

MOZAMBIQUE

A New School

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1. Introduction

Child rights issues needs planning, designing, delivering and evaluation which are based around the achievement of the specific human rights of children as set out in the UN Convention of Rights of the Child (CRC). The implementation of Child Rights programs in schools are necessary to reach good quality education.

Mozambique is a multilingual and multicultural country where coexist ethno linguistic groups, predominantly those of Bantu origin. This cultural and linguistic diversity that characterizes Mozambique poses major challenges to the Education sector. (INDE/MINED-Mozambique, 2012. 8) In response to the challenges, the country became a signatory of UN Convention on the Rights of the Child since 1990, ratified in 1994. In this agreement the government committed itself to ensure the rights of all Mozambican children to basic social services such as education, health, drinkable water and community participation in issues related to the children. The Convention on the Rights of the Child contains 54 articles can be broadly grouped in three sections named the “three Ps” (protection, provision and participation), thus:

Rights of Protection- article 16 declares the child’s right protection from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care for the child. Protection rights ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.

Rights of Provision ensures the fulfillment of special needs of children, such as education and health. Article 24 of the Universal Declaration of Human Rights includes the right to care as part of everyone's right to "a standard of living adequate for the health and well-being of himself and of his family", adding: "Motherhood and childhood are entitled to special care and assistance (UNICEF, 2007.343). Article 26 of the Universal Declaration of Human Rights state: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit".

Rights of Participation is a multifaceted concept. It is about children's activity and agency being entitled to express their feelings, beliefs and ideas and being given adequate information to be able to form an opinion. It is also about children making choices and influencing decision, contributing to the understanding and solution as social issues (Kirby and Woodheap, 2003.236).

The government has developed actions in several areas in order to enforce these rights that are stipulated in the Convention and included in the Law of National Education System (NES), 1992¹, which defines that the public primary Education is free. As a result, considerable progress has been achieved, the number of students increased from 1.3 million in 1992 to 4.4 million in 2011, while many of the graduate's from seventh grade still unable to demonstrate mastery of knowledge and skills specified in the curriculum. The basic education curriculum, in particular, is based on the view that education must take into account the diversity of individuals and social groups to be more inclusive. For its implementation, a workload of 20% of total time of national curriculum to accommodate the local curriculum is expected (INDE/MINED – Mozambique, 2003.82). On the other hand, this curriculum do not open, in an explicit manner, the possibility to integrate the local curriculum, consequently, subject areas are addressed in a uniform and homogeneous in the whole country (INDE/MINED – Mozambique, 2003).

The Curricular Plan of Training Course for Primary Teachers (PCCFPP) has challenge of training competent professionals, able to organize and manage complex learning situations, ensuring a successful education for all (INDE/MINED – Mozambique, 2012. 7). In this plan, it was defined the following transversal themes to be discussed in all modules: Education for Citizenship, Rights and Duties of Citizens, Human Rights, Children's Rights, Culture of Peace and Democracy and Patriotic Education (INDE/MINED – Mozambique, 2012.16).

1 Lei nº 6/92, publicada no BR, nº 19 (1ª série), 6 de Maio, 1992.

2. Frame of reference

Within the context of the international training programme on Child Rights in Classroom and School Management, offered by Lund University, Sweden, the team intends to implement CRC in Mozambique, to promote the three Ps of CRC, by improving the school environment, strengthening dialogue among students and teachers, improving teaching methodology and turn the school free from drugs, violence and withdrawal. The team developed a project titled “A New School” (Escola Nova) in order to integrate the child rights in primary school curriculum. The selected school is Escola Primaria 3 de Fevereiro. The idea to develop the project in this school arose in a meeting of teachers and parents carried out in this school, in order to discuss the student behavior and performance. This school is regarded as a reference in the city of Maputo, and the most requested by parents from other places, who believe that the school offers a better quality education, compared to other schools. The school was composed of two buildings; the first was named after Rebelo da Silva, having only girls. The second was known as Queen Elizabeth, attended only boys. The first one was inaugurated on September 10, in 1933 and the second in 1958. Nowadays it is a mixed school with 2238 students (boys and girls).

