



People for development



SCHOOLS ASSESSMENT

Cabo Delgado Province, Mozambique

2022

ACKNOWLEDGMENTS:

This report was made possible thanks to the kind contribution of UNICEF

Authors:

João Silvestre Correia (AVSI Foundation Monitoring and Evaluation Officer)

with the support of

Bruno Nazim Baroni (AVSI Foundation Regional Head of Monitoring and Evaluation)

and

Daniele Greco (AVSI Foundation Project Manager)

AVSI Foundation, Mozambique, February 2022, Education

© AVSI, 2022 - all rights reserved

Table of contents

1. Executive Summary	4
The purpose of the survey	4
Key findings.....	4
Recommendations	5
2. Approach and method	6
3. Findings.....	9
Enrolment and Attendance	9
Teachers	9
Students	10
Physical Infrastructure, Equipment and School Supplies	12
Types of classrooms and infrastructures	12
Water and sanitation.....	15
Support to Schools	17
Other activities.....	19
4. Final Conclusions and Recommendations.....	21

1. Executive Summary

This report is based on a rapid assessment conducted during the second half of 2021. The 201 schools assessed are located in 8 districts (out of 17) of Cabo Delgado Province.

The purpose of the survey

- To provide AVSI with a general picture of the education needs in Cabo Delgado Province;
- To have a detailed school profile of the majority of the schools in Cabo Delgado District, in order to understand the specific needs at school and province/districts level;
- To support the M&E in gathering information about education needs in the province.

Key findings

- A considerable number of schools (29.9 %) are not accessible during the rainy season.
- The student/teacher ratio is quite high (54 students per teacher); looking by district, we have the worst cases in Metuge (71.5) and Chiúre (59.5) and the best ratios in Pemba (47.1) and Ibo (45.7).
- Overall, there are more male than female students in primary schools; this difference increases when we move from primary to secondary school.
- There was an increase in number of displaced students from 2020 to 2021. The value nearly doubled (increased 1.97 times).
- Most of the classrooms are built of traditional material, precarious material, or are temporary spaces, or under trees. Only Ibo and Pemba's districts have more classrooms compared to the other districts.
- There is a considerable number of classrooms without blackboard (18.1%) and without desks (10.8%). More attention should be paid to the districts of Montepuez and Chiúre for blackboard-free schools and the districts of Namuno, Balama and Ibo for schools with classrooms without desks.
- There is a very low percentage of schools with teachers' room (8%) with administrative blocks (24.9%) and with libraries (5.5%).
- Except for Pemba district, all the other districts have not received much support from either the government or NGOs.
- Teacher training in various courses, with the exception of Pemba district, was very weak.
- There are few schools (15.4%) with piped water and few schools (29.9%) with operational water sources.
- Classrooms and latrines conditions are far from ideal. In fact, there are 26 schools that do not have latrines: 1 in Balama, 2 in Chiúre, 2 in Metuge, 10 in Montepuez, 10 in Namuno and 1 in Pemba. The ratio of pupils to latrines is very high in all surveyed districts, with the highest in Pemba district being 1:396 (one latrine for 396 pupils) and the lowest being in Ibo district, 1:77. The WHO recommended is 1:30.
- In all districts, not many extracurricular activities are practiced such as girls' clubs, hygiene clubs, peace clubs, agricultural clubs or even sports or cultural activities.

Recommendations

- Increase the number of teachers mainly in the districts of Montepuez and Chiúre where the average of teachers per school are the lowest.
- Special education programmes should be put in place for girls. Further, girls' clubs in schools should be reactivated and support to caregivers may be offered to reduce early marriages which is one of the causes of the drop-out cases. This will help to increase the percentage of girls who transition from primary to secondary education and thereby reducing the difference between the percentage of boys and the percentage of girls.
- Facilitate the teaching-learning process that allows the students to have a more attractive and stimulating learning experience by increasing the number of classrooms, as well as other school infrastructures such as teachers' rooms, administrative blocks and libraries.
- Support students to have a more attractive and stimulating learning experience by increasing the number of classrooms with black boards and desks, as well as providing more support in terms of teaching materials and kits for teachers.
- The aid from governments and NGOs for school should increase, especially now that the number of displaced students has grown. There is still a very large number of schools without government aid and without the help of NGOs.
- Provide schools with functional water sources and improved latrines.
- Upgrade the professional development and involve more teachers in the various forms of training. The continuous training of teachers ensures quality classes and consequently quality education for students.
- Launch or reactivate clubs in schools as extracurricular activities. Activities such as a girl's club, hygiene club, peace club, agricultural clubs, sports and cultural activities are essential for students to develop in a complete way, as they contribute to their social, civic, cultural enrichment as well as to their healthy physical development. This way, the students become more aware of their rights and how to use them. Dropping out of school because of housework, as it often happens, is a kind of violence against children.

2. Approach and method

Sampling strategy

The approach of this assessment is quantitative and the methodology, in particular the sampling strategy, followed a purposely selection of schools, more precisely 201 schools located in Cabo Delgado Province. The schools selected were part of those targeted by the AVSI-implemented/UNICEF-funded project “EDUCA - Strengthening the education system through an integrated approach to improve children’s living conditions in Cabo Delgado Province”.

The questionnaire was developed internally by AVSI to assess the conditions of schools, the services offered in them and the state of teachers as well as pupils’ enrolment. The data were gathered by tablets and later analysed through Microsoft Excel.

Geographical Location of the sampled schools

Cabo Delgado is one of the 11 provinces of Mozambique. It is located in the northern region of the country, having a surface area of 82.625 Km², corresponding to 10.34% of the national surface and with about 4,760 Km² of inland waters.

Its boundaries are, to the north, the Rovuma River which serves as a natural border with the United Republic of Tanzania, extending for about 250 km, to the south the River Lúrio, to the west the rivers Lugenda, Luambeze, Ruaca and Mewo separate it from the Province of Niassa and to the east the Indian Ocean, which bathes the entire eastern coast for 430 km.

The Province of Cabo Delgado is divided into 17 districts – Ancuabe, Balama, Chiúre, Ibo, Macomia, Mecúfi, Meluco, Metuge, Mocímboa da Praia, Montepuez, Mueda, Muidumbe, Namuno, Nangade, Palma, Pemba, Quissanga – 56 administrative posts, 134 localities, and 1,044 villages, the provincial capital Pemba and other 4 municipalities: Chiúre, Mocímboa da Praia, Montepuez, Mueda and Pemba.



