school. Nonetheless, despite the gradual improvements in the access to primary education, there still remain challenges of internal efficiency and quality of learning, which will be discussed in the following sections.

(1) Number of Schools

The number of lower-primary schools has increased, on average, by 9% annually and reached 11,921 in 2014. The number of upper-primary schools more than quadrupled in the last 10 years from 1,203 in 2004 to 5,231 in 2014[23]. Schools can be categorized into public schools, private schools and community schools mainly run by Catholic churches. As shown in Annex 4-2, the ratio of private and community schools increases as the education level goes up. However, the number of non-public schools in primary education accounts for only about 4%[24].

(2) Enrollment

Enrollment in primary education (EP1+EP2) increased steadily from 4.64 million in 2007 to over 5.7 million in 2014, which equates to an average annual growth rate of 3.8%[25]. While the annual growth rate from 2007 to 2014 was lower when compared to that from 2004 to 2007, the initial increase is considered to reflect the improvement of internal efficiency brought about by the introduction of the auto-promotion system and enrollment at school age (JICA, 2013). In 2014, the proportion of girls in EP1 was 47.9% and that in EP2 was 46.8%. Considering the proportions of girls in EP1 and EP2 were 47.0% and 43.6%, respectively, in 2007, the gender gap in primary education has become smaller each year.

The number of students enrolled in private schools in 2013 was 72,000 in EP1 and 17,970 in EP2, which account for 1.5% and 2.2% of total enrollment, respectively[26]. When examining the data by

[21] Estarategía Nacioanal do Desenvolvimento Integrado da Criança em idade Pré-escolar
[22] Relatório Sobre os Seis Objetivos da Educação para Todos, P.9~11
[23] See Annex 4-1
[24] See Annex 4-2
[25] See Annex 4-3
[26] See Annex 4-4

district, 10.3% of the students in EP1 and 8.6% in EP2 in Maputo City enroll into private schools, which presents an extremely high percentage of private school enrollment compared to the national average. This is primarily due to the fact that income level in Maputo City is higher than in other provinces, and there is a larger number of households that can afford private schools. In addition, international schools are included in the categorization of private schools. Parents send their children to private schools for the following reasons: the pupil-class ratio is smaller than in public schools; quality of teachers is higher; and private schools offer better academic performance (Interview with DIPE, MINED).

(3) Enrollment Rates

Gross enrollment rates (GER) in primary education shifted around 115%-120% between 2007 and 2014 (114.9% in 2007 and 115.3% in 2014)[27]. GER in EP1 and EP2 was 133.6% and 64.5%, respectively, in 2014, and GER in 2007 was 132.4% and 66.5%, respectively. The gender gap in primary education decreased from 19.1 point in 2007 to 11.9 point in 2014. Net enrollment rate (NER) in primary education showed improvements from 68.6% in 2007 to 79.7% in 2014, indicating that the MINED goal of school-age enrollment has gradually been achieved. On the other hand, whereas NER in EP1 reached 100.5% in 2014, the rate in EP2 was only 21.9%, revealing wide discrepancies within primary education. A high dropout rate in Grade 5—the year when the promotion exam is imposed—is considered to be the key factor in these discrepancies. The chart below shows the trends in NER in primary education.

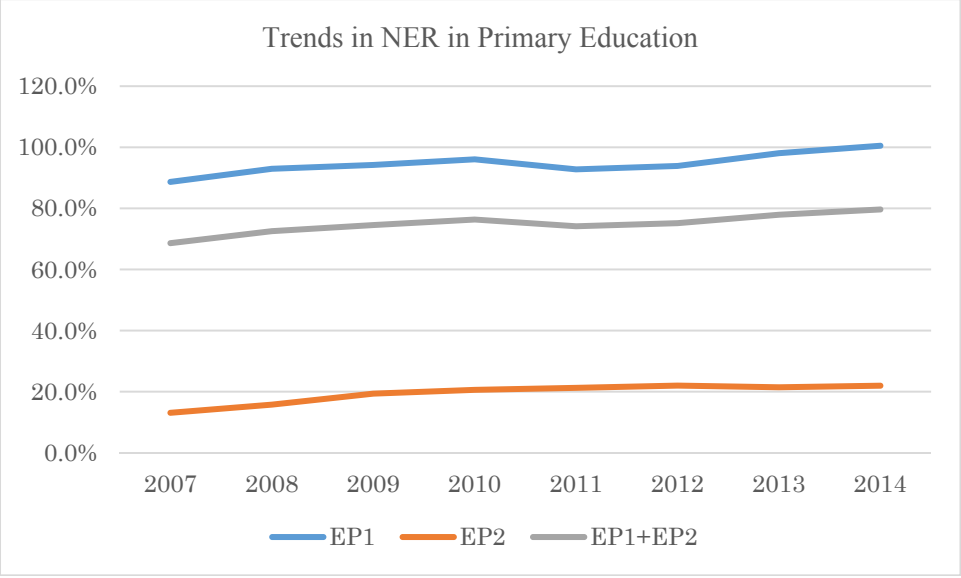


Chart 4.1.1: Trends in NER in Primary Educaion

(4) Intake Rates

[27] See Annexes 4-5 and 4-6

Gross intake rate (GIR) in EP1 was 171.4% in 2007. Although GIR decreased in 2011, it maintained a high rate in 2014 with 177.4%[28]. The gender gap decreased slightly from 13.1 point in 2007 to 11.2 point in 2014. On the other hand, net intake rate (NIR) increased substantially from 61.7% in 2007 to 82.2% in 2014. GIR remains high because there are many students who enroll at over 7 years old although the official enrollment age is 6 years old. GIR in EP2—which was 65.4% in 2014—is much lower than in EP1. NIR in EP2 was 13.5% in 2014. The reasons behind the low NIR are as follows: enrollment at school age is limited in EP1; and, although students enroll into EP1 at school age, there is a limited number of students who enroll at the official age (11 years old) in EP2 due to high dropout rates (high absenteeism of students and teachers, classes being taught in Portuguese though most students have never learned the language, etc.).

4.1.4 Enrollment Trend in Secondary Education

(1) Number of Schools

As with the case of primary education, the number of secondary schools has been increasing since 2004. The number of schools in both ESG1 and ESG2 almost tripled from 2004 to 2014, from 226 to 626 for ESG1 and from 70 to 294 for ESG2, respectively[29]. The proportion of private and community schools is 25% for ESG1 and 37% for ESG2, which are higher than in primary education.

(2) Enrollment

Enrollment into lower-secondary education has increased from 0.52 million in 2007 to 0.76 million in 2014, with an average annual growth rate of 7.4%[30]. The percentage of girls in lower-secondary school rose from 43.2% in 2007 to 48.2% in 2014, decreasing the gender gap.

(3) Enrollment Rates

GER in lower-secondary education increased from 35.5% in 2007 to 42.2% in 2014[31]. Above all, the gender gap narrowed considerably from 11.8 point in 2007 to 2.8 point in 2014. Nonetheless, despite the increase in NER from 9.2% in 2007 to 17.4% in 2014, enrollment at school age remains limited. Chart 4.1.2 shows the trends in NER in lower-secondary education by gender.

[28] See Annexes 4-7 and 4-8
[29] See Annexes 4-1 and 4-2
[30] See Annex 4-3
[31] See Annexes 4-5 and 4-6

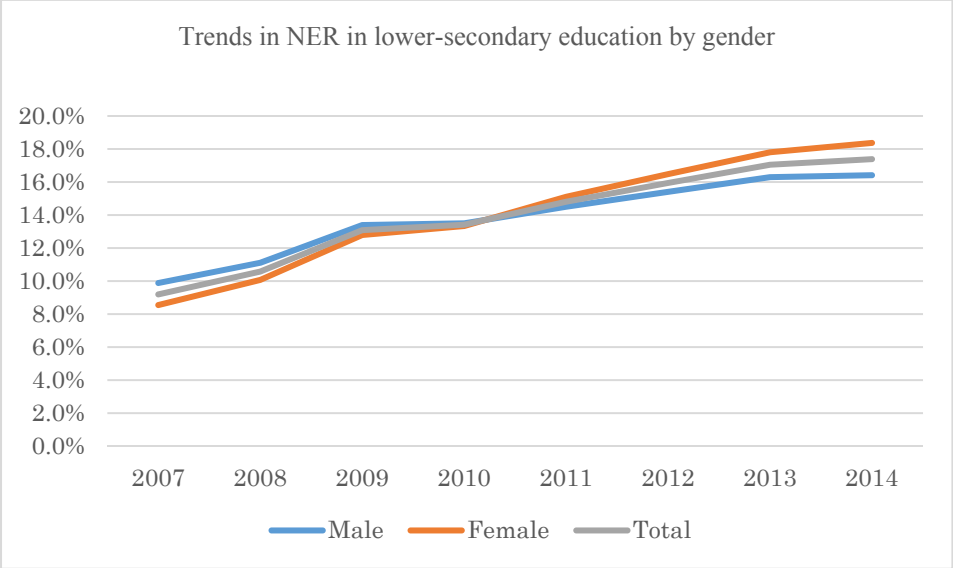


Chart 4.1.2: Trends in NER in Lower-secondary Education by Gender

(4) Intake Rates

Although GIR increased from 45.8% in 2007 to 52.8% in 2011, it has recently shown a downward trend and, in 2014, GIR dropped to 46.2%[32]. The gender gap in 2014 was 4.4 point. On the other hand, NIR has increased from 3.5% in 2007 to 8.4% in 2014. Whereas the population of students that enroll into lower-secondary schools at the official enrollment age has been increasing annually by 2-3%, the number of students that enroll into lower-secondary schools has remained almost constant, leading to the downward tendency of GIR. On the other hand, amongst the students enrolled to lower-secondary schools, those who enroll at the official age have gradually increased, thus leading to the increase in NIR.

4.1.5 Literacy and Non-formal Education

The adult literacy rate (age 15 and above) in Mozambique was 50.1% in 2008/9, which is lower than the average rate of Sub-Sahara African countries of 63% between 2007 and 2011 (UIS Data). Whereas male literacy rate was 66.8%, female literacy rate was only 36.1%, showing a wide gender gap[33]. This disparity is also pronounced between provinces. For example, while literacy rates in the northern part of Mozambique such as Cabo Delgado and Niassa Provinces are 29.7% and 39.2%, respectively, those in Maputo City and Maputo Province in the south are 89.1% and 74%. Although latest data on literacy rates is not availabe, literacy rate has improved by approximately 1-1.5% annually, and the estimated literacy rate in 2014 was 58-60%.

Though access to education improved in all education levels, there are still many adolescents that could not complete schooling in Mozambique. The reasons include, but are not limited to, the large

[32] See Annexes 4-7 and 4-8
[33] See Anex 4-9

distance between the students' homes and schools; financial inability to bear the direct/indirect costs of education; specific cultural expectations, such as early marriage for girls; and frequent absence of teachers.

PEE 2012-2016 identifies adult and non-formal education as one of the priority areas. In 2011, the Strategy in Literacy and Adult Education in Mozambique 2010-2015 was established to target the teaching of 1 million illiterates per year[34]. At present, there are 21,000 schools for literacy education that offer literacy, mathematical and life skills programs for youths and adults over 15 years old. Nearly 4 million people, mainly women, participated in the education programs offered by organizations such as Alfa Regular, Alfa Rádio, Alfa funcional, Alfalit, Familia Sem Analfabetismo and Reflect between 2010 and 2014. Literacy education receives technical assistance from UNESCO and the Dutch organization, and the curriculum was revised in 2011 to meet the needs of literacy education[35]; however, most schools have failed to implement this new curriculum. The major obstacle in literacy education is the lack of federal budget. These programs encounter difficulties such as securing sufficient number of educators, purchasing textbooks and implementing the revised curriculum. Furthermore, low motivation of teachers, lack of teaching materials, mismatch of school hours and early marriage of girls hinder retention and maintain high dropout rates. According to PEE 2012-2016, it is necessary to improve the access and quality in order to accelerate improvements in literacy rate (Interview with DINAEA, MINED, PEE2012-2016 P.69-74、ESE2014 P.43-46).

4.2 Internal/External Efficiencies

4.2.1 Quantitative Internal Efficiency

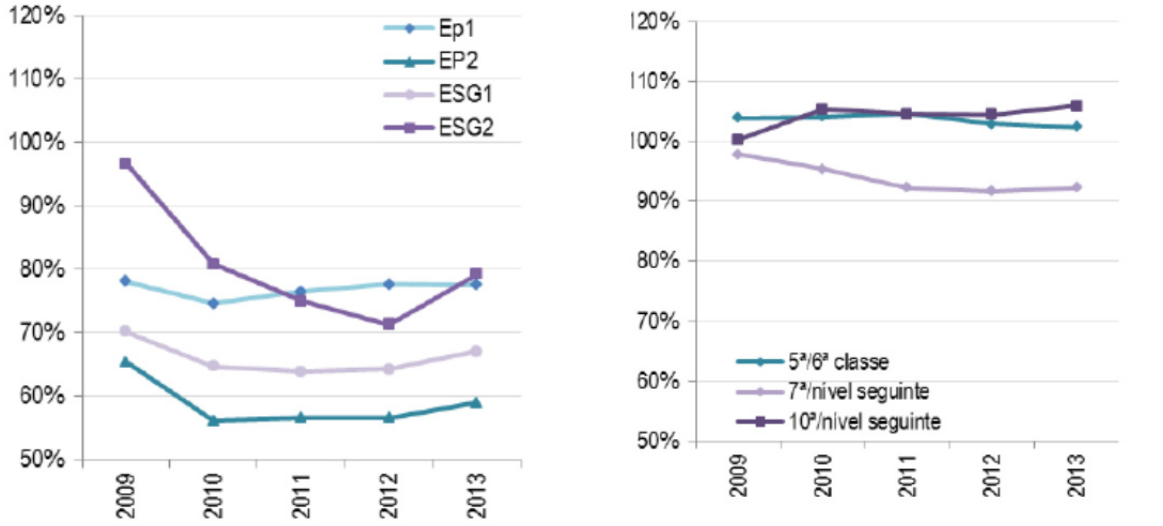
The introduction of semi auto-promotion system in 2004 helped improve the promotion/transition rates. On the other hand, high repetition and dropout rates have become major factors to the decrease in quantitative internal efficiency in education. While school tuitions and textbooks are free of charge in primary education, one of the foremost reasons for children dropping out of primary schools is poverty. These poverty-related reasons include lack of nutrition, lack of resources to buy school uniforms and shoes and having to work at an early age to financially support families. With regard to repetition, one of the obstacles is that students have to attend classes in Portuguese, which they had no exposure to until their entry into primary schools. The teachers' delinquency–such as absenteeism and teaching attitudes—also has negative impacts on the students' repetition rates.

[34] Estratégia de Alfabetização e Educação de Adultos em Moçambique 2010-2015

[35] In the new curriculum, students learn reading and writing of Portuguese and numeracy in the first year and Portuguese, numeracy, social and natural science and skill training between 2nd to 5th years. Those who complete the program are given a qualification equivalent to primary school graduate.

（1） Promotion/transition Rates

As stated earlier, primary education in Mozambique is divided into 3 cycles (first cycle: Grades 1-2, second cycle: Grades 3-5, and third cycle: Grades 6-7), and the auto-promotion system is introduced in each cycle. According to BdI 2010-2014, transition rates from lower-primary to upper-primary education (from Grade 5 to Grade 6) have been around 105% since 2009. Transition rates from upper-primary to lower-secondary education (from Grade 7 to Grade 8) reached nearly 100% in 2009, but decreased afterwards to approximately 92% in 2013.Transision rates from lower-secondary to upper-secondary education (from Grade 10 to Grade 11) have been around 100-110% since 2009. Transition rates have been nearly 100% because almost all students who pass the national examination enroll into the next cycle. Transition rates exceeded 100% because students who were approved but not enrolled into the next cycle because of lack of classrooms and schools in the next cycle, and financial obstacles in the previous year enroll into the next year (interview with the DIPLAC)[36]. Average promotion rates in EP1 and EP2 were slightly less than 80% and approximately 60%, respectively. Promotion rates have improved thanks to the introduction of auto-promotion system. However, there are students who canoot promote because of dropout and repeticion due to financial burden and poor academic achievement (PEE, 2012-2016、BdI P.25).



