PARENTS' VIEWS ON TEACHING OF SEXUALITY ISSUES IN THE ENVIRONMENTAL EDUCATION CURRICULUM IN THE ZAMBEZIA PROVINCE OF MOZAMBIQUE

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DEDICATION

To my beloved daughter

Yara Priscilla Pedro Bule

Whose unconditional love gave me strength every day to complete this dream project.

You are my inspiration. I love you more than ever!
ABSTRACT

This study, entitled "Parents' views on teaching of Sexuality issues in the Environmental Education Curriculum in the Zambezia Province of Mozambique" focused on parents of grade seven learners in Quelimane and Cololo in the Zambezia Province.

My interest in conducting such an investigation stemmed from the fact that I am working for the project piloting the above curriculum, including issues of Population (Pop) and Family Life Education (FLE). I was informed that parents' were not satisfied with our work in the schools, due to the fact that we were "teaching nonsense to young children, promoting promiscuity". My concern was that, not having parents support our project, it would never succeed even if having the best intentions regarding the youth.

Therefore, there was a need to conduct an inquiry which could lead to identifying the real reason underpinning the parents' refusal, and to afterwards design a plan to modify the training in order to gain parents' support.

In this regard, I conducted interviews and lesson observations in some schools where the trial testing was done, followed by data analysis of research data representing the parents', learners' and teachers' opinions and my own views. This way, I hoped to propose ways of strengthening the relationship between the school community and parents and also to empower all participants (community, teachers and learners). Hopefully, a curriculum would result from the consensus among all interested parties in the process, with the objective of improving the citizens' life.
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LIST OF ACRONYMS

EE - Environmental Education
FLE - Family Life Education
HIV - Human Immunodeficiency Virus
ICS - Institute of Social Communication
INDE - National Institute for Education Development
MICOA - Ministry of Coordination of Environment Affairs
MINED - Ministry of Education
Pop - Population
PRA - Participatory Rural Appraisal
SIDA / AIDS - Acquired Immune Deficiency Syndrome
STD's - Sexually Transmitted Diseases
TVM - Mozambican Television
UNAIDS - The joint United Nations programme on HIV/ AIDS
UNEP - United Nations Environmental Programme
UNESCO - United Nations Education, Science and Culture Organization
UNDP - United Nations Development Programme
UNFPA - United Nations Population Fund
UNICEF - United Nation for Science Culture Education Fund
WHO - World Health Organization
NGO's - Non-Governmental Organizations
NACP - National Aids Control Programme
CHAPTER 1
OVERVIEW OF THE STUDY

1.1 THE RESEARCH PROBLEM

This study deals with the introduction of a new curriculum (which I and my colleagues drafted subsequent to the completion of this investigation) in Population/Family Life Education and Environmental Education in Mozambique.

The problem that was addressed specifically in this inquiry, had to do with parents' refusal for introduction of sexuality issues into the school curriculum. The research problem in this inquiry is that there is no documented knowledge on parents' views on sexuality education in schools in Zambezia Province, and that there is a need for this knowledge to inform a community and therefore also a viable curriculum. The research question emanating from this problem is: What are parents' views on the teaching of sexuality issues in the Environmental Education (EE) curriculum in the Zambezia province in Mozambique? The research question can be divided into the following components:

- What happens in the classrooms where sexuality issues are being introduced?
- What are the teachers' opinions on the teaching of sexuality issues?
- What are the students' views on the teaching of sexuality issues?
- What are the parents' views on the teaching of sexuality issues?

1.2 THE BACKGROUND TO THE RESEARCH PROBLEM

This inquiry is aimed at investigating parent's views on the teaching of sexuality issues in the EE curriculum. Through the National Institute for Education Development (INDE) of the Ministry of Education (MINED), the government of Mozambique launched a pilot project in 1986, designed to introduce sex education into the formal education system INDE/UNFPA
(1995). The project was sponsored by the United Nations Population Fund (UNFPA) and executed by the United Nations Education, Science and Culture Organization (UNESCO). In the course of the project, INDE decided to extend the aims of the project to introduce Population (Pop) and Family Life Education (FLE). Unfortunately, the financial assistance for the project ended. However, the government of Mozambique did not negate its commitment to the institutionalization of Pop/FLE and EE. In 1995, the UNFPA approved a new project, for Pop/FLE and EE, with financial and technical support of the Ministry of Co-ordination and Environment Affairs (MICOA). The province chosen for implementing the project was Zambezia, being the largest and most populated province with the highest growth rate. This province also suffered more than the other provinces during 20 years of civil war.

As can be understood, the above explanation is not based on the results of consultation with specific communities in order to address their needs. The curriculum would therefore not reflect the needs of the community with regard to what they think their children should learn at school. As a result the community complaint about the teaching of sexuality in schools, where this theme of EE has been introduced as an experiment.

1.3 AIMS OF THE RESEARCH

In the light of the stated problem, and the exposition of the research questions, the aim of this inquiry is to design a viable theoretical framework for the study and to conduct a field study that will address the research questions. I therefore plan to obtain data, through individual and group interviews and lesson observation. This will present parents', students' and teachers' views on the teaching of sexuality within the curriculum. By means of lesson observation I will attempt to determine what happens in the classrooms. Recommendations will then be made to improve the curriculum and the project design, incorporating all the findings, especially those related to parents' views.
The reasons for the parents' refusal of teaching of sexuality issues in the EE curriculum will be investigated in order to address the problem of lack of parental input and participation. To a certain extent, this inquiry is therefore also an action research venture, as it is believed that parents' consciousness about the teaching of sexuality issues will be raised during the course of the investigation. The research findings will be implemented in an attempt to achieve consensus between parents and the school, and to allow the UNFPA, INDE, the Joint United Nation Programme on HIV/AIDS (UNAIDS), World Health Organization (WHO) and United Nations Environmental Programme (UNEP) to support initiatives of community empowerment in community projects, technically and financially. Consequently, the envisaged curriculum could be the result of a consensus among all participants. The conception of this project did not function as expected. It could, however, be remediated before implementing the new curriculum in the other provinces. At the same time, the community could participate in an organic way in constructing a suitable and pragmatic curriculum for EE.

1.4 CLAIMS UNDERLYING THE RESEARCH

The main claim of this study is that parents were not consulted about the need to teach EE and to include sexuality issues. When investigating such sensitive issues parental consultation is important, especially since the ultimate aim of teaching accountable sexual behavior is to address the spreading of Sexually Transmitted Diseases (STD), such as the Human Immunodeficiency Virus (HIV).

The claim is based on the evidence that the parents were not informed about the project until its implementation was discussed during a formal meeting. The structure of a formal meeting cannot empower a community to understand the importance of such complex and sensitive issues. In addition, parents are generally not in favour of teaching social issues such as sexuality, because it has never been explained to them what EE entails. The project did not regard it as an important issue to deal with when implementing the project. This view is based on the premise that educating the community raises the
level of awareness and generates commitment and an interest for developing their skills to solve practical problems such as how their children should be educated with regard to sexuality issues.

Furthermore, EE should provide education for the preservation of the human environment. In addition, FLE, includes sexually education, and aims to help family members in executing their roles in order to improve their quality of life and reduce social problems. The empowerment of the community should therefore be of prime importance before any project could be implemented.

Community empowerment should be followed by consultation. This is an essential ingredient for successfully implementing any new project. The project should include views as expressed by empowered communities. In this regard, Haggerty (1995:5) proposes: Empowerment is the process by which people, organizations, or groups who are powerless (a) become aware of power dynamics at work in their life context (b) develop the skills and capacity for gaining some reasonable control over their lives, (c) exercise this control without infringing upon the rights of others, and, (d) support the impairment of others in their community.

According to Lagana, (cited by Carl, 1995:5) “empowerment is the process of providing people with the opportunity and necessary resources to enable them to believe and feel that they understand their world and have the power to change it; for example greater autonomy and independence in decision making”. Carl (1995:5), also maintains that “empowered persons feel that they actively take part and can make a contribution and that they can make a real difference.” Participation and consultation appear to be cornerstones of community empowerment.

A similar view is expressed by Townsend (1994:106-107): “…School is seen by a proportion of the community and perhaps a large proportion at that, as being the end point of one's education … schools need to communicate with their local community and school systems need to communicate with society as a whole, about the values of the school activities for the community…"
the aim is to create good understanding between the community and the school, the community needs to be involved. Community participation in the development of any project makes communities feel that the project belongs to them. This therefore motivates them. In traditional rural communities it is important to bear this principle in mind, as knowledge not owned could alienate them. Concurring with this, community participation in the preparation and development of any project could lead to its success. Community and local leaders have many suggestions with regard to what and how their children should be taught sensitive issues.

Issues about sexuality are normally taboo in deep rural and traditional areas. Parents are not in favour of teachers teaching sexual issues. From the empirical research it seems clear that parents in rural communities, and even some urban areas in Mozambique, refer their teenagers to special people from the community (uncles, aunts and elder people) to be taught about sexuality. Annually, the youth (boys and girls) in rural areas are sent to the bush to attend rituals with respectable adult people chosen from the community, from whom they learn to be adult people. They are taught by selected knowledge imparted to them and by practicing activities related to sexuality. The youth, who attend such rituals seem to behave differently with regard to sexuality, when compared to ones who do not attend the rituals.

Another claim of the study is that teachers have a lack of knowledge about sexual issues. This lack of knowledge on the part of teachers could be why the parents do not trust them and do not feel confident about their capability of delivering their knowledge about sexuality. This view is reflected by Arcus's statement (1995:340) that "...many educators have been uncomfortable with and inadequately prepared to teach this subject matter, and they have held divergent views regarding the goals and timing of this education". Moreover, it is my opinion that the brief in-service training programme could contribute to the lack of or incomplete knowledge on the part of teachers.

Despite the recognition of the importance of qualified teachers for the realization of EE goals, the attention given to the recruitment, selection, and
training of teachers is severely lacking. The in-service training programme is very brief and training materials are of poor quality. This does not instill confidence in the teachers. Teachers do not need only in-service training, but also academic preparation in all FLE contents, such as: families and society, family dynamics, human sexuality, interpersonal relationships, parents’ education and guidance, family resources management, family law, public policy, ethics, and FLE as such. In this regard, effective in-service training could be the secret to a successful teaching process. According to Arcus (1995:343), "...appropriately prepared and qualified educators are crucial to the successful realization of the goal of FLE, as it is these individuals who bear the responsibility of shaping a program and designing the nature of educational experience". It is my contention that FLE, including sexuality, is needed by individuals of all ages, due to the increasing problems such as STD, early pregnancies, and so forth.

Due to the sensitivity of the above issues, and the need to consult parents in order to achieve success, it is of vital importance that decision makers take into account the necessity of combined efforts with the community, thereby empowering of the community and promoting better in-service training for teachers. The claim is that the empowerment of both community and teachers, followed by constant consultation among all participants in the process, is of vital importance for creating mutual understanding and community development. In this regard Carl (1995:5) states "Empowered persons feel that they actively take part and can make a contribution...and that they can make a real difference."

1.5 RESEARCH METHODOLOGY

The inquiry will be approached from a qualitative perspective. Interviews, observation, research-designed instruments and content analysis of human artifacts are the main data collection means (LeCompte & Preissle, 1993:158). The data collection instruments will consist of interviews (individual and group interviews with parents, teachers and students) and lesson observation. Although the aim of the research is to investigate parents' views
on the teaching of sexuality, teachers and learners as well as lesson observation will also be included to triangulate and complement the parents' interview data thereby demonstrating the phenomenon from different angles. The population to be interviewed will be from the Zambezia province in the Quelimane and Mocuba districts. The sample will be selected purposefully. A total number of 18 participants will be selected; consisting of six teachers, six parents and six learners of both genders.

Taking into account that the research to be conducted will be a social investigation, the forthcoming data will be collected in the context of the social environment as has been described. As mentioned earlier, the teaching of sexuality issues in two lessons conducted by two different teachers from the sample, will also be observed. Regarding the individual interview, it will be of interest to discover the knowledge, feelings and opinions of each interviewee. The group interview (focus group) should enhance the investigation and provide data on group interaction. This will stimulate the development of new ideas and the interpretation of issues that reflect group input. In this interview, there will be six participants, representing both genders. My role as interviewer-observer will be to ask sufficient open-ended questions on a limited basis, to reinforce and keep the discussion focused on the topic. The interviews will be conducted in an informal setting. In addition, the group to be interviewed will consist of six participants, meaning, six parents, six teachers and six learners. Subsequently, all the interviews will be recorded on a tape in order to obtain accurate information. The tapes will be transcribed and translated, and the transcription will be typed. Note taking will accompany the recordings. The data will be analyzed by coding of both lexical and syntactical items. In addition, discourse markers will be identified, to reveal semiotic information. When categorizing the data from the three sources, I will attempt to locate a general configuration or pattern that underlies the findings. This will be interpreted and specific suggestions will be forwarded with regard to the development of a model for teaching sexuality issues in EE.
1.6 THE STRUCTURE OF THE RESEARCH REPORT

This report presents the process of inquiry and is sectioned into the following chapters:
Chapter one: Overview of the study.
Chapter two: Literature review.
Chapter three: The field study.
Chapter four: Discussion of the findings.

The overview of the study aims to introduce the investigation by presenting the research problem, research questions, the background of the research, the need for the inquiry, motivation for conducting the inquiry, data collection methods, data analysis and the rationale for using the particular methods. The research problem will be substantiated by theoretical evidence to validate the research claims.

The literature review aims at presenting the theoretical concepts that support the investigation, in order to convince readers of the importance and the validity of the study.

The field study will provide information about the conducted field research in order to answer the research question thereby providing raw data, and analysis of the collected data.

The discussion of the findings will focus on the final categories, giving meaning to the collected data and also addressing the research question. This will allow the researcher to advance proposals supported by the literature. This chapter also allows the researcher to evaluate the research and the implications of the findings.

1.7 SUMMARY

Through the INDE at the MINED, the Government of Mozambique launched a pilot project designed to introduce sex education into the formal education
system in 1986. The project was improved and transformed to a project of Pop, FLE and EE, sponsored by UNFPA and MICOA, in 1995. It was implemented in Zambezia province without consulting with the community to determine its educational needs. This resulted in the parents’ refusal of the teaching of sexuality issues, while teaching EE. Consequently, the research problem is that there is no documented knowledge on parents’ views, and that there is a need for this knowledge to inform a viable curriculum.

The aim of the study is to investigate the reasons for parents’ refusal of the teaching of sexuality issues in the EE curriculum. The findings will help the sponsors, decision-makers, project curriculum designers, and school communities to think in terms of community empowerment, by providing community education before introducing any new projects and to understand the value of community needs and contributions, as this project should ultimately serve the community.

Consequently, this study is of prime importance for all participants, because the implementation of interesting projects have failed thus far, partly due to lack of community involvement. Money is wasted and the community being served, remains disempowered. The assumption is that a community needs to be involved in the design, implementation and evaluation of projects and activities and in the decision-making processes that affect them and their children. In addition, community participation in any project, that aims to serve them, can lead to success.

The reason underlying parents’ refusal to accept the introduction of sexuality in teaching programmes will therefore be investigated. This way, the problem will be addressed and the necessary approval will be obtained from the community in order to introduce sexuality issues without conflicting with the community’s needs. For this purpose the community will be contracted by conducting a social investigation, using two qualitative collection data instruments: individual interviews and focus group interviews with 18 participants, including parents, teachers and learners of both genders. Thus, individual views and ideas resulting from group interaction will be collected.
The findings of the inquiry will be forwarded to UNFPA, INDE UNAIDS, WHO and UNEP and be the results of the study further disseminated by publishing them in relevant journals and other media.
CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

This chapter seeks to review the literature strengthening the theoretical perspective of this research, to provide the readers with guidelines and information regarding orientation of the study. In 1996, a new project was started, following one started in 1986, giving priority to the primary school level (grade 1 to 7), the main aim being to institutionalize Pop/FLE/EE in certain schools in the Zambezia province. When the project started, it was discovered that parents were unhappy with the introduction of sexuality education, while delivering the Pop/FLE/EE. The main reason given was that they were not in favour of the teaching of sexuality issues as these were taboo and should be taught by reliable people from the community. In my opinion, their refusal was also based on the fact that they were not empowered or consulted by the school to provide an input in issues of interest to them and their children. A lack of knowledge is often the reason for the refusal to change. The community could not be expected to make good decisions, without being empowered and consulted on issues of their concern. I argue that a short formal meeting with parents cannot empower them sufficiently to decide what would benefit their children.

There is also the question of sensitivity of the issue. Sexuality issues have traditionally been taboo issues, only to be taught by old and reliable people from the community. For sexuality issues to be taught by schools, there should be consensus between the community and the school. Parents need to agree to an intensive process of empowerment. They need to be assisted to understand that the teaching of sexuality issues will ultimately help them to prevent their children from acquiring STD and Acquired Immune Deficiency Syndrome (AIDS). With the introduction of FLE, including the main issues about sexuality, the school will be helping learners to change their sexual behaviour.
Although the above are the major problems regarding parents' refusal for sexuality issues to be taught at school, parents also do not trust the teachers, due to their lack of knowledge and the seriousness the issue deserves. Community and teacher empowerment and continuous open communication among all involved parties, should be the main goal if there is to be a need for mutual understanding, good relationships and successful schooling.

This chapter therefore starts with a discussion on the meaning of terms such as environment, education, family life education and sexuality education, in order to provide the same level and understanding of the concepts as used in EE the literature.

2.2 WHAT IS ENVIRONMENT?

"In everyday and scientific usage the environment refers to the physical world and its problems and an inclusive picture of the environment might include interactions among the socio-cultural milieu, living things and life support systems (people and history in nature), all of which have brought about the modern world we experience and the issues that it presents us (socio-ecological problems)" (Keogh, Taylor, Pillay, Mangele, Govender and Hurry. 1993:18). It is also stated that "...the environment is thus not just plants, animals and the physical world but also the people and social structures". Thus, summarizing everything in the world constitutes the environment, and our environment is everything around us.

2.3 WHAT IS EDUCATION?

The environment and its characteristics can become known by means of the education process, formally or informally, although the word "Education" has several meanings. These vary to such an extent that they create confusion with regard to the understanding of the term itself, which has always had ideological undertones. There are at least three different uses of education, as explained by Humm (1989:30-31): There is a sociological use of education,
where sociologists define it as the "child-rearing practices of a people or society,... some societies do not have formal schools; the children are 'educated' at father's or mother's side or nurtured and reared communally. They are 'educated' (acculturated, socialized) through processes ranging from apprenticeship modeling to formal didactic instruction." There is also the institutional use of education that "...represents reference to a person's development as a result of influences from schools or other formal 'educational' institutions." Finally, there is the 'general enlightenment' use "...when the reference is made to 'education' as something that may or may not go on in school or may or may not result from socialization, what is being referred to is a particular kind of human achievement which is considered to be a most valuable development of mind characterized by knowledge and understanding."

Another valuable contribution to the significance of the term 'education' comes from Peters, cited by Humm (1989:33-4), who states that, "...education is what results from having engaged in a series of activities which result in a person becoming educated". Furthermore, "...education is like the concept 'reform'. To say that a person is reformed is to say he has become better, by definition."

For the purpose of this study, a combination of the three definitions would suffice, namely that not only the school plays a role to educate children but also parents and the community. In my view, 'education' should be the one activity that allows full participation of the learner in the learning process, with the teacher playing a facilitator role, allowing for "...cooperation, interdependence, intercultural understanding, and positive peer interaction. Both academic and social skills can be learned cooperatively" as advocated by Miller-Lanchman and Taylor (1995:188). This aims to disperse the leadership, from heterogeneous groups which are more effective to promote positive interdependence, develop social skills and group autonomy, turning the learners self-sufficient to solve their problems, leaving behind the narrative way of educating in which the learner has no possibility of actively participating in the learning process. In such education, learners are used to
memorizing the content, becoming “containers”, and the “education thus becomes an act of depositing, in which the students are depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits that the students patiently receive, memorize, and repeat” (Freire, 1972:53). The desired type of education should be one process that fosters the development of the individual as a whole in order to become independent, autonomous and accountable.

2.4 WHAT IS ENVIRONMENTAL EDUCATION (EE)?

Environmental Education provides a way of educating learners to become better connoisseurs of the plants, animals, the physical world, its people and social structures. Environmental Education is defined by IUCN cited by Neal and Palmer (1990:2) as

...the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter-relatedness among man, his culture and his biophysical surroundings. Environmental Education also entails decision making and self-formulation of a code of behavior about issues concerning environmental quality.

Its main objective is to improve the quality of life of the population through empowerment to solve existing environmental problems and be able to prevent future environmental problems as they arise. The “...ultimate aim of environmental education is to sustain our planet and its resources for future generations...”. If therefore seeks to promote sustainable development for all living species on earth.

Currently, the world population consists of more than six billion people. All are living at the expenses of the earth’s resources, depleting them and producing many different types of pollutants, many of them hazardous. With the pressures of over-population and over-consumption it is becoming difficult to fulfil the needs and wants of the earth’s population. Severe consequences of
environmental degradation are increasing, such as desertification, erosion, global warming, pollution, hunger, poverty, health problems and consequently, loss of wild and human life. If taken into account that EE has the possibility to empower not only learners but also their parents and the community in general, it could be the solution to all these problems. Braus and Wood (1993:2) argue that “…children are an important audience for EE because they are tomorrow’s leaders and resource users” and according to Edwards (1994:24)

Environmental issues are important to young people” In some cases, children can influence parents and other community members. If we want to “…educate our learners to be good citizens we must use environmental education as the way to include the learners as participative members of the community… this will involve activities of participative nature using community as a resource...

Finally, EE can be viewed as an “…interdisciplinary process of developing a citizenry that is aware of and knowledgeable about the total environment, in its natural and built aspects, that has the capacity for, and the commitment to engage in inquiry, problem-solving, and action that will assure environmental quality” Mrazek (1997:2). Thus, EE is the way through which the quality of life of populations could be improved by changing the mentality of the children, giving them the possibility of long life learning, not only knowledge but also life skills needed to accompany the development of the world and its increasing problems in an integrated (holistic) way.

The holistic model (diagram 2.1) for environmental education for sustainability, according to Van Rooyen (1998), emphasizes that the determinants of the environment consists of five dimensions, namely: economical, social, technological, biophysical and political. The dimensions interact with each other and are influenced by the personal state of the learner. This implies that the personal dimension characterized by his/her experience of life, life history, attitudes, value systems, background, in other
words, his/her perception of the environment has a marked influence on the way s/he perceives the environment and applies what has been learned about it. This model views the learner as the core of this process. Learners have the will and ability to acquire knowledge, skills, values and attitudes, taking into account the context that gives him/her a specific perception of the reality of a specific setting in the geographic region where s/he lives. The inter-relatedness of the five dimensions and personal and contextual states, shapes the learner’s behaviour regarding the environment. (Compare diagram 2.1)

Diagram 2.1: Van Rooyen (1998) model for EE for sustainability
2.5 WHAT IS FAMILY LIFE EDUCATION (FLE)?

Family Life Education also aims at educating students and ultimately the population to care about life by acquiring knowledge, skills, and accountable values and attitudes. According to Arcus (1995:336) "...family life education arose around the turn of the 20th century in response to the perceived negative impact of changing social conditions on families". The changing conditions were "industrialization, urbanization and the changing roles of women". Families understood their conditions as problems because they were unable to maintain their previous behaviour. Since then, the aims of FLE have changed.

The first attempt at FLE was parents’ education, where a group of mothers studied in order to assist each other with their children’s health care. Family life education expanded to marriage education, providing couples with knowledge about marriage. Sexuality education was introduced from the beginning, although its introduction was accompanied by discomfort on the part of the teachers delivering the issues. According to LeCroy (1988:137), the "...lack of communication, poor problem solving skills and poor negotiation skills between parents and their children are the major problems in the relationship between them". This is one of the reasons for developing FLE programmes for schools. The aim is to promote the relationship between parents and children, to create an awareness of responsible parenthood and to improve knowledge and skills of basic health care. The introduction of FLE is a good starting point for the improvement of not only knowledge about issues of FLE and sexuality but also for the development of life skills and consequently, also the improvement of the quality of life. With the current increase of early pregnancies, promiscuity, the rise in sexually transmitted diseases, especially AIDS, FLE could provide an answer, as its focus is on the development of life skills to prevent health and social problems, (WORLD HEALTH ORGANIZATION, 1996:4) and the promotion of values. Better attitudes towards sexuality and acquisition of knowledge will allow the learners to make responsible decisions about their own and others' lives. These problems are real and affect all communities.
However, when teaching sexuality issues, social class also needs to be taken into account as it has an influence on the ways of delivering these issues. According to Hughes and Perry-Jenkins (1996:179),

…there are important differences in family relations due to social classes and the families of different social classes respond differently to family therapy… and there is a “…necessity for family life educators to consider social class issues along with ethnicity, gender, and other factors that influence families, such as community background, their beliefs, taboos and culture.

To worsen the FLE context, there are no qualified teachers or in-service training to prepare the teachers adequately for this in the Zambezia province. If teachers are to play an important role in the process of changing the mentality, promoting life skills and developing knowledge in learners, there is a need for preparing functional training programmes for them.