3. Purpose

The purpose of our project is to promote the CRC as a tool to improve the quality of education for the students in grade six and their parents and teachers. Through our employments, the target group can develop capabilities to create and implement school projects to solve their problems. Children’s rights will be demonstrated through innovative activities. The CRC will be embedded in the curriculum within the different subjects in the formulation of school policies and practices in classroom. The stakeholders to the change project will be the principal and the other teachers, parents and students at the school.

4. Methodology and activities

We implemented our project at Escola Primaria 3 de Fevereiro and developed many activities:

- Identify the common problems occurring in school together with the parents, school council represent and teacher represent.

- Application of teacher training activities for teachers grade six and their principal to identify its sensitivity towards the CRC and the possible forms of integration into their lesson plans;
- Applications of a short survey to the students of grade six to identify their knowledge about the CRC;
- Preparation of the mentor visit in Mozambique.

4.1 Detail of main activities at Escola Primaria 3 de Fevereiro,

4.1.1 Identify the common problems occurring in school

We participate in a meeting of teachers and parents carried out in this school, in order to discuss the student behavior and performance. The present meeting report illustrates disturbing facts towards the behavior of teachers and students. Teachers regret the low achievement and behavior of certain students, the students' use of mobile phones during classes to watch movies by inappropriate age, alcohol consumption using juice containers and cigarette consumption. On the other hand the parents claim that the quality of teaching methodology is low, the forms of assessment and use of pejorative expressions by the teachers during the teaching and learning process due to poor student behavior contributes for the lowering of the quality of education. These facts show that there is a need for changing attitudes among students and teachers in the school.

4.1.2 The teacher training activities

The teachers' training was held at Escola Primaria 3 de Fevereiro 17 October 2012. It was attended by 10 teachers who are teaching 3rd and 6th grades. The purpose of this training was to introduce the project and collect the sensitivity of the teachers on the project.



Picture 1 &2 – Janete Machava and teachers of 3rd and 6th grades, during the training on CRC

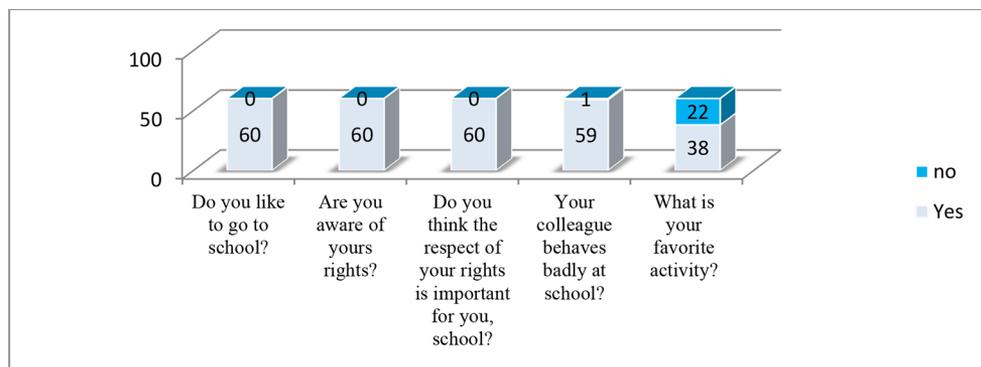
We made a presentation that contained of introduction, principles and the main categories of CRC. The second part dealt with the forms of CRC implementation, the proposed project “A New School”, the performance of teacher and student in the class-

room, proposed action plan and suggestions from students. Teachers said the project is interesting and important because it is an additional instrument that can boast their work, especially in terms of molding the behavior of students. In general, the teachers presented the following observations: The project must include both children's rights, and duties for the development of an integrated personality, able to make a distinction between rights and duties. It is necessary to include parents and careers so that they can contribute actively in promoting the rights and duties of children in the school and community. The contents of rights and duties of children should be included in the school curriculum. Therefore, the teaching programs and materials should explain the CRC in different contents, taking into account the particularities of each subject and degree (class). It is necessary to develop actions to awaken children's interest in learning, especially in discovering positive activities that they enjoy more to accomplish. The project should start its activities early in the academic year 2013, to increase participation of teachers, students, parents and guardians of Education.

4.1.3 The Student survey

The student survey (appendix 1) was realized on 3 October 2012. It surveyed 60 students. They were 10 students from each one of the 6 classes with the purpose to scoop their tenders regarding the activities that they like to do.

a) **Regarding knowledge about Child Rights and its implementation in the classroom**, the survey showed that all students like to go to school, all are aware of their rights and believe that the respect for their rights is important for them in the school. Unfortunately, 37% do not practice their favorite activities in the classroom.