A total of 201 schools in 8 districts were investigated. They were chosen based on the fact that in those schools AVSI brought support in the context of a UNICEF-funded project and managed to register the information. In the tables below, we have the distribution of schools by administrative posts.

Distribution Of Schools by Administrative Posts						
Balama	#		Chiúre	#	Metuge	#
Balama Sede	13		Chiúre Sede	3	Metuge Sede	6
Impiri	6		Chiúre Velho	5	Mieze	6
Kuekue	1		Mazeze	6	(em branco)	1
Mavala	1		Sede	3	Total	13
Sede	3		Total	17		
Total	24					

Montepuez	#
Mapupulo	11
Mirate	17
Montepuez Sede	2
Nairoto	1
Namanhumbir	1
Sede	7
Total	39

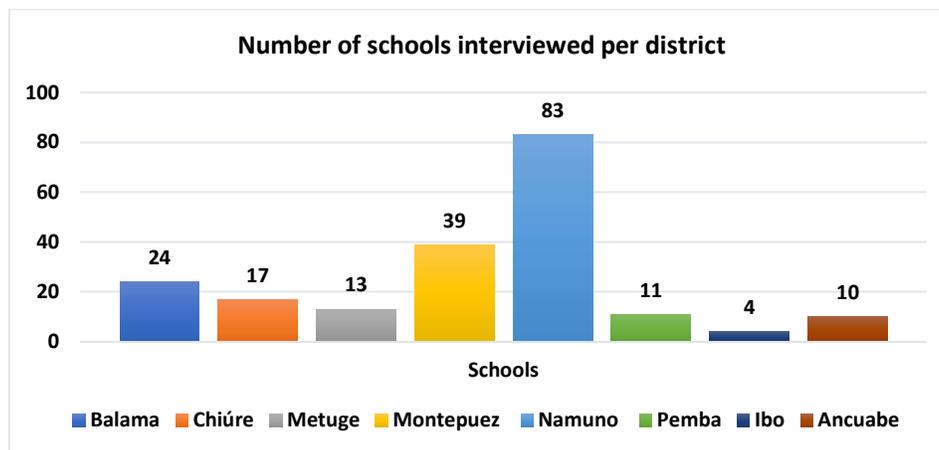
Namuno	#
Hucula	7
Machoca	13
Meloco	14
Namanhumbir	1
Papai	13
Sede	35
Total	83

Pemba	#
Pemba Sede CMCP	2
Posto Admn. de Pemba	9
Total	11

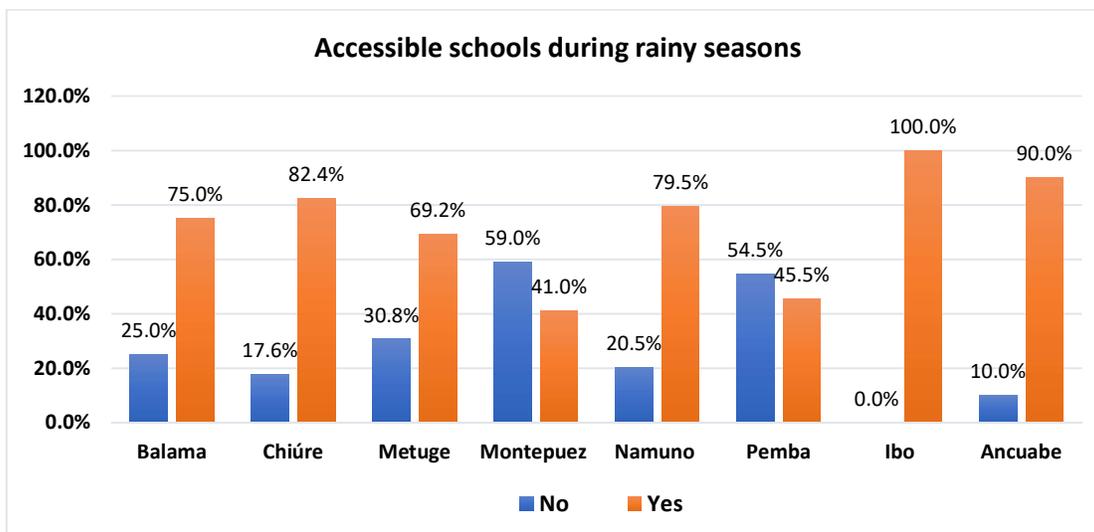
Ibo	#
Sede	4
Total	4

Ancuabe	#
Sede	2
Metoro	3
Mesa	4
Ancuabe-sede	1
Total	10

In the following graph, we can see the distribution of schools per district. The Namuno district stood out with 83 (41.3%) schools surveyed. On the other hand, Ibo with 4 (2.0%) and Ancuabe, with 10 (5%) were the districts with the least schools interviewed.



During the rainy season, many students miss classes due to poor access to schools. In total, only 141 (70.1%) of the 201 schools are accessible during the rainy season.



The worst cases are those in Montepuez districts with only 41.0% of schools accessible during the rainy season and Pemba with 45.5% of the schools surveyed. On the other hand, in the district of Ibo all the schools interviewed have access during the rainy season. We also highlighted that in the district of Ancuabe 90% of schools have access during the rainy season.

District	No	Yes	Total	% Yes
Balama	6	18	24	75,0%
Chiúre	3	14	17	82,4%
Metuge	4	9	13	69,2%
Montepuez	23	16	39	41,0%
Namuno	17	66	83	79,5%
Pemba	6	5	11	45,5%
Ibo	0	4	4	100,0%
Ancuabe	1	9	10	90,0%
Total	60	141	201	70,1%