2.6 LINKAGES BETWEEN ENVIRONMENTAL EDUCATION (EE) AND FAMILY LIFE EDUCATION (FLE)

Only well prepared teachers can address the needs of learners and the population in general, regarding EE and FLE, as both matters are sensitive and require a new approach without hurting feelings. Braus and Wood (1993:6), argued that

EE is a process aimed at developing a world population that is aware of, and concerned about, the total environment and associated problems, and which has the knowledge, attitudes, skills, motivation, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones.
There is no single comprehensive definition of EE, as it is an emergent discipline. This specific definition invokes FLE, and I include it to that purpose, especially since it dearly refers to population issues. One of the goals of EE is to help learners to develop the ability to think creatively and critically and to develop values in order to influence life choices and decisions as well as self-respect and respect for others, making a difference in their lives and that of others. With the promotion of EE, educating the learners will ultimately lead to educating the parents, because what is taught will reach the parents through information brought home by their children (learners).

Therefore, FLE and EE have similar aims, namely to empower learners with knowledge, and more than ever, to developing their values, attitudes and life skills such as "...problem-solving, stress and anxiety management, self awareness, assessment, decision making, interpersonal skills, assertiveness, pressure resistance, critical thinking and effective communication" as agreed at the world health organization meeting on psychological competence by WORLD HEALTH ORGANIZATION (1994:23). The aim is to make the world a better place to be in and people more responsible for their own lives and that of others. The message is directed towards the people for whom well being is the un-analyzable aim of FLE and EE. By means of FLE and EE, moral values and respect and consideration for others will be developed, leading the world population to sustainable education as a life long process towards good relationships among people and consequently, among communities around the world. Fien (1993:12) proposes that education for sustainability is a process which "...enables people to understand the interdependence of all life on the planet, and the repercussions that their actions and decisions may have both now and the future on resources, on global community as well as their local one, and on the total environment".
2.7.1  THE IMPORTANCE OF FAMILY LIFE EDUCATION (FLE) – SEXUALITY EDUCATION FOR THE SUSTAINMENT OF THE ENVIRONMENT

It is well known that the environment cannot survive to meet our needs if we do not care about it. By not caring about it we are compromising our lives and that of generations to come. We lead interdependent lives, and the fulfillment of our needs depends on how we care about the environment. We should educate ourselves for sustainability living to ensure a better and longer life for all living beings. Internationally, Mozambique is regarded as one of the poorest countries in the world, although the country is rich in resources such as agriculture, minerals, forests and fishing. These resources have not been exploited up till now. There is, however, a need to explore them in a sustainable way, in order to guarantee security for Mozambican generations.

The worst illness of the 20th century, HIV/AIDS, is, however, destroying mainly the working force, thereby increasing poverty and consequently, leading to inevitable degradation.

According to the joint United Nations programme on HIV/AIDS (UNAIDS) (1998:2), “...the number of people living with HIV (the virus that causes AIDS) will have grown to 33.4 million, 10% more than just one year ago. The epidemic has not been overcome anywhere. Virtually every country in the world has seen new infections in 1998 and the epidemic is out of control in many places...95% of all HIV-infected people who live in the developing world, which has likewise experienced 95% of all deaths to date from AIDS, largely among young adults who would normally in their peak productive and reproductive years...” and “…11 men, women and children around the world were infected every minute during 1998–close to 6 million people in all. One tenth of newly infected people were under the age of 15...70% of people infected by HIV in 1998 live in the Sub-Saharan Africa region” according to UNAIDS/World health Organization (1998:2). This region has most infected people in Africa and is composed of countries such as Botswana, Zimbabwe and Swaziland. All these countries share a border with Mozambique. This terrifying data demonstrates the importance of teaching FLE, and in particular,
sexuality education, if the final goal is to live sustainably and to preserve humankind.

The above data discussed is not about Mozambique, but the situation is not better there. The country has a population of 15.7 million people with a life expectancy of 45.5 years and less than 46.1% for the population under 15 years of age. Mozambique has a surface of 2799,380 km² and shares its borders with Swaziland, South Africa, Zimbabwe, Zambia, Malawi and Tanzania, all countries with high levels of HIV infected people. According to the joint United Nations programme on HIV/AIDS (UNAIDS) Mozambique (1998:2) “(t)he first case of AIDS in Mozambique was reported in 1986, and a cumulative 7,219 cases have been reported to the NACP (National AIDS Control programme) until March 1998...” diagram 2.2 do not indicate the infection rate in all provinces, but it indicate clearly that some provinces such as Maputo, Manica, Tete, Sofala and Zambezia are highly affected.

Diagram 2.2 HIV+ in pregnant woman (Source: UNAIDS-Mozambique)
These factors derive from the fact that the above provinces have major transport routes or land borders. The table 2.3 below, indicate AIDS distribution cases per province since 1986 to the first quarter of 1998. The numbers with the icon correspond to the provinces which, are the major transport routes or land borders (see map of Mozambique addenda D).

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>NUMBER OF CASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPUTO CITY</td>
<td>4682*</td>
</tr>
<tr>
<td>PROVINCE OF MAPUTO</td>
<td>40</td>
</tr>
<tr>
<td>GAZA</td>
<td>220</td>
</tr>
<tr>
<td>INHAMBANE</td>
<td>168</td>
</tr>
<tr>
<td>SOFALA</td>
<td>210*</td>
</tr>
<tr>
<td>MANICA</td>
<td>475*</td>
</tr>
<tr>
<td>TETE</td>
<td>584*</td>
</tr>
<tr>
<td>ZAMBEZIA</td>
<td>566*</td>
</tr>
<tr>
<td>NAMPULA</td>
<td>112</td>
</tr>
<tr>
<td>NIASSA</td>
<td>35</td>
</tr>
<tr>
<td>CABO DELGADO</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 2.3 Number of cases of AIDS in Mozambique since 1986 to the first quarter of 1998.(Source: Direccao Nacional de Saude: September 1999).

The NACP report states that “...the AIDS case distribution by age groups in Mozambique shows that the greatest number (76.5%) is in the more sexually active group (age 20-49) and around 50% are aged between 15-29...taking a national HIV infection rate about 10.2% (the lowest estimated rate), a transmission rate of 255 and approximately 680,000 births a year, about 18,000 new-born will acquire HIV this year (50 per day)".

May factors influence this situation, such as: the young population (46% under the age of 15), labor migration (mining and agriculture), and urban expansion, the challenge to the traditional life style, the social and economic inequalities
experienced by women and the deterioration of household income plus the threat to food security. In addition, there are high levels of STD diseases among the youth population, which makes it difficult to implement health education, FLE, and particularly sexuality education in schools. Also, access to health care is decreasing in many social groups, there is low coverage of the Institute of Social Communication (ICS) activities within the country and, finally, it is difficult for health services to provide health care to a population at risk, containing many prostitutes, drug addicts, prisoners and illegal immigrants according to (Programa De Controle das DTS SIDA, 1998:3).

In the light of the above it can be proposed that the need for EE and FLE, particularly sexuality education, could create awareness, in formal education from an early age, as well as in informal and non-formal education. In this way all layers of society can be reached, to promote behavioural changes. The "...change will come gradually and there is evidence that it is occurring already, but we will never make significant progress unless most people come to understand the unsustainable nature of our society, the need for a society of the kind we have outlined, and how satisfactory it could be to live in such a society" Fien (1993:19). We are committed to continuing the promotion of activities that aim to improve the quality of life of our population, using any possible means, such as media (television, radio, newspapers, magazines, community radios and teaching campaigns) in the community with the view of reaching both adults and out of school youth. The epidemic is killing people, regardless of age or social status, race or sex. As statistics indicate, if prompt steps towards changing of our life style are not taken, assisted by FLE, our health and survival will be at risk. Therefore, an introduction of FLE is vitally important, as it empowers students and the community.

2.8 THE ROLE OF PARENTS AND THE COMMUNITY IN THE ENVIRONMENTAL EDUCATION PROCESS

We are aware that EE and FLE are important ways to acquire knowledge, life skills, values and attitudes, in order to face the problems of our time. I
propose that parents and community members should play a role in this process.

I firstly argue that parents should play a very important role in this process. If a school is meant to serve its surrounding community, it should be linked to the community, by involving community members in as many as possible programming actions of the school. The school forms part of the community both geographically and symbolically. To make its presence felt, the school needs to promote interchange with the local community. This interchange should allow for interrelations between the school (system) and the broader society, in order to develop and show the value of school activities for an effective community. The effectiveness of the school emerges through the achievement of its own and the community goal. As argued by Fullan (1991:227) "...the closer the parents are to the education of the child, the greater the impact on the child's development and educational achievement".

Community participation in school activities presupposes an introduction of the school community to the general community. The school needs to change and to establish collaborative links to bring benefits to the school and its community. "Collaborative links with the community strengthen the technical aspects of the school. Community people represent an enormous pool of expertise that creative people can tap...strong community involvement makes schools more accessible and attractive places, and builds political support across constituencies" (Fullan, 1991:116). By involving the community, people start contributing more to school success: "...through community intervention the school reveals to the learner the importance that a school has for their life and shapes the school community culture that encourages a sense of concern about the quality of life that is so often missing in today's harried, noisy world" (Fullan, 1991:17). Changes in this regard, should happen at school and in the community as well. This only can happen if the school and the community show the openness to work together in favour of the children. To achieve community goals, the school should teach knowledge as well as many other skills and values of the community to the satisfaction of both the school and the community. The school, therefore, should form part of its community,
working for the benefit of the community by promoting activities, which will empower the community and the school human resources. Learners involved in these activities, should be committed to help the community and should also be interested to learn from them. Voluntary activities by both learners and the community will help them to create human linkages and true friendship, to develop genuine values, moral consideration and also to break social barriers, in order to develop understanding between learners and the community.

The point I am trying to make is that community activities can lead to learners developing the satisfaction of having helped others to improve their lives, developing self-esteem in themselves. The interrelation between community and schools (learners), also prepares learners for adulthood, by giving them the opportunity to develop human qualities, to cross existing barriers in the society and to see school as a part of their life-world. When the community participates in school activities it will give them the satisfaction of forming part of the school's development (and vice versa).

There is thus a need is for a “core-plus” school (Townsend, 1994:120), an effective school, a community centre, the right place to address all the needs of the community, parents and learners, in order to be integrated in the curriculum and taught at school, its main objective being to avoid existing problems in the school. The core-plus school allows the school to communicate with the local community, the school system and society as a whole. Townsend (1994:109) proposes that for schools to “…remain relevant and useful within the community, schools can no longer afford to be a static institution because society no longer changes gradually…to respond to the rapidly changing world, the school must teach new knowledge, new skills and new attitudes”.

This is what is envisaged by introducing EE and FLE, with the emphasis on sexuality education. In this regard, Townsend argues that in the core-plus school
school becomes the focus for community development for the whole of the community as well as for educational programs of children in the wider sense, as a learning center for the community, may well be one outcome of higher levels of community involvement in school decision-making and management.

However, to transform the traditional school into a core-plus school, the school community, parents and the wider community, should be empowered to render mutual aid. According to Smith (1992:112) this is a school where the people "...(are) organizing things themselves...the aim is to enable people to gain the knowledge, attitudes and skills necessary to work co-operatively, and to organize in a way which brings collective benefit and enjoyment." Therefore, the school and the community will be the scene of action where participation takes place.

2.9 THE ROLE OF CULTURAL TRADITIONS IN THE RELATIONS BETWEEN THE COMMUNITY AND THE SCHOOL

The core-plus school or community centre promotes interchange between the community and the school, taking into consideration community customs, religion, beliefs, norms, traditions, language, and culture in general. Although it is believed that the local, traditions may have a negative influence on development, as the community continues to hold on to it, this need not to be an impediment to development. Swanepoel (1996:5) states that

...culture determines the norms and values of people and is also adapted or changed by people as the need arises; culture creates or contains taboos and provides a framework according to which people act and react to daily life...it is not necessarily true that culture creates stumbling blocks for development. In fact, in some situations cultural practices may be beneficial to the success of development.
Development occurs through the strengthening of "...cultural identity and involves cultural and social processes..." (UNICEF, 1993:11-12).

"...c)ultures can and do change...c)ulture is a construct for survival, but for it to be, as it must, also a vehicle for change, then culture has to be mobilized which means, in part, the generation of capacity for change within its own integrity" according to Watson, Modgil and Modgil (1997:126). Cultural traditions permeate and influence behaviour, moral values, beliefs and customs of the community in which teachers are working. In this regard, culture does not obstruct development, but, helps to find the best way and time to address sensitive and taboo issues, in order to gain community support. This implies that the community should be able to decide what is important for them and be aware of the necessity of changing their beliefs, in order to accommodate 'new' needs which used to be taboo. To introduce change in people's minds, we need to work together with them, showing them the need for change by utilizing power of the media.

2.10 THE ROLE OF THE COMMUNITY AND TEACHERS EMPOWERMENT FOR SUCCESSFUL RELATIONS BETWEEN THE COMMUNITY AND THE SCHOOL

Change is possible if we are willing to empower the community as a whole as well as teachers and the school community. Changes in the peoples' minds are only possible through empowerment, which, according to Gore (1989:3, cited by Carl, 1995:3) means "...to give authority and enable...embodies a notion of power as external, power which can be given, which can be provided, power as property. Power must be something which can be controlled. It implies some kind of vision". Furthermore, Carl (1995:5) quotes Lagana (1989:52), who alleges that empowerment is the "...process of providing people with the opportunity and necessary resources to enable them to believe and feel that they understand their world and have the power to change it, for example greater autonomy and independence in decision-making". According to Carl (1995:5) "...empowered persons feel that they can
make a difference...empowerment being the ingredient that sets up the action of risk taking". This is summarized by Carl (1995:7) as follows

Empowerment is the process of development and growth through which a person goes which enables him/her to take independent decisions and to act autonomously with a view to making a contribution towards the development of his/her particular environment. This process is coupled with the development of applicable skills, attitudes and knowledge within a positive and democratic climate. Those persons are therefore regarded as professionals in their own rights as they are able to make a contribution to change their particular power.

Referring to community, in this regard they should be given the opportunity to "...participate in their own development in order to have affinity with the developmental efforts and their results ...the parent is an adult, has the right to be part of the decision-making mechanism affecting his/her development..." (Swanepoel, 1997:5). Empowering is giving the community dignity by "...recognizing them capable of making their own decisions and accepting responsibility for their decisions", says (Swanepoel, 1997:30, quoting Gran, 1997:327). Parents will then not blame the school for any problems because they will feel they contribute to the problem. Thus they will be interested in participating in order to solve problem.

The empowerment opportunities afforded to parents should allow them to participate in their children's school life. The school should give the community the power to decide what is important for their children because "...participation without power is an empty and frustrating process for the powerless" (Arnstein, 1969, cited by Swanepoel, 1997:6) The power and participation must progress together...empowerment implies more than having the power to decide. "It demands the knowledge and understanding to make the correct decision" (Swanepoel, 1997:7). To do so, the community should be provided "...with support and necessary resources to enable them to believe and feel that they understand their world and have the power to
change it” (Lagana 1989:52, cited by Carl 1995:5). It should also be noted that the community should realize the importance of the project for their development, or they will boycott activities by refusing to participate. The community (parents) should be given the opportunity to be involved in the process of decision making. If they are empowered and consulted, they are likely to give their consent, due to the fact that they possess the necessary knowledge, skills and attitudes to work together to acquire collective benefits for themselves. Parents’ success will result from the group work, which will lead to improvement of their lives and of their children’s lives in all spheres of life, including education and health and according to LeSourd (1997:162) “community service experiences nurture the needed human qualities primarily by fostering person-to-person interaction across social barriers.”

The process of empowering the community (parents), will lead to community development because it develops collective action within the group, sharing mutual interests and concerns, regarding certain issues in their community. Community empowerment allows the community to gain awareness about themselves, their environment and their needs. However, there are constraints regarding community participation that should be noted, such as:

...(t)he people’s poverty and their lack of self-sufficiency and self-reliance.....illiteracy....people are afraid to participate, thinking that they cannot make worthwhile contributions. Yet, many believe that innovations must come from educated people or from the rich. Customs and traditions can be obstacles because people feel obliged to follow them even if they work against development” as stated by Swanepoel (1997:20).

As coordinators of projects, the aim of community workers and institutions should be to initiate, guide and support the projects. They should form an action group to work with community leadership and link it to the projects. Open communication between the groups is of vital importance for the successful implementation of any project. According to Braus & Wood (1993: 18) “...it’s useful to understand how residents react to new ideas, how
information is communicated, how decisions are made and who the community elders are. All this information can be obtained by community workers talking to the community, from government agencies and from NGO’s”.

To require from people to make wise decisions, we should ensure that they have the necessary information, so that they can be empowered to make such decisions. Researchers need to understand the community itself. They should not only talk to them, observe and discuss issues with them but also conduct a community survey. This will allow them to know the community (parents), their feelings, concerns, beliefs, superstitions, taboos, customs, etc. and to assess community needs. This is the contact-making phase that allows all parties to become acquainted with each other. If this phase is handled were success will surely follow. It should, however, be taken into account that “...people do not like intrusion, when a society is seriously disrupted, it tends to close ranks, locking out strangers” (Swanepoel, 1997:71). Furthermore, it is also argued that “...people are also suspicious of change” and as discussed by Goodenough (1963:226) cited by La Belle (1986:730). “...people will have a desire to change only when they are sufficiently dissatisfied with the images of themselves...” and only by means of empowerment the community can understand the situation and wish to change.

Empowerment is the only solution because they will “...through a process of awareness creation, come to the point where they realize that change is needed. It is something that they should not be told by community workers who have just entered their area. It is clear that the principle of learning is important in this situation” (Swanepoel, 1997:72-73). The learning process requires that, we learn from each other.

We cannot go to the community as the owners of the truth. It is our obligation to respect “...the knowledge and wisdom of the people...respect them as human beings...” (Swanepoel, & De Beer, 1996:32). Our role should only be to advise, advocate, enable and facilitate the process. In doing so, the
relations between the school and community (parents) will be fostered because they will participate actively in the school life, and the school will be able to help the community. The contact making phase allows the community (parents) to be receptive to development and it builds close relations between the parents and community workers. The success of the project depends on this important phase. The project will, however, be the community's property. Swanepoel's diagram, for the contact making phase clearly illustrates the relation between the community and community workers (compare diagram 2.4).

Diagram 2.4: Swanepoel's Diagram for the contact making phase (1997:79)
However, not only the community should be empowered also the teachers, who form part of the process. According to Fien (1993:13) "...teachers play a very important role in the transition between generation of knowledge form one generation to the next. Consciousness-raising is vital for change. Teachers can convey to children a sense of respect and responsibility for nature and for the global environment..." They can also help with the parent's empowerment, in order to fulfil the envisaged goal of sustainable development. In other words, "...the development which meets the needs of the present generation without compromising the ability of future generations to satisfy their needs" (Fien, 1993:14).

The preparation of teachers through pre-service and in-service training programmes is of vital importance in the process of their empowerment. As stated by Fien 1995:vi; quoting UNESCO and UNEP conference reports "...the preparation of teachers has been recognized...as a major priority for research and action in promoting environmental education". It is well known that past training programmes did not prepare teachers for activities, as stated by Wilke, Peyton and Hungerford (1987:1), cited by Fien (1995:vi): "Few, if not any teacher training program adequately prepare teachers to effectively achieve their goals of environment education in their classrooms". Fien supports this statement by quoting Robottom (1987:vi) that

"...the continuing in-service education of teachers in environmental education is particularly important because of the historical inattention to environmental education in pre-service programs and the failure of many in-service education programs, to date, to adopt a critical practice-based orientation."

Furthermore, Fien (1995:vi) states that:

"...the attitudes and skills of teachers are central in determining the mix of different knowledge, skills and affective objectives in environmental education programs and the social and political interests they serve. If environmental education is one of social
agencies through which the transformation to an ecologically sustainable society is achieved, then the role of teachers as change agents is vital.

The above is applicable to FLE because, as mentioned before, the goals are the same namely, the development of new life skills, attitudes and values towards quality life and the environment. Such skills should be addressed within continuous in-service training programmes for teachers, focusing on personal and professional development that will allow teachers to acquire "...self-esteem, confidence that in turn is related to having enough knowledge about what must be taught an how such knowledge can be transformed into teachable knowledge—enough knowledge about how to deal with students and their different approaches to learning, enough understanding about the social context in which they and their students live, into the manner in which the different structures under which they work operate—to enable teachers to make judgements and decide on the procedures to be used within their various spheres of action". To a greater extent, "the development of professionalism and empowerment needs to be at the root of the training system, and in this sense, the context extends to the status of the system and the teacher educators" (Watson, et al. 1997:68).

The fulfillment of the above needs in training will give teachers social recognition in terms of working conditions and relations with the community because teachers' empowerment and professionalism give them the power, capability and opportunity to "...think about their practice and educational system, and to provide guidance for their improvement, be it through their own actions or wider reform policies...about the society to which educated people will contribute and the opportunity to provide guidance about the educational forms that will facilitate a more useful contribution of such educated people" (Watson, et al. 1997:82). In addition, empowerment and professionalism also mean "...growth and action by teachers themselves, and policy framework and support by the system and society to make possible effective collaborative change experience".
The professionalization of teachers represents an important step towards school and community development as it instills "...professional pride and an ethos of service to others" (Jacobs, 1989:9). For this to happen, there is a need for training courses with "...strong scientific bases, establishing a controlling body for accreditation of teacher education, inculcating realistic views of professionalism, autonomy, intensive staff development courses for teacher educators...ideals of higher status for the teaching profession cannot be achieved without a continuous upgrading of standards in teachers education" (Jacobs, 1989:9). This implies that teacher training needs to be improved [as well as instructional materials because as UNDP, UNESCO, UNICEF, WORLD BANK (1990:51) emphasized that "(w)here teacher quality is poor, the value of instructional materials is even more important. Properly designed materials can help train unqualified teachers while providing instruction to students." and courses should be continuous, in order to make a real difference in the teaching process.

2.11 CONCLUSION

In this chapter, it was argued that before any development project can be introduced to the community, there is a need to empower not only the community but also the people planning to work with the community, such as community workers, action groups and teachers. There is a need for the community to feel comfortable and confident. Therefore, an investigation into beliefs, customs and needs, should be conducted through informal and formal conversation. These actions take place during the contact phase. The formal phase should only be conducted if the need arises, at the beginning of the project.

The proposal argued for in this chapter is that the school should be a community centre where everyone has the possibility of learning from others. It is therefore important that the community (parents), community workers and action groups participate fully in any suggested research survey. The community possesses valuable information that could be important for the project. Community members can obtain information from their community
relatively easier than people from outside the community. One of the most popular methods of surveying the community is the Participatory Rural Appraisal (PRA) which emphasizes the local people's methodological role and takes into account the indigenous knowledge and understanding of the environment. In the case of the project developed for and implemented by Pop/FLE/EE, this method would have allowed the researchers (community workers) to collect data in the Zambezia province in a simple and reliable way, before the introduction of the project. If these steps were followed, and their values and knowledge taken into account, we could have obtained information directly from the community. It is important that the “…full cooperation of residents and all others interested in education should be sought” (Townsend, 1994:121). This view is supported by Swanepoel (1997:108) who states that “…(a) project can only address a need if that need is properly identified and if the people participating in the project are able to define the need they are trying to address in similar terms.” This will only be possible by means of community (parents’) empowerment.

In my opinion, teachers should be empowered to equip them with confidence to deal with the issues of concern “…dedicated, responsible and morally committed professionals.” according to Marsh (1992:46). In this regard, I propose the improvement of pre- and in-service training programmes, with emphasis on the acquisition of knowledge and the development of life skills. New teaching methodology should be used to improve true quality of training programmes. A quality education system could build a new generation that will be able to improve their life, while respecting that of other living species. In this regard, I support Browder’s view (quoted by Carl, 1995:5) who states that “…empowerment in its broadest sense includes any activity and enhances the professional status of the teacher. This implies that a teacher’s self-image must be promoted, as well as the prestige they enjoy from their colleagues, that they will more subject-proficient…” They can thus gain trust from the parents which is very important for the achievement of educational goals. Teachers should be empowered to teach within the multicultural diversity present in schools as this determines the way the content should be delivered.
It is also of concern that sensitive issues such as sexuality are taboo in the community. Such issues should be addressed, bearing in mind that the community should be respected. We should go to the community as owners of the knowledge and the truth we plan to assess, if we wish to develop effective teaching programmes especially in EE and FLE. Such programmes should meet the learners’, school’s and community’s needs. We should identify community problems together with them, the characteristics of the school (its strengths and weaknesses), learners’ and parents’ expectations about their meaning of good education. The need for resources, average age, the knowledge, skills, attitudes to be developed, issues of culture social classes and norms in the community should be taken into account. Political and economic realities and the school system, should also be considered.

The full understanding of the community should be our prime goal. An effective way of achieving this, is by talking to them because, according to Lee (quoted by Braus & Wood, 1993:18) "...you never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it". In this regard, it is very important to open communication channels, to motivate, as "...motivation is a prerequisite for community development...community development cannot be successful with reluctant or uninterested participants" (Swanepoel & De Beer, 1996:61). We should negotiate to reach an agreement or understanding, and resolve conflicts arising from the work being developed, and we should not underestimate the power of the media to help us deliver knowledge and life skills to the learners and the community in general.

