

LEARNING EVENT

CHILD CENTERED SOCIAL ACCOUNTABILITY



INTRODUCTION

Save the Children International (SCI) facilitated a learning event on Child-Centered Social Accountability (CCSA) in Manica District from 22 to 24 March, 2022. CCSA is one of SC's Common Approaches – or global best practices – on Child Rights and Governance (CRG). The event was attended by SCI staff based in Manica and Maputo provinces, strategic partners including the District Services of Education, Youth and Technology (SDEJT), the Civil Society Platform for Health (PLASOC) and district level implementing partners and platforms, including Bvute. Two representatives of the Child Parliament attended this event.

At the time of the Learning Event in March, 2022, there were 34 CCSA Coordinating Groups in Manica Province, who were operating in the same number of primary schools – 8 groups were in Machaze District, 9 in Manica District, 4 in Macossa District, 6 in Tambara District and 7 in Chimoio District (which is the provincial capital). The CCSA Coordinating Groups use quality standards and quality education services indicators as defined by the Ministry of Education and Human Development (MINEDH). The CCSA Coordinating Groups work collaboratively with the government's education sector, including the respective SDEJTs in each district and the primary school headmasters, teachers, communities and students.

The quality standards and education services indicators are subdivided into three dimensions and each dimension has their respective standards and indicators - in total there are 8 standards and 20 indicators. The three dimensions are as follows: (i) Planning, Administration and School Management, (ii) Infrastructure, Equipment and School Environment and (iii) Teaching-Learning Process. For evaluating the quality of the education services, there are four classifiers, namely: Very good (4 marks), Good (3 marks), Satisfactory (2 marks) and Unsatisfactory (0 marks). Each of these classifiers has predefined requirements. All of the CCSA activities use these standards and indicators as defined by the government to with the intention of improving the quality of education.

Objectives of the Learning Event:

- Exchange experiences about the implementation of the CCSA in CRG;
- Discuss opportunities and challenges in the implementation process of CCSA;
- Define and discuss best practices and lessons learned during the CCSA implementation process;
- Define the recommendations and develop follow-up action plans from the learning event



“In this learning event I understand that the CCSA Coordinating Group activities are being led by local partners, and that children are involved in various ways in your work. My question to you is, how can you sustain and continue these activities without Save the Children? What will you do with the capacity you now have when the NORAD Program phases-out? Will you stop helping your children? Think about how you can continue with the CCSA activities without Save the Children! We have great expectations with the implementation of the CCSA. This learning event is crucial for identifying lessons learned and recommendations for better implementation of CCSA activities in Manica

Province, and in other provinces where SCI is operating”

Ana Dulce-Guizado - Senior Manager of the NORAD Program, during her opening remarks at the Learning Event, Manica District, 03/23/2022

LEARNING EVENT AGENDA POINTS:

Day 1 (22 March, 2022)

• Verification of COVID-19 preventive measures	Facilitators
• Individual introduction of participants	Facilitators
• Opening Ceremony of the Learning Event	Senior Manager
• Objectives of the Learning Event	Facilitators
• Event ground rules (dos and don'ts)	Facilitators
• Expectations and concerns	
• Contextualization /concepts/ definitions of the Common Approach (CCSA)	Facilitators
• District gallery presentations, first exercise (15 mins + 5 mins Q&A):	
- <u>HOW</u> was the implementation process of CCSA (involvement of local stakeholders, establishment of CCSA Coordination Groups, etc)	District CSO Plataforms (Machaze, Macossa, Tambara, Chimoio and Manica)
- Positive and negative factors	
• District gallery presentations, second exercise (15 mins + 5 mins Q&A):	
- Scoring process (overall scoring of each group)	District CSO Plataforms (Machaze, Macossa, Tambara, Chimoio and Manica)
- Sharing meetings (main findings)	
• Preparing the field work	Facilitators
➤ Day 1 Evaluation and end of the day's sessions	All

Day 2 (23 March, 2022)

• Verification of COVID-19 preventive measures	Facilitators
• Individual introduction of participants	Facilitators
• Opening Ceremony of the Learning Event	Senior Manager
• Objectives of the Learning Event	Facilitators
• Event ground rules (dos and don'ts)	Facilitators
• Expectations and concerns	
• Contextualization /concepts/ definitions of the Common Approach (CCSA)	Facilitators
• District gallery presentations, first exercise (15 mins + 5 mins Q&A):	
- <u>HOW</u> was the implementation process of CCSA (involvement of local stakeholders, establishment of CCSA Coordination Groups, etc)	District CSO Plataforms (Machaze, Macossa, Tambara, Chimoio and Manica)
- Positive and negative factors	
• District gallery presentations, second exercise (15 mins + 5 mins Q&A):	
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- Sharing meetings (main findings)	
• Preparing the field work	Facilitators
➤ Day 1 Evaluation and end of the day's sessions	All

