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An Assessment of NGOs in Scholar Performance in Búzi District of Sofala Province.

By

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DECLARATION

The work contained in this dissertation was carried out by the author at the Catholic University of Mozambique in the year 2006 to 2007. It is the original work except where due references are provided. It has never been nor will it ever be submitted for the award of any other university. No part of this work shall be reproduced without prior permission from the author or the Catholic University of Mozambique.

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DEDICATION

This work is especially dedicated to my parents Dhirajlal Chhaganlal and Chandrakala Dhirajlal, my brother Kapil, and my sister Kajal. I am grateful for their unconditional support and faith on me during the thesis elaboration.

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ABSTRACT

Internal inefficiency causes high level of repetition, dropout and late completion rates. The lack of schools is one of the main reasons of low access to school for many children associated with the fact lack of teachers and scholar materials that affect negatively on students performance. The aim of this study was to discover the contribution of NGOs on education sector in Búzi district with construction of schools, teacher training and factors that affect scholar performance. Two questionnaires were used to collect primary data, one to analyse the contribution of NGOs on education sector and second to find out the difficulties faced by teachers in education sector that affects students' performance. The results showed that construction of schools by the NGOs has increased access of children to school and improve the scholar performance. Moreover the repetition rate had decreased gradually in last two years due to introduction of new curriculum. The lack of scholar materials affected negatively the quality of education linked with the existence of a reasonable number of unqualified teachers. Large classes associated with lack of teachers created lack of interest among students, which were the reason of repetition rate. Poverty was the main reason of dropout of students. The study recommends that NGOs and government should focus on construction of EP2 schools also focus on teachers training and supply more teachers to allow them more time to prepare lessons and follow the performance of their students. Finally the government should solve the problem of distribution of scholar materials which is crucial for quality of education.

GLOSSARY OF TERMS

The Automatic Passing - is case where students pass from one grade except on 5^{th} and 7^{th} grade to other without writing an exam.

Capacitation - is when qualified teachers are retrained for new subjects introduced in curriculum or to adapt to new techniques.

Gross Enrolment Rate (GER) - is the ratio of the number of children enrolled at given level whatever their age, to the number in the age range officially corresponding to that level. The GER can exceed 100% because of early or more frequently, delayed enrolment, as well as grade repetition, which results in children other than those of official age being enrolled at given level.

Literacy - is the ability to read and write, understanding, a short simple statement related to one's daily life.

Net Enrolment Rate - is defined as the number of pupils actually enrolled in a given level of education divided by the number of people in the corresponding age bracket.

Scholar Performance – is measured through to access to school, the approval, repetition and dropout rate.

LIST OF ABBREVIATIONS AND ACROYNMS

AIDS - Acquired Immune Deficiency Syndrome (AIDS)

BPEP - Basic and Primary Education Project

BSF- Boarding School Feeding

CCS- Italy- Italian cooperation

CFPP - Centers of Primary Teachers Formation

CRESCER- Course of Scholar Effort: Systematic, Continuous, Experimental and Reflexives

DDEC - District Directorate of Education and Culture

DPEC- Provincial Directorate of Education and Culture

DSF - Day School Feeding

EFA - Education For All

EIs - Innovators Schools

EP1 - First level Primary Education

EP2 - Second Level Primary Education

ESG1- First Cycle of Secondary Education

ESG2 - Second Cycle of Secondary Education

ESMABAMA - Estaquinha, Mangunde, Barada, Machanga

ESSP I- First Education Sector Strategic Plan

GER - Gross Enrolment Rate

GTZ-PEB Germany Technical Cooperation

IMAP - Institute of Primary Teaching

INDE - National Institute of Education Development

LWF- Lutheran World Federation

MDGs - Millennium Development Goals

MEC - Ministry of Education and Culture

MINED - Ministry of Education

NER - Net Enrolment Ratios

NGOs - Non-Governmental Organizations

OLS - Ordinary least Square

PADM - Support Program to District and Municipal

PARPA - Action Plan for Reduction of Absolute Poverty

PEDP - Primary Education Development Project

RORE - Rates of Returns on Education

SHN School Health and Nutrition

SPSS - Statistical Package for Social Science

THR - Take Home Rations

UNESCO - United Nations Educational, Scientific and Cultural Organisation

UPE - Universal Primary Education

WFP - World Food Program

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CHAPTER 1: INTRODUCTION

Literacy is the ability to read and write, understanding, a short simple statement related to one's daily life (United Nations Educational, Scientific and Cultural Organisation UNESCO, 2004). The Millennium Development Goals (MDGs) which were developed as a result of the Millennium Declarations provides a framework for monitoring human development. From the eight main goals, the second goal is to achieve Universal Primary Education (UPE) by 2015.

In African countries, where population is very young and growing rapidly, it may require substantial resources to achieve UPE. Often, the largest efforts to expand basic education provision are required precisely in those countries that have the least resources to meet the challenges. Considering in particular that it is not enough just to create more study places but that the quality of educational provision must simultaneously be ensured (UNESCO, 2001).

According to the report of Education For All (EFA, 2002) the indicators of education deteriorate in some of the seventy countries and it might not achieve the universal primary education. In fact, the challenges in terms of education continue without doubt higher in rural areas globally. A high rate of dropout in rural area schools means that a majority of students abandon the system of education without acquiring basic competences of reading, writing, and arithmetic. It is not surprising that illiteracy rate in rural areas is two to three times higher than in the urban areas.

Another factor that greatly contributes to low scholar performance is Acquired Immune Deficiency Syndrome (AIDS). It affects the education sector in at least three ways. First, the supply of experienced teachers will be reduced by AIDS-related illness and death. Second, children may be kept out of school if they are needed at home to care for sick family members or to work in the fields. Third, children may drop out of school if their families cannot afford school fees due to reduced household income as a result of AIDS deaths. Furthermore, teenage children are especially susceptible to HIV infection. Therefore, the education system also faces a special challenge to educate students about AIDS and equip them to protect themselves.

1.0.1. Indicators of Educational Enrolment

The net enrolment data in the table 1.1 shows that the percentage of students enrolled for the 6 to 11 years age bracket is much lower in all regions.[1] The net enrolment data show that 18% percent of all 6 to 11 years old children in developing countries did not attend basic education in 2000. The objective of primary education for all has not yet been realised, particularly in Sub-Saharan Africa. The data indicates that in the 1980s, the enrolment levels decreased but it increased in 1990s. The net enrolments figures in 1992 for all age categories are lower than in 1987. In 2000, the primary enrolment had recovered and was just above the 1987 level.

The most recent figures show that in Sub-Saharan Africa on average 43 percent of children between the ages of 6 and 11 do not attend basic education. One should realize that even the more realistic net primary enrolment tends to overestimate educational performance[2]. For example, household surveys in Sub-Saharan Africa illustrate that the number of pupils that currently attend school are significantly lower than the enrolment figures (UNESCO, 2002: Table 2.6 as quoted by Szirmai).

Although not all educational objectives have been achieved, the achievements in long-run education in developing countries have been remarkable despite the substantial population growth. From the early 1960s, considerable improvements have been made in Latin America and East Asia, which are in path to achieve universal access to primary education. Sadly, Sub-Saharan African countries are far from the target.

[1] Recent secondary net enrolment data are not consistent with older ones, as definition has changed. The new definition refers to the percentage of an age bracket actually enrolled in the school level belonging to that age bracket. . Contrary to the old definition which refers to the percentage of an age bracket enrolled somewhere in the school system.

[2] The dramatic drop in secondary enrolment in Africa is in large partly due to the changes in the definition of enrolment. The new net enrolment concept is defined as the number of pupils actually enrolled in a given level of education divided by the number of people in the corresponding age bracket. For secondary education, this is substantially lower than the old concept. The old net enrolment is defined as the number of pupils of a given age bracket anywhere in the educational system divided by the number of the people in that age bracket. For primary education, the change of concept does not make any differences.

Table 1. 1: Net Enrolment Ratios (NER) by Regions, 1960-2000 (in percentage)

	6-11 Years				12-17 years				18-23 years		
Regions[a]	1960	1987	1992	2000	1960	1987	1992	2000[b]	1960	1987	1992[c]
Africa	29	56	51	57	17	46	41	19	1	9	7
Arab Counties	39	73	77	79	18	51	52	55	4	20	20
Asia	53	80	81	85	41	43	47	46	9	14	14
Latin America	58	86	88	96	36	68	68	54	6	25	25
Developing Countries	48	76	77	82	35	45	47	45	8	15	14
Developed Countries	91	92	92	97	69	87	86	89	15	35	40

Source: The Dynamics of Socio-Economic Development (p231), by Szirmai, Cambridge University Press, United Kingdom, 2005.

[a] *Africa and Asia exclude the Arab countries. Latin America includes the Caribbean.*

[b] *2000: latest year between 1995 and 2000.*

[c] *UNESCO does not provide more recent data for this age bracket.*

1.0.2. Indicators of Pupils' Progress

Scholar Performance refers to access to school to all children, and the students' efficiency in school is measured by approval, repetition and dropout rate. Moreover, it also takes in consideration the teacher: pupil ratios and student: class ratio. The lack of teachers is one of the main reasons for low performance of pupils, which result in high repetition rate. Those students that fail in first grade are likely to dropout from schools.

Repeating grade is another indicator of pupils' progress, though it can be difficult to interpret, because it depends on policy. Some countries systematically promote pupils to the next grade while others apply rigorous achievement criteria. Where repeating grade is possible, its incidence is a measure of the proportion of children who do not master the curriculum. A high level of grade repetition is a sign of a dysfunctional school system often exacerbating dropout and resulting in overcrowded schools. Repeating a grade at an early stage increases the risk of dropping out.

In Sub-Saharan Africa, South and West Asia with low enrolment ratios, the median values of pupil teacher ratio is of 44:1 and 40:1 respectively. This implies that teacher numbers are a problem faced in many countries that need it most, in order to increase significantly the coverage of their basic school system. Unacceptably high Pupil teacher ratios exist in many schools and districts of individual countries, of course, but this is more a matter of the distribution of teachers than of their total number (UNESCO, 2005).

The civil society including Non-Governmental Organizations (NGOs) is inseparable component of the democratic society. The main mission of the civil society including NGOs should be to provide service to the most vulnerable section of the society to make them empowered, capable and organized, so that they become able to defend their right and to enhance their quality of life and living standard. Fundamentally, the question is no longer whether NGOs should play a role in education sector, but how NGOs are most likely to fulfill their promises to improve quality, access to school with construction of schools, teachers' training in African countries.. Most of NGOs who are working with the people in rural areas and urban slums are providing non-formal education, but there are also NGOs providing formal education.

During the last decade, NGOs have been increasingly implementing development programs around the world. This trend can be found in the education sector, where most major donor agencies have increased the resources allocated through NGOs to implement their education programs. More and more, donors use international and local NGOs for education service-delivery in both formal and non-formal contexts. Most countries in Africa with a donor-supported program for the education sector have NGOs playing a significant implementing role.

In the context of decentralization in Africa, NGOs are creating new spaces for civil society involvement in education. Recent Education For All (EFA) meetings in Johannesburg and Dakar recognized the vital role of NGOs in promoting universal and equitable quality of education. The EFA discussions have indicated NGOs new roles as alternative education providers, innovators, advocators, and policy dialogue partners. Moreover, donors have begun to engage in technical and institutional capacity-building programs for local NGOs (Grandvaux, Welmond, Wolf, 2002).

1.1. Background of the Study

According to the Action Plan for Reduction of Absolute Poverty –PARPA (2001 to 2005, pp 5) "Education is a basic human right. Its fundamental role for poverty reduction is universally recognized. Access to education contributes directly to human development by improving capacities and opportunities for the poor, promoting greater social, regional and gender equity. Without a doubt, knowledge is an indispensable means for improving the living conditions of men and women. Education is also essential for rapid growth, as it expands the quantity and quality of human capital available for productive activities, and the ability of the nation to absorb new technologies. The main objectives in the area of education include achieving universal primary education, while rapidly expanding secondary education, informal education, and technical-vocational training''.

According to the Ministry of Education the expansion and improvement in the education system are critical elements for the Government's development strategy, in both short-term and long-term perspectives (MINED, 1998). In the short term, increased access and better quality in **basic education** were major instruments for redistribution and the promotion of social equity, since they improve the opportunities available to girls and to children from disadvantaged regions. In the long term, universal access to education of adequate quality is vital for the development of Mozambique's human resources and the growth of the Mozambican economy.

The state's main responsibility in the educational system is to ensure that all Mozambicans have access to educational opportunities of acceptable quality. The Government makes every effort to provide the financial and other resources needed to achieve the key goals of the First Education Sector Strategic Plan (ESSP I). Apparently, state resources will not suffice by themselves and responsibilities for expanding educational opportunities have to be shared with a wide range of domestic and international partners.

Communities have been playing an important role in the construction of schools, classrooms and supporting to local teachers, which is especially vital in this regard. Furthermore, the participation by religious organizations, NGOs and the private sector in expanding the supply of

school places and increased involvement by parents in acquiring books and materials for their children also constitutes essential contributions (MINED, 1998).

The education in Mozambique could be grouped in two parts, which are basic and secondary levels. Basic education covers seven years and is structured in two cycles, First level Primary Education (EP1) from 1st to 5th grade and Second Level Primary Education (EP2) from 6th to 7th grade. The secondary education involves five years and is structured in two cycles. First Cycle of Secondary Education (ESG1) from 8th to 10th and Second cycle of Secondary Education (ESG2) includes 11th to 12th grade.

According to the Ministry of Education and Culture – MEC (2006)[3], many graduates cannot demonstrate knowledge and specific capacities of old curriculum. This curriculum in **basic education** was inadequate by increasingly being inappropriate to the rapidly changing requirements of Mozambican society. The Ministry has therefore asked for participation of many leadership of National Institute of Education Development (INDE) that involves teachers and other key stakeholders in the development of a new curriculum framework, which was introduced in 2004.

It is worth mentioning that the development and introduction of the new curriculum in basic education, which allows use of mother tongue in first classes of teaching, then transition to national language, inclusion of local content adapted to specific necessities in each region of the country, offer books for students and for teachers that contributes in improving education. The Government decided to abolish admission fees in 2005, eliminating barriers to access and completion of basic education.

The government's strategic plan for education identifies three problem areas in the sector, which affect all levels of system and virtually all institutions at each level. The first is limited access to educational opportunities, the second is poor quality, and the third is the cost of expanding

[3]In 1998 Ministry of Education was known as (MINED), but in 2006 it changed to Ministry of Education and Culture (MEC).

access and improving quality. The quality of education and training provided in these institutions is often poor (MINED, 1998).

1.1.1. Limited Access to Educational Opportunities

The Gross Enrolment Rate (GER) is the ratio of the number of children enrolled at a given level whatever their age, to the number in the age range officially corresponding to that level. The GER can exceed 100% because of early or more frequently, delayed enrolment, as well as grade repetition, which results in children other than those of official age being enrolled at the given level.

The Universal Access to basic education was achieved nearly after independence and in 1981; the GER in EP1 reached 110 percent. In the following years, due to economic crisis and civil war, the rate of enrolment steadily declined to 54 percent in 1994. The GER in EP1 has since recovered, to 79 percent in 1998, which exceeds the rate in 1991 but remains well below the rate achieved in 1981 (MINED 1998).