In summary, therefore, to place this study in a broader theoretical context, I have argued that FLE and EE, focusing on education to curb STD and to manage population growth, need to be fully consultative with the community in which schools try to teach issues of sexuality. The place to start is to capture the views of parents, teachers and learners on this issue.
CHAPTER 3
THE FIELD STUDY

3.1 INTRODUCTION

In this chapter, the design of the research will be discussed in relation to research questions stated in the first chapter. Firstly, the processes of the field study, aimed at investigating the research question empirically, will be presented. For this purpose, a research design with a qualitative focus was constructed, bearing in mind that the study is based on social relations and aimed at analyzing a case in the Zambezia province. This was the location of the inquiry into parents' views on the teaching of FLE. Emphasis will be placed on sexuality education as the unit of analysis. As stated by Van Maanen (1977, quoted by Miles & Huberman, 1994:10), qualitative methods, "...with their emphasis on people's 'lived experience are fundamentally well suited for locating the 'meanings' people place on the events, processes, and structures of their lives: their perceptions, assumptions, prejudgments, presuppositions and for connecting these meanings to the 'social work' around them".

Secondly, while implementing a qualitative methodology, I was hoping to be able to interpret and understand the events happening in some schools and the views expressed by some parents in the Zambezia province, with the view that Flick (1998:6) presents when he describes, qualitative methods: These methods take "...the researcher's communication with the field and its members as an explicit part of knowledge production...". Through qualitative methods "...researchers' reflections on their actions and observations in the field, their impressions, irritations, feelings, and so on, become data in their own right, forming part of the interpretation...". Flick (1998:40, quoting Beker, 1996), also states that qualitative research presupposes a different understanding of research in general, "...which goes beyond the decision to use a narrative interview or questionnaire. For example, it comprises a specific understanding of the relation between issue and method". The use of qualitative methods for this investigation is therefore relevant. The views
parents hold, the way teachers implement the FLE curriculum, as well as the students' thoughts and experiences can be captured with the qualitative approach, in data that will not be viewed for empirical analysis, but for the participants' meaning or interpretation.

An exploratory and descriptive qualitative methodology will be used, given that I will be presenting directly obtained information on parents' views on the teaching of EE as well as FLE, with the emphasis on sexuality education, supported by the collected data. According to LeCompte and Preissle (1993:39) descriptive research, will help the researcher to "...examine events or phenomena...without...manipulation of treatments...the researcher takes things as they are". Exploratory research, will provide a clear understanding of the parents' refusal of the teaching of sexuality issues, when teaching EE and FLE in the Zambezia province. As stated by Morgan (1993:23), in this phase, "...the researcher is typically looking at social context that is unfamiliar or new...can be used to satisfy a researcher's curiosity, to arrive at a better understanding of a social context..."

This inquiry aims at providing a clear understanding of the unit of analysis (the three groups' expression of their views on sexuality education) and using this to find alternative proposals to empower the community, especially the parents, to take wise decisions about their children's and, ultimately, also their own lives.

3.2 THE SETTING OF THE INQUIRY

The sample that will be investigated constitutes parents, learners, and teachers from Northern Mozambique, in the Zambezia Province. This is the biggest province, and most densely populated province with the highest growth rate in Mozambique. It also suffered much during the civil war. The research population from which the sample is drawn lives in the district of Quelimane the capital of the province. However, one of the schools where a sample was drawn, is located in Cololo, outside the city. The school in the city has poor facilities: no electricity, windows, toilets, or even furniture. The
learners sit on the cold floor. The teacher has a small desk and a chair. The school does not have basic facilities for a secondary school. The school in Cololo is new and has all the necessary facilities.

3.3 THE RESEARCH PLAN

The research plan or research design "...follows the traditional research approach of presenting a problem, asking a question, collecting data to answer the question, analyzing the data, answering the question." As stated by Creswell (1998:18), the research plan used for this study aimed to find answers to the main research question, namely the issue of the parents' refusal of the teaching of sexuality issues when delivering the EE and FLE curriculum. The research plan thus "...deals with empirical data, or potentially verifiable information obtained from the environment and assessed via human senses"(ibid). According to LeCompte & Preissle (1993: 158), the first step in such a design is to decide how to approach the people involved in the investigation. It was decided this would be done through interviews and observations of lessons at school, as they are the "...most common categories of data collection used by ethnographic and qualitative researchers..."(ibid).

To interview the sample, I decided to design two types of interviews, based on questionnaires as they are "...a conversation, albeit a systematic one. Because these methods are based on human dialogue...". According to LeCompte & Preissle (1993:160), interviewing is a "...way of generating empirical data about social world by asking people to talk about the their lives." Silverman (1997:113) cites Rubin and Rubin (1995:122) who say that interviews "...follow many of the rules of ordinary conversation", which is filled with personal opinion.

Social investigation can be enhanced by employing a variety of methods as they allow the researcher to view the problem from different perspectives. I thus decided to conduct individual interviews because "...through elicitation and personal interaction, the investigator is in a better position to obtain data
addressing the question asked in the study” (LeCompte & Preissle, 1993:166). I also planned to conduct group interviews as they “…correspond to the way in which opinions are produced, expressed and exchanged in everyday life.” (LeCompte & Preissle, 1993:166). Group discussions resulting from focus group interviews reveal that “…elements of the group dynamics and of discussion among the participants are highlighted when group discussions are conducted” (Flick, 1998:116).

In the light of the above, I decided to use focus group interviews as they represent “…group interaction to produce data and insights that would be less accessible without the interaction found in a group” (Morgan, 1988:12 quoted by Flick, 1998:122) and because with the group interview “…interaction among respondents stimulates new ideas and thoughts…yet group pressure challenges participants to be more realistic” (Yovovich, 1991:43 cited by Morgan, 1993:51). The use of focus group interviews for this investigation refers to “…a supplement to the traditional face-to-face individual interview” (Lofland & Lofland, quoted by Morgan, 1993:25) and also “…serves to assist the respondent to re-evaluate a previous position or statement…” (Morgan, 1993:14). Group interviews are thus used as a source to validate the other data and ultimately, the research done.

After having decided to conduct the two types of interviews, I chose a sample of 18 participants. Consisting of three subgroups, constituted by six people each. Morgan (1993:29, quoting Geenbrum, 1988) states that focus groups, should be composed of “…8-10 persons brought to a centralized location to respond to questions on a topic of particular interest to a sponsor or client”. I supported my chosen sample with Flick’s view (1998:123) which is that “…the number of groups to be conducted depends of the research question and on the number of different population subgroups required” I thus purposefully selected a group of 18 participants.

I was also decided to use observation as data gathering method, implying non-participant observation of lessons while in progress at school. For this
purpose, I observed two lessons, one in each school (Quelimane & Cololo). Unfortunately, one lesson was on population instead of FLE, due to timetable problems. I opted for observation because, according to Flick (1998:136), "...practices are only accessible through observation...". To understand the dynamics of a lesson, it should be observed while in progress. This will enable me "...to find out how something factually works or occur...observing is another everyday skill which is methodologically systematized and applied in qualitative research. Not only visual perception but also those based on hearing, feeling and smelling are integrated" (Adler & Adler, 1994, quoted by Flick 1998:137).

The process of observing the lesson helped me to "...follow the flow of the events" in class, providing me with the opportunity of observing without influencing the process as a non-participant observer. Although this method has limitations, due to the fact that "...the abstinence from interacting with the field leads to problems in analyzing the data and in assessing the interpretations, because of the systematic restraint on disclosing the interior perspective of the field and of the observed persons", I used it because it helped me to view events as they were happening. It also allowed me to take accurate notes and to obtain a "...verbal description of the settings, the people, the activities, direct quotations or at least the substance of what is said..." (Merriam, 1991:98). All the methods of data gathering have limitations, but by using three methods, namely individual interviews, focus group interviews and observation I could triangulate in order to obtain a "larger data base" and thus to validate the data (Denzin, 1989, quoted by Morgan, 1993:24). Combining different methods such as interview and observation "...allows the researcher to check descriptions against the fact." (Marshall & Rossman, 1989:82).

In this inquiry, most of the obtained data, was verbal (language data, spoken and written), taking into account that the interviews were tape-recorded and then transcribed. Verbal data consisted of observation field notes as well as documents and interview transcriptions. All interviews (individual interviews and focus groups) were audio-recorded, as "...using mechanical recorders
increases analysis time because researchers may observe events while recording and then repeatedly re-observe them while processing, coding, and analyzing data" later" (Erickson, 1992), cited by LeCompte & Preissle (1993:229). This view is also supported by Rubin and Rubin (1995:126) who state that "(r)eckording interviews on audio tape helps get the material down in an accurate and retrievable form. Tapes keep until you get a chance to transcribe them, that is, write down what they contain...taping allows him to concentrate on what is being said, plan his follow-up questions, and be less concerned that he has gotten everything down". Although it was important to take down notes, I could not do so because I could only acquire one tape recorder. Rubin and Rubin (1995:127) prefer to "...keep two tapes recorders running, just in case". In my case, the only tape recorder I had was not functioning properly. This made me attentive to the tape recorder instead of taking notes that could have been helpful as they could have forced me to "...listen and hear the main points, and also they could have provided backup in case of the inevitable technological foul-up" (Rubin and Rubin, 1995:127).

After collecting the raw data in Portuguese, it was transcribed and translated into English by me and another person hired for this purpose. In order to collect the data, I decided on a purposeful sampling as it was appropriate to respond to the research question in my study, if I wanted "...to discover, understand, gain insights, (and needed) to select a sample from which one can learn the most" (Merriam, 1991:48).

The interpretation of the data is one of the most important steps of qualitative research. To analyze the raw data, I decided on breaking down, conceptualizing and reorganizing the data, to select what was important to respond to the research question. This process is called coding and "...refers to the summary of...concepts into generic concepts and to the elaboration of relations between concepts and generic concepts or categories and superior concepts" (Flick, 1998:179).
3.4 SAMPLING PROCEDURES

In qualitative research, the researcher deals with small samples of participants, although "...sampling decisions always fluctuate between the aim of covering as wide a field as possible and of doing analyses which are as deep as possible...the appropriateness of the strategy chosen for obtaining both, can only be assessed with respect to the research question of the study" (Flick, 1998:72). In order to collect the data, I decided on a purposeful sampling procedure as it was appropriate to respond to the research question in my study. I would select the sample to purposefully yield data.

I conducted non-probability sampling, implying that a sample unit can be an element of the population selected purposefully to be part of the sample and that there would be no generalization forthcoming, but that the findings could be transferred to similar populations. The chosen participants comprised six parents, six learners and six teachers from two schools in Quelimane, Cololo and Mocuba, in the Zambezia province.

The rationale underlying this selection was: the sampling should reflect the province and the schools where the project was being implemented and should be chosen purposefully. Although the inquiry was on parents' views, I decided that it should also consist of teachers and learners, in order to triangulate and obtain more reliable data.

The sample consisted of six teachers of grade six and seven classes of Geography and Biology from the Quelimane and Mocuba districts, six parents of grade seven learners and six learners of grade seven, from Quelimane. The samples included both genders, evenly distributed. However, due to communication problems among the teachers and the parents in Quelimane, I was forced to choose a sample from Cololo, a school outside Quelimane. Ultimately, the sample consisted of 22 participants. Some parents refused to be interviewed. On the first day scheduled for parents' interviews, only three parents turned up, the teacher's justification being that they worked and that the best day would be Saturday (24.07.99). The interview was rescheduled
with the same group of parents for Saturday. This time, only two parents arrived. A third parent said that she could not participate because she did not know anything about FLE. As a result, I could not conduct six individual interviews and the focus group interview I had planned for the same group of parents. In coordination with a group of teachers from Cololo I decided to move to their school where the parents would be more cooperative. As I had only one week to conduct the interviews, I asked the project coordinator to do the inquiry on my behalf, one week later (Saturday, 31.07.99). The interviews were conducted without a problem. Ultimately I had six individual interviews with the parents and a focus group interview with six parents in Cololo as well as four individual interviews from Quelimane, which I decided to use.

3.5 DATA COLLECTION

I used three types of data collection methods, namely: individual interviews, group interviews and lesson observation. On 19.07.99, I submitted my research to the provincial coordinator at the provincial directorate of education. We then both went to the school in Quelimane to discuss with the teachers the school's plan in this regard. According to the plan, the first interview of the inquiry with the learners was scheduled for 20.07.99. The second interview of the inquiry with the group of parents was scheduled for 21.07.99. The lesson observation was scheduled for 23.07.99, one class at 7.50 and the other at 8.45.

During the classroom observation I applied non-participant observation and was seated at the back of the classroom, in order to observe without influencing the lesson. I collected the data by taking notes as the lesson was progressing and by studying the lesson plan of the teacher. The notes provided me with the following raw data:
3.5.1 The lesson in Quelimane city school

*The lesson should have started at 7.50 but started 10 minutes later. The learners continued entering in the classroom, even up to 20 minutes after the lesson had started.
*The theme of the lesson, written on the black board was "I and my sexuality-menstruation cycles, fertility and sperm fluid".
*All the time, during the lesson, the teacher could not pronounce "virginity" correctly. He asked the learner to repeat the word many times and also spelled the word incorrectly. Therefore, the learners learned the concept incorrectly.
*Never during the lesson the development of life skills, attitudes or new values were emphasized. The whole lesson concerned the It was just about development of knowledge. But even though the knowledge, which was presented with errors.

The data furnished by the lesson plan:
According to the lesson plan, the objectives were that the learner must be able to:
*define the concepts of menstruation, ejaculation, virginity, and masturbation
*know and accept the social changes related to puberty and adolescence”.
Lesson methodology:
*individual and collective reading and text interpretation
Didactic sources:
*chalk, black board, learners’ and teachers’ books.

3.5.2 The lesson at Cololo school

The lesson should have started at 8.45 but because the participants knew that the lesson was going to be observed they did not start until we arrived. Thus, the lesson started late. There were more than sixty learners, seated three to four per desk for two. It was difficult to be attentive and write down everything.
The teacher could not maintain discipline in the classroom, and it was almost impossible to start the lesson. When it started, it was difficult to establish what was really happening. The learners were performing different role plays, turning the lesson into chaos. At the end, the learners learned almost nothing. The teacher also made wrong statements in class. The topic of one of the role plays was that smoking was a bad way of spending time. To demonstrate this, a learner was smoking in the classroom.

It should have been a practical lesson according to the lesson plan:

- The theme was: “Ways of spending spare time among adolescents”.
- The objective was: “To know the best way to spend spare time by youth and adolescents”.
- Methodology: “Theatre and learners' debate”.
- Resource material: “Learners' and teachers' books, football, ball and others”.
  (For more detail about the lessons, see addenda C)

As I mentioned earlier, I conducted individual interviews and focus group interviews. As far as the individual interviews were concerned, I called each interviewee to a private school room, introduced myself, explained the aims of the research and assured them that the interviews would not be used for purposes other than for the investigation. I also explained that I would read and explain each question and afterwards record the answers, in order to obtain accurate information. I undertook to provide quotations of the raw data from the individual and group interviews to parents, teachers and learners.

**Individual interviews (Parents):** twelve questions were asked to the parents. Due to a lack of space, I will provide only answers that are critical and relevant for this study. Regarding to the question “What do you know about family life education?” some answers were:

“Hum...I do not know what is the name of that...that....condoms...that one that avoids AIDS and on the other side to avoid ...to make planning....”,

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“Minimum part...tell the children to go to school, I do not know, to clean the house.”

Although they mention that they have heard about family life they can not explain what they know.

Regarding to the question “What particular points in family life education wouldn’t you agree with? Why? The answers were:
“For instance this thing of sexuality, introduction of condoms at schools, if we see there are some girls of 12 or 13 years old who do not know a man, in this case they learn that in fact this has a function, when somebody comes to conquer, she does not fear she knows that the other day the teacher said that using this I can do freely, my father will not know that I did and I will not become pregnant, but at 15 years old, with some notion about life, at this age we could start explaining what a condom is, how to use it, because at 12, 13 years old at schools there are some 12 years old in 7th grade, or 12 or 10, they can be disoriented, in trouble, without knowing what is good, what is not good, there should be a certain age for us to explain.”

A contradictory opinion was:
“Hum...these points I think everything should be taught because it is important, and very important to teach how to avoid STD (Sexually Transmitted Diseases), how to conceive, what are the roles of our organs, what they do, it is important to teach all this, is important to teach”.

Concerning the question “How should you as a parent live to secure a green environment?” one of the parents gave a very interesting answer:
“Well it depends of each person. There is people who uses condom, other do not use, therefore those who do not use....for me those who do not use is...the dangerous for themselves, and also if they use it can appear other thing, because most times it is said that with condoms also can get AIDS because everything is poisoned, then I do not guarantee.”

Focus group interviews (Parents): Regarding the question “What is your opinion about the teaching of Family Life Education in schools?”
There was a general agreement from all parents that:
"It is very important ...it is important because it is from there that the students will be prepared. Why it is important? Because it is necessary to tell the students to let them know the gravity of the sex problem. Because some times sex is dangerous. Some children think that sex is good, but it is bad because if they make a baby, who dies early. Therefore, it is important to educate them about sex at school".

*Individual interviews (Teachers)*: With regard to the question "How do you feel about teaching these issues after the in-service training session you attended?" almost all the teachers said they were satisfied and that the course was sufficient.

With regard to the question "Given an opportunity of improving the in-service training, what would be your input? Why? Different answers given may be of concerns on the improvement of material. Only one of the teachers presented a rational answer which, was:

"Well, I would like to have more training to broaden my horizon in these sense, and may be to give more, involve more classes, for instance in my school many children with age to...they have overtaken the adolescence and they have certain doubts that can be clarified based on these themes....may be if it was more longer, isn't it? For instance a course of 3 to 4 weeks, full, even to be a kind of intensive course, even longer period where the participants could dedicate more to each other, because I have noticed that not all of us are interested in the matters, we see participants not contributing, I do not know if they are following what we are doing, now if the course was longer maybe they could dedicate more. Our instructors should also dedicate more to us, because the shorter courses do not give them the opportunity to pay more attention to us individually, then as the participation is collective, the work goes with those who are volunteers to participate. I think it should be for everybody who is on the course to have the interest in participating".
Regarding the question "What do you think are the reasons for the refusal by parents to teach family life education while teaching environmental education?"

The teachers were unanimous in saying that the problem is ignorance on the part of the parents and that there was a need to mobilize them in order to participate in the school activities, so that they could be empowered. The following responses confirm my view.

One teacher said: "Well, I think that the parents have more problems on biology matters, mainly when it comes to reproduction, sex, use of condoms, because parents have no broader vision about these themes, then most of the time they say that when we talk for instance about how to avoid a pregnancy, what are the methods I do not know that ...some parents are duly informed, they think we are teaching them to more and more to the children to become a prostitute....this is the main problem of the parents, but when we explain them that, this is not the objective, the purpose is to make children not mixing up, even there in Mocuba there are many that after the profound explanation meeting with Ms Aida (Project coordinator in the province) some have accepted and expressed interest to see the books of biology, at the beginning some did not want to see because 'they are little children, they should not talk about these issues, but look that teacher is talking about, that can not be...' ".

This is another teachers' view was: "Well, I think that the main reason is time...there are several public currents when we call a tutor to the school, in particular to my school... the census (population count) office is at school and the vaccination campaign passed through there, when we ask a tutor to come to school he thinks a lot of things, why is he asked to go, what is the objective, some go some do not go."

Another teacher's point of view was that: "This is a traditional problem, because the parents did not have the opportunity to be taught by their parents. Issues about sex were considered as a secret taboo, that cannot be transmitted from parents to the children. So, because they did not learn it becomes difficult to do it, they consider it as issues that cannot be approached with adolescents".
Finally, another teacher affirmed: "...Parents do not know, sometimes they refuse not because they do not want, but because of obscurantism (…state of complete ignorance…) isn’t it? Many times people do things according to the society they live in how things are done, then look for what they had before to instill what they think is right, and they think what we are telling the children is wrong...".

From the above seems clear that parents' refusal concerns a lack of knowledge about the project and the objectives of introducing sensitive issues to young learners.

**Focus group interviews (Teachers):** Regarding the question "What is your opinion about the teaching of FLE in schools?", it was clear that the teachers shared the same view, that it is very important for learners to be empowered about environmental and sexuality issues. Some of the teacher's views were as follows: "...presently there is huge degradation, after some classes the students can identify the means that contributes for environmental degradation. And including...if we talk about sexuality also they are aware of that, at least they can prevent themselves from STD’s they can prevent themselves from undesired pregnancy, because during these classes they keep learning what are the means of prevention against the dangerous, thus, from my point of view is very good that is lectured at schools...."

Other teachers' opinion was that: "...regarding sexuality the existing problem is related to the parents because many parents are not aware about the objectives of the program then they confuse, many of them think that giving these programs, how to avoid pregnancy means to avoid STD’s is to expand prostitution, because when the young man knows that I can be more active, more sexually active I can have relationship with anyone, and there is no problem of undesired pregnancy or STD’s, I have to do this, this is that. Then they are more free, and this is the same as I can prostitute freely I can do whatever I want sexually there is no problem, because I have the means to not hurt, is like that..." Another teacher argued that: "...more effort should be made in order to inform because the question is that the parents has another problem. They really do not know and because they do not know are the first to tell the children that what they are learning at school is bad, because the
children do not know as well what they will miss and what are the advantages for the future generations”.

In conclusion, one of the teachers said that there was a need for the school to “...push the parents to participate in order to be aware about the objectives drawn by the programme, in this way we can have collaboration between teachers and the society but well, it is difficult isn’t it? But we have to make an effort during meetings that colleagues had talked about whether during the opening sessions or during the time when the general situation of school is given, we can talk also about issues that aim to improve the life of the students...”.

Regarding to the question “What do you think must be the role of the school regarding family life education?” Teachers were unanimous once more, by stating that it is important to develop good relationships among the school, the school directorate and the community and that there was a need to develop a love for the environment in the learner, using practical activities because they like doing practical work. This was affirmed by one of the teachers who stated that “...that thing of making contacts with parents and the community and make exchange is not that easy for us alone. But, if the school directorate was involved with the plan they make, for example at the end of the semester when we give the general information about the performance of the students, what happened during the semester, and so...behaviour, then a line should be included in the project we are working on, the parents little by little would become familiar with what has been done. But because this does not happen, makes the job difficult some times...”

Another teacher was of the opinion that: “…schools have to create interest circles, environment friend clubs …it helps the students to understand the environment where they are living...”

*Individual interviews (Learners)*: According to most of the learners’ responses I established that although they have been involved in the programme for more than a year, they knew little about the meaning of FLE.
Responses to the question “What do you know about family life education?” varied from saying:

“FLE means explain us how to do...gives concept of person...”

Another learner said that “means a lot of matter...consisting of education to widen family” This view was supported by the majority of the learners. Their knowledge about FLE was very poor.

Regarding the question “Should FLE be part of the curriculum? Why?” the answers were encouraging because all the learners were interested in learning about FLE. The following response clearly shows their view points:

"Let's see, one of the learners said, "Should be part of my classes. Because it is very interesting. I have learned things that I did not think about"

Another learner stated that: “Should be part of my classes yes. To increase at least the level...to know also to be able to educate my children, my future children when I grow up.”

Regarding the question “How do you feel about parents coming to teach specific issues on FLE at school? Why?” most learners agreed with the possibility because they think their parents have the knowledge to do so, although some think that they will not feel comfortable to ask their parents questions.

The following quotations confirm my statements: “We would like, because it will be a kind of publicity for every body…”

Another learner emphasized that: "parents may be the ones who have more experience that could teach more about sexuality, they are old”.

Some learners felt that it was difficult for that kind of lesson with their parents “...like teachers, pupils and parents will not have enough courage. For the teacher to talk as he does to the pupils...” another learner said: "No". “Because before, our parents did not have this subject”.

It therefore, seems important that the learners should be empowered to feel comfortable and proud of their parents helping the school. This will only be possible if links between the school and the community are fostered.

Focus group interviews (Learners): regarding the question “What is your opinion about the teaching of FLE in schools?” there was general agreement,
that it is very important that the teaching of these issues be spread to other classes which were not included in the trial testing.

The reasons given were: "...we also have the opportunity to know about behaviour, how to prevent, to get...infected with disease...how to get pregnant." Another opinion was: "Tell us a lot of things about health...and everything", and another: "It helps us to increase our knowledge..."

From these excerpts from the raw data it can be concluded that there seems to be agreement among parents, learners and teachers about the importance of these issues.

3.6 DATA ANALYSIS

Once the data had been collected, it is opportune to "...bring order, structure, and meaning to the mass of collected data" (Marshall & Rossman, 1989:112). In this case, the raw data was translated from Portuguese into English, and a second translation of the same data was done, in order to validate the translation. The following step was to read the data several times, in order to acquire an awareness of the overall data, because, as proposed by Agar (1980, cited by Creswell, 1998:143), researchers should "...read the transcripts in their entirely several times. Immerse ...in the details trying to get a sense of the interviews as a whole before breaking it into parts".

