

MOZAMBIQUE

To raise awareness of CRC by involving parents in issues of provision and participation in education

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1. Introduction

Mozambique is one of the fifty five countries of the African Continent, and it is located in the Southern Africa. It became independent in June 25th 1975, and up to then, Portugal had been ruling this country since 1498. So, it was necessary an armed war that took ten years' time in order to free this country from the colonial domination. When Mozambique became independent, the rate of illiteracy was 93 %. After the mentioned war, this country emerged into a conflict civil war between Frelimo and Renamo Parties that took almost sixteen years' time (from 1976 to 1992). During this period many schools were destroyed or abandoned, and many people were killed. However, the Mozambican government had made a strongly effort to build and rebuild schools, Teacher Training Institutions, providing teaching materials, and because of this effort the rate of illiteracy is 48, 1% currently. The Government of Mozambique has shown a stronger commitment to protecting and promoting the rights of children. Therefore, free education covers every primary pupil from grade one to grade seven. This is to ensure all children can start school at the age of six and get basic education.

The present work was based on the CRC that was approved on 44th of the United Nations General Assembly and rectified of the Government of Republic of Mozambique on October 1990 .In this way the International Training Program on Child Rights, Classroom and School Management, supported by Sida (The Swedish International Development Cooperation Agency), is very helpful for Mozambique in the sense that it enhance the promotion of the three Ps, (**Provision, Participation and Protection**), that are still in need in many Mozambican public schools.

2. Frame of Reference

Mozambique has already ratified the Convention on Rights of Child. In fact something good is being done concerning its implementation. We often hear programmes on radios dealing with CRC, and we can also watch wonderful programmes on TV as well as we can ready good articles on newspapers and Magazines dealing with Child Rights. All over the country you easily find pamphlets fixed on walls or elsewhere with some drawings, pictures and written statements about Child Rights. However, if you come to big area, education in Primary and Secondary Schools where we find a quite number of children and students, there is no specific subject or programme in curriculum dealing with CRC as such. There are some spontaneous activities on teaching CRC. Not all schools act in the same way, some try on their own but others do nothing at all. Therefore, in our point of view we consider there is as much as it should have to be. As we have mentioned before there is nothing clear designed in the school curriculum that gives clues in which way the schools should walk in the teaching and implementing CRC. In many Mozambican Primary schools some children drop out their learning process because of some reasons: Some of them because of early marriages or by trying to find out some financial resources to sustain themselves or their young brothers whose parents died because of some severe disease such as AIDS/HIV. But still others drop out school because they lack their families' attention or assistance, as well as provision, participation and protection.

3. Purpose

On this change work we will emphasize the provision and participation because they are essential for good education. Thus, the parents or caretakers should be responsible for providing all the school materials and support needed for better education so that their children benefit from full participation. According to CRC, Art 5: 76, "... the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community." Based on the above statement, our project aims to increase the involvement of parents or people who are in charge of children's education.

The full involvement of the parents or people who are in charge of children in education required on this project is pilot taking into consideration that any primary school has never developed it before and also the parents have never had the possibility to discuss their attitude towards the education of their children. Therefore, the purpose is build a warm relationship, good communication and freedom of expression, which should promote children's participation in education by using drama methodology. We, also hope that this project should be helpful for many other schools in which children are not fully accomplished by their parents or families.

4. Methodology

4.1 Meetings

We held some meetings with Maputo- City Provincial Director of Education and Culture on June 10th 2014, with the purpose of providing him some guidelines about this Project as well as the benefits our Country should gain through this Course. Furthermore, the purpose of the meeting was also for planning the best strategy to spread CRC concepts to other teachers/ School Directors. So, after the meeting he asked us to present the Project to the members of Maputo- City Directorate Council of Education and Culture.



4.1.1 Meeting with local chiefs

We also held a meeting with local chiefs on June 30th 2014, of Inhagoia “A” Quarter. The purpose of the mentioned meeting was to inform them about our Project Plan and to ask their full involvement towards the Rights of the Child, particularly concerning education. Therefore, these local chiefs should help the Change Agents to promote the Rights of the Child basically, in contacts they have established with parents or caretakers.