Day 2 (23 March, 2022)

• Verification of COVID-19 prevention measures	Facilitators
• Arrival and registration of participants	
• Group Presentations: Findings and outcomes from the field work	All participants
• Group Work <ul style="list-style-type: none">- Identifying best practices and lessons learned- Suggestions/recommendations for the improvement of the CCSA implementation process	Facilitators
• Presentation of Group Work	Facilitators

EXPECTATIONS:

The participants were asked what their expectations were for this event. Each one wrote their expectations on a small paper that was fixed on a flipchart. The answers were as follows:

- Improve my learning and ability for documenting the impact of CCSA;
- Get more practical knowledge about CCSA to apply in my district;
- Actively participate in this session and in group work;
- Learn more about CCSA;
- Exchange experiences about CCSA and learn from others about how they are implementing it in other districts;
- Collect more ideas to standardize the implementation of CCSA activities (steps);
- Exchange experiences among districts implementing CCSA;
- Understand best practices for implementing CCSA that can be replicated in my district;
- Actively participate in the learning event;
- Get clarification on the questions I have about CCSA process;
- Generate and deepen practical knowledge about CCSA;
- Learn more from the adults that are here and also from other districts;
- Share experiences between districts;
- Learn more about the CCSA;
- Leave the room with a consolidated learning about CCSA and give my contributions.



Name: Cecilia Saize Cunha (PLASCIMA – Manica District)

Two things impressed me a lot in this learning event: First, is the methodology used to present the themes by district through the gallery, which allowed me to appreciate each of their experiences implementing the CCSA and also to make comparisons between them. It was notable the effort that the districts are making in implementing the CCSA process. Second, is the presence of children in the implementation of CCSA, who do not have any problem of speaking out and sharing evidence of the results in the schools due to the implementation of the CCSA.



Name Ricardo Cucalacueiro (PLASCITA – Tambara District)

I felt very happy participating in the CCSA sessions because I had many gaps in my understanding and perceptions about the CCSA. In this learning event, I managed to deconstruct and build on what I used to know before. I was able to consolidate my knowledge about the entire CCSA implementation process.



Name : Jose Mapulango (Centro Alberto Emanuel – Chimoio District)

The sessions were quite remarkable as each one brought her/his experiences about the implementation process of CCSA, and we were able to synergize.



1. HOW IS EACH DISTRICT IMPLEMENTING CCSA?

Participation of local stakeholders, establishment of Coordination Groups

1.1.MANICA DISTRICT:

- Context: One of the current challenges in all levels of society is the effective participation of children. Effective child participation is a major concern of civil society organizations that directly or indirectly work on protecting child rights.
- A lesson learned from the CCSA process is that it involves children as well as their parents, caregivers, members of the school council, and teachers. The CCSA process aims to assess quality standards of education services, one of the essential services for child-wellbeing and development.
- From 2020 to 2021, Bvute Association (a local implementing partner) established 9 CCSA groups. The district the process was led by district facilitators from PLASCIMA with the support of the CRG Officer of the Bvute Association. The process started with a training on community participation for improving the provision of essential services, which took place 22-24 September, 2020, in Manica District. The simulation exercise was conducted in two schools, Messica Sede and Messica Aldeia Primary Schools.
- In the first phase, 7 indicators were selected. Some schools noted that the education sector had already been doing similar assessments, so for them there was no need to have participation from children and other adults outside of the schools.
- Manica District was asked to support Machaze District in the processes of establishing and operationalizing the CCSA Coordination Groups. In the case of Machaze, the teachers had a positive influence on the functioning of the groups.
- In terms of coverage, the implementation of the CCSA process in Manica District covers the three Administrative Posts, namely: (i) In Messica, in the Messica Sede, Messica Aldeia, Bandula and OUA primary schools, (ii) In Machipanda, in the Chicueia, Mundongara, Nhamaxato and Nhamucuarara primary schools and (iii) in Mavonde, in Chitunga primary school. The process had two objectives: first, to establish CCSA Groups in the selected schools and second, to strengthen the capacity of the members of the Coordination Groups to better execute the process of evaluating the quality of essential services provided by the education sector.
- The CCSA Coordinating Groups are composed of a total of 90 members: 45 women and 45 men. The CCSA facilitators from this district deliberately ensured that there was a gender balance in the composition of the groups.