Mozambique made a substantial progress in improving the access to primary education. Between 1999 and 2005, the enrolment in EP1 and EP2 increased from 2, 3 million to 4 million students. The number of schools increased from 6,500 to 9,500. The GER in first class increased from 104 percent to 160 percent. In EP2, the admission also increased substantially. The transition in EP1 to EP2 continues to be a big challenge. Many schools do not offer complete cycle of seven years of education. That is why students' progress in EP2 requires students to walk long distances from their home or stay in dormitories, which constitute a barrier for many students especially for girls. The completion rates in EP1 improved from 26% in 1999 to 57% in 2005 due to the results of the effort put in all primary schools to offer five years of primary education and recruit new teachers (MEC, 2006).

1.1.2. Quality of Education

The quality of educational facilities is often unsatisfactory in Mozambique. In EP1, the average pupil: teacher ratio is 61:1, going up to 81:1 in some provinces and in EP2, the average pupil: teacher ratio is 41:1. Most basic education students attend school on double shifts, and in urban and peri-urban areas, triple shifts are common. Education facilities are poor and there is a lack of basic learning materials. A quarter of teachers in first-level primary schools are untrained, many teachers have only one year of professional training after six years of basic education.

In EP1 rates of dropout and repetition average 15 and 25 percent, respectively. Therefore, hardly 25 percent of students who enter the first grade were able to complete the five grades of EP1 without failing. In EP2, the transition rates were also low, which means that only six of every 100 students who begin school will graduate from EP2 (MINED, 1998).

The higher number of students per school and the fact that majority of teachers were unqualified, result in decrease of quality in primary education, affecting scholar performance. The internal inefficiency results in pupils taking longer to complete the basic education rather than the required minimum of seven years. Moreover, MINED does not have the data that follows students evolution from first grade until seven grade to analyse the number of years taken by students to complete basic education.

The indicators of internal efficiency and quality of education are not promising. Since 1999 the factors such as quality of teachers, dropout rate, the prevalence of triple shift and ratio pupil teacher register minor improvements or remained constant or even deteriorated. Actually, about 660,000 children's in age bracket of 6 to 12 continue without access to primary education (MEC, 2006).

The central problem on the expansion of basic education enrolments is the supply of teachers. Mozambique actually counts on almost sixty thousand primary teachers (EP1 and EP2). The Centres of Primary Teachers Formation (CFPP)[4], graduates annually an average of two thousand

[4] Form teachers in a three-year-old course starting from a level of entrance of 7th grade.

teachers. The Institute of Primary Teaching (IMAP)[5] and private related initiative form annually around three thousand of teachers (MEC, 2006).

In order to fulfil the gap of required teachers, MEC recruits annually at least two thousand of unqualified teachers with at least 10th grade. However, efforts have been done to increase the number of qualified teachers; but the expansion is still based on recruiting unqualified teachers. Lack of teachers' training, lack of materials and lack of pedagogical support means that the majority of teachers relied on the method of repetition and memorizing instead of stimulate students to participate actively in classes and education based in capacity. Therefore, the qualified and motivated teachers are essential for quality of education.

The lack of teachers is partly due to economic growth that brought new job opportunities, for many teachers that left education in order to find better remuneration particularly in secondary level. The financial constraints are obstacles faced in allocating significant number of qualified teachers in schools. The other factor is AIDS that killed many trained teachers, mainly in the centre of the country (Manica, Sofala, Tete, and Zambézia), which is more affected.

1.1.3. Costs and Sustainability

The cost of large expansion and improvement in the educational system is unaffordable and unsustainable within the current budget of the education sector. The Ministry wants to change this situation but it faces a budget constraint and significant share of the annual budget is with funds provided from abroad. The education budget is already largely, funded by external assistance and the government calls upon stakeholders and representatives of civil society' to take a greater share of responsibility (MINED, 1998).

1.1.4. The Role of NGOs in the Education Sector

NGOs act according to their financial and vocational capacity in the education sector. NGOs submit their proposal to donors and then decide to finance their program. Donors argue that it is

[5]Recruit graduate of 10th grade and are submit to two years of formation.

easy to negotiate with NGOs than with government for instance, donors took several years to agree with Malian government related to where to construct schools, this was not an issue with NGOs (Grandvaux, Welmond, Wolf).

The government of Mozambique strongly recommend all children to attend school between the ages 6 and 16. Due to lack of facilities and teachers, there were ten thousand young children out of school in 1999. While the government did a good job in providing basic text for most existing school, there were many problems associated with quality, distribution and the scope and depth of the materials themselves. Other types of books and educational materials such as dictionaries, maps, globes, compasses and maths flash are virtually nonexistent.

Wings of the Dawn supplied in 1999 to Maputo, books and school supplies that benefited three predetermined schools. In the following year, Maputo received 11,865 school books in Portuguese, Maths, History and Geography and library reading books. These were distributed to schools and libraries in the province of Maputo, Gaza and Manica through three NGOs such as World Vision (of United States of America), Concern (of Ireland) and Human People to People (of Denmark) (Wings of the Dawn, 2000).

The MEC of Mozambique launched a national School Health and Nutrition (SHN) program in collaboration with the Ministry of Health, UNICEF, the World Food Program (WFP), and Save the Children and is supporting SHN activities through its 'Direct Support to School Program'. Save the Children, SHN activities include training teachers to manage First Aid Kits, training peer educators on Key Health topics using the Child-to-Child approach. Moreover, it had participated in curriculum development at provincial level in the local language that was adopted at national level in 2004.

1.1.5. Education Sector in Búzi District

The NGOs work as partners with government in the education sector by helping to fulfil the objectives defined in PARPA I and II. It contributes both in urban and rural areas. The rural area is vulnerable, with low scholar performance, demanding for investment in scholar infrastructure.

The NGOs had constructed and opened a school in Búzi district benefiting many children that did not have access to school. Many parents were stimulated to send their children since the other school was very far away from the village. The construction of dormitories in Nova-Sofala and Estaquinha helped many students that lived far from school to continue studying and living in dormitories (see Appendix C, map 1).

NGOs had constructed houses for teachers near the school for those that are from other villages and are not from Búzi district, offering conditions to continue in this profession. The supply of teachers was essential to reduce the pupil teacher ratios and increase in scholar performance. It gives capacity to teachers and directors related to increase the quality of education that reflect in higher scholar performance.

Moreover, NGOs finance in construction of schools, paying the salary of teachers, the management cost and financing the budget of education of government. It plays a considerable role in education sector by offering food to children in schools as an incentive for them to study and avoid abandoning the school that is one of the problems in the district. It stimulates girls and orphans retention and participation in school through Take Home Rations (THR). Girls and orphans that attended 90 percent of lessons during the year received THR. Due to these actions parents send the girls to school. It proved to be efficient in Búzi district.

NGOs help vulnerable children by buying food, clothes, paying the fees to live in dormitories and paying registration fees to continue studying. This help had allowed access of many children to education otherwise they would be out of school. Many parents are peasants and face difficulties in paying the admission fees of their children, which is one the problems of abandonment level in EP1. In 1999, the admission fee was 15.000 MZM, and it had increased over the years. In 2005, to achieve the second goal of MDGs the government abolished the admission fees in basic education. The abolishment of admission rate had reduced the cost of basic education to many parents, stimulating them to send their children to go to school.

Government introduced new curriculum in 2004 in order to improve the quality of education and scholar performance. In the new curriculum the scholar performance would increase once the

students write exams only on fifth and seventh grade contrary to the old curriculum where in each class students had to write an exam. In the new curriculum students pass the class with an average of 7 marks instead of 10 marks as in the old curriculum.

1.2. Statement of the Problem

The internal inefficiency in basic education results in higher repetition, dropout and late completion rates. The higher repetition makes students spending many years to graduate instead of the required minimum of seven years. It wastes the resources of Mozambican government that could be used to help many needed children that were poor, and their families' faces difficulties in supporting the costs of many years of schooling. As a result, lots of students dropout of school before completing the basic education.

The lack of teachers is the biggest challenge faced in the education sector in Búzi district. The pupil teacher ratio is 94:1 and it doubles when there are 2 shifts. The high students' class ratio of 50:1 does not allow teachers to follow student's performances, answer their questions. Teachers in most cases do not have time to plan for their lessons. These create lack of interest on students and consequently affect scholar performance. Moreover, considerable number of teachers in Búzi have less than 1 year of training and 2 years experience which affect students' performance negatively.

The lack of materials is another serious problem that affects the students' performance. The teachers use books of previous year to teach and students have to share same books with their colleagues. The MEC has increased the scholar materials in the new curriculum but it is not enough to solve the problem.

1.3. Objectives of Study

The present study wants to make an assessment of NGOs on the scholar performance in Búzi district from 2001 to 2005. To analyze and measure the contribution made by these organizations and the government effort to increase the access and improve quality of education. Moreover, it analyses the difficulties faced by teachers in Búzi district in education sector.

1.3.1. General Objectives

The study had made an assessment of NGOs in scholar performance in Búzi district. It analyse the contribution of the NGOs with the construction of schools and teachers training. Moreover, it analyses the introduction of new curriculum in 2004 by government to improve the scholar performance and the impact of abolition of registration fees in basic education in 2005 to increase the access to education to all Mozambicans.

1.3.2 Specific Objectives

The lack of school is one of one the reason of low access of children to school. The government decided to abolish the registration fees in 2005 to increase the access of children to school due to financial situation of many families. It is important to analyse the teachers training and their abilities to teach new subjects offered in the new curriculum.

- To analyse if construction of schools increased the access of students to education.
- To analyse if introduction of new curriculum improved students' performance.
- To analyse if teachers were trained to teach in new curriculum.
- To analyse if free basic education had increased access to education in Búzi district.

1.4. Research Questions

- How did the construction of schools benefit students?
- What were the reasons of repetition rate in basic education?
- What were reasons of dropout in basic education?
- What difficulties were faced by teachers in basic education?
- How does the lack of teachers affect students' performance?

1.5. Significance of Study

The study is relevant for Mozambican Government, to community, private investors and NGOs that an urgent investment is necessary in training of teachers, construction of primary schools to improve scholar performance. The lack of teachers does not allow careful evolution of students causing the high level of repetition and dropout especially in primary education. In general, it will be helpful to Mozambican government to analyse and evaluate the improvement done in the education sector.

Particularly, the study will be useful to the District Directorate of Education and Culture (DDEC) of Búzi, to analyse the contribution of NGOs in education sector. The contribution of NGOs would be measured through training of teachers, construction and opening of schools, retention of students in schools to increase access to education by many children that did not have opportunities.

It is believed that the research can be helpful to the policymakers and NGOs in designing strategies to improve the scholar performance and the quality of education. Furthermore, study can constitute a value-added to the literature on assessment of NGOs in education sector and by exposing new materials and new information regarding to this topic.

No studies were done to analyse the contribution of NGOs in improving scholar performance in district level. NGOs are making efforts to fulfil main challenges in education. They help in investing in the expansion of the schools networks in deprived rural area, focusing on low cost schools constructions, supply and training of teachers, which is crucial to improve quality of education (MDGs, 2005).

1.6. Scope of the Study

The study focused on Búzi district in basic education from 2001 to 2005. In order to measure the progress in education sector on scholar performance through teachers training, financing in education and construction of primary schools especially of EP2 in order to continue the progress

of students that complete EP1. It also analyses the difficulties faced by teachers of Búzi district in the education sector.

The Búzi district was chosen due to low indicator of scholar performance, persistent problem of insufficient teachers in EP1 since 1999. The study focused on assessment of NGOs in scholar performance in Búzi district which works as partners of government. The NGOs, due to their style of work can get access to poor people with more effectiveness than government agencies.

1.7. Limitation of the Study

The first limitation that was faced during the study was less time to interview the teachers that teach in the double shift. Second difficulty was related to find schools in Búzi-Sede since the researcher did not know the district. Third, was the lack of information or difficult access to information related to data of scholar performance in Búzi district. At last, the cost of transport to Búzi to collect primary and secondary data

1.8. Organization of the Study

The study presents five chapters. Chapter 2 is divided into theoretical literature, which presents the data related to scholar performance, the role of NGOs and government in education sector. In empirical literature, presents the contribution of NGOs in education sector to improve scholar performance. Chapter 3 presents the methodology that was used to conduct the research during the process of data collection and sampling selection. Chapter 4 presents the results of research and analysis of data. Finally, chapter 5 presents conclusions and recommendations.

CHAPTER 2: LITERATURE REVIEW

This section presents theoretical, empirical and focused literature. In theoretical literature present the different education theories, and overall contribution of NGOs on scholar performance. In the empirical literature, mentions the importance of teachers and contribution of NGOs on scholar performance around the world. In the focused literature, present two studies done by two NGOs to measure the effectiveness of their programs on the education sector.

2.1. Theoretical Literature Review

This section is divided in six parts and focus on NGOs' contribution on scholar performance. First, presents the different roles of education. Second, presents education theories that explain the impact of education on economic growth. Third, there is the role of government in the education sector. Fourth, presents the NGOs' commitment to the fulfilment of EFA goals. Fifth, gives the role of teachers in education sector. At last, the cost and benefit of education.

2.1.1. The Different Roles of Education

According to Drèze and Sen (2002), education plays several roles. First, education can be intrinsically important. A person may value knowing something simply for the sake of this knowledge. Second, education can play instrumental role in two dimension the personal versus collective, and the economic versus non-economic. The *instrumental personal economic role* of education can help a person to find a job, to be less vulnerable on the labour market, to be better informed as a consumer, and so forth. While *collective economic role* can be for example, if a large percentage of the population is illiterate, then the market for books and newspapers is automatically limited.

In the *instrumental personal non-economic* role, one could think of having access to information by being able to read the newspaper and so forth. On the contrary, in *the instrumental collective non-economic* includes what children learn to live in a society. People have different views of good life, which is likely to contribute to a more tolerant society.

2.1.2. Education Theories

The proponents of Human Capital theory such as Maddison (1987), Pilat (1994),Timmer (2000) quoted by Szirmai (2005), argue that once people become more educated, they develop more skills and improve their writing and reading abilities, become more productive, capable to handle existing new production techniques and thus increase their wages. Especially in the context of people living in severe poverty, it is very important to have some basic skills or to have a decent education. Those who go to school longer learn how to perform well in workplace, how to obey orders, follow directions, and work in teams, punctuality and reliability (Stiglitz, 2000).

The debate between proponents and criticism of Human Capital theory is still very much open, particularly in more extreme position. Krueger and Lindahl (2001) support the idea of Stiglitz in their recent article, arguing that education has an independent impact on earning and performances, irrespective of innate ability. Glewwe (2002) focusing in education especially in developing countries came to the same conclusion. Cognitive skills learned at school increase wages and are direct determinants of productivity, irrespective of innate ability.

While critics such as Berg (1970), Blaung (1985), Dore (1976), Spence (1973), quoted by Szirmai (2005) argue that education alone does not contribute to individual's productivity. The knowledge and skills acquired in educational institutions are not applied in individual's career but the required skills are rather learned on the job. The main contribution of education is indeed learning to learn. Nelson (1981) supports the same idea, that the specific skills are acquired on the job rather than school. Furthermore, much more about semi-conductor design or the production of chemicals details cannot be taught at school because the details are too specialized.