The huge amount of the raw data had to be reduced to obtain only the relevant information in response to the research question. In order to reduce the data it was necessary to code it. According to Creswell (1998:140), coding is an "...important way to reduce the data, to develop codes or categories and sort text visual images into categories" Miles and Huberman (1994:10) state that

...data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions... data reduction is a form of analysis that sharpens, sorts, focuses, discards, and
organizes data in such a way that 'final' conclusions can be drawn and verified.

To reduce the data, I developed a list of codes that was finally reduced to five codes. I disentangled my data by classifying the text, using single words and sentences, according to the unit of meaning. I sometimes coded sentence by sentence and at other times paragraph by paragraph according to the semantic unity. Afterwards, I categorized the codes by grouping them around the phenomena relevant to my research question, namely: "The reasons behind parents' refusal of the teaching of sexuality issues while teaching environmental education". The following step was to link the codes to the established categories. After the reduction, I displayed the data as a means of organizing the information, in order to be able to tell the summarized story of my inquiry and draw conclusions (see table 3.1 for more detail on the coding procedure).

Research report on class observation: I had the opportunity of observing two lesson, one in Quelimane city and the other in Cololo. Regarding the lesson in Quelimane I should mention that it was frustrating to find out that the teacher who participated in many in-service training sessions during 1997, 1998 and 1999 was unable to apply the methodology he had learned during the seminars.

The lesson started late, and the teacher spent almost the entire lesson writing on the black board and giving explanations about the issue, asking a learner to read passages from the learner's book. When only a few minutes were left, he asked the learners to form discussions groups with different themes. The result was that some learners did not try to read the text, and those who did read did not discuss it. When he asked them to read the reports, the most interested got up and read the work, while one of them went to the black board to write. Before the groups had finished, however, the lesson was over, with the teacher not having explained some concepts. Almost nothing was achieved regarding the development of life skills and new attitudes towards sexuality.
Concerning the lesson in Cololo, the teacher tried hard to conduct a lesson based on skills and attitudes development but failed by introducing too many activities in the same lesson lasting 45 minutes. As a result, the learners could not stay calm and turned the lesson into chaos. Due to the noise, the teacher felt obliged to summarize the role-plays. Afterwards he asked the learners to identify the activities to illustrate the best way of intimacy. They cited some and finalized by saying that going to a party or going out with the opposite sex was the wrong way of spending spare time. They should spend time doing sport, helping parents with home activities or sewing (for girls). During the remainder of the lesson the teacher asked learners to read and asked general questions to be answered loudly by the class. Although the intention was to conduct a lesson to develop skills, the teacher did not succeed. The learners never asked one question during the lesson.

From the lesson observation, my opinion is that in-service training is not of good quality and duration. There is a need for more intensive training with improved quality for skills development and with more focus on related knowledge, as it seems clear that the difficulties the teachers are experiencing, are not only to new methodology but also to lack of knowledge.

3.7 FINAL CONFIGURATIONS

As I mentioned before, the data was coded by using an open code process from where five codes grouped different categories (compare table 3.1-Analytical table). The main themes found were:

*Changes in parents attitude
*Parents' refusal of FLE
*Learners' challenge of FLE
*Teachers' challenges with the teaching process
*Teachers' challenge regarding community needs
These themes resulted from the main data according to the main question of this inquiry. (Compare table 3.1).
<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>CONCEPTS</th>
</tr>
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</table>
| CHPA   | Changes on parents attitude                   | *Seminar held at to sensitize the parents  
*Consultation with parents  
*Meetings between parents and school community  
*Study sessions between teachers and parents  
*Re-introduction of initiation rites for adolescents in the community with school and government support  
*Introduction of Civic Education at school |
| REFFLE | Parents refusal of Family Life Education (FLE) | *Simple obscurantism  
*Lack of understanding  
*Lack of broader vision  
*Exhibition of pornographic films in the community  
*The use of condom promote sexual promiscuity  
*Sexuality is taboo  
*The children are too young to learn about sexuality  
*Mixture of gender for sexuality education  
*Teachers must not their opposite gender |
| CHA1   | Learner challenges on family life education (FLE) | *Language of taught  
*Get advise  
*Prevention of problem related to sexuality |
| **CHA2** | Teachers challenge within the teaching process | *Fear of parents*  
*Shame/curiosity about opposite gender*  
*Improved knowledge/life skills and attitudes towards sex*  
*Need of resource materials*  
*Need of partnership with stakeholders and parents*  
*Need of parents in the curriculum design, implementation and evaluation*  
*Need for improved in-service training* |
|---|---|---|
| **CHA3** | Teachers challenge regarding community | *Parents participation in school activities*  
*Need of Community support*  
*Promotion of community empowerment*  
*Parents participation in lesson development* |
3.8 CONCLUSION

This chapter comprised a description of the design of inquiry and also presented a summary of the process of inquiry. A number of examples of ‘raw’ data were included, as well as examples of data in the process of analysis:
- the codes and categories displayed in the table.

The final configurations are conceptualizations of the connections between the categories. These patterns will be discussed in the next chapter.
CHAPTER 4
DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION

This inquiry attempted to answer the main research question and the component questions respectively “What are the reasons for parents’ refusal regarding the teaching of sexuality within the EE curriculum? and • What happens in the classrooms where sexuality issues are being introduced? • What are the teachers’ opinions on the teaching of sexuality issues? • What are the students’ views on the teaching of sexuality issues? • What are the parents’ views on the teaching of sexuality issues?”

In this chapter, my aim is to discuss the findings of the inquiry analyzing the reasons underlying the refusal of parents of teaching of sexuality issues, but also to find a way the findings can be used in the project in which I am involved. The findings could be used to design an alternative project to address community (parents’) needs. With the help of the findings I also hope to propose suitable ways of changing parents’ perception of the teaching of sexuality as well as to gain their support and active participation in school activities, so that they can help turn the schools into community centres learning. This could create core-plus (Townsend, 1994) schools where, the community forms part of the school and vice versa. This process will only be possible if communication channels are open. Communication is a valuable skill in the development of a relationship between the community and the school. According to Swanepoel (1996:58) to “acknowledge them” we should “... bring them out to the open...” and “schools need to communicate with their local communities. According to Townsend (1994:107) “school systems need to communicate with society as a whole, about the value of school activities for the community...”. Through data analysis the main claim of the study was proved valid. The parents’ refusal regarding the teaching of
sexuality issues concerns their lack of empowerment a result of the lack of communication between the community and school.

4.2 DISCUSSION OF THE FINAL CATEGORIES

According to the findings, the research questions appear to have been answered. Parents are refusing that FLE, especially sexuality issues, be taught at school. They want to form part of the school process because they are of the opinion that they could help to make a difference in their community and their children's lives. This finding is supported by Townsend (1994:135), who states that "(p)arents and community members might be involved in the development of curriculum statements through membership of curriculum committees, or by giving their view to those involved...". As responsible citizens parents want to be involved in the education process, particularly regarding sensitive issues such as sexuality issues, due to the fact that they influence the children's behavior, values and attitudes.

They also do not want the promotion of the use of condoms at school, due to the fact that not all children are sufficiently mature to learn about it and because they think that the use of condoms promotes sexual promiscuity among the youth. Parents know little about what their children learn at school, regarding EE, FLE and especially sexuality issues. They know virtually nothing in this regard. This finding is supported by Townsend (1994:135, quoting Minzey & Townsend, 1984:17). It is argued that "by empowering the community, the individuals within it get experience at decision-making, at participating, at justifying and all other activities that assist the individual to become a participative person". According to Swanepoel (1997:7) "...(e)mpowerment entails more than having power to make decisions. It demands the knowledge and understanding to make the correct decisions".

The main problem with the introduction of a new project is that people should be empowered to identify their needs, implying that the necessary information should be available to allow them to decide wisely regarding the issues under discussion.
Although teachers are of the opinion that in-service training regarding EE and FLE should include sexuality issues they feel confident and comfortable to teach such issues. They do, however, need more in-service training and resource materials. From the lesson observations it can be added that teachers' competence in EE, FLE and sexuality issues is highly questionable, due to the fact that during the lesson they could not apply methodology to develop learners' skills, values or attitudes. They present the content with errors. The lesson plan in the addenda C clearly illustrates the situation. The trial testing of this curriculum promotes improved in-service training programmes for teachers. Unfortunately such courses were a waste of time for many of them, as they do not show any new knowledge. This means that they face difficulties and need more intensive in-service training and a variety of resource materials to support their teaching and make them confident.

Teachers need improved in-service training and resource materials that would not only develop skills, values and attitudes but also knowledge. Teachers' knowledge levels seem to be very poor. In this regard, Gilbert (1975:3, quoted by Hargreaves & Fullan, 1992:7) states that "(t)eacher development...involves more than changing teachers' behavior. It involves changing the person the teacher...teacher development which is limited to knowledge and skills development is not likely to succeed unless the person the teachers is, is also changed, and that level of change requires more than a technical approach...unless teachers show full commitment to any intended change, they are unlikely to respond as desired". According to Freire (1972:61), "The teacher is no longer merely one-who-teaches, but one who is himself taught in dialogue with the student, who in turns while being taught also teach. They become jointly responsible for a process in which all grows". Finally, Chiras (1992:464) states that "Truly effective teaching today demands a blend of approaches to impart facts and concepts vital to a student's intellectual development." Teachers need professionalisation, implying that they need the "improvement of status and improvement of practice". According to Hoyle, (1980:43, stated by Jacobs, 1989:790, 794-796), three steps should be taken in this regard
...strengthening the scientific bases of teaching courses...preparing students for professional autonomy: updating educationists' knowledge of being a school teacher; breaking down resistance to electronic technologies; making their courses more explicitly concerned with the classroom and professional needs of teachers; and modifying bureaucratic constrains.

Professionalisation of teachers should be aimed at "...(p)roviding teachers with specialized knowledge, professional pride and an ethos of 'service to others'" (Jacobs, 1989:798). Furthermore, it is stated that professionalism of teachers requires "...inter alia, teaching courses with strong scientific bases, establishing a controlling body for the accreditation of teacher education, inculcating realistic views of professional autonomy, intensive staff development courses for teacher educators...". In conclusion, Jacobs states that the "(i)deal of higher status for the teaching profession cannot be achieved without a continuous upgrading of standards in teacher education. ...the professional status of teachers is heavily dependent on the quality of teacher education curricula and standards regulating entrance to the profession". Regarding the quest for professionalism, Avalos (1997:68) affirms that to be professional

...has to do with self-esteem and confidence that in turn is related to having enough knowledge about what must be taught and how such knowledge can be transformed into teachable knowledge- enough knowledge about how to deal with students and their different approaches to learning; enough understanding about how the education system works; insight into the social context in which they and their students live; insight into the manner in which the different types of administrative structures under which their work operate to enable teachers to make judgements and decide on the procedures to be used within their various spheres of action.
With regards to parents and learners:

Parents are inadequately educated about the nature of the FLE programme and were thus not empowered before the project was implemented. Therefore, they were skeptical, due to the fact that they do not know the importance of the project (the introduction of FLE and sexuality issues) for their children and ultimately for themselves. Another reason for parents' refusal is that pornographic videos are being shown in the community by moneylords. Their understanding is that the children are aware of these films because they are being taught about sexuality by the teachers. Parents see this activity as a form of FLE. Still another reason is that issues about sexuality are traditionally taboo and cannot be discussed openly, except by reliable people from the community. A mixture of genders in the same class also creates a problem. Some parents think schools should have separate classes for sexuality issues, due to the sensitivity of such issues. Although the medium of instruction is Portuguese, some parents think that sexuality issues should be taught in local languages, in order to avoid misunderstanding between learners and teachers. All parties (parents, learners and teachers) agree that FLE with an emphasis on sexuality issues is very important for children's well being. It should, however, be taught to separate classes for each gender. There is also general agreement (parents, teacher and learners) that the parents as well as stakeholders participate in school activities, in order to pursue the objectives of creating a school that could be a community centre.

Community empowerment is the key to the successful implementation of any community project that aims to develop a wholesome relationship between the community, the school and stakeholders. With regard to the above findings, Gilbert (1995:5, quoting McWhirter (224) affirms that...

...empowerment is a process by which people, organizations, or groups who are powerless (a) become aware of the power dynamics at work in their life context; (b) develop the skills and capacity for gaining some reasonable control over their lives; (c)
exercise this control without infringing upon the rights of others; and (d) support the empowerment of others in their community...

In support of this statement, Townsend (1994:121) states that “…committees and mother clubs afford the best means of linking school and home in a bond of mutual understanding and sympathetic cooperation”.

With regard to language concerns, the shorter Oxford English Dictionary (1973:1174) states that “…(l)anguage is a whole body of words and methods of combining them by a nation, people or race…for expression of thought”. The acquisition of knowledge is thus directly linked to the domain of language. Human beings use language as a means of communication, in order to express their feelings, values and knowledge. A language can be learned easily if it is a mother tongue. It is learned from birth, since it is spoken by parents and friends, is linked to life experience and is spoken everyday. Language is acquired informally and intuitively without consciously forming part of the learning process. In Mozambique, Portuguese is the official language and also the language of communication among the different cultures. Portuguese is a second language for most people, requiring teachers and a special environment to be learned and is not spoken every day. There is a lack of motivation due to the changed environment and the presence of a strange person teaching the children when they go to school. The teaching of EE and FLE in the mother tongue creates a serious problem, as teachers do not know the scientific terms and concepts in the African languages. What language should be chosen if many languages are spoken in each province and are not spoken by everyone? My view is that the language to be used is Portuguese because it is the only language that allows Mozambicans to understand each other. Translation to and from the primary languages is inevitable.

The teachers have the same problems that the learners have. In his/her case the problems lead to a lack of confidence when presenting the content. Learners also lose confidence in a teacher who does not communicate
clearly. The solution is not to use local languages to present the content but to improve teachers' training. Then teachers will learn how to motivate improving of language skills in the learner and to promote the use of a second language at school and at home language the users should be rewarded for their language improvement.

4.3 STRENGTHS AND WEAKNESSES OF THE STUDY

The strength of the inquiry is its validity. It can be summarized as "a question of whether the researcher sees what he or she thinks he or she sees" (Kirk & Miller, 1986:21, cited by Flick, 1998:225). It is also argued that "a basic problem in assessing the validity of qualitative research is how to specify the link between the relations that are studied and a version of them provided by the researcher...the production of data becomes one starting point for judging their validity" (Flick, 1998:225 quoting Gerhardt, 1985). According to the above quotations, the strength of the inquiry lies in the data collected by means of three methods, namely: individual interviews, focus group interviews and lesson observations. The obtained data was compared and contrasted by triangulation, in other words a "combination of the different methods" (Flick, 1998:229). I also took into consideration Denzin's (1989:236) view cited by Flick (1998:230) that "...triangulation of method, investigator, theory, and data remains the soundest strategy of theory construction". With triangulation, I was able to compare the views of parents, learners, teachers and my own, as obtained from lesson observations.

Some of the results of the triangulation process were:

Parents, learners and teachers share the same ideas although it seems that they have divergent ideas regarding the teaching of sexuality issues. Two relevant examples are as follows:

Parents, teachers and learners want FLE to be taught to learners.

Parents, teachers and learners think that there is a need to bring parents and the school community together if the ultimate aim is to improve learners' and the community is well being.
Concerning limitations of the study, the aim was to identify parents' perceptions of the teaching of sexuality issues within the EE curriculum and to triangulate that with teachers' and learners' views. Many limitations were found in this regard, such as for example, I used a small sample from Quelimane and Cololo, which cannot be generalized to Mozambique or even the entire province. (The only transfer of the meaning of the findings can be to similar contexts.) Another limitation is that this was my first research project. Inexperience could have resulted in some errors during the inquiry, for example, if I had requested the teacher who made the arrangements to ask the parents and the learners if they were interested in participating in the inquiry, and if I had inquired they may have participated in the group interview without feeling embarrassed. I could thus have collected more valid data in a more reliable way. I believed that if I had conducted the individual interviews in an informal setting such as their homes or a place where they felt comfortable. I also should have asked someone to help me conduct the interviews while I was taking notes and vice versa. However, with the collected data, the findings that I constructed as a result of my inquiry, are the best I could manage in these circumstances.

4.4 IMPLICATIONS OF THE INQUIRY

It seems that although the inquiry had its weaknesses, my findings will allow me to make some recommendations:

- A project should not be designed, implemented and evaluated without establishing the needs of that community, regarding the issues to be addressed. The community should be given the chance to make their own decisions about issues of concern in their lives.

- Community empowerment is of great importance if the aim is to empower the community to make wise decisions about their lives. Swanepoel (1996:26), states that "...the peoples' empowerment is a process fed by information, knowledge, and experience, that brings them confidence in
their own ability”. The community should have the necessary information to empower them.

- To obtain reliable information from the community an inquiry should be conducted informally through observation and discussion, without rushing. It could also be conducted formally by a small survey where only people who are willing to participate in the survey are involved. This way, people will take responsibility when the project is approved and started.

- Teachers form an important part of this process. They should get the best possible in-service training to make them confident to approach both the learners and the parents. The curriculum for teachers’ training programmes should be in accordance with what the teacher is going to teach.

- Parents should be requested to share their knowledge and skills and to participate in school activities with their children. This will promote friendship and trust between all parties involved in this process.

- Schools should develop partnerships with parents through establishing parents’ committees for each class, each grade and for the school which will be the place for parents and the school community to address their needs.

- Sensitive issues should be discussed within the committees before being presented to learners to avoid misunderstanding and to find a way to approach such issues without harming feelings.

- The parents committee should link the community to the school and vice versa, by means of meetings with the community and the school and by reporting back. The committee should consist of teachers and parents.
4.5 DRAWING A FINAL CONCLUSION

In many ways, the inquiry confirmed its claims and answered the research question; "What are the reasons for parents' refusal of teaching sexuality issues while teaching environmental education?". According to the findings there is a need for people's empowerment if the aim is to succeed and to help a community fulfill their needs. If it is an educational project the empowerment should occur in such a way that teachers feel confident when dealing with learners and parents. Teachers being agents of change, it is of vital importance that they are empowered to face the rapid changes in modern society. Teachers should be competent to raise the standards of education required by modern society. Teachers' empowerment should be directed at furnishing knowledge, skills and values. Teachers should also be willing to change, otherwise the teaching process will not succeed. Teachers should be empowered in such a way that they will be able to work competently at school and within the community. Improved in-service training and resource material development are the key to success in developing teachers' capacity and will lead to greater effectiveness.

By empowering the teachers, the community will consequently be empowered. An empowered community and empowered teachers will make wise decisions regarding their lives, and will afford them the chance of developing themselves. Empowerment will not happen through formal ways of teaching. More than ever the power of the media should be used to reach the parents and the community in general. The media can reach where people can not, due to the financing or time constraints, by means of radio, television, newspapers, magazines and electronic communication.

In years to come, a dream will be achieved, when the school is turned into a community centre where everyone can voice an opinion, in order to improve the efficiency of the school and the life of the community the school serves. Good relations between the school, stakeholders and the community will improve the school and ultimately, the community. Parents' concerns are justifiable, as they can not be expected to accept something they do not know
the reason for. I propose that the community be empowered by using all possible means, including the media. We need to focus empowerment training on sufficient and relevant knowledge but also on workable aims, in order to develop literate, participative and responsible citizens for the enhancement of human life, the environment and other living species.
BIBLIOGRAPHY


INDIVIDUAL INTERVIEWS

PARENTS' QUESTIONNAIRE

1. Have you heard about family life education? Where?
2. If yes, what do you know about it?
3. What would be your attitude if it was implemented in schools here in your province? Why?
4. Would you be prepared to help the school in this task? How?
5. Will a workshop on these issues, involving teachers/parents be helpful with regard to what to teach and ways to teach? How?
6. Should the school consult the parents before embarking on such an issue? Why?
7. What language should be used for this purpose? Why?
8. Would you feel comfortable dealing with children of the opposite sex? Why?
9. Who do you think will better teach this issues to the children? Why?
10. At what age do you think the children can learn about these issues? Why?
11. What particular points in family life education wouldn't you agree with? Why?
12. How should you parent and children live to secure a green environment?

TEACHERS' QUESTIONNAIRE

1. Where did you hear about family life education for the first time?
2. How do you feel about teaching these issues after the in-service training sessions you attended?
3. Given the opportunity of improving the in-service training, what would you be your input? Why?
4. What do you think are the reasons for the refusal by parents to teach family life education while teaching environmental education?
5. What do you need to better teach environmental education issues including family life education?
6. How do you feel about teaching these issues to boys and girls together? Why?
7. Do you feel the need to have parents helping the school to deal with family life issues? In what way?
8. What, do you think, must be the role of the parents in the design, implementation and evaluation of the teaching of family life issues?
9. What do you think, must be the role of the decision makers within the ministry of education regarding the teaching of family life issues?
10. How could we use professionals, such as health workers in these programs?
9-What do you think, must be the role of the decision makers within the ministry of education regarding the teaching of family life issues?

10-How could we use professionals, such as health workers in these programs?

LEARNERS’ QUESTIONNAIRE

1-What do you know about family life education? Where?

2-Have you ever discussed it with your parents? Why?

3-Which of your parents would you feel comfortable to discuss it with? Why?

4-Would you ask questions for clarification to your teacher? Why?

5-Have you ever discussed with your classmates sexuality issues after class? Why?

6-How much have you learned from your class?

7-Do you think your teacher has tough everything you expected? Why?

8-Should family life education be part of the curriculum? Why?

9-Should the session on family life education involve parents, teachers & yourselves? Why?

10-How do you feel about parents coming to teach specific issues of family life education at school? Why?

11-Are there any other people who could be involved?

FOCUS GROUP INTERVIEW

1-What is your opinion about the teaching of family life education in schools?

2-What do you think must be the role of the school in this regard?
ADDENDUM B

INDIVIDUAL AND GROUP INTERVIEWS WITH PARENTS, TEACHERS AND STUDENTS

INTERVIEWS WITH THE PARENTS
FLE- Family Life Education
EE- Environmental Education
Jeito- Condom
STD- sexual Transmitted Disease
TVM- Mozambican Television

INTERVIEW 01

Q: Have you ever heard of FLE? If you did, where and what have you heard?
A: Yes, I have heard about ... in a seminar held for the community leaders, religious leaders, some steering members of some invited schools.

Q: Where the seminar took place?
A: Was here in Quelimane
Q: Here at the school?
A: No, at the Health Training Center

Q: What do you know about FLE?
A: I know...
Q: Which issues do you know...
A: Is more about sexual and reproductive health.... to teach the young people to have an healthy sexual life and about the environment I know that is more to preserve the environment ... and that is it.

Q: What would be your attitude if education for sexual life were implemented in schools here in the province?
A: I think that... I should help, I agree though most people have no ... are not aware ... they have not discovered that the situation is worrying it seems to be, I think that all parents should support, should agree with that.

Q: Would you be prepared to help the school teaching these matters?
A Yes I would like.
Q: In which manner?
A: Calling up on lectures with young people should even is possible some theatre sessions, lessons about the issue in the schools.

Q: Do you think that a seminar at school involving teachers and parents to define what to teach and how to teach would be important?
A: Would be important because...with teachers and parents I think it is more easy to them to accept but it is a bit difficult to the tutors and parents because the parent's level ... then they do not agree because this is like teaching our children what should not be taught... In fact I think that a seminar should be held to make them sensible and to show them the reality of the things, that the things are not so well as we think...

Indeed, indeed...
A: There is a need of running a seminar to make the parents sensible
Q: Do you think that before teaching matters like these the parents should be consulted before? Why?
A: I think they should be consulted because many parents will not agree, then it is really necessary to consult, to make them sensible, try to convince them, to open their eyes to the reality and see that it is necessary to their children.

Q: Which language should be used to teach these matters? Why?
A: I think, if is in schools, Portuguese should be used, isn't it? Now if is a meeting with the parents, in a neighborhood area, it can be used the language of the...

... National language
Q: Why do you think it should be as you said?
A: Ah, ah... I think it has to do with the level. Isn't it? The person ... we in the neighborhood areas will find that most of the population speaks the national languages, if we explain in Portuguese they will not understand the message, then it is better to explain in the language that they understand
Q: And related to the children?
A: Related to the children should be the same.
Q: Do you think that they would understand better if it were in Portuguese than in national languages?
A: Yes...If is to be done in the schools they should understand better in Portuguese
Q: How would you feel teaching children of different gender as yours?
A: I think I have no problems teaching regarding to these, after I have heard I have...look, my son for instance who have been listening to this program when he was in sixth-class, he went out...maybe it is a bit difficult to talk about it when is our son but I do the best to address him these books, when I have them I borrow to him to read even if they are for the seventh-class, he is now out of the program because he moved from the previous school, but I received the books and gave to him to read because he have been... eh...
Q: If comes with some questions do you have any problem of explaining him?
A: No... I do not come to....Explain as I should explain but I always try to tell him the truth...

