



PLAN
INTERNATIONAL



AMOR PROJECT

APOIO PARA MELHORES OPORTUNIDADES DA RAPARIGA

PROGRESS AND ACHEIVMENTS

PROJECT PROGRESS AND ACHIEVMENTS
DURING ITS IMPLEMENTATION IN
JANGAMO DISTRICT, INHAMBANE
PROVINCE-MOZAMBIQUE.

2014-2018



PROJECT DESCRIPTION

AMOR - Apoio para Melhores Oportunidades da Rapariga , is funded by Dubai Cares, a philanthropic organization of United Arabians Emirates, implemented during 5 years (2014 to 2018).

INTRODUCTION

Beside the economic and social growth registered along the last decades, Mozambique remain as a poor country and it is carecterized by significant inequalities:

- About 55% of poupluation live under absolute poverty threshold;
- 43% of women over the age of 15 are less illiterate against 71% of men;
- According to a Demographic Survey administrated by Mozambican Health Services in 2011, over 50% of young women between the age of 20 to 24, join matrimonial union at the age of 18. This situation become more grave for the ladies who come from poor families in a percentage of 70%;
- Moreover, the same survey by Mozambican Health Services, referes to a percentage of 22 girls to be in a situation of one or more pregnancies.

This negative situation can only be solved through supporting girls formal education and economic empowerment, so that they fight for their rights and transform the unfavorable social norms of gender relation. It was in this context in which AMOR Project wa designed.

AMOR Project is funded by Dubai Cares, a philanthropic organization of United Arabians Emirates, which aims at: Empowering girls to fully enjoy their right for education and participation in fighting to reduce barriers based on gender allowing them to have access to social, economical and personal material for their development.

Along AMOR Project life cicle, form 2014 to 2018, it was implemented in 15 Primary Schools and 5 Secondary School in Jangamo, Inhambane Province. This Project benefite directly and indirectly about 28.950 people

among this are found teachers, students and other members in the community of intervantion.

- Along the 5 years of AMOR Project's intervantion, there were the following realizations:
- There were built and equipped 16 classrooms reahbilited 21 classrooms and three adminitrative blocks;
- Provided distance education scholarships for 270 girls and young mothers who had abandoned school due to early pregnancy or early marriege (50 attend grade 10 and 11 attend grade 11);
- Provided with scholarships for 285 girls in desadvantaged conditions to attend regular program in secondary school. Currently, 26 girls attend grade 12, 100 girls attend grade 11, and the remaining 80 attend grade 10.
- There were created and supported 15 school clubs with 450 members comprised by both famele and boys. to ensure the functioning of the school clubs, there were trained 30 club facilitators in the following themes child right, gender icality and prevention of gender based violence;
- Trained 294 School Manegment Members of all 15 Primary School of Project Intervantion on their role at school as school manegment members, importance of girls's education and child's righth;
- Implentation of 6 camps for girls with 481 participants and 4 for boys, with 135 participants. .

OBJECTIVES

Reduced barriers to have access to schools through increasing the number of conventional classrooms in 5 Primary Schools.

Improved the quality, relevance and sensibility of gender themes in teaching and learning process through training teachers in Gender sensitive Pedagogy and extracurricular activities;

Created safe and supportive and girl-friendly school environments in primary schools through enhancing the capacity of school management councils;

Reduced physical barriers for girl to have access to education in secondary schools through building classrooms in remote zones and provision of scholarships for disadvantaged girls.



The Project also promoted extracurricular camps to provide opportunities for girls and boys to discuss and learn about life and thematic skills that have been turned to gender equality and gendered violence.

PROJECT STRATEGIES

3 PILLARS OF CHANGE

1. PRIMARY EDUCATION

- ⇒ Reduction of physical barriers to have access to Primary School education through building, improving and equipping the classrooms;
- ⇒ Improve the quality and relevance of teaching and learning process through equipping teachers with methodologies of child centered learning and gender sensitive- safe school and girls supportive and friendly environment;
- ⇒ Train school management councils for better functioning.

2. SECONDARY EDUCATION

- ⇒ Reduction of physical barriers to have access to school through building classrooms;
- ⇒ Provision of scholarships for disadvantaged girls;
- ⇒ Messages dissemination through promoting camps for girls and boys to lead to behaviour change and reduction of social norms based on gender inequality, specially the norms related to early pregnancy and marriages.

3. ENSINO SECUNDÁRIO À DISTÂNCIA

- ⇒ Providing of scholarships to girls and young mothers who have discontinued or have been excluded from education due to pregnancy and/or early marriage;
- ⇒ Building and aperech of infrastructures of the center that support distance education students;
- ⇒ Training and supporting community based tutoring programs for girls attending distance education program.