One might ask why higher educated employees earn more than less educated employees. This theory supposes that employers face difficulties to predict the future performance of job applicants. So the educational qualifications and diplomas serve as screening system for ability, achievement motivation, social background and the right personality traits.

2.1.3. The Role of Government in the Education Sector

The government should take in consideration actions to guarantee education for all. It is necessary to expand access to education and improve the quality. Enrolment rates must be urgently increased by identifying most affected groups that are girls, child and youth of indigenous/ethnic minorities, children and youth in rural areas and from poor families. In order to increase the enrolment rates, actions need to be taken to increase the figures relating to vulnerable groups in several ways. First, reduce the direct contributions of parents to their children's education such as school fees, cost of books, school uniforms and so forth. Second, build more schools in rural areas. Third, recruit qualified teachers for rural areas by offering special incentive for volunteers. Fourth, control regular attendance in classes. At last, make teachers aware of the problem of gender discrimination (UNICEF, 1998).

An increase of number of school must be followed by an increase of quality and for that subsequent action must be taken. First, conceptualize teachers to improve the methodology and teaching skills. Second, improve the relevance of teaching programme. Third, improve the quality of teachers training. Fourth, involve unqualified teachers on programmes to upgrade the training and offer regular training courses to all teachers. Fifth, guarantee that all children have at least one book. At last, increase the number of schools with libraries.

The elimination of school fees is a catalyst for nationwide education sector reform. Moreover, it creates the demand for more teachers, more supplies, and more classrooms. In short, it will spur the mobilization of internal and external resources to serve millions of girls, orphans and other vulnerable children and shift the burden of paying for basic education from vulnerable children and poor families. Kenya eliminated school fees in 2003 and over a million children flowed into school the very next day. It allocated some internal budget to education and additional aid flowed in from the World Bank and other donors when the needs of a million children were thrust into public attention. In addition, Kenya used this opportunity to reallocate more teachers to rural areas and increase transparency of local school budgets (UNESCO, 2005).

2.1.4. NGOs Commitment to EFA Goals

The basic learning needs of all can and should be met, education must be confirmed as fundamental human right, and there should not be delay in democratizing education. The democratization of education means that every citizen, of whatever age, and every community, has the right to learn in order to develop self-confidence and participate actively in all democratic and development process. NGOs had invested a great deal of energy in pursuing the EFA objectives. These organizations have built up vast networks of partners at the local, national and international levels (UNESCO, 2001).

NGOs also faced difficulties during implementation of their activities around the world. First problem evoked was institutional and political, particularly the absence of clear policies on the status of national languages. Second, the lack of respect for the education rights to workers and to international norms. Third, there is the lack of participation or lack of interest by the community to literacy and schooling. Last, civil society organizations face the lack of funds to meet educational needs as well as delays in the distributions of grants.

2.1.4.1. The Partnership between NGOs and Community

In spite of efforts done by countries and international co-operation, education system have failed to solve the problems particularly for the poorest group in society. The results obtained were far away from predicted with increasing number of dropouts, inadequate curriculum, and lack of infrastructure. As a result, NGOs drew results from the disappointed results of development efforts, decided to involve communities in the design, organization and implementation of activities and other development programmes.

Debourou, Aide et Action (2000) argues that NGOs involve community participation and define the needs and particular context to implement the project. The success of social mobilization depends on the quality of relations between NGOs and the community that is why they work as partner based on principles of equality, understanding and mutual respect. In this process communities have been involved in defining the academic calendars, development and promoting active child enrolment, recruiting and supporting teachers and contributing to training

materials development. This alternative approach to education is needs based, community oriented, cost and demonstrates foundations for formal education and allows entrance of child to formal school system. The government recognizes this alternative approach in order to achieve the target of 100 percent enrolment rate by the year 2015.

The construction of community schools were to complement government schools, it were flexible and respond to local needs. These types of schools represent community participation and engage community members in a broad range of activities. All the NGOs work as partner with community in rural areas, and help them in construction and management of these types of schools.

The community schools deal with several problems evident in government school system through several strategies. First, reducing distance between home and school. Second, offering adequate curriculum in local language. Third, recruiting teachers who are familiar with the local environment at a lower cost. Fourth, it encourages recruitment of female teachers. At last, offering intensive with short pre service teacher training with on-going in-service training (Save the Children, 2005).

2.1.5. The Role of Teachers in Education Sector

Education as a process of knowledge acquisition is the product of an interaction between the learner and the teacher. When this process is working properly, learning can take place. In this view, each education system requires a sufficient number of capable, qualified and motivated teachers. To attain this, it is essential that status of teachers should be sufficiently recognized, so that competent men and women will choose this profession. Unfortunately, this is not the case in majority of countries, therefore the status of teachers must be reviewed and their working conditions improved. Moreover, teachers must be consulted on educational reform and other changes in the sector (UNESCO, 2001).

The status of teachers should be improved worldwide and should ensure following benefits for them. First, receive an income comparable with other professions with a similar level of qualifications and responsibilities. Second, have the rights to be consulted and participate in the

process of formulating educational policies. Third, receive continuous training in order to keep up to date with new development in the education field. At last, work in adequately equipped schools where students have access to library (International Labour Office, 1995).

Although teachers are universally recognized as an indispensable body in the implementation of educational policies, countries have taken different ways in involving them in designing policies. The teachers' involvement is crucial to attaint the Jomtien objectives and attaining the goals of education of all (UNESCO, 1997).

Large proportions of primary-school teachers lack adequate academic qualifications, training and content knowledge, especially in developing countries, which implies much pre-service training, may be ineffective. Pre-service training generally combines theoretical and content knowledge with teaching practice in schools. However, there are large variations in the relative weight given to these two elements and in their modes of delivery. In some countries, the pressure to recruit new teachers quickly affects the length of college-based training and the sequence of practical and academic training change (Lewin 1999 quoted by Szirmai 2005).

2.1.6. The Costs and Benefit of Education

Human capital theory presents a framework for the systematic evolution of the costs and benefits of different kind of education for individuals and society (Szirmai, 2005). The individual supports direct costs such as school fees, costs of books, teaching materials, school uniforms, and the opportunity cost of the individuals which is the income forgone while receiving an education. One of the main costs of formal education is that the entry of a person to the labour market is postponed for years. On the other hand the cost of society is public subsidy (net cost of recovery and adjusted, for possible deadweight losses of tax financed public spending).

The benefits of education for individuals increase the productivity in workplace and earn higher wages. It makes a better person, allow expanding the capacity to enjoy the leisure, increase efficiency in job search and many others personal choices. On the other hand, three society benefits can be presented. First, it is the spillover effect once that educated person enhances the work productivity of his or her co-workers. Second expanding of technological possibilities

arising from discovering, adapting and using new knowledge in science, medicine, industry, and elsewhere. Third, it is community non-market effect such as greater social equity, more cohesive communities, and stronger sense of nationhood, slower population growth and related alleviation of environmental stress, reduced risks from infectious diseases and crime reduction.

2.2. Empirical Literature Review

The empirical literature is divided into four main parts. First, it presents the importance of human development in economic growth and the impact of number of years in school on economic growth. Second, it presents the rates of returns on education in the developing countries presented by several authors. Third, the role played by teachers in education sector. At last, the various contribution of NGOs in education sector on scholar performance.

2.2.1. Human Development and its Impact on Growth

Each of the various components of human development is likely to have a distinct impact on economic growth. Education, for instance, has a strong effect on labour productivity. In agriculture, Birdsall (1995) used data from Malaysia, Ghana and Peru to show that each extra year of a farmer's schooling was associated with an annual increase in output of 2-5%. In Indonesia, Duflo (2001) estimates an increase in wages of 1.5 to 2.7% for each additional school built per 1,000 children. In addition to its direct effect on productivity, education also affects the rate of innovation and technological improvements. Education alone, of course, cannot transform an economy.

Income distribution is among the primary determinants of school attendance and labour force participation. According to Orbeta and Pernia (1999) studies which were done in the Philippines and in other countries show positive dependence of school attendance on income. Income has two distinct effects on school attendance. One, higher average attendance accompanies higher average income. Two, children in higher income groups tend to have higher probability of school attendance than those from lower income groups.

2.2.2. Rates of Returns on Education (RORE)

Economic returns to education, in particular, have been investigated extensively and internationally (Psacharopoulos 1994, Psacharopoulos and Patrinos 2002. The finding showed that in developing countries, the average rate of return in primary schools was 29%, for secondary school 18% and post-secondary 20%. (Psacharopoulos, 1994) On this basis, the developing countries should give priority to primary education. Psacharopoulos and Patrinos (2002) argue that in the Sub-Saharan Africa an average rate of return was of 11.7 percent for schooling. However, Appleton (2000), in survey done on 28 countries of Sub-Saharan countries from 1980 onwards, has questioned these. He came with a mean return to education of 5% for primary schooling, 14% for secondary schooling and 37% for tertiary education.

Psacharopoulos has been criticized for his estimates on rates of return. First the rates of return reported by him were mainly "full" estimates rather than the Mincerian returns[6]. Second the estimates, especially for primary education, may have been raised by the inclusion of extremely high returns generated from studies with very poor data. Moll (1998) using the Project of Living Standards and Development[7] data, developed linear splines for primary, secondary and tertiary schooling, rather than years of schooling, and found that primary schools had a return of about 3%, secondary school a return of 10% while tertiary education posted a return of 60%. The following table summarizes the estimates of RORE of many authors.

Table 2.1: Illustrate Estimates on Rates of Return on Education of Many Studies (%)

	Primary	**Secondary**	**Tertiary**
Moll (1998)[a] : African Workers	2.9	9.7*	60
Psacharopoulos (1994) [b] : Sub-Saharan Africa	41.3	26.6	27.8
Appleton (2000) [a]: Sub-Saharan Africa	5	14	37

[a]- Mincerian wage returns [b] – Full method [*]- Significant at 5 % level

Source: Reiss, N. K. (2003), The Contribution of Primary Education to Rural Livelihoods in Rwanda. A Dissertation Submitted to the School of Development Studies of the University of East

[6] Mincerian returns refer to the use of ordinary least-square (OLS) estimates that suggest a proportionate increase in wages due to an extra year of education.

[7] This project was the main source of Rates of Returns on Education in South Africa in 1993.

Anglia in Part-fulfilment of the Requirements for the Degree of Master of Arts in Rural Development, September 2003

2.2.3. Teachers' Involvement in Educational Policies

Teachers' involvement in the implementation of educational policies varies across countries. In Nigeria and Indonesia, teachers had participated in the formulation of educational policies. Solid consultation structures and mechanism have been formed and the main teachers' unions have been able to persuade from conception to execution on educational policies. In Brazil, the teachers' organization participated actively in the formulation of ten years of education plan in 1994, and signed an agreement with the government on the importance of improving the quality of education. Though specific methods were developed to this end, however, the government has not fulfilled its commitment (UNESCO, 2001). In Mozambique, the teachers had participated in the development of new curriculum in 2004 (MEC, 2006).

The similar situation was observed in India and in Mexico, where government recognizes that poor quality of education was linked with teachers' motivation, beside discussions that were initiated to solve the problem, the government did not take into account the suggestion of teachers union. While in Pakistan and Bangladesh the discussion with teachers are informal and the government does not recognize the need to involve teachers' organization in the management of education system (UNESCO, 2001).

2.2.4. NGOs Contribution in Education

Majority of NGOs are directed to non-formal education. However, they are increasingly creating closer links with the formal system, through direct involvement or incorporating good methods and practises. The existence of innovations keeps a debate and reflection alive on ways to improve and effectively adapt general education system in all the countries.

The role of NGOs in Nepal in basic and primary education was crucial to help the government. The NGOs have gained significant experience in running non-formal education in certain parts of the country. Once the NGOs impact activity rarely graduates beyond micro-level

experimentations, the nation has a challenge to re-orient the whole system. The approach of NGO should enable people to access education rather than provide that education for them. For Nepal education system is necessary to decentralize authority and give power to people in order to lead positive social transformation (Upadya, 1997). The present study is similar to above in that the NGOs assess the government abilities to increase the access and help to improve the scholar performance.

The NGO Syunic (2006) implemented in the North of Armenia in Goris, teachers' training programme from January 2001 to August of 2003 with duration of 32 months. During this period a total of 886 teachers in Goris and 1,008 teachers in Sisian had completed the training, were awarded certificates mutually signed by the Education and Science of the Republic of Armenia through 2001 to 2003. The same project was undertaken by this NGO in Kapan, had trained 1,114 teachers that received certificates jointly signed by Ministry of Education and Science and Syunic.

The International NGOs such as Save the Children, World Education and United Mission worked in Nepal in 1992, focused mainly in the non-formal education area providing funds for building, training, scholarship, establishing libraries, conducting literacy and post literacy classes, income generating activities and forming saving and credit groups among women (Literacy Watch Bulletin, 2000). Moreover, according to EFA (2000), Nepal report, NGOs worked in line with government in order to achieve the targets and goals of EFA until 2015 and based particularly on non-formal. NGOs had supported government in Basic and Primary Education Project (BPEP) from 1992 to 1998. The BPEP was designed to identify efficient management structure, enhance access and learning conditions to improve the quality in primary and basic education.

The present study is similar to the above in the sense that it focused in the NGOs assess on scholar performance. NGOs provide funds for needed students, equipping library, posting literacy classes and gives training to people to ameliorate their condition. This study focuses on formal education which differs from the NGO in Nepal.

BPEP made significant contribution in programme development of different component. First, it was the development of primary education curriculum. Second, it was the revision of text books, teachers' guides and development of supplementary materials. Third, development of school and resources centres. At last, was related to development of teachers training packages.

In 1993 Primary Education Development Project (PEDP) was implemented as complement to BPEP focusing on the development and consolidation of the teachers' training system. The major contribution of this project was establishment of a network of nine-primary teacher – training centres. There are several contributions of this project to improve the quality of primary and basic education. First, six District Education Office building have been completed. Second, it provided training for 22,141 teachers, 4,659 headmasters, 264 supervisors and 115 education management personnel (EFA, 2000).

According to Save the Children (2005), community schools have achieved good results by increasing access to children. In Malawi, Save the Children had reached 330,000 children through 455 community schools whose students' test score are 30 percent higher than government school. In Uganda, 40 of Save the Children schools of 67 community school were funded by government, where the grade point average is 20 percent higher than in government schools.

According to Mozambique constitution education is a right for all citizens. It is based on Politics of National Education as well as PARPA I that states that education is fundamental human right and key instrument to improve the life condition and reduce poverty. This strategy reflects the government objective to attain the Universal Primary Goal for all Mozambicans by 2015 in MDGs. So Mozambique supports the right-based approach for education.

2.3. Focused Literature Review

Few studies were done in Mozambique to measure the contribution of NGOs in education sector. The researcher found two studies that analysed the contribution of NGOs in education sector, one done by GTZ-PEB and other done by WFP. The study carried out by GTZ-PEB (2005) asked a consultant group to evaluate innovators schools (EIs) in Sofala and Inhambane province.