Source: BdI P.25

Chart 4.2.1: Trends in Average Promotion Rates (left) and Average Transition Rates (right)

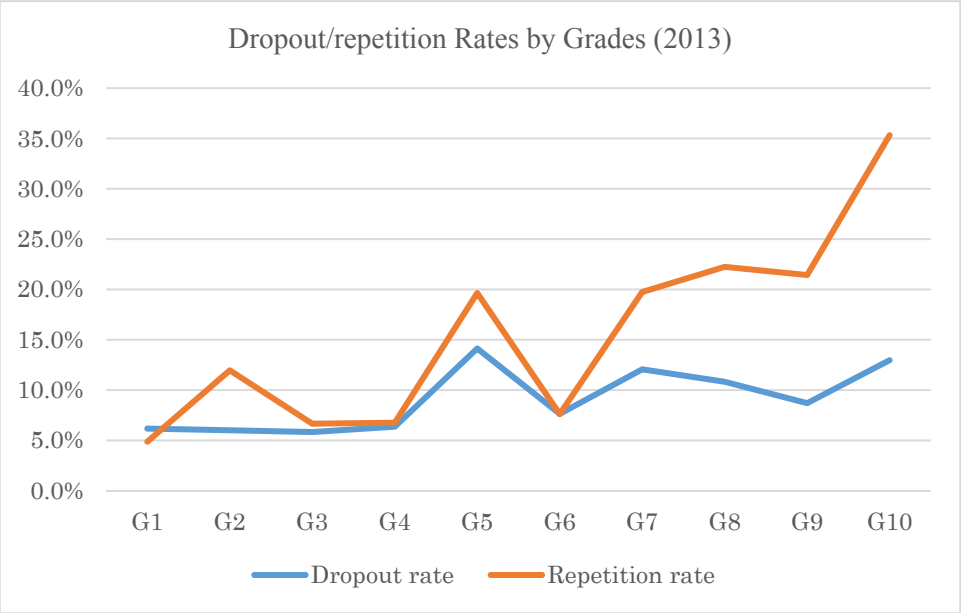
（2） Dropout/repetition Rates

[36] There are possibilities that external entrants and repeated students are miscalculated because transition rates have been exceeded 100% continuously.

Dropout rate in primary education was 7.6% in 2007, increased to 9.2% in 2010 and decreased to 6.9% in 2013[37]. Repetition rates have had a similar trend as dropout rates: 8.6% in 2007; 11.0% in 2010; and 9.9% in 2013[38]. Repetiton rate in 2004 was approximately 20%, but it has recently shown a declining trend due to the curriculum revision in 2004.

When analyzing dropout/repetition rates by grade, it becomes evident that they remain high in Grade 5, when cycle change occurs, and Grade 7, when students complete primary education[39]. In 2013, dropout rates in Grades 5 and 7 were 14.1% and 12.1%, and repetition rates in the same grades were 19.6% and 19.7%, respectively. These values greatly exceeded the average rates at the education levels.

Dropout/repetition rates in lower-secondary education demonstrate an upward trend. Dropout/repetition rates increased from 9.4% to 10.9%, and from 22.9% to 26.3%, respectively, from 2007 to 2014. The particularly high repetition rate in Grade 10, which is equivalent to the final year of lower-secondary education, can be explained by the low pass rate (around 60%) to the national examination. The chart below indicates the dropout/repetition rates by grade in primary and lower-secondary education.



Source: MINED statistics

Chart 4.2.2: Dropout/repetition Rates by Grade

（3） Cohort Survival Rates

[37] See Anex 4-10
[38] See Anex 4-11
[39] See Anex 4-12

The JICA Study Team calculated the survival rate, or the percentage of pupils enrolled in Grade 1 that are expected to reach Grade 5 and Grade 7 without dropping out of schools or repeting, using the cohort restructuring method[40].

Table 4.2.1: Survival Rates (2013)

	G1 to G5	G1 to G7
Boys	35.6%	20.3%
Girls	38.0%	22.3%
Total	36.7%	21.2%

Source: JICA Study Team based on MINED statistics

Survival rates until Grades 5 and 7 were 36.7% and 21.2%, respectively, in 2013, and those for boys were slightly lower than girls. It is estimated that 3.02 million pupils, or 64% of all the 4.72 million Grade 1 entrants in 2013, will drop out before completing Grade 5 or promote only after repeting a few years, in which case the investment for them becomes inefficient. Moreover, survival rates in the northern provinces—where both dropout and repetition rates are high—are low, whereas those in the southern provinces are high.

4.2.2 External Efficiency

According to the data that the International Labor Organization (ILO) published based on the household survey in 2008/09 (IOF)[41], the rate of return on education is generally high: 19% for women, 14.5% for men and more than 20% for the total population. Compared to 2005, the rate of return on education decreased due to the increase in intellectural labor supply and lack of structural reform. When examining the rate of return on education in each industry by education level, the rate of return on primary education is generally low in all sectors: 8% in the service sector, 7% in manufacturing and above 5% in sector average. The rate of return on education in lower-secondary education is slightly higher than that in primary education: 17% in the service sector, 8% in the manufacturing sector, 13% in the agricultural sector and around 14% in average. As the education level goes up, the rate of return tends to increase. Upper-secondary education experiences the highest return: slightly less than 35% in the agriculturral sector, above 30% in the service sector and approximately 30% in average. Rate of return on higher education is high in manufacturing and mining/construction sectors, which are 23% and above 30%, respectively (ILO, Employment, structural change and education in Mozambique 2014).

[40] Dropout/repetition rates in each grade in 2013 were used to calculate survival rates. Actual dropout/repetition rates change year by year, slight deviations are expected.

[41] Inquérito Orçamento Familiar

4.3 Equity

4.3.1 Analysis of Attainment on Benefit

Universal primary education has offered benefits to those who had no access to education. According to IOF 2008/09, the difference in access to primary education between the richest and poorest sectors of the country decreased from 43% in 2003 to 23% in 2008 (BdI, P.30).

4.3.2 Comparative Analysis of Access by Group

(1) Repetition/dropout Rates by Province and by Gender

In both lower- and upper-primary education, Maputo City, Nampula, Sofala, Niassa and Maputo Provinces have higher dropout rates than the national average[42]. Repetition rates are higher in Tete, Sofala, Niassa, Nampula and Manica Provinces. Overall, northern and central provinces have higher dropout and repetition rates than the national average. In particular, repetition rates in Niassa Province are, in comparison to the national average, 4.4 point higher in lower-primary education and 5.1 point higher in upper-primary education.

Dropout rates by gender show that female dropout rates are 0.2 point higher than the male's in both lower- and upper-primary education. Looking by province, female dropout rates in primary education are higher in Maputo City, Gaza, Inhambane and Maputo Provinces, suggesting that female students drop out more than their male counterparts in the southern parts of the country. On national average, female repetition rates are 0.3 point and 0.4 point higher than the male's in lower- and upper-primary education, respectively. By province, all except Zambezia Province had higher female repetition rates.

(2) Gender Parity Index

The Mozambiquan government has paid special attention to gender in every sector's planning stage in order to narrow the gender gap. In the education sector, girls' education has been promoted from the first Education Strategic Plan, and PEEC 2006-2011 has also identified universal primary education—especially focusing on girls' education—as a major target issue[43]. Due to these governmental efforts, gender gap in primary education has almost been corrected (PEE 2012-2016, P.41-42).

As shown in Annex 4-15, although there was a slight decline in the gender parity index (GPI) from 2009 to 2014, the national GPI at primary school entry (Grade 1) is 0.97, which indicates that gender equality has been nearly achieved. GPI in Grade 8, which is equivalent to the year of

[42] See Annexes 4-13 and 4-14
[43] A sub-sector plan called Gender Integration Action Plan (PAIG) was implemented in 1999-2005.

lower-secondary education entry, exceeds 1.0 in all provinces except Zambezia and Sofala Provinces, indicating that there are more female students than males[44].

4.3.3 Education for Children with Special Needs and Inclusive Education

There is no data available on the number of school age children with special needs and their school enrollment rate. In 2014, 99,700 children with special needs enrolled into primary schools and 570 into secondary education.There are a total of 5 special schools in the country: 2 in Maputo City, 2 in Sofala Province and 1 in Zambezia Province. Approximately 560 students are currently enrolled in these schools.

Special education was introduced in Mozambique in 1997, and these schools were built during the 2002-2003 period. Mozambique has promoted inclusive education—where, as the term indicates, students with special needs and normal students learn together—and, thus, has no plans to expand the special schools program in the future. There are no special curricula dedicated to students with special needs nor training facilities for teachers to teach them. When there are students with special needs in either special schools or normal classes, teachers learn Braille and sign language through the trainings offered by the MINED, and teach them to the students. When teaching Braille and sign language to students with special needs in normal classes, normal students, in many cases, also learn them together.

In Tete, Nampura and Gaza Provinces, there are 3 Inclusive Education Resource Centers (CREI[45]) to promote inclusive education, where 379 students with special needs and normal students study together. CREI offers inclusive education services for primary and secondary education, such as trainings for teachers, capacity building, consulting services for parents and production of school materials. Although MINED carries out awareness campaigns about students with special needs through CREI and the media, there continues to exist discrimination against children with special needs in normal classes. Moreover, while parents in urban areas have the mindset that children with special needs should enroll into schools, those in some rural areas still consider disabilities as a cultural taboo; under these circumstances, not all students with special needs are enrolled into schools (PEE2012-2016, ESE2014, MINED).

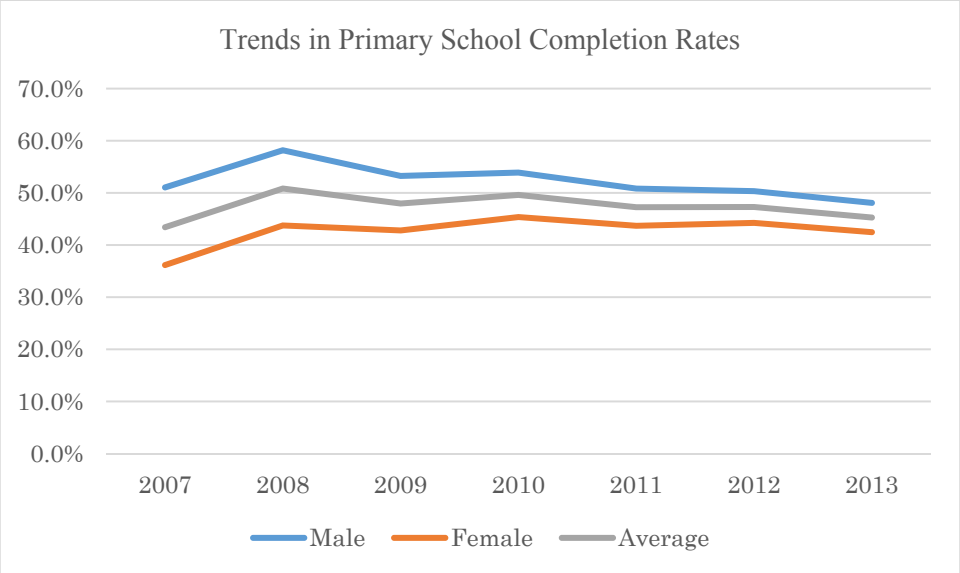
4.4 Quality of Education

4.4.1 Situation of Learning Outcome

（1）Completion Rates

[44] See Anex 4-15
[45] Centro de Recursos para a Educação Inclusiva

Completion rates in primary education exceeded 50% in 2008, but decreased afterwards and remained at 45.3% in 2013[46]. Although increase in enrollment rates and gender equality have been achieved, completion rates have remained constant partly due to the high dropout and repetition rates, as described in the previous section. There are large discrepancies between provinces in the completion rate in primary education. While completion rates in Maputo City and Maputo Province were high in 2013 at 89.1% and 78.9%, respectively, those in the northern and central parts in the country—Niassa, Cabo Delgado, Nampula and Zambezia Provinces—were less than 40%, and female completion rates did not reach 30%.



Source: MINED statistics

Chart 4.4.1: Trends in Primary School Completion Rates

（2） Performance of the National Examination

The national examination is conducted for Grades 5[47] and 7 in primary education and Grades 10 and 12 in secondary education. Examination subjects for Grade 5 include Portuguese, Math, Natural Science, Social Science and Visual Education[48]; and students of Grade 7 are tested in Portuguese, Math, Natural Science and Social Science. Grades 10 and 12 are tested in 5 subjects out of 8 learning subjects. For both Grades 10 and 12, Portuguese and Math are mandatory, and the other 3 subjects differ from year to year (for instance, in a given year, Biology, Geography and Physics are offered, and another year is Chemistry, History and Biology, etc). Subjects for examination are announced a month beforehand (MINED).

In order to measure the students' academic achievement, moreover, a national survey on academic performance is conducted for Grade 3, or for students who finish the first cycle. This survey is not

[46] See Annexes 4-16 and 4-17
[47] From 2015, national examination for Grade 5 is going to be abolished and the exam will implemented provincial level.
[48] Visual Education includes contents such as drawing, geometry, communication, colors and figures.

imposed on all students in the target grade, and only sample schools in each province are obligated to participate. The survey is categorized into 3 levels of academic performance.

・Level 1：Student is able to recognize the alphabetic system

・Level 2 : Student is able to use the alphabetic system

・Level 3：Student is able to read, comprehend and analyze sentences

Achievement of level 3 is desired by the time students finish Grade 3. The 2013 results of the suvery on academic performance in each province is shown in Table 4.4.1. The national average showed that only 6.3% of students achieved level 3, which is desirable to attain by the time they completed Grade 3. Maputo City attained the highest academic achievement with only 17.3% of the students reaching level 3, underlining that a very limited number of students reach the desired academic level. There are also wide regional disparities at all levels (BdI, P35).

Table 4.4.1: Results of the national survey on academic performance for Grade 3 (2013)

Provinces	Level 1	Level 2	Level 3
Cidade de Maputo	93.2%	66.4%	17.3%
Inhambane	91.0%	55.2%	5.7%
Maputo	90.3%	58.7%	7.2%
Gaza	87.9%	52.9%	2.2%
Nampura	84.9%	47.2%	9.9%
Zambézia	83.4%	44.9%	5.7%
Tete	82.5%	47.5%	12.3%
Sofala	78.7%	34.4%	2.7%
Niassa	77.1%	30.6%	4.8%
Manica	75.5%	31.1%	2.0%
Cabo Delgado	70.7%	17.9%	1.7%
National Average	82.8%	43.6%	6.3%

Source: BdI P.35

（3）Performance of the International/Regional Assessment（SACMEQ[49]）

The results of the regional research on the students' achievement conducted by the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) have been unsatisfactory. In SACMEQ II of 2000, Mozambique placed 7th out of 14 countries in reading and 4th in mathematics[50]. Both scores were above the average of 500 points. However, the results of

[49] SACMEQ=Southern and Eastern Africa Consortium for Monitoring Education Quality
[50] See Annex 4-18

SACMEQ III in 2007 were poor: Mozambique was 12th out of 15 countries in reading and 10th in mathematics, scoring significantly below the regional average. While other countries enhanced their academic achievements, academic performance in Mozambique did not improve.

In dissecting the results of SACMEQ III by gender, area and income groups, urban areas scored higher than rural areas; higher income groups performed better than lower income groups; and boys had higher scores than girls in both reading and mathematics. The difference was particularly pronounced between income groups (SACMEQ, 2010).

Table 4.4.2: SACMEQIII: Average Score by Gender, Area and Income Groups

	Gender		Area		Income Group		Overall
	Male	Female	Rural	Urban	Lowest 25%	Highest 25%	Average
Reading	478.4	473.2	457.7	486.7	452.2	522.8	476.0
Mathematics	488.2	478.6	477.6	487.5	470.8	510.8	483.8

（Source：SACMEQ 2010）

4.4.2 Learning Environment

（1） Pupils per Classroom

As shown in Table 4.4.3, the average number of students per classroom in 2014 was 50.7 in EP1 and 45.8 in EP2, which shows improvements when compared to 2009. This corresponds to the recent rise in the number of schools in EP2, as described previously in section 4.1.3. Regional analysis showed that, although there are no substantial differences among provinces, the number of pupils per classroom in northern areas are slightly higher in both EP1 and EP2. According to the Directorate of Teacher Training, standard number of students per classroom is 50. Whereas many primary schools equip classrooms, learning environment is not sufficiently met because the structure of building is very simple and there are not enough schools equipments such as desks, chairs and blackboards.

Table 4.4.3 Pupils per Classroom

	2009	2014
EP1	50.1	50.7
EP2	52.4	45.8
ESG1	64.3	58.4
ESG2	59.7	54.0
Average	51.4	50.6

Source: BdI, P21

Table 4.4.4: Pupils per Classrooms by Province（2014）

	EP1	EP2	ESG1
Cabo Delgado	55.0	41.9	58.9
Gaza	41.6	43.9	55.8
Inhambane	42.0	40.6	55.5
Manica	40.5	42.6	48.0
Maputo	47.6	48.1	57.4
Nampula	57.2	46.0	63.3
Niassa	49.0	49.5	68.2
Sofala	48.2	48.7	59.5
Tete	50.9	50.8	53.2
Zambezia	54.5	42.7	58.5
Cidade de Maputo	53.9	49.5	51.3
National Average	50.5	45.3	56.4

Source: MINED statistics

（2）Number of Schools Introducing the Shift System

Primary schools normally have the system of double shifts—a morning shift and an afternoon shift. Due to the increase in the number of students, schools in urban areas have introduced the triple shifts system. Full-time and double-shifts systems are comprised of six 45-minute classes (4 hours and a half), and the triple-shifts are divided into five 40-minute classes (3 hours and 20 minutes) (ESE 2014).

As the table below indicates, nearly 80% of schools in almost all provinces operate in double shifts. The ratio, however, differs between provinces. In Maputo City, nearly half the schools have

introduced triple shifts (typically from 6am to 10am, 10am to 13pm and 13pm to 17pm), which involve fewer teaching hours.