Indeed...
Q: At what age do you think the teaching of...I mean should start learning issues related to the FLE? Why?
A: I think it should start at twelve years old because at twelve years old and when the children start to be conscious...they start to notice the first symptoms of puberty, they start to open their eyes to the sexual life...then I think it should start at twelve years old because if we notice great part of the young people with at least less than fourteen years old they started already to have sex, then it is better to start at twelve years old, I think it is the appropriated age.
Q: Let's move on to FLE to a boy. Would you feel well? Bad?
A: I would feel happy because I would learn from him some of the things, because there I would not only teach, we would discuss, and he could talk about and I also would have an opportunity to talk about...to raise conscience on forwards.
Q: How would you feel teaching children of different gender as yours. If, you as a woman had to teach some thing related to FLE to a boy. Would you feel well? Bad?
A: Yes, because parents have ideas that should...give to the children and daughters, but not only the parents, isn't it? I say parents because are those who spend more time with a child compared to the teachers, teachers have only a short time but also should not quit, but particularly the parents.
Q: How should it be done? How do you think it should be done?
A: Yes, because parents and teachers should be the more appropriated to deal with the children attitude, and children activities could be taken care by a group of teachers and parents because not only the parents or teachers separately can educate the child, a mutual help between these two, parents and teachers is necessary.
Q: What language should be used to teach these matters of FLE and environment? Why?
A: National language
Q: Why?
A: Because the national language is the language...That the society dominate, and not every body, for instance not every children from rural areas can speak Portuguese properly...I think should be national language.
Q: How would you feel teaching children of different gender as yours. If, you as a woman had to teach some thing related to FLE to a boy. Would you feel well? Bad?
A: Yes, yes I would be very happy.
Q: At what age do you think the children can start learning matters related to FLE? Why?
A: I think should start at fifteen years old, because though some children knows already about sex at thirteen years old not all of them knows, to know at fifteen years old would be better.
Q: Who do you think would teach better these matters?
A: Who could teach better these matters are the parents, parents as I said are more appropriated, more affection to the children, because though the teachers talk about, the child goes home and he does not have such approach with his or her parents, it means, the child consider as nothing...
...That's right...
...If he or her learns something at school and goes home the parents emphasize on the child comes to have elements on how to do...
Q: Then there should be a linkage between school and community...
A: School and community...
Q: what the teachers are suppose to teach is what the parents should teach...
A: ...yes...yes
Q: A combined thing?
A: A common thing...yes
Q: Which issues of FLE you do not agree to be taught? Matters that have been taught and you do not agree? Is that because they should not be taught?
A: For instance this thing of sexuality, introduction of condoms at schools, if we see there some girls with 12 or 13 years old who do not know a man, in this case they will learn that in fact this as a function, when some body comes to conquer, she does not fear she knows that the other day the teacher said that using this I can do freely, my father will not know that I did and I will not become pregnant, but at 15 years old, with some notions about life, at this age we could start explaining what is a condom, how to use, because with 12, 13 years old at schools there some 12 years old in seventh class, 13 or 10, the child can be disoriented, in trouble, without knowing what is good what is not good, then three should be a certain age to us to explain...
Q: Is that all about condom or their some other issues? That you thing not to be taught and are being taught?
A: Well, about these things of some times, pornographic tapes also are not tapes that we can project to our sons and s...
Q: But these are not projected in the schools isn't it?
No...
...Our project does not...Have...
.....No, they are not...this is there out side...out side but it helps in a sense that when the child goes to school talks about to others children...
...That's right...
...I watched this and this then, the other child pays attention and wants to implement... what he or her should not...then I would like to appeal the parents, persons who project video tapes to avoid the video tapes for certain age.
Q: may be this linkage school and community could help in that sense
A: Yes...yes
Q: If there are not, how could the parents dare to talk with those.....
A: For instance when there is a coalition between parents and teachers
Q: How do you as a father or mother together with your child should live to ensure a healthy environment?
A: Teaching the child mutual respect...mutual...teach the child what is good what is not good, clean the house, how to make up the house, bad, how to receive visits, remove the garbage, avoiding to cut up the trees any way, then this could help us how to sow maize.
P: Ok, thank you very much.

INTERVIEW 03

Q: Have ever heard of FLE? If you did where and what have you heard?
A: Yes...yes, I have been heard by the radio but also at school because of books the students bring.
Q: Where did you hear from...you said through radio...
A: Yes on the radio
Q: If yes isn't it? If you have heard about these issues, what have you heard?
A: I heard about FLE, because of...of...how to organize the family here in our country. I know each family organizes in an own way, has his way to...follow the problems.
Q: What would be your attitude if the FLE were implemented here at school, was taught here at school? And why?
A: If it was taught in this school I would be happy, I think it is a good thing, it is a good thing our children...And after they learn they could, let say, implement well in their homes
Q: Would you prepared to help the school teaching issues relate to FLE? About sexuality? Sexual issues? Would you able to help the school?
A: To help the school? I would like but I think I'm not prepared at moment.
Q: Ah...ah...how you are not prepared?
A: I'm not prepared...just not prepared
Q: wouldn't you able to help the school if requested for that...parents to...help in issues of sexual education, how would be done...wouldn't you able to come and give your collaboration...your ideas to the school?
A: Yes...yes...yes, if they think I'm able and ask me for that, if in fact I would give my contribution.
Q: Do you think that a seminar about these matters involving teachers and parents could help to define what to teach and how? How would be done?
A: I think yes, I mean yes, parents who are in direct contact with the children, then they know very well what is happening with them, then with parents and teachers together could sort out better the question of teaching
Q: How it would be...how could it be done? Through meetings? How do you think?
A: A: I think through meetings yes...with tutor as well teachers.
Q: what kind of meetings should be?
A: for instance a seminar.
Q: Do you think that the parents should be consulted before teaching matters of sexuality? If yes, why?
A: Yes. Because parents are in direct contact with children, then, once is like this, it is necessary first to consult the parents and after consulting the parents; then what the parents says, let say to select the appropriate thinks to teach and the others things from the teachers, then together decide the best way to solve the question.
Q: What language do you think should be used to teach matters of sexuality? And Why?
A: Should be in different languages according to ... let's say, the language that the child speaks. For instance there children who only speaks Chuabo, they do not understand Portuguese. There children who speaks Lômue, do not understand Portuguese, thus, if the program is only spread in Portuguese, then those children will not be aware, then in several languages is better.
Q: At what age do you think ... that it should start to learn matters about FLE, sexuality? At what age do you suggest to start? Why should they start at such age?
A: They should start at 6 or 7 years old, that is, when they enter to the first class at school, it is because as the time goes, when they grow, they come knowing and organize themselves better about the case of sexuality.
Q: Who do you think could teach better these matters? Why do you think that that person or those persons could teach better these matters?
A: The better persons should be the tutors, also the teachers, that is because the tutors are always in direct contact and also the teachers has been in contact with the children, then I think is better the parents and the teachers together could teach these matters.
Q: What topics of FLE do you not agree to be taught to the children? And why? There could be issues that are being taught and you do not agree, isn't it? Because the child is too young or because the child knows already. What issues you do not agree to be taught? Why should not be taught?
A: None of them. That means, all issues must be taught, none of the issues should be removed from the program because all approaches are important and are interesting for the children, I think none of the issues should be removed all are important.
Q: How do you, as a father should live together with your child to ensure a healthy environment?
A: Me has a father, that is, with my child should live in a following way: avoiding forest fire not only that but, and... that is it ... to organize better and avoid forest fire not only....
Q: Related to sexuality? How to live in a health environment?
A: related to sexuality I think that...it is better to educate the chinned to not prostitute in this case.
Q: Thank you very much.

INTERVIEW 04

Q: Have you ever heard of FLE? If you did, where?
A: I have heard in several occasions, here at school, in the villages and "drive-groups".
Q: What issues have you heard...which themes? What have you heard in those seminars and "drive-groups"?
A: Hum...I do not know what is the name of that...that...condoms.
Q: Condoms?
A: That ones...that is to avoid AIDS and on the other side to avoid...to make planning...
Q: Is only that you have heard?
A: Yes it is...
Q: What would be your attitude if FLE has to be introduced in schools of the province...in every school of the provinces?
Q: Heee...I have heard from the biology as I have learned...but the biology first when the person is in the primary schools begins with natural sciences, from there at lest does not go deep hum...
...and that means it is avoided to talk directly to the children about things of....
Q: of sexuality....
A: About sexuality
Q: If is to implement in the school, what would be your attitude? What do you think about this? The introduction of these matters in schools?
A: At least should let the children grow more, to have a certain age...that deserves...
Q: What would be the age?
A: For me should be around 18 years old
Q: To start only at 18 years old?
A: At 18 onwards he or her can start, because is mature
Q: Why do you think they should start at 18?
A: we must avoid talking things about sexuality close to the children otherwise we can create scandal.
Q: Don't you think that they would be a bit aware of the transmission disease? As far as I know there are many children who start before isn't it? At 14, 15 the sexuality, if we tell them only at 18 years old they have got AIDS already... for instance...one of the situations, on the introduction we pretended that at the time he or her starts to have sexual life knows what is good what is wrong for his or her sexual life.
A: When is the case of our children at home, as parents we have the right to tell that...well, not to tell directly that must know men or...women, at young age...
... but from there then, the child with parents sayings starts to fear to be with any man or a woman because the age is not right to do such things.
Q: If you were requested to help teaching these matters of sexual education would you willing to help?
A: Yes...I would be ready to help but to talk in other, in another way, in a way that...not directly to the objective.
Q: Would you do this?
A: We in our tradition, though the traditions are not in the schools...
Q: ...they are, they are...if we want to introduce them...that is why we are doing this survey, to learn from the community, the community helps us in schools...but it is necessary that the parents tell us something about these.
A: Yes at young age we have the initiation rites...With the initial rites the child can at least fear about sex and be with any person, because is not mature, even in that tradition, with the initiation rites, they have ways to teach the child, up to a certain age I can do this or I can't.

Q: Then, would you ready to help on initiation rites?
A: ...yes I will, but with older people...older than me...

Q: Would you able to help finding these adult people to help the school? Is that right? The question is if you would be prepared to help the school teaching these matters? And would you do to help the school?
A: Yes here in Quelimane there people that are prepared for that we can find...we can find them.
Q: Do you think a seminar about these matters involving teachers and parents could help to define what to teach and how to teach? To run a seminar with parents and teachers could help to solve these problems, to know what to teach and not?
A: Yes we can but takes time...these cases that takes time.
Q: How could the seminar help?...to prepare matters for teaching?
A: Well, I can not answer because...I'm not prepared for that
Q: Ok
Q: do you think the parents should be consulted before teaching issues like these?
A: Yes I think is not a bad idea. They should be consulted in such a way that...to avoid the children comes to make mistakes in front of the parents in say that...to sat father you are overdoing this...father you are doing this and I was told at school, so before the child knows the parents should know
Q: What language should be used to teach these matters
A: Well once the teachers are prepared and I mentioned about tradition, these people, these people are people that...knows the national languages that is Chuabo and those translating from Chuabo to the teachers and the teachers interpreting to Portuguese the children
Q: Why do you think the national languages would be better to transmit the knowledge?
A: Because our children now are used even in our homes, we speak Portuguese isn't it?

Q: Why do you suggest being at that age?
A: In these cases has to be her mother.
Q: Why?
A: Because the mother is from the same gender, at least she doesn't feel ashamed to go directly to the issue. Now if is her father, the father feels ashamed can not talk about in front of his.
Q: At what age do you think they should start be taught things related to sexuality...Things about sex, body...At what age?
A: At least from 15 on wards they can know
Q: Why do you suggest being at that age?
A: It must be at that age because it is an age that deserves adequate knowledge, because she is growing
Q: What issues of FLE you don't agree to be taught? If you had to choose.
A: No.
Q: No?
A: There is a certain age that he must have...
Q: Above 5 years old?
A: Yes above 15 years old.
Q: Who do you think could teach better these matters? Of sexual education to the children
A: Ladies when is to teach girls...they go among girls, among mothers. Fathers when is to teach boys
Q: Why should be like that?
A: It should be like that because the gender is different. Each gender has own people who must teach.
Q: Then, what would be the role of the teachers in this sense?
A: It should be the same way, the teachers (she) teach ...teach the girls, that is to avoid...because we men we all...we can make a mistake, teaching a girl and from there comes an idea, different idea, I can not talk about sex of a girl I'm a man, then I can have an idea and try to deceive forever, isn't it? To drive her to misbehaving.
Q: What issues of FLE you don't agree to be taught? These matters that your sun brought home and is learning which ones shouldn't be taught?
A: Yes I think is not a bad idea. They should be consulted in such a way that...to avoid the children comes to make mistakes in front of the parents in say that...to sat father you are overdoing this...father you are doing this and I was told at school, so before the child knows the parents should know
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Q: Why do you suggest being at that age?
A: It must be at that age because it is an age that deserves adequate knowledge, because she is growing.
Q: Hum...but for instance the rites aren't taking place at younger age?
A: No.
Q: No?
A: There is a certain age that he must have...
Q: Above 5 years old?
A: Yes above 15 years old.
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Q: What language should be used to teach these matters
A: Because our children now are used even in our homes, we speak Portuguese isn't it?

Q: Why do you suggest being at that age?
A: Indeed...
Q: Why?
A: Because the mother is from the same gender, at least she doesn't feel ashamed to go directly to the issue. Now if is her father, the father feels ashamed can not talk about in front of his.
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Q: What issues of FLE you don't agree to be taught? These matters that your sun brought home and is learning which ones shouldn't be taught?
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Q: What language should be used to teach these matters
A: Because our children now are used even in our homes, we speak Portuguese isn't it?

Q: How could the seminar help?...to prepare matters for teaching?
A: Indeed...
Q: Why?
A: Because the mother is from the same gender, at least she doesn't feel ashamed to go directly to the issue. Now if is her father, the father feels ashamed can not talk about in front of his.
Q: At what age do you think they should start be taught things related to sexuality...Things about sex, body...At what age?
A: At least from 15 on wards they can know
Q: Why do you suggest being at that age?
A: It must be at that age because it is an age that deserves adequate knowledge, because she is growing.
Q: Hum...but for instance the rites aren't taking place at younger age?
A: No.
Q: No?
A: There is a certain age that he must have...
Q: Above 5 years old?
A: Yes above 15 years old.
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A: Ladies when is to teach girls...they go among girls, among mothers. Fathers when is to teach boys
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Q: Then, what would be the role of the teachers in this sense?
A: It should be the same way, the teachers (she) teach ...teach the girls, that is to avoid...because we men we all...we can make a mistake, teaching a girl and from there comes an idea, different idea, I can not talk about sex of a girl I'm a man, then I can have an idea and try to deceive forever, isn't it? To drive her to misbehaving.
Q: What issues of FLE you don't agree to be taught? These matters that your sun brought home and is learning which ones shouldn't be taught?
A: Yes I think is not a bad idea. They should be consulted in such a way that...to avoid the children comes to make mistakes in front of the parents in say that...to sat father you are overdoing this...father you are doing this and I was told at school, so before the child knows the parents should know
Q: What language should be used to teach these matters
A: Because our children now are used even in our homes, we speak Portuguese isn't it?
INTERVIEW 05

Q: Lady, have ever heard of FLE? I you did, where?
A: But, I have heard, with my brother student of this class
Q: What do you know if you did hear? What do you more or less know what you brother told you about this issue of FLE?
A: He said. Talked about familiar life, at school we learned how to behave in our life
Q: What would be your attitude if the FLE had to be implemented at school?
A: Yes it would be better.
Q: Once it is, would you be prepared to help the school teaching these matters? How would you help?
A: If is possible I can. But because I'm leaving far away I don't know.
Q: Do you think a seminar...a meeting involving teachers, parents hum...could help to define what to teaching how to teach at school?
A: Yes because it can not be only with parents without tutors, without parents
Q: How should they define for instance what to teach? How should they define?
A: They should define as follow: first of all at home, tell the children and then at schools
Q: Lady, do you think the parents should be consulted before teaching these matters? Why? For instance before teaching at schools do you think we should first consult the parents? Why?
A: Because parents must know that now life change
Q: Which language should be used to teach these matters?
A: Could be that one.... Dialect because there many women who doe not know Portuguese
Q: How would feel teaching a child with different gender as yours. For instance your are a woman isn't it? If you have to teach issues of sexual life to man. A boy?
A: I will do as follow: He is my sun is not my. If is a son has to be his father teaching him, now my, myself her mother I can teach
Q: At what age do you thing they can start learning issues related with FLE? Why?
A: From 15 onwards
Q: From 15 years old? Why?
A: because he is already adult
Q: who do you think could teach betters these matters to the children? What do you think? Who can teach better these matters, these issues to the children?
A: Must be the mother
Q: The mother? Why should be the mother?
A: Because she knows every thing about the girl
Q: And from boy's side?
A: must be the father
Q: You did hear about sexual education isn't it? Of FLE through your nephew?
A: Is brother?
Q: Brother...now within the FLE what are the points you do not agree to be taught?
A: No. Some, some words.
Q: Do you think is right what is being taught about familiar life? You have to say isn't it? If you agree or not. What you do not agree, what is not right should be removed. What do you say?
A: It is...he did not tell me all about
Q: How would you as a mother would live together with your child to ensure a safety environment? Hum? How should you live?
A: I can live teaching my sun, and clean my belongs myself, sweep, wash my children's clothes, to obligate him to shower, to be clean, go to school
Q: Ok, thank you.

INTERVIEW 06

Q: Have you ever heard of FLE?
A: I don't know well. If I did I don't know. I don't know what is FLE. As far as I understand is education to improve the boy's life as well as for girls, in the phase where we are, if we took the things that the girls do and the boys is some thing not interesting for us, we can not understand what is going on with the new society, to stop this question is really necessary to implement this social life that you are talking about.
Q: What would be your attitude if the FLE had to be implemented in schools here in the province? And why?
A: Ok, would be important, very important. because from there they could improve the conditions and life of the young people in the schools, it is important because they will learn, they will know, once they did not have an opportunity to know form their parents, then they take the opportunity at school.
Q: Thus, would you be prepared to help the school teaching these issues? How would you help the school?
A: I would be very, very, interested in helping, first thing we should do is to find out how our ancestors lived and why were they educated, what made them be educated, and be respecting people, not to use like today, what is the crucial point, this is what I would try to help the school to implement.
Q: How would you do these here at school?
A: A civic education. A civil education. A meeting during the normal class, I would go and talk with the teacher, give a short civil to the students.

Q: Could a seminar or a meeting with these approaches, FLE could help the parents and teachers to define what to teach and how? And how?
A: Repeat the question

Q: A seminar, to promote a seminar represented by teachers to talk about these issues, do you think could help to define what to teach in the schools and how?
A: It could help, because if the teachers are teaching it means they learned something, then in that seminar, in this meeting, where they discuss these issues, the teacher will understand every thing that is helpful to him to teach at school.

Q: Should the parents be consulted before teaching issues like this? Why? Why? We started to teach, here at school, FLE, should we first consult the parents? Why should be?
A: First consult the parents? They are already consulted...because we had meetings, to learn how to make familiar life, then the parents are consulted. But in principle there was no need, there was no need of that familiar education.

Q: which language should be used to teach these issues?
A: Yes that is very important, it is very important. The language is part of that. Because not every body know Portuguese, not every body speak though is taught at schools, not every student understand perfectly Portuguese, because in these days, like me, none of students know how to write, a 6th class student has difficulties to speak Portuguese. Even me I completed third class, The time that I studied, I spoke equally to that of tenth class today, then implementing the language that he learned from his parents it would be good. But look because Zambézia for instance has many languages which ones? That would be to co-ordinate, to understand should be a unique language. Which one, I don't know, but should be a national language.

Q: How would you fill teaching child of different gender as yours? And why?
A: I would feel happy. Really happy, to explain him no to do that, not to do this, because if you do this you will get this, get that, though is different gender as mine, very important to teach these things. My for instance, my niece, other person, that is it, is far as he can learn from me I can teach it is important.

Q: At what age they should start learning issues related with FLE?
A: From 9 years old?
Q: And why?
A: Because is the best moment. Is the best age for them to catch up all that you teach. While he know perfectly the familiar life is not easy to educate him.

Q: Who could teach better these matters to the children? And why? Who is in better conditions? Why do you think?
A: Whom I'm thinking would teach better...
Q: These matters
A: These matters...The teachers only are not enough. Teachers are not enough, it has to be also from the parents, from home, because you asked me at what age, the age I said I think is when she expend most of the time at home with her father. If you say don't watch video, she will just not watch. But after 12, 13, 14 years old, ah, she simply doesn't understand any thing, then should be her father.

Q: What issues you don't agree to be taught?
A: ...Hum...these points I think every thing should be taught because is important, it is very important to teach how to avoid STD (Sexual Transmission Diseases), how to conceive, what are the roles of ours organs, what do they do, it is important to teach all this is important to teach.

Q: How should you as a father and your child live to ensure healthy environment?
A: Right, to ensure an healthy environment and protect our homes, we have the best cleaning, to be clean, as well as protect our trees, then we will get better environment.

INTERVIEW 07

Q: Have you ever heard of FLE?
A: Yes I did.
Q: Where did you hear?
A: I have been listening from school, and generally at our homes.
Q: What do you about?
A: About the education and environment for children, for an education educating an individual, a person life and social life... men education...I mean.
Q: What would be your attitude if the FLE had to be implemented at schools in the province
A: For me it would be better because we could take opportunity to educate, mobilize the children for the future life. Why? Is to build the future.
Q: Then you would be prepared to help the school teaching these matters? How could you help?
A: I would help, and I can help to educate. What the teacher does and the tutor is also a mobilization that I can get courage from the teacher, in that process that the teacher uses and also educate my sun.
Q: Do you think a seminar on these matters involving teachers, parents would help on what to teach and how?
A: Yes in a seminar if there is ... hum... a contribution of words to educate I can also be involved to help the teacher and educated the child. Not only with the teacher, the education begins at home and goes to the teachers.
Q: Should the parents be consulted before teaching....or before teaching these issues?
A: Based on the teacher's knowledge, the parents and tutors are consulted at the same time.
Q: Why do you think they should be consulted?
A: Because the parents know the child life
Q: Which language should be used to teach these issues?
A: Particularly, should be first our language for better concentration of the child.
Q: How would you feel teaching children of different gender as yours? Why?
A: I can teach a child from opposite gender as mine, because as a father I must educate and... For him no to make other mistakes. To be more clear I can educate similar gender as mine as a man, because man brings problems among men because of sex, then I should give the details during the initiation rites, during growth phase to get knowing...
Q: Can you educate if is girl?
A: As a sun, let say as my daughter I can educate
Q: At what age do you think they should start learning issues related with FLE?
A: Probably should be at 9 years old the brain is fresher.
Q: Who would teach better these matters to the children?
A: I didn't understand
Q: Who should. Who do you think could teach better?
A: Parents and tutors and secondly teacher.
Q: Why should be these people, parent and teacher?
A: For the parent, education of the family, for the teacher, the education on economy.
Q: Why points on FLE you don't agree to be taught?
A: There is no point that I don't agree. All points are good. When a child grow very respectfully in our homes, goes prepared to school...The last education of a men is at school.
Q: How should you and your child live to ensure a healthy environment?
A: Mobilize and...clean the house, wash the clothes educate...shower our bodies, and around the house because there is grass near our houses, it is necessary to cut-out to avoid garbage, tree that are very close to us.

INTERVIEW 08

Q: Have you ever heard about FLE?
A: Yes I did.
Q: Where have you heard from
A: Here at school
Q: Very good, now, do you know something about what you have heard. Do you know something about? About the issue?
A: Yes I know a bit
Q: Can you say?
A: ...
Q: What would be, for instance if it was said to give that matters of FLE at school, would you accept or not?
A: I would accept
Q: Why?
A: .....ah...ah
Q: Why would you accept? Do you think is good?
A: Yes
Q: If you are asked to come here at school and teach how would you help?
A: I would help...on what I know.
Q: Do you think that, for instance a meeting where teachers are present, parents would be good to help us in defining what to teach and how?
A: That I can not answer.
Q: Now, do you think, for instance the school before teaching isn't it? ...Should first hear from the parents, ask for parent's opinion?
A: Yes
Q: We should first consult the parents, isn't it?
Q: Which language do you think should we use to teach these issues?
A: Portuguese
Q: Now, you for instance, would feel free teaching a child, not a boy but a girl?
A: Yes.
Q: Why? Your daughter for instance, would you feel well talking, teaching about sex. Would you feel free?
A: Yes I would.
Q: At what age do you think they should start learning these issues? At what age do you think the children must begin to learn about this?
A: Nine years old.
Q: Besides that who do you think could teach this?
A: Should be the father or the teacher.
Q: Should be the father and the teacher isn't it? Ok.
Q: Now, regarding these issues of familiar life that you have heard which one you don't agree to be taught to the children?
A: .................
Q: Do you agree with all issues? Or there are some that you don't agree? If you agree say yes, if not say why you don't agree.
A: Some I agree, some not.
Q: What are they?
A: ....
Q: Hum? Do you agrees with all?
A: with all.
Q: How should you as a father and your children live to ensure a healthy environment?
What do you do to have a good environment?
A: To clean the house, school,
Q: Only that?