The evaluation had an objective to make a balance of impact of programs EIs, identifying the positive and negative aspects of strategy and methodology applied in development of EIs program. The study was based on qualitative data (interviewing school teachers and directors) and secondary data (analyzing documents).

The consultant came up with many findings. First, the programs of EIs were relevant and contributed significantly in positive change in school environment. Second, it had motivated teachers in relation to their professional work and creating more responsibility related to education. Third, teacher had the plan and used the scholar materials but did not stimulate students to use books in the classes. Last, teacher remains the center of education and concepts or definitions are explained in the mother tongue.

Considering the findings, the consultant came to the following conclusion. First, the program EIs promote major conscience and responsibility of teachers related to their professional and social works. Second, the beneficiary schools had not yet known the character and finality of program. Third, the supervision and capacity did not promote active methods of learning. The recommendation proposed were first, to rethink in which the programs of EIs were based, clarifying its character and finality. Second, promote relevant capacity to implementation of new curriculum.

Another study was done by WFP (2005), to evaluate the school feeding program activities in Mozambique in period from 2002 to 2005. The evaluation was based on qualitative data (interviews with individuals and focus group, as well as informal conversation). Very little statistical data have been used. WFP supported school feeding activities in four main components such as Boarding School Feeding (BSF), Primary Day School Feeding (DSF), and Take Home Rations (THR) for girls and for orphans.

The finding in DSF was that significant improvements have been achieved at primary levels particularly in terms of access but also retention rates have been increased. Pupils increased learned outcome. THR for girls proved to be an important incentive which motivated the girls to study and the parents to send their girls to school. The study came up with following recommendation. In DSF, WFP should revise the foods provided at school, in order to reduce

unit price or change with more accessible products. The THR for girls should be analysed closely under the assumption that these rations may not be the most efficient nor appropriate way of incentives in term of girls' education.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

This section presents the methodology used to conduct the research. It describes all the procedures taken into account on the research design, on the selection of population and sample size. Furthermore, it explains how the sample was determined, how primary and secondary data were collected.

3.0. Research Design

In order to gather information for the purpose of the present study, the research was structured in the following manner. Firstly, the researcher started interviewing Elias Sidumo, Director of Provincial Directorate of Education and Culture (DPEC) of Sofala. The purpose of the interview was to get information related to challenges in education sector in Sofala province, in general, and in Búzi district in particular. Then, the researcher interviewed Mr. Meque, Director of the District Directorate of Education and Culture (DDEC) of Búzi to know the main challenges faced in education in Búzi. Finally, the researcher tried to measure the contribution of NGOs in education in Búzi on scholar performance.

The study intended to get information from NGOs and teachers of basic educations in Búzi that constitute the population of study. The questionnaire for the NGOs was intended to know their contribution in education in Búzi and measure their impact on scholar performance. The questionnaires for teachers were important to analyze the reasons of lack of teachers in basic education, their difficulties to teach many students and their impact on scholar performance.

The population of teachers was constituted by 344 teachers located in three localities. Moreover, there were six NGOs that contribute in education sector and all of them were interviewed in order to get better results. The Yamane (1976) formula was used to determine sample size. Systematic sampling was used since the elements are homogenous and the information obtained from DPEC of Sofala related to number of teachers allows us to use of this method instead of stratified, cluster or simple random sampling. The sampling interval was obtained by dividing

the population of study by sample size. The K=1.7 and since it is not possible to choose 1.7 people it rounded down to 1, to select the sample at random.

$$K = \frac{344}{185} = 1.7$$

A Pilot test was done with two questionnaires to determine if questions were properly worded. The research worked with an assistant to interview teachers in Búzi district. The questionnaires had close-ended and open-ended questions.

The study also based on secondary data like internet, books, government publication such as PARPA I, PEEC I and II, some documents of NGOs related to investments in Búzi and from DPEC of Sofala related to scholar performance from 2001 to 2005 of Búzi.

The collected data from questionnaires were processed and analysed using Statistical Package for Social Science (SPSS). All the procedures of data analysis are presented and fully described, the coding, data cleaning and presentation of results. The secondary data collected from different sources were presented in form of tables, graphs charts and text.

3.1. Population of Study

The populations of study are NGOs operating in education sector and teachers of basic education in Búzi district. The NGOs that work in Búzi are in Estaquinha, Mangunde, Barada, Machanga (ESMABAMA), Lutheran World Federation (LWF), CCS- Italy (Italian cooperation), GTZ-PEB (Germany Technical Cooperation), Support Program to District and Municipal (PADM) and WFP.

Two questionnaires were designed, one for NGOs and another for the teachers. The questionnaire for NGOs was to find out their contribution in education in Búzi and measure their impact on scholar performance. The questionnaire for teachers was to understand the difficulties faced by them in education sector, to teach classes with many students, how the lack of teachers affects the students' performances, reasons of repetition and dropout in basic education.

3.1.1. Sampling Frame

There are 344 teachers of basic education in Búzi district distributed in 3 localities and this information was provided by DPEC of Sofala. The most representative locality was Búzi-Sede with 250 teachers, followed by Nova-Sofala with 49 teachers and Estaquinha with 45 teachers. The formula used to calculate the sample was the most known formula developed by Yamane (1967). It is appropriate because it allows to know the level of confidence and margin of error. The researcher selected 95 percent of level of confidence, which means that 95 out of 100 samples would have true population value within the range of precision.

Using Yamane formula, with 95 percent of level of confidence obtained the sample size of 185. This sample was increased by 5 percent in order to compensate for non-respondents. As a result, the final sample reached to 194 teachers. The researcher determined the sampling interval (K) by dividing the number of units in the population by the sample size (344/194=1.77). Since the K=1.77 it can be rounded down to 1 to ensure that select at least number of units originally wanted and delete remaining units to get the exact sample size. Therefore, K=1, researcher had to select one element out of every two to end up with a total of 344 teachers. Table 3.1 indicates the number of teachers in each area and determination of sample size.

Table 3.1: Sample of Population of Teachers in Búzi

Local	Number of teachers	Ratio of teachers %	Sample	Final sample (+ 5%)
Búzi-Sede	250	250/344 = 72.67	135	142
Nova-Sofala	49	49/344 = 14.24	26	27
Estaquinha	45	45/344 = 13.08	24	25
Total	344	100	185	194

Source: Adapted from Report MINED (2006)

Yamane formula was used to calculate the sample: $n = \frac{N}{1 + N(e)^2}$

Where:

n -sample size,

N- is the population size

e -is the level of precision squared, or sampling error.

$$n = \frac{N}{1 + N(e)^2} = \frac{344}{1 + 344(0.05)^2} = \frac{344}{1.86} = 185 \text{ Teachers}$$

The DDEC of Búzi did not the supply the list of teachers required by researcher, beside their promise. Therefore, in the absence of the list, researcher used the following procedure to select the teacher through-sampling interval. First, researcher introduced himself to school director and explained the purpose of the study. Second, asked to call all teachers in a classroom to inform the purpose of the study. Third, K=1, in the classroom teachers were given number 1 and 2. Fourth, all of the teachers that were number 1 were selected for interview. This technique was used in all school that researcher went for interview. The table 3.2 illustrates the number of school selected for interview.

Table 3.2: Number of Schools Selected for Interview in Búzi District

Locality	EP1		EP2	
	Public	Private	Public	Private
Búzi-Sede	26	0	6	0
Estaquinha	10	1	0	1
Nova-Sofala	7	1	0	1
Total	43	2	6	2

Source: Adapted from Report MINED (2005)

In the Búzi-Sede village, Mr Xavier, element of DDEC of Búzi was helpful and availed the required information in the school survey. However, this was not the case in school far from the village in Búzi- Sede and in other two localities. The lack of commitment of DDEC of Búzi was mainly in the lack of assistance in locating schools. Due to this, the researcher did not know the

area, he faced a lot of difficulties to locate schools. Therefore, it was not possible to interview the exact number of respondents in Estaquinha and Nova-Sofala because he was not able to locate the schools. As a result, the researcher interviewed 20 teachers in each locality and the remaining 154 were interview in Búzi-Sede. The researcher selected all the primary schools in the village of Búzi-Sede and completed.

3.1.2. Sample Population

The questionnaire was used to conduct the survey. The questionnaire was the only way to obtain the information related to difficulties faced by teachers and the contribution of NGOs in education sector. This information was necessary to answer the research objectives and questions that were not available on secondary data.

Probabilistic sampling was used to ensure that every element in a sample frame had an equal chance of being incorporated in the sample. Instead of non probabilistic sampling, were elements do not have equal opportunity to be included in the sample. The researcher used systematic random sampling, done through some ordered criteria by choosing elements from a randomly arranged sampling frame.

The systematic sampling was used because the elements are homogenous and the information obtained from DPEC of Sofala related to number of teachers allowed to use this method. While in random sampling, some information cannot be used even when knowing them. Stratified sampling is used when elements are not homogenous and contains subgroups and strata. The elements should be divided in age, gender, income, which is not the case. Cluster sampling is used to reduce the cost, or a list of all units in the population is not available, and a list of all clusters is either available or easy to create.

3.2. Primary Data Collection Method

As mention earlier data was collected from face to face interviews with the director of DPEC of Sofala province Elias Sidumo and Mr. Meque, the director of DDEC of Búzi district. Moreover,

two questionnaire were used to conduct survey one for NGOs and other for teachers. The questionnaires were designed to answer the research objective and research question.

3.2.1. Primary Data Collection Technique

The interviews with Mr Elias Sidumo (DPEC) of Sofala had a purpose of knowing the actions being implemented by the government to solve the challenges of lack of teachers, limited access to education and help received by NGOs to support their budget. Then, the interviewer attempted to get information related to NGOs contribution in Búzi, to analyse if their contribution follows the needs of government and their importance in this sector. The information obtained from Mr Sidumo was used to know the policy used by government and to recommend different policy.

Then the interview with Mr. Meque, director of DDEC of Búzi was to know the challenges in Búzi such as the lack of primary schools and lack of teachers that causes internal inefficiency. Finally, it was to measure the contribution of NGOs in education in Búzi and their impact on scholar performance.

Both questionnaires were set up with open-ended and fixed alternative question. The use of fixed-alternative items allows the respondent to choose alternatives defined previously by the researcher. This method facilitated the achievement of uniformity of measurement, reliability and fitting the response category.

The interview with NGOs started on the 27th of September and ended on the 10th of October 2006. The Questionnaire for NGOs was set in five sections. Section A, refers to general data of each organization. Then section B, refers to financial support, followed by section C, data related to teachers and students, then section D, construction of schools and scholar materials and section E, food offering in schools and dormitories.

In Section A the objective was to collect information related to nationality of organization, donors' countries, the reasons to come in Búzi district and types of contribution in education sector. Section B the aim was to collect the information related to the area of education financed

and the evolution of amount financed. Section C refers to teacher's salaries, training, and help received by teachers and students. Section D refers to number of schools constructed or opened, supply of scholar materials, and help to girls in schools. Section E refers to the food offering in schools increases the access and reduced the dropout, increases students performance and for how long contribution occurs.

The questionnaire for teachers was set to obtain the information related with their difficulties in education sector and the student's performances. The questionnaire was set also in five sections. Section A refers to Socio-Demographic data, followed by section B specific data of interviewee, then section C quality of education, after that section D scholar performance and section E income sources.

In section A, the information was to collect the Socio-demographic data such as age, gender, marital status, and number of children. Section B, refers to the reason to choose the profession, academicals level and the teaching grade. Section C, refers to the years of training and experience, shift taught by them, an average number of students per class and students taught by them per day. Section D, asks the difficulties faced by them in education, followed by how the lack of teachers affects students' performance, then students perception, after that, reasons of repetition in the old and the new curriculum. Moreover, difficulties faced with introduction of the new curriculum, followed by action taken to solve the problem, then if increasing supply of teachers affect repetition rate, after that, reasons of dropout in old and new curriculum, at last, the impact of abolition fees on access, dropout and food offering to schools to reduce the dropout rate. Section E, asks the monthly salaries, the paying entity, satisfaction with the salary and their intention to work with the current salary.

The interview with teachers was conducted during one week from 12th October to 19th October of 2006 by the author and by a student of Catholic University of Mozambique that had conducted two interviews in the previous year. Moreover, he was well trained for 3 days in the several aspects. In the introduction of objectives of the research, explanation of each question and finally select teachers of primary education and the number of teachers in each area. The assistant went with the researcher on pilot test, were he was carefully supervised and followed during the

interview to five teachers followed after watching the researcher interviews with 20 teachers. During the actual survey on first day, the researcher opted to repeat the procedure used on pilot test and was satisfied with the performance of the assistant. The researcher interviewed 120 teachers and the assistant interviewed the remaining 74 teachers. Each interview lasted on average 15 minutes.

3.2.1.1. Pilot Test

One of the procedures to design a survey questionnaire is a pilot study. The pilot study determines if questions are properly worded and if it is understood by the respondents. The questionnaire was conducted in Portuguese language since it is the official language. The pilot test with NGOs was made within 2 days with 2 NGOs. Few modifications were needed on this questionnaire since many questions were open it was possible to obtain the required answers and additional information. On section B, the question asking the amount financed by this organization was modified by how much amount financed by them had evolved around the period of analysis. Since this organization preferred to not reveal the amount financed during the period of analysis.

However, the pilot test was made in three localities of Búzi district with 25 teachers during 3 days. 15 teachers were interviewed in Búzi-Sede and 5 teachers in other 2 localities. It helped to add and modify some questions and add and remove some alternatives that the researchers did not take into consideration when designing the questionnaire.

After the pilot test, 3 questions were added, 2 questions were modified and finally some alternatives were added and removed in some questions. The questions were added on section D were related to reasons of repetition rate in the new curriculum followed by the difficulties faced by teachers with introduction of new curriculum and the reasons of dropout in the new curriculum. The researcher did not specify the curriculum, neither old nor new curriculum. During pilot test it saw that curriculum had played a significant role in students' performance. Moreover in the same section, the questions were modified to the reasons of repetition rate and the dropout rate in old curriculum.

In section C, question related to an average of students in one class of complete basic education, the alternatives had to be modified. The researcher chose bracket of 30 students and ended with 250 students. During the pilot test he discovered that the minimum number of students in class was 50 and the maximum was 550 students. So the intervals of 50 and 100 students were used to include all the students. It started with minimum of 51-100 and ended to 450-550.

In the third question, four alternatives were added such as, premature marriage or pregnancy, search for work, school far from the house and lack of dormitories or vacancy in dormitories. The alternatives in the question were the reasons of dropout in old and new curriculum were the same except in the new curriculum, there is no family cost. The same is true for question related to reasons of repetition rate in old and new curriculum. In the old curriculum, alternative was though curriculum while in the new curriculum, was curriculum with many subjects

3.2.1.2. Quality Control

All the interviews with NGOs and teachers were conducted face to face. In the case of NGOs, the researcher interviewed the director of organization or the person responsible for education. At the end of interview, the author checked the questionnaire to ensure that critical questions were well answered, the research question and research objectives were adequately answered.

3.3. Secondary Data Collection Method

The secondary data information was obtained from internet (papers related with the topic), some books, and government papers. The NGOs documents referring to the contributions in education sector in the Búzi in terms of financing, construction of schools, and training of teachers. The information from DDEC of Búzi and DPEC of Sofala related to problem faced in education sector, indicators of educational enrolment and indicators of pupil's progress such as admission, dropout rate and repetition rate, pupils' teacher ratio, training of teacher and construction of primary schools.