4.1.2 Meetings with Senior Members of the Ministry of Education

Having organized the above meetings, we found it also useful to contact some Senior Members of the Ministry of Education in order to give them some baselines of CRC implementation and the Project that should run at Inhagoia “A” Primary School concerning. On this way, we met the following senior members of the Ministry of Education; The National Director of Primary Education, The National Director of Secondary Education and The Deputy’s Assistant of the Minister of Education.



4.2 Workshops

4.2.1 All Mozambican Change Agents participated in Workshop in Bilene – Gaza Province, on July 6th 2014.

This Workshop was organized by our Mentor Lena Andersson (who came on an mentor visit for batch 18) with the purpose of monitoring the activities developed by Mozambican Network. In this workshop, the Change Agents also discussed the future perspectives of Project Plans implementation. The participants of the workshop concluded that although the Projects are being implemented accordingly, the Change Agents should find out a way of involving so many children in different schools.

4.2.2 Workshop with School Directors

We organized a workshop with School Directors of KaMubukwana District Directorate of Education and Culture. This workshop was delivered by the Mentor Lena Andersson



together with two change agents from batch 18, on July 8th 2014. The purpose of this workshop was to present them some guidelines of the Rights of the Child, Classroom and School Management; so that the School they should include those aspects in their school planning activities in the sense that Children should benefit from education based on democratic values.

4.2.3 Workshop with Teachers

We also organized two workshops with Inhagoia “A” Primary School’s teachers. The first workshop aimed to present our Plan Project that should run in this school and thus, asking their active participation on it. The second workshop was held by our Mentor Lena Andersson together with change agents from batch 18 and 20, with the purpose of highlighting the need of all the teachers and parents’ involvement to operate the changes we need towards the CRC.

4.3 Drama

4.3.1 Drama preparation

We prepared the drama in two phases. In the phase I we planned together with teachers the desired changes that should be acquired as soon as possible such as the parents and caretakers' full involvement in the education of their children, the teachers' changing attitudes and methodologies based on democratic values. The second phase of drama preparation was based on drama Text writing and children's selection characters for carrying out many different actions according to the designed text. This stapes was followed by characters' actions practice in which we also involved some teachers. This drama preparation took almost three months' time (from July 22nd up to September 10th 2014).

4.3.2 Drama presentation

The drama presentation was also made into two distinct phases. The first one was made on September 13th in the presence of Inhagoia "A" Primary School's teachers. We considered this phase as crucial in the sense that the teachers should have an overview about the drama body, such as the language clarity, the gestures taken by the characters and the content of the massage. The teachers also should rise some relevant questions or criticisms about the drama itself before its presentation for the parents or caretakers.

Thus, the teachers considered the drama message as relevant, straightforward and understandable for everyone. However, they asked some characters to relax and speaking louder during the drama presentation, so that it should be more interesting.

The second phase of the drama presentation was made on September 20th 2014, in the presence of Inhagoia "A" Primary Schools' students, teachers, parents, caretakers and local chiefs. In fact, this phase was the climax of our Project. The participants laughed clapped hands and enjoyed the drama. After the drama presentation, we asked some participants to express their ideas about the drama already presented, and they said that enjoyed it very much thus, they promised to make reflections and change their negative attitudes towards the Rights of the Child. The children also promised to change their negative aspects towards their learning process.



5. Results

Although we are still on implementation process all we can say is that the inspired results are being achieved. This achievement is shown by the **two “Ps”** that are the purpose of our Project, namely: **Provision, Participation**.

5.1 Provision

After the implementation of this Project, many parents and caretakers **provide** the basic teaching materials, such as: exercise books, pencils and attention for their children.

5.2 Participation

Because of this Project many parents, caretakers and teachers participate actively in the teaching and learning process of the children. Therefore, the teachers try to implement new things/ methodology and education based on democratic values. Having heard about the existence of this Project at Inhagoia “A” Primary School, the Directors or School Managers of other Primary and Secondary schools, have been asking us to organize some workshops at their schools about CRC Concepts.

5.3 Results on development of the Change Agents

All the Change Agents have been providing the necessary and crucial information about the importance and the implementation of CRC concepts in many schools, and because of the awareness of CRC, these Change Agents have been asked to participate in Workshops and Conferences organized by the Provincial Directorate of Education and Culture as well as by the Ministry of Education.