INTERVIEW 09

Q: Have you ever heard of FLE?
A: Yes.
Q: Where?
A: At home and at school
Q: What do you know about the issue?
A: But I know a minimum part
Q: What do you more or less know?
A: Tell the children to go to school, I don't know, to clean the house
Q: What would be your attitude if FLE were implemented in school, in your province? What would be your attitude?
A: I would be good for them to know many things.
Q: Would you be prepared to help the school teaching these issues? How would you help? If you were asked to help the school how would you help?
A: What they would say, I would help.
Q: How would you help the children?
A: Correct the children on what they do, tell them what is the best to do, to pass....
Q: Do you think, for instance, a meeting, seminar about FLE, with parents present, teachers would be good to help on definition on what to teach and how to teach?
A: It will be very good, a bit from the teachers to the parents and from the parents to the teachers, all to be together.
Q: Do you think the parents should be consulted before teaching these issues at school?
A: From one hand is good parents to know, and, on the other hand it is not because there are things that are learned at school and parents do not know, there things learned at home the teachers do not know.
Q: Which language should be used to teach these issues?
A: Many people know Chuabo. Because at home and on streets many people speak Chuabo.
Q: How would you feel teaching children of opposite gender as yours
A: Yes I would fell well
Q: Would you feel good teaching a boy? Talk about FLE?
A: But from one side is good. Because some times today there are teen ages talking with friends about things that they do know, that I did this, that. Now, it is very good to educate a child from mother environment up to where they go, to know that up to this, otherwise I will get make pregnant or make pregnant some body. It is very good.
Q: At what age do you think they should start learning these issues? Related to FLE.
A: I think with 9 years old.
Q: None years old. Why?
A: None years old if it was the previous times where people use to go to the initiation rites, because at none years old all body is light, then the adults could teach every thing they need, Moreover, the children could catch up and retain every thing that was told at home.
Q: What points of FLE you don't agree to be taught?
A: But I can not see, every thing should be taught
Q: How would you as a mother and your child live to ensure a healthy environment?
A: I agree very with cleaning of my house, to bury the garbage, make all cleaning, sweep, wash the dishes, clothes, iron, clean up the dusty at home all things at home.

INTERVIEW 10

Q: Have you ever heard of FLE?
A: Yes I did hear
Q: Where did you hear?
A: here at school even at home some times
Q: What do you know about the issue?
A: It seems that the issue is to teach the children how to live
Q: What would be your attitude if FLE were implemented here at school and in your province?
A: It would be good. If it was like that
Q: Why?
A: Because it helps to grow the children, not height growing but have education, to have good education, when it is said that person is big, then if it was like this here at school, and there at villages, it would be better.
Q: Would you be prepared to help the school teaching these issues?
A: Well...To do that they have to inform, isn't it? This is not new thing it had been done even in the past. Some people were selected and do the job to the children, the same can be done, to go to the classrooms and say some words to the children. It would be good.
Q: Do you think a seminar about these matters and involving teachers, parents would help to define what to teach and how to teach.
A: Yes.
Q: How would you help?
A: It helps to prevent. From the education they can prevent themselves from much wickedness for his future, for his
A2: Based on the education, there is education of a man, based on education the man can know social life, as he grows
Al: Very good, related to this question the role of school is to teach the pupils, to know what is familiar life, without hiding
around mid-day, one instead of thinking on what he is going to do at school, he goes out with, then once he is educated
sexuality. There many problems happening to us, girls and boys in their way to and from the school, in the afternoon or
Q: What would be the role of school related to education for sexual life? Familiar life including sexuality? What is the role
A: from home, their parents, lately the teachers have material, but the parents can do better than the teachers. Teachers
can do a part of it but do not complete as it was at home, thus parents as other part, teachers has their own, therefore
during the meetings father can bring his ideas and meet in time and conclude the question.
Q: Which points of FLE do you not agree to be taught?
A: Not all of them are probable, isn't it? There are some not important, for instance they are walking around and some has
got and some, let's say, but you as a mother do not like that, then I will not say let every thing is important, it not possible.
A: Well some of the thing I can explain to him. But because I'm not his father I can not. But he girl I can tell her every thing
in details and how to get pregnant, how to prevent, about he menstrual cycles, I can explain, but the man, I can not do in
deep, I can teach superficially.
Q: At what age the children should start is taught issues related with FLE?
A: Because in these days the children start to play earlier I think should start from 8, nine, 10. Should be started.
Q: Who would teach better these issues to the children?
A: From home, their parents, lately the teachers has material, but the parents can do better than the teachers. Teachers
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A: Which point I do not agree? Is that one, we talked about diseases, not educated child, because not educated child can
drive the others. For instance they are walking and one says that in my house, my mother use to talk about this, but I think
she is old, because I can not understand everything she says, and the other says when my mother says that I accept, and
first says you are wasting the time. Therefore, the second is bad friend. A boy is always at home, are two, three, each one
has his own way of thinking, and then this I do not believe.
Q: How would you as a mother and your child live to ensure a healthy environment?
A: to ensure a healthy environment that education is necessary, that means when the mother talk to her sun he must
understand. T means they are leaving well. Not only to clean, wash the clothes, but the understanding, yes, are the most
important.

GROUP INTERVIEW (PARENTS)

Q: What is your opinion about the teaching of FLE including sexuality in the schools?
A1: It is very important It is important because is from there that the students will be prepared. Why is important? Because
is necessary to tell the students to let them know the gravity of sex problem. Because some times sex is dangerous.
Some children think that sex is good, but is bad because if they make a baby before the appropriate age the baby can die,
she conceived but the age is not in accordance with the height to have baby, can die. Therefore, it is important to educate
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during the meetings father can bring his ideas and meet in time and conclude the question.
A3: The child will grow up based on the role of school, but not only, at home he will continue with what he brought from school. What he brings from home must leave, if it is a good thing he will do well. Is how we like.

A: It is the same thing my friend said. When a child leaves home to school has the right to take in his mind that he is going to school, I'm coming from home, I will be all day at school, not go to the others hose seat and say that he has been at school. It is better to have the role referred.

A5: Good idea of the directorate, what the government thought is a good idea. Are... all parents, teachers, it is really better to make that role.

A6: I would like the state to make that idea

A1: I would like to conclude informing that from this education the government should establish that, that initiation rites, they are important in the familiar education because from there the child is prepared though, he loses some classes, he loses some thing when is on initiation rites. Is necessary to have the education of initiation rites. It is necessary.

Q: You mean the school should collaborate also with situation of initiation rites?

A1: I don't know. It will be important, it will be important because... why would be important? We see one thing. Our ancestors, all have a kind of education, very good even without know how to write, they have respect, why? Because he went to initiation rites and he learned some thing. Those who were their, today they know how to write though they passes through initiation rites. They know how to write, today they are teachers, they are big boxes but they came from our tradition, the education. The government should implement what? Order. Because a father has no decision at home. If there is no respect at home there anything. There should be a bit of fear, somewhere, pressure gives fear which is necessary. Government should make people understand that, look, I can order you, and that person in that moment will be conscious about what he should get if he does this. He will lose if the action is taken. From the government. If it is left just because the father is at home, the teacher is there and the government does not make pressure the education will continue with problems.

A3: Just waiting from the teacher, rites will not be enough. Because it is important all parents, isn't it? And there are old people where they can learn from... The old people teach the girls how to conceive how to give birth, how to take care of the baby. For boys they learn how to make a girl pregnant, how to sleep with a woman and why he sleeps with the woman. Teachers are not capable to explain the pupils one by one, but there is time at initiation rites. The men meet just to explain how to became a man and when, how to recognize a men otherwise a woman as well as for girls how to receive the husband, how to treat the husband and how to conceive, and all things.

A2: In this context the government should be the promoter, driving force, the local authority of all these rites, when the government starts to develop his work we parents fathers can go together, parents and tutors alone can not mobilize and stop the dangerous, begins with the government to stop this life that threatens the development of our pupils.

INTERVIEWS WITH TEACHERS

INTERVIEW 01

Q: Where did you hear about FLE for the first time?

A: First time I heard on TV but on RTP Africa Program.

Q: How do you feel teaching these issues about familiar life after short training courses you attended?

A: I feel very well.

Q: Do you think were the courses enough or you need more?

A: They were enough because we got textbooks that helps the to teach the pupils.

Q: If you were given an opportunity to improve the training courses that you attended what would be your contribution?

A: I would make more TV, radio programs posters to divulge, to let every people know about the programs.

Q: What would be the reason of parents refusing that their children should learn FLE while learning EE?

A: It is it is simply obscurantism. They don't understand when the teachers tell the child to use condoms, father don't agree, some fathers don't agree it is simply obscurantism.

Q: What is needed to improve the teaching environment including FLE?

A: This question is similar to that I answered. It should be through television, radio programs and lectures.

Q: As you feel teaching boys and girls together in the classroom?

A: I feel well because they feel happy when we approach some issues. They become interested.

Q: Do need help from the parents at school, dealing with issues related to FLE?

A: Yes, very much because teachers are not enough. There is need from parents.

Q: What kind of help?

A: That one... if the teacher tells the pupil that is important to educate the children, and if the parents tell the child about initiation rites which do not coincide it is difficult. It is difficult to then to understand.... Then there is a need of help between parents and teachers.

Q: What would be the role of the parents in conception, implementation and assessment of the teaching about FLE?

A: They must support. When the teacher for instance talks about child education the parents must support at home explaining the child then the child will understand better. Then if the father says this and the teacher also says the same thing, the child will hear a common idea.

Q: In the case of curriculum what would the father have to do? What would be the role of the parents?

A: They were enough because we got textbooks that helps the to teach the pupils.

Q: What would be the role of the decision organs of the Ministry of Education related to environment issues?

A: Here the role of the decision organs of Ministry of Education and Environment should be to make approaches on these issues through TVM, radio programs, making posters, lecturing with the parents.

Q: How could we use the others professionals such as health workers in these programs?
A: Health workers should also give lectures with students and showing some programs of... on television, the venereal diseases, how to become infected, it is important the child to know...
Q: Would only be the healthy workers or you propose other people?
A: Other people can also do
Q: Who would be that people?
A: Those who give seminar to us for instance can do the programs
Q: What?
A: People who give us seminar can do the programs. For instance to bring videotape about venereal diseases to show the children. It is very good.

INTERVIEW 02

Q: Where did you hear about FLE for the first time?
A: It was in the first course that I had on the Moz/95 programs, it was sensitively in 1996?
Q: How do you feel teaching issues about familiar life after some short training courses that you attended?
A: Well, now I feel more comfortable, because though I had some knowledge on education matters, I did not feel comfortable with some matters, mainly sexual matters, I did not feel comfortable to talk with children, but now I went beyond this barrier, and I feel comfortable after these courses.
Q: If you were given an opportunity to improve the training courses that you attended what would be your contribution?
A: Well, I would like to have more training to broaden my horizon in that sense, and may be to give more, involve more classes, for instance in my school many children with age to ...they have overtaken the adolescence and they have some doubts that can be clarified based on these themes.
Q: For instance to improve these courses that you attended, is there any topic that you wish to be added or removed?
Q: Not remove, may be study carefully more and more the existent themes and to ally theory to practice the geography themes. This is to help the students in each school become towards the preservation of the environment. Because some students at schools where we are, some are tough about experimentation, still contribute, some how, to environmental degradation. Then to ally the theory and practice to improve the assimilation of the students who are in the courses of experimentation.
Q: Is the time given to the courses enough?
A: the time given to the courses....
Q: For instance we come for a week or a fortnight, do you think is enough?
A: May be if was more long, isn't it? For instance a king of 3 to 4 weeks, full, even to be a kind of intensive course, to have a longer period where the participants could dedicate more to each other, because I have noticed that not all of us are interested in the matters, some...not contributing, I don't know they are following what we are doing, now if the course were more longer may be they could dedicate more, our instructors should also dedicate more to us, because the shorter courses don't give them the opportunity to pay more attention to us individually, then as the participation is collective, the work goes one with those who are volunteers to participate. I think it should be for every body who is in the course, to have that interest to participate.
Q: Why the parents are refusing that their children should have FLE within the environmental education?
A: Well, I think that the... the parents have more problems on biology matters, mainly when comes to reproduction, sex, use of condoms, then because the parents have no broader vision about these themes, then most of the times they say that when we talk for instance about how to avoid a pregnancy, what are the methods I don't know that...some parents are not duly informed, they think we are teaching them to contribute more and more to the children become prostitute, if is a girl, or that the man become more active and free, because they have no means to prevent themselves against any eventuality. Thus, this is the main problem of the parents, but when we explain them that, is not the objective, the purpose is to make the children not mixing up, some accept, even there in Mocuba there are many that after the profound explanation meeting with Mss Aida, some have accepted and expressed interest to see the books of biology because at the beginning some did not want to see, because * they are little children, they should talk about these issues, but look that teacher is talking about, that can not be...*, therefore they did not...because did not have broad vision, I don't know if is because the city is rather small, if you find an adult woman talking with a children about sex, condoms is an scandal, then if is a mother... from mother to her child they think that * That Lady is miseducating her child, that child talks about sex with adults. . . . the... with adults and her or his mother does not respond*. I remember once I was talking about...to my son he is tenth class, last year he was ninth class, the he had a lecture about AIDS, condoms were distributed, then he carne and gave to his father and the father asked *you are giving to me, don't you need them?*. He said, *no father, I still don't need them* my husband kept. When I was telling this to my colleagues they were scandalized... *Your husband accepted the condoms given by his sun and did not get annoyed with him? I said that he knew that the boy had received that from a class. One of my colleagues said ah no, I was against that thing of distributing condoms to the children, I do not know, I don't know if...but they are tiny ages... that is it, he went to a class of 18 19 years old, though at that time he was 15 years old, then the lady who was lecturing did not ask for the age she though they were sexually active and distributed, but my colleagues were scandalized saying can't be you are miseducating your sun you should give two slaps and he will never address to you and to his father neither...
Q: Were they teachers...ladies?
A: They were men
Q: Moreover ?
A: Then at that instant I was a bit like...I wonder if my husband and I did wrong... he said no, it is better that he has...come to us, one day if gets infected, because I welcomed him he can come and tell me, otherwise it can be late but many people have this problem.
Q: what is necessary to improve the teaching of environment including FLE? What do you is missing?
A: May be more material and illustrations...
Q: Posters?
A: Yes, posters...and...may be more lecturing on...environment, may be a bit more...for instance this year, the class I'm teaching experimentation is almost the same I did to sixth class, then I'm giving more practice than theory, because in Mocuba there is environmental group "UNAMA", thus we were creating environmental clubs in the primary schools because I'm part of "UNAMA" I asked the coordinator for a group of students to work with my class as an environmental club, and they are very much enthusiastic because they cleaned a piece of land...a garden it was full of grass now they want to re-make it, they do that with enthusiasm, I thought that...I opened two fronts fearing that they would refuse but are always with me. We are working for two or three weeks and waiting for the rain, the children are always there, even they have collected the seed flowers, etc, etc they are interested on that.

Q: Related to the reproductive health there is no clubs anything?
A: No. Related to reproductive health there is still nothing done I don't know what is the sensibility of the teachers of biology, since there is no any group, may if they join together, there are "jeito's or condoms" agents PSI, may if they join to that group could do some thing.

Q: They should do as the environmental groups do, make clubs...
A: That's right.

Q: Make clubs of reproductive health, go to the communities and make...tell the parents for instance
A: Most of my colleagues who were in that class that I mentioned did not belong to the class of experimentation, they have difficulties, mainly the class of biology. My class is even asking for biology, they want to continue because they had during sixth class and some times when we talk some thing about biology where they have to participate they don't do last year, because during the first classes of last year the teacher had difficulties, because the pupils though they could not talk about, etc, etc. but recently they do contribute, now they talk much normally and freely about these themes.

Q: How do you feel teaching boys and girls all together?
A: As I said at beginning was difficult. Though I could manage to discuss these themes with adult people, I did not know up to what point to stop with children, how to reach, even my colleagues of biology had the same problem, I remember the teacher of biology asked how talk about sex. May talk about penetration? Or I can't? Therefore I had much difficulties, but for the case of last year sixth class A and B, they were very opened, innocent children, that did not create very big scandal to them, then I even remember at the beginning during a lecture about reproductive health, I was following a novel where a lady use to make drunk a man and make love, but with the man drunk, then she became pregnant, and my daughter also is in that class, then she asked me "mother they made love only once, is it possible to become pregnant?" I was stupid looking to her age and having that kind of thoughts, and I did not know what to tell, even my husband told me to respond, I stayed like...without knowing what to say, up to where I could say to my daughter. But I told her that has....

Q: What is she?
A: She will be 12 years old next August, at that time she was 11 years old. Well, I had to explain her that a person, a woman can become pregnant at the first time she make love, because you will learn that there is a fertile period of ovulation, then if it happen in that period, it can be only once making love, then she said very freely that..."I though it was necessary long time that why people get married" then to...

Q: to have long time...
A: Because thinks that people get married to have time to...ah, ah, then I feel more free even with my daughters, I can talk with them which I couldn't two or three years ago, when my first daughter became maiden I did not know how to explain her, I went to my best mother and she said, "tell her only how to be hygienic, don't tell her about other thing because she will search for it" then I just kept quite, but when I started with these courses I realize that would be good if me...she could know to prevent herself. I use to take pills then I asked her "go and bring that tablets for stomach" then I could explain her that was not for stomach. But at beginning it was difficult, now I feel ease very.

Q: Do you feel it is necessary to have parents helping the school in issues related to FLE?
A: I think it may be correct because if parents were always together with us, the children could be more, free because there themes that are approached only at school, in the class, and a bit out side the class at playground, but when they are at home because the parents are not aware of the issue the children can not talk about the issues with their parents, then if the parents had more contact with the teachers could be better because they could know.... They might not be able to explain everything, but might help the children to be more confident when talking about these themes.

Q: And how can this linkage be done?
A: Well...through lectures, meetings and explain the objectives of the...the program and say that we want them to help us to avoid scandal from our children, if we remember in our times we could not talk even say the name of the sex in front of adults and in same families this still happens.

Q: Why would be the role of the parents in designing, implementation and assessment of the teaching of issues related to FLE?
A: Well, I think parents should encourage more and more the boys as well as girls to this programme, because this programme will some how help them in a sense of reduce some problems, because what do the parents do? They try to control the children which is very difficult, but if the child is confident about this matter, will control him or herself, will, parents will not need to see if they are in the night-club, if they are with whatever his or her name is, "you be carefull, man is dangerous". It is not this way that the child will be aware. But if the parents were aware of these programmes, in close collaboration with the teachers, even if is not every day, but have an active participation in the programme periodically, it would be very positive to the programme.

Q: And related to the design, do you think would be important?
A: I think yes because they should know up to where the teachers will give the matters in such a way to..., because it happens to be a contradiction, the teachers gives a lecture and the child goes home the father says "you can not say that in my house" and whatever, then the child does not know...even can think that the teachers is acting badly or something like that, because the father prohibit him to talk about these issues, now if the parents were within the programmes of the curriculum etc, they would know up to what stage they go in this or that matter.
A: But...I think if are the parents, who chose the matters they will not chose many matters. I think the matters should be chosen and...By us and simply to inform...sensitize the parents in order to accept the matter...yes because if we ask many of them will say no, because of this and that, will not work.

Q: What would be the role of the decision organs of the ministry of education related to teaching of this kind of issues.

A: I think this organs should give more support to this kind of programmes. more support to the schools to make the programme go on...and better because we see even at schools themselves the steering organs are not receptive to this programme because they think that...the problem there in Mocuba is that the programme exists for the teachers get a lot of money and go back. Because even when we give extra hours for these matters they say that "you don't need to gain for extra hours because to did it there, when you go to Quelimane take a lot of money, um million a day for you to work we know you carry these bags that you brought from the seminar, this is one million, one million and some thing and you are give as if it was some thing...a plastic bag that we buy by Five hundred "meticals". If your instructors gives you these is because your per diem is a lot, then you don't need to gain for extra hours". Last year we lectured the all year and did not get anything for extra hours, this years we have the same problem, and when we...last year we decide not to complain then they say " then didn't we say? They earn a lot that is why they did not complain" but is not an hour, two hours we can lecture because if we complain there is no way.

Q: Then it would be the role of ministry of education or decision organs.
A: Also to sensitize the steering organs about the need of giving all support to this work. Because even the district directorate some times they receive information that we have seminars etc, they simply don't tell us. It was what happened the time we got late. We received the notice at 20 h 00, then early in the morning when some were running to get the delivery note (permission) some were collecting the colleagues to go. Even the teacher Rita that lives very far from the city was collected by my husband, he took the motorcycle to inform her, she was on her way to her farm and said "look the others are ready to go to the seminar it starts at 8 hours she said but how. I'm going there to know, he said it is not possible, she said go, I'm going there to know he said don't go for that because others are going to the bus-stop, then she got ready with her luggage and came to find us. They are not sensible to these problems they think immediately about money.

Q: How can we utilize other professionals such as health workers in these programs
A: May be to invite them to seminars or to make a program between the group and those agents of education because they have...they know well the matters but because they are not professionals of education, the transmission is a bit...is not deficient but does not reach very well the children because they are not used to divulge that in a kind of lecturing and our children are used to receive as lectures even with participative character but they give like lecture and the children are not used to that methods.

Q: Oh thanks you very much.
A: Thanks.
Q: Some thing else
A: No just to say that at least from my side and my colleagues we are very happy with this program because beside we have learned a lot of things the methods that we have learned we could utilize this program but for the matters of the school curriculum we adopted many of the methods that have learned to give our normal lectures and the pupils change their behavior with the methods that we use.

INTERVIEW 03

Q: Where did you hear about FLE for the first time
A: For the first time...well it was in these courses that I had in the seminars, but in terms of matters or in terms of contents I have heard several times in the school where I was student, and also during the training.

Q: How do you feel teaching issues about FLE after short training courses that you attended
A: Well, I feel a bit different compared to the last period
Q: What is the difference
A: The difference is that I got some behavior in terms of transmission of the matters, and also knowledge.
Q: Is that enough, not, how is it?
A: Enough, not in terms of materials, and then...
Q: What is missing?
A: Some material for illustrations, in case of our pupils, may be because we are a kind of school that we can call town-village, when we call upon a meeting to put them aware of the contents that we teach to their children some tutors don't come, some don't agree with the contents, others I do not know how to say may due to ignorance.