Table 4.4.5: The Number of Primary Schools Introducing Shift Systems（2014）

	One shift		Double shifts		Triple shifts		Total
Province	Number	Ratio	Number	Ratio	Number	Ratio	
Cabo Delgado	175	19.5%	713	79.4%	10	1.1%	898
Gaza	22	3.1%	692	96.6%	2	0.3%	716
Inhambane	28	3.6%	753	96.4%	0	0.0%	781
Manica	52	8.0%	557	85.4%	43	6.6%	652
Maputo	35	8.0%	341	77.7%	63	14.4%	439
Nampula	410	20.0%	1606	78.2%	38	1.9%	2054
Niassa	33	3.5%	826	88.7%	72	7.7%	931
Sofala	29	3.6%	747	91.5%	40	4.9%	816
Tete	165	15.1%	917	83.9%	11	1.0%	1093
Zambézia	204	6.7%	2826	92.2%	35	1.1%	3065
Maputo Cidade	3	3.1%	50	51.0%	45	45.9%	98
National Average	1,156	10.0%	10,028	86.9%	359	3.1%	11,543

Source: MINED

（3）Teaching Hours

Mandatory School Guidelines and Tasks (OTEO's[51]) sets teaching hours as 25-28 hours per week for monolingual education and 28-30 hours per week for bilingual education for full-time and double/triple shifts classes[52]. Moreover, the standard teaching hours for lower-secondary education are 31-32 hours per week (OTEO's P.12~20).

[51] Orientações e Tarefas Escolares Obrigatórias
[52] See Annexes 4-19, 4-20 and 4-21

According to the 2015 annual school schedule distributed by MINED, annual teaching schedules consist of 38 weeks for both primary and secondary education. In Mozambique, most primary schools have introduced the double shifts system, and it is estimated that the annual teaching hours add up to approximately 855 hours. However, according to MINED, only one third of these teaching hours are actually utilized due to high absenteeism of teachers and students (BdI, P.71). A 2012 suvery conducted in Cabo Delgado Province revealed an astonishing result: out of the 180 days that classes should be offered in a year, only about 30 days were spent on teaching students. Class hours are lost, for instance, due to the high absence of teachers and students (PO 2014, P.13).

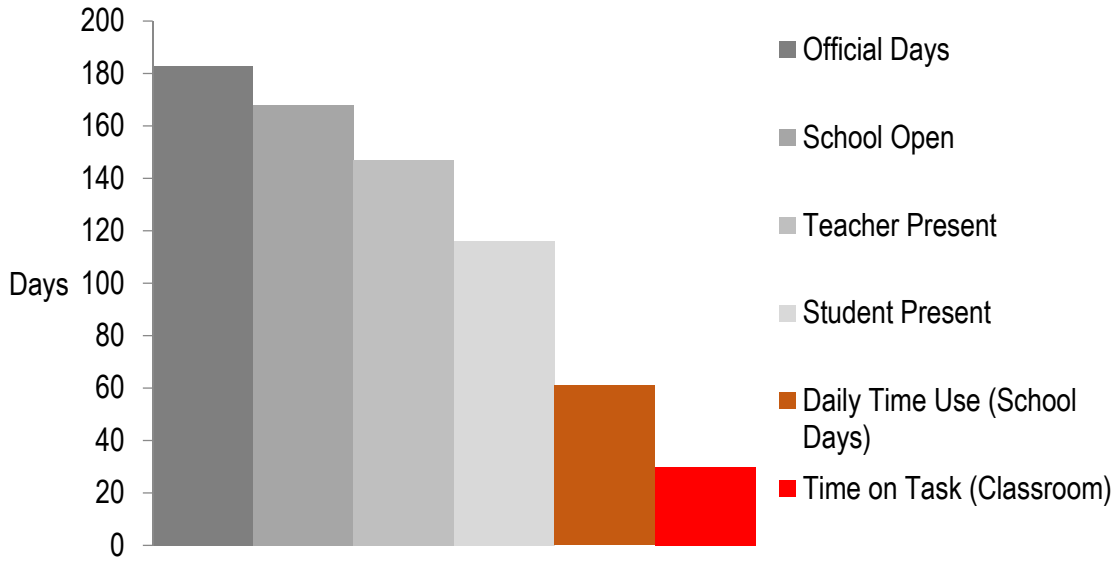


Chart 4.4.2: Actual Teaching Hours in Cabo Delgado Provinces（2012）

Source: PO2014, P13

4.4.3 Procurement and Distribution of Teaching Material

（1）Procurement and Distribution System

The Department of School Books and Didactic Material Management in MINED is in charge of the procurement and distribution of teaching materials. Though the government was responsible of printing textbooks until 2002, printing companies are now decided by bids due to market liberalization. Printing and editing are conducted by companies in foreign countries, such as South Africa, India, South Korea, Malaysia, Portugal and Spain. Textbooks that are printed in foreign countries are shipped into 4 ports in Mozambique: the Maputo port (for Maputo, Gaza and Inhambane Provinces), Beira port (Tete, Manica, and Sofala Provinces), Quelimane port (Zambezia Province) and Nacala port (Nampula, Niassa and Cabo Delgado Provinces). These textbooks are then distributed to each province.

Distributions of teaching materials are also decided by bids in the southern part of the country, and transportation companies that win these bids undertake the processes. In other regions, a state-owned company (DINAME) stores textbooks, receives book orders from each school and distributes them. DPECs identify the necessary number of books and teaching material every year. After information from each DPEC is gathered, MINED determines the number of textbooks to be printed and distributed each year. MINED verifies that textbooks are fully distributed to each school through the school inspection system (Interview with the Director of DGLEMD, MINED).

（2） Actual Situation of the Distribution of Teaching Materials

In primary education, textbooks are distributed free of charge to every public and community schools. Each year, MINED distributes nearly 13 million textbooks to primary schools, of which 5 million are exercise books for Grades 1 and 2, and 8 million are textooks for studenst above Grade 3. Around US$ 20-22 million from donor funds are invested into the purchase and distribution of textbooks. According to BdI 2014, MINED purchased and distributed one textbook for every 2.2 students in Grades 1-2 and 2.4 pupils in Grades 3-7 (BdI P.39-40).

In Mozambique, textbooks are school properties, and students are encouraged to return these textbooks at the end of each school year. MINED estimates that about 60% of the textbooks are returned each year and plans the procurement of new textbooks accordingly. Given the textbooks that are distributed to schools in previous years, the number of textbooks per pupil averages to 7 in Grades 3-7, indicating that each student is designated to more than one textbook. However, there is currently no system of identifying the number and conditions of textbooks that each school has nor how many of them are returned, and MINED plans to design an IT procurement system to tackle this obstacle.

Textbooks for secondary schools are not free, and MINED subsidizes the cost of these textbooks in each school. Although students are encouraged to purchase their own textbooks, many face financial difficulties and rely on textbooks in the school library.Because there are no designated textbooks, and various companies enter the market, the quality of textbooks in secondary schools varies. Given the situation, MINED plans to build an evaluation system so that schools are obligated to only use designated textbooks (ESE 2014, Interview with the Director of DGLEMD, MINED).

4.4.4 Definition of Academic Ability

The National Education System places importance on the following three objectives that students should achieve during primary education (SNE).

1) To acquire basics skills in communication, mathematics, social/natural sciences and physical/art/cultural education

2) To obtain basic skills, knowledge and abilities necessary for productive life

3) To formulate basic personality

Furthermore, MINED defines in detail the abilities that students in each grade or cycle of primary education should acquire. Table 4.4.5 shows an example of these learning indicators.

Table 4.4.5: Abilities that Students in Each Grade should Acquire (Excerpt)

	Portuguese	Math
G1	・To communicate in various daily life situations ・To know the rules of health and sanitation ・To learn the country's flag, national anthem and president	・To read and write natural and decimal numbers and fractions ・To read tables and graphs
G2	・To speak and write about local customs ・To understand environmental protection ・To utilize expressions of attitudes and feelings	・To be able to calculate ・To use unit to measure weight and lengths
G3	・To speak and write about society and culture ・To know local leaders ・To read writings about the nature	・To be able to calculate ・To solve problems of dimension, weight, time and distance
G4	・To speak and write about the customs of provinces and the country ・To acquire moral and correct attitudes ・To know the linguistic structure and functions of Portuguese	・To calculate decimal numbers and fractions ・To solve problems of dimension, weight, time and distance
G5	・To respect cultural diversity of the country ・To know about local municipalities ・To write about various themes	・To calculate natural/decimal numbers and fractions ・To interpret tables and figures

Source: Programa do Ensino Básico, MINED

4.4.5 Quality Assurance System of Education

（1）Promotion/Graduation System

Promotion of students from one grade to another within the same cycle (first cycle: Grades 1-2, second cycle: Grades 3-5 and third cycle: Grades 6-7) is automatic. However, at the end of Grades 2, 5, and 7—when students go to next cycle—and at the end of Grade 10 in lower-secondary education, students need to pass the promotion examination to reach the next level. Promotion exam for Grade 2 is conducted at the district level, and others are conducted nationally[53]. Evaluation for promotion, as well as the student's learning conditions and tests that schools conduct every semester are taken into consideration. The promotion exam takes up 30% of the total evaluation on whether students can proceed to the next grade. Students who do not pass the promotion exam need to repeat the same grade for one additional year. Special attention is paid students who repeat the same grade for more than two years due to poor academic performance, etc (CNECE).

（2） Quality Assurance System of Education

Mozambique prioritizes the improvement in quality of education, and the Directorate of Quality Management (DGGQ) was established in 2011. The Directorate and other departments have worked together to create indicators to measure the quality of education from various perspectives. The product of these efforts has been the "Quality Management and Gurantee System,[54]" which was implemented on a trial basis in each school since 2012 (by 2014, the system had been introduced in 394 schools in 47 districts). The indicators are categorized into 3 pillars: "planning and school management", "infrastructure, equipment and school environment" and "learning process". Each pillar includes detailed indicators, and school principals are responsible for implementing them. For example, the third pillar, "learning process", sets the general objective the "appropriate use of basic curriculum and teaching material" and provides detailed indicators such as "availability and use of didactic manuals and teaching materials", "use of didactic goods such as maps and globes" and "access to school library and condition of books" (Manual dos Padrões e Indicadores de Qualidade para a Escola Primária, MINED).

Based on the exsiting evaluation index, commitees at the provincial, district, ZIPs and school levels monitors and evaluates to determine whether the "Quality Management and Gurantee System" is functioning properly. MINED plans to conduct the first system-wide evaluation in 2015 (MINED).

（3） School Inspector System

The Pedagogic Department in DPECs implements the school inspector system, while the Deparment of General Inspection of Schools (Inspecção Geral da Educação) at MINED organizes the system. On average, there are 10-12 schools inspectors in each DPEC, and they examine the

[53] Promotion exam in Grade 5 is going to be conducted in provincial level from 2015.

[54] Sistema de Gestão e Garantia de Qualidade

quality of education and teachers, as well as the level of compliance with school rules and morals. In case improper conduct is identified, the school inspector punishes the school. In addition to school inspections, MINED also monitors pedagogic activities in each province. The Department of School Inspection at MINED visits each province and inspects the use of "Direct Support to School Program" (ADE[55]), school construction, financial management, etc.

Inspection schedules and criteria are shared with the schools prior to school inspections. The province and MINED write reports on the school inspection results, submit them to the Minister and share the results in periodical meetings conducted in MINED twice a month. The provinces, districts and the schools that were inspected receive feedbacks on the inspection results. Although the frequency of these inspections is not determined, one of the key obstacles to implementing the school inspection system is budgetary limitation. In particular, high fuel costs prevents school inspectors from visiting schools (Interview with Chef of Dept. of Inspection of Schools, MINED).

4.4.6 Curriculum

The National Institutes for Educational Development (INDE), an agent of MINED, supervises curriculum development in Mozambique. The curriculum for primary education was most recently revised in 2004. Major revision points include the introduction of the cycle system, local curriculum and new subjects such as Mozambiquan language, English, arts and crafts, music and moral learning (BdI, P.41).

The revised curriculum of 2004 did not generate satisfactory academic performance in Portuguese and mathematics, and concerns over student's learning have been spread throughout whole society. In addition, an evaluation study revealed the difficulty for teachers to teach each subjet at specified class hours due to the large number of subjects. Given these circumstances, INDE plans to revise the primary education curriculum in 2017. One of the major changes of the curriculum revision in 2017 is the reduction of the number of subjects by integrating the skills and abilities necessary for each subject. In the current curriculum, students in Grade 1 and 2 learn 6 subjects, and those in Grade 3 learn 8 subjects. These subjects will be merged into three subjects: Portuguese, mathematics and physical education. By increasing the number of class hours dedicated to Portugese from 444 hours to 608 hours for Grades 1-2, the students' reading and writing abilities in Portuguese will be strengthened. INDE also plans to introduce the evaluation indicators in each learning step; transversal skills across themes such as moral, nation, HIV/AIDS, environment and gender; and Mozambiquan language in monolingual classes (Revisão Pontual do Currículo do Ensino Básico).

Curriculum development is carried out through several workshops that involve many stakeholders such as INDE, school teachers, professors and experts, and it is approved by MINED. Donors such

[55] Apoio Directo ás Escolas

as the World Bank provide technical assistance to produce textbooks, but curriculum development is carried out on their own due to budget limitations (INDE).

4.4.7 Languages of Instruction

Portuguese is the official language, as well as the language of instruction. In order to improve the quality of education and to respect local languages/cultures, MINED has introduced bilingual education on a trial basis since 2003. By 2014, 69,863 students, or 373 schools, have received bilingual education in 16 different local languages in all provinces except in Maputo City.

The proportion of languages of instruction in each grade is set in a phased manner so that the transition from local languages to Portuguese becomes smoother. For example, in Grade 1, 90% of the classes are taught in local langugaes, and this ratio becomes reduced to 75% in Grade 2 and 60% in Grade 3. Classes taught in local languages occupy around 20% of all courses in Grades 6-7. Bilingual education is considered to be effective in improving the quality of primary education, and PEE 2012-2016 plans to expand bilingual education in the future. According to MINED, a survey indicated that students who received bilingual education achieved better learning results in mathematics and Portuguese in schools that introduce both monolingual and bilingual education. Communities have also shown enthusiastic support for bilingual education. However, in order to expand bilingual education in a sustainable manner, production and distribution of textbooks in local languages, teacher trainings, and institutional capacity development are required, and it has expanded little so far (BdI P.41~42, MINED).

4.5 Teachers

4.5.1 Teacher Qualifications and Placements

（1）Number of Teachers

As shown in Table 4.5.1, the number of primary and lower-secondary teachers was 120,517 in 2014, which increased by 14% from 2010. Enrollment rate during the same period also increased by 6.6%, which indicates that the number of teachers has steadily increased. Until 2009, the Mozambiquan government resorted to employing unqualified teachers to fill the gap in teacher deficiencies. Yet, from 2007, a new short-term training program was introduced, and the government has aimed to increase the number of qualified teachers and to reduce the number of unqualified teachers (JICA 2013, P.6~7).

Table 4.5.1: Number of Teachers in Primary and Lower-secondary Schools

	2007	2008	2009	2010	2011	2012	2013	2014
EP1	53,004	56,618	61,242	66,160	69,522	71,694	74,331	76,550
EP2	17,967	20,245	22,254	24,613	25,142	25,665	26,093	25,922

ESG1	10,990	12,616	14,102	15,311	16,103	17,458	18,140	18,045
Total	81,961	89,479	97,598	106,084	110,767	114,817	118,564	120,517

Source: JICA 2013 P.7, MINED statistics

（2） Number of Pupils per Teacher (Geographical Distribution)

The pupil teacher ratio (PTR) by region is shown in Table 4.5.2. A steady increase in the number of teachers has decreased the PTR from 2009 to 2014, from 69 to 62 in EP1 and from 32 to 31 in EP2, respectively. In terms of regional differnces, the PTR in EP1 varies widely from 47 to 70, but it is still generally high. Although PTR in EP2 is below 40, Maputo City and Maputo Province have the highest PTR, meaning that schools in urban areas tend to be overcrowded.

Table 4.5.2: Pupil Teacher Ratio (2014/ Public Schools)

	Teachers			Students			PTR		
	EP1	EP2	ESG1	EP1	EP2	ESG1	EP1	EP2	ESG1
Niassa	4,416	1,624	931	288,454	39,607	33,034	65.3	24.4	35.5
Cabo Delgado	4,939	1,556	820	347,616	43,683	23,118	70.4	28.1	28.2
Nampula	12,37	4,755	2603	864,987	126,98	88,098	69.9	26.7	33.8
Zambézia	17,66	4,781	2349	1,238,06	138,32	86,531	70.1	28.9	36.8
Tete	6,794	1,958	1628	425,543	63,790	48,492	62.6	32.6	29.8
Manica	6,833	2,219	1971	343,245	69,529	57,781	50.2	31.3	29.3
Sofala	6,102	2,095	1597	362,638	77,070	56,687	59.4	36.8	35.5
Inhambane	5,687	1,955	1609	268,806	73,544	67,215	47.3	37.6	41.8
Gaza	5,218	1,593	1276	252,260	30,933	58,760	48.3	19.4	46.1
Maputo Prov.	4,424	2,069	1341	257,875	82,834	70,100	58.3	40.0	52.3
Maputo Cidade	2,101	1,317	1920	132,717	54,847	94,340	63.2	41.6	49.1
National	76,55	25,922	18,04	4,782,27	801,15	684,15	62.5	30.9	37.9

Source: MINED statistics

（3） Number of Teachers by Qualification

As will be described in the next section, the Mozambiquan government has adopted a number of teacher training policies in order to meet the demands of up-to-date instructors. This has resulted in

an uneven distribution of teachers with varied qualifications[56]. In terms of teachers by qualification, teachers without qualification decreased steadily from 40% in 2005 to 16% in 2012 and 10% in 2014. The number of skilled teachers who are qualified to teach above the EP2 level increased significantly from 15% in 2005 to 61% in 2014. These trends reflect the interim short-term teacher training program, "10+1", that was implemented by the government from 2007 to 2011 to meet teacher demands. The proportion of teachers who received the "10+1" training program accounted for around 40% in 2014. Considering that the program only started in 2007, nearly half of the current teachers are relatively less-experienced.