6. Discussion and Reflection

Based on the results of our fulfilled expectations towards this Report, we can say that our Project Plan had been carried out completely. However, it is still much thing to do in order to make the expectations of CRC concepts appear in many Mozambican schools.

- Firstly, the Mozambican stakeholders should be aware of CRC concepts, so that they should monitor its implementation in schools. Reason why, we have decided to organize some meetings and workshops with local chiefs, District and Provincial Directors as well as with some Senior Education Members of the Ministry of Education to deliver some CRC concepts before starting with our Project Plan.
- Secondly, the Institutions of Teaching Training Course should also be aware of those concepts, so that the teachers to be (trainees) should take them into consideration in their teaching and learning process. So, we have planned some workshops or provid-

ing some copies of this project after being translated into Portuguese Language, in these Institutions.

- This Project is pilot in Mozambican schools therefore, considering its importance in the teaching and learning process and the useful way the drama was prepared and presented, it will be helpful for more other schools round the country.

7. Way Forward

- By the end of the second term of the academic year 2015, the drama will have been presented at some Primary and Secondary schools and asking for the reflection provided by it.
- By the end of the academic year 2015, the drama about this Project will have been presented in some conferences and workshops organized by education authorities so, that the stakeholders should benefit from its message therefore, asking for its reflection.
- By the academic year 2016, this Project will be translated into Portuguese Language, printed and distributed to some Primary, Secondary schools and to some Institutions of Teaching Training Course, to District and Provincial Directorate of Education and Culture as well as to the Ministry of Education, so that the CRC concepts should be spread to many Mozambican schools.

8. List of References

Mozambican Teacher's Appointment Book
Mozambican Teacher's Professional Procedure
Mozambican Rule Nr. 10/2004 of August 25th.
Daily Observation City Dwellers
Final Reports of Inhagoia "A" Primary School
Conversation with City dwellers and local Chiefs' need

Appendix 1 Drama Text Introduction “The School of Tomorrow”

Introduction: This drama text brings moral allowed to the kids as well as for the parents and characters in general. It is presented by kids from Inhagoia “A” Primary School. In addition, it is based on Education for Development. The dramatic scene takes place at Quimberly’s house, Ana’s house, in the street, in the classroom, in the headmaster’s office, and in the school yard. The drama is represented by 24 actors.

This story is about what happens in many families all over the world and especially in our country concerning to kids’ education. It is a fundamental ambition to stimulate caretakers in order to start participating actively in their child education, providing school material, attention and fully accompaniment. In addition, it Elicits kids and parents to participate actively in their own education, to have initiative and participate on bringing up solutions regarding to their education.

Appendix 2 The Conference Presentation text.

Rights of the Child, Classroom and School Management

This work is presented according to the following sequence:

1. General aspects about a Child
2. Classroom Management
3. School Management

1 - General aspects about a Child

What is a Child?

- Is the future of a better society?
- Dependent of parents or adults
- Is someone who needs a protection and support from adults?
- Is somebody growing up and learning
- One who is not mental and physical mature
- Somebody who is vulnerable

According to the CRC (2007: 1) "... a child means every human being below the age of 18 years, unless under the law applicable to the child, majority is attained earlier." Therefore, to provide educational information to child, among others, parents, teachers, government administrative officials, the judiciary, traditional leaders and society at large on children's rights to participate and to have their views into consideration of the best interest of the child.

2 - Classroom Management

Some criteria for relevant and qualitative education

Relevant	Qualitative
education based on the student's need	skilled teachers
meaningful	well-designed curriculum
applicable	child centered
helpful	parents involved
competent	Education that doesn't focus on some, but in all (inclusive education)

Thus, the teacher is the number one to promote a relevant and qualitative education as well as to promote 3P's (Provision, Participation and Protection).