PROVIDING ACCESS

TO SECONDRY EDUCATION TO DESADVANTAGED GIRLS



In each 100 girls enrroled in Primary Education in Jangamo District, only 35 girls can have access to Secondary School Education (Grade 8), UNESCO UIS 2011.

The majority of families in Jangamo district are poors, living through farming locally and selling the products gained in their farms. The situation of poverty is aggravated by the prevalence of HIV/AIDS that leave many children orphans- 50% of girls at the age of 12 to 24 are responsible of families. This situation constitutes one of the severe barries of girls acessibility to formal education, princimpally to Secondary Schooling and even those who have access, they face barries related to Gender Based Vilonce and the lack of financial resources to afford their their school expenditures.

AMOR Project contribute for the betterment of Secondary School access and conclusion, from grade 8 to 10, of desadvntged girls and young women that were excluded from school due to early pregnancy and or early marriege

CRITERIAS FOR THE SELECTION OF BENIFCIARIES

The process of beneficiaries selection involved District Health Services, Women and social affairs, Project management commite members, Community leaders, members of School managment comitees, Schoolzonal coordinators, Representatives of District Education Services, youth and technology, created to establish the following criterias:

- ☑ Child's vulnerability- precarious hosue building, food and clothing shortage, and physical desability;
- ☑ Being orphan of both mother and father
- ☑ Passin; grade 7 with an avarage that is equal or over 14.
- ☑ Minimal age of 13;
- ☑ A good behaviour- which is confirmed by the school board and school manegment members;
- ☑ Having abandoned school because of early pregnancy and or early marriage;
- ☑ Be available to continue with studies and participate in grup studies

Secondary School-regularly, the scholarship include:



Fees payment, Provision of basic school material, including a schoolbag, curricular books, bicycles for 222 girls living farway school.

Distance education program the scholarship include:



Fees payment, provision of school basic material and including a backpack, monthly allowance for community based tutor to support the gratees.

RESULTS FROM THE PROJECT INTERVENTION

Along the 5 year of AMOR Project intervantion, 555 girls and young mothers benefited from the scholarships, being 285 for girls who attend Secondry School in regular program and 270 for girls and young motehrs.

In the Secondary School, 126 girls graduated form the Project, that means, completed grade 10. This year 2018, 26 girls attend grade 12 and 100 girls attend grade 11, 80 girls attend grade 10 and the remainig are attending grades 8 and 9.

For Secondary School Program distance education, 31 young mothers awho completed grade 10 are attending grade 11, and 61 garde 10.

The benefiaries of the scholarship are willing to continue with their studies at university, or attend professional courses such as teaching or health technicians.

OPPORTUNITIES FOR BOYS AND GIRLS

TO SHARE THEIR EXPERIENCES AND LEARN ABOUT LIFE SKILLS AND GENDER EQUALITY

Mozambique is one of the worst country where remain the indexes of gender inequality, being classified for the 124th position among 148 countries where prevail grave girls and women rights violence.

Women and girls empowerment is a result of a whole of factors such as, provision of education and behaviour change of families, school and community regard gender norms. On the other hand boys and girls paly a crucial role with as partners in fighting for gender icality which are ically benifitted from. Therefore, evry single action regarding the transformation of gender relationship it must take into account the empowerment of both men girls and boys. To make it possible, AMOR Project through extracurricular camps, during school holidays, provided to girls and boys between the age of 10 to 14 with



opportunities to share and learn about themes regard to life skills, gender icality, gender based violence and Sexual and Reproductive Health and Rights.

The Project implemented 6 camps for girls where participated 480 girls from secondary schools in Jangamo District, and 4 camps for boys with 135 boys participating.



WHO PARTICIPATE



WHO PARTICIPATE IN THE CAMPS?

To select the participants to the camps, for both boys and girls there followed the following craterias:

- Boys and girls who attend Secondary school;
- An age between 10 to 14;
- Being a volunteer to participate in camp and become a chapion of change;
- Having yet participated in a camping organized by the project;
- Br an active member of a school club. (decision of the club's facilitator and the Direction of the school)



HOW WERE THE CAMPS ORGANIZED?



The Project designed manuals on Champions of Change which described different barriers and social norms based on gender, sexual and reproductive health and right, life skills that include self-worth and the power to take decision, social mobilization abilities in defense and gender equality promotion. The manuals explain about the methodologic procedures through games and tasks in groups to facilitate the an effective learning of the participants. The reason way, along the process of preparing the camps, there is an action taken of selecting the themes to be discussed according to the students needs.

After that, the following step is of camp participants selection, wich is made according to the criterias established, then there were contacted the parrents to have their outhorization.

For the girls camp, they participated a number of 80 girls in the same time, whereas for boys, there 45. The reason thses camps should take place where is avaible a meeting big room, field for grup work and bedrooms to allow participants accomodation. In this case, the camps were organized and implemented in one of the school bording that belong to a local secondary school.

