

Report of the Mission of the Secretariat of the Educa project in Pemba



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From 29th September to 8th October took place the mission of the International Secretariat of the Educa project in Pemba. The secretariat was represented by Deanna Margini, educationalist of the Institution of town crèches and schools for childhood, and by Serena Foracchia, member of the board of directors of Reggio Children s.r.l.



From the initial assessment of the project emerges that the Mozambican educational system is structured in that way:

- Primary school, which goes from the first to the seventh class, is divided into two cycles
 - I cycle, from the 1st to the 5th class (that is equivalent to the Italian elementary school) in which one professor teaches every subject;
 - II cycle, from the 6th to the 7th class (that is equivalent to the Italian middle school), in which every subject has a specific professor;
- Secondary school, which goes from the 8th to the 12th class, that is equivalent to the Italian high school, with three basic years and then specific branches on the basis of future perspectives, especially linked with the University.
- Vocational technical training, as an alternative to the secondary school, equivalent to the Italian professional technical high school, which prepare to the world of professional work.

From an institutional point of view is the Minister for Education and Culture (MINEC) the one who designs the educational and cultural policies of the country through five-year plannings by the mean of the so called National Education Plan (PNEC).

Within the Ministry every educational system is represented by a specific Department (primary school, secondary school, special education, gender etc).

At provincial level are the Provincial Managements of Education and Culture (DPEC) that have to answer for the application of the ministerial lines in the respective provinces, putting them into action locally. The DPEC allocates the human resources (the professors), taking also care of their training through the institutes for professors' education (IFP); moreover they design the local educative lines. Even the DPEC are structured in the likeness of the Ministry for Education, as they are divided into departments that coordinate the various educational cycles and the other undertakings linked with the school (special education, gender).

Through the law 33 of August 2004 a slow and gradual passage of the primary scholastic system to the town councils has been defined, answering to a movement of decentralization that the country is facing, giving more power to the municipalities. The idea of transferring some functions answers to the belief that the primary school is more rooted within the local communities and that the municipality can control the distribution of the resources in a more effective way through the district delegations (administrative sites, as our areas).

In practice the municipalities should take the administrative functions of the primary education, continuing to be under the authority of the DPEC in any case, which are responsible as for the pedagogic field.

Actually the process will be very long. Only Maputo has started to experiment, applying the normative at issue in 4 schools of the city.

The other cities have only some indications of which schools of the city will be the pilot projects, but we are far from the start of this process. Pemba in particular haven't put itself into action yet, with the exception of the possibility that is offered now by the EDUCA project.

The EDUCA project wants to investigate the relationship between quarters and schools (and various centres of aggregation within them). The Municipality still is the principal point of reference for the quarters, and therefore for the community. So the full involvement of the municipality is fundamental, which, through the opportunity offered by the project, can be supported in this gradual shift of responsibility.

The delegation that is just arrived in Pemba finds out that the mayor of the city have nominated a city official who can follow the mission of the secretariat and who can back the project during its entire duration.

The official Margarida Abudu, works in the strategic planning area of the municipality and her office collect the reference programs of the 8 thematic areas to which are assigned the respective assessors. The assessor of reference of the EDUCA project is Alberto Nambane, assessor who deals with culture and education.

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Purposes of the mission of the secretariat:

- To have the opportunity to collect elements and data for a direct knowledge of the realities of the schools and the educational and social services in the quarters of the city of Pemba which have been identified to be involved in the pilot actions arranged in the course of the EDUCA project.
- To listen to the proposals of pilot actions that should be put into action in the reality of Pemba and to elaborate together considerations and foreshadowings, taking into account the political purposes of the project, the quality parameters and the procedures by whom the pilot actions should be defined and to project oneself in the next international seminar that will probably take place in Reggio Emilia in May 2013.

Program and development of the mission of the International secretariat of the Educa project

Monday 1st October

In the morning:

The first meeting in Pemba was with Margarida, who deals primarily with secretarial work within the municipality of Pemba. Margarida was instructed by the Mayor Tagir Assimo Carimo to follow the EDUCA project on behalf of the municipality of Pemba.

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The morning has gone on with the visit and the meeting at the Escolinha Comunitaria in the quarter of Natite, which hosts children from 3 to 6 years old.