Graph 1 Knowledge of Child Rights conventions and its implementation in the classroom (60 pupils)

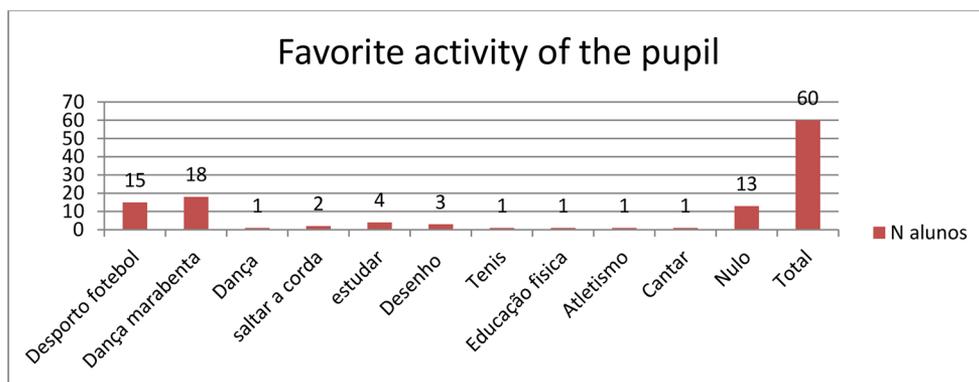
b) Regarding the **teachers** behavior the classroom, 32 % said that teachers beat the pupils to behave well in class, 27 % said that if it is the first time the teacher call attention. On the other hand, the smallest part of pupili.e.12 % of said that the teacher educated to respect others, 4 pupils said that the teacher do nothing, 3 pupils said the teacher give us a reproach, one said the teachers call attention and if they con-

tinue to misbehave they send them out, teachers get angry with them, and separate those who misbehave and 3 did not answer anything.

Table 1 Teachers behavior in the classroom.

Teachers behavior in the classroom	Pupils
The teachers be at the pupils to behave well in the classroom.	19
They call parents or education guardians.	5
If it is first time they call attention.	16
They educate to respect others	7
The teachers call attention and if they continue to misbehave send out	1
The teachers get angry with them	1
They separate themisbehave	1
They give us a reproach	3
They do nothing	4
No answer	3
Total	60

c) Regarding the favorite activity of the pupils, the majority, 30 % specifically like to dance Marrabenta, 25% of students enjoy football, and 22 % did not answer the question. In contrast the smallest part, i.e.7 % enjoy studying dance, like to draw5 %, 2 and 1 to jump rope, tennis, physical education, athletics and singing.



Graph 2: Favorite activities of the pupils (football, dance marrabenta, dance, to jump the cord, to study, to draw, tennis, physical education, athletics, sing, no answer).

d) Regarding the student behavior in the classroom, the majority, i.e.27 % students said that they had complained to the teacher and the pupil has got punished, 11 students did not answer the question and18 % students said their classmates behave badly. On the other hand the smallest part, i.e. 6 said that they get angry, stop being friends, many others said that classmates call attention and one student said that when one pupil starts to laugh the others remain silent.

Table 2 Pupils behavior in the classroom

What do you do when one of your classmate behave badly?	Pupils
They fight and complain to the Director	2
They get angry with him and cease to befriends	6
They laugh and others are silent.	1
They behave well	4
They are surprised	1
They call attention	6
They behave badly	11
The chief of the class puts his/her name on the table	1
They complain to the teacher and he punishes the pupil	16
They like it because the student is punished and happy	1
No answer	11
Total	60

4.1.4 *The mentor's visit*

a) Preparation of mentor visit

The visit was prepared in advance, during two weeks and always counted with the active participation of the principal, the students, the teachers involved in the organization (teacher Dercio and teacher Ercília) with the assistance of the change agent Janete Machava. During this period each class member introduced their favorite activity and then they were organized in topics to initiate the preparation of activities and the tests, being performed in 6 phases.



