

# MOZAMBIQUE

The implementation of articles 13.1 and 29.1.a (Convention of the Rights of the Child) in grade 8 at Quisse Mavota Secondary School, Maputo, stressing participation.

*Adolfo Tembe, Armando Zavala and Gertrudes Noronha*

## 1. Frame of Reference

The present report refers to the activities for change carried out by batch 16 Mozambique. The team is composed by Gertrudes Noronha, working as a Coordinator in Wanasanana Organization. The organization is a NGO. It has to do mostly with children's rights. She lives in Maputo City. Armando Zavala is working as a teacher in the already above mentioned school; Quisse Mavota, he also lives in Maputo City. Adolfo Tembe is working at Xai-Xai Secondary School as a Head master. Xai-Xai is located in Gaza Province, 206 km from Maputo City, the National Capital. We attended the International Training Programme for Child Rights, Classroom and School Management in Sweden from 5<sup>th</sup> to 31<sup>st</sup> May 2012, held by Lund University and sponsored by Sida. During the course in Sweden we wrote our project plan. The project title is "The implementation of articles 13.1 and 29.1.a (Convention of the Rights of the Child) in grade 8 at Quisse Mavota Secondary School, Maputo, stressing participation".

## **Article 13**

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

## **Article 29**

1. States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

Mozambique has already signed the Convention of the Rights of the Child (CRC) in 1990 and rectified them in 1994. Since that moment governmental institutions are working with national and international partners to ensure the fulfillment of CRC. The National Constitution is based in Human Rights and in the Chart of African Child Rights. After the war of destabilization in Mozambique, the civil one, which ended up with the Peace Agreement in 1996, several laws are in force, such as: the Family Law, Promotion and Protection of Child Rights, Women Rights and others. Indeed, something good is being done concerning their implementation. You often hear programmes in radios dealing with CRC; you also can watch wonderful programmes on TV dealing with child rights as well as you can read good articles about child rights in the news papers and magazines. All over the country you easily find pamphlets fixed in the walls or elsewhere with some drawings, pictures and written statements about child's rights. Nevertheless, if you come to the big area education, in Pre-Schools, Primary and Secondary Schools where we find a quite number of children and youths, there is no specific subject or programme in the curriculum dealing with CRC as such. There are some spontaneous activities or teachings on CRC. Therefore, in our point of view we consider all these as not as much it would have to be. As we have mentioned before, there is nothing clear designed in the school curriculum that gives us a clue as a way in which all the schools should walk on in the teaching and implementing CRC. The schools act in different ways, some try on they own but others do nothing at all.

It is based on this sad situation that our project will deal with student's participation in classroom and school management in Quisse Mavota Secondary School in Maputo City. We have chosen participation as one of the three pillars to work on it in our project because we consider it as the most neglected one in our country. There is no doubt that the government does a lot in order to provide protection and provision in the schools but less does to promote student's participation. In most cases the students don't enjoy fully their rights. The majority are excluded and considered as those ones who should only listen and follow the instructions in some schools. It's no wonder that many violations of CRC are taking place in several schools. Girl-students are abused sexual-psychologically by some teachers and in even by others students because they

a considered to have no voice to say anything, as well as to claim their rights. There are situations in which students shouldn't say anything in classroom because they are students not teachers. They have got no chance voice themselves concerning with the school life because they are regarded as students who have no right to take part in the decision making. In many schools there are no classroom student's representative, no student's council and no meetings for students at all. Therefore, Quisse Mavota is not an exception. The students in this school less participate in classroom and school management. Quisse Mavota is one of the biggest schools in Maputo City. It's located in Maputo City, the National Capital. It teaches from grade 8 to 12. There are 115 teachers, and 52 helpers working in the offices and outside. There are almost 3800 students both males and females. It has got 38 classrooms. The rate of the students is 55 students per classroom. There are 14 classes in grade 8. Quisse Mavota Secondary School is given the name of the ancient great warrior in Mozambique. Quisse Mavota was one of the commanders of Gungunhana, the famous Emperor of Gaza, who directed the battles of resistance against Portuguese colonial domination in the Southern part of Mozambique (1900).



Quisse Mavota Secondary School

## 2. Purpose

The purpose of our project is to increase grade 8 student's participation in classroom and school management in Quisse Mavota Secondary School. Participation is one of the three pillars of the implementation of Child Rights and one of the five principles of democracy: participation, equality, freedom, diversity and solidarity. Child participation in every event, personal or social, is a phenomenon of development because it satisfies the need of the construction of personality, resilience, assertiveness, solidarity, particularly in adolescence stage in school environment and with interaction among pupils, teachers and parents.