3.4. Methods of Data Analysis

All the procedures of data analysis that goes from coding until data analysis were fully described in this section. The changes done during the questionnaire design, until the actual design were explained and illustrated by examples. Moreover, in the data analysis, there was an explanation of which kind of descriptive statistics was used and the reasons of doing so.

3.4.1. Coding

The questionnaires had an area to be filled by the interviewer, which allows identifying with easiness of the questionnaires. The aspects were such as the questionnaire number, interview date, starting and ending time. In the NGOs questionnaire appears the name of NGO and in the teacher questionnaires, the localities of Búzi district interviewed.

In this descriptive research, most of items included in the questionnaire are close-ended, this means that most of questions provide a limited number of response categories or chose more than one alternative in some cases. Moreover, few open-ended questions where respondents respond using their own words. In the open-ended questions, the answer varies among the respondents, so coding was done according to the frequency of responses. In the open-ended question, factual information was required from the organisation, is relatively easy to code by simply coding the actual responses.

3.4.2. Data Entry

In order to use the computer to analyze these data, it was necessary to enter the code from each questionnaire into a data file that can be read in the computer. The researcher used SPSS version 10 to analyse the data in computer. Once the data was entered the following step was data cleaning.

3.4.3. Data Cleaning

Before proceeding to data analysis, it had to be examined the data entered correctly into data file. Blunders are errors that occur during editing, coding or data entry. A common mistake which occur with some frequency was editing invalid response. This mistake is seen by performing a simple univariate analysis known as frequency.

3.4.4. Codebook

Codebook contains explicit directions about how data from questionnaires are to be coded in the data file. The codebook must provide four procedures. First, the variable name to be used in statistical analysis for each variable included in the data file. Second, the columns in which each variable is located in the data file. Third, description of how each variable is coded. Fourth, an explanation of how missing data were treated in the data file. The researcher used the 99 as missing values in NGOs questionnaire. From section B to E the question refers to each area of action. For example NGO do not finance in section B, the researcher marked 99 in all questions of this section.

3.4.5. Data Analysis

In the descriptive statistic, frequency and cross-tabulation were used to analyse the data. Frequency analysis consists of counting the number of cases that fall into the various response categories. Cross-tabulation is a multivariate technique used for studying the relationships between two or more categorical variables.

In NGOs questionnaire, all the questions were analysed using frequencies and were presented in tables. For better clarity and the presentation of results the researcher opted to import output from SPSS to Excel. Since the valid and cumulative percentage are not relevant for the analysis. For example:

Table 3.3: Reasons to Come in Búzi District

	Frequency	Percent	Valid percentage
Asked by government	6	100	100
Low indicator of quality	1	17	100
Lack of infrastructure	4	67	100

Source: Primary Data

The information contains in this table become difficult to interpret the way it is, and the information presented in percentage are not relevant. So the researcher opted to present the results and analyse by identifying the reasons of each organization. It is worth mentioning that beside that the analysis is based on general data and not particular. Table .4 shows how the data were presented.

Table 3.4: Reasons to Come in Búzi District

Reasons to come in Búzi district			
NGOS	Asked by Government	Low indicator of quality	Lack of infrastructure
ESMABAMA	1	0	1
GTZ-PEB	1	1	0
CCS	1	0	1
WFP	1	0	0
PADM	1	0	1
FWL	1	0	1
Total	6	1	4

Source: Primary Data

The frequencies and cross-tabulation were used to analyse the teachers' questionnaire. Moreover, for better presentation all the SPSS output were imported to Excel, and removed the valid and cumulative percentage. The information was presented in form of tables and figures. In section A, table was presented containing the data from all questions. Analysis was based on frequency of responses and respective percentage. In section B, C and E, the data were presented in frequencies and cross tabulation. Some question of section B and C were presented in cross-tabulation due to their relations such as academicals qualifications of teacher and years of training. The table 3.5 present an example of data analysed through cross-tabulation.

Table 3.5: Relationship Between Academicals Qualifications and Years of Training

Academicals qualifications	Years of training						Total
	0 days	45 days	3 months	1 year	2 years	3 years	
EP2	0	0	0	6	4	21	31
ESG1	6	3	19	12	30	10	80
ESG2	16	7	6	3	36	10	78
Bachelor	1	0	0	0	0	1	2
Institute	3	0	0	0	0	0	3
Total	26	10	25	21	70	42	194

Source: Primary Data

These analyses pretended to demonstrate that teachers with complete ESG1 and ESG2 are teaching without training. This scenario must be revised quickly in order to improve the quality of education. The same kind on analysis was done on other sections mentioned above.

Section D presents many close-ended questions where respondents could choose more than one answer. So the researcher opted to analyse the frequency of responded and respective percentage that selects each alternative The table 3.6 presents the adapted table of from SPSS output of difficulties of teachers faced in education sector.

Table 3.6: Difficulties Faced by Teachers in Education Sector

Difficulties	Yes	No	Yes (%)	No (%)
Lack of teachers	117	77	60	40
Lack of materials for teachers/students	171	23	88	12
Low students performances	60	134	31	69
Low salary	55	139	29	71

Source: Primary Data

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

This section presents and analyses the data obtained from the survey of NGOs and teachers in Búzi district and evaluation of scholar performance from 2001 to 2005. The teachers' survey was conducted in three main areas of Búzi district, namely Búzi-Sede, Estaquinha and Nova-Sofala in one week. The NGOs survey was conducted in Beira city in 2 weeks. Secondary data was also used to analyse the evaluation of scholar performance in Búzi district.

A. Survey of NGOs

The author preferred to present the contribution of each NGO in order to understand individual contribution. However, the conclusion would be based on overall contribution. Since, it is difficult to measure the impact of each of them separately.

4.1. General Data

There are six NGOs that contribute in education sector in Búzi district. Moreover, there are five international NGOs and one national NGO (see appendix B, table 1). These organizations have been working in Búzi district for many years and have a lot of experience in the education sector. They are involved actively in school construction, training teachers, helping need children, offering lessons to prevent HIV-AIDS and food offering in schools. NGOs receive funds from origin countries and from other countries according to the necessity of each organization. Germany and Italy are the major donors mainly supporting the 3 NGOs, followed by Austria which gives considerable support in the education sector in Buzi. Then comes Mozambique, Portugal, Spain, Switzerland and other countries (see appendix B, table 2).

4.1.1. Reasons to go to in Búzi District

Several factors are behind the reasons for NGOs to go to Búzi district. From them one is common to all of them; all NGOs working in Búzi as partners of government and contributes in their field according to the necessities of the government through the Education Sector Strategic Plan (ESSP). The second most important factor considered is lack of infrastructure, followed by

low indicator of quality of education. The lack of infrastructure was the main reason of low access of children to school. Moreover, the lack of schools near each locality was another reason of low access of children in each locality. Búzi had low quality of education with higher level of repetition, dropout rate, and high teacher pupil ratio. In 2000, the repetition rate was 21.4 percent in EP1 and 25 percent in EP2, and dropout rate was 7 percent in EP1 and 15.5 percent in EP2 (MINED, 2000).

Table 4.1: Reasons to come in Búzi District in Education Sector

NGOs	Reasons to come in Búzi District		
	Asked by government (ESSP)	Low indicator of quality	Lack of infrastructure
ESMABAMA	1	0	1
GTZ-PEB	1	1	0
CCS	1	0	1
WFP	1	0	0
PADM	1	0	1
FWL	1	0	1
Total	6	1	4

Source: Primary Data

4.1.2. Type of Contribution in Education Sector

NGOs had contributed to construction of dormitories for students and houses for teachers. NGOs constructed 3 dormitories to allow students to live near the school in localities such as Estaquinha, Nova-Sofala and Matire also constructed houses for teachers. The reasons for that are to allow students and teachers to live next to school. The table 4.2 show the different contribution of NGOs to education sector.

Table 4.2: Types of Contribution in Education Sector

NGOs	Types of contribution in education sector						
	Training	Infrastructure	BSF	Financing	Dormitories/ Houses	Help children	DSF
ESMABAMA	1	1	1	1	1	1	0
GTZ-PEB	1	0	0	1	0	1	0
CCS	0	0	0	1	0	1	0
WFP	0	0	1	0	0	0	1
PADM	0	1	0	0	1	1	0
FWL	0	1	0	0	1	0	0
Total	2	3	2	3	3	4	1

Source: Primary Data

These organizations help needed children that are orphans or whose parents are poor and do not have money to send their children to school. They supported by paying the registration fees, the school costs, buy the foods and clothes. They offered food for students that live in dormitories and paid the fees to live in dormitories.

Then second major contribution by NGOs was on construction and opening of schools and financial support. The financial support refers to construction of school, paying the salary for teachers and supporting government budget. Teachers received two types of training. NGOs recruit students that complete 10^{th} grade to become teachers. These teachers receive training that goes from 45 days until 4 years to acquire pedagogical abilities to become a good teacher. Many teachers that complete second cycles of secondary education (ESG2) are doing long distance course in bachelor's degree at Catholic University of Mozambique. Capacitations were for teachers to adapt to new circumstances. For example, the teachers received capacity with introduction of new curriculum. Teachers were explained the content, objectives and methodology to use to teach different subjects in the new curriculum. These capacities have improved the ability of teachers and pedagogical techniques which reflects in improvement in quality of education.

Lastly, it supported through Boarding School Feeding (BSF) and Day School Feeding (DSF). WFP also offered Take Home Rations (THR) for girls and Orphans in order to retain them in school, as a way to reduce the dropout rate in schools. This action has proved to be efficient in districts and in the country as a whole.

4.2. Support to Teachers of Búzi District

NGOs support teachers through training and paying the salaries of teachers hired by them. The NGOs support to teacher training has been notable and brought positive impact in education. The teachers improved the teaching methodology which reflected in students' performance, the approval rate increased from 2003, 73 percent to 88.5 percent in 2004 in EP1. A More qualified teachers explains the lessons better, gives practical examples to students instead of memorizing. Make lessons more interactive, having session of discussion so students can ask the question for clarification, on the EP2.

During the five years, these organizations trained 155 teachers. Teachers hired by NGOs received salaries from them and live in houses constructed by these organisations. Teachers are supported through pedagogical supervision (see appendix B, table 3, 4, and 5). The Table 4.3 shows the support to teachers in Búzi.

Table 4.3: Support to Teachers of Búzi District

NGOs	Support to teachers of Búzi district			
	Training	Houses	Financing	Pedagogical supervision
ESMABAMA	1	0	0	1
GTZ-PEB	1	0	1	0
CCS	0	1	0	0
Total	2	1	1	1

Source: Primary Data

4.3. Construction and Opening School

In 2000, the natural disaster had destroyed many schools in Búzi-Sede, Nova-Sofala and Estaquinha. It affected negatively the access of children to schools as a result many students were out-of-school. School in Nova-Sofala was badly affected with many classrooms, dormitories and other installation destroyed. Estaquinha was also affected but there was less destruction of infrastructure compared to Nova-Sofala. In Búzi-Sede many schools were destroyed and consequently many students were out of school (ESMABAMA, 2005).

At these drastic scenario NGOs directed on the construction contributed greatly on construction and rehabilitation of schools. They have constructed and opened 8 schools, 6 of them in Búzi-Sede and others in Estaquinha and Nova-Sofala. From them, three schools offered EP1 namely 3 de Fevereiro, Mararanhe and Marombe and the remaining five offered complete basic education namely Barada, Estaquinha, Chissinguarene, Matire and Guruja. The construction and opening of these schools gave many children an opportunity to study. Otherwise they would be out-of-school and helping their parents at their work or searching for job. Table 4.4 illustrates the schools name, years of construction and opening and the level offered.

Table 4.4: Schools Name, Years of Construction, Opening and Level Offered

NGO	Name of School	Year	EP1/EPC
CCS	3 de Fevereiro	2001	EP1
ESMABAMA	Estaquinha, Barada	2001	EPC
LWF	Mararanhe, Chissinguarene,	2001 & 2005	EP1 & EPC
PADM	Marombe, Matire, Guruja,	2004 & 2005	EP1 & EPC

Source: Primary Data

During the period of analysis two schools opened by ESMABAMA enrolled 5,412 students, followed by 4,371 students enrolled in the remaining six schools constructed in Búzi-Sede. The construction of these schools had benefited almost 9,783 children in these five years and many

other children that live near these localities. The main reason for low access of children was due to lack of schools in many localities and school far from the houses. The parents resist sending their children especially girls in this condition due to their security and absence of dormitories for students. Other reason for not completing basic education was due to absence of EP2 schools in some localities. So it is important that all the schools must offer complete basic education.

B. Survey of Teachers of Basic Education in Búzi District

In this survey the researcher presents socio-demographic characteristic, specific data of respondents and scholar performance. In the Socio-demographic present their gender, age, place. The scholar performance measures the difficulties faced by teachers in education sector, the reasons of repetition and dropout rate in both curriculum. Moreover, the relationship between teachers and students' performance, the difficulties faced by them with introduction of new curriculum and the impact of lack of teachers on students' performance.

4.4. Socio-Demographic Data

A total of 194 teachers of basic education in Búzi district were interviewed from where 85 percent were male and 15 percent were female. The 46 percent of respondents were in the age bracket of 27 to 34, followed by 42 percent that were in the age bracket of 18 to 26. The remaining 6 percent were in the age bracket of 35 to 41 years and more than 41 years.

The majority of teachers were young such that when they finish ESG1 and ESG2 were recruited by MEC to become teachers, to solve the problem of lack of teachers. Besides that, government faces a budget deficit to pay the high salaries of qualified teachers. So, it recruits students of ESG1 and students of ESG2 which are trained in IMAP for one to two years to teach EP1 and EP2. Furthermore, MEC assumes that students of ESG2 are better prepared than students of ESG1 to become teachers that is why some students of ESG2 do not have teachers training and also IMAP have limited capacity to graduate teachers annually. The next table 4.5 summaries all socio-demographic information.

Table 4.5: Socio-Demographic Characteristic of Teachers in Búzi District

		Total	Percent (%)
Gender	Male	164	85
	Female	30	15
Age	Between 18-26	81	42
	Between 27- 34	90	46
	Between 35-41	11	6
	More than 41 years	12	6
Place	Own house	21	11
	Family house	2	1
	NGO house	35	18
	Government house	52	27
	Rented house	84	43

Source: Primary Data

4.5. Scholar Performance

Scholar performance is measured through enrolment, approval, and repetition and dropout rate. Researcher presented difficulties faced by teachers in education sector and the relationship between teacher and students performance. It also presents how the difficulties were overcome by teachers in order to reduce the repetition rate.

4.5.1 Difficulties Faced by Teachers in Education Sector

The survey results indicate that 88 percent of respondents argued that they face lack of materials for teachers and students, and then 60 percent argue that they lack teachers. Followed by 31 percent which argue that student's performance is low and 28 percent argue that the salary is low. A table 4.6 illustrates difficulties encountered by teachers in education sector.