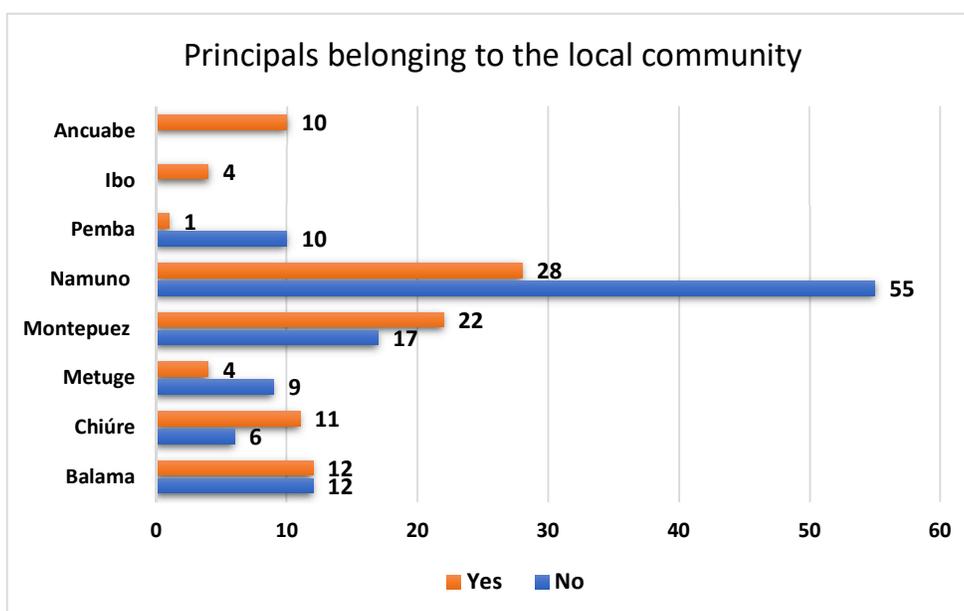
3. Findings

Enrolment and Attendance

Teachers

In most schools (54.2%), the principal does not belong to the local community. Indeed, in the districts of Ancuabe and Ibo all the principals of the schools surveyed belong to the local community. However, in the districts of Chiúre (64.7%), and Montepuez (56.4%), the majority of principals belongs to the community. In Balama, there is an equal number of directors who belong and who do not belong to the local community. In total, only 92 (45.8%) of the directors are from the local community.

The district of Pemba represents the lowest percentage of principals from the local community, with only 9.1%.



In the 201 schools there are 2278 teachers, being 349 full teachers (1265 male and 930 female) and 83 volunteers (52 male and 31 female). Making the student/teacher ratio in total we have 54.0 student by teacher. The districts of Ibo (45.7), Pemba (47.1) e Montepuez (49.0) have best student/teacher ratio. On the other hand, we have the district of Metuge (71.5) with the worst ratio.

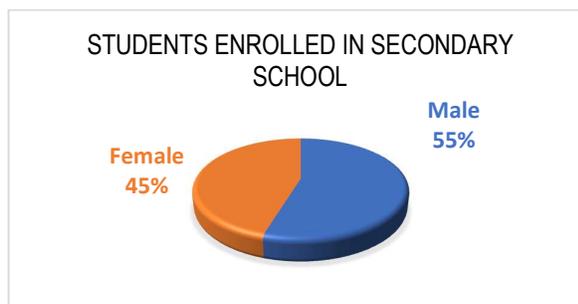
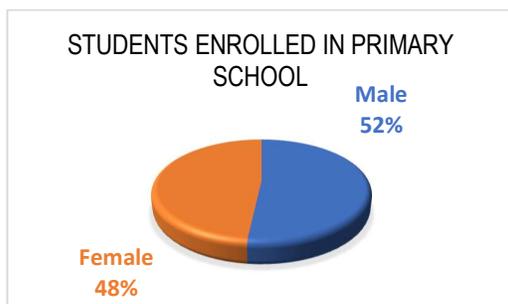
District	Teachers		Volunteers		Total	Students	Student/Teacher ratio
	Male	Female	Male	Female			
Ancuabe	77	26	0	0	103	5 418	52,6
Balama	144	65	10	13	232	12 231	52,7
Chiúre	118	106	3	1	228	13 567	59,5
Ibo	38	16	0	0	54	2 467	45,7
Metuge	148	69	2	1	220	15 738	71,5
Montepuez	150	136	1	3	290	14 217	49,0
Namuno	406	172	30	5	613	34 144	55,7
Pemba	184	340	6	8	538	25 322	47,1
Total	1265	930	52	31	2278	123 104	54,0

Students

In the schools surveyed, we have a total of 109,548 pupils (56,689 male and 52,859 female) in primary school and 13,556 (7,419 male and 6,137 female) in secondary school.

Enrolled Students						
District	Primary		Female Percentage	Secondary		Female Percentage
	Male	Female		Male	Female	
Balama	5 951	5 739	49.1%	274	267	49.4%
Chiúre	6 476	5 623	46.5%	796	672	45.8%
Metuge	5 294	3 838	42.0%	3 431	3 175	48.1%
Montepuez	7 002	6 732	49.0%	253	230	47.6%
Namuno	17 096	14 963	46.7%	1 450	635	30.5%
Pemba	11 500	12 875	52.8%	508	439	46.4%
Ibo	772	781	50.3%	302	612	67.0%
Ancuabe	2598	2308	47.0%	405	107	20.9%
Total	56 689	52 859	48.3%	7 419	6 137	45.3%

Looking at the total schools, we see that the percentage of girls is lower than the boys. In primary school, it is only in Pemba where there is a higher percentage of girls than that of boys. In secondary school, the situation remains the same, except that the percentage of girls decreases. It means that in these districts when we move from primary to secondary school many girls drop out, so the percentage of girls varies from 48.3% in primary school to 45.3% in secondary school.



In general, when moving from primary to secondary school the percentage of girls decreases, as can be seen in the graphs above. An open question about the causes of school dropouts have been addresses to the students. In the following table there are the most frequent words.

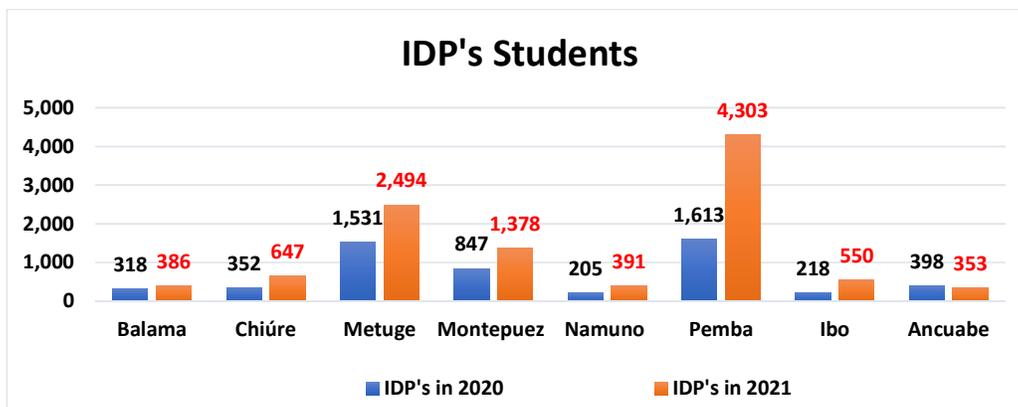


Early marriage is the most prominent, as the main cause of the dropouts. The table also indicates domestic activities as another cause of absences or dropouts, as well as the lack of monitoring of parents. In some instances, occupation in the mining sector was mentioned as another factor that causes absences or drop-outs.