Challenge barriers to learning

- Rigid school rules
- Teachers conceptions on teaching and learning (there are some teachers that refuse the changes and applies new things/ teaching methodology)
- Displacement (people move from one place to another)
- Corporal punishment
- Large classes
- School leadership

In order to overcome some of these problems the staff in school needs to be:

- Didactic competence
- Leadership competence
- Relationship competence

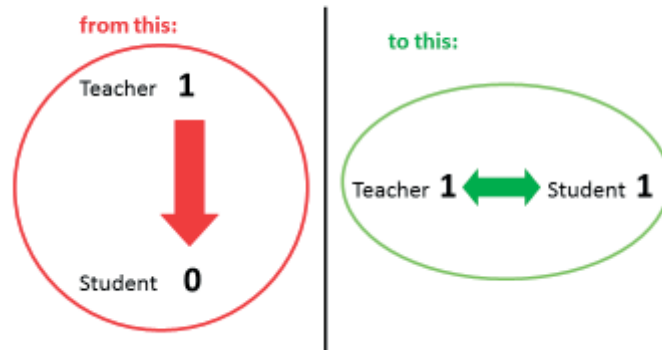
The teacher needs:

- The teacher has to have good subject knowledge
- A skilled enough about repertoire of teaching methodology
- Skilled at managing and organizing

Relationship between teacher Vs children

The Right Based Approach – teacher vs learner

The teacher is changing her/his relation to the learner



The teacher should use a wide repertoire of teaching methods to promote critical thinking ability of the learner.

Teaching and Planning

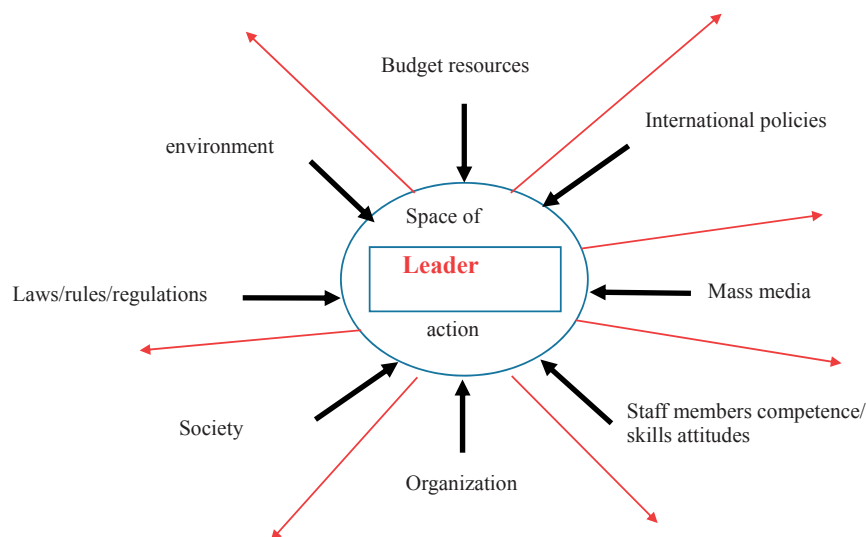
What shall be taught ?	Why shall it be taught?	How shall it be taught?	To whom?	Formative assessment	Summative assessment

Why should we include a Formative assessment on a Lesson Plan?

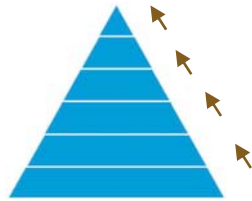
Because it provide a range of crucial information for the Student, Teacher, Parents and stakeholders about the teaching competencies achieved by the learner.

3 - Leadership and School Management

Things that can affect negatively



The most important thing for a leader is finding out a space of action for working. He should ask constantly questions such as why things happen like this, what to do in order to overcome the situation, what can I change here? Therefore, a leader needs to expand his space of action, throwing out the forces against him. For example, we can use the staff members for helping him expanding his space of action. Some Mozambican schools' benefits from organizational Organogram



Pyramid time consuming

In order to solve the problems regarded to the teachers Alcoholic abuses and sexual harassment schools the Ministry of Education created the following rules:

Dispatch nr 38/GM/2003

1. It is assigned to School Principals the faculty of suspending the services of teachers and other employees who come to their posts clearly drunk or under the effect of stimulants such as psychotropic substances. The sanction is the application of the unjustified absence regime, foreseen in article 152 of EGFE, with the knowledge of Education District Director as well as **District Administrators.**”

Dispatch nr 39/ GM/ 2003

1. The teachers and other education employees’ services and pays are suspended if they infringe the school regulations, such as rendering pregnant to students of the school in which they work, as well as sexual harassment to students.”

Conclusion

In this way, the expected results do not retard to appear: the cases of drunkenness, sexual harassment and pregnant students have reduced in our teaching Institutions.