Our pilot project is considered to be a pilot project because our aim is to start working with grade 8 as the initial one and gradually involve all the students of the school in the decisions making as well as participation in classroom in this school. We will do this in a programme that we call “Students teach students” (STS) and “Teachers teach teachers” (TTT), this is the most important and sustainable part of our project. Our main target are students and especially grade 8 students, but we do also involve the headmaster of the school, the grade 8 teachers, the students, the school council and the parents.

### 3. Methodology/Activities

As soon as the team came back from the Sweden, it met to design a plan of the activities in order to fulfil the project. The first activity was to meet the headmaster of the school. It was carried out in June 2012, in order to present the project and its main objectives as well as to ask permission from him to implement their project in that school. It was a great pleasure that the headmaster politely welcomed the team and allowed it to fulfill all that was planned to be done in that school. The change agent Armando Zavala, who is a teacher at this school, was assigned the task of meeting the grade 8 teachers in order to invite them to take part in the workshop we planned for them.



Meeting with the headmaster

#### The first Workshop with the grade 8 Teachers

##### *Objectives of the first Workshop with the Grade 8 Teachers'*

- Present the project to the teachers
- Strengthen their knowledge on CRC

- Enhance Child Participation at the Quisse Mavota Secondary School through basic survey of challenges and possible ways
- Share good practices about Child Participation in the school life.
- To call up teacher's attention to include Child Rights as a cross cutting issue of every subject.

The participants were the deputy headmaster and 20 teachers who lecture several subjects (5 females and 15 males). The methodology used in the workshop included the use of discussions, brainstorming, observation, debates, group works and plenary and the material we used was mainly power point presentation, posters with images, pamphlets made by ourselves, manuals about the promotion and protection of Child Rights( Convention on Child Rights, October 1990). The first topic "Conceptualization of Child Participation and related advantages" was approached considering the child and the school environment where the child participation is much more than the physical presence. He/she has to participate in the education process, give opinion, agree or disagree, express by himself/herself. The participation should be practiced as a Right, and when it does happen like this, there is marginalization, discrimination, therefore each child should be involved in the process of decision making, particularly in what concerns Child Development issues. Paulo Freire says, 1996, *"I cannot be myself... if I can never decide for myself."* It was stressed that the child participation can be useful for families, communities, schools and for themselves as free citizens. The second topic "Some strategies to improve the communication between the teacher and the Students" were identified in and out of the classrooms, namely: (i) teacher more proactive, child friendly fulfilling the school regulations, conflict mediator and example in attitudes and behavior; (ii) role models for the pupils developing self esteem and self trust in pupil and parents; (iii) update their knowledge and skills about what they are teaching and participatory methodologies that change the classroom environment. In what concerns evaluation of the work done and self performance, teachers can show to the pupils that every person does right and wrong, and that teaches everyone how to improve in one's life and their environment and stimulate talents and provide opportunities for leadership and team work. The workshop was welcomed by the teachers, they enjoyed it. Nevertheless, they raised some questions like:

- What methodologies to use for overcrowded classroom?
- What to do with students who are making noise during lesson class and others are drunkard and abuse drugs disturbing each other?
- There are poor and uncleaned classroom because some students refuse to help with the everyday cleaning up process. What to do?



Workshop with the grade 8 teachers

### **The first workshop with the students in 2012**

On 19th September, 2012 the first workshop with the students of the grade 8 was held. They were divided into two groups according to the shifts they attend classes - morning and afternoon, being 20 students in the morning (10 boys and 10 girls), and 35 students in the afternoon (15 boys and 20 girls). In this workshop the team used the same methodology and material used with the teachers. During the workshop it was found out that the children have a general knowledge about their rights, but they didn't know to enjoy them daily. The most important barriers for students participation voiced by them in the workshop were:

- Lack of furniture, sometimes destroyed by the them
- Overcrowded classes
- Expulsion of students from classes by some teachers when they misbehave
- School Library without fixed timetable.
- Bad atmosphere in the class created by some teachers
- Inadequate time for practical and laboratory classes.
- Different assistance from the teachers according to their performance, less attention for the weak students and more attention for the good once
- Some teachers always absent in the classroom
- Gender discrimination
- Drugs and alcohol consumption for some students in the school environment
- Students not taking part in the decision making about school life



Workshop with grade 8 students

### The second workshop with the students in 2013

In March this year we held the second workshop with the grade 9 students. They were divided into five work groups, made up by five students in each group, taking advantage of the way the classrooms are organized: group boss, attached boss of the group, boss of cleaning, sport boss and boss of safety. These ones were the most probable selected to take part in the workshop. The main purpose of the workshop was to recapitulate the contents dealt with in the first workshop in 2012 and to put down to the grade 9 students for the training of their friends in grade 8.