We have 1,341 students with special needs, which corresponds to 1.1% of the total number of students. Of those ones, 44 (3.3% of disabled students) are blind, 78 (5.8%) are deaf, 71 (5.3%) have a physical-motor disability and 39 (2.9%) have a psychological disability.

District	Students with special needs	Blindness	Deafness	Physical-motor	Psychological
Balama	53	3	7	5	0
Chiúre	60	3	7	7	2
Metuge	100	2	6	8	5
Montepuez	434	7	18	10	5
Namuno	314	8	20	18	9
Pemba	283	7	6	10	5
Ibo	10	4	4	4	4
Ancuabe	87	10	10	9	9
Total	1341	44	78	71	39

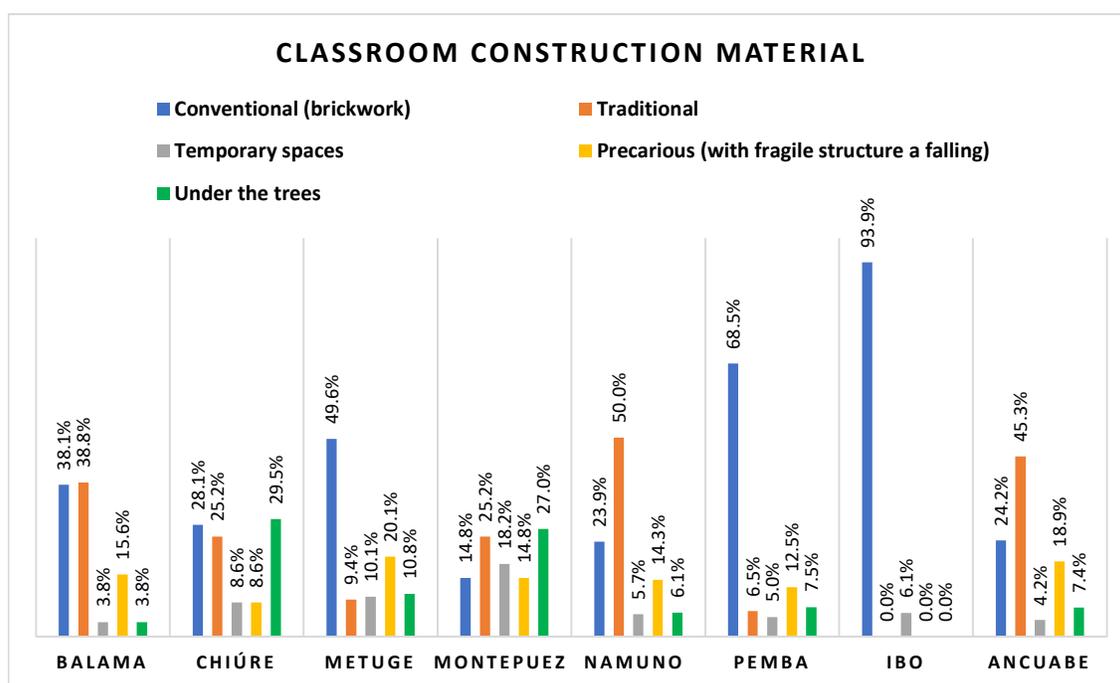
All the districts surveyed received displaced students in both 2020 and 2021. In the chart below we can see that there is an increase in displaced students when we move from 2020 to 2021. We had large increases in displaced pupils in Pemba district which rose from 1613 to 4303 (plus 2690) and Metuge which rose from 1531 to 2494 (plus 963).



Physical Infrastructure, Equipment and School Supplies

Types of classrooms and infrastructures

In the schools surveyed we have a total of 1,524 classrooms, only 512 (33.6%) in cement and metal/conventional material, 466 (30.6%) of traditional material, 131 (8.6%) temporary spaces, 218 (14.3%) precarious rooms and 197 (13.0%) rooms under the trees.



Looking by district, Ibo (93.9%) and Pemba (68.5%) have the highest percentage of conventional material rooms. Those districts are the only with more than 50% rooms built with conventional material. Next comes Metuge with 49.6% of the classrooms built with conventional material. The remaining districts have equal percentages (Balama) or below 38.1%.

With a higher percentage of rooms built with traditional material we find the district of Namuno with 50% of the rooms, followed by Ancuabe with 45.3% and then Balama with 38.1%. On the opposite side, the district of Ibo has no classrooms built with traditional material, and the one of Pemba has a low percentage of classrooms built with traditional material amounting to 6.5%, and Metuge with 9.4%.

Temporary classroom spaces have a higher percentage in Montepuez district with 18.2% and lower percentage in Balama district with 3.0%.

Precarious rooms have the highest percentage in Metuge with 20.1%, then there is a more or less balanced group in percentage terms such as Balama, 15.6%, Montepuez, 14.8%, Namuno, 14.3% and Pemba, 12.5%. Ibo district has no schools built precariously.

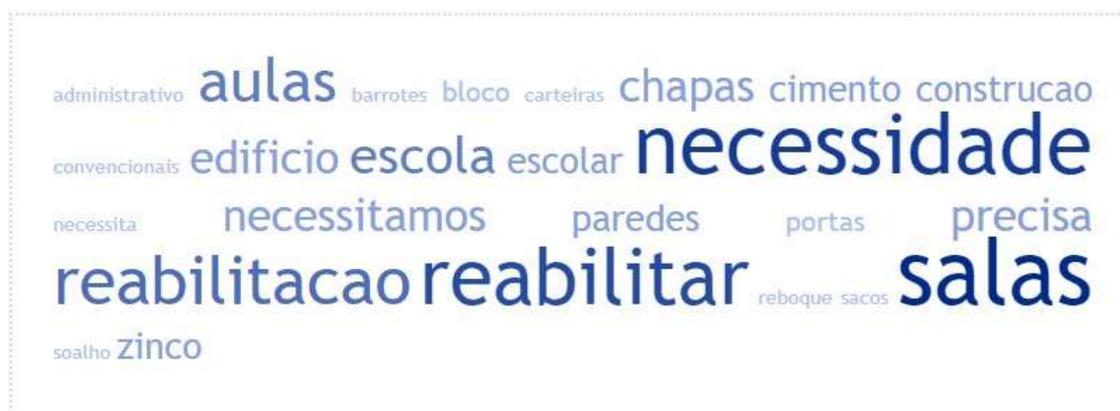
With regard to the classroom under the tree, the highest percentages are found in Chiúre with 29.5% and Montepuez with, 27.0%. In Ibo district we don't have students studying under trees. In addition, the district of Chiúre reported as well a low percentage of rooms under the tree, totalling 3.8%.