1. HOW IS EACH DISTRICT IMPLEMENTING CCSA?

1.2. MACHAZE DISTRICT

- PLASCIMAC created a total of 8 CCSA groups to lead and monitor the CCSA processes locally using the teaching quality standards adopted by MINEDH.
- Each CCSA Group is composed by 12 members, including 5 children from the children's nucleus, 2 parents/caregivers, 2 teachers, 2 members of the School Council and 1 School Director.
- The established 8 CCSA groups are from the following: (i) Machaze-Sede Primary School, (ii) Machaze-Centro Primary School, (iii) Macu Primary School, (iv) Chipabuleque, (v) Primary School of Bassane, (vi) Primary School of Macupe, (vii) Primary School of Chindede Primary School and (viii) Chechene Primary School.
- In terms of challenges in this district, the district services had communication problems with the selected schools which resulted in the postponement of planned activities and as such, the groups did not meet their agreed deadlines. The School Boards also had communication problems with the schools' communities in the CCSA rollout process. To improve the situation, PLASCIMAC acted as the communication channel between the SDEJT, the School Boards and the School Communities.

1.3. MACOSSA DISTRICT

- Macossa District has been strengthening the civic involvement of citizens, CSOs and service users at the local level in the CCSA process. These have been participating directly and indirectly in the process, and have made efforts to be inclusive, proactive, transparent, democratic and constructive in their engagement with the service providers.
- The process of establishing CCSA groups and implementing CCSA processes included: (i) local leadership, (ii) representatives of the School Council, (iii) members of the Community Child Protection Committees (CCPCs), (iv) representatives of AMETRAMO (traditional healers), (v) children, (vi) influential community members, (vii) religious leaders, (viii) school directors, (ix) local business people and (x) members of the Community Coordination Platform.
- In the process of implementing CCSA in Macossa District, the District Civil Society Platform CCSA facilitators received capacity strengthening, and the district invested in an experience exchange bet CCSA Coordination Groups, this was very crucial for the good for the good implementation of this common approach.

1. HOW IS EACH DISTRICT IMPLEMENTING CCSA?

1.4. TAMBARA DISTRICT:

- The implementation process of CCSA in Tambara District started with the mapping of potential schools to be covered, followed by the formal presentation of CCSA in the selected schools.
- From this exercise, 6 schools were selected: Nhacolo Sede EP1, Campage EP1, Casado, EP1, Chiuta EP1, Nhacafula EP1 and Nhamassema EP1.

1.5. CHIMOIO DISTRICT:

- The CCSA facilitators group in Chimoio was established in 2021 to carry out the work coordinated by PLASOC, which is part of SCI's Leave No Child Behind Programme, financed by NORAD. This brought more flexibility, specifically in the CRG component (I don't understand this). The CCSA has a coordinator, a vice-coordinator and a secretary.
- In terms of coverage, at the Chimoio City level, 4 Administrative Posts are being covered: Urban n° 1, Urban n° 2, Urban n° 3 and Urban n° 4.
- **Urban Administrative Post n° 1:** Bairro Nhamadjessa, Equestrian Center Trangapasso, Herois Moçambicanos, Agostino Neto, Chissui, Hobwa, Tabaco and Chitebwe
- **Urban Administrative Post n° 2:** Bairro 1 and 2, Eduardo Mondlane, Vila Nova, Block 9, Chinfura, 7th of September, 16th of June, Josina Machel, Circular and 3rd of February
- **Urban Administrative Post n° 3:** Bairro 4 and 5, Estanha, 7 de Abril, Francisco Manyanga and 1ª de Maio
- **Urban Administrative Post n° 4:** Bairro de Mzungandzi, Nhamaonha, Bogui, TextAfrica and Nhaunir –
- Currently there are 7 schools where CCSA is being implemented: Tobacco EPC, Trangapasso EPC, Bengo EPC, Mudzingadz EPC, Textafrica EPC, Nhamadjessa EPC and 7 de Abril EPC.
- Each CCSA Coordination Group in each of the 7 schools consists of 11 members: 4 children from the Child Rights Groups; 2 members of the School Council; and representative of teachers, parents and caregivers. In total, there are 4 children and 7 adults in each CCSA.

1. HOW IS EACH DISTRICT IMPLEMENTING CCSA?

- Each CCSA Coordination Group holds meetings every 2 months, and makes decisions regarding the CCSA progress.
- For the introduction of CCSA in schools, there was a lot of interaction and communication between PLASOC facilitators with the District Gender coordinator of SDEJT, as well as interactions between facilitators and school managements to explain the terms of reference of the CCSA process. Letters about the CCSA process were sent to each of the targeted schools.