Workshop with the grade 9 students 2013

In May, 2013, grade 9 students create an organization for themselves which they called “Group work”. They made the approval of this organization in the school community before the school board, teachers, others students, the parents’ representatives and the parents. This group is denominated “Organização para os Direitos da Criança” (Organization for the Child’s Rights) that has as main mission, to propagate the children’s rights in the school community.

The created group trains the students of grade 8 on Wednesdays, in the second period (in the morning and afternoons) biweekly, in the hour of class meeting in the school. This is the activity which is still on even now and many grade 8 students are being trained as well as being involved.

### **Meeting with the students' parents**

In January 2013, when the academic year began, we had a meeting with the headmaster. The purpose of the meeting was to give him the feedback on the activities accomplished in the phase IV, in South Africa; as well as to share with him our plan of the activities for this present year. One of our plan activities was to hold a meeting with students' parents, as the recommendations done by our colleagues in the Seminary held in South Africa, phases IV. The main objective of this meeting was to help the school to solve the problem of the student's drug and alcohol consumption. With the allowance of the headmaster the meeting was held in February. At this meeting two parents were elected to be the focal points in relation to the subject of the prevention of the consumption of alcohol and drugs at the school environment. They will work hand-and-hand with the teachers as well as the school in general to sensitize the students to minimize the situation. The parents presented a proposal of solutions like:

- Promoting workshops with the students on the matters of more information about the negative effects of the alcohol and the drugs in the adolescents
- The parents at home and the teachers at school should be the models for the students, avoiding at all the improper use of liquors and drugs
- The parents should develop dialogue strategies and sensitize their children
- Make the students aware that damages caused by the use of alcohol to the adolescent are different from those caused in the adults.

### **Mentor's visit**

In April 2013 our mentor, Lena Andersson visited us, batch 16. She also held a meeting with all Mozambican batches. The purpose of the meeting was to establish a network and a platform to which all the batches can communicate with each other. The name of the national network is Nwananga.



Mentor with all Mozambican batches

In the following day we arranged a meeting with the headmaster and then with grade 8 and 9 teachers at Quisse Mavota Secondary school. Lena presented an overview of the international training programme. Then the teachers welcomed the programme and also spoke about some problems they faced in the classroom that hindered student's participation.



Mentor with the teachers



Mentor with grade 9 students

We also arranged a meeting with grade 9 students in which they presented some drawing, poems and music on CRC.

One of the most important things that Lena did was to plant a tree in the school garden. We say important thing because it contributed a lot for the implementation of our project in this school. After that the students by their own planted many trees in the school garden and they are taking care of them, watering them.

## 4. Results

### Quantitative results

- 2 meeting with the headmaster of Quisse Mavota Secondary School.
- 2 workshops with 55 children who worked in two shifts – morning and afternoon.
- 20 teachers participated in a workshop (5 females and 15 males).
- Qualitative results
- The participants were comfortable with the training, contents approached, methods used and level of participation.
- Participants mentioned to have acquired more knowledge about the CRC and about the ways of children participation and communication, particularly with children.

### General results of the project

- Improvement of the students' participation in the school life that showed through the involvement of these ones in the changing of behavior in relation to cleaning of the school, something that in 2012, in the first workshop with the teachers and some grade 8 students of the school was regarded as serious problem.
- Minimization the damages of wallets/desks in the school. From 800 wallets that the school possessed, about 174 were damaged, situation that reverted after the implementation of the project. This means that in the 174 desks damage 100 desks were freely repaired by the students with the parents' supporters and teachers, as the pictures show below:
  - 1.The teachers became more sensitive in relation to the use of adequate teaching methods and learning centered in the student and they became more presents in the classes.
  - 2.With the work done by the grade 9 students, parents and trained teachers, the problem of drug and alcohol consumption by some students is now under the control of the school.
  - 3.The teaching quality and learning is improving in Quisse Mavota.
- Some proposals of solutions of the problems presented by the students:
- Related to drugs consumption:
  - 1.Individual and family therapy with psychologists; the headmaster of the school should invite the parents of these students and tell them about the situation of their children; so that they may help them as well as he should create a condition to assist these students by calling the psychologist.
  - 2.close work with neighbor community.
- Related to teachers absent and students threatening in the classroom.
  - 1.School Direction should find out the causes and take corrective measures.
- Related to student's exclusion, the team should hold more workshops on CRC to promote child's rights among the teachers.