Picture 1 & 2 – Pupil of 3rd and 6th grades, preparing their presentations in a school visit

In the first phase the pupils had an opportunity to choose a favorite activity and form small groups of interest. In the second phase they prepared the presentations team wise and demonstrated in the in the classroom. In the third phase the tutor made comments about their performance. In the fourth phase the tutor analyzed the pupils' performance

and decided about approval or disapproval. In case of disapproval the students had the opportunity to improve and demonstrate again. In the fifth phase the tutor made the final selection. In the sixth phase we prepared the scenery according to the program.

b) School visit



Picture 1 – Mentor Lena Andersson, The Ministry of Education representant, Janete Machava, Teacher Ercilia, Fernanda, and other teachers during the school visit. **Picture 2** – The pupils and parents

On 07 November 2012, the Escola Primaria 3 de Fevereiro received the mentor for Mozambique in the training program of Child Rights, Classroom and School Management, Lena Andersson. This ceremony was attended by the one subordinate of the Ministry of Education, the members of school management, teachers, pupils, parents and guardians. We presented several cultural activities selected by students from Grade 6, including drawings exposed in venue of the ceremony. The cultural activities were showed individually or in small groups, and the selection of them obeyed the preferences of the pupil, in terms of type of activity, language (English or Portuguese) and the organization. The diversity of activities presented by the students charmed everyone, for having demonstrated profound knowledge of children's rights, which is the major purpose of the project "A New School". During her speech, Lena emphasis the children's rights in her country (Sweden), particularly the role of the student's participation in school matters. This experience was considered by teachers and students as a new strategy to be used for pupils to invite participation as a tool for pupils to become more responsible and to speak more freely. The school board thanked Lena, stating that the project is a tool that can help the teachers and students in improving their work, especially regarding knowledge of the rights and duties of students.

4.1.5 The teacher survey (appendix 2) was realized on April 2013. It surveyed 13 teachers with the purpose to scoop their tenders towards the factors which hinder the teachers to implement CRC and what hinder them to integrate CRC issues in their lesson planning.

- a) **Regarding the factors which hinder the teachers to implement CRC**, we perceived that the majority of teachers encourage the learners to take their own decisions and then to participate in activities that improve the performance of the school.

Nevertheless in 13 teachers surveyed, 5 teachers don't observe the good behaviour of pupil in the classroom and 9 are forced to spend too much time dealing with behavioural issues than teaching.

Table 3 The factors which hinder the teachers to implement CRC

Questions	Yes	No	Sometimes
Is good behaviour observed and rewarded in the classroom	8	0	5
Do the teachers encourage the learners to take their own decisions	11	0	2
Do the teachers encourage the students to participate in activities that improve the performance of the school?	10	1	3
Are the teachers forced to spend too much time dealing with behavioural issues than teaching?	2	3	9

b) **Regarding the factors that hinder the teachers to integrate CRC issues in their lesson planning** we observed that in 13 teachers surveyed approximately 50 % are agree that the feeling of belonging is present among the students. However, the majority are agree that the offered activities are not related to the interest of the students at school also that the used teaching and evaluation methods don't allow the learning process occur among the students.

Table 4 What hinder them to integrate CRC issues in their lesson planning?

Questions	High	Medium	Low
To what extent the offered activities are related to the interest of the students at school?	5	8	0
To what extent the feeling of belonging is present among the students?	6	6	0
To what extent the used teaching and evaluation methods allow the learning process occurs among the students?	5	6	0

c) **To better integrate CRC in the lesson plan, the teacher suggest that:**

- Introduce learning games;
- Create space to stimulate the student's creativity in sport, with guidance of the teacher;
- parents should monitor their pupils showing the advantages of studying;
- students who cannot write and calculate correctly should be returned in previous classes because they do not have solid foundations.
- Develop reading habits, performing calculations and write compositions, markings homework and corrections always the next day;
- evaluate students systematically
- explain to parents and education objectives of the new curriculum to prevent pass students with difficulties
- students should review the matter and do the homework;

5. Results

Outcome 1: Participation of students has increased.

The student council is responsible for generating positive student performance through initiating student's discussions about school difficulties and student behavior. The voices of the students are more heard nowadays by the teachers, parents and the principal.

Outcome 2: CRC is potentially a tool for solving problems in the school in order to improve the quality of teaching methodology.

It was realized during the teacher training activities, involving the principal and the teachers, that the teachers had a lot of ideas and views on implementation of the project A New School. They identified the common problems occurring in school and ways of resolution and solutions. (See: 4.1.2). In discussion with the principal, about school environment and the implementation of CRC project to improve school environment, she appointed two teachers: Ercilia and Dércio to work with us.