4.5.2 Teacher Education System

（1）Pre-Service Training System

The government has provided various teacher training programs that vary in training period and qualifications in order to meet teacher demands in accordance with the times. Primary school teachers who received qualification by 2007 are categorized as follows:

- Those who received education in EHPP (Qualifying Schools for Post Teachers) for 4 years before Mozambique's independence
- Those who received 9 years of general education and 2 years of teacher training before independence（MP[57]）
- Those who received 7 years of general education and 3 years of teacher training at CFPP[58]

Those that meet the qualifications above are eligible for EP1 teachers. Qualifications for EP2 that covers individual subjects are as follows:

- Those who received 2 years of teacher traning at IMP[59] after 10 years of general education
- Those who received 2 years of education at the Department of Education at University of Eduardo Mondlane after 9 years of general education

The Danish international NGO, ADPP, also offers 2.5 years of teacher training programs (EPF[60]) for those who have completed 10 years of general education.

In 2007, a new teacher training model was incorporated. There used to be separate teaching organizations to train EP1 teachers (CFPP) and EP2 teachers (IMAP). These two institutions were reorganized into a teacher training institute called IFP[61] and began to operate under the same

[56] See Anex 4-22
[57] Magisterio Primario
[58] Centros de Formação de Professores Primários
[59] Institutos do Magistério Primário
[60] Escolas Professores do Futuro
[61] Insitutuos de Formação de Professores

curriculum. EP1 qualification was also integrated into EP2 qualification. Moreover, the short-term teacher training program "10+1" was introduced from 2007 to 2011, which contributed greatly to the reduction of unqualified teachers. A new teacher training system "10+3" was introduced in 2012 in 3 IFPs on a trial basis and was expanded into 3 additional schools in 2013.

As of 2014, there are 24 IFPs and 11 EPFs. 11 CFPPs and 9 IMAPs consolidated into these IFPs in 2007. Annex 4-23 shows the capacities of IFPs and EPFs (UNESCO2010/2011, JICA2013 P.7~10, BdI P.37).

（2） Teacher Training Curriculum

The new "10+3" teacher training curriculum consists of basic education courses and distance learning courses, applying a model to develop 7 competence described below, in addition to professional knowledge and techniques necessary for teachers.

1) To promote patriotic spirit and foster responsible and democratic citizens that respect universal values and children's rights
2) To communicate properly in various contexts
3) To behave with the moral and ethical considerations of a teacher
4) To possess scientific and interdiciplinary knowledge for primary education
5) To demonstrate knowledge of the science of education relavant to primary education
6) To plan, implement and evaluate the learning processes in a creative and reflective manner by considering the needs and interest of each student
7) To promote professional development and work collaboratively and arcitulately

The new curriculum consists of 5 pedagogic areas: "communication and social science", "mathematics and natural science", "practical activities and techniques", "science of education" and "teaching practice". Students take two-years of basic learning courses in IFP and then proceed to practice-teach for a year. The teaching program spreads across a total of 110 weeks and is divided into eleven 10-week blocks. Class hours for the 2-year basic learning course total up to 3,840 hours and 420 hours for teaching practice (4,260 hours in total), which increased substantially compared to 1,440 hours in the 10+1 program. The basic learning course consists of 2,110 hours of general subjects and 1,730 hours of professional subjects. These subjects are described in the table below (Plano Curricular Curso de Formação de Professores do Ensino Primário P.21~37)。

Table 4.5.3: Overview of the New Teacher Training Curriculum

General subjects	Professonal subjects

Portuguese, English, Children's literature (Portuguese and English), Mozambiquan language, Music, Social Science, Natural Science, Mathematics, IT, Physical education, Patriotic education, Moral education, Learning evaluation, Curriculum theory and practice, School organization and management, Communication in inclusive classes	Portuguese pedagogy, Oral education, Reading and writing in primary education, English pedagoy, Bilingual pedagogy, Social science education, Music education, Natural science education, Scientific learning in primary education, Mathematics education, Mathematics problem solving, Visual education, Physical education, Psycology, Pedagogy, Teaching practice

Source: JICA Study Team based on Plano Curricular Curso de Formação de Professores do Ensino Primário

（3） In-Service Training System

Because the governments have adopted various teacher-training models in the past, there are noticeable gaps between qualifications and abilities amongst primary education teachers. Given the situation, MINED seeks to enhance and strengthen INSET, as well as to review the qualification and performance criteria.

IFP is responsible for conducting INSET. There are 3 components of the Continuous Professonal Development Training (PDPC[62]): Distanced Professional Training (FPaD[63]), Continuous Capacity Training (CCPP[64]) and School Management Training (CGE[65]). FPaD provides distance learning through core schools. CCPP offers training by cycles or grades, and it also provides modules such as class planning, teaching methods, organizational methods in classroom settings, group work and formulation of evaluation tools. The training program that began in 2014 targets school principals so they can acquire the latest school management skills and recognize their responsibilities as school principals. 3 IFPs located in the southern, central and northern parts of the country conduct this training for 180 hours over the course of a month. The training focuses primarily on daily school management and entails modules such as annual class planning, human and financial management and school management. Participating principales are chosen from each province. After the training, each IFP visits the schools of the selected principals and monitors the implementation of the strategies taught during training.

Although INSET is an integral part of MINED's Education Strategic Plan, there remain obstacles, such as the limited number of IFP monitoring a limited number of INSET participants, lack of training materials and deficit of IFP's institutional capacity (JICA2012 P.17~27, MINED).

[62] Programa de Desenvolvimento Profissional Contínuo
[63] Formação de Professores à Distância
[64] Capacitação Contínua e Permanente de Professores
[65] Capacitação de Gestores Escolares

4.5.4 Working Conditions for Teachers

The teachers' salaries are stipulated as shown in Annexes 4-24 and 4-25. Salaries vary depending on the level of education that the teachers received from teacher training institutes. There is a range from the top level (Education Especialist) to N5 teachers. For teachers in the N1 to N3 categories, their salaries increase as their classes and levels go up. Although classes and levels are supposed to rise every 2 or 3 years according to the year of teaching, in reality, it takes more than 3 years. Moreover, teachers can raise their categories (such as N2 or N3) by receiving trainings and education courses while working as teachers. There is also a salary system for unqualified teachers. As shown in Annex 4-25, salaries in N4 and N5 teachers are determined in Sistema de Carreiras e Remuneração (SCR), Decreto nº54/2009, de 8 de Setembro.

In addition to salaries, teachers receive allowances depending on their education level (e.g. 60% for those graduated from 4-year universities, 40% for those graduated from 3-year universities, etc). Furthermore, they receive remote location allowances depending on their place of allocation. Each allocation area is divided into 3 groups at provincial levels, and this division depends on how far the schools are located. For instance, N1-N3 teachers receive remote location allowances of 50% for the most remote area, and then 35% and 25% for less remote areas. Though housing allowance is not provided, some rural areas offer teacher dormitories. However, the number of teacher dormitories is not suffieicnt. Consequently, when teachers from other cities are allocated to rural areas, they often either build a house with support from the communities or rent a house (MINED).

4.5.5 Teacher Recruitment/ Management

MINED is in charge of estimating the necessary number of teachers in each province, taking into consideration the educational situation of each province. Prior to graduation, IFP students are able to choose up to 3 schools that they desire to be placed in; based on this list of preference, MINED determines the placement of teachers. However, there is a disparity between the demand and supply of teachers. For instance, the demand for teachers is high in the northern provinces, although students hope to be allocated in Maputo City or in the sourthern region of the country. The demand in the outskirts of the capital is met. As these examples illustrate, students are not necessarily allocated to areas of their preference.

Districts mainly assume the teacher recruitment process. They publish recruitment information every year via newspaper or media, and candidates apply with necessary documents. External juries inspect the application documents, conduct an interview and determines the employment. After the teachers are hired, districts determine their placement. Transfers of teachers do not occur frequently. Though teachers from rural areas tend to submit transfer requests to urban areas, their requests are not necesariliry accepted due to the imbalance between supply and demand.

There are no clear criteria for the teacher's dismissal. Because teachers who graduate from training institutes are assumed to possess adequate teaching abilities, there is no system in place to evaluate their performance. Districts dismiss or punish teachers on a case by case basis. Improper conducts by teachers—such as high absenteeism, falsification of scores and buying and selling of exam questions—are reported to happen frequently. As a result, a number of teachers has been dismissed or punished. MINED is discussing the possibility of gathering statistics of teachers who are dismissed due to these inappropriate conducts.

According to MINED, there is no statistical data on the attrition rate of teachers, but there have been few cases where teachers have quit on their own. Teachers from urban areas that resign after being allocated to rural areas give the following reasons: they want to increase their teaching categories by learning in metropolitan universities; they cannot endure placements that are far from their hometowns or families; and they have difficulties adopting to the living standards (electricity, water, etc) of rural areas. Attrition rates of teachers who are placed within their province of origin are very low (MINED).

5 Public Finance and Administration in the Education Sector

5.1 Public Administration

5.1.1 Structure and Function of the Education Sector

Decentralization in Mozambique has progressed since 2006. The Provincial Directorate of Education and Culture (DPEC) and District Services for Education, Youth and Technology (SDEJTs) operate under MINED.

The roles of MINED include planning and coordination, designing and monitoring of the evaluation of education policies and plans, FASE-based donor coordination[66], planning and revision of the curriculum, human resource plannning for teachers, along with the assurance of education quality. The key roles of DPEC include coordinating and monitoring the annual plan and budget at the province and district levels. In cooperation with IFPs, Pedagogic Universities and MINED, DPEC also implements the coordination and monitoring of teacher training of INSET, as well as the planning of teacher recruitment. Other roles include planning, implementation and monitoring of cultural activities. SDEJTs aims to assure the access to school for all school-aged pupils, promote school construction, adult literacy education and vocational training, and manage schools and teacher training institutes, which are mandated by the decree[67]. The district government is in charge of planning educational activities and budgeting at the district level, and SDEJTs supervise human resource management in schools. SDEJTs are also in charge of activities in various areas such as youth, sports, science and technology, and culture (Decreto nº6º/2006, MINED).

Under SDJETs, three to six neighboring schools are organized into school clusters (ZIP[68]) to coordinate various activities. The ZIP's objectives are to improve teaching methodology, to strengthen the teachers' capacity and to promote school activities in sports and culture. In the ZIP council—which consists of teachers, principals and school counselors—the schools mutually monitor and supervise annual activity plans and their implementation (Manual de Apoio a Z.I.P.).

PEE 2012-2016 seeks to strengthen the capacity of educational administration at the province/district level. Financial decentralization began in 2014, and educational budget was allocated to each district for the first time. Because the decentralization process was originally launched for political reasons and was implemented rapidly, there are issues regarding technical capacities and budget management at the province/district level (MINED).

[66] Fundo de Apoio ao Sector da Educação
[67] Decreto n.º6º 2006, Estatuto Orgánico do Governo Distrial
[68] Zonas de Influéncia Pedagógica

5.1.2 Management Capacity of the Ministry of Education

When interviewing MINED and the donors, many commented that MINED, as indicated in documents such as the Education Sector Strategic Plan, has good capacity for planning and designing, but its implementation capacity is limited. These MINED-led projects are highly logical and coherent, yet they face many issues when implementing them in the classroom, including the students' low learning outcome and the lack of morality of the teachers. In addition, despite how the Education Sector Strategic Plan and decentralization are supposed to be proceeded simultaneously, weak management capacity at the province/district level hinders project implementation. The above point is one of the reasons for the extension of Education Sector Strategic Plan, which was aimed to be achieved by 2016. The management capacity for planning, implementation and evaluation of MINED may not be sufficient in spite of the gradual advancement of the goals.

5.2 Educational Finance

5.2.1 Expenditure of the Education Sector

（1）Detailed Expenditure of the Education Sector and Percentage of Donor Assistance

From 2009 to 2014, the federal budget for the education sector more than doubled, and, as percentage of GDP, it also increased form 6.2% to 8.0%. The percentage of the total government budget dedicated to the education sector was 21.4% in 2009 and was maintained above 20% after 2011.

Donor assistance in the education sector ranged from 4 to 4.7 billion MTZ from 2009 to 2013. As mentioned above, the total budget allocated to the education sector more than doubled in the last 5 years with the increase in the internal budget, and the percentage of donor assistance decreased from 28.6% in 2009 to 20.0% in 2011 and eventually to 14.3% in 2013. In the 2014 budget, both the amount and percentage of the donor assistance increased.

Table 5.2.1 Trends in Education Sector Expenditure (million MTZ)

		2009	2010	2011	2012	2013	2014 (Budget)
Total Education Expenditure		16,673	20,528	23,896	26,803	31,290	37,767
% of GDP		6.2%	6.4%	6.5%	6.5%	6.8%	8.0%
% of Total Government Expenditure		21.4%	19.8%	20.2%	20.1%	20.2%	15.7%
Domestic	Education Operating Cost	10,151	14,556	18,322	21,420	24,643	29,830
	Education Investment Cost	1,677	1,497	790	1,290	2,171	
Donor	FASE	3,301	3,382	3,753	3,284	3,748	7,937
	Others	1,472	1,093	1,031	808	728	
	% of Donor Assistance	28.6%	21.8%	20.0%	15.3%	14.3%	21.0%

Source: BdI P.75, PO2015-2018

（2）Expenditure by Sub-sector

According to ESE 2014, it is impossible to classify the expenditure of the education sector—including the domestic budget and donor assistance—by education level because of the structure of national budget. The total expenditure of the general education sector, which consists of primary, secondary, technical/vocational and adult education, accounted for 85.5% of the total education expenditure in 2013 and has fluctuated between 83% to 87% since 2009 (Table 5.2.2).

Table 5.2.3 shows the expected percentages of education expenditure by sub-sector (ESE2014). The primary education expenditure has been around 55% of the total education sector and reached 53% in 2013. It had the highest percentage among all sub-sectors; secondary education was 23%; higher education with 14%; technical/vocational education was 3%; and adult/literacy education with 1%. In terms of the percentage in the basic education sector, lower-primary education (EP1) accounted for 69.8% (37% of the total education expenditure), and upper-secondary education (EP2) accounted for 24.5% (13.0% of the total education expenditure). The percentage expenditure in EP1 decreased slightly from 40% in 2009.

Table 5.2.2 Education Expenditure by Sub-sector (million MTZ)

	2009	2010	2011	2012	2013
Total	16,673	20,528	23,896	26,755	31,290
General Education	14,194	17,047	20,112	23,337	26,757
Higher Education	2,479	3,481	3,874	3,418	4,533
General Education (% of Total Expenditure)	85.1%	83.0%	84.2%	87.2%	85.5%

Source: BdI P.76

Table 5.2.3 Expected Percentage of Education Expenditure by Sub-sector

	Sub-sector	2009	2010	2011	2012	2013
Institutional Development	-	7%	7%	6%	7%	7%
Primary Education	-	57%	54%	54%	56%	53%
	Pre-primary	0%	0%	0%	0%	0%
	Lower-Primary (EP1)	40%	37%	38%	39%	37%
	Upper-Primary (EP2)	14%	14%	14%	14%	13%
	Teacher Training	3%	3%	2%	2%	2%
Adult/Literacy Education	-	1%	1%	1%	1%	1%
Secondary Education	-	18%	19%	20%	21%	23%
	Lower-Secondary (ESG1)	13%	14%	14%	14%	15%
	Upper-Secondary (ESG2)	4%	5%	6%	6%	7%
	EAD	0%	0%	0%	1%	1%
Technical/Vocational Education	-	3%	3%	3%	3%	3%
Higher Education	-	14%	16%	16%	12%	14%

Source: BdI P.76

（3）Details of the Education Budget

The national education budget, excluding FASE, is classified into operating and investment costs. The operating cost includes teachers' salary, school management, supervision on exams, meetings, making exams and bonus. Investment costs refer to the investment in bilateral projects, grants for literacy educationand school construction.

Table 5.2.4 shows in detail the general operating cost and teachers' salaries as a percentage of the education budget. Teachers' salaries account for over 90% of operating cost, and it equates to 54.2% of the total education budget.

The current budget for management/maintenance of schools and educational environment, as well as for teacher training programs, is limited. In order to reduce the total personnel cost to a sustainable level while increasing the number of qualified teachers and promoting their effective allocations, MINED has taken measures such as cutting down the unit price for newly-hired teachers by reforming pre-service training (JICA2013).