Q: If you were given an opportunity to improve the training courses that you have attended, what would be the contribution?
A:...
Q: You have attended training courses isn't it?
A: Yes, yes
Q: If you were asked to give some help or contribution to improve, what would you propose to improve the training courses?
A: Well, may be the integration of the tutors, coming to listen one or two classes of the project.
Q: OK. Is that all?
A: That is all.
Q: The time is enough, is not enough, how is it? The material that we distribute what do you think? What would you propose to improve?
A: The material is enough, but with the conditions of our schools, for instance in the schools where I'm the classes ......
Q: Which school are you?
A: At school of Cololo the classes have 74 pupils.
Q: 74 pupils? Oh
A: In each class. It is not enough for transmission in these programs.
Q: Yahaa!!!
A: Because the results are not so sufficient but the main reason is because of huge number of pupils, this is the main reason.
Q: Yah!!! So, what do you propose to improve?
A: To improve it is necessary to reduce the number of pupils in each class and as I said before enough material, color illustrations, and also make inquires for instance in some neighborhood areas.
Q: Pardon!
A: Inquires in some neighborhood areas
Q: Which kind of inquires?
A: For instance there are themes like family planning, in my school for instance, this year 10 students quitted due to pregnancy, there are from different classes, then a meeting with some tutors, school directorate and we, not only tutors and that classes with problems, the all school approaching these themes.
A: What would you add about this question?
A: That is all.
Q: What are the reasons of parents refusing allow their children to learn about FLE while learning EE?
A: Well, I think the main reason is timing, for instance in this phase, is the time we are. There are several public currents when we call an tutor to school, in particular to my school, the sense office is at school and then the vaccination campaign passed though there, when we ask an tutor to come to school he think a lot of things, why is asked to go, what is the objective, some go and some don't go.
Q: Don't they believe that is for school matters do they think is a party issue?
A: Yes, yes.
Q: It only that? For instance when there is no mobilizations what are the reasons for parents refusal for their children have FLE?
A: I think is the interest that the parents have to their children at school. Those who are interested they go.
Q: What do you need to improve the teaching of environment including FLE. What is missing?. What is needed?
A: Well that is what I wanted. I do not have enough material, especially for illustrations as I said and the... we need practical exercise...
Q: You mean textbooks or posters?
A: I mean posters and then practical activities since we are talking about environmental education.
Q: I refer to the case of FLE?
A: For familiar life as I was saying...
Q: Sexuality...
A: ...for instance...
Q: Which material is missing? What do you need? What do you think you need? Which material do you need to improve your lecturing?
A: Almost .... well, For familiar life there is no much missing. Though it should be reinforced, as I said, with some meetings with the parents, to talk about these themes tell them that this is like this like that.
Q: How do you feel teaching these issues to boys and girls in the same class.
A: Well, I feel free, just fee...
Q: ...Are your classes mixed?
A: They are ... even...
Q: How are they?
A: There classes with almost half girls. I feel free, even some pupils feel different from the others.
Q: In deed
A: Because of the administration of these themes
Q: The teacher feels free to give these classes. Doesn't fell embarrassed to teach girls?
A: No, even the girls are more active
Q: Yahhh.. Tell about the teacher, when he is teaching doe not feel embarrassed to talk about these issues of FLE, sexuality?
A: No, even we have done some posters with bigger size
Q: Yahaa...
A: ...Related to those shown inn the book...
Q: ...ok...
A: ... if I did care I would not be doing the posters with bigger size
Q: Is their need of help from the parents to the school to deal with these issues of FLE and sexuality?
A: Yes.
Q: Why?
A: Well, for instance in my school a commission of parents was created
Q: ...hum...
A: For the time being it is working, some time searches for the behavior of the school, so this is one of the ways the parents help the school if they help the school and because we are also involved in a program we include the transmission of these....These contents to them as tutors as well as school commission.
Q: It means you have been giving lectures to the parents, those parents, and the commission of parents how it is? How do you do?
A: No. Not lecture them but they follow some works we do.
Q: Is it during you reproductive health classes?
A: Yes.
Q: Do the parents' come...some parents come to listen?
A: Yes...Is my colleague who is lecturing. He invited the parents or lectured two Saturdays, they came at least twice.
Q: ...hum...
A: At least two came.
Q: ...Two Saturdays?
A: ...Yes two times.
Q: What is the parents' opinion?
A: Some are in agreement...
Q:...hum...
A: The others as I said may because of ignorance...
Q: ...yahaha...
A: ...tell them... they think that it is difficult or hard to talk about these contents.
Q: Even those who have been in the lectures? Are there some that think that is hard?
A: For those who attended the classes no,
Q: ham. What d do they say?
A: That is better for at least educate, particularly our girl.
Q: Then, the problems are with the parents who did not come, who don't know what is being taught?
A: They are not many
Q: ...uhm....
A: But the main reason is ignorance.
Q: Yahaa...
A: ...They think the contents are hard to teach to the children
Q: What are you doing to convince the opposite?
A: Well. We have...there is a group...at school to create ...from the Department of Culture e Youth it came at school to create a team or nucleus
Q: Yahaa.. Of what?
A: that...not for pupils but will be called environmental nucleus
Q:...uhm...
A: ...Then they will guide the work
Q: But related to reproductive health, is there no nucleus?
A: Related to reproductive health there is no nucleus
Q: Then you should create also, if you are creating for environment should also create for reproductive health
A: It has been ... there is a lady who is Mozambican Woman Organization (OMM) secretary, in the school neighborhood.
Q: Yahaa...
Q: So, they give some lectures to the neighborhood ladies, regarding to the pupils who live far from the school I can't explain
A: ...uhm...ok.
Q: What should be the role of the parents in elaboration, implementation and assessment of the teaching of FLE?
A: ....
Q: What should be the role of the parents?
A: Well, at the beginning...
Q: In the elaboration...the curriculum is designed
A: ...yes.
Q: now what ca happen is that the curriculum was designed without parents participation. What do you thing involving the parents on design, assessment implementation of the curriculum?
A: First we should ask their opinion...
Q: ...to whom?
A: to the parents..
Q: ...uhm...
A: ...related to...
Q: ..So, we would have parents participating on curriculum elaboration?
A: Yes.
Q: heem. What would be the participation of the parents on the curriculum elaboration?
A: Well, They should give any opinion...
Q: ...Out the themes?
A: ...about the themes
Q: ...hum...
Q: Then that is all.
Q: and about the implementation?
A: In the implementation...It has to be according to their opinion...
Q: ...uhm..
A: ...I didn't think the implementation will be a problem, but they would be...not all of them, but most of them and transmission or implementation will not be a problem.
Q: About the assessment?
A: in the assessment...
Q: What should be the contribution of the parents...
A: Assessment of these?
Q: Of those programmes, those programmes we give about reproductive health for instance?
A: I think it could be together with those already existing.
Q: Say again?
A: From my said should be done in common
Q: Between parents and teachers?
A: Yes.
Q: Would the assessment be done by both?
A: Yes.
Q: How that assessment would be done? Which kind of assessment? Because in the case of reproductive health we assess the behavior.
A: Yes...
Q: Attitude? How are we going to assess the attitude? That behavior.
A: for instance they expend more time with...
Q: ...children?
A: ... their children. We have short time with them.
Q: Yahaa...
A: for instance for a day or even for a year they are able to describe the behavior better than we are
Q: yahaa...
A: ... then what we have and we...comparisons between what they have.
AQ: What did they observe after that...
A: ...yes...
Q: After the courses?
A: Yes
Q: ok. What should be the role of the decision organs of the Ministry of education regarding to teaching of these issues?
A: I'm not aware.
Q: What should be the role of the decision organs, for instance we have the Ministry of Education that proposes these courses isn't it? What do we think? What do you think that should be done more? Or to improve, something, what do you think the Ministry of Education should do, for instance?
A: Well...
Q: ...whatever the INDE or the Provincial Directorate or the District Directorate what do they have to do to improve these issues of reproductive health?
A: ...Well, intensify the training, as I said support in terms of materials as I was saying....
Q: ...yes...
A: ...posters ...
Q: ...uhm...
A: ... then more tests.
Q: ...uhm. Is that all?
A: For me that am all.
Q: How can we use other professionals such as health workers in these programs?
A: Well, for the health workers, some are part of a nucleus dealing mainly with AIDS they have been giving theatre shows....
Q: ...yahaa...
A: ...I think is one of the ways to help us
Q: Do you refer to health workers or others workers from other ministries or other directorates that can help us to teach these matters.
A: There are more
Q: Who, for instance?
A: For instance the Ministry of Information, Department of Information, for instance
Q: What can they do to help?
A: More details give more information, written or by the radio when they give that kind of news, some themes with such content...
Q: Yes. Thank you, do you mind to call the other person.

INTERVIEW 04

Q: Where did you hear about FLE for the first time?
A: For the first time I heard about FLE through the FNUAP program that I have been participating since 1996 during the seminars held.
Q: How do you feel teaching issues about FLE after attending short training courses?
A: It is a very rich experience and I think is reason to be proud teaching pupils how to behavior in relation to the transmission diseases problems, sexual transmission that are spreading all over the country day after day as well as the big epidemic of AIDS that is disgracing many counties, it is very good that in fact the pupils know and when we teaching we feel like we are forming a man....
Q: uhm...
A: ...yes.
Q: What do you say about the short courses that you attended?
A: They were very good.
Q: ...uhm...
A: ...First of all my self I was formed ...
Q: yahaa...
A: ... and second because I 'm able to address the message that I received during the training...Yes.
Q: If you were given an opportunity to improve the training courses, the courses that you attended, what would be your contribution?
A: First of all, I would thank what is said receive a gift with both hands opened, because I have a defect, I like to study even at this age I'm, I don't feel old when I'm studying I will receive the call with much value and proud even I cry, I would like to go to university to study.....
Q: ...yahaa...
A: That is why if I get more, more two opportunities to increase what I know....
Q: ...you know...
A: WI will clap my hands.
Q: Eh...to improve I first think that... there such suggestions that we had at the last seminar about the books and once the improvements are introduced, may be is not that much....
Q: I don't have those information Is better if you give what did you ask to improve?
A: ...Some parts that need small change.
Q: ...uhm....
A: For instance, a scheme about menstruation cycle is coming that we propose to be introduced in the changes of the previous scheme, because there was the hormonal system now the 7th class pupil still don't receive the hormonal system, these matters are assigned for 8th class and other aspects are technical, is possible if I had the book here.
Q: Related to the course itself?
A: To the course?
Q: About what we lecture what would you like to be introduced to improve the course?
A: Heem.
Q: What is missing in the course?
A: well, in terms of matters....
Q: It can be related to time, if is much or less, in case of the matters if is many or not, if is not well taught, if there are themes that should be included is in that sense what would you like to see improved?
A: Hi well, Hi... What I can say is related to economic part from the teachers side, The teachers from cities complain that some teachers in the districts have their homes here, then when they are asked to come they don't stay at hotels neither in the guesthouse, that is the problem, but this question has no much importance because are comments related to PRDN in technical terms, what should be improved... well... I don't know well what to propose. I don't know well because....
Q: Are you happy with the course?
A: Yes.
Q: All that you learning is what you expected?
A: Yes, is what....
Q: Isn't there anything missing?
A: No. What is missing is the question of hormonal system, we are forced to give it to 7th class pupils, now we have to include these themes? We will not mix up the curriculum, now we need to discuss, but in terms of contents I can't propose.
Q: OK..... Hai Why do the parents don't allow their children to have FLE? While we teach the environmental education?
A: This is a traditional problem, because the parents didn't have the opportunity to be taught by their parents. Issues about sex were considered as a secret taboo, that can not be transmitted from patents to their children, so because they did not hear it becomes difficult to do it, they consider as issues that can not be approached with adolescents.
Q: ...hum...
A: That is the main problem happening.
Q: Why they don't accept some body to tell to the children?
A: Hae...
Q: Are they waiting for a person other person, that they...
A: That is because of ignorance
Q: hum.
A: Yes, because an ignorant since is ignorant thinks that what is doing is good, it is good and that is all. But needs some body to open, to open the eye to make him/her see otherwise... Look to the other countries where the parents are educated, talk about these matters, about life is not a problem, is not a taboo...
Q: ...Ok...
A: ... For instance I was in the republic of Cuba for some years because most of my studies I did in Cuba the educational situation here in our country and there is different...
Q: Yahaa...
A: Thus, this is because of delay of our country that is why we have such problems.
Q: hum. What do you need to teach better the environment including FLE? What the teachers need? To teach the matters that you are teaching now?
A: To teach better I think we need some posters to show some aspects to the pupils, once we are dealing with environment, there some students here in Quelimane that have never seen mountains...
Q: hum....
A: ...that will need to travel to Mocuba for instance to show the mountains, how they look like, there some students for instance in Gurus, Mogeba, Mopeia that have never seen the sea, they have never seen beaches, people talks about mangroves, they don't know, those students need to travel to that places, take a trip to a beach, to visit a seafront to know what is erosion, how it manifests, what is a mangrove, the habitat, the ecosystem where shrimp lives, may be some people don't know even what is a shrimp, then they just hear and see from figures and drawings, this implies a lot of money to make such trips.
Q: hum.... related to reproductive health for instance what would you need to improve the lectures, during the classes of reproductive health and sexuality.
A: Related to sexuality and reproductive health, we still need to show the students how to use “jeito” (condom)....
Q: ...hum....
A: We don't have material....
Q: hum...
A: ... For instance one aspect that I have already mentioned is that a male nurse in the provincial hospital should provide to us that ... male model to show the pupils how to use condoms....
Q: Yahaa ...
A: ... another aspect is about "jeito" (condom), the female condoms did not reach Quelimane yet....
Q: Even me I have never seen
A: But then the radio...
Q: ... I have never heard about
A: ... no, in Tete it has been sold...
Q: Haye ....
A: ...The radio informed that the female condom has been sold, beside the... Because that happened after we have received...after we have approached during the seminar...
Q: Yahaa ...
A: ... About female condom more or less two weeks after the seminar the Mozambican Radio in Tete announced about the selling of female condoms....
Q: ... hou ...
A: ... Yes. Even when I mentioned this to a professional he said that it has not yet reached Quelimane... yes but it would be important to be available so it can be used, But the situation is that there are still balloons, balloons and balloons.
Q: How do you feel teaching these issues to boys and girls in the same class?
A: That is it...
Q: ... Issues of sexuality?
A: ... yes ... When we teach about sexuality in the class room the teacher is able to assess the level of awareness of the students, because at the beginning, mostly in the first classes there are some problems that we know, for instance that some parents don't allow their children to know about the relationship and sexuality, then when the students listen to the teacher talking about sexuality for the first time he or her becomes afraid, becomes cool and... For instance to show an scheme of reproductive system, explain the organs say the names what is the function, he or her starts to show fear and can even not to answer to the teacher ....
Q: hum ...
A: ... but as the time goes this behavior disappear because of explanation of the teacher, through the contribution of other students, through her or himself... hae...through the environment in the class and they can see that are left beyond, or if is a girl she will feel like she was sleeping, thus, is there when they receive the explanation that it is not a secret to talk about sexuality in front of others, therefore it has been very good and the students assume as you can see... based on what we have done during the classes that you attended...
Q: hum ... but how does the teacher ... how do you feel teaching?
A: I feel very free, very comfortable and ... may be because of ...
Q: ... hum ...
A: ... it was from there when... form there I started to enjoy biology ... hae... at that time, it was 1978 I was attending 8th class in "Ilha da Juventude" then she was explain every thing need to understand ...
Q: ... hum ...
A: It was where I learned that when we talk about sexuality the teacher shouldn't hide any question ...
Q: ...hum ... A: Everything is asked he must explain, that is why when my students ask me I explain as much as I can so they will know, tomorrow they can tell the others ...
Q: ... ok ...
A: That is why I feel very comfortable, I have no fear.
A: ok. Hae ... Do you feel parents should help the school to deal with these issues? FLE?
A: Yes it is very good, in deed, because it will help us to overcome some questions that come from the community that why we try hae... to bring some parents to listen the lectures, for instance there was a time that... I invited parents, 10 parents come to listen the classes... it was a Saturday, and they attended one class a lecture about sexuality ...
Q: ... That's right ...
A: This is show the parents that that taboo had that we can't talk about sexuality, then to stop, more over now they help us to educate the girls. When the parents know the importance of sexuality, then the sexuality do not begin at school, it starts at home, the pupils comes to school knowing already.
Q: ok. Humm Cunning ... And how the help should be given? From the parents, How would. Which kind of help you would like to have from the parents.
A: Hae ... From the parents hae, one way of help could through the knowledge of importance of these matters then it would be possible to talk at home, one of the aspects that we seek for is to know if they talk about these at home with their parents ...
Q: Yahaa ...
A: ... Then if the parents are aware of basic elements they can help their children avoiding diseases, for instance ... avoiding ... abortion and other... preventing... use of different methods to prevent the pregnancy and other aspects that can happen.
Q: Hum ... What would be the role of the parents in the design, implementation and assessment of... of... assessment of teaching of issues related to FLE?
A: The role of the parents in the assessment ...
Q: ... In the design of the curriculum, in the implementation and assessment?
A: Hae... This is very big question ... may be...
A: What do you think, for instance about the curriculum design? Parents should participate, should not participate and how?
A: uh ... about the participation of the parents ....
Q: When I refer to curriculum design it means, for instance if is necessary the parents to come before we make the curriculum call the parents.
A: Yes.
Q: ... to discuss with the parents, that we want to lecture an issue like this, that, then we know from the parents what themes they would like to be taught to their children? You think is important the participation of the parents in that sense? Or is just enough their participation in the implementation, parents to come and listen to the classes and come to contribute during our lectures? What participation do you think is necessary from the parents?
A: I think they are more needed in the implementation.
Q: Not in the design?
A: Not in the design.
Q: ... Why?
A: Because in the design there are...we have ...different organs of the Ministry of Education and the INDE and other parts, then should be these structures that can design technically what is necessary to teach the pupils to.
Q: without any participation of the parents? Is not necessary?
A: ... now to start parents are those who don't anything about...
Q: No! But they know many things about sexuality? We can not say that...
A: ...that's right, they know, but to have a such need to contribute, what is can be taught what cannot be, I don't see much thinks that they can contribute besides what has been teaching, because in the books we have...the books refers to psychological changes, physical and social in the adolescents....
Q: hum mm...
A: it refers to initiation rites, relationship, and marriage, refers to different transformations in the organism of the adolescents. Besides this I don't know what the parents can suggest. I don't see very well, that is why I consider the other way around when the parents come to participate they come to learn what the children will know. It is true they know because when we talk about parents, there parents who are teachers as well....
Q: yahaa...
A: there who are directors, are workers and by nature they can not refuse anything, may be they can contribute with one and other thing during the lectures but in terms of curriculum I doubt.
Q: And relate to implementation?
A: hae... related to...
Q: We have already the curriculum, if we implement in the school. Will the help of parents necessary?
A: Ha...in the implementation of the curriculum, it will take me...I think that they can consider a part which is important, I don't know, but I think the role of the parents is more each one to educate their children at home this depending on the situation of the children, there some that say my daughter is growing up as she need to know some thing of sexuality, not be left beyond, because here is a problem, when the sexuality is transmitted from child to child, not from teacher to the pupil, it may be they add more things or don't say things completely according to the reality....
Q: yahaa...
A: ...and because it is considered a myth which should not be, it is not transmitted from teacher to student, then there some mix up. When the girls don't know the importance of sexuality or when they don't have education in the scope of sexuality.....
Q: hum..
A: Is when undesirable pregnancy happen, because she was never told what is intra-uterine device, she was never told about pills, the mother never told her how to prevent, then for the first time she is in contact with a man becomes pregnant and then she gets scared, the mother gets scared when see the stomach growing, now when she is told that the sexuality is this and that, she must prevent in this and that way, when she enters in puberty phase she knows how to prevent herself, thus this is the importance of the contribution of the parents in the implementation of these aspects of the program.
Q: Related to the assessment of the curriculum. How ...do you think the participation of the parents in the assessment is important?
A: Yes.
Q: Because we....With this program we pretend to assess the behavior and the attitude.
A: yes.
Q: Then, do you think the participation of the parents is important in the assessment of the.....
A: It is important. It is important because....when an individual work on a farm must know what is done what is left to be done..
Q: hum..
A: ...now makes a programme without assessing it do not sounds good, because make assessment do not mean to go to the class room distribute the sheets and make a test, but is to see what is the attitude that the students a taking after learning with their teachers that the....that the students attitudes can bring diseases problems. How the students perform at home. We teach that they must help with house work at home, they should behavior well they should do this and that at home, it can happen that a student who has no discipline but through this program little by little is recovered and change the attitude, who was misbehavioring but now is behaving well, now who is going to assess that from a certain time up to present my sun has changed his behavior, my daughter has changed her behavior, are the parents.....
Q: yahaa...
A: Based on what they observe on their children.
Q: Ok. What would be the role of the decision organs of the ministry of education regarding to teaching of these issues?
A: Hae... first I think that the question of the decision organs of the Ministry after assessing, see the results of the program that the expected results are the positive ones, then it should be extended to the other schools, this will implicate training more teachers to be able to implement the program, this will need books re-print, new materials to be enough for teachers and students, this also will implicate some changes....the introductions in the curricula.
Q: That's right. How can we use other professionals such as health workers in these programs?
A: the participation of the professionals for instance health workers in these programs are very....
Q: not only health. I just gave an example of health, can be another one.
A: yes. Other professionals yes...
Q: How can they participate?
A: Hae it is very relevant....for instance there was.... It seems that in the 2nd or 3rd seminar that we had in the Health Training Center we were with dra. Judite and she told us several experiences that she gained during her studies in USA, we were there with dr. Lima who also told us about experiences he gained in different parts he talked of a lot of work that they did at University Eduardo Mondlane, about programs of the population and to say that other professionals really have a very important role for instance there some materials that the ministry of Education does not have but in case of Health they have in the scope of sexuality to talk about diaphragms to talk about creams, transplant, to talk about DIU's the Ministry of Education has no that materials, we can get only from Health, that is why their participation in these programs would be good and important because even instead of being the teacher to lecture as it comes in the manuals, then can be a professional to come and lecture to the pupils, as an health professional for instance can explain better. As an expert person on that matters related to population, demography, urbanization, in our case for instance the Dr. Lima can even give good contributions and good knowledge.
Q: ok. Thank you.
A: Thank you very much.

INTERVIEW 05

Q: Where did you hear about FLE?
A: Through Social communication, through Radio, Health and finally in that preparation seminars.
Q: How do you feel teaching these issues after attending some training courses?
A: Comfortable because I'm dealing with issues related to life, I'm comfortable.
Q: Therefore the courses are enough. Did not you have any difficulty with the courses?
A: Well, they are not enough; but once repeated would be important because they would help to develop more these issues.
Q: If you were given an opportunity to improve these courses. These course that you attended what would be your contribution?
A: For me, illustrate the material, preparing posters according to the issues that will be approached
Q: Only?
A: In principle...
Q: Related to course duration, related to number of hours that we lecture, the lecturing it self, persons who are lecturing? Don't have any difficulty on that? Don't you have any proposal to present to improve the courses?
A:....well, in terms of space it would be good to increase, is not like more time more issues to be approached, this would allow to go in detail, isn't it!
Q: hum.
A: only...
Q: Hum......What are the reasons of the parent's refusal in terms of not allowing their children to have FLE during the EE?
A: well, I understand first because of tradition. It is an old society with some rituals, then can not be from there that considering the issues very delicate that is the reason why the society don't respect; well, but I hope with more preparations they can happen to accept.
Q: What kind of information?
A: For instance make them sensible, pointing out the dangerous that the child can get when is not aware of these issues, for instance.
Q: hum......What are the reasons for you...hummmm.....I'm repeating the same question. That is necessary to teach better the environment including FLE? What do you need?
A: well first I need test books...
Q: hum....
A: ... and then some posters to illustrate since the society is just starting to hear a bit though they are also living in the environment...
Q: yahaa...
A: ...To preserve the environment itself
Q: Related to reproductive health?
A: Related to reproductive health, a close linkage between school and community. Health would more for advising to the ladies, even the girls at reproductive age and also for boys as well as ladies in the reproductive age.
Q: Do you think this would help you classes?
A: In principle yes, because I would get knowledge on both sides, form the old ladies and from my own scientific effort.
Q: hum.
A: yes
Q: Why would you ask to the old ladies, for instance?
A: How to approach some issues, first as I said they are delicate, how to approach the issues and some opinions and from that I would improve my work.
Q: ok. How do you feel teaching these issues to girls and boys at the same classroom?
A: In principle comfortable, because is a prevention for girls as well for boys for a better life of the students in question.
Q: You don't feel embarrassed to lecture girls as male teacher?
A: no...
Q: There is no... Don't you feel embarrassed to lecture a certain theme?
A: ...no, what I see is that first we approach a topic related to girls only comes a bit of...of excitement from the boys, they make some jokes because they think the secret of girls is exposed, then when we talk about boys the girls also gets
agitated because they think it should be treated among boys, but it is some thing that can be understood that these themes are to be treated in the presence of boys and girls
Q: But don't you feel embarrassed?
A: No, no, no.
Q: Hae...Do you think parents should help the school on these issues?
A: Very well. Because the children has some time at school and then some other time at home. Once approached at school it should be completed at home. Questions raised at home should also be treated at school.
Q: And how to integrate the parents for instance?
A: Through conversations with the students, approaching issues related to...., where questions about ....are raised.
Q: Who would tell the parents? The teachers or the students. And how to make it?
A: ... First the teacher raises a question....
Q: yes.
A: ...Because let me see based on the material we are using it is one page to deal with is what I use to do....
Q: yes.
A: ... like a issue to be lectured next time, then gives some time to the students to read and to raise some questions in the community...
Q: yahaa.
A: ..Then those questions raised in the community come to the class, discussed in the classroom and there is no consensus live them back. Then there is a priority that I give. Then parents whom feels a bit advised be approached and come to me...
Q: hum.
A: ...to discuss together and get a consensus. Is what I do.
Q: Then is only in that sense is not in a sense of community. Come to school and give those themes or not?
A: well...bring the community together with the school will not be!!!
Q: ....I mean for instance, it could be a case of inviting parents, isn't it and discuss with them the themes before they are lectured to the pupils, for instance... I don't know!!!
A: well...It is usual in terms of lectures, in terms of lectures ...
Q: Do you give lectures about these issues to the parents?
A: yes. We been giving even I remember We had her part of environmental affairs directorate, through MICOA, then we had a lecture on environmental preservation....
Q: hum.
A: ...yes, We a lecture with all students of the school.
Q: But for instance the sexuality has....
A: The sexuality, we have only one team of....youth team, Provincial directorate of culture that settled a meeting and says that needs to talk with some students and that students should be from that classes, because we have two experiences should be those students. Then a meeting was settled for next Thursday.
Q: only with the students, not with the parents?
A: yes.
Q: And with the parents don't you do any kind of work?
A: well, I can not....By this time I don't know, we have not done anything.
Q: hello...What would be the role of the parents in the designing, implementation and assessment of teaching
Of issues related to FLE?
A: I understand that first the parents should be clear. What the program foresees. There the parents can help to draw up the master lines of the program because if they know that is good for students I think they will not refuse...
Q: hum.
A: ...because the important thing is to be aware what is the program itself...
Q: Before the designing of the curriculum? We should talk with the parents?....
A: In principle yes.....
Q: to know what to teach?
A: ....yes.
Q: And related to implementation.
A: related to implementation I don't see anything..is not a problem.
Q: No. I mean what would be the participation of the parents?
A: well.....at this time they should....
Q: You think the parents should, isn't it, if yes, what? What kind of participation by this time we are already teaching the children?
A: They should participate because there are some aspects that will happen in the society, for example let's talk about first menstruation, that first regulation, normally it happens at home, then if the parents are close with the school, they know what to say, they will not feel embarrassed to talk about the fact that is happening to the boy or girl also.
Q: Related to assessment?
A: Related to assessment I think that....
Q: As we know this project is to assess the attitude and behavior, now what would be the participation of the parents? We think it important or not to them to participate with us in the assessment
A: ...yes, they should participate because they will know better than we will the results of the program...
Q: In deed.
A: ... starting from the community....
Q: hum....
A: They will know when for example the students up to a certain age are in the study phase, don't have problems of undesired pregnancy, they manage up to a certain level in such a way they create economical conditions to them selves, then this helps also not only the community but the parents...
Q: yahaa...
A: ...have functions on that
Q: ok.
A: haee...What would be the role of the decision organs of the ministry of Education related to teaching of these issues?
A: To help how to approach the issue, creating programs manuals and make the teams sensible during the training, moral support to take the task forward.
Q: How can use other professionals...hae...such as health workers in these programs?
A: well, seminars involving different ministries approaching these issues, it is not because the health is not aware of this familiar life.....
Q: yahaa....
A: they deals also with these issue, then without seminars....may be here is just to adjust the manuals and that is it, in such a way that....
Q: What should be done then. Linkage with other professionals and other ministries?
A: well, seminars involving different ministries approaching these issues, it is not because the health is not aware of this familiar life.....
Q: Before you give the class?
A: do you mean from there I think this linkage should be taken as the method to be used.
Q: Thank you. Can you call another person please.