Only 46 (22.9%) of the 201 schools have school fences, 77 (38. 3%) have a recreational space, only 4 (2. 0%) have school canteen. Additionally, merely 4 (2.0%) have school kitchen, only 7 (3. 5%) have a school snack and 102 (50.7%) have school space for cultivation.

In the following table we have, on average, the number of students per classroom. We have the best case in Ancuabe with an average of 57 students per classroom and the worst in Pemba, with an average of 127 students per classroom, and Metuge, with 113 students per classroom.

Students by classroom			
District	Classrooms	Students	Students by classroom
Balama	160	12 231	76
Chiúre	139	13 567	98
Metuge	139	15 738	113
Montepuez	318	14 217	45
Namuno	440	34 144	78
Pemba	200	25 322	127
Ibo	33	2 467	75
Ancuabe	95	5 418	57
Total	1 524	123 104	81

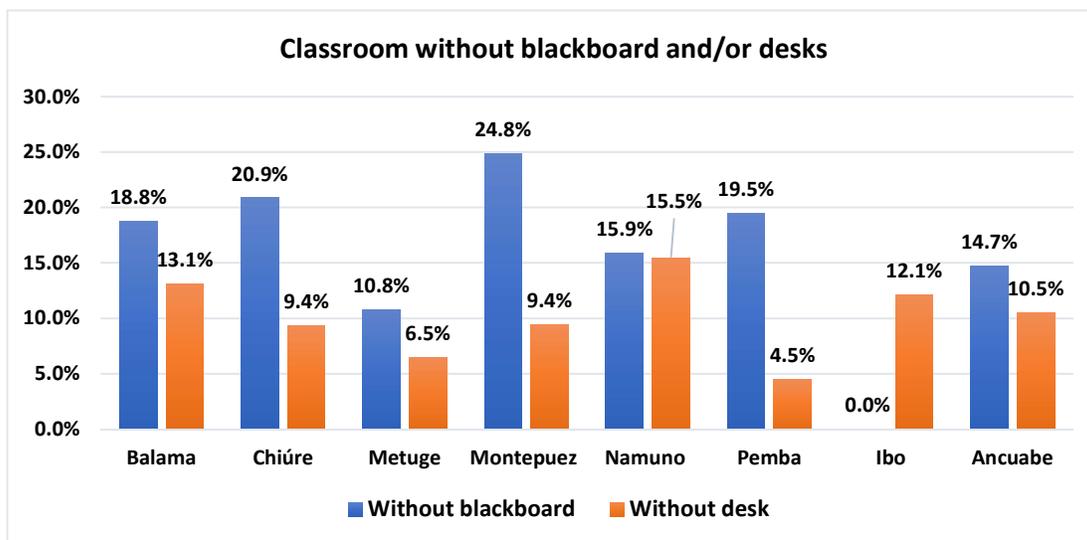
The following table shows the most frequent words pronounced by respondents when asked the open question about the rehabilitation of classrooms.



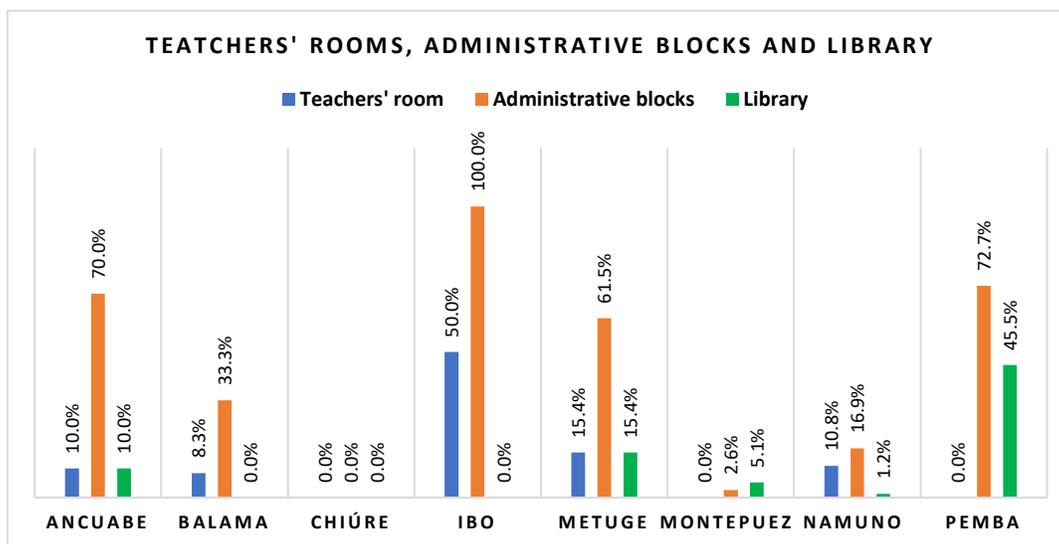
A large proportion of respondents talks about the need to rehabilitate classrooms, the need for sheet metal and cement.

The existence of classrooms without blackboard and/or without desks represents another serious problem. Among the schools surveyed in the District of Balama, there are 160 rooms of various types. Of these, 30 (18.8%) do not have a blackboard and 21 (13.1%) do not have desks for students to sit on. In the district of Chiúre, with 139 classrooms in the schools surveyed, 29 (20.9%) have no

blackboard and 13 (9.4%) do not have desks. In Metuge, also with 139 classrooms in the schools investigated, 15 (10.8%) have no blackboard and 9 (6.5%) do not have desks. In Montepuez, within the 318 classrooms in the schools surveyed, 79 (24.8%) have no blackboard and 30 (9.4%) do not have desks. In Namuno, with 440 classrooms in the schools surveyed, 70 (15.9%) have no blackboard and 68 (15.5%) do not have desks. In Pemba, with 200 classrooms in the schools surveyed, 39 (19.5%) have no blackboard and 9 (4.5%) do not have desks. At Ibo, all schools have blackboard, but 12.1% of the classrooms are without desks. And finally, in Ancuabe, 14.7% of the rooms do not have blackboard and 10.5% have no desks.