Table 5.2.4 Details of the Education Operating Cost (General Education/million MTZ)

	2012	2013	2014
Salary	13,882	15,939	20,501
Daily Allowance	180	260	284
Goods and Services	1,402	1,402	1,665
Remittance Charge for Scholarship, etc.	317	317	89
Others	14	14	25
Total Education Operating Cost	15,795	17,932	22,564
Teachers' Salary as a % of Total Education Operating Cost	87.9%	88.9%	90.9%
Teachers' Salary as a % of Total Education Budget	51.8%	50.9%	54.2%

Source: JICA study team based on BdI

5.2.2 Flow and Administration of Funds Provided by Donors

Donor assistance is categorized into common basket fund (FASE) and project assistance, and the majority of donor assistance goes into the government through FASE. The funds in FASE are managed by the Memorandum of Understanding, which concluded in 2002 (amended in 2006). Each donor party participating in FASE remits funds in their own currencies into the the Bank of Mozambique, or Forex, and these funds are then exchanged into US dollar. The funds in FASE are also in the process of decentralization. They are remitted directly into the projects implemented by SDJET or DPEC through the education budget management system, called e-SISTAFE. The use of funds is stipulated in the annual activity plan. Donor assistance is inspected in the joint sector review once a year, and the World Bank, who has the supervising authority, monitors program activities by sending their biannual missions (Manual de procedimentos para a gestão do fase P.5~8, World Bank).

5.2.3 Management System of the Education Budget/Public Expenditure

The budgetary year in Mozambique begins from January and ends in December. The Government's Five-Year Plan (PQG) and Poverty Reduction Strategy Paper (PARP) are formulated first, and the Medium Term Fiscal Framework (CFMP[69]) is established in tandem with them. The Economic Social Plan (PES[70]) is set as an annual activity plan, and the State Budget (OE[71]) is composed based on PES.

OE preparation starts in May or June of the previous budgetary year. After the budget request from each province and district is collected and analyzed, OE is submitted to the parliament and is approved by November or December. The budget for each sector, including those of the education sector, is processed in parallel with OE. Within the education sector, the Education Sector Strategic Plan (PEE 2012-2016) is prepared in tandem with PGQ and PARP, as stated above. From September to November of the previous budgetary year, the Activity Plan (PdA) is composed and translated into concrete activities and budgets. PdA is then approved by the parliament and donors after OE is approved (MINED).

5.2.4 Private Education Expenditure

According to the Household Survey conducted in 2008/09 (IOF2008/09), the annual education expenditure in each household is 240MTZ, which accounts for 0.6% of the annual household expenditure (Table 5.2.5). Whereas the average expenditure on education in urban areas is 756MTZ, that in rural area is only 12MTZ, showing a difference of over six times. Furthermore, annual education expenditure in the south where the capital is located is 804MTZ, while those in the northern and central regions are 60MTZ and 72MTZ, respectively. This difference of over ten times underlines the large regional gap in private education expenditure.

As Table 5.2.5 indicates, over 50% of the private education expenditure across the country is spent on higher education, both in the urban areas and the southern region where private education expenditure is high. The national average of private education expenditure on pre-primary and primary education is 36MTZ. The southern region spends the most with 108MTZ, while the central region has the lowest expenditure with 12MTZ. Because the expenditure for pre-primary and primary education accounts for less than 0.1% of the annual expenditure, it is assumed that the financial weight on each household is not particularly burdensome, though it is not completely free.

[69] Cenario Fiscal de Medio Prazo
[70] Plano Económico e Social
[71] Orçamento do Estado

Table 5.2.5 Private Education Expenditure (MTZ)

	Total	Urban	Rural	North	Central	South
Pre-primary and Primary Education	36	96	0	12	12	108
(as a % of Total Expenditure)	15.0%	12.7%	0.0%	20.0%	16.7%	13.4%
Secondary and Technical/Vocational Education	72	216	12	24	36	228
(as a % of Total Expenditure)	30.0%	28.6%	100.0%	40.0%	50.0%	28.4%
Higher Education	120	384	0	24	24	408
(as a % of Total Expenditure)	50.0%	50.8%	0.0%	40.0%	33.3%	50.7%
Expenditure not for Specific Education Level	12	60	0	0	0	60
(as a % of Total Expenditure)	5.0%	7.9%	0.0%	0.0%	0.0%	7.5%
Total Education Expenditure	240	756	12	60	72	804
(as a % of Total Expenditure)	0.6%	1.2%	0.0%	0.2%	0.2%	1.4%
Total Expenditure	39,600	63,996	29,592	34,512	32,676	59,436

Source: JICA study team based on IOF2008/09

5.2.5 Unit Cost of Education

According to ESE 2012-2016, the unit cost of education in 2010 was as shown below in Table 5.2.6.

Table 5.2.6. Educational Cost per Pupil (2010/MTZ)

		2010	Ratio that EP1=1
Primary Education	Pre-primary	NA	NA
	Lower-Primary (EP1)	1,969	1
	Upper-Primary (EP2)	3,840	2.0
	Teacher Training	14,793	7.5
Secondary Education	Lower-Secondary (ESG1)	4,097	2.1
	Upper-Secondary (ESG2)	7,507	3.8
Distance Education		16,427	8.3
Technical/Vocational Education		17,218	8.7
Higher Education		42,846	21.8
Literacy and Adult Education		542	0.3

Source: ESE 2012-2016 P.124

Taking into consideration the private education expenditure outlined in the last section, the unit cost by education level is illustrated in Table 5.2.7 (there may be slight discrepencies from reality

because the data for private education expenditure was obtained in 2008/09 while the unit cost is in 2010). Each household covers 1.8% of the current expenditure in lower-primary education and 0.9% in upper-primary education.

Table 5.2.7. Unit Cost by Education Level (estimated number in 2010/MTZ)

		Government		Household		Total	
Primary Education	Pre-primary	NA	NA	36	NA	NA	NA
	Lower-Primary (EP1)	1,969	98.2%	36	1.8%	2,005	100%
	Upper-Primary (EP2)	3,840	99.1%	36	0.9%	3,876	100%
Secondary Education	Lower-Secondary (ESG1)	4,097	98.3%	72	1.7%	4,169	100%
	Upper-Secondary (ESG2)	7,507	99.1%	72	0.9%	7,579	100%
Technical/Vocational Education		17,218	99.6%	72	0.4%	17,290	100%
Higher Education		42,846	99.7%	120	0.3%	42,966	100%

Source : JICA study team based on IOF2008/09, ESE2012-2016

5.2.6 Projection of Midterm Demand and Cost for Teachers

When PEE 2012-2016 was established, the necessary cost of implementing the education strategic plan was estimated under some assumptions[72]. Table 5.2.8 shows the 2010 data and the projection of demand for teachers in 2016.

Table 5.2.8. Projection of Demand for Primary Education Teachers

	2010		2016 (Projection)	
	Number of Students	Number of Teachers	Number of Students	Number of Teachers
Lower-Primary (EP1)	4,454,358	66,160	4,991,330	84,489
Upper-Primary (EP2)	897,704	21,590	1,386,528	34,239

Source : ESE2012-2016 P. 128

In combination with the high pupil-teacher ratio, MINED has promoted teacher recruitment in recent years and currently hires 8,000 to 8,500 new teachers every year. The recruitment cost per teacher could not be obtained.

5.2.7 Allocation of Grants

Every year, MINED allocates grants to primary education, secondary education and technical/vocational education through the Direct Support to Schools (ADE). The main objective of

[72] The assumptions used to calculate necessary cost are the following: 1) 7% GDP growth rate per year. 2) 6% inflation rate per year. 3) Government expenditure is fixed to 33% of GDP. 4) Education expenditure is fixed to 21% of the total government budget.

ADE, which was launched in 2003, is to improve the quality of education and enhance school management by allocating direct grants for school materials and services. ADE covers all public schools. MINED used to allocate ADE funds to each province's bank account; yet, currently, FASE contributes to ADE and directly allocates the funds to SDEJT's bank account, which is then allocated to each school cluster (ZIP). The amount of grants that each school can receive is determined by the number of students and classes. Regions with high HIV/AIDS infection rates or food shortage receive additional grants. Each school principal is responsible for an effective use of grants. A committee led by school advisors, which also consists of community members and student representatives, discusses the legitimacy and priorities for materials and services to be purchased by grants.

Grants can be used for the following:

1) Materials and services (textbooks, sports materials, exams, cleaning tools and repair cost, chosen from the list) (80% of the total grants)
2) Grant use decided by the school (20% of the total grants)

Based on the interviews conducted during school visits, ADE is mostly used for materials for students and teachers, small repair of bathrooms and purchasing printers.

The amount of grants in ADE is determined every year along with the education sector budget. According to the manual for the ADE process[73], the details of grants provided to each school are as shown in Table 5.2.5 (Manual de Procedimentos do ADE 2015, MINED).

Table 5.2.5 Details of Grants (2015, MTZ)

Standard Amount per Pupil	88
Additional Amount per Pupil	40
Standard Amount per Classroom	198
Minimum Amount per School	17,860
Amount for ZIP per School	180
Amount for SDEJT per School	212
Total Amount of ADE Grants	571,928,743

Source : ADE 2015

MINED and external organizations monitor the use of ADE once every three months. The target of this monitoring process covers schools at the province, district, and ZIP levels (ADE2015 and interview with MINED).

[73] Manual de Procedimentos do ADE 2015

6. Trends in Donor Assistance

6.1 Structure of Donor Coordination

Mozambique was approved as EFA-FTI at the initial stage, and about 21 donors have implemented assistance in accordance with Sector Wide Approaches (SWAps) in 2014. As a form of implementation, project assistance, general budget assistance and financial support assistance have been carried out. Education Sector Support Fund (FASE) was launched in 2002 to support the implementation of PEEC and to enhance assistance impact in the education sector. MINED considers FASE as the most coordinated form of external assistance. 75% of the foreign donor assistance to the education sector between 2003 and 2010, and 77% in 2013 were implemented through FASE. Programs supported by FASE operate along the needs of the education sector and education plan.

Donor coordination among FASE members is operated at three levels. First, at the working level, donors discuss issues that are relevant to each sub-sector and deliberate on the theme of the Interest Group (IG). The IG members that are responsible for basic education are listed in Annex 6.1. The central donor of each group and the multiple members chosen from IG members participate in the Working Group (WG) and discuss with the directors. The frequency of IG meetings varies highly among groups. The WG typically organizes a meeting once a month. Secondly, at the higher level, Corporating Partners (CP) meet once a month to discuss the issues in each IG and to share information. The Coordinating Team (CT)–composed of the current chair, the former chair and the incoming chair—deliberates on issues raised in CP with MINED at Joint Coordination Group (GCC) once a month. From MINED, the secretary general, as well as directors of DIPLAC and DAF participate in GCC. In addition, all donors and civil societies participate in the Extended Joint Coordination Group (GCC alargado), which is held twice a year, and discuss about the following year's plan and FASE's commitment amount. At the highest level, the Joint Sector Review is held once a year. The Minister of Education functions as the chairperson, and each director in MINED and deputy/director of each provincial education department participate. The implementation status in the previous year is shared with donors and NGOs.

In FASE in 2014, UNICEF operated as the chair of FASE, the World Bank as the former chair and Finland participated as the incoming chair. In 2015, replaced with the World Bank, UNICEF as the former, Finland as the chair, and Germany as the incoming will participate.

6.2 Cooperation Trends by Each Donor

6.2.1 Trends in Donor Assistance

From 2008 to 2010, the following 10 donors implemented assistance through FASE: Ireland, Finland, Germany, UK, Portugal, Spain, UNICEF, Canada, the Netherlands and Denmark. 4 new

donors—including Italy and Flanders—joined FASE in 2011. The Netherlands, Denmark, Flanders and Spain concluded their assistance in 2014, so the donors in FASE decreased to 10. JICA, USAID and other non-DAC members such as China, Kuwait and the Islamic Development Bank have implemented project assistance (ESE2014, WB2012).

6.2.2 Volume and Contents of Assistance by Major Donors

The EFA-FTI secretariat has approved 71 million USD for the first EFA-FTI trust fund (2008-2010) and 90 million USD for the second EFA-FTI trust fund (2011-2014) to be contributed to Mozambique. In addition to the EFA-FTI trust fund, the International Development Association (IDA) contributed 71 million USD from 2011 to 2014. These funds, in conjunction with other donors, are aimed to support the government's education sector plan through FASE. Data on the assistance to FASE from 2013 to 2014 by each donor and the pledge from 2015 to 2016 are shown below in the Table 6.2.1.

Table 6.2.1 Pledge and Share in FASE

	Currency	2013	2014	2015	2016
Canada	CND	20,000	16,000	12,000	10,000
Ireland	EUR	6,250	6,250	6,250	6,250
UK	GBP	4,500	4,500	-	-
Germany	EUR	16,000	15,000	15,000	26,000
Finland	EUR	7,000	7,000	9,000	9,000
Portugal	EUR	250	250	250	-
UNICEF	USD	1,000	1,000	1,000	1,000
Italy	EUR	1,000	1,000	1,000	1,000
Flanders	EUR	1,200	-	-	-
EFA-FTI/GPE[74]	USD	27,500	41,030	-	-
WB	USD	27,500	46,470	26,500	-
Total	USD	123,286	155,450	81,840	65,833

Source: UNICEF

As explained above, FASE is allocated to each province and district as well as to MINED. Table 6.2.2 illustrates the FASE allocation to centers and provinces by sub-sector and the plan of use of FASE in the provinces. About half of the fund is utilized for primary education projects.

[74] Global Partnership for Education

Table 6.2.2 Details of FASE Usage ①(thousand MZN)

Sector	Provinces	Central
Institutional Development	269,524	201,346
Primary Education	1,099,194	963,395
Pilot Project-DPI	15,141	357,393
Literacy and Adult Education	9,080	52,577
Secondary Education	227,345	377,020
Technical/Vocational Education	25,000	248,047
Higher Education	0	0
Total	1,645,284	2,199,778

Source : PdA2015

Table 6.2.3 Details of FASE Usage② (Province/District Level) (thousand MTN)

Jurisdiction	Program	
Province	Primary School Construction	356,641
	Secondary School Construction	153,500
	Food Assistance to Household and Residence	64,592
	Teacher Training (for Principal)	16,867
	Teacher Training (Teaching Practice)	73,672
	Teacher Training (Operation Cost)	40,262
	Teacher Training (Others)	36,899
	Inclusive Education Resource Center	12,000
	Secondary Teacher Training	9,351
	Province Supervision Cost	89,298
Province/District	District Supervision Cost	115,634
	Pre-primary education program	15,141
	Grants (Primary (Urban area), Secondary, Technical/Vocational)	167,271
District	Grants (Primary)	494,151
	Total	1,645,284

Source : PdA2015

As a form of bilateral assistance in basic education sector other than FASE, USAID has implemented a project called “Aprender a Ler” in the northern region. This project places emphasis on Portuguese literacy from Grades 1 to 3, and it aims to improve learning quality through teacher training and capacity development of SDEJT and ZIP. UNICEF also implemented a project for school construction and environment arrangement in 2014, in addition to providing funds for FASE.

UNICEF plans to start a new initiative to strengthen planning and monitoring capacities at province and district levels and to enhance school management capacity for teachers and school managers (USAID, UNICEF).

In addition to USAID and UNICEF, JICA, BID, BADEA, Fundo Saudita and Kuwait have carried out school construction projects; the World Bank in ETP; and the World Bank and Netherlands in higher education (PdA2015).

7 Results of Analysis

7.1 Top Priorities in the Basic Education Sector

To better understand the challenges faced by the basic education sector of Mozambique, Table 7.1.1 compares Mozambique with 10 other countries in Sub-Saharan Africa in terms of access (primary NER, primary and secondary GER, and GIR and NIR of primary education), internal efficiency (repetition rate of primary education), learning outcome (completion rate of primary education), teachers (PTR of primary education) and inputs (percentage of government expenditure dedicated to the education sector).

Among the countries compared, Mozambique ranked fourth in the primary GER and second in the primary NER, indicating positive trends in terms of access to education. On the other hand, repetition and completion rates in primary education were close to average. Due to Mozambique's low GER in secondary education, the country was ranked second worst, which highlights the necessity to improve internal efficiency and learning achievement. Mozambique had the highest PTR out of 11 countries.

In terms of SACMEQ that was targeted at Grade 6 students, Mozambique achieved above-average scores on both reading and mathematics in SACMEQ II of 2000, but attained below-average scores in SACMEQ III in 2007. While other countries experienced improvements in scores, Mozambique was the only country that dropped scores by more than 10 points in both reading and mathematics.

Although access to education is mostly covered by the basic education sector in Mozambique, low internal efficiency and high PTR remain as concerning factors. One of top priorities has been to secure the quality of learning for students.