Appendix 3 The Drama

Quimberly is awaked by her mother; she takes a shower, brushes teeth, drinks tea and then takes her school bag.

- "Hurry up Quimberly, otherwise you will be late at school" - the mother said.

- Yes mum, goodbye.

_ " That's alright my darling, don't forget the school material, please" - said the father.

On the same way, Ana (Quimberly's colleague) wakes up, runs to her mother and asks:

What time is it mum?

- It's 6:20 o'clock. Why don't you ask your boyfriends to buy a cell phone to you, so that you stop boring me?

Ana doesn't give the answer and she leaves home. On the way to school, she meets a mate and chat together along the way.

Quimberly arrives at school and gets in the class.

- "Good morning Quimberly," the mates greeted her.

- Good morning, thank you - Quimberly answered.

The teacher gets in the class, and after greeting the pupils, he presents the theme of the lesson and writes it on the board. At that time, Ana gets into the class.

- "You, stand up and tell me what are domestic animals" - the teacher asked Ana.

Ana stood up and said nothing.

- "Ana, answer my question" - the teacher insisted.

Remigio stands up (laughing) and says:

- Ana can't dare opening her mouth because it has got a bad smelling.

- "Hum... of course, you are right I haven't realized it yet. So sit down before you explode" - said the teacher.

All class laugh at Ana, except Katia who hands up.

"Let's keep quiet class listening to Katia." - the teacher ordered.

- "Excuse me teacher, may I go to the toilet?" - Katia asked.

- "Yes, you may go." - the teacher said

Katia gets out and reports the bullying that Ana has already suffered to the School Principal.

The School Principal gets to Ana's class and asks to the teacher to have a talk with him during the brake time.

- "I'm disappointed with you. Why did you mock Ana in the class? That is not a good idea, and in that way the pupils may be shy." - the School Principal summoned the teacher.

_ "I'm terribly sorry Sir, and I do promise not to do it again." - said the teacher.

- "I also heard that your pupils are always late to the class, and some of them used to miss the lessons. Please, arrange a meeting with all the parents or caretakers next Saturday, I want to talk to them about this issue." - the School Principal said to the teacher.

On the way home Quimberly meets some guys and they try to stop her to chat with, but she refuses.

On the other hand Ana arrives home very late and hungry then; she asks something to eat to her mother.

"Mum, what did you cook today, I very hungry." - said Ana to her mother.

- "If you had arrived home early you would have cooked something to eat, so far there is nothing." - the mother answered to Ana.

On the settled day the School Principal holds a meeting with the parents, caretakers and the local chiefs, and beforehand the School Principal introduce all the participants of the meeting.

Every local chiefs stood up, saying their names as well as their function in the leadership.

- "Dear participants, I have invited you to this meeting in order to raise your responsibility towards the education of your children. Some of them came late to school and still others do not dedicate properly to the learning. You should take care for the learning of your children" - said the School Principal to the participants.

- "You are right my dear! Many parents and caretakers miss the responsibilities towards the education of the children. Therefore, I will hold a meeting with the cottage dwellers so that I remind them about their duties concerning this issue." - said the local chiefs.

- "Thank you very much for this meeting and for your warm words, we promise to change our behaviour regarded to the education of our children." - said Ana's father.

- "So, having no more to elaborate about, I wish all of you inspiration day" - said the School Principal.

In this way, the meeting went over.

Main characters

1. Mrs. Magda - School Principal
2. Shanaya - Teacher
3. Mr. Ngove - Local chief
4. Quimberly - pupil
5. Ana - pupil
6. Katia - Pupil

Secondary characters

- The parents and caretakers
- Pupils

Guidelines for drama writing

1. Dispatch nr. 38/GM/2003 December 5th - Ministry of Education, Mozambique
2. Dispatch nr. 39/GM/2003 December 5th - Ministry of Education, Mozambique
3. Inhagoia “A” Primary School’s reports
4. Yukl, G. (2013). Leadership in Organizations. London
5. Mozambican Teachers Professional Guide 2014
6. Rachel, H. et al. (2007). Implementation Handbook For Convention on the Rights of the Child. Switzerland.
7. School Principal dialogue with Inhagoia “A” dwellers about their education needs