Table 4.6: Difficulties Encountered by Teachers in Education Sector

Difficulties	Yes	No	Yes (%)	No (%)
Lack of teachers	117	77	60	40
Lack of materials for teachers/students	171	23	88	12
Low students performance	60	134	31	70
Low salary	55	139	28	72

Source: Primary Data

The main difficulty faced by teachers was the lack of materials. They had to teach lessons without a book or use books of previous year or had to share books with their colleagues. The same was true for students that had to share books with their colleagues. In 2004, with the introduction of new curriculum, MEC started offering books and also increased the supply materials for teachers and students. However, the supply of materials was far beyond the necessities. Two major reasons can be pointed out for that. First, the new curriculum has more subjects than the old curriculum as a result it requires more scholar materials. Second, MEC faces problems of distribution of scholar materials; anyway they have capacity to offer these materials. These findings support the Nepal report of EFA (2000) where NGOs supported government in Basic and Primary Education Project (BPEP) through the revision of text book, teachers guide and development of supplementary materials.

The second major reason pointed out was the lack of teachers which is closely related to low students performance. Teachers gave lessons daily to students in the range of 151 to 550 students. As a result it becomes impossible for them to follow performance of all their students. Furthermore, teaching in double shifts makes them less productive and had negative impacts on students' performance. First, tired teacher's lessons were monotonous and created lack of interest on students. Second, the large classes do not allow students to participate actively in class, express their difficulties neither allow teachers to answer all the question of students. As a result, these students do not master the lesson and fail in the examination.

Teachers receive low salaries and their efforts were not compensated. Teachers required good working conditions, because unsatisfied teachers had negative impact on scholar performance.

They do not teach properly and consequently students will not learn and at end of the year fail the examination. In some cases teachers left this profession and search for other with better remunerations.

4.5.2. The Relationship between Lack of Teachers and Students Performance

The survey result indicates that 97 percent of respondent agree that lack of teachers affects students' performance, and the remaining 3 percent disagree with that (see appendix B, table 6). The next question was only for teachers that have agreed to know how the lack of teachers affects students' performance. A survey results showed that 87 percent respondents had less time to prepare lessons, followed by 82 percent who argue it becomes difficult to follow students performance, then 69 percent argue that they become less productive and finally 6 percent refer to large classes. Table 4.7 summarizes the reasons of lack of teachers affect on students' performance.

Table 4.7: The Relationship between Lack of Teachers and Students Performance

	Yes	No	Yes (%)	No (%)
Less time to prepare for lessons	168	26	87	13
Less productivity	134	60	69	31
Difficulty to follow students performance	159	35	82	18
Large classes	12	182	6	94

Source: Primary Data

The lack of teachers makes a teacher to give a lesson to classes with more than 150 students in both shifts. It becomes worse when different subjects in different grades are taught. These require time to prepare the lesson on each subject. Moreover, it becomes difficult for them to teach so many students in both shifts and analyze the performance of all their students.

Teachers are human beings and they become tired giving lesson in double shifts, decreasing their productivity in the afternoon. A tired teacher's lessons were monotonous, became difficult to

explain properly and created lack of interest on students. From the survey it was possible to conclude that few teachers mentioned to large classes because it requires construction of more classrooms and more teachers. Knowing the government had budget constraint it is not possible to attain in the short run only on the long run. Improvement have to be done in order to allocate more teachers to allow more time for preparing lessons, increase productivity and analyze students performance. This would allow increasing the students' performance and quality of education.

4.5.3. Reasons of Repetition in Old and New Curriculum

The table 4.8 shows the reasons of repetition in old curriculum. Comparing the results can be seen that 62 percent of students fail due to lack of interest, followed by 56 percent because of large classes, then 55 percent argue that curriculum was difficult. After that 47 percent argue lack of teachers and finally 1 percent is due to pregnancy and premature marriage for girls.

Table 4.8: Reasons of Repetition in Old Curriculum

	Yes	No	Yes (%)	No (%)
The curriculum was difficult	107	87	55	45
Lack of teachers	91	103	47	53
Lack of interest of students	120	74	62	38
Large classes	108	86	56	44
Pregnancy/premature marriage	2	192	1	99

Source: Primary Data

When respondents were asked about the main reasons why students repeat grades they gave a range of responses. For example, large classes with 50 and more students do not allow students to participate in class, to ask questions for clarifications and express their difficulties. This situation makes them unsatisfied as a result they do not master the lessons and fail in the examination. Teachers cannot follow students' performance due to large classes which results in less time to answer the questions from all students. This scenario has worsened when teachers'

give lessons in double shifts. Teachers in the afternoon are tired; they just memorize and give the lessons. Students have less to ask, which creates lack of interest on students and affect their performance, and are likely to fail because they would not have understood the lessons.

The old curriculum in the period of analysis was from 2001 to 2003. The curriculum was difficult in the sense that it requires more commitment from students. They needed an average of 10 out of 20 marks to go to the examination and had more than 8 marks in basic subjects such as Portuguese, Mathematics and Natural science. Moreover, they had to write the examination in all grades. The difficult curriculum associated with lack of their interest required a lot of effort to pass the examination.

In the new curriculum the reasons pointed out by respondents for repetition varied. For example, 92 percent of respondents showed lack of interest of students to fail in the new curriculum, followed by 53 percent due to large classes, then 47 percent where the fact of curriculum has many subjects. After that, 28 percent due to lack of teachers and finally 1 percent due to pregnancy and premature marriage for girls. Table 4.9 summarizes the reasons of repetition in new curriculum.

Table 4.9: Reasons of Repetition in New Curriculum

	Yes	No	Yes (%)	No (%)
Curriculum with many subjects	92	102	47	53
Lack of teachers	54	140	28	72
Lack of interest of students	179	15	92	8
Large classes	102	92	53	47
Pregnancy/Premature marriage	2	192	1	99

Source: Primary Data

The new curriculum has many advantages than the old one. The content is well worked and has good subjects (MEC, 2006). The new curriculum has 11 subjects which are too many considering the students' age. Having many subjects, makes difficult for students to master all

the subjects and tend to fail the examination. Moreover, they tend to pay less attention in basic subjects such as Portuguese, Mathematics and Natural Science. Students became lazier since they need only 7 out of 20 marks for passing the grade and write the exam only on 5th and 7th grade. The lack of teachers had less impact on the students passing the grade due to reasons mentioned above.

From the survey it was possible to find that the lack of interest among students had increased while lack of teachers decreased comparing the old and the new curriculum. First, increased because students realize that with less effort they would pass the grade and do not have to write examination only on 5th and 7th grade. Second, one decreased, because it is easy for pupils to have an average of 7 marks, so increase of teachers had less impact on passing rate. Moreover, students can even have less than 7 marks in primary subjects, but having higher marks in other subjects, so it passes the grade.

In summary, in the new curriculum repetition decreased because students can pass the grade with 7 out of 20 marks. Moreover, the failing occurs mainly on grade with examinations. So, in the other grades failing was lower if compared to the older curriculum, where in every grade the students go for an examination.

4.5.4. The Difficulties Faced with Introduction of New Curriculum

The survey result showed that with introduction of new curriculum had created lack of interest on 85 percent of students, followed by 74 percent of respondents does not agree with automatic passing[8]. Then 71 percent claims that teachers were trained after the introduction of new curriculum and 55 percent claims that there are lack of scholar materials for teachers and students. Table 4.10 shows the difficulties encountered by respondents with new curriculum.

[8] The automatic passing is case where students pass from one grade (except on 5th and 7th grade) to other without writing an exam.

Table 4.10: Difficulties of Teachers with Introduction of New Curriculum

	Yes	No	Yes (%)	No (%)
Automatic passing	143	51	74	26
Late training of teachers	137	57	71	29
Creates lack of interest on students	164	30	85	15
Lack of scholar materials	107	87	55	45

Source: Primary Data

The lack of interest increased in the new curriculum. The main reason for that is students have notion that with less effort they pass the grade. They only write examination on the end of each cycle and need less mark than old curriculum to pass the grade. Moreover, the respondents do not agree with automatic passing because it creates the lack of interest on students and furthermore many students that passes the grade with difficulties in writing their names properly, and doing simple mathematics operations.

The teachers were trained after the introduction of new curriculum which created lots of difficulties for unqualified teachers' and training to teach subjects that were new for them. For example Portuguese teacher had to teach musical education classes, having no qualification which affects the quality of education. Moreover, the new curriculum has many subjects and requires materials to teach adequately. In the new curriculum government offers school materials for students but is not enough because there are lots of subjects and materials are not enough and it has negative impact on students' performance. The government initiatives include Course of Scholar Effort: Systematic, Continuous, Experimental and Reflexives (CRESCER) and long distance course to train teacher without pedagogical training.

4.5.5. Action Taken to Reduce the Repetition Rate

In order to reduce the repetition, teachers had to take many actions to reverse this situation. The survey result indicates that 41 had formed study groups in classroom, followed by 40 percent have a meeting with parents to stimulate their children to study, then 35 percent gives practical exercises. After that 20 percent of respondents had asked school director to increase the number

of teachers, followed by 19 percent give homework and 14 percent asked to increase scholar materials.

Actions taken by teachers in classroom such as forming study groups, giving practical exercises and giving homework had helped to attain the objectives of reducing failing. In studies, groups bright students answer the questions of weak ones and learn many things through discussion. Beside that, it becomes easier for teachers to assist students in groups instead of individuals. Practical exercises help students understand the lesson, and the same is true for homework where students revise the lesson at home. Table 4.11 indicates actions taken to solve problem of high repetition rate.

Table 4.11: Actions Taken to Reduce the Chances of Pupil Repeating Grades

	Yes	No	Yes (%)	No (%)
Practical exercise in class	68	126	35	65
Homework	37	157	19	81
Form study groups	80	114	41	59
Talk with parents to incentive their children	76	118	40	61
Increase the number of teachers	38	156	20	80
Increase the number of scholar materials	28	166	14	86

Source: Primary Data

Teachers have a meeting monthly with parents asking them to follow students' performance. They were asked to stimulate them to study by explaining the benefits of education, and Following if they are doing homework. Beside that, there is need to increase teachers, to allow careful evolution of students performance and increase the scholar materials as it is difficult to teach when both students and teachers share books.

4.5.6. The Impact of Supply of Teachers in Students' Performance

Number of teachers increased in private schools from 14 to 21 and from 19 to 40 in Estaquinha and Barada from 2001 to 2005 respectively. This information shows that the number of teachers

had decreased in these years from 333 to 319. The number of teachers reduced because of low enrolment of students due to hunger in 2005.

When asked on how the increase of number of teachers would help to improve the performance 91 percent argue they would have more time to prepare lessons, 83 percent of respondents said it would allow them to follow students' performance. After that 61 percent argue they will have higher productivity and finally 4 percent argue that they have small classes. Table 4.12 shows the impact of supply of teachers in students' performance.

Table 4.12: Impact of Supply of Teachers on Students' Performance

	Yes	No	Yes (%)	No (%)
More time to prepare lessons	176	18	91	9
High productivity	119	75	61	40
Can evaluate students performance	161	33	83	17
Smaller classes	7	187	4	96

Source: Primary Data

Increasing the number of teachers would allow teachers giving lessons in one shift and have more time to prepare lessons, do more research and use new techniques to allow students assimilate lessons with less difficulty. Moreover, giving practical exercises, form groups of studies and so forth. Giving lesson in one shift makes teacher lessons more active and productive and as a result lessons will be assimilated easier. Furthermore, teachers will have more time with their classes and can evaluate pupils' performance. They would also know the difficulties faced by pupils and will have time to clarify that. This was not possible if the teacher teaches in both shifts.

Few respondents mention that supply of teachers will allow smaller classes, because it requires construction of new classrooms to reduce the pupil class ratios. Knowing the financial difficulties of government it can only be achieved at medium or long run. While in short run, increasing number of teachers will benefit a lot student's performance and quality of education.

4.5.7 Reasons of Dropout in Old and New Curriculum

The table 4.13 illustrates the reasons of dropout in old curriculum. The researcher found eight reasons of dropout in both curriculum and from them a majority of responded referred to 2 main reasons. In the old one, 94 percents of respondents said that the family cannot support the costs and help parents in their work, 45 percent mentioned students abandon to search for job mainly in EP2, then 10 percent argues due to premature marriage or pregnancy for girls and lack of teachers. Other reasons such as long distance from school correspond to 9 percent, followed by 4 percent due to hunger and 3 percent said that it was due to lack of dormitories/vacancy in dormitories especially in Nova-Sofala and Estaquinha.

Table 4.13: Reasons of Dropout in Old Curriculum

	Yes	No	Yes (%)	No (%)
Family cannot support cost/help family in work	183	11	94	6
Repetition	11	183	6	94
Lack of teachers	20	174	10	90
Premature marriage/pregnancy	20	174	10	90
Search for work	87	107	45	55
School far from house	18	176	9	91
Lack of dormitories/vacancy in dormitories	6	188	3	97
Hunger	7	187	4	97

Source: Primary Data

In the old curriculum the parents had to support many costs such as scholar materials, paying the registration fees, buy the food for children to take to school. Many parents are farmers and fisher -men and face budget constraint to support the cost. In difficult periods they take their children out of school to help them in their works. The effect of floods and cyclone in 2000 had affected a lot of population activity and faced difficulties to support the school cost. Moreover, many people moved from one locality to another to survive and find better condition to work.

When respondent were asked about main reasons of dropout in the new curriculum, they gave a range of responses. For example, 78 percent of response said that they help parents in their work, 49 percent argue that students abandon to search for job, then 32 percent due to hunger, after that 10 percent was due to premature marriage/ pregnancy for girls. Other reasons were such as repetition, lack of teachers,' dormitories or vacancy on dormitories. Tables 4.14 illustrate the reasons of dropout in new curriculum.

Table 4.14: Reasons of Dropout in New Curriculum

	Yes	No	Yes (%)	No (%)
Help family in work	155	39	78	20
Repetition	6	188	3	97
lack of teachers	2	192	1	99
premature marriage/pregnancy	20	174	10	90
search for work	94	100	48	52
School far from house	16	178	8	92
lack of dormitories/vacancy in dormitories	7	187	4	96
Hunger	62	132	32	68

Source: Primary Data

While in the new curriculum parents do not support school cost, MEC offer scholar materials, and the abolition of registration fees reduce the school cost of families. However, students kept leaving school to help their parents at their work due to their financial situation. In this case, the educated parents would allow students to continue studying but many parents are illiterate, and would remove their children from school when they need help at home or in work. Furthermore, the agriculture campaign in 2004/2005 was a failure and there were starvation. This was a major reason for many parents to take their children out of school to help them in their work and many moved to other locality searching for good condition.

Among the reasons of dropout in both curricula, the two most relevant reasons were help to their family and searching for job. When respondents were asked what were the reasons of dropout,

the majority of them mentioned ‘‘boys *left school in EP2 to search for work in South Africa and girls dropout due to premature marriage*’’. Many boys left school because their parents faced budget constraints and could not afford the school cost and they wanted to help them by working. As a result boys especially in EP2 in locality such as Guara-Guara, Bandua I and Bandua II, left school to find a job to help their parents to sustain the family cost. They went to Beira, and South Africa to look for job.