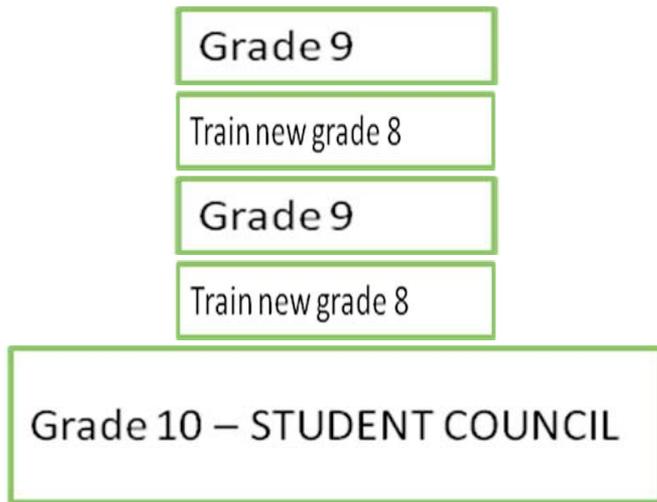
Proposals of solutions presented by the Teachers:

- Reduce the number of students per class, increasing the number of classes and considering gender equality.
- Facilitate the organization of study classes in which besides the regular classes the students would have guide lessons and preparation for exams.
- Encourage child-to-child and group study to stimulate children with difficulties and psychological follow-up when necessary.
- Introduce school box for students to voice themselves.
- Follow up of students through use of library and correction of home work with provision of additional materials.
- Improve learning/teaching material with participatory and inclusive methods.
- Build up child friendly environment at school, as *“we are their second parents, once they spend majority of their time with us in the school.”*
- Need of training on monitoring the project activities.

## 5. Discussion and Reflection

We have development our team work and strengthen our communication with other change agents of Mozambique. Nowadays we have regular meetings within the team and free communication with members of the team. We do also have an open discussion of subjects with the school directorate.

The scheme below shows the system of training others which is being used by the students and teachers in Quisse-Mavota on CRC. In this case, students will train other students and teachers will train other teachers. The team will keep on assisting them while the process is in going on until almost all students and teachers are trained.



## 6. Way Forward

The team presents proposals on how the students can fully participate at school, namely:

- Learn and teach several subjects, improve and participate in activities or projects of citizenship such as:
  1. Leisure programs, in which the children can carry out a sport campaigns, or of singing and dancing, tale stories, poetries...
  2. A campaign of dissemination on Child Rights and Responsibilities;
- Carry out field visits to the surroundings, factory, cities, universities, government buildings, open market, hospital, cinema, libraries, aero port, banks, sea, florets, hospitals etc.;
- Interview and do studies with pupils, teachers, parents and community members about life in the school
- Promote and do posters and drawings about the interest topics of children in the school
- Continue to promote workshops with the students and assist them while they training others
- Permanent assistance to the teachers while training others until all of them are being trained
- Help the students to create a school council in 2014.
- Assist the student council already created

Mozambique did also have the chance to send the headmaster and an English teacher from Quisse Mavota to Sweden in batch 18. This means that our project and our change work will progress and hopefully grow in Maputo city among schools.

We have had a second network meeting at Quisse Mavota this summer (appendix 1); the coordinator of the network is the headmaster of Quisse Mavota. This was a very fruitful meeting.

## List of References

Percy-Smith, Barry and Tomas, Nigel (2010) – A Handbook of Children and Young People's Participation: Perspectives from Theory and Practice.

Texto de apoio sobre participação da Criança elaborados pela equipa

MIMAS (2004) - Convenção sobre os direitos da criança

# Appendix 1

## NWANANGA - NATIONAL NETWORK OF MOZAMIQUE

NETWORK PLAN - DRAFT

August 2013 to July 2014

Objectives	Activities	Responsability	Time	Results	Budget	Comments
Formalize Network	Set one meeting with the National Directorate of General Education (Primary and Secondary)	Mr Assale and Coordinator of the Network	The first Week of August	Network recognized and formalized by Ministry of Education		
Formalize the Network at Provincial and Districted levels	Set two meetings with Provincial director and Districtal director.	All members of the Network	The second Week of August	Network formally recognized in our district		
Share experiences about CRC	Workshop with principals of the schools located in our district.	Mr Dombo and Mrs Gertrudes	23-28 September 2013	Principals of the schools located in our district are aware about CRC		
To make the network recognized by the NGO's	Create a partner- ship with the existing NGO's (UNICEF, Wana Sanana, Save the Children, ROSC)	Mr Assale and Mr Dombo	November	Working together and possibility of partnership.		
Design a Web Page	Register the domain <a href="http://www.nwanangarc.co.org">www.nwanangarc.co.org</a> At Computing Centre at UEM to host the web page. Publish and update the achievements of the Network	Mr Zavala	November 2013 Ongoing activity	Web page Created and updated	Domain (\$135), Web page hosting (\$60 / month)	
Formalize the network at the Ministry of Justice	Network meeting for designing a draft of regulations that guide the network and submit it at the Ministry of Justice	All members of the Network	February - July 2014	Network formally recognized at the Ministry of Justice		