Two young parliamentarians from the Manica Child Parliament making their presentation during the Learning Event

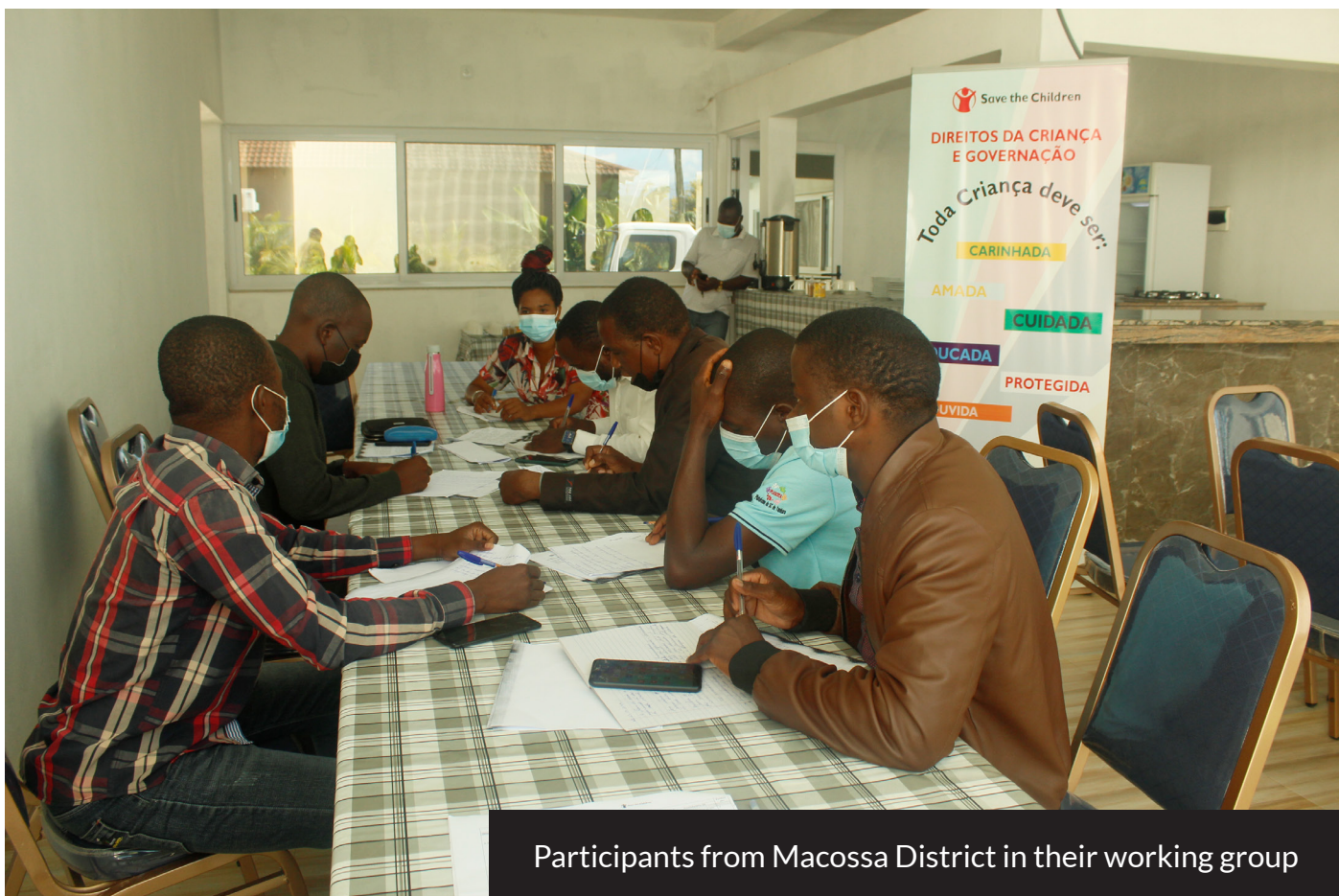


Participants from Tambara District engaged in the group work during the learning event



Two districts making their presentations during the interactive gallery presentations





Participants from Macossa District in their working group

RECOMMENATIONS FOR IMPROVING THE CCSA IMPLEMENTATION

The gallery presentations allowed each district to present their work and experiences, which encouraged the participants of the districts to learn from each other on how to better implement CCSA. Each district identified areas that needed improvements:

- a) Manica District:** Participants from Manica District identified the need to integrate a sub-group of teachers in the scoring process.
- b) Machaze District:** The participants from Machaze District found that (i) the members of CCSA Coordination Groups are elected but not in an inclusive and participatory way, (ii) the children were represented in the Coordination Group since their establishment last year, but in most of the groups, the children have graduated and have left the schools, meaning there was less child representatives in the groups, (iii) the criteria used to select the schools were not the best - schools that were nearby were selected, rather than looking for schools that have more needs and risks.
- c) Macossa District:** Participants from Macossa District realized that they need to (i) use the CCSA guide (phases and steps) correctly, (ii) standardize the profile of the people who that compose CCSA Coordination Groups, (iii) standardize the number of participants/people that are part of the Coordination Groups, (iv) strengthen the capacity of children in order to better participate in the implementation process of CCSA at the local level and (v) revitalize the CCSA Coordination Groups.
- d) Tambara District:** Participants from the district noted that (i) not all school boards have received formal communications about the introduction of the CCSA process in their respective

schools, (ii) there is a need for children to be part of all Coordination Groups in a child friendly manner, (iii) the experience of the other districts shows that the District Civil Society Platform and the CCSA Coordination Groups in Tambara need to have the freedom to interact and communicate with the SDEJT (district education government) in order to be able to advocate for changes at the level district.

e) Chimoio District: To start the process of implementing CCSA, it is crucial that each selected school receives the communication that it has been included in the CCSA process through letters sent by the SDEJT.

2. EXPERIENCE OF THE DISTRICTS WITH THE SCORING PROCESS AND RESULTS SHARING MEETINGS

While implementing the CCSA, the scoring process of each of the subgroups and the meetings for sharing information are crucial for the entire CCSA cycle. One of the main objectives of the sharing event was to provide the opportunity for districts to share their experiences of the scoring process with each other.

MANICA DISTRICT

- The sharing meetings held were attended by representatives of children, parents, the School Council and teachers. As an example, of one of the schools involved 4 children, 2 representatives of parents, 2 representatives of the School Council and 2 teachers.
- The scorecard process was first completed individually by each member of the sub-group, then the scores were consolidated in each of the subgroups. The results of all the CCSA groups were presented and discussed at the sharing meeting.

MACHAZE DISTRICT

- First, the scores from each subgroup were consolidated, and then each subgroup shared its scoring of each of the indicators in the interface meeting. From there, the scores were merged and the overall and final score for the school was determined.
- Some schools faced the situation where the process was not compatible with the education standard indicators, but as they had to be evaluated, they opted for open discussions until scores could be agreed.

MACOSSA DISTRICT

- The scoring process was done separately by each subgroup.
- The concern was if the subgroups were to meet together, it would have been difficult to do a realistic evaluation because the school boards can sometimes intimidate people.

TAMBARA DISTRICT

- There is a difference in the number of members of each CCSA Coordination Group:
 - Some are composed of 20 members, others consist of 12 members, others by 10 members.
 - Each Coordination Group has 4 child members.
 - All groups have members who are parents and caregivers, representatives of the school board and members of the School Council.
- The diversified composition of the CCSA Coordinating Groups create a good balance and a dynamic scorecard process.

CHIMOIO DISTRICT

- Chimoio District has not yet reached the second and third stages of the CCSA process where the evaluation of services and the sharing meetings take place. This is due to the fact that this district was added at the end of 2021, joining late in comparison with others districts.

3. APPROVAL AND IMPELEMNTATION OF THE ACTION PLAN, RESULTS, AND IMPACT TO DATE OF CCSA IMPLEMENTATION

The Implementation of CCSA in the five districts, led by the Coordination Groups, ended with the formulation and implementation of a joint action plan, a process that involves the service providers themselves. As most groups reached the implementation phase of the action plan in the last quarter of 2021, it is expected that some results and impact have already been evident. One of the learning event objectives was to promote the sharing of the preliminary results and impact among the districts.

MANICA DISTRICT

- In the schools of Messica Sede, Messica Aldeia, Bandula, OUA, Mundongara and Chitunga, there is a significant increase in the level of child participation and community members in the discussions about the quality and availability of the education services providers.
- There is a high level of awareness of service providers from the targeted schools (teachers and school directors) about their responsibilities and commitment to serve more and better education by implementing the education standards in their respective schools.
- They are also aware of their obligations to be accountable to children (child-centred accountability)
- The level of interaction between providers and the school community in general, including children, is also evident in the targeted schools.

