

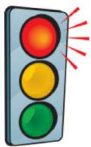


United Nations  
Educational, Scientific and  
Cultural Organization

**Dakar Office**  
Regional Bureau  
for Education in Africa

## Mozambique EFA Profile

### Education for All (EFA) - Global Status



The education context in Mozambique is marked by low human development (HDI rank is 184 out of 187), and significant HIV/AIDS prevalence, which naturally translates into a series of education challenges, reflected in the EFA development index, for which Mozambique ranks 21<sup>st</sup> out of 28 SSA countries with data. After the considerable expansion of schooling at all education levels over the past decade (the primary cycle is now completed by 62 percent of school-aged children, up from 17 percent), efforts still need to be pursued for universal primary education to become a realistic perspective in the medium-term. Although the gender balance is in line with the regional trend, both primary school survival (of only 37.3 percent, against an average of 50.4) and the adult literacy rate (of just 55.1 percent) illustrate the quality issues the education system faces, both in terms of internal efficiency and sustainable learning outcomes.

### Demographic and Macroeconomic Context

|  |               |                  |
|--|---------------|------------------|
| GDP per Capita                                     | 2010          | US\$ 436.6       |
| Total Population (Thousands)                       | 2011          | 23,527           |
| Primary School-Aged Population                     | 2011          | 20.1 %           |
| HIV/AIDS Prevalence (15-49 years)                  | 2009          | 11.5 %           |
| Human Development Index Ranking                    | 2011          | 184/187          |
| <b>EFA Fast Track Initiative (FTI) Beneficiary</b> | 2007 and 2010 | US\$ 169 million |

### Key EFA Indicators - 2010 or MRV

|  |                              |     |
|--|------------------------------|-----|
| <b>Goal 1</b> Early Childhood Care and Education     | Preprimary Enrollment (GER*) | N/A |
| <b>Goal 2</b> Universal Primary Education            | Primary Completion           |     |
| <b>Goal 3</b> Learning Needs of all Youth and Adults | Youth Literacy (15-24 Years) |     |

Legend – Mozambique:

Sub-Saharan African (SSA) Average:

SSA Range:

*Note:* \* GER – Gross Enrollment Rate, which is the total number of children enrolled in a given level, of any age, as a percentage of the official school-aged population for that level for a given school year.

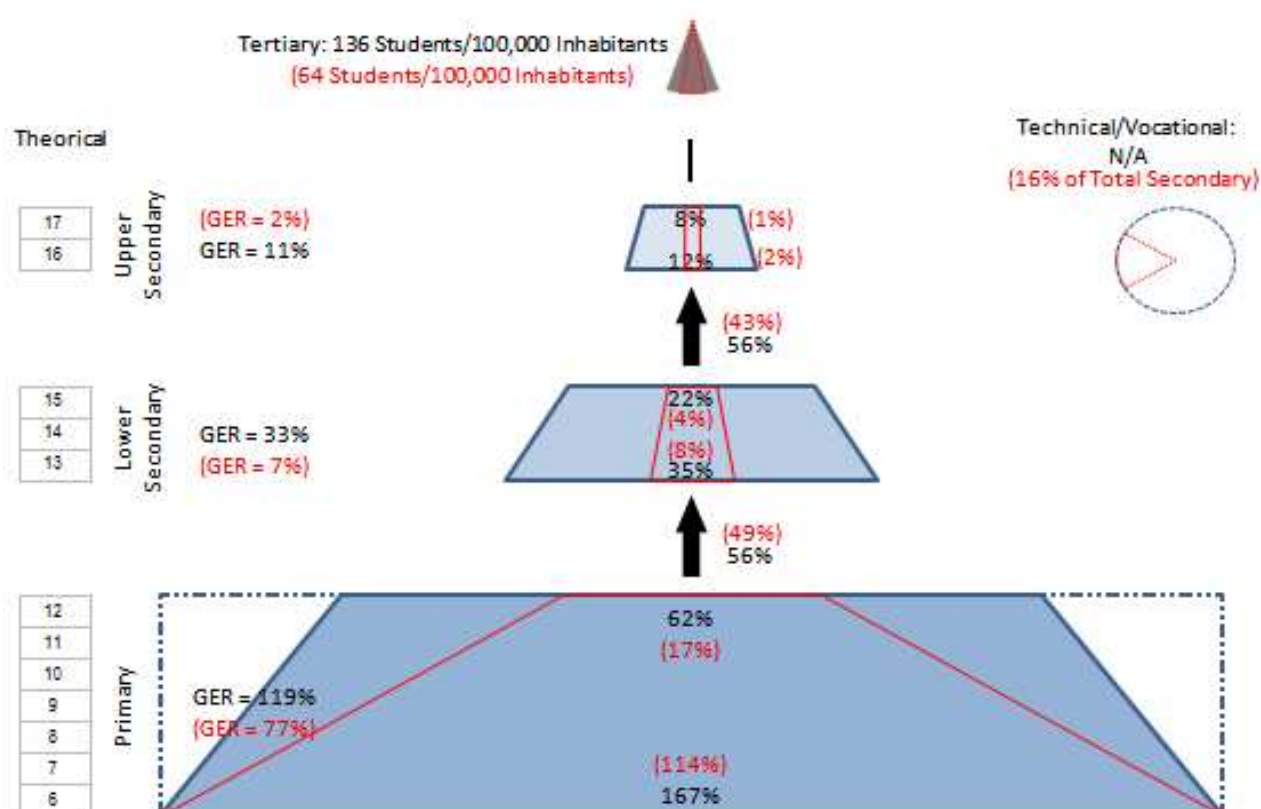
|  |                            |  |
|--|----------------------------|--|
| <b>Goal 4</b> Improving Levels of Adult Literacy | Adult Literacy (15+ Years) |  |
| <b>Goal 5</b> Gender Parity in Primary Education | Gender Equality (GER)      |  |
| <b>Goal 6</b> Educational Quality                | Primary School Survival    |  |