Girls’ dropout of school was due to premature marriage and pregnancy especially in EP2, parents had a tendency to marry their daughters earlier as a way to reduce the cost of schooling. The lack of teachers, repetition, and other reasons had a small effect on dropout from school by students. It is important to mention that abolition of fees as minor effect on abandonment. The DSF has proved to be efficient but simply offering food does not solve the economic situation of these families. The main problem refers on demand side, the financial situation of families played major role in dropout. These finding show that NGOs should consider income generating activities as study done by EFA (2000), where NGOs in Nepal has income generating activities that benefits many families and students through scholarship. It allowed many children to work and to study.

The Subjects of the new curriculum such as handcraft classes and musical education allowed boys to learn to construct boat, fishing net, agricultural techniques, make pot and for girls to be dressmaker. These practical classes may allow students when complete basic education to put in practice one of the abilities learned to be self-employed. These finding contradicts with screening theory where several economists such as Berg (1970), Blaung (1985), Dore (1976), Spence (1973) quoted by Szirmai (2005) argue that knowledge and skills acquired in education institutions are not applied in individuals carrier but the required skills are rather learnt at job.

4.5.8. Impact of Abolition of Registration Fees in Access to School and Dropout Rate

The survey results indicate that 98 percent of respondents agree that abolition of fees has increased the access of students and remaining 2 percent disagree. Moreover, the majority of respondents argued that abolition of fees did not reduce the dropout rate. Among the respondents

93 argued that abolition of fees was less relevant to reduce dropout rate, followed by 91 argued irrelevant and only 10 respondents said it was relevant. The government goal of abolition of fees to increase the access has been achieved. However the abolition of fees have not reduced the dropout rate. Table 4.15 illustrates the relationship between abolition of fees and dropout rate.

Table 4.15. Relationship between Abolition of Fees, Access and Dropout Rate

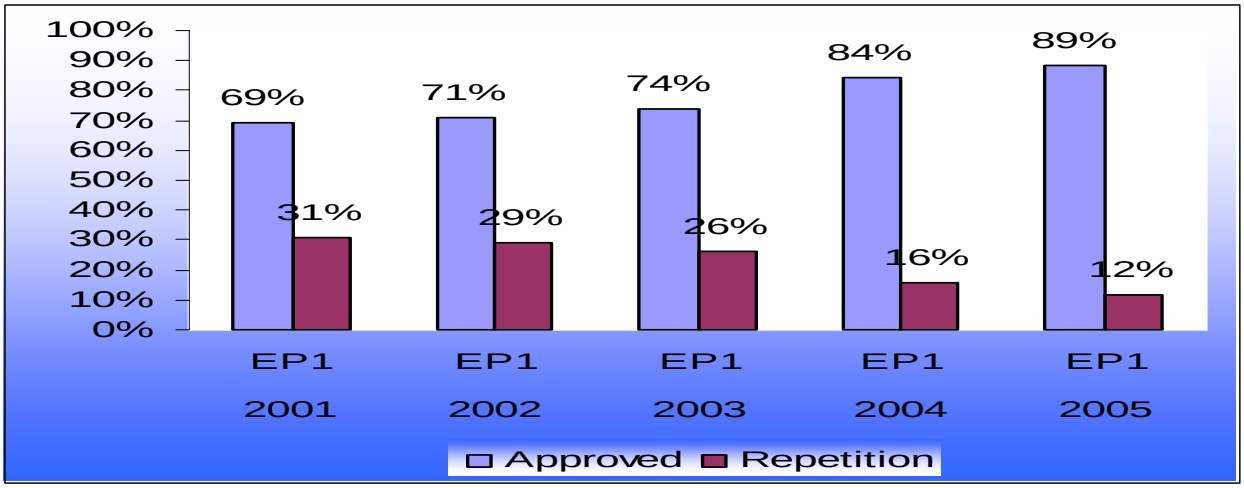
Abolition of fees reduced the dropout rate				Total
Abolition of fees increased the access	Relevant	Less relevant	Irrelevant	
Yes	10	93	87	190
No	0	0	4	4
Total	10	93	91	194

Source: Primary Data

C. Evaluation of Scholar Performance

This section presents the assessment of NGOs on scholar performance from 2001 to 2005. The scholar performance is measured separately for public and private school. The constructions of schools are responsibilities of the government, but NGOs also help government in construction of schools. There were 72 public schools offering EP1 and 10 offering EP2. From them, 6 schools were constructed by 3 NGOs offering EP1 and EPC. The 2 private schools were opened in 2001 by one NGO in Estaquinha and Nova-Sofala. The following Figure 4.1 shows the scholar performance in EP1 in public school.

Figure 4.1: Scholar Performances in EP1 in Public School

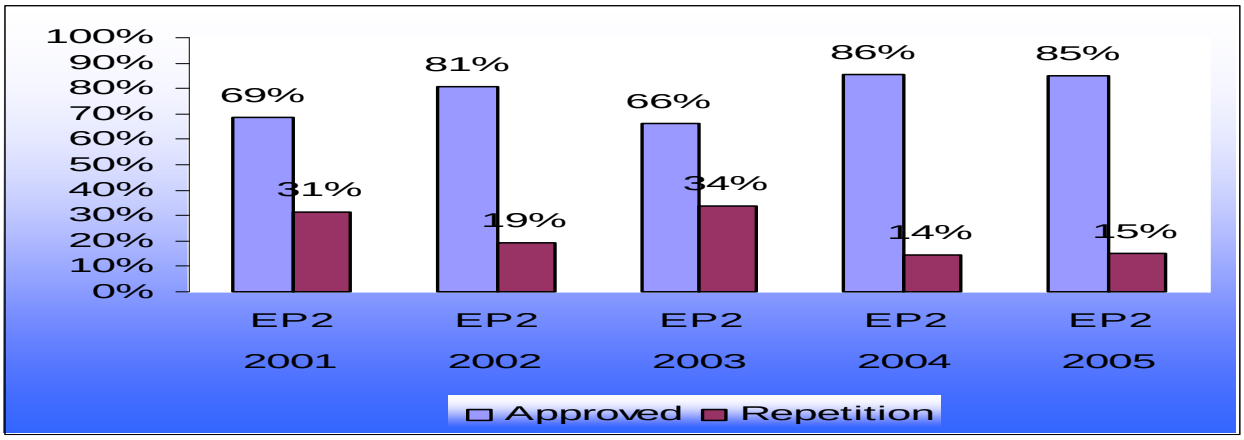


Source: Adapted from MEC,(2001-2005),Report on Scholar Performance in Public School in Búzi district.

The passing rate in this period of time has increased from 69 percent to 89 percent. If comparing the passing rate in both curricula, it is clear that an increase of passing rate was only 5 percent in the old curriculum and in the new curriculum it increased from 15 percent. It can be concluded that passing rate has increased substantially in the new curriculum which sustain the data collected from the survey. The fact of writing examination only at the end of first cycle, added to the need of 7 marks to pass the grade allowed to increase the passing rate.

In the EP2 of public school the passing rate had been fluctuating in the old curriculum. It increased to 12 percent in 2002 associated with reduction on dropout rate and improvement in teaching. However, it suddenly decreases in 2003; to 66 percent which correspond a reduction in 15 percent. In the new curriculum the passing rate has increased substantially in 2004 to 86 percent and reduced by 1 percent in the following year. The reasons of increase in passing rate are due to automatic approval. The following figure 4.2 illustrates the scholar performance in EP2 of public school.

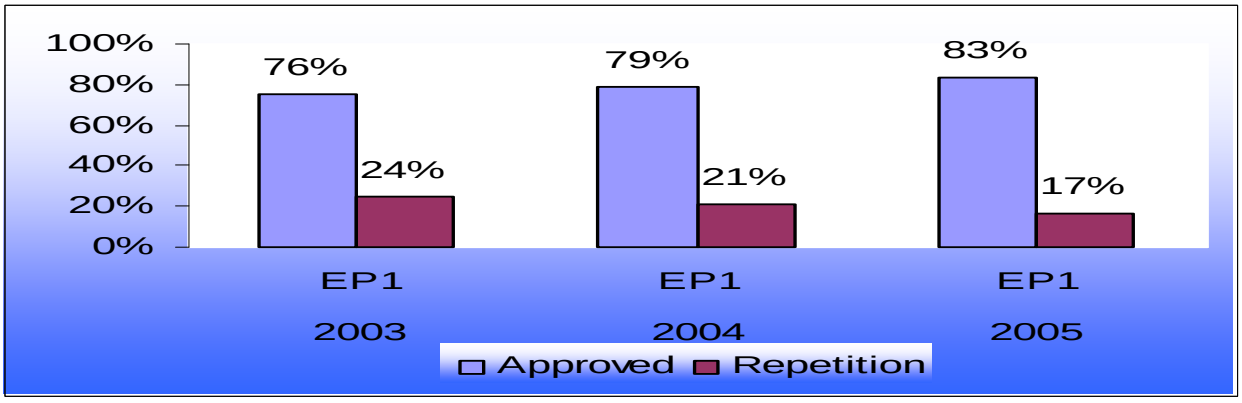
Figure 4.2: Scholar Performances in EP2 in Public School



Source: Adapted from MEC,(2001-2005),Report on Scholar Performance in Public School in Búzi district.

In the EP1 of private school, in 2003 the approval rate increases from 76 percent to 84 percent in 2005. The passing rate in private schools is relatively higher than in public schools due to their facilities in buying the scholar materials and distribution of teachers per class. Moreover, there are slight differences in increase of passing rate between the two curricula differences. The figure 4.3 shows the scholar performance in EP1 in private school.

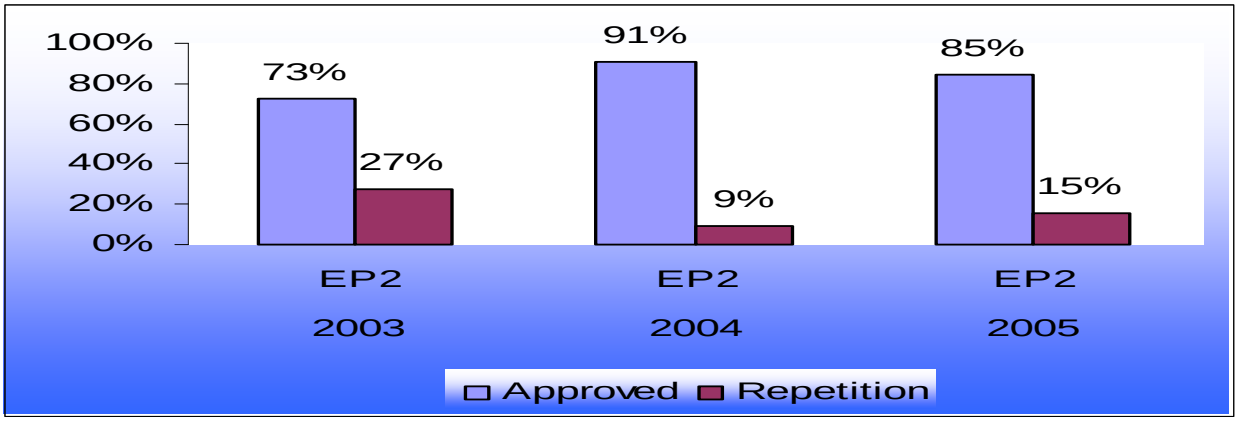
Figure 4.3: Scholar Performances in EP1 in Private school



Source: Adapted from MEC (2003-2005),Report on Scholar Performance in Private School in Búzi district.

In the same period in EP2 the passing rate increased by 18 percent from 2003 to 2004. In this year the dropout rate was very high, and the internal efficiency measure approved students at the end of year that is why it illustrate high passing rate. The reasons of increase of approval rate are the same that was mentioned in public schools. In summary, it can be seen that the approval rate from 2001 to 2005 has been increased and NGOs had played a significant role to improve scholar performance. The figure 4.4 illustrates the increase of approval rate in EP2 in private schools.

Figure 4. 4: Scholar Performances in EP2 in Private School



Source: Adapted from MEC, (2003-2005), Report on Scholar Performance in Private School in Búzi district.

CHAPTER 5: RESEARCH CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and recommendations based on the finding from the results of the survey. It begins by making conclusion of research question and objectives. After that, made specific recommendation based on the study and finally suggested areas for further study.

5.1. Research Conclusion

The construction and opening of schools by NGOs have increased access to school and gave opportunity to many children to study. Otherwise they would be out-of-school and helping their parents at their work or searching for job. The main reason for low access of children was due to lack of schools in many localities and school far from the houses. The parents resist sending their children, especially girls, in this condition due to their security and absence of dormitories for students. The absence of EP2 schools in localities was other reason of not completing basic education.

The two major difficulties faced by teachers in education sector were the lack of materials and existence of few teachers. They had to teach lessons without books or use books of previous year which created difficulty in teaching. Moreover, students had to share books with their colleagues. The supply of scholar materials for students and teachers had increased but unfortunately the MEC was not able to allocate exact number materials in schools. As a result the problem of lack of materials persisted in many schools.

The lack of teachers makes them giving lessons in double shifts; to more than 150 students per day as result they become less productive. Tired, teachers lessons created lack of interest among students and affected their performance. MEC recruited students that complete ESG1 and ESG2 to become teacher. Students with 12^{th} grade started teaching without training and pedagogic capacities. So, it is important that teachers are properly trained to assure the quality of education.

Large classes associated with lack of teachers created lack of interest among students, which were the reasons of repetition in both curricula. The large classes did not allow teachers to pay attention on their pupil's difficulties. Moreover, could not evaluate their performance as a result, students faced difficulties to understand the lessons. As a result students fail examination. In summary in the new curriculum, repetition rates decreased because students need less mark to pass the grade. Moreover, the failing occurs mainly on grade with examinations. So, in other grades the repetition was lower if compared to older curriculum, where in every grade the students go to examination.

Poverty was the main reason of early dropout of students from EP1 and not completing EP2. The majority of families were poor and during the starvation tend to move to other localities in order to survive. The parents remove their children from school to help them in their work. In the EP2, boys left school to search for job to bring income to their families. Girls dropout due to premature marriage.

New curriculum offer subjects such as handcraft classes and musical education where students learn to construct boat, fishing net, learn agricultural techniques and make pot. All this can help students who complete basic education to put in practice some of the skills gained to be self-employed. Once known the benefit of this practise, it will help to reduce the early dropout and parents may start valuing the importance of education for their children.

5.2. Research Recommendation

Based on the conclusion of the study, the researcher recommends that government and NGOs should focus on construction of schools in areas where there are no schools. Moreover, all schools must have complete basic education to allow children to complete their study in their locality. Construction of more schools will increase the access to many children to finish EP2.

The government and NGOs need to supply more teachers to allow them more time to prepare lessons and follow the performance of their students. It is crucial to train all unqualified teachers and retraining the qualified teachers for new subjects. It is important to ask other NGOs related

to training to support teachers' training. Moreover, training teachers for subjects such as educational music, civic education and handcraft classes or hire qualified teachers to teach these subjects. In order to attain the required quality with the new curriculum it should be revised quickly.

The government should solve the problem of distribution of scholar materials in order that every district teachers and students have scholar materials, which is crucial for quality of education. It is also important to increase the salary of teachers and offer good condition of service. This profession should be recognized and must receive an income comparable with other professions with similar qualifications and responsibilities.