Results of the Implementation of CCSA by the Child Parliament in Manica District:

- The implementation of CCSA resulted in the establishment of a CCSA Coordination Group in the Messica-sede School, which included the entire school community, including teachers, who are aware of the need to improve the quality of education services provided to children.
- The School Board consulted with Child Parliamentarians about what needed to be improved to ensure that the children were happy at school.
- In the school there are now trash bins, trash pits, and there are also signs indicating the girls' and boys' toilets.
- In our school, the availability of drinking water has improved. Teachers hold counseling sessions on preventable diseases, and sexual and reproductive health for adolescents and youths.

MACHAZE DISTRICT

- Most schools targeted for CCSA already involve children in their activities planning processes.
- In one of the schools, the location of the school bell was changed in response to a concern raised in the implementation CCSA process.
- In some schools, the CCSA groups identified a better location for the complaint and feedback boxes, so they were then moved to a more accessible place for children.
- The school nuclei are promoting hygiene in school and, in some schools, they are using local materials to build latrines, which are disaggregated by gender (girls and boys)
- Some schools have already built a school fence and improved water sources.
- At least one school took the initiative to make school fence using local material, which was a local initiative with contributions from parents.
- In terms of challenges, there are many schools in Machaze District that do not have enough desks, classrooms, drinking water, first-aid kits, and trash pits, which are creating challenges for maintaining hygiene and a good learning environment for children at school.

MACOSSA DISTRICT

- The findings and scorings were shared with the target schools, which allowed them to hear the perceptions of their respective school communities.
- Joint monitoring of the implementation of the action plans has been crucial for achieving results.

TAMBARA DISTRICT

- The sharing meeting helped with cross-checking the scoring of each group. The event was highly participatory.
- Each Coordination Group prepared an action plan for its respective targeted school.

CHIMOIO DISTRICT

- Chimoio District has not yet reached the fourth and fifth stages of the CCSA process, where the joint action plan and its implementation are drafted. This is due to the fact that this district started CCSA at the end of 2021, which was later compared to other districts.

4. BEST PRACTICES AND RECOMMENDATIONS

The group work included the identification of best practices for implementing the CCSA processes and recommendations on what each of the districts should do to improve their results. The question asked was, based on your district's experience, what do you think could be done better in implementing the CCSA process?

a) Best Practices

Some of the Civil Society District Platforms and CCSA Coordination Groups noted:

- The experience exchanges between districts.
- Assuring the involvement of the SDEJTs and other key actors in the CCSA implementation process.
- Joint trips by the subgroups to carry out practical field work at the schools.
- The capacitation of the Coordination Groups and subgroups regarding the phases and steps of the CCSA. The District Civil Society Platforms played an important role in this process.
- Conduct regular monitoring of the CCSA Coordination Groups.
- Develop an action plan that prioritizes the indicators that had received low scores. This ensures that evidence and collective participation inform the planning.
- Assure that the final scoring of the Coordination Group is based on consensus and based on the consolidated scoring of each of the subgroups.
- Correctly use the indicator manual and quality standards from the education services.
- Share the final evaluations of each school with the SDEJT.
- Involve the local leaders as recommended in the CCSA process.

b) Recommendations

- There needs to be an orientation guide to standardize the approach of the CCSA phases and steps.
- It is crucial to capacitate the CCSA Coordination groups and ensure the replica training for each of the subgroups. This will ensure correct implementation of the CCAS phases and steps.
- The CCSA Coordinating Groups should be continually encouraged and monitored to: (i) include children (have their respective subgroup) throughout the CCSA implementation process and (ii) influence schools to include child in its internal planning and decision-making processes on issues that concern children.
- In the process of implementing the joint action plan, the CCSA Coordination Groups and their respective subgroups should continue to monitor the schools based on the selected standard quality education indicators.
- It is recommended that all the scoring results are shared with the school administration of the schools visited and with the SDEJT.
- It is necessary to carry out a risk evaluation with regards to the participation of children in their own subgroups as well as in the Coordination Group. It is important that they do not miss classes to take part in the evaluation and when they do participate, they should have a snack or lunch to ensure that they can leave school directly for an activity or a CCSA.
- It is also necessary to monitor the recommendations to ensure that they are complimentary.

- The issues that are identified as the responsibility of the school should be the responsibility of the school to carry out. The issues that are not the responsibility of the school should be addressed during advocacy discussions with the higher levels above the school.

5. EVALUATION OF THE SERVICES

The learning event included field work for the evaluation of education services, which included (i) conducting a meeting with the service providers, (ii) conduct an individual scoring of the services, and (iii) consolidate the scoring of the group. Two schools were selected for this exercise, EPC Mucumbezi C and Ruaca.