Legend – Mozambique:

Sub-Saharan African (SSA) Average:

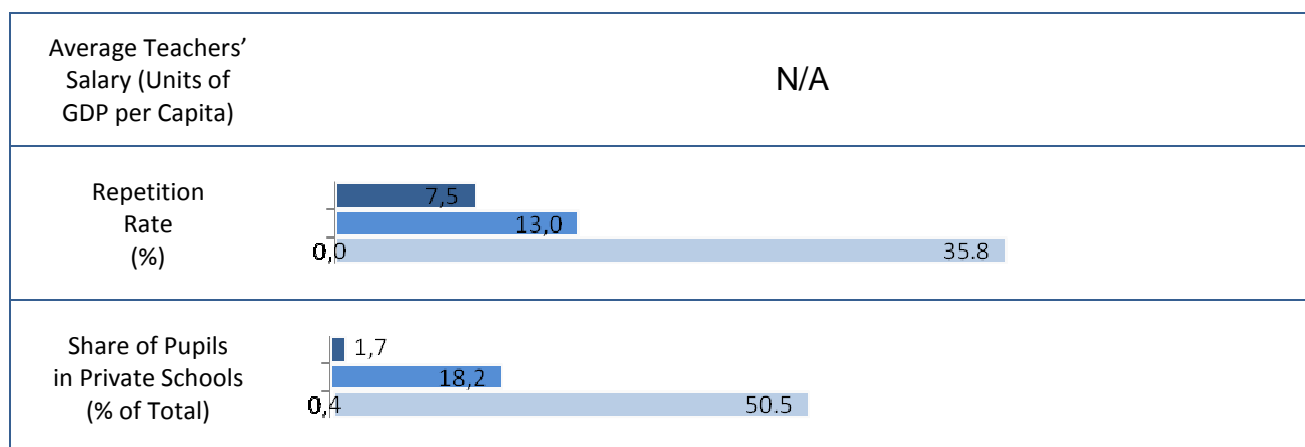
SSA Range:

## Enrollment: Education Pyramids – 2009/10 (1999/00)



The education pyramid illustrates the tremendous efforts deployed by Mozambique over the past decade, at every level. The increase in completion rates is perhaps the most striking, about fourfold for primary and lower secondary, and eight-fold for upper secondary. However, despite the outstanding improvement, even today only 22 percent of children complete their basic education, barely 8 percent complete secondary, and just 136 of every 100,000 go on to university, highlighting the skills shortage that the country faces.

## Primary Education Policy Indicators – 2010 or MRY



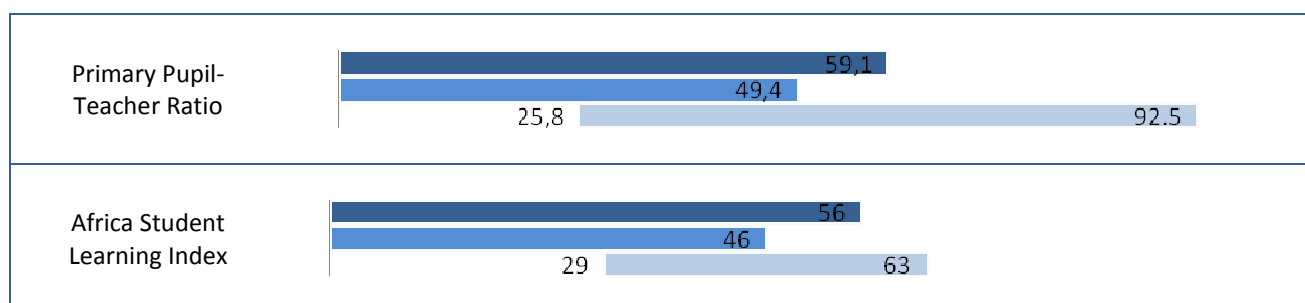
Legend – Mozambique:

Sub-Saharan African (SSA) Average:

SSA Range:

Mozambique's repetition rate of 7.5 percent compares favorably to the SSA average, of 13 percent, on a scale that reaches 38.1 percent, denoting the political will to encourage youth to pursue their schooling. This will is reflected by the share of students who are provided for by nongovernment schools, which reaches barely 2 percent, well below the SSA average of 18 percent.

## Quality and Learning Outcomes – 2010 or MRY



Legend – Mozambique:

Sub-Saharan African (SSA) Average:

SSA Range:

The pupil-teacher ratio, a proxy indicator for internal efficiency, shows that on average, 59 pupils have to share a teacher, which is well above the SSA average of 49, yet not as dire as some countries, where it can reach over 92. This is likely an indication that Mozambique should take teacher recruitment seriously, to provide quality schooling. Interestingly, the student learning index, that combines a selection of indicators reflecting learning outcomes, is well above the SSA average of 46, at 56. Indeed, 82.6 percent of pupils achieve the minimum Level 4 and above in reading, which should be source for encouragement for education policy-makers. On the other hand, just 45.3 percent achieve the minimum level in math, pointing to the need to improve performance in the subject.

## Equity – 2010 or MRY

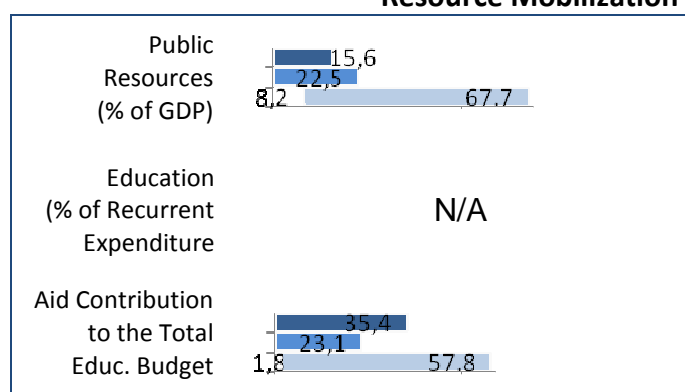
The gender parity index is 0.90, meaning that for every 100 boys completing primary, 90 girls complete the cycle, just above the African average, of 0.89. The share of resources consumed by the 10% most educated, a further measure of equity, was 37% in 2003, against 41% for SSA. Both of these measures indicate that Mozambique's education system is not unduly inequitable.

|                                     |             |
|-------------------------------------|-------------|
| Gender Parity Index<br>(Girls/Boys) | <b>0.90</b> |
|-------------------------------------|-------------|

|  |                      |
|--|----------------------|
| % of resources consumed by 10% most educated | <b>37%</b><br>(2003) |
|--|----------------------|

## Education Funding – 2010 or MRY

### Resource Mobilization



### Distribution of Education Budget (%)

|                             |     |
|-----------------------------|-----|
| Primary                     | N/A |
| General Secondary and TVET* | N/A |
| Higher                      | N/A |
| Literacy + Other            | N/A |

### Unit Costs (% of GDP per capita)

|           |     |
|-----------|-----|
| Primary   | N/A |
| Secondary | N/A |
| Higher    | N/A |

### Household Education Spending

|   |     |
|---|-----|
| % of Total Recurrent Education Spending | N/A |
|---|-----|

Legend – Mozambique:

Sub-Saharan African (SSA) Average:

SSA Range:

Unfortunately, the unavailability of education funding data makes analysis and recommendations difficult. It appears however that Mozambique lacks the fiscal flexibility to substantially fund the education sector, which is compensated by aid contributions that are well above the regional average.

Sources: Pôle de Dakar v14 database, 2012; UIS, 2012; GMR Report, 2011; UNDP HDI, 2011, World Bank Africa SLI, 2011. Unless specifically indicated, data is from 2010, except for the share of resources consumed by the 10% most educated (2003), public resources (2006), adult literacy and repetition (2009) and youth literacy and external aid (2008).

Note: \* TVET – Technical and Vocational Education and Training. FTI – Fast Track Initiative.