The curriculum must be revised by emphasizing more on basic subjects. This is important to motivate students to study and to pay attention on subjects as Portuguese language and Mathematics. This is necessary to avoid students that finish basic education and are not able to read and write adequately. Teachers must be involved in the formulation of the new curriculum that will be introduced in secondary school. Moreover, teachers must receive training before the implementation of the curriculum in order to avoid the mistake occurred in basic education.

The lack of teachers is also due to financial problem that government faces. MEC hired unqualified teachers instead of qualified ones. The government must allocate funds or ask international community to fund their budget to pay the salaries of teachers and allow hiring qualified instead of unqualified teachers which compromises the quality of education. Since it is proven that lack of teachers affects negatively on students performance and the quality of education.

The main factor behind dropout is poverty, it is indeed to address problem at the demand size, considering greater cooperation with NGOs. For instance, NGOs can handle micro financing, scholarship and foster parents and other approaches that cut across various fields in education sector. Those NGOs are more familiar with the target communities and can provide these approaches from the view point of ‘‘*community development by the community*’’ and higher effectiveness can be expected through those kinds of assistance with NGOs.

5.3. Recommendation for Further Research

Research can be done in the period of 10 years to measure the impact of NGOs on illiteracy rate in the same district. The research in this area was not done due to lack of time and non-availability of data of illiteracy rate. Moreover, analyze the contribution of new curriculum in the socio-economic life is recommended. Analyse if students applied in practise what they learned from subjects such as handcraft classes, musical education, and dressmaker to be self-employed. This practise can allow them to survive and fight against poverty.

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APPENDIX A- QUESTIONNAIRE

CATHOLIC UNIVERSITY OF MOZAMBIQUE

FACULTY OFECONOMICS AND MANAGEMENT

Student Name: Darmesh Dhirajlal Chhaganlal

Registration Number: UCM/MA/05/018

I am final year Master of Arts and Management student at the Graduate School of Business at the Catholic University of Mozambique.
As part of the requirement for the degree program, i am doing research under the following title:

An Assessment of NGOs on Scholar Performance in Búzi District in Sofala Province

Please assist by completing the attached questionnaire. The information provided will be used solely for academic purpose and shall be treated in confidence.

Darmesh Dhirajlal Chhaganlal

THE QUESTIONNAIRE FOR THE TEACHERS IN BUZI DISTRICT

I am Darmesh Dhirajlal student of Master of Arts in Economic and Management in Catholic University of Mozambique. Dear Respondent, the present questionnaire is to provide information related to reasons of lack of teachers in primary education. The result of this research will be use strictly for academic purpose. I shall be great for your cooperation.

A. To be filled by Interviewer

I1- Number of questionnaire_____

I2- Date ___/____/____

I3 - Starting time___:___

I4 - Ending time____:___

I5 - Total minutes_____

I 6- Place _____

1- Estaquinha 2- Barada 3- Búzi-Sede

A. SOCIO-DEMOGRAPHIC DATA

1- The Full name of respondent_____

2- The Gender

1) Male _____ 2) Female _____

3- How old are you?

Code	Age	Tick applicable
1	Less than 18 years	
2	From 18- 26 years	
3	From 27- 34 years	
4	From 35- 41 years	
5	More than 41 years	

4- Where do you live?

Code	Area	Tick applicable
1	Own house	
2	Relatives	
3	Dormitory of NGO	
4	Dormitory of government	
97	Others, specify	

5 - Marital Status

Code	Area	Tick applicable
1	Single	
2	Married	
3	Divorced	
4	Separated	
5	Widowed	

6 - Do you have children?

1) Yes_____ 2) No _____ (Skip next question)

7 - How many children do you have? _____

B. SPECIFIC DATA OF INTERVIEWEE

8 - Why did you choose this profession?

Code	Reasons	Tick applicable
1	like to teach	
2	Ask by school director	
3	Difficulty to find other work	
97	Others, specify	

9- In which level do you teach?

1) EP1 ____ 2) EP2 ____ 3) Both ____

10 - What is your academic level?

Code	Number of students	Tick applicable
1	EP2	
2	ESG1	
3	ESG2	
4	Bachelor	
97	Others, specify	

C. QUALITY OF EDUCATION

11 - How many years you were trained to teach?

Code	Number of years	Tick applicable
1	0 days	
2	45 days	
3	3 months	
4	1 year	
5	2 years	
6	3 years	

12 - How many years of experience do you have ?

Code	Number of years	Tick applicable
1	0-2	
2	3-6	
3	7-10	
4	11-13	
5	13- 14	
6	More than 14	

13 - In which shifts do you teach? (Tick as many possible)

1) Morning _____ 2) Afternoon _____ 3) Evening _____

14 - On average, how many students are in one class in EPC?

Code	Number	Tick applicable
1	10-30	
2	31-50	
3	51-70	
4	71-90	
5	91-110	

15 - On average, how many students do you teach?

Code	Number of students	Tick applicable
1	51-100	
2	101-150	
3	151-200	
4	201-250	
5	251-350	
6	351-450	
7	451-550	

D. SCHOLAR PERFORMANCE

16 - Which difficulty do you face in education in Búzi?

Code	Difficulties	Tick applicable
1	Lack of teachers	
2	Lack of scholar materials	
3	Low scholar performance	
4	Low salary	
97	Others, specify	

17 - Does the lack of teachers influence in efficiency of students?

1) Yes _____ 2) No _____ (Skip next question)

18 - How it affects?

_____

_____

19 - How do you analyse the perception of students?

Code	Opinion	Tick applicable
1	Excellent	
2	Good	
3	Reasonable	
4	Bad	
5	Worse	

20 – What were the reasons of high repetition rate in old curriculum?

Code	Reasons	Tick applicable
1	Curriculum was though	
2	Lack of teachers	
3	Lack of interest of students	
4	Large classes	
97	Others, specify	

21 - What were reasons of repetition rate in new curriculum?

Code	Reasons	Tick applicable
1	Curriculum with many subjects	
2	Lack of teachers	
3	Lack of interest of students	
4	Large classes	
97	Others, specify	

22- What were difficulties faced with introduction of new curriculum?

Code	Reasons	Tick applicable
1	Approval rate	
2	Teachers without training for new subjects	
3	Creates lack of interest on students	
4	Lack of scholar materials	

23- What has been done so far to solve this situation?

_____

_____

_____

24-How does supply of teachers will help to reduce repetition rate?

_____

_____

_____

_____

25 What were reasons of abandonment of students in old curriculum?

Code	Reasons	Tick applicable
1	Family cannot afford the costs/ help parents	
2	Lack of teachers	
3	Repeating class	
4	Premature marriage/pregnancy	
5	Search for work	
6	School far from house	
7	Lack of dormitories and vacancy	

26 What were reasons of abandonment of students in new curriculum?

Code	Reasons	Tick applicable
1	Help parents in work	
2	Lack of teachers	
3	Repeating class	
4	Premature marriage/pregnancy	
5	Search for work	
6	School far from house	
7	Lack of dormitories and vacancy	

27 – Did the abolition of admission fees have increased access of children to school?

1) Yes _____ 2) No _____

28 – Did the abolition of admission fees have reduced the dropout rate of children in Buzi?

_____

_____

29 – How does Day School Feeding Programme helped to reduce abandonment of students in schools?

_____

_____

E. INCOME SOURCES

30 - What is your total monthly salary?

Code	Type of activity	Tick applicable
1	Less than 1,000 MTN	
2	From 1,000 to 2,500 MTN	
3	From 2,500 to 4,000 MTN	
4	From 4,000 to 5,500 MTN	
5	More than 5,500 MTN	
98	Do not want to answer	

31 - Who pays the salary for teaching?

1) Ministry of Education and Culture ____ 2) NGOs ____ 3) Both _____

32 Are you satisfied with your income in school?

1) Yes ____ (Skip next question) 2) No ____

33 - Why not?

_____

_____

34 Will you continue teaching with current income?

1) Yes ____ (Skip next question) 2) No _____

35 Why not?

_____

_____

Thank you very much for your precious time

QUESTIONAIRE FOR THE NGOs IN EDUCATION SECTOR IN BÚZI DISTRICT

I am Darmesh Dhirajlal student of Master of Arts in Economic and Management in Catholic University of Mozambique. I am doing a study on "An Assessment of NGOs on Scholar Performance in Búzi District on Sofala Province from 2001 to 2005". The result of this research will be use strictly for academic purpose. I shall be grateful if you could answer the following questions concerning this study.

A. To be filled by Interviewer

I1- Number of questionnaire_____

I2- Date ___/____/____

I3 - Starting time___:___

I4 - Ending time____:___

I5 - Total minutes_____

I 6- Name of NGO _____

A. GENERAL DATA OF INTERVIEWEE

1 The full name of respondent

_____

2 What is your position in this organization?

_____

3 From which country is this NGO?

_____

4 From which countries do you receive funds?

_____

_____

5 – What were the reasons that made you come to Búzi district in the education sector?

_____

_____

_____

_____

6 - How do you contribute in education sector?

_____

_____

_____

B. FINANCIAL SUPPORT

7- How this organization has finance in education sector in Buzi?

_____

_____

_____

8- How evolved amount finance during these five years?

_____

_____

_____

C. DATA RELATED TO TEACHERS

9 - Are all the teachers from Buzi districts?

1) Yes ____ (Skip next question) 2) No _____

10 – From where are they ? _____

11 - Who pays the salary for teachers?

1) Ministry of Education and Culture_____

2) NGO _____ 3) Both _____

12 - Does this Organization give training to teachers?

1) Yes ____ 2) No ___ (Skip next question)

13 - What are the numbers of teachers trained during these periods?

_____

_____

14 – How this organization has helped teacher of Búzi district?

_____

_____

_____

_____

_____

15 - How this organization has helped students of Búzi district?

_____

_____

_____

_____

D. CONSTRUCTION OF SCHOOLS

16 – Have you constructed/opened any schools during those five years?

1) Yes _____ 2) No _____ (skip next question)

17 - How many schools this NGO have constructed/opened during those five years?

_____

_____

18 - How the constructions of **basic education** benefit students in those five years?

_____

_____

_____

_____

_____

19 - Which kind of scholar materials did you offer? (Pick as many possible)

Code	Type of scholar materials	Tick applicable
1	Desk	
2	Books/ pen	
3	Computers/ fax	
97	Others, specify	

20 - How do you help girls in school?

Code	Help	Tick applicable
1	Offer food	
2	Offer scholar materials	
3	Offer cloths (school uniforms)	
4	Prevent of HIV/AIDS	
97	Others, specify	

E. OFFER FOOD IN SCHOOLS & DORMITORIES

21 - Does the offering food have increased the access to school?

1) Yes _____ 2) No _____

22 - Does the offering food have reduced the dropout rate?

1) Yes _____ 2) No _____

23- Does the offering food have increased the students' performance?

1) Yes _____ 2) No _____

24 For how long will you continue with this contribution?

_____

_____

Thank you very much for your precious time

APPENDIX B- PRIMARY AND SECONDARY DATA

Table 1: Origin Countries of NGOs

NGO	Countries	Frequency	Percent
ESMABAMA	Mozambique	1	17 %
CCS	Italy	1	17 %
GTZ-PEB	Germany	1	17 %
WFP	United Nations	1	17 %
PADM	Austria	1	17 %
LWF	Switzerland	1	17 %
Total		6	100

Source: Primary Data

Table 2: Support From Donors Countries to NGOs

NGOs	Donors countries							
	Mozambique	Italy	Germany	Portugal	Austria	Spain	Switzerland	Others
ESMABAMA	1	1	0	0	1	1	0	0
GTZ-PEB	0	0	1	0	0	0	0	0
CCS	0	1	0	1	0	0	0	0
WFP	0	1	1	0	0	0	0	1
PADM	0	0	0	0	1	0	0	0
FWL	0	0	1	0	0	0	1	0
Total	1	3	3	1	2	1	1	1

Source: Primary Data

Table 3: Location of Teachers

NGOs	Location	Frequency	Percent
ESMABAMA	Other districts	2	67%
GTZ-PEB	Sofala province	1	33%
Total		3	100%

Source: Primary Data

Table 4: Entity that Pays Teachers Salary

NGOs	Entity	Frequency	Percent
ESMABAMA	MEC	1	50%
	NGO	1	50%
Total		2	100%

Source: Primary Data

Table 5: Number of Teachers Trained by the NGOs

	Teachers Trained	Frequency	Percent
GTZ-PEB	61-75	1	50%
ESMABAMA	76-90	1	50%
Total		2	100%

Source: Primary Data

Table 6: The lack of teachers affects on students performance

Responses	Frequency	Percent
Yes	188	96.9%
No	6	3.1%
Total	194	100%

Source: Primary Data

Table 7: Students that benefit from construction of school by ESMABAMA

		2001		**2003**		**2004**		**2005**	
	Students	**EP1**	**EP2**	**EP1**	**EP2**	**EP1**	**EP2**	**EP1**	**EP2**
ESMABAMA	Beginning	0	772	236	980	1185	988	1401	272
	At the end	0	712	209	941	1077	554	1210	709
	Approved	0	487	158	686	853	504	1008	601

Source: Adapted from MINED 2001-2005

Table 8: Students that benefit from construction of school by 3 NGOs

	2005				2001-2005
NGOs	**LWF**			**PADM**	**CCS**
Schools	Mararanhe	Marombe	Chissenguana I	Matire	3 fevereiro
Students	**EP1**	**EP1**	**EP1**	**EP1**	**EP1**
Beginning	315	315	395	70	3560
At the end	302	250	333	61	3425
Approved	302	208	329	61	2920

Source: Adapted from MEC (2001-2005) Report on Number of students enrolled in schools of Búzi District

Table 9: Scholar performance in EP1 of public school

Indicators of internal efficiency in relation to students at the end (%)					
	2001	**2002**	**2003**	**2004**	**2005**
	EP1	**EP1**	**EP1**	**EP1**	**EP1**
Approved	69.3%	71.0%	73.8%	84.4%	88.5%
Repetition	30.7%	29.0%	26.2%	15.6%	11.5%

Source: MEC (2001-2005), Scholar Performance in Public School

Table 10: Scholar performance in EP2 of public school

Year	**2001**	**2002**	**2003**	**2004**	**2005**
Level	**EP2**	**EP2**	**EP2**	**EP2**	**EP2**
Approved	68.8%	81.0%	66.4%	85.8%	85.2%
Repetition	31.2%	19.0%	33.6%	14.2%	14.8%

Source: MEC (2001-2005), Report on Scholar Performance in Public School in Búzi district

Table 11: Scholar performance in EP1 in private school

Year	2003	2004	2005
Level	EP1	EP1	EP1
Approved	75.6%	79.2%	83.3%
Repetition	24.4%	27.1%	16.7%

Source: MEC (2001-2005), Report on Scholar Performance in Private Schools Búzi district

Table 12: Scholar performance in EP1 in private school

Year	2003	2004	2005
Level	EP2	EP2	EP2
Approved	72.9%	91.0%	84.8%
Repetition	27.1%	9.0%	15.2%

Source: MEC (2001-2005), Report on Scholar Performance in Private Schools in Búzi district

APPENDIX C- MAP OF BÚZI DISTRICT

Map 1. The Localities of Búzi District