This process of implementing camps involves

education authorities, Women and Social affair and Security outhorities. All this outhorities were contacted in advance to have their outhorization and participation. In the opening cerimony of the camps, this outhorities they have time to talk about the political norms of the country. They also talk about the defense of Girls and Child rights, as about reference system to be contacted, in case of violation of these rights.

The camps have have duration of 5 days, but the dabates and games contineu for some hours during the night.

The participants share experiences and learn through dabates, games and information provided by the facilitators about Sexual and Reproductive Health and Rights, self-steem, power for decision regarding the marriege, and other issues regarding gender equality, gender based violance and how to challenge norms based on gender inequality in socio-cultural context, and about their future aspirations. On the other hand, the boys learn to use the position of power that is given to them by the society to support the girls in fighting for their empowerment.

RESULTS OF THE CAMPS

- In General, the camps contributed to elevate the level of consciousness and skills on girls about Sexual and Reproductive Health and Rights, their power of making decision and self-esteem, and gender equality. According to the surveys run in the camps, In 2014, the level of knowledge regarding gender equality, it was about 40.1% for girls and 31,3% for boys, having it increased to 85,2% and 86,7% respectively in 2018.
- Dissemination of the messages by the champions of change about Sexual and Reproductive Health and Rights, gender equality, prevention from different manners of gender based violence and self-esteem;
- The camps combined with other interventions of the project, contributed for the reduction of girls drop outs from Schools due to early pregnancy and early marriages. On account of that, there was an increase on the taxes of Secondary school transition, from 66% in 2014 to 77% in 2017;
- The use of Reference systems (Police station, community leadership, school board) to report cases of Gender based violence.
- In the level of of the community, it is common to hear adult people, both women and men talking about rights equality and same opportunities between men and women.



The camp was really marvelous, i had an opportunity to learn things related my life that i had never talked or discussed about them in may family. Now i am ready to to challenge social norms based on gender inequality, as well as for the dessimation of the messages in my family, friends and community. "I wanto study to garatee my futur" Said one of the camp participants.\

"After all these days of an active learning, i want to manifest my commitment to avoid to get married early, till i conclude my studies. I would like to adress my apeal to men for them to protect the girls against early marriages"

SCHOOL CLUB

THE NURSERY OF GENDER EQUALITY AND CHILD RIGHTS PROMOTION



The cucumber twist-off when it is still small

The justice in Gender relation require a support from boys and men because of their privileged position in relation to girls and women in Mozambican Social tradition. Elevating boys and men in defining good behaviour, and not violent toward girls and women, which is fundamental in promoting women and girls rights. AMOR Project created in schools of its intervention, 15 school clubs with participation of 450 members (children and teenagers attending grade 6 and 7), where 225 are girls and 225 are boys, oriented by 2 community facilitators, male and female.

The school club is a group of boys and girls that get together to discuss and learn about Sexual and reproductive Health and Rights, Socio-Cultural norms and barriers on gender and many other issues related to their life and how can each one of them understand his or her role of gender in promotion of human rights, and child rights, in particular girls rights using child to child methodology and education to peers. The objectives of school clubs is to create a safe school environment that can lead to a gender sensitive learning.



"At my home, due to the shortage of resources, my parents preferred to support boys education. The girls should learn household activities to get ready for the marriage. However, with AMOR Project's Intervention, teaching about opportunity equality between boys and girls, now I support all my children's education, boys and girls. Thank you to AMOR Project and to Plan", said the member of school Management council during the Project close out meeting.

HOW WERE THE CLUBS CREATED AND HOW DO THEY FUNCTION?



To Create School clubs, there planned appointments with District Education Services, Youth and Technology Services, school boards, and school councils to explain them about the need of a forum where boys and girls can meet to discuss and learn issues related to child, human rights, relations and gender equality, Sexual and reproductive Health and rights and other issues related to their age. The idea was supported since it aligns with the norm of the Ministry of Education and Human Development that establish that each school should have a group for students recreation with a quite similar function as the school clubs. Regarding the selection of Club members the schools were oriented to select girls and boys that attend 6 and 7 grades, active with the capacity to mobilize and disseminate the messages for their peers at school. Through School Management councils, there was obtained a consensus from parents of students to allow their children to attend the clubs on Saturdays.

Equally, the school and school council were responsible by selecting two youths to be trained to coordinate activities of the clubs. These Youths should feel fill the following criterias: i) Demonstrate a wellcome behaviour in the community; ii) Be resident in that community; iii) To have demonstrated a passion to lead children; iv) Availability to coordinate sessions of clubs in Saturdays or on another day combined.