Of the 201 schools, only (8.0%) have teachers' rooms, only 50 (24.9%) have administrative block and only 11 (5.5%) have libraries. None of the schools surveyed in the Montepuez and Pemba districts have a teachers' rooms. All schools surveyed in Ibo district have administrative block, but none have a library and 50% of them have a teacher's room. The district with the highest percentage of libraries is Pemba, amounting to 45.5%.



In Ancuabe district, although 70% of the schools surveyed have an administrative block, only 10% of them have a teachers' rooms and 10% have a library. Out of the 17 schools surveyed in Chiúre district, none of them have this kind of infrastructure.

Distrito	Teachers' room		Administrative blocks		Library	
	No	Yes	No	Yes	No	Yes
Ancuabe	9	1	3	7	9	1
Balama	22	2	16	8	24	0
Chiúre	17	0	17	0	17	0
Ibo	2	2	0	4	4	0
Metuge	11	2	5	8	11	2
Montepuez	39	0	38	1	37	2
Namuno	74	9	69	14	82	1
Pemba	11	0	3	8	6	5
Total	185	16	151	50	190	11

Water and sanitation

In 201 schools, there are 145 improved latrines for girls in just 78 schools (38.8%), whereas there are 128 improved latrines for boys in only 76 schools (37.8%). Moreover, there are 114 improved latrines for teachers in 70 schools (34.8%), while there are 258 traditional latrines in 118 schools (58.7%) and only 20 bathrooms with piped water in 18 schools (9.0%).

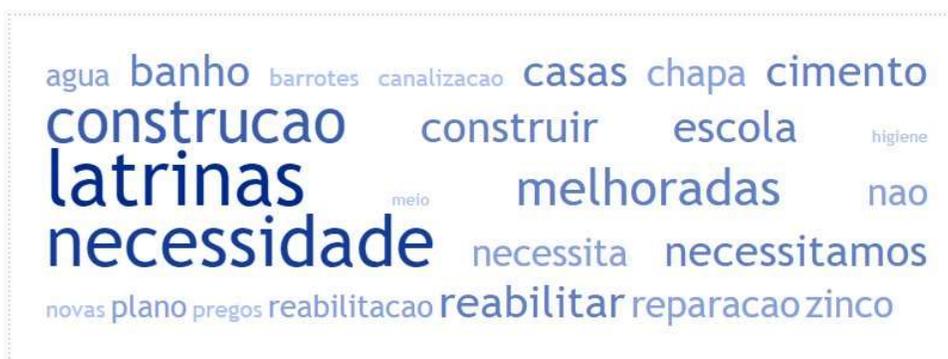
There are 26 schools that do not have latrines: 1 in Balama, 2 in Chiúre, 2 in Metuge, 10 in Montepuez, 10 in Namuno and 1 in Pemba.

District	Improved operational latrines for girls	Improved operational latrines for boys	Improved operational latrines for teachers	Traditional latrines	Bathrooms with piped water
Balama	19	18	16	49	0
Chiúre	8	7	9	19	0
Metuge	25	19	18	19	3
Montepuez	16	16	11	29	0
Namuno	37	31	36	110	2
Pemba	18	15	13	8	10
Ibo	10	10	9	0	3
Ancuabe	12	12	2	24	2
Total	145	128	114	258	20

Taking the student per latrine ratio, we have quite high values. The lowest values we have are for the districts of Ibo, 77 students per latrine and Ancuabe, 104 students per latrine. With higher values we have the districts of Pemba, 396 students per latrine and Chiúre, 316 students per latrine. Looking at the district as a whole, we have a ratio of 185 students per latrine.

Students per latrine ratio			
District	Latrines	Students	Students per latrine
Balama	102	12 231	120
Chiúre	43	13 567	316
Metuge	84	15 738	187
Montepuez	72	14 217	197
Namuno	216	34 144	158
Pemba	64	25 322	396
Ibo	32	2 467	77
Ancuabe	52	5 418	104
Total	665	123 104	185

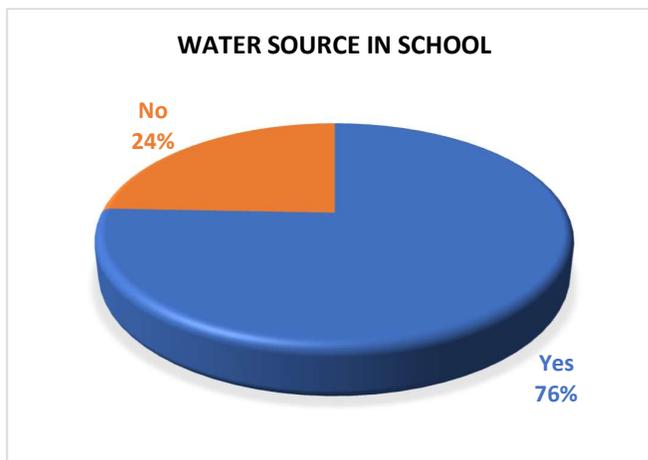
In the following graph, we can analyse the most frequent words of the respondents in relation to an open question about the repair of latrines.



A large part of the respondents talks about the need for construction or rehabilitation of latrines or bathrooms. The picture also suggests the need for improved latrines.

About the issue of water source in schools, 152 (75.6%) answered that they have a water source. Only 60 (39.4%) of the 152 schools said the source actually works. The most common type of water source is the fountain: 69 (45.4%) of the 152 said they have a source; 40 (26.3%) of the 152 said they have a hole and 18 (11.8%) of the 152 said they have a well.

Only 14 (7.0%) of the 201 schools have piped water.



In Pemba and Ibo districts, all schools surveyed have a water source. In Ancuabe district only 10.0%.

Is there a water fountain in the school?				
District	No	Yes	Total	% Yes
Balama	5	19	24	79,2%
Chiúre	2	15	17	88,2%
Metuge	3	10	13	76,9%
Montepuez	9	30	39	76,9%
Namuno	21	62	83	74,7%
Pemba	0	11	11	100,0%
Ibo	0	4	4	100,0%
Ancuabe	9	1	10	10,0%
Total	49	152	201	75,6%

Support to Schools

With reference to the government aided programs, 104 (51.7%) of the 201 schools received aid from these programs. In Ancuabe, 80% of the schools surveyed benefit from this help and in Pemba 72.7% of the schools. And on the opposite side, with little assistance we find the schools in Ibo district, where only 25% of them received such help.