The Escolinha Comunitaria in the quarter of Naite was built in 1994 with the help of the parish Maria Ausiliatrice of Pemba. In the initial group of welcome and confrontation there was also Father Liberio, the priest's deputy, of Portuguese origins, who has been living in Mozambique since 1974, but he has been resided in Pemba just for 1 year in the role of referent for the 5 escolinhas run by the parish. Another representative of the parish is the young vicar of the priest's deputy, the seminarist Jaimè, collaborator in the running of the escolinhas.

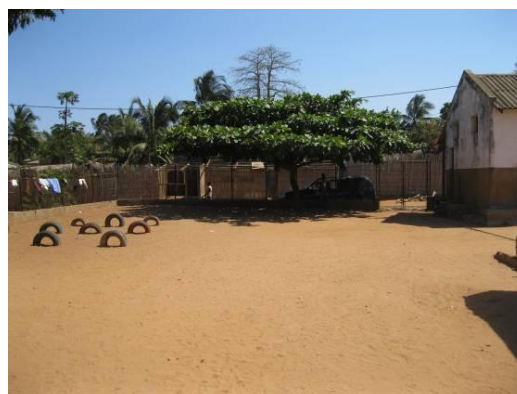
Other members who are taking part in the meeting are Milena Julio, who has been working in the school since 2008 as pedagogic coordinator and since 2011 she is the person in charge of the management of the school, and Alice Alberio, teacher since 1998. Also Suadi is present, a young representative of the parents.

The Escolinha Comunitaria in the quarter of Natite is attended by 113 children of which 67 girls and 46 boys, aged between 3 and 6, divided by the age in 3 classes. The children attend from 7:00 a.m to 3:00 p.m, with the lunch at noon.

The food supply comes from the parish weekly and is cooked by the cook in the inner kitchen.

The staff of the school is made of: 1 directress, 3 educators/teachers, 1 cleaner, 1 guard. Through the visit of the school some aspects in which the collaboration with the quarter and the pilot projects could be activated have come into light, as, for instance, the collection of household waste to avoid phenomenon of dumb nearby the school, or the requalification of the area behind the school, that borders a street, or the creation of links with other centres outside the school to qualify the surroundings of the school itself and the daily life of the children.

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In the afternoon:

On Monday afternoon took place the meeting between the secretariat and the local coordinator of the project, Michela Alderuccio, at the office of the GVC.



Tuesday 2nd October:

In the morning:

The 2nd October in the morning took place the meeting and the visit of the Complete Primary School in the quarter of Natite, attended by children from 6 to 14 years old.



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Fausto Crisanto, who has been the director of the school since 2009, worked previously in a literacy program for adults in Pemba. The school of Natite hosts 3480 students who attend it divided in 4 turns (including the evening class for adults) and 52 teachers work there.



At the meeting there were also Joao, the pedagogic Director, and Angela, representative of the parents and important exponent of the community. Even Margarida, who has been nominated the person in charge of the Educa project by the community of Pemba, and Carminda, secretary of the local office of the GVC participate. Previously the local coordinator of the project Michela had already been in good terms with Joao to agree on the experimentation of the presence of an artist in a pilot class, who has to collaborate with the professor during the visual art lessons.

Since a few weeks a collaboration has been activated between Pedro Cesare, who teaches Portuguese language, visual arts and local culture (who has declared himself interested and has volunteered himself for this collaboration), and the artist Dickson Matika, a painter who comes from Tanzania, and who receives a remuneration from GVC for eight hours per week to prepare the materials and to work in a pilot class of the 7th year, made of boys and girls from 12 to 14 years old and even older. At the end of the morning a meeting took place between the group that was visiting the school and the artist and the professor who collaborate with him.

The professor has declared himself in favour and satisfied of the experience, since the subject of the visual arts presents some obstacles for the professors, who take into consideration only the theory without knowing the practice. These are the obstacles that can be easily confronted and overcome with the help of an artist who has the experience and the ability that can be passed on to the students.

This experience goes to enrich the teacher's curriculum, who is learning a lot of new things and he will be more able and autonomous in the future, as well as in the position to help his colleagues. Even the artist considers the experience positively, because before his intervention many children were studying visual arts without understanding, since the professors do not know the subject very well.

The professor as well thinks that the artist is able to teach better and to make the students understand more the subject, through examples. By the mean of the practical drawing students pay more attention, they commit themselves and they learn more.