The following two groups were composed of the following individuals:

- o **Group 1:** Isaias, Odete, Ricardo, Joao Felisberto, Cecilia, Alberto, Orlando, Avelino, Remígio, Jose, Lourenço.
- o **Group II:** Paulo, João Dias, Danilo, António, Angelina, Nacima, Eurico, Abi, Joaquim, José Mapulungo, Miguel, Edson

Group I	Group II
<ul style="list-style-type: none"> • The school had still not executed the 2022 ADE • The beneficiary lists are only assigned by the teachers • The class plans are signed but not stamped • The school: <ul style="list-style-type: none"> - Does not have a Collection Map of for the free books - Does not have file folders for keeping documents - There are no first aid kits - The landfill does not have safe fence – the fence that is there is poor condition - It does not have a copy of the rights of the child - There is a lack of textbooks for supporting students 	<ul style="list-style-type: none"> • There are copies of the checks for the ADE transactions • Each classroom has a trash bin • The minutes are not signed either by the President of the School Council either by the School Director • All shared minutes are from last year • The School Council has not yet had a single meeting this year • Beneficiary lists are not signed by beneficiary children • School regulations are filed and not attached to the window • Children don't know the School Board • The landfill is not fenced • The School Council members do not know their role, some of them demand subsidies • There is no distinction of male and female bathrooms

6. MAIN PROBLEMS AND CHALLENGES

The evaluation of the services is a crucial part of the CCSA process, as it helps to identify the main problems and challenges most frequently identified in the districts. The following concerns were raised:

Main problem identified	Manica	Machaze	Macossa	Tambara
• First aid kits		√	√	√
• School bathroom cleanliness	√		√	√
• Cleanliness of the school patios		√		
• Access and availability of water		√	√	√
• Trash pits do not have fencing	√	√	√	√
• School area is not fenced	√	√	√	√
• Insufficient number of classrooms			√	√
• Teacher absenteeism	√		√	√

Each of the districts identified their particular problems and challenges that were summarized in the above table. By district, the following were identified:

MANICA: Improved cleanliness in bathrooms and signs indicating which is for girls and for boys

The need to capacitate the staff/service providers in each school was identified as one of the priorities in most of the schools with CCSA, as well as the importance of providing hygiene and cleaning products and materials in order to keep the bathrooms clean. Additionally, it was noted that there were no designations with regards to which bathrooms were for girls and which were for boys, which is recommended. School directors should ensure that there are signs designating bathrooms for girls and boys, as well as for male and female teachers.

MACHAZE: Teacher absenteeism

Teacher absenteeism was identified as a recurrent problem in Machaze District. It was on the list of most of the CCSA Coordination Groups, and was also noted in their respective action plans. The impact that teacher absenteeism has on student learning has been highlighted in awareness raising events and the groups have requested teachers to address this problem. The CCSR Coordination Groups, the school boards and the SDEJT suggested that efforts should focus on the motivation and monitoring of teachers to prevent absenteeism and improve the quality of education services.

MACOSSA: Lack of potable water in the majority of schools

In the majority of the schools where CCSA is operational in Macossa district, there are problems with the availability of potable water for the school community, particularly the children. As water is vitally important, this problem has a negative impact on the well-being of children and the learning environment and the teaching and learning process as a whole.

TAMBARA: Lack of first aid kits

The lack of first aid kits was identified as a common problem in the majority of schools in Tambara district. It was highlighted that quality education standards recommend that these kits are available in schools for the security and protection of children.

7. INFORMATION ABOUT THE CCSA SHARED ON COMMUNITY RADIO IN MANICA



On 24 March, three partners were selected to represent the participants of the learning event on the Manica District Community Radio, namely Ricardo Cusalacueiro (PLASCITA-Tambara), Avelino Dias (PLASMACH-Machaze) and António Vegove (Bvute). This was an opportunity to introduce both the CCSA and the learning event itself to the general audience in Manica District. It was intentional that only partners, and not SCI staff, participated in the interviews. The community radio session consisted of an interview, followed by questions and answers. The radio station later provided the audio recording of the broadcast. The transcript of some of the key excerpts are below.

Responding to the first question, one of the interviewees said that the CCSA is an approach that allows the participation of children, School Council members, parents and guardians, teachers, and school management in the evaluation of MINEDH-defined quality standards and indicators for the provision of education services. He stressed that the CCSA is important because, for example, it uses scorecards as a way to help the school identify gaps and improve the quality of teaching, and it also ensures effective student participation in

Representatives of the CCSA Learning Events shared their experiences on the Manica community radio

schools.