Schools that received help from government programs in 2020				
District	No	Yes	Total	% Yes
Ancuabe	2	8	10	80,0%
Balama	12	12	24	50,0%
Chiúre	6	11	17	64,7%
Ibo	3	1	4	25,0%
Metuge	7	6	13	46,2%
Montepuez	24	15	39	38,5%
Namuno	40	43	83	51,8%
Pemba	3	8	11	72,7%
Total	97	104	201	51,7%

Schools that received help from NGOs in 2020				
District	No	Yes	Total	% Yes
Ancuabe	6	4	10	40,0%
Balama	14	10	24	41,7%
Chiúre	14	3	17	17,6%
Ibo	2	2	4	50,0%
Metuge	9	4	13	30,8%
Montepuez	26	13	39	33,3%
Namuno	45	38	83	45,8%
Pemba	2	9	11	81,8%
Total	118	83	201	41,3%

Schools that received food in 2020				
District	No	Yes	Total	% Yes
Ancuabe	8	2	10	20,0%
Balama	24	0	24	0,0%
Chiúre	17	0	17	0,0%
Ibo	4	0	4	0,0%
Metuge	12	1	13	7,7%
Montepuez	39	0	39	0,0%
Namuno	82	1	83	1,2%
Pemba	10	1	11	9,1%
Total	196	5	201	2,5%

Schools that received hygiene products in 2020				
District	No	Yes	Total	% Yes
Ancuabe	5	5	10	50,0%
Balama	13	11	24	45,8%
Chiúre	12	5	17	29,4%
Ibo	2	2	4	50,0%
Metuge	10	3	13	23,1%
Montepuez	23	16	39	41,0%
Namuno	24	59	83	71,1%
Pemba	1	10	11	90,9%
Total	90	111	201	55,2%

Schools that received recreational material in 2020				
District	No	Yes	Total	% Yes
Ancuabe	10	0	10	0,0%
Balama	23	1	24	4,2%
Chiúre	17	0	17	0,0%
Ibo	3	1	4	25,0%
Metuge	10	3	13	23,1%
Montepuez	38	1	39	2,6%
Namuno	81	2	83	2,4%
Pemba	4	7	11	63,6%
Total	186	15	201	7,5%

Schools that received teacher materials in 2020				
District	No	Yes	Total	% Yes
Ancuabe	8	2	10	20,0%
Balama	18	6	24	25,0%
Chiúre	12	5	17	29,4%
Ibo	2	2	4	50,0%
Metuge	8	5	13	38,5%
Montepuez	34	5	39	12,8%
Namuno	61	22	83	26,5%
Pemba	1	10	11	90,9%
Total	144	57	201	28,4%

Among the schools surveyed, the 41,3% received economic support from an NGO. Pemba stands out with the highest percentage of support received. 9 out of the 11 (81.8%) schools had such support, but conversely in the district of Chiúre only 3 out of the 17 (17.6%) schools benefitted from this kind of support.

On food aid only 5 of the 201 (2.5%) schools have benefitted. Ancuabe district plus support: 20% of schools. No schools in the districts of Balama, Chiúre, Ibo and Montepuez have received any food aid.

As for hygiene products, at the time the assessment was conducted, in many cases during the delivery of support – those data provided a picture of the situation prior to the intervention 111 of the 201 schools (55.2%) received assistance in hygiene products. Pemba was the district that received most of this help, since 10 of the 11 (90.9%) schools obtained the kits. Differently is the situation in Metuge district, which reported the lowest percentage with only 3 out of the 13 schools (23.1%) interviewed got hygienic products.

Concerning the support of recreational equipment, only 15 out of the 201 schools (7.5%) received it. Pemba had the highest percentage once again: 7 out of the 11 schools (63.6%) obtained recreational material. None of the schools in Ancuabe and Chiúre received this kind of material.

Teaching material is fundamental to the teaching-learning process, but only 57 of the 201 schools surveyed (28.4%) received this material. Pemba registered the highest percentage of schools that collected teaching material: 10 out of the 11 schools (90.9%) received the material. On the opposite side, with the lowest percentage, we have the district of Montepuez: only 5 out of the 39 schools surveyed (12.8%) got didactic material.

Schools that received a teacher kit in 2020

District	No	Yes	Total	% Yes
Ancuabe	8	2	10	20,0%
Balama	18	6	24	25,0%
Chiúre	15	2	17	11,8%
Ibo	3	1	4	25,0%
Metuge	13	0	13	0,0%
Montepuez	34	5	39	12,8%
Namuno	70	13	83	15,7%
Pemba	6	5	11	45,5%
Total	167	34	201	16,9%

Schools that received training for teachers on psychosocial support in 2020

District	No	Yes	Total	% Yes
Ancuabe	6	4	10	40,0%
Balama	20	4	24	16,7%

Schools that received training in 2020

District	No	Yes	Total	% Yes
Ancuabe	9	1	10	10,0%
Balama	20	4	24	16,7%
Chiúre	16	1	17	5,9%
Ibo	4	0	4	0,0%
Metuge	8	5	13	38,5%
Montepuez	35	4	39	10,3%
Namuno	72	11	83	13,3%
Pemba	4	7	11	63,6%
Total	168	33	201	16,4%

Schools that received training for the school board in 2020

District	No	Yes	Total	% Yes
Ancuabe	7	3	10	30,0%
Balama	21	3	24	12,5%

Schools that received training for teachers on inclusive educational practices in 2020

District	No	Yes	Total	% Yes
Ancuabe	10	0	10	0,0%
Balama	23	1	24	4,2%
Chiúre	16	1	17	5,9%
Ibo	4	0	4	0,0%
Metuge	9	4	13	30,8%
Montepuez	37	2	39	5,1%
Namuno	79	4	83	4,8%
Pemba	3	8	11	72,7%
Total	181	20	201	10,0%

Schools that received visits from district/government officials/inspectors in 2020

District	No	Yes	Total	% Yes
Ancuabe	3	7	10	70,0%
Balama	8	16	24	66,7%

Chiúre	13	4	17	23,5%
Ibo	2	2	4	50,0%
Metuge	11	2	13	15,4%
Montepuez	35	4	39	10,3%
Namuno	76	7	83	8,4%
Pemba	2	9	11	81,8%
Total	165	36	201	17,9%

Chiúre	16	1	17	5,9%
Ibo	4	0	4	0,0%
Metuge	11	2	13	15,4%
Montepuez	33	6	39	15,4%
Namuno	74	9	83	10,8%
Pemba	4	7	11	63,6%
Total	170	31	201	15,4%

Chiúre	5	12	17	70,6%
Ibo	0	4	4	100,0%
Metuge	8	5	13	38,5%
Montepuez	30	9	39	23,1%
Namuno	31	52	83	62,7%
Pemba	2	9	11	81,8%
Total	87	114	201	56,7%

The teacher kit (didactic material for teachers) is also key to improving teaching, but only 34 (16.9%) of the schools surveyed in the district received this kit. Pemba district has the highest percentage of schools that received the kit, with 45.5%. Distinctly, in Metuge district where none of the schools received the kit.