Table 7.1.1: Comparison of Education Indices of Mozambique and 10 Neighboring Countries (2012)

	Primary Education								Lower-secondary GER	Education Expenditure (% of Government Expenditure)
	GER	NER	GIR	NIR	Rep rate	CR	PTR	Survival Rate		
Mozambique	105.1	86.2	152.6	63.5	7.5	52.2	54.8	36.7	34.2	18.6*1
Ethiopia	87.0*2	67.9*2	123.7*2	-	6.7*2	47.4*2	53.7	52.5*3	38.2*2	23.7*2
Kenya	111.9*1	81.8*1	-	-	-	-	46.8*1	74.6*5	90.4*1	23.7*2
Tanzania	93.1	-	92.4	-	2.6	80.8	45.6	-	46.3	21.2*5
Madagascar	145.2	-	177.4	76.7	20.5	69.5	43.1	-	50.6	18.2
South Africa	101.6	85.0	97.2	-	-	-	29.5	-	111.1	20.6
Cameroon	110.6	91.5	123.5	-	12.3	72.8	45.6	78.7*3	60.4	15.6
Niger	71.1	62.8	88.9	61.7	3.5	49.3	38.8	51.2*4	21.5	18.2
Burkina Faso	85.0	66.4	94.4	28.2	8.2	57.6	48.2	45.9*4	35.7	14.4*5
Mali	88.5	68.7	75.1	18.5	19.2	58.7	48.5*5	58.3*4	59.5	19.5*5
Senegal	83.8	73.4	100.1	-	3.4	60.5	31.7	66.5*5	-	20.7*4

Notes： *1 : 2006, *2 :2007, *3 :2009, *4:2010 *5 :2011

Surival Rates are Grade 1-5 for Mali, Niger and Senegal and others are Grade 1-6.
Source： World Bank, World Data Bank, February 2015, Basic Education Sector Analysis Report (JICA 2012)

Table 7.1.2 compares the benchmark indices of the FTI Indicative Framework and the educational indices from this study to examine Mozambique's performance in the education sector in comparison to countries that have shown positive performance en route to achieving EFA.

While index 1 was slightly below the average, index 2 scored within the average. GIR exceeded 100%, but NIR needs to be improved. Indices regarding learning achievement (primary completion rate) scored only about half the target number. Repetition rate reached its initial target with the introduction of the auto-promotion system in the curriculum revision of 2004. High PTR requires the reduction of the number of teachers, but the percentage of non-salary spending in the recurrent education spending is significantly below the targeted value. It is necessary to control the increase in salary spending. Annual hours of instruction is about average, despite the fact that the actual hours of instruction is about one third due to the frequent absence of teachers and students.

Table 7-2: Comparison of EFA-FTI Indicative Framework Indices

Index	Average of countries showing positive performance in achieving EFA	Mozambique (National Figure)
1. Percentage of the government revenue allocated to the education sector	20%	18.6%*1
2. Percentage of education sector budget allocated to basic education	42 - 62%	53.0%*2
3. Intake Rates	100%	Gross intake rate 152.6%*1 Net intake rate 63.5%*1
4. Primary education completion rate	100%	52.2%*1
5. Primary education repetition rate	Less than 10%	7.5%*1
6. Pupil teacher ratio in public schools	40: 1	54.8 : 1*1
7. Percentage of non-salaries spending in the recurrent education spending	33%	9.1%*2
8. Annual hours of instruction	850 - 1000 hours	885hours*2

Notes: *1 : World Bank 2012, *2 : ESE2014
Source: World Bank, World Data Bank, February 2015, ESE 2014

7.2 Factor Analysis of the Top Priorities

As mentioned earlier, when comparing the educational indices and the EFA-FTI Indicative Framework of Mozambique to those of other Sub-Saharan countries, internal efficiency is low, annual teaching hours are insufficient, PTR is high, the quality of teachers is low and there is regional disparity in terms of the completion rate, learning performance and upper-primary NER. These are issues that need to be dealt with as top priority. The factor analysis of these issues is indicated below.

（1） Low Internal Efficiency

As a result of prioritizing universal access to primary education in the Education Sector Strategic Plan, NER increased to nearly 100%, and almost all students enroll into school at the age of 6. However, after enrollment, high repetition and dropout rates decrease the average promotion rate to nearly 80% in primary education. This has led to a low primary completion rate of 45.3% in 2013. This trend has not changed substantially since 2007.

There are many reasons for high dropout and repetition rates, and one of them is poverty. There are cases where students are unable to purchase school uniforms and/or school supplies due to financial difficulties, or they have to economically support their parents from an early age and do not have opportunities to pursue their academic career. There are also issues of early marriage in rural areas. In some cases, moreover, time lost from going to school is regarded as more important than the benefits that education provides to students or the society in the long run. In urban areas, there are cases where students drop out of school to move to other cities due to parental divorce or work, withoug notifying the schools. Furthermore, the low quality of education –primarily due to few teaching hours and teachers' absence—is another factor that contributes to low internal efficienty (interview with primary schools).

（2） Few Teaching Hours

As described above, approximaetly 90% of schools have introduced double- or triple-shifts system. Daily class hours consist of four and a haf hours for double shift, and three hours and twenty minutes for triple shifts. This system has led to fewer teaching hours.

While the shift system has been said to be the major cause of insufficient teaching hours, the reality of teachers being frequently absent students arriving late has worsened the situation. As indicated above, a survey in Cabo Delgado Province revealed that the actual class hours are only one sixth of the annual class hours. When calculating in terms of daily class hours, secured learning time is only 45 minutes for double shifts and 30 minutes for triple shifts. Another survey also showed that the average absence rate of students is 58% and that of teachers is slightly more than 30% in the northern provinces. When the JICA Study Team made visits to primary schools in Maputo City, classes generally started 30 minutes after the designated class time.

Lack of teachers and classrooms also play a role in lowering the quality of learning. On the other hand, it is necessary to improve the working attitudes of teachers so that classes are taught according to the curriculum during stipulated teaching hours. It is also essential for communities and parents to encourage students to arrive on time to classes or not be absent from school without excuse.

（3） High Pupil-Teacher Ratio

MINED has recruites approximately 8,000 qualified teachers every year. Thanks to the efforts made by MINED, PTR decreased considerably from 69 in 2009. Nonetheless, PTR in lower-primary education is 62, which remains high. High PTR, together with insufficient teaching hours, clearly contribute to low quality of learning for students.

PTR is particularly high in the northern region of the country, such as Cabo Delgado and Zambezia Provinces. MINED has made an effort to allocate teachers who were trained at IFPs other than the northern part to schools in north. However, a number of teachers have resigned due to the hard living environment in the region, such as lack of basic infrastructure and local lifestyles which differ greatly from urban areas.

It is crucial to recruit more teachers in order to reduce PTR. Yet, nearly 90% of MINED's budget accounts for teachers' salaries and, thus, faces financial difficulties. Meanwhile, most salaries are paid to teachers who either do not show up to class or chronically arrive late to schools. Hence, building a monitoring system to supervise these current situations might be necessary.

（4） Low Quality of Teachers

There are many cases that reveal the low quality of teachers, such as high absenteeism, cheating during the exam or buying and selling exam questions. The quality of teachers is low in that there are some that cannot properly read or write Portuguese or perform basic calculations even though they graduated from IFPs (USAID). Low motivation of teachers and weak institutional governance of school principals, as well as the inability of districts to manage teachers negatively affect students' academic performance. The current salary system also fails to reflect the quality of teachers since they can move up to a higher class as long as they receive trainings or education courses. It is possible that financial motivation of teachers surpasses their actual skills and teaching quality, which wastes investments made by MINED.

（5） Regional Disparities in the Completion Rate, Learning Achievement and Upper-Primary NER

While primary completion rates were 89.1% in Maputo City and 78.9% in Maputo Provinces, those in the northern region were worse: 32.2%, 32.5%, 32.4% and 34.2% in Cabo Delgado, Niassa, Tete and Zambezia Provinces, respectively. Completion rates in the northern and central regions were significantly below the national average of 45.3%, showing large regional disparities.

Surveys on school assessments and SACMEQ results also reveal regional disparities between the southern region and rural areas in the north. These discrepancies lead to disparities in upper-primary NER, which fluctuates between 50-60% in Maputo City and Maputo Province and averages below 20% in the northern part.

There still remain institutional remnants of the civil war in the northern provinces, where basic infrastructure—such as roads—is underdeveloped. SDEJTs need to properly supervise or monitor school management situations in some districts and/or provinces. Moreover, another particular factor is that, in rural areas, school-aged children need to support the family business such as agriculture and distance between schools and houses.

7.3 Priorities of Mozambique's Education Policy

PEE 2012-2016 has incorporated the following basic strategies.

1) Equal access and retention

- Building schools near communities
- Distributing textbooks to every primary school student
- Monitoring class hours in a more efficient manner
- Involving school advisors and parents
- Promoting inclusive education

2) Student learning

- Preparing physical, mental and cognitive learning environment
- Boosting teacher's motivation and support so that students can achieve their academic goals
- Setting school and living environment that promote learning
- Evaluating teachers, students and schools based on indicators

3) Governance

- Guranteeing the rights of children and youths disregarding income, gender, religion and ethnicity
- Securing transparency and achieving accountability in governance, and improving human and financial management
- Involving citizens in policy implementation and determination

PEE 2012-2016 is planned to be extended until 2019, as previously described. It prioritizes the 7-year provision of universal primary education with quality of learning. At the same time, enhancement of the local administration management capacity is placed as an important issue.

7.4 Challenges and Necessary Considerations

The study has examined the following challenges and points for consideration when conducting an analysis of the basic education sector.

(1) Geographical Constraints

Situations in basic education have large provincial disparities. Underdeveloped infrastructure greatly impacts educational environment. Mozambique stretches from the north and south, and its capital is located at the southernmost part of the country—very close to South Africa. Although the JICA Study Team conducted the Study in Maputo, it is questionable of how accurate and timely the information at northern and central parts is, considering the poor infrastructure and telecommunication systems in rural areas. The Study Team could only visit primary schools in the capital due to time constraint, but school conditions are assumed to differ significantly from school to school, and from province to province. While it is necessary to implement various training projects and programs to improve the quality of education and to strengthen educational administrative capacities, it is also important to consider the particular contexts of each province, as well as their infrastructural capacities such as telecommunication and transportation.

(2) Gap between Planning and Implementation Status

Throughout the Study, many stakeholders pointed out MINED's strength in planning and weak implementing capcacity. Indeed, documents wrriten by MINED are very strategic, theoretical and persuasive. It is necessary to carefully examine the implementation progress of the Education Strategic Plan and the areas of weakness in implementation and difference in perception of the problems in central, provincial and school levels in the basic education sector.

(3) Unbalanced information

In terms of quantitative survey items, typical educational statistics such as the number of schools and enrollment and repetition/dropout rates are well investigated, and exisiting documents had analysis results based on this information. On the other hand, it was difficult to obtain information on the external efficiency and qualitative internal efficiency, such as rate of return to education, production function of education and cost effectiveness. One of the reasons is that MINED spends 90% of its budget on salaries, and education projects are funded primarily by donors, in which 80% come from common basket fund. Once the fund from each donor is invested into the common basket, it is difficult to classify which project uses which donor's fund. Therefore, it is difficult to calculate the cost effectiveness of parcitular projects or the quality and quantity of output against input. On the other hand, donors who do not participate in the common basket structure, such as USAID, measures cost effectiveness of their own projects, and it is more effective to use this information as a source of reference.

The Study Team used household survey data in 2008/09 to calculate private spending on education and education unit costs. However, in Mozambique, price has recently increased significantly, especially in urban areas, due to the rapid economic growth of 7-8% a year, and the costs in household survey do not necessarily keep pace with the times. A new household survey is planned for 2016, therefore this also should be considered.

ANNEX

I. Survey Items and Indicators

II. Itinerary of the Field Survey

III. Collected Data

IV. Reference

I. Survey Items and Indicators

Main Grouping		Sub Grouping		Items and Indicators
1	Population projection	1-1	Population trend and projection	Projection of school age population
				Regional distribution of population density
				Trends in internal and external migration
2	Educational development trend	2-1	Trend of improvement policy on education sector	Education system
				National development policy
				Education development policy
				Education sector program
				Education act/law
3	Donor assistance	3-1	Trend of donor assistance Extent of adopting the global aid framework	Amount and contents of assistance and aid modality
				Donor coordination
				Adoption of the aid framework
4	External efficiency	4-1	External efficiency analysis	Private and social rate of return on education
5	Access	5-1	Enrollment trend Projection of enrollment rate	Net enrollment rate
				Gross enrollment rate
				Net intake rate
				Gross intake rate
6	Literacy, non-formal education	6-1	Literacy and non-formal education trend	Adult literacy rate
				Non-formal education trend
7	Internal efficiency	7-1	Quantitative internal efficiency	Promotion rate by grade
				Repetition rate by grade
				Dropout rate by grade
				Transition rate
				Cohort survival rate
				Schooling years per graduate
				Total number of pupils form whom educational investment resulted in waste.
		7-2	Qualitative internal efficiency	Production function
				Cost effectiveness
8	Equity	8-1	Benefit analysis	Distribution of public subsidy by income group
		8-2	Comparative analysis of access by group	Repetition Rate by Group
				Survival Rate by Group
				Promotion Rate by Group
				Transition Rate by Group
				Gender Parity Index
		8-3	Equity analysis of learning performance	Distribution of learning assessment score by goup
				Production function by group
		8-4	Special education for pupils with special needs and inclusive education	Education policy and current situation of special education
9	Quality	9-1	Situation of learning outcome	Completion rate
				Performance of the national examination
				Performance of international student ability assessment such as PISA, SACMEQ etc.
		9-2	Analysis of learning environment	Pupils per class by region
				Pupils per class by group
				Number of schools introducing shift system
				Teaching hours
		9-3	Procurement and distribution system of teaching material	Analysis on procurement system of teaching material
				Efficiency of distribution system of teaching material
		9-4	Definition of academic ability	Definition of academic ability to achieve
		9-5	Quality assurance system of education	Existence of national pupil/student ability standards
				Contents of national pupil/student ability standards
				Pupil/student ability assessment system
				How to put the results of pupil/student ability assessment

Main Grouping		Sub Grouping		Items and Indicators
				open to the public
				School inspector system
		9-6	Curriculum	Capacity of curriculum development agency
				Curriculum updating
		9-7	Medium of instruction	Medium of instruction (languages)
10	Teachers	10-1	Teacher qualification and placement	Number of Pupils Per Teacher (by region)
				Number of Pupils Per Teacher by Type (by region)
		10-2	Analysis on teacher education system	Teacher training System (pre-service and in-service)
				Appropriateness of teacher training curriculum
				Appropriateness of proportion of material knowledge, pedagogy, and educational psychology
		10-3	Analysis on productivity	Teacher's characteristics and education production function
		10-4	Analysis on teacher salary	Level of teacher salary
		10-5	Analysis on teacher recruiting and management	Teacher recruiting and removing agency
				Regulations of recruiting and removing teachers
11	Educational administration system	11-1	Analysis of structure and function of devolution	Situation of devolution among education administration
				Capacity of each level
				Mechanism of devolution and financial distribution
				Situation of devolution process
		11-2	Management of Ministry of Education (MoE)	Management capacity of MoE
12	Analysis of educational finance	12-1	Percentage of education sector in the total government budget and expenditure	Percentage of government education budget and expenditure of education sector comparing to GDP
				Percentage of government education expenditure in total government expenditure
		12-2	Percentage of education sub-sectors in the government education budget and expenditure	Percentage of education sub-sectors in the government education budget and expenditure
		12-3	Percentage of education sector in the total government working budget	Percentage of education sector in the government working budget and expenditure
		12-4	Analysis of recurrent budget and expenditure	Percentage of teacher salary in the education recurrent budget
		12-5	Percentage of donor assistance in MoE budget	Percentage of donor assistance in MoE budget
		12-6	Analysis on flow and management of donor's fund	Flow of donor's fund
				Management system
		12-7	Analysis of private spending on education	Percentage of spending of beneficiaries and households in education expenditure
		12-8	Analysis on unit cost	Government education expenditure per pupil/student by each education stage
		12-9	Mid-term needs projection of teachers and expenses	Number of teachers to be needed in the mid-term period
				Projection of expenditure needed in the mid-term period
		12-10	Analysis of management system of education budget and government expenditure	Mechanism of public finance management system in education sector
				Appropriateness of the existing mechanism
		12-11	Analysis of efficiency of subsidy distribution	Resource flow of subsidy
				Regulation of distribution of school subsidy
				System of use of subsidy
				Account audit system
				Gap of received money and money that should be received
		12-12	Equality of subsidy distribution	Ratio of subsidy distribution by income level
13	Public- private partnerships	13-1	Situation of public-private partnership (PPP)	Comparison of enrollments by school type
				Factor analysis on which groups go to which school types