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The artist would keep passing on some artistic techniques (animals made of papier-mâché, paintings composed with banana leaves...), he would make the students know and frequent his atelier, he is aware of the fact that the artistic work rise the youth's sensibility while they are observing the nature and taking the possibilities that it offers, but he did not think to use opportunities that are offered by the real external world.

Form this confrontation comes the proposal to work with the teens also outside the school to make them observe with sensibility the real world and the nature that surrounds them and that is part of their daily life.

Another proposal is that of making the drawing lessons and the visual arts evolving in hours of "laboratory for doing and learning" that would make natural materials enter the school, which have to be enhanced for their expressive and artistic potentials.

Moreover from the school comes the proposal and request to build a new hall in the big garden with traditional material and technique and with the help of competent people of the community.



The interesting aspect of the proposal is that this process of devising, designing and building could be a pilot action since:

- the children-teens would be involved in themes of arts and jobs with practical demonstration on the field on the part of the craftsmen of the community;
- the teachers, craftsmen and artists would be involved in the design of spaces that have to be functional to the uses that are in store;
- The space build in the school will lend itself to be utilized in various ways open to the quarter and in collaboration with the centre for health and other things, it will provide the quarter with an open meeting place.

To do that it will be necessary to organize one or more local forum in which have to be involved the Council of the Complete Primary School, the Council of the school for childhood, the people in charge of the education, the municipality, the person in charge of the DPEC and the GVC. The forum can be the occasion in which is possible to talk about how to design and utilize the space that will be build in the school. It would be interesting to be able to enliven and to conduct a debate that confront the imaginary laboratory of every person in order to make a more reasoned choice.

In the afternoon:

On Tuesday afternoon took place a meeting with the mayor Tagir, Assimo Carimo, who has been in office since December 2011, at the municipality of Pemba. The mayor has taken part in the kick off meeting of the project, that took place in Reggio Emilia in May 2012.



The meeting was the occasion to renew the request to the mayor to invest, as the municipality of Pemba, in the EDUCA project and to take into account the stages of the international meetings arranged in 2013, 2014, 2015.

The Secretariat and the local coordinator will see to take care of the preparation of the passports and the visas for the people who will take part in the international meetings. On the meeting the mayor has reasserted that the interest for EDUCA is strong, so much so that he has nominated a person (Margarida) who is instructed to follow the project, collaborating with the GVC and the local coordinator of the schools of Natite and Paquite-Quete. The mayor has underlined also that the school council has already the function of building a strong link between the school and the community and that is through it that the involvement and the collaboration are to be stirred.

In the evening:

The delegation was invited for dinner by Graziella Tembe, directress of the Provincial Management of Education and Culture (DPEC).

The directress has taken part into the kick off meeting of the project that took place in Reggio Emilia in May 2012.

Graziella has placed in turn a person in disposal to work together on the EDUCA project with the GVC and the colleague of the Municipality of Pemba. This person is Mariamu who is the appointee as for the integration of the age bracket 3-4-5 years old in the DPEC. Mariamu has recently collected in loco the investment of the government toward the school for childhood.

Wednesday 3rd October:

In the morning:

On 3rd October in the morning took place the meeting and the visit of the complete primary school Paquite-quete, attended by children from 6 to 14 years old.



The delegation has been welcomed by the director of the school Amido Salimo, who has then introduced it to a meeting with about ten professors of the school, 5-5 representatives of the barrio and some pedagogic delegates and parents.

There were also the teacher Jenifa Bernabè and the artist Zito Aquica, who cooperate in the experimentation of the assistance of the artist in the hours of visual art in the 6th class. That's because even in the school Paquita-paquete has already started the experimentation of the collaboration between professor and artist similar to that that has been activated in the school of Naite.

Together with the Secretariat of the EDUCA project are present also Miriamu, delegate of the DPEC, and Margarida, delegate of the Municipality.

The director has opened the meeting presenting the motivation of the school to take part in the EDUCA project, of which is taken the opportunity to receive materials that are useful for the development of the school program.

The complete primary school (EPC) of Paquite-Quete has a head office and a branch office, that is very close to the zone of the landfill of the barrio. It educates 2.205 students divided in 33 classes (from the 1st to the 7th) who attends following four daily turns, including an evening class for adults. In the school work 37 professors, of which 13 are women, and 3 executives of the management (one director, one pedagogic added director (Saide) and a secretary).

The school is also a literacy centre-education for adults (AEA), which operates in the lower city with three teaching levels for 128 students. There are 4 educators who work in the centre for the literacy (only one is a professor, the others are volunteers).