In response to the question regarding who forms part of the CCSA Coordination Groups, one of the interviewees stated that the entire school community, children (boys and girls), members of the School Board, teachers, parents and guardians, women, men, the School Board, CBOs, local NGOs, the Community Committees for the Protection of Children, members of District Civil Society Platforms.

The journalist asked about the process of implementing the CCSA in the districts. One of the interviewees replied that at the beginning they had many challenges because the school community did not understand exactly what the role of the individuals involved were - they thought that the Coordination Groups were established to police the school - to just criticize them and not provide support.

However, the school directors themselves confirmed that the Coordination Groups were accepted and well-received in the schools. The Facilitators of the Coordination Groups were

trained first, then the process was presented to the SDEJT so the target schools could be identified, and third, the SDEJT provided official communications to the selected schools.

The interviewer asked about the results, successes or impacts that have been achieved so far with the CCSA in their districts. One of the interviewees replied that so far, there have been good discussions between the education service providers and beneficiaries (users). Some dangerous situations have been corrected that were a risk to children’s lives, for example, the fencing of landfills. Schools are already paying more attention to the inclusion of School Council members and children in school planning and management, and even with regards to the quality of teaching, they have noted some positive and significant changes.

At the end of the interview, the interviewees answered the question about what were the main recommendations and lessons learned in the learning event. In response, one of the interviewees stated that school directors should support the CCSA Coordination Groups in the implementation of their activities within the school; that the process of evaluating the indicators does not include the school management as they could contradict the decisions of the group members. And that this process must be a joint effort in order to improve the education of children.

EVALUATION OF THE EVENT

The Learning Event agenda included an evaluation by the participants at the end of each day. The evaluation process was carried out individually and secretly, and the results were shared and discussed in a plenary session. Any follow-up actions to improve the event were discussed and agreed.

Below is the table of the results of the daily evaluations of Learning Event.

	Day	unsatisfactory	satisfactory	Very good
Event logistics	Day 1 - 22/03	3	8	9
	Day 2 - 23/03	0	3	17
	Day 3- 24/03	0	2	18
Group work	Day 1 - 22/03	2	7	11
	Day 2 -23/03	0	3	17
	Day 3 - 24/03	0	2	18
Level of participation in the event	Day 1 - 22/03	2	5	13
	Day 2 - 23/03	0	1	19
	Day 3- 24/03	0	1	17
Compliance with the agreed agenda and time allocation	Day 1 - 22/03	4	5	11
	Day 2 - 23/03	0	2	17
	Day 3- 24/03	0	2	15

LIST OF PARTICIPANTS

	Name	Institution/ Organization	District
1	Isaiás M.T. Mataruca	SDEJT	Tambara
2	Odete Roxa	SCI	Manica
3	Paulo Domingos	PLASOC-Plataforma da Sociedade Civil da Província de Manica	Chimoio
4	João Dias	PLASCITA – Plataforma de Tambara	Tambara
5	Jorge Campira	PAMACOSSA – Plataforma de Macossa	Macossa
6	Ricardo Cucualacualelo	PLASCITA	Tambara
7	Danilo Mairoce	PLASOC	Chimoio
8	António Vegove	BVUTE	Manica
9	Angelina Belarmino	EP Messica	Manica
10	Toxé Felisberto	EP Messica	Manica
11	Cecilia Saize Cunha	PLASCIMA – Plataforma de Manica	Manica
12	Alberto Fazenda	PLASCIMA	Manica
13	Nacima Ibraimo	SCI	Macossa
14	Eurico Jemusse	SCI	Machaze
15	Orlando Bulamo	SCI	Tambara
16	Avelino Francisco	PLASCIMAC – Plataforma de Machaze	Machaze
17	Abi Samissone	SDEJT	Machaze
18	Joaquim Daniel	PAMACOSSA	Macossa
19	Flavia Gumene	SCI	Chimoio
20	José Mapulango	PLASOC	Chimoio
21	Ivan Mendonça	SCI	Chimoio
22	Ana Dulce Chiluvane	SCI	Chimoio
23	Remígio A. Vinte	RAP/ SDEJT	Manica
24	Lurdes Lindo	SCI	Chimoio
25	José Living	SCI	Chimoio
26	Mateus João	SCI	Chimoio
27	Miguel João Muleze	PLASOC	Chimoio
28	Lourenço Vilanculo	SDEJT	Chimoio
29	Edsone Mutando	PLASCIMAC	Machaze
30	Jaime Chivite	SCI	Maputo

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