The Clubs have on Saturdays; Depending on the module or theme, can be run with both girls and boys, This is to allow an active participation in diabetes. Sessions about Health and Reproductive Health administered separately. Alternatively, in one Saturday the clubs discuss and learn about issues of the manual and in the following Saturday they practice dancing, theater, games, as a way of disseminating what they learned in the club through mobilizing the communities. The School clubs organize sessions to present for community sensibilization during the break time or during the meeting with parents at school. The Adult people appear to be catching the teachings from their children about the protection of child right, gender equality, the teachings against early marriage and gender based violence. The reason why, it can be firmly referred that the indices of school drop outs in school of Project's intervention have reduced,. Parents and educators give value to education of both girls and boys.

GENDER SENSITIVE PEDAGOGY

AN STRATEGY FOR THE BETTERMENT OF EDUCATION RELEVANCE

Despite the effort and improvements made, they remain disparities regarding the access, retention and conclusion in school upon all stages. This situation is more aggravated in rural zones where the socio-cultural norms based on gender violence prevail in depth: The equipment of teachers with methodologies that are sensitive to gender was visible along the project's implementation as one of the strategies to reduce gender inequality in schools.

To make it possible AMOR Project introduced an named GRPTT (Gender Responsive Teacher Training) or Gender Sensitive Pedagogy that aims at strengthening teacher of the supported schools so that they can promote a school environment that is girls supportive and friendly.

The package of Gender sensitive Pedagogy include the following topics:



- Gender and equality;
- Classroom Management;
- Planning Gender sensitive lessons;
- Positive discipline;
- Continuous learning assessment;
- Promotion of an active learning.

HOW WAS GENDER SENSITIVE PEDAGOGY INTRODUCED IN SCHOOLS?

The Process of introduction of the Gender Sensitive Pedagogy Approach:

- Introduction of the Approach to Education authorities in both Provincial and District levels and discuss about its relevance and expected outcomes;
- Indication by the authorities of Education the technicians to be trained with the facilitators to train teachers- The Provincial Education and Human Development board, indicated three technicians and at the District level there appointed 4 technicians, 5 Zonal coordinators and 15 School Directors from the supported Schools.
- The technician identified were trained during 10 days with focus to the structure and the topics of the manual. The training was conducted by the gender specialist;
- After have trained the facilitators there were organized two sessions of 10 days per session to train the teachers. The first session was for the first training and the second was for refreshment. For the consolidation of skills acquired and experience exchange about the practices in the Classrooms the teachers trained realized monthly sessions for reflection (Reflection Circle)
- The Zonal coordinators were supported through motorcycles and a monthly allowance to monitor and support the trained teachers to ensure the quality along the implementation of this approach.

RESULTS OF GRPTT

The Final Evaluation on GRPTT revealed that:

- 94% of teachers trained use child leaning and gender sensitive aproches- the classroom arrangement in mixed grups with boys and girls, the teacher available to support the students during the grup work, encouraging them to participate actively of both boys and girls;
- 70% of teachers of the supported schools feel that girls and boys are natural iqual and participative in the classroom against 45% from the baseline;
- In avarage it was observed that 12 students were indicated to answer to a question during the classes against 3 observed in the baseline;
- In 91% of the supported schools reported to have talked to the parrents about specifs issues on gender (iquality in distributing household tasks, supporting girls education as well);
- The education authorities at the provincial level adressed thanks due to the GRPTT aproach- they usually invite the project officer to share their experinces in theri sectorial meetings.

REDUCING PHYSICAL BARRIERS TO ACCESS TO EDDUCATION



The situation of school infrastures (Classrooms, latrines, and school equipment) it remians a great challenge for education system in Mozambique what have been contributing for the failuere on child rentetion in school, specially of girls. The majority of cases, the classrooms are constructed by the comunity through local and precarious material some time without desks and sometimes using tree trunks as sits. In some other schools children study under trees, what do not allow them to study when is raining or blowing a strong wind.

To reduce physical barriers and improve the access and children's rentation, specially girls at shools, the project supported the school building and equipping the classrooms.

LESSONS LEARNED

- ✓ Gender relationship are based upon socio-cultural relationship between the women and men, the reason why, for the success of Project in promoting gender equality, it was instrumental the combination of intervention involving detentors of power. The Project intervened in three levels, at school involving students, teachers; at the level of community, it involved perrents and educators through school manegmt council, then at the level of the government the project aligned the project with strategies and govenmrnt plans, with inovations that were necessary.
- ✓ An approach that led to the success of the Project in the dessimantion of messages about gender equality, it was the engament of tof these messages about gender equality to children and youths attending school and turn them into champions of change in a transformative prespective.
- ✓ The alignment of the Project with the plans of the government made its implementation easy, involving in its implementation education technicians and training facilitators, This procedure led to the path of many interventions.
- ✓ Therefore, the intervention of scholarships for Secondary Education, it is unsastanible by not taking part of the govern plans.



“Quero Estudar para Garantir o meu Futuro”