II. Itinerary of the Field Survey

No.	Date		Activities
1	15-Feb.	Sun	Departure from Haneda (SQ0633)
2	16-Feb	Mon	Arrival in Johannesburg (SQ0478) Arribal in Maputo 10:45am (SA142) 15:00 Meeting with JICA Mozambique Office
3	17-Feb	Tue	8:30 Meeting with Research Assistant （Ms. Lucia Fumo） 10:00 Meeting with Ms. Zaida Baude (DIPLAC) 11:00 Courtesy call to DIPLAC (Dr. Manuel Rego) 16:00 Meeting with JICA Mozambique Office
4	18-Feb	Wed	9:00 Meeting with Statistics Department (Mr. Ilidio Buduia） 10:00 Meeting with DAF（Mr. Carlos Muchanga） 10:30 Meeting with DNFP（Ms. Raquel Raimundo, etc） 12:30 Meeting with DINEP（Ms. Júlio Zimba, etc）
5	19-Feb	Thu	10:00 Meeting with DAF（Mr. Epifanio Psungo, etc） 11:10 Meeting with DIPE（Mr. Alfredo Gomes） 12:10 Meeting with DIPE (Mr. Pedro Alberto Cossa) 15:00 Meeting with INDE（Mr. Ismael Nheze）
6	20-Feb	Fri	8:00 Meeting with DGLEMD（Mr. Remigio Rainde） 12:30 Meeting with DRH（Ms. Celeste William Massute） 14:00 Meeting with DGGQ（Mr. Abel Fernandes de Assis） 14:50 Meeting with DIPLAC（Dr. Manuel Rego）
7	21-Feb	Sat	Preparation of meeting memo and data analysis
8	22-Feb	Sun	Preparation of meeting memo and data analysis
9	23-Feb	Mon	9:00 Meeting with Dept. of Special Education (Mr. Rui Alfeu) 10:30 Additional meeting with DRH 14:30 Meeting with School Inspection Dept.（Ms. Quiteria Mabote）
10	24-Feb	Tue	9:00 Visit to Kurula primary school 11:00 Meeting with DINAEA（Mr. Laurindo Nhancule） 12:30 Meeting with CNECE（Ms. Adelina Lucas） 15:00 Visit to 16 de Junho primary school
11	25-Feb	Wed	14:00 Additional meeting with INDE 16:00 Meeting with WB（Ms. Fadila Caillaud）
12	26-Feb	Thu	9:30 Meeting with USAID (Mr. James Dobson) 11:00 Meeting with UNICEF(Ms. Iris Uyttersprot)
13	27-Feb	Fri	16:30 Report to JICA Mozambique Office
14	28-Feb	Sat	7:30 Departure from Maputo (SA147)
15	1-Mar	Sun	Arrival in Singapore（SQ479） Arrival in Haneda（SQ632）

III Collected Data

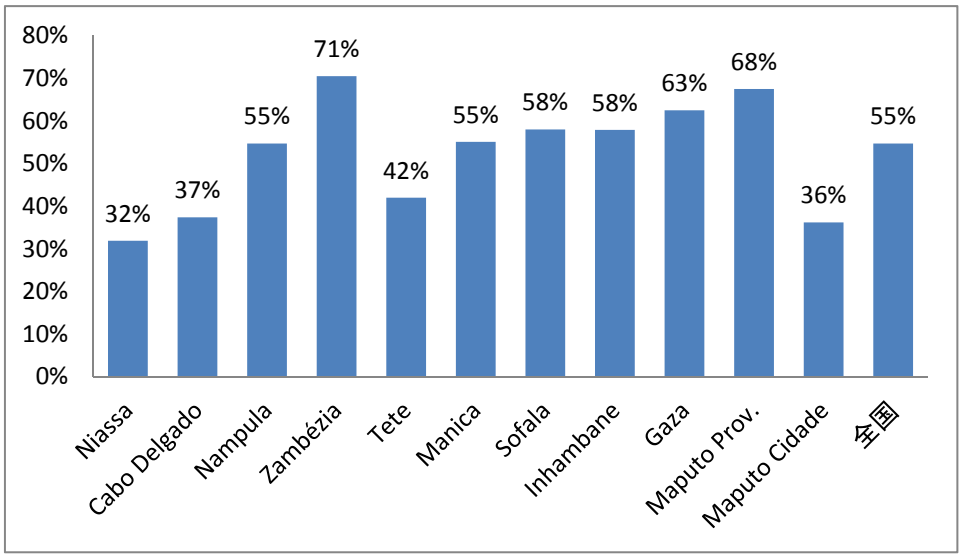
Chapter 2

2-1 Population, Area Size and Population Density by Province（2007 and 2013）

Province	Population 2007*1	Population 2013*2	Area km^2	Population Density 2013 persons/km^2
Niassa	1,213,398	1,531,958	129,056	12
Cabo Delgado	1,634,162	1,830,124	82,625	22
Nampula	4,084,656	4,767,442	81,606	58
Zambézia	3,890,453	4,563,018	105,008	43
Tete	1,807,485	2,322,294	100,724	23
Manica	1,438,386	1,800,247	61,661	29
Sofala	1,685,663	1,951,011	68,018	29
Inhambane	1,304,820	1,451,081	68,615	21
Gaza	1,236,284	1,367,849	75,709	18
Maputo Prov.	1,225,489	1,571,095	26,058	60
Maputo Cidade	1,111,638	1,209,993	300	4,033
Total		24,366,112	799,380	30

*1 Instituto Nacional de Estadística website
*2 Insituto Nacional de Estadística, Anúario Estatíscito 2013

2-2 Poverty Level by Province (Population living below poverty line)（2009）



Source: PARP, 2011

Chapter 3

3-1 Progress of MDGs Achievement in Mozambique

Goal	Target	Indicators	Base data	Medium data	Target value 2015
Goal 1 : Eradicate extreme poverty and hunger	Reduce to half, by 2015, the proportion of people living under extreme poverty	Proportion of population living below the national poverty line (%)	69.4% (1997)	54.7% (2009)	40%
		Poverty gap ratio (%)	29.3% (1997)	21.3% (2009)	N/A
		Underweight children under 5 years of age, %)	26.1% (1997)	17.5% (2008)	17%
Goal 2: Achieve universal primary education	Ensure that , by 2015, all boys and girls will be able to complete a full course of primary schooling	Primary net attendance ratio	44% (1997)	64.5% (2008)	100%
		Primary schooling completion rate (%)	22% (1997)	77.1% (2008)	100%
Goal 3: Promote gender equality and empower women	Eliminate,preferably by 2005, gender disparity in primary and secondary education, and by 2015 in all levels of education	Ratio of girls to boys in EP1	0.71 (1997)	0.9 (2008)	1.0
		Women illiteracy rate (%)	71.4% (1997)	56% (2009)	N/A
Goal 4: Reduce child mortality	Reduce by two thirds, by 2015, the under-five mortality rate	Under-five mortality rate (per 1,000 live births)	245.3 (1997)	138 (2008)	108
		Rate of infant mortality (0-1 year, per 1,000 live births)	143.7 (1997)	93 (2008)	67
Goal 5: Improve maternal health	Reduce by three quarters, by 2015, the maternal mortality ratio	Maternal mortality rate (per 100,000 live births)	692 (1997)	500 (2008)	250
Goal 6: Combat HIV/AIDS, Malaria and other diseases	Have halted, by 2015, and begun to reverse the spread of HIV/AIDS	Ratio of the current school attendance of orphans to school attendance of non-orphans aged 10-14 years	N/A	0.89 (2008)	N/A
Goal 7: Ensure environmental sustainability	Reduce to half, by 2015, the number of people without access to safe drinking water and sanitation	Proportion of the population with access to an improved water source,	37.1% (2001)	57% (2009)	70%
Goal 8: Develop a global partnership for development	N/A	N/A	-	-	-

Source: UNDP (2010). Report on the Millenium Develoment Goals, Republic of Mozambique 2010

Chapter 4

4-1: Trend of the Number of Schools

	2004	2007	2009	2011	2014
EP1（G1~G5）	8,603	9,522	10,242	10,988	11,921
EP2（G6~G7）	1,203	1,948	2,694	3,656	5,231
ESG1（G8~G10）	226	372	437	561	626
ESG2（G11~G12）	70	120	161	228	294

Source：PEE, 2012-2016

4-2: Number of Schools by Type

	2009			2014		
	Community	Private	Public	Community	Private	Public
EP1（G1~G5）	131	68	10,043	93	86	11,742
EP2（G6~G7）	62	55	2,577	73	70	5,088
ESG1（G8~G10）	75	50	312	89	67	470
ESG2（G11~G12）	41	30	90	63	46	185

Source：ESE, 2014

4-3: Trend of Enrollment by Gender (Primary and Lower-secondary Education)

		2007	2008	2009	2010	2011	2012	2013	2014
EP1	Male	2,082,423	2,205,245	2,257,290	2,340,787	2,323,323	2,383,677	2,467,394	2,530,951
	Female	1,846,677	1,971,355	2,042,310	2,113,613	2,118,977	2,174,023	2,256,285	2,326,308
	Total	3,929,100	4,176,600	4,299,600	4,454,400	4,442,300	4,557,700	4,723,679	4,857,259
EP2	Male	401,850	444,000	459,324	482,065	468,103	455,660	428,663	450,923
	Female	310,650	356,000	386,576	415,635	403,597	396,041	372,169	396,912
	Total	712,500	800,000	845,900	897,700	871,700	851,700	800,832	847,835
EP1+EP2	Male	2,484,273	2,649,245	2,716,614	2,822,852	2,791,426	2,839,337	2,896,057	2,981,874
	Female	2,157,327	2,327,355	2,428,886	2,529,248	2,522,574	2,570,063	2,628,454	2,723,220
	Total	4,641,600	4,976,600	5,145,500	5,352,100	5,314,000	5,409,400	5,524,511	5,705,094
ESG1	Male	294,845	329,870	367,256	394,672	401,691	397,583	399,793	392,324
	Female	224,391	258,751	303,535	338,921	359,898	360,800	370,196	364,789
	Total	519,236	588,621	670,791	733,593	761,589	758,383	769,989	757,113

Source: MINED statistics (MINED website, Estatísticas)

4-4: Number of Enrollment by Region (2013)

	EP1（G1~G5）		EP2（G6~G7）	
Province	Private	Public	Private	Public
Niassa	7,670	279,458	919	37,703
Cabo Delgado	8,422	330,207	2,354	40,682
Nampula	9,177	851,866	1,241	124,307
Zambézia	3,430	1,194,906	999	130,284
Tete	1,886	412,283	401	59,804
Manica	4,732	333,762	810	65,123
Sofala	9,854	359,909	3,372	69,963
Inhambane	0	266,226	0	72,051
Gaza	1,910	245,445	634	58,764
Maputo Prov.	9,779	245,983	2,432	72,847
Maputo Cidade	15,152	131,622	4,808	51,334
Total	72,012	4,651,667	17,970	782,862

Source: ESE 2014

4-5. Gross Enrollment Rate by Gender (Primary and Lower-secondary Education)

		2007	2008	2009	2010	2011	2012	2013	2014
EP1	Male	141.5%	145.0%	143.6%	144.1%	138.4%	138.0%	140.0%	140.4%
	Female	123.5%	128.3%	128.9%	129.0%	125.0%	124.2%	125.8%	126.9%
	Total	132.4%	136.6%	136.2%	136.5%	131.7%	131.1%	132.9%	133.6%
EP2	Male	76.8%	82.1%	82.4%	83.9%	79.0%	74.4%	67.6%	68.7%
	Female	56.6%	63.7%	68.1%	71.7%	67.9%	64.7%	58.7%	60.4%
	Total	66.5%	72.8%	75.2%	77.8%	73.4%	69.5%	63.2%	64.5%
EP1+EP2	Male	124.5%	128.5%	127.6%	128.4%	122.9%	121.3%	120.9%	121.2%
	Female	105.5%	111.1%	112.8%	114.1%	110.2%	108.8%	108.3%	109.3%
	Total	114.9%	119.7%	120.2%	121.2%	116.5%	115.0%	114.5%	115.3%
ESG1	Male	41.5%	44.7%	47.9%	49.7%	49.0%	47.1%	45.9%	43.6%
	Female	29.8%	33.2%	38.0%	41.5%	43.2%	42.5%	42.6%	40.8%
	Total	35.5%	38.8%	42.8%	45.5%	46.1%	44.8%	44.2%	42.2%

Source: MINED statistics

4-6: Net Enrollment Rate by Gender (Primary and Lower-secondary Education)

		2007	2008	2009	2010	2011	2012	2013	2014
EP1	Male	91.9%	96.0%	96.7%	98.7%	95.1%	96.6%	101.3%	103.6%
	Female	85.5%	90.0%	91.8%	93.5%	90.4%	91.2%	94.9%	97.5%
	Total	88.7%	93.0%	94.2%	96.1%	92.8%	93.9%	98.1%	100.5%
EP2	Male	13.6%	15.9%	19.1%	20.2%	20.7%	21.1%	20.5%	21.0%
	Female	12.6%	15.6%	19.6%	21.0%	21.8%	22.8%	22.3%	22.9%
	Total	13.1%	15.8%	19.4%	20.6%	21.2%	22.0%	21.4%	21.9%
EP1+EP2	Male	71.4%	75.0%	76.4%	78.2%	75.7%	76.8%	79.9%	81.6%
	Female	65.9%	70.2%	72.7%	74.5%	72.6%	73.5%	75.9%	77.8%
	Total	68.6%	72.6%	74.5%	76.3%	74.2%	75.2%	77.9%	79.7%
ESG1	Male	9.9%	11.1%	13.4%	13.5%	14.5%	15.4%	16.3%	16.4%
	Female	8.5%	10.1%	12.8%	13.3%	15.1%	16.5%	17.8%	18.4%
	Total	9.2%	10.6%	13.1%	13.4%	14.8%	15.9%	17.0%	17.4%

Source: MINED statistics

4-7: Gross Intake Rate by Gender (Primary and Lower-secondary Education)

		2007	2008	2009	2010	2011	2012	2013	2014
EP1	Male	177.9%	179.4%	176.9%	182.6%	177.5%	179.2%	188.7%	183.0%
	Female	164.8%	166.3%	165.9%	169.5%	164.1%	165.3%	172.3%	171.8%
	Total	171.4%	172.8%	171.4%	176.0%	170.7%	172.2%	180.4%	177.4%
EP2	Male	83.5%	80.9%	83.4%	84.7%	76.9%	72.4%	70.6%	69.4%
	Female	63.0%	64.2%	70.6%	70.5%	66.2%	63.2%	62.3%	61.4%
	Total	73.1%	72.4%	76.9%	77.4%	71.5%	67.8%	66.4%	65.4%
ESG1	Male	53.4%	53.2%	55.8%	57.1%	56.2%	51.4%	50.9%	48.4%
	Female	38.6%	40.2%	45.4%	47.8%	49.5%	45.5%	46.2%	44.0%
	Total	45.8%	46.6%	50.5%	52.4%	52.8%	48.5%	48.5%	46.2%

Source: MINED statistics

4-8: Net Intake Rate by Gender (Primary and Lower-secondary Education)

		2007	2008	2009	2010	2011	2012	2013	2014
EP1	Male	62.3%	64.9%	67.5%	71.0%	70.8%	73.1%	81.3%	83.5%
	Female	61.1%	63.1%	66.4%	68.4%	68.1%	70.2%	77.2%	80.8%
	Total	61.7%	64.0%	67.0%	69.7%	69.4%	71.6%	79.3%	82.2%
EP2	Male	6.8%	8.0%	10.9%	11.8%	12.3%	11.2%	12.1%	12.6%
	Female	6.9%	8.7%	12.0%	12.8%	13.9%	13.3%	14.0%	14.4%
	Total	6.8%	8.3%	11.4%	12.3%	13.1%	12.2%	13.1%	13.5%
ESG1	Male	3.7%	3.8%	5.0%	5.2%	6.3%	7.0%	7.9%	7.3%
	Female	3.3%	3.8%	5.5%	6.0%	7.8%	8.6%	9.8%	9.5%
	Total	3.5%	3.8%	5.3%	5.6%	7.0%	7.8%	8.9%	8.4%

Source: MINED statistics

4-9: Adult Literacy Rate by Province

Province	Gender		Total
	Male	Female	
Cabo Delgado	55.0%	83.2%	70.3%
Niassa	42.9%	77.2%	60.8%
Nampula	41.1%	76.1%	58.8%
Zambézia	36.1%	77.7%	58.4%
Tete	32.7%	67.1%	50.3%
Manica	26.6%	59.7%	44.9%
Sofala	25.4%	63.1%	45.9%
Inhambane	24.1%	51.6%	41.4%
Gaza	30.0%	55.2%	46.3%
Maputo Prov.	16.5%	33.6%	26.0%
Maputo Cidade	5.4%	15.5%	10.9%
National Average	33.2%	63.9%	49.9%

Source: INE, IOF 2008/09

4-10: Dropout Rate by Gender (Primary and Lower-secondary Education)

		2007	2008	2009	2010	2011	2012	2013
EP1	Male	7.6%	7.5%	7.9%	9.3%	8.5%	8.3%	7.4%
	Female	7.0%	6.7%	7.3%	7.9%	7.7%	7.5%	6.8%
	Total	7.3%	7.1%	7.7%	8.6%	8.1%	7.9%	7.1%
EP2	Male	8.7%	10.3%	9.6%	12.7%	12.1%	10.5%	5.8%
	Female	9.1%	9.7%	9.3%	12.1%	11.3%	9.8%	4.5%
	Total	8.9%	10.1%	9.4%	12.4%	11.7%	10.2%	5.2%
EP1+EP2	Male	7.8%	8.0%	8.2%	9.9%	9.1%	8.7%	7.2%
	Female	7.3%	7.2%	7.6%	8.6%	8.3%	7.8%	6.5%
	Total	7.6%	7.6%	7.9%	9.2%	8.7%	8.3%	6.9%
ESG1	Male	8.8%	7.7%	6.9%	10.4%	13.3%	11.3%	10.9%
	Female	10.0%	8.5%	7.9%	10.7%	13.2%	10.5%	10.9%
	Total	9.4%	8.0%	7.4%	10.6%	13.3%	10.9%	10.9%