Outcome 3: Identify the integration of CRC in the curricula and its application in the classroom.

Even though the curriculum is still in revision, there are some changes towards the application of CRC in the curricula; some teachers began to center the teaching process in the learners.

6. Discussion and reflection

Why did we get those results?

Everyone needs to be in a good and suitable environment. Being a child, a fragile and growing human being, he/she needs an environment that can contribute for his/her development in all aspects. Therefore, the school must be renewed in its methods of handling the children. Teachers, workers, community, local authorities and students must be involved in the transforming of the school towards the implementation of Child Rights Convention in this institution.

Are we on the right track?

Due to the acceptance of all the intervenient people in the process it was possible to get good results in the EscolaPrimaria 3 de Fevereiro in Maputo City. At least 1/3 of

2328 students and 37 teachers in this school, after getting awareness about CRC, got involved in the promotion of the Child Rights.

- The Principal of this school fully supports the implementation of CRC in the school;
- The teachers are involved in the promotion of the rights of the children;
- The school council also supports the project;
- Parents trust the studies of their children in this school, therefore, it is of the top preference in Maputo City

Individual learning – description of attitude change

Working in the project made us in order to change his/her attitude from selfish to cooperative. It made us be able to accept the ideas of others as valuable towards the implementation of CRC in the school. From this moment onward the level of differences has been reduced, so, it is easier to work collective or individually towards the intended goal.

Challenges?

Most of the teachers do not implement CRC in the school for fear of losing their authority. The cultural background defends that a child knows nothing and so must always listen to the adult people. The headmasters do not enforce the teachers to incorporate CRC issues during their lesson planning.

This project is our second one, we started in another school but had to change our plans and activities. It gave us some time management problems. The long distance between us is also a big challenge.

7. Way forward

As the CRC has been made known by the head teacher, teachers and students, we will work together to convince the entire school community to implement the Rights of the Children within the school and in their homes. We will plan with the school authorities to get time during the school meetings to spread the awareness about CRC.

We believe that in the long term everyone will be involved in the promotion of the rights of the children everywhere. We will value the rich experience of the retired teachers and head teacher on the learning and leading processes to boost the promotion of CRC in the school as well as in the community. Together with other Mozambican

teams we will work towards the implementation of CRC to reduce the suffering among the children. We still have work to do, our project is ongoing. We are also planning cultural activities on CRC together with local drama groups.

Appendix

Appendix 1: Questionnaire for pupils (60 pupils) in the project “The New School” in Escola Primaria 3 de Fevereiro

1 Do you like to go to school?

- a) Yes
- b) No
- c) Why

2 Are you aware of yours rights?

- a) Yes
- b) No

3 Do you think the respect of your rights is important for you, at school?

- a) Yes
- b) No
- c) Why

4 Does your class mates behave badly at school?

- a) Yes
- b) No

If yes, what do the teachers do?

And if not what do teachers do?

What does others classmates do when one of your classmates behave badly?

5 Do you do after school activities?

- a) Yes
- b) No

6 What is your favorite activity?

Appendix 2

Questionnaire for teachers in the project “The New School” in Escola Primaria 3

A child needs to acquire a quality education in order to collect sufficient abilities to face the challenges of life in freedom. Because the school is a learning place, the rights of the children must be plainly assured. Therefore, we intend that this analysis contributes to the clear reflexion around the integration of the real factors which hinder the teachers to implement CRC and what hinder them to integrate CRC issues in their lesson planning.

1 Is good behaviour observed and rewarded in the classroom?

Yes / No / Sometimes

Do the teachers encourage the learners to take their own decisions?

Yes / No / Sometimes

3 Do the teachers encourage the students to participate in activities that improve the performance of the school?

Yes / No / Sometimes

Are the teachers forced to spend too much time dealing with behavioural issues than teaching?

Yes / No / Sometimes

5 To what extent the offered activities are related to the interest of the students at school?

High / Medium / Low

If it is low, state your opinions for the better extent.

7 To what extent the feeling of belonging is present among the students?

High/ Medium/ Low

If it is Medium or low, present some opinions for the improvement.

8 To what extent the used teaching and evaluation methods allow the learning process occur among the students?

High/ Medium/ Low

If it is Medium or low, present some opinions for the improvement