Respecting the teacher training on educational practices aspect, only 33 (16.4%) out of the schools surveyed had teachers trained. Looking at the data by district, Pemba registered the highest percentage amounting to 63.6%. On the opposite side, with the lowest percentage, we find the district of Ibo where none of the schools had a teacher training in this area.

In other training areas, the percentages of schools benefiting from teacher training are very low. In teacher training on inclusive practices only 10. 0% of the schools surveyed benefited, whereas in training on psychosocial support just 17.9%, and in training for the school board only 15.4%. Analysing data by district, Pemba appears to have the highest percentage of schools which benefited from these trainings and always above 50% (see tables above). With lower percentages in teacher training on inclusive practices, we find Ibo district with no school who has benefited from this training; about the training on psychosocial support, the district of Namuno (8.4%) and Montepuez (10.3%) had the lowest percentage. In the training for the school board, the district of Ibo had no teachers in this training and the district of Chiúre had a very low percentage (5.9%).

With reference to the visit of officials/inspectors, 114 schools of the 201 (56.7%) surveyed we visited . In Pemba 81.8% of the schools surveyed were visited and in Montepuez only 9 out of the 39 schools (23.1%) were visited.

The largest percentage of schools that received various types of help and training of teachers are the ones from Pemba district. The district of Chiúre, conversely, has appeared several times with lower percentages, both in aid and trainings.

Other activities

Extracurricular activities are very important to complement the training of students. Only 28 (13.9%) out of the 201 schools surveyed have a girls' club, only 25 (12.4%) have a hygiene club, 8 (4.0%) have a club of peace, 31 (15.4%) have agricultural clubs, 64 (31.2%) practice sporting activities and 53 (26.4%) practice cultural activities.

<i>Girls' clubs</i>			
District	No	Yes	Total
Ancuabe	3	7	10
Balama	23	1	24

<i>Hygiene clubs</i>			
District	No	Yes	Total
Ancuabe	3	7	10
Balama	21	3	24

<i>Peace clubs</i>			
District	No	Yes	Total
Ancuabe	7	3	10
Balama	23	1	24

Chiúre	16	1	17
Ibo	3	1	4
Metuge	9	4	13
Montepuez	37	2	39
Namuno	79	4	83
Pemba	3	8	11
Total	173	28	201
Agricultural clubs			
District	No	Yes	Total
Ancuabe	2	8	10
Balama	20	4	24
Chiúre	16	1	17
Ibo	3	1	4
Metuge	9	4	13
Montepuez	36	3	39
Namuno	76	7	83
Pemba	8	3	11
Total	170	31	201

Chiúre	17	0	17
Ibo	3	1	4
Metuge	8	5	13
Montepuez	38	1	39
Namuno	78	5	83
Pemba	8	3	11
Total	176	25	201
Sport clubs			
District	No	Yes	Total
Ancuabe	2	8	10
Balama	13	11	24
Chiúre	15	2	17
Ibo	0	4	4
Metuge	9	4	13
Montepuez	35	4	39
Namuno	58	25	83
Pemba	5	6	11
Total	137	64	201

Chiúre	17	0	17
Ibo	3	1	4
Metuge	13	0	13
Montepuez	39	0	39
Namuno	82	1	83
Pemba	9	2	11
Total	193	8	201
Cultural activities			
District	No	Yes	Total
Ancuabe	1	9	10
Balama	21	3	24
Chiúre	15	2	17
Ibo	0	4	4
Metuge	13	0	13
Montepuez	36	3	39
Namuno	52	31	83
Pemba	10	1	11
Total	148	53	201

An observation from these tables indicate that most schools do not engage in extracurricular activities to complement training, neither to improve health (sports activities) or either to strengthen food and nutrition security (agricultural activities).

4. Final Conclusions and Recommendations

In conclusion, most schools surveyed requires some refurbishment and support. Data shows that the school of Pemba are in better conditions, while those in more rural areas are in worse conditions and received less support. Such disparity is visible with regard to the number and the opportunities of training for teachers. Equally important with regard to WASH and hygiene conditions.

AVSI recommend the following actions:

- Increase the number of teachers mainly in the districts of Metuge and Chiúre where the ratio of students to teachers are very high.
- In order to increase the percentage of girls who transition from primary to secondary education and thereby reducing the difference between the percentage of boys and the percentage of girls, special educational programmes should be put in place for girls and girls' clubs in schools can be reactivated and support to caregivers may be offered to reduce early marriages which is one of the causes of the drop-out cases.
- Facilitate the teaching-learning process and allow students to have a more attractive and stimulating learning experience by increasing the number of classrooms, as well as other school infrastructures such as teachers' rooms, administrative blocks and libraries.
- Support students to have a more attractive and stimulating learning experience by increasing the number of classrooms with black boards and desks, as well as providing more support in terms of teaching material and kits for teachers.
-
- The government and the NGOs should extend the aid programs to schools which are currently not receiving any aid because the number of displaced students has significantly grown.
- Provide schools with functional water sources and improved latrines.
- Upgrade the professional development and involve more teachers in the various types of training. The continuous training of teachers ensures quality classes and consequently quality education for students.
- Launch or reactivate clubs in schools as extracurricular activities. Activities such as a girl's club, hygiene club, peace club, agricultural clubs, sports and cultural activities are essential for students to develop in a complete way, as they contribute to their social, civic, cultural enrichment as well as to their healthy physical development. This way, the students become more aware of their rights and how to use them. Dropping out of school because of housework, as it often happens, is a kind of violence against children.