Source: MINED statistics

4-11: Repetition Rate by Gender (Primary and Lower-secondary Education)

		2007	2008	2009	2010	2011	2012	2013
EP1	Male	8.1%	9.7%	10.1%	10.1%	10.2%	9.7%	9.3%
	Female	8.0%	9.7%	10.0%	10.0%	10.1%	9.5%	9.0%
	Total	8.1%	9.7%	10.1%	10.1%	10.2%	9.6%	9.2%
EP2	Male	11.5%	13.1%	15.6%	15.5%	15.8%	14.8%	14.5%
	Female	10.9%	13.6%	15.5%	15.9%	16.0%	14.6%	14.0%
	Total	11.2%	13.3%	15.5%	15.7%	15.9%	14.7%	14.3%
EP1+EP2	Male	8.7%	10.3%	11.0%	11.0%	11.2%	10.5%	10.1%
	Female	8.4%	10.3%	10.9%	11.0%	11.0%	10.3%	9.7%
	Total	8.6%	10.3%	11.0%	11.0%	11.1%	10.4%	9.9%
ESG1	Male	22.3%	24.3%	25.9%	28.5%	26.9%	28.9%	26.2%
	Female	23.8%	25.1%	27.0%	29.0%	27.5%	30.7%	26.4%
	Total	22.9%	24.6%	26.4%	28.8%	27.2%	29.8%	26.3%

Source: MINED statistics

4-12: Dropout and Repetition Rates by Grades (Primary and Lower-secondary Education/2013)

		G1	G2	G3	G4	G5	G6	G7	G8	G9	G10
Dropout	Male	6.3%	6.1%	6.1%	6.6%	14.8%	7.8%	12.5%	11.5%	8.4%	12.6%
	Female	6.0%	5.9%	5.5%	6.1%	13.3%	7.4%	11.6%	10.1%	9.1%	13.3%
	Total	6.2%	6.0%	5.8%	6.4%	14.1%	7.6%	12.1%	10.8%	8.7%	13.0%
Repetition	Male	4.9%	12.2%	6.5%	6.6%	20.4%	7.8%	20.0%	22.5%	22.1%	34.4%
	Female	4.9%	11.7%	6.8%	6.9%	18.8%	7.4%	19.4%	21.9%	20.7%	36.3%
	Total	4.9%	12.0%	6.7%	6.8%	19.6%	7.6%	19.7%	22.2%	21.4%	35.3%

Source: MINED statistics

4-13: Dropout Rates by Region (Primary and Lower-secondary Education/2013)

	EP1			EP2			ESG1		
Province	Male	Female	Total	Male	Female	Total	Male	Female	Total
Cabo Delgado	7.3%	7.6%	7.5%	13.4%	12.3%	12.8%	22.9%	23.8%	23.4%
Gaza	8.8%	12.0%	10.4%	10.7%	14.7%	12.6%	30.5%	32.4%	31.3%
Inhambane	6.0%	7.9%	7.0%	8.2%	10.9%	9.5%	23.2%	23.1%	23.1%
Manica	8.0%	8.0%	8.0%	11.2%	10.4%	10.7%	20.4%	18.9%	19.5%
Maputo	11.8%	15.9%	13.9%	14.4%	18.1%	16.2%	27.3%	29.3%	28.1%
Nampula	9.9%	9.1%	9.5%	14.3%	12.9%	13.5%	21.6%	22.8%	22.3%
Niassa	10.3%	10.3%	10.3%	14.1%	13.9%	14.0%	22.2%	25.0%	23.8%
Sofala	10.3%	9.8%	10.0%	16.0%	14.1%	15.0%	28.5%	26.7%	27.6%
Tete	9.0%	9.1%	9.0%	12.6%	12.2%	12.4%	20.8%	19.1%	19.9%
Zambézia	8.3%	7.7%	8.0%	13.9%	12.4%	13.1%	25.8%	27.0%	26.5%
Maputo Cidade	11.7%	16.5%	14.1%	15.4%	21.7%	18.4%	32.6%	32.6%	32.6%
National Average	9.0%	9.4%	9.2%	13.2%	13.6%	13.4%	26.1%	25.7%	25.9%

Source: MINED statistics

4-14: Repetition Rates by Region (Primary and Lower-secondary Education/2013)

	EP1			EP2			ESG1		
Province	Male	Female	Total	Male	Female	Total	Male	Female	Total
Cabo Delgado	7.2%	8.0%	7.6%	11.6%	11.7%	11.7%	7.2%	1.4%	4.0%
Gaza	5.5%	7.0%	6.2%	6.4%	8.4%	7.3%	5.5%	3.9%	4.8%
Inhambane	3.8%	4.6%	4.2%	5.6%	6.9%	6.2%	9.4%	8.6%	9.1%
Manica	6.8%	7.3%	7.1%	10.4%	11.1%	10.8%	11.7%	11.2%	11.4%
Maputo	3.9%	4.6%	4.2%	3.3%	3.2%	3.2%	3.8%	2.6%	3.3%
Nampula	7.3%	8.8%	8.1%	11.3%	11.6%	11.4%	6.8%	6.8%	6.8%
Niassa	11.0%	11.7%	11.4%	13.8%	13.9%	13.9%	13.2%	11.9%	12.5%
Sofala	7.8%	7.7%	7.8%	8.7%	9.2%	9.0%	10.4%	10.0%	10.2%
Tete	8.4%	9.3%	8.9%	11.5%	12.2%	11.9%	5.7%	11.0%	8.6%
Zambézia	5.9%	5.6%	5.7%	9.3%	9.3%	9.3%	7.8%	7.0%	7.3%
Maputo Cidade	3.1%	4.3%	3.7%	2.0%	2.8%	2.4%	3.5%	3.6%	3.6%
National Average	6.6%	7.3%	7.0%	8.3%	9.2%	8.8%	7.1%	7.1%	7.1%

Source: MINED statistics

4-15: Gender Parity Index by Region (2014)

Province	Grade 1		Grade 8	
	2009	2014	2009	2014
Niassa	0.99	0.99	1.05	1.08
Cabo Delgado	0.99	0.95	0.78	1.20
Nampula	0.98	0.98	0.92	1.22
Zambézia	0.96	0.94	0.68	0.89
Tete	1.00	0.98	1.00	1.31
Manica	1.00	0.97	1.01	1.30
Sofala	0.95	0.92	0.96	0.95
Inhambane	1.04	1.02	1.25	1.48
Gaza	1.04	1.01	1.66	1.91
Maputo Prov.	1.03	1.03	1.50	1.61
Maputo Cidade	1.01	1.00	1.38	1.37
National	0.99	0.97	1.13	1.29

Source: ESE 2014

4-16: Trend in Primary Completion Rates

	2007	2008	2009	2010	2011	2012	2013
Male	51.1%	58.2%	53.2%	53.9%	50.8%	50.3%	48.1%
Female	36.2%	43.8%	42.8%	45.4%	43.7%	44.3%	42.5%
Average	43.4%	50.8%	48.0%	49.6%	47.3%	47.3%	45.3%

Source: MINED statistics

4-17: Primary Completion Rates by Province (2013)

	Male	Female	Average
Cabo Delgado	36.3%	28.2%	32.2%
Gaza	48.3%	60.5%	54.4%
Inhambane	66.8%	72.0%	69.4%
Manica	54.9%	43.2%	49.0%
Maputo	72.8%	84.9%	78.9%
Nampula	39.8%	30.0%	34.9%
Niassa	35.6%	29.3%	32.5%
Sofala	57.4%	45.4%	51.4%
Tete	36.0%	28.6%	32.3%
Zambezia	40.9%	27.4%	34.2%
C. Maputo	84.4%	93.7%	89.1%
National Average	48.1%	42.5%	45.3%

Source: MINED statistics

4-18 : Results in SACMEQII and III

	SACMEQ II （2000）		SACMEQ III （2007）	
	Reading	Math	Reading	Math
Botwana	521	513	534.6	520.5
Kenya	546	563	543.1	557
Lesotho	451	447	467.9	476.9
Malawi	429	433	433.5	447
Mauritius	536	584	573.5	623.3
Mozambique	517	530	476	483.8
Namibia	449	431	496.9	471
Seychelles	582	554	575.1	550.7
South Africa	492	486	494.9	494.8
Swaziland	530	516	549.4	540.8
Tanzania	546	522	577.8	552.7
Uganda	482	506	478.7	481.9
Zambia	440	435	434.4	435.2
Zanzibar	478	478	536.8	489.9
Zimbabwe	-	-	507.7	519.8
Average	500	500	512	509.7

Source：SACMEQII, III

4-19: Standard Class Hours in Primary Education (Monolingual)

	One Shift/Double Shifts						Triple Shifts					
Subject	G1	G2	G3	G4	G5	G6	G7	G1	G2	G3	G4	G5
Portuguese	12	12	10	9	9	7	7	10	10	10	9	9
Mozambiquan	-	-	-	-	-	-	-	-	-	-	-	-
English	-	-	-	-	-	3	3	-	-	-	-	-
Visual Education	2	2	2	2	2	2	2	2	2	2	2	2
Music	2	2	2	2	2	2	2	1	1	2	2	2
Mathematics	8	8	8	7	7	6	6	8	8	6	6	6
Social Science	-	-	-	2	2	2	2	-	-	-	2	2
Natural Science	-	-	2	2	2	2	2	-	-	2	2	2
Arts and Crafts	2	2	2	2	2	2	2	2	2	2	2	2
Physical Education	2	2	2	2	2	2	2	2	2	2	2	2
Moral Education	-	-	-	-	-	2	2	-	-		-	-
Total	28	28	28	28	28	30	30	25	25	26	27	27

Source: MINED. Orientações e Tarefas Escolares Obrigatórias

4-20: Standard Class Hours in Primary Education (Bilingual)

	One Shift/Double Shifts						
Subject	G1	G2	G3	G4	G5	G6	G7
Portuguese	4	5	7	8	8	7	7
Mozambiquan	8	7	5	3	2	2	2
Mathematics	8	8	6	6	6	6	6
Natural Science	-	-	2	2	2	2	2
Social Science	-	-	-	2	2	2	2
Arts and Crafts	2	2	2	2	2	2	2
Physical Education	2	2	2	1	2	1	1
Moral Education	-	-	-	-	-	2	2
Music	2	2	2	2	2	1	1
English	-	-	-	-	-	3	3
Visual Education	2	2	2	2	2	2	2
Total	28	28	28	28	28	30	30

Source: MINED. Orientações e Tarefas Escolares Obrigatórias

4-21 Standard Class Hours in Lower-secondary Education

Subject	G8	G9	G10
Portuguese	5	4	4
English	3	3	2
French	2	2	2
Language	2	2	2
Arts and Crafts	2	2	2
History	2	2	2
Geography	2	2	2
Mathematics	5	4	4
Biology	2	2	2
Chemistry	2	2	2
Physics	2	2	2
Visual Education	2	2	2
Physical Education	2	2	2
Computer	-	-	2

Entrepreneurship	-	2	2
Husbandry/ Agriculture	2	2	2
Homeroom	1	1	1
Total	32	32	31

Source: MINED. Orientações e Tarefas Escolares Obrigatórias

4-22: Proportion of Teachers by Qualification Type

	2005			2012			2014		
	EP1	EP2	Total	EP1	EP2	Total	EP1	EP2	Total
Secondary School Qualification	0.4%	2.7%	0.9%	3.2%	9.2%	4.7%	4.0%	12.0%	6.0%
UEM	0.2%	0.3%	0.2%	0.9%	0.6%	0.8%	0.9%	0.6%	0.8%
UP	0.1%	1.4%	0.4%	1.3%	6.0%	2.5%	1.5%	8.5%	3.2%
12+1	0.1%	1.0%	0.3%	1.1%	2.6%	1.4%	1.7%	2.9%	2.0%
EP2 Qualification	9.2%	38.4%	14.9%	52.3%	56.3%	53.3%	61.7%	58.6%	61.0%
IMAP	9.1%	38.0%	14.8%	17.4%	36.1%	22.1%	18.3%	33.3%	22.1%
10+1	0.0%	0.4%	0.1%	34.9%	20.3%	31.3%	43.5%	25.4%	38.9%
EP1 Qualification	43.5%	20.2%	38.9%	17.3%	8.8%	15.2%	12.6%	7.9%	11.4%
CFPP	39.8%	6.4%	33.2%	13.7%	4.0%	11.3%	9.1%	3.3%	7.7%
9+2 and others	2.0%	11.6%	3.9%	2.4%	3.0%	2.5%	2.4%	2.9%	2.5%
MP/EHPP	1.8%	2.1%	1.8%	1.2%	1.8%	1.4%	1.1%	1.7%	1.2%
Others	4.7%	7.0%	5.1%	10.1%	11.0%	10.3%	11.1%	12.3%	11.4%
Qualified Total	57.7%	68.3%	59.8%	82.9%	85.3%	83.5%	89.5%	90.8%	89.8%
Unqualified	42.2%	31.5%	40.1%	16.9%	14.6%	16.4%	10.5%	9.1%	10.1%
Foreigners	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: JICA2013, MINED statistics

4-23: Overview and Capacity of IFPs

Province	School		10+1 course		10+3 course	
			2014	2015	2014	2015
Cabo Delgado	1	Alberto Chipande	-	-	80	80
	2	Montepuez	240	260	-	-
Niassa	3	Lichinga	350	370	-	-
	4	Cuamba	280	360	-	-
Nampula	5	Nampula	-	-	140	140
	6	Marrere	Used for school management training			
Zambézia	7	Quelimane	250	260	Used for school management training	
	8	Nicoadala	320	340	-	-
	9	Morrumbala	350	370		
	10	Alto Molócue	-	-	80	80
Tete	11	Tete	280	310	-	-
	12	Angónia	400	350	-	-
	13	Chitima	-	-	80	80
Manica	14	Chibata(Gondola)	380	420	-	-
Sofala	15	Inhamízua	150	150	-	-
	16	Inhaminga	320	340	-	-
Inhambane	17	Chicuque	230	260	-	-
	18	Vilankulo	200	220	-	-
	19	Homoine	-	-	120	120
Gaza	20	Eduardo Mondlane	400	400	-	-
Maputo Prov.	21	Chibututuíne	300	360	-	-
	22	Matola	-	-	120	120
	23	Namaacha	250	250	-	-
Maputo Cidade	24	Munhuana(Maputo)	Used for school management tarining			
Total			4,700	5,020	620	620

In addition, there are 11 ADPP in the country. Capacity is 1,513 in 2014, and 1,578 in 2015.

Source: MINED

4-24: Teacher's Salary System N1-N3（Unit：MZN）

Category	Class	Level			
		1	2	3	4
Specialist	A	31,065	32,291	33,518	34,880
	B	26,569	27,659	28,749	29,839
	C	22,754	23,571	24,525	25,479
Instructor（N1）	A	25,947	27,011	28,076	29,140
	B	22,221	23,019	23,951	24,882
	C	18,895	19,693	20,491	21,290
	E	18,229	-	-	-
N1 Teacher	A	23,951	24,882	25,947	27,011
	B	20,491	21,290	22,221	23,019
	C	17,564	18,229	18,895	19,693
	E	16,899	-	-	-
Instructor（N2）	A	20,949	21,865	22,651	23,567
	B	17,283	17,937	18,592	19,378
	C	14,140	14,664	15,319	15,973
	E	13,617	-	-	-
N2 Teacher	A	20,163	20,949	21,865	22,651
	B	16,628	17,283	17,937	18,592
	C	13,617	14,140	14,664	15,319
	E	13,093	-	-	-
Instructor（N3）	A	10,304	10,755	11,141	11,592
	B	8,501	8,823	9,145	9,531
	C	6,955	7,213	7,535	7,857
	E	6,698	-	-	-
N3 Teacher	A	9,918	10,304	10,755	11,141
	B	8,179	8,501	8,823	9,145
	C	6,698	6,955	7,213	7,535
	E	6,440	-	-	-

Source: Decreto nº18/2014, MINED

4-25: Teacher's Salary System N4-N5（Unit：MZN）

	Level												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Instructor（N4)	5,260	5,463	5,665	5,918	6,171	6,424	6,677	6,929	7,182	7,486	7,789	8,093	8,447
N4 Teacher/Instructor（N5）	5,058	5,260	5,463	5,665	5,918	6,171	6,424	6,677	6,929	7,182	7,486	7,789	8,093
N5 Teacher	3,581	3,724	3,867	4,011	4,190	4,369	4,548	4,727	4,906	5,085	5,300	5,515	5,730

Source: Decreto nº18/2014, MINED

Chapter 6

6-1: Donor Coordination in Basic Education (List of Interest Group Members)

Sector	Member
Primary Education	Canada, Finland, GIZ（☆）, Progresso, Save the Children, UNICEF, USAID, WFP, WB
Secondary Education	ADEMO/FOCADE（☆）, FDC
Teacher Training	ADPP, Canada, Progresso, Finland, GIZ, Irish Aid, JICA, UNICEF, USAID（☆）, WB
School Construction	KfW（☆）, JICA, WB

※：☆is a focal member　　Source: UNICEF

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