The main problem of the school is the lack of classrooms, so they are obliged to organize 3 classrooms and 3 turns for the classes at the highest level. Moreover for this school year there

were 387 children enrolled in the first year class (the school year 2011-2012 will end and the end of October), and in order to be able to educate them all every class has to be made of 125 children with one professor. This elevated number makes impossible to do an adequate work of schooling for the children of this age. Furthermore for the next school year are foreseen 500 enrollment in the first year class.



A possible pilot action could be the creation of a Local forum in which would be possible to debate and listen to one another to what the teachers, the parents and the entitled to education think that is necessary to guarantee an effective communication. We can also think about a forum addressed to the teens and opened only to the students (it can also take place before the meeting of the adults) in order to listen to their point of view and their testimonies. This because it is possible that they do not speak in presence of the adults of the school and of the house, the forum could help to bring out their point of view.

It was also taken up again by Margarida, delegate of the municipality, a goal of the EDUCA project that is done through the involvement of the artist in the classroom. Margarida suggests a practical laboratory that is seen as a place in which children and teen can learn thanks to the practical assistance of a competent person.

Since the school has no classrooms to place at disposal, she invites the representatives of the parents to look for a place in the barrio that can be utilized for this purpose. Therefore she lays on the local forum, where the main purpose will be that of collecting and developing ideas to strengthen the link between the school and the community.



Miriamu, delegate of the DPEC, set off later on the friendship between Reggio Emilia and Pemba for what it has involved in the history and in the development of the city and she enhances the EDUCA project for the exchange of experiences among continents that it proposes.

She thinks that it is possible to experiment locally a pilot action at the school of Paquiete-Quete, that involves a change and possibly an improvement of the actual situation, which can be even spread to other quarters in the future.

Is necessary a greater participation of the community in the reality of the school.

Miriamu agrees with the critical notes of the director of the school and specifies that even the Provincial Department take care of the functioning of the school council.

The city of Pemba has changed a lot in these last few years and it is necessary to handle this change listening also to the citizens' requests.

The children ask for parks in which they can play, they ask for public parks, all the grounds are apportioned and private, and so it is wondered how it would be possible to meet these requirements.

The local Irum could be a place where it is possible to open a dialogue, where clarify and collect requests and proposals.

Finally the director comes up with the proposal of a meeting of the school council to which all the components are invited, where to keep going on with the debate on the EDUCA project and the matters that have been binged up.

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In the afternoon:

In the afternoon took place the meeting with the president of the barrio of Paquete-quete. Visit to the barrio and continuation of the debate on possible pilot actions that could be activated in the school.

Thursday 4th October:

In Mozambique on 4th October the Day of the Peace is celebrated.

Moreover, during the days that preceded the mission, the Head of the Government Emilio Armando Guebuza had been present in the city, on the occasion of the 10th congress and the 50th anniversary of the birth of the Frelimo (Liberation Front of Mozambique), the party that is at the government at the moment and that has led the fight for the liberation against the Portuguese nationalists.

In the same days the president of Mozambique Armando Emilia Guebuza has unveiled the Monument dedicated to Samora Machel. Machel was the founder of the Frelimo and the first president of the popular republic of Mozambique.



Friday 5th October:

In the morning:

On 5th October in the morning took place the meeting with the complete primary school Unidade. The school of Unidade has contacts with the elementary school of Gavasseto, a little hamlet of the city of Reggio Emilia. On this visit the secretariat, represented by Deanna Margini, make itself spokesman of the exchange of presents among the teens of the two schools, that has been activated since 2003 and that it is still working nowadays.

The director then gave the letters written by the teens in which they comment the laboratory of sewing and weaving that they were able to do thanks to the funds that come from the school of Gavasseto. In the letters the teens point out what they need to be able to continue the laboratory. Are also given documents of report on how the economic resources that come from Gavasseto have been used within the exchange program.



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The morning went on with a visit of the school and with a meeting with the professor and the teens who have done the laboratory and have mounted a show with their works.

After the school was made a visit at the Health Centre E. Mondale.



The Centro de Saude "Eduardo Mondane", which takes the name from the quarter of the city in which is located., and the maternity ward of the centre itself, have been opened in 2007 with the contribution of the city of Reggio Emilia and on the presence of the mayor of the city Graziano Del Rio.