INTERVIEW 06

Q: Where did you hear about FLE for the first time?
A: I heard about FLE exactly when the program was introduced here through the project, then I started to have more extended vision about this aspect.
Q: How do you feel teaching issues of FLE after attending short training courses?
A: I feel excited because from what I learned I can teach others and also learn, and for them to have a clear future that allow them to deal with the questions in a proper way, to not mix up things, they had something before, now they even have more knowledge, then they can put the society in a normal terms.
Q: But you feel that the courses were enough or not?
A: well, the courses ...what we were taught was enough, because we did manage to learn something very good that we did not know.
Q: If you were given an opportunity to improve the training courses that you attended, what would be your contribution in that sense?
A: well, my contribution would be to transmit the knowledge to society, we could go and give lectures to explain the parents why there some contents that we teach in the schools, and the parents does not understand very well, they think that we are corrupting the children so that they do not understand, but in the environment where they live they now some aspects of life, then it is better to explain to the parents and then to the children to know better about what they see and don't know how to do.
Q: then will be only in a sense of giving lectures.....
A: yes.Lectures, information through journals.
Q: Now to improve the course that you participated? Or you think it was the best course you ever had. There is nothing to be introduced to improve it, when you think about the course there is nothing that can be introduced to improve?
A: well, For me because we talking about the first phases we have not yet given the knowledge to all students, at least for the first phase, so, I think is enough for now. As the time goes we will see what is necessary to be added.
Q: Ok. Why the parents refuse to their children to learn about FLE when learning about environment education?
A: Well, one aspect we....I think that the parents don't know, some times they refuse not because they don't want, but they refuse because of obscurantism isn't it, many times people do things according to the society they live how the things were done, then the look for what they had before to instill what they think is right, and they think what we are telling the children is wrong.....
Q: yahaa...
A: ...yes.
Q: What do you need to improve the FLE?
A: well, for the environment in particular we are lecturing empirically.
Q: No, I'm about the FLE. What do you need to teach better. What is missing to teach better these matters?
A: For the familiar life at least I would like to see....More books for information because there is only one book.....
Q: For the teacher or students?
A:...for the students, for the students even the....If there were more quantities, and the conditions more favorable, they would be enough for the parents, isn't it!!! To follow properly the programs we are lecturing to the students, because most of times is the same books that has to be given to the father and then some times they are less informed about what we are lecturing.
Q: But I'm meaning you as a teacher. What do you need to improve you lectures?
A: For me I will need more books, more books to know other questions because what is in that books is not every thing, there is much things to be explained if somebody ask me I should be able to explain.
Q: ok. How do you feel teaching boys and girls in the same classroom?
A: I feel well, because these issues must be combined, at the same time the two groups of different gender, so that each one can know what is going on with the others, it means that when they know each other situation it is easier to joint in
their life and what they should do.
Q: now how do you as a teacher feel teaching these to both genders?
A: I feel very well.
Q: hum... don't you feel...
A: I don't feel embarrassed, not.... I don't feel.
Q: ok. Do you need help from the parents regarding to FLE and environment issues?
A: I think so, there is a need of contribution from the parents, specifically for this chapter, because not every thing must be
taught at school there are things that we have to deal with from home, where the children lives and where the children
expend most of the time than at school. School has less time than home then....
Q: then... how could it be done?
A: .... it could be..... For example the school should organize an exchange, parents go to school and a program made for
parents and school they could give their contribution on the teaching for the students.
Q: What would be the role of the parents in designing, implementing and assessing the teaching of issues about FLE?
A: The role of the parents?
Q: hum. We have a curriculum ready, but if for instance we didn't have it ready what do the parents..... What do you think
the parents should do regarding to designing?
A: I think the parents should, isn't it !!! From what they know, from their experience, what they see in the society they
should teach some things, from there we could take of the things and make the curriculum to add on what we have.
Q: ok. And regarding to implementation?
A: How should they implement?
Q: No, it is for instance, we are already implementing the project....
A: yes...
Q: ...What would be the role of the parents in the implementation of...., the curriculum that we already have?
A: ....Parents are... also contributing, isn't it.....
Q: In which way?
A: ....to contribute... giving more experiences on what they know according to what we are lecturing.
Q: And how this contribution would be done?
A: The contribution should be done through that exchange that... we call the parents once a while to the school and ask
what they think about some chapters that we are teaching, what they think about the books for students, what they can do
in order to add or remove, then we could improve the curriculum.
Q: regarding to assessment? Because what we pretend is to assess the behavior and attitude isn't it?
A: yes.
Q: Would the parent be important in the assessment of behavior and attitude?
A: but I think, because the children are practically parents belonging in the first phase, I think they are very important on
the assessment of children's attitude.
Q: How this assessment should be done?. Because is the teacher who teaches and parents do the assessment or how
the assessment should be done?
A: well, we practically teach.....
Q: yes.
A: ....but whatever they do is outside the classroom....
Q: That's right!
A: ....they do away ....
Q: hum.
A: ....then they could know if what we teach has any application to the students.....
Q: hum.
A: ....from outside where they go,......
Q: hum.
A: ......if they notice any progress they can contribute, they can say that what has been taught has some result in the life.
Q: but could they make the assessment without any contact with the teachers?
A: then....
Q: How could they know?
A: ....That is what is needed? It is necessary the linkage between parents and teachers, to be in close collaboration, then
they could see. Each parent could say that my children is this but this days I see is like that, it means there is some work
done, i.e., the pupil has another progress.
Q: hum.
A: yes.
Q: what should be the role of the decision organs oft he Ministry of Education regarding to these issues? Sexuality?
A: Well, or... in terms of decision organs, I think they should have more spread role isn't it! In general these attitude we
are talking about, of sexuality are everywhere in our society....
Q: yahaa.
A: ...and its implementation should be through training more capable staff and spread all over the country, besides us
having these information, then staff should be trained to undertake everywhere.
Q: How can we use other professionals, for example health worker for these kinds of programs?
A: well, health worker for example, we are talking about diseases, AIDS, then they can come to school and lecture, and if
there is possibility of video tapes, may be to inform, in spite of tell things orally, put them watching to see the steps and
results. Then the student can listen and see the effects through the pictures of people who got infected by AIDS, at least
people who exaggerate the use of contraceptives, what are the consequences, then the students can be more informed
by listening and watching.
Q: would be only health professionals? Or you suggest other people that can support these programs?
A: well, I think not only the health workers because FLE is not only for the health workers but other ministries can contribute.
Q: In which manner they could contribute for example?
A: for example, not only this ministry, there is for example, when we talk about agriculture, also agriculture is part of living being, then there must be a kind of protection, for example, not only for human diseases, of the flora, the protection of the .... Of the seas, in terms of the animals living their and other things. Then with this explanation it can explain issues related to human being, then are this state of affairs man and environment.
Q: yahaa.
A: yes.
Q: ok. Thank you

GROUP INTERVIEW (TEACHERS)

Q: Then, what is your point of view in terms of FLE including sexuality in the schools?
A: this theme for the school for the students is very good because teaches the students to meet all these aspects in a easy way, aspects about environment, because there is degradation, presently there is huge degradation, after some classes the students can identify the means that contribute for environmental degradation. And including.... If we talk about sexuality also they are aware of that, at least they can prevent them selves from STD's they can prevent themselves from undesired pregnancy, because during these classes they keep learning what are the means of prevention against the dangerous, thus, in my point of view is very good that is lectured in the schools and that is involving all students because there are students for example that have never had opportunity, then in the advanced classes did not have lectures that the beginners are having.
Q: Regarding to the programs and the curriculum that has been given. Anything you think that can be improved, introduced?....
A: Just in terms....
Q: .... or removed?
A: ....To remove, not but may be to add theory to practice...
Q: um.
A: ...Not in terms of sexuality, because that can not be, is not possible but in terms of environment, then once the students know the means for environmental degradation, the manners of environmental degradation and ways of preserving it, that in reality from the school up to their homes can utilize the means of preserving the environment but in a practical manner not only in theory, even if it is necessary to make young teams, to go to the neighborhood areas, other schools, etc., to spread these norms of environmental preservation for those who don't know...
Q: Now regarding to sexuality what should be done?
A: Well regarding to sexuality the problem exists it is related to the parents because many parents are not aware about the objectives of the program then they confuse, many of them think that giving these programs how to avoid pregnancy means to avoid STD's is a way to expand prostitution, because when the young man knows that I can be more active, more sexually active I can have relationship with anyone, and there is no problem of undesired pregnancy or DTS, I have to do this, this is that. Then they are more free, and this is the same thing as I can prostitute freely I can do whatever I want sexually there is no problem, because I have the means to not hurt, is like this....
Q: yahaa.
A: ....then it was just to explain the parents that the objective of this program is not like that, but make the people be able to prevent themselves, in the districts there people dying of unknown diseases in the present days, I don't know if is really true, people losing their weight, some time even the hair, I don't know, and then we just hear that that is AIDS, is DTS.... Q: it is AIDS isn't it?
A: ....We can use these examples and tell the students and tell even to the parents that we are avoiding these dangerous to happen.
Q: Yahaa. Another person can talk. Do you know the question?
A: Yes. I can add the idea of my colleague, is still about the environment I think the schools should coordinate with the project particularly here in this province, should be facilitation in terms of visits, isn't it?, because the time we have about 45 minutes and is not enough to complete every thing, like observation s "in locus" it is difficult. For example, should be possible in one afternoon to visit... to make a visit to a factory and have explanation on how it function or about the pollution, and also they could ask some questions, and other sites of our interest, and regarding to themes that we are teaching.
Q: And regarding to sexuality. What do you think?
A: Regarding to sexuality, more effort should be made in order to inform because the question is that the parents have another problem. They really don't know and because they don't know are the first to tell the children that what they are learning at school is bad, because the children don't know as well, what they will miss and what are the advantages for the future generations.
Q: But it is said that the problem is for instance the exhibition of pornographic films in the communities, we are here among teachers, suddenly they are inviting children to watch such films?
A: Well, These pornographic films also are not applied in a proper way either the STATE said that the pornographic films should be projected for the young children, but because people are more interested in money they just let the children enter and the children get wrong information through those information means, then they start to apply it empirically. So, to avoid the children to apply things empirically, is better to be explained through the schools, once the programs are introduced, explain them that what they see is the consequences are these, for example they can get infected of diseases, and that the end will be the death. Then I think some parents are allowing their children to do that, even some parents have television, whatever, video s, they project while their children are there....
Q: umh.
A: ...Are they promoting then....
Q: yahaa.
A: ...yes.
A: I think what was mentioned about sexuality ....
Q: Is better to talk a bit laughter.
A: Sorry?
A: Speak a bit laughter
A: uhaa...about sexuality the problem is the patents, they have to do also with education of the children, if the teacher 
says something at school and the parents don't agree is difficult to have education, because the problem of the parents is 
that they don't want us to tell things that they don't admit to be suitable for the children.
Q: Now what would be the role of the school in that sense?
A: the role of the school is to make the parents come to school and talk with the teachers.
Q: Then you think we should put parents and students in the same classroom?
A: No, only parents, to explain the parents.
Q: And would we do if is so difficult to call up on?
A: We have to make effort otherwise it will not happen....
Q: That's right.
A: ...because in the meeting we had the other day there was much polemic....
Q: about this issue?
A: ...yes
A: What do they say?
A: They don't accept, they say that can't not make it, that you must do this, that you have to use the condom like this, and so, they say they can't inform their children.
Q: That's right, if they can't inform, can the school make it?
A: The school can make it but then they say we should not be teaching these things, this is the problem.
Q: If we talk about AIDS and explain that there are many people dying of AIDS?
A: yes many people die of AIDS, but they don't accept that their children should be explained how to use condoms, like this like that. They think is a scandal.
Q: What do they propose? Suddenly they may have a proposal?....
A: Now I don't know what is their proposal, only talking with them. I don't know their proposal.
A: If they don't listen. The problem is there since they don't want their children to learn.
A: There is much polemic around this issue, much polemic, for example here some parents don't agree.
Q: May be they prefer old people to tell the children, isn't it?
A: No, also the grade, the grade that we are informing because that year we did inform the 6th class and they are young
children and some times they say that we should start to the 8th class and to the 6th.
Q: But for instance, if we start with 8th class and the children have started....
A: That's right
Q: And the children have started before?
A: ... even at 7th we find children with 17 years old, in 7th and 6th.
Q: However is already infected and we explain. What is the pint of explaining? If is already ill?
A: Then that's why there must be a job between parents and teachers.
Q: Teacher, what is your opinion?
A: I think is the same. That the pupil just be informed and meet the things seriously. For me the program is right.
Q: Should this be taught at school?
A: I think so.
A: For me is better if the program stays like this and the parents should not be shocked because of the program I would 
like to hear the information means to reinforce their job whether by journals or magazines.
Q: Journals don't reach the districts, is that the problem?
A: well, the radio reaches, if the journals don't reach the radio reaches
Q: And we as school what could we do?
A: As school we must reinforce the contacts with parents as we are doing.
Q: In the case of our school meetings with pares are there in three months (quarterly) when comes April 7, June, and at 
the beginning of the second semester, yes we do have meetings with the parents
Q: And do you use these opportunities to explain the parents or not?
A: well, we haven't made yet but...
Q: That is the point, the teachers have the programs?
A: Yes. In principle if Miss Aida new is because of the meeting that the schools organized. It was based on that excitement she new that the parents are against of...
Q: You should have written something and send.
A: Well, in principle because our provincial delegate was here we understood that the notes she was taking would reflect the team ideas, that is why we relaxed, but it ok we got the message at least the....
Q: If we had got from many people we should see that are really a problem.
A: ...ok. Is it possible to do something since we got this moral encouragement
Q: ten what are you opinion regarding to FLE and sexuality in the schools?
A: The problem is only that. The schools has no other problem to be approached
Q: Do you think should continue?
A: It should continue and conditions have to be created to make the parents to understand, because in terms of school there is no problem, the problem is only from the community side. The teacher should work from the community and make understand that is good for the children, not for the school. Is good for the students because they will have more time to study, more time to organize them selves and improve their lives at the end.
Q: ok. More suggestions about this
A: no. Thank you.

Q: What would be the role of the school regarding to FLE?
A: well, I think the schools in terms steering board, should develop this program because I don't know for other colleagues but is happening at school it seems to be a distance it seems that the teachers are involved in a project yes but up to a certain stage is seems the school has nothing to do with the project, they just say that there is a seminar, go to the seminar. If the seminar comes from the seminar, and don't have the initiative to ask the school directorate and say look this and that is happening, we need one more hour, we are going to do an experimentation, we are going to do this and that the school does not...
Q: Don't make contacts?
A: ...yes. I think the schools directorate should be more involved may it is necessary explain to the school directorates, other teachers because in the case of our district there a problem that some how we feel marginalised because we are the ones who periodically we go to a source and carry a bucket of money and come back to our offices, then some how our colleagues marginalize us they don't the project as something that the community can benefit from but like something like only a certain teachers can benefit from it.. but I think this feeling exists because the school does not care, to inform or they are not informed, may be I don't know what is the problem, because this is not happening only with us but there is another project at school and three teachers were chosen to come here and they have the same problem, that they come here, they are chosen by the project to carry the money only, and they have that thing...even they say look, let's change, I will teach EP2 and you teach the general secondary school because I also want to go to FNUAP, you are there for a long time, now we want to go, but if those teachers had an information , because information given by us is like we are hiding some thing. If the directorate were more involved in these problems that would not happen, and each one could even explain in his our her class what is the importance of the project.

Q: And regarding to linkage between school and community?
Related to linkage between school and community is what teacher Noel was saying. In our school or in the meetings we never inform the parents about these programs, because when we meet is just for school performance behavior, etc, and we don't use the opportunity, but after the meeting that Miss Aida did with the parents they were more sensible because I saw this year when the students received the books... the materials some parents came to ask, if the teachers will be the same how it would be since the teacher of biology is different then we had to explain that the pupil will not have biology but will have experimentation only in geography, thus I though if we do more with the parents even those who don't accept today, they could accept the program after some time.
Q: Then what do you suggest the school could do? Or the teachers?
A: To reinforce more and more, that the parents participation in the project, that they should be in close contact with the teachers whenever the teachers asks for it, for any job in the project, be ready to be here with us, because what we see is that the program will collapse because the parents never meet but his, may be because they are not informed may be the parents who were chosen are those who don't agree with the program and because they don't have courage to say that I
Q: Do some body want to say some thing? No? ok. teacher can introduce such friends of health and some other things can be done, so, is what I wanted to add.

Q: TV at home and the teacher, with Mozambique on the hands is easy to inform the school, as well with posters, then the

A: I would like to add that the Mocambique magazines missing. I remember in that seminar it was said that they would be

Q: address the message...I was saying that is true that the TV gives ABC program about environment but not every body has

Q: have got TV at home...

A: ...yes, then it means that some people can see, now with Mozambique magazine on the hand is easy the teacher

Q: ...in the school directorates says that we are in the schools and working alone, without participation of...

A: ...is possible that people can be interested and come to school and help on the adolescent health of the school....

Q: Related to linkage school-community?

A: Is what my colleagues said, we have to be contact with the patents is important.

Q: Thank you. Do you want to add some thin, teachers?

A: ...even not being in the program?

Q: Even not being in the program?

A: ....yes. Then we do our work independently of our structures and most of times there some questions that make things
difficult, for example in terms of time table because this is necessary to adjust our normal time table and the time table to
complete the questions related to project and many times there is big difficulty because of that linkage, basically there fore
there is no strong linkage, this makes things difficult. Now for instance, that thing of making contacts with the parents and
the community and make exchange is not that easy for us alone, but if the school directorate was involved, with the plans
they make, for example at the end of the semester when who give the general information about the performance of the
students what happened during the semester, and so and so...behavior, then a line should be included about the project
we are working on, the parents little by little would become familiar with what has been done but because this does not
happen, makes the job difficult some times, then what I would like to ask through the person responsible, is that should
be at least an practical information from our school directorate, our directorates some times makes the job difficult. Yes.
That is why some times a teacher is overloaded and can not make the project job then has to sacrifice another time,
afternoon shift or extend the time, to know that this class has a free time now and let that time for the project work, then
should be a workload that allow the project to progress in a good manner.

A: It is almost every thing my colleague said and also simply I would like to say that the books of biology and geography,
of that experimentation we receive, should be distributed for all teachers of biology and geography....

Q: Even not being in the program?

A: .......and... That is right.

Q: Related to linkage school-community?

A: Is what my colleagues said, we have to be contact with the patents is important.

Q: Thank you. Do you want to add some thin, teachers?

A: I just want to say that the schools have to create interest-circles, environment friends, for example. Last year we had an
idea from teacher Aida, then it disappeared, also this year there is nothing we were planting some trees, it also helps to
the students to understand the environment where they are living, I think the interest circles are important.

Q: But you just think on environment interest circles and what about sexuality?

A: Well, Life-friends can also happen dealing with posters with some pictures saying that some body got infection, for
example any infection of STD.

Q: If we get the ideas, we take them to the health directorate, for example to the AIDS project then they can help the
school I if they see that the school is interested to do some thing make sure they can help.

A: May be is possible from such circles, because the Health office has some posters that can be useful...

Q: ....yes. In principle they have posters, have posters about health...

A: That is right.

Q: ....but it is necessary that teachers show interest in getting them because they don't sell it , they give, then if we
express interest to get them, saying why we need them, they will help us on that and even if we want to create a health
club, so... and so...

A: yes

Q: ....is possible that people can be interested and come to school and help on the adolescent health of the school....

A: But ok....

Q: Since we....

A: ....There are many exemplar programs, but I don't know what happened this year. Last year we projected some video
tapes, now I don't know if is a problem of tapes, I don't know what is going on, also that films helps us, helps to inform
how the things should be done, now I don't know what is the problem.

Q: Hello.

A: I would like to add that the Mozambique magazines missing. I remember in that seminar it was said that they would be
provided periodically the Mozambique magazine, but in practice we don't see, because for example with Mozambican TV
spread to almost all the country, the TV has ABC program of environment and this program is rich, is not every body who
have got TV at home...

Q: ok.

A: ....yes, then it means that some people can see, now with Mozambique magazine on the hand is easy the teacher
address the message...I was saying that is true that the TV gives ABC program about environment but not every body has
TV at home and the teacher, with Mozambique on the hands is easy to inform the school, as well with posters, then the
teacher can introduce such friends of health and some other things can be done, so, is what I wanted to add.

Q: Do some body want to say some thing? No? ok.
INTERVIEW WITH THE STUDENTS

INTERVIEW 01

Q: What do you know about FLE?
A: FLE, means, explain us how to do. Gives a concept of person...to know mainly in...education for familiar life talks about... menstruation ...talks about ...to have attitude...Marisa talks about menstruation... Much, much about girls. For boys is not that much...even...in the, but more about the...girls... that in the day X will be in such instance. Even there was a title saying that Marisa ...that in the other day, when she was going to the bathroom noticed blood draining through the legs... We want to know if it was the first day of menstruation. But well she got a bit of courage...she went to talk with her mother. She did not know what was the first menstruation. Her mother explained how would be, explained...Now... This is education for familiar life. For the hygiene and environment. We suppose,... cover the garbage to have good air...look at this moment in this book...environment. There is said ...that the hygiene in the house...Is necessary to cover the garbage, wash the dishes, clean, clean the house, whole house and leave it beautiful. Here and the environment. Leave the flowers in good conditions, more or less in few words, that is all.

Q: Where did you learn all these?
A: I learned,...not at school but at home. Of....

Q: If not t school where...didn't learn anything about these?
A: I have learned. Last year we had Biology, also Geography at 6th class. This years also we had FLE, we had EE, we learned these.

Q: Have you ever discussed issues related to FLE with your parents?
A: Yes, I did.

Q: And ...why...what did you discussed with your...with your father?
A: For education?

Q: Yes, what did you discussed?...
A: We were discussing. I propose this. You don't understand what is the FLE. But yes I did that proposal. I knew that I could get some opinion from them. They explained in few words about FLE. But was not my mother, but my uncle explained us...

Q: Explain what?
A: Explain what is FLE, when the woman is like this and that...he started to explain in few words. He said that...Get some from the teacher, explained also to me...about this.

Q: They are my uncle and aunt?
A: Yes

Q: Do talk better with your uncle and aunt?
A: Yes

Q: Why?
A: I'm not leaving with my mother
Q: ah... Its ok....
A: I'm here with my uncle and aunt. Just making ...That is why is my uncle...

Q: Problems of ..., it is necessary to...don't you understand...
A: Yes
Q: ...to understand....
A: Yes.

Q: And with your uncle and aunt what do you ask
A: With my uncle, aunt and friends... the...they tell their opinion, things that I don't understand...

Q: But your uncle and aunt, your uncle or your
A: uncle
Q: ah, your uncle.
A: Yes
Q: Why not with your .... with aunts?
A: Aunt...is not... Does not have courage, but when is my uncle I have like it....

Q: ...

A: ...I can say very freely, .... But when is woman ...I can not be...with...don't like.

Q: Why?
A: It is difficult... to ask. I fear but ...when is my uncle I ask every thing...

Q: Without any problem!
A: Yes. He complicate me. Now when is woman, woman fears...
Q: Would you be able to ask your relatives explanation about sexuality?
A: Yes.

Q: To the teacher?
A: The teacher....
Q: Don't you have problems on asking her?
A: No, no.
Q: Have you ever discussed this issue with your colleagues?
A: Yes, in the class.
Q: What did you discuss, for example?
A: Suppose,... I have discussed, it was not at school... of the house, and went to see my colleagues, neighborhoods. I propose... they explain in few words...
Q: So, what you don't understand in the classroom...
A: Yes... I went to ask them. There are times that the teacher explains things that you don't understand. But...
Q: Yes, yes.
A: But if is not at that moment to ask others, and give any opinion.
Q: And when you ask the other colleagues, are girls or boys?
A: Are boys.
Q: Don't you approach these kind of problems with girls?
A: I feel ashamed with the girls.
Q: Ok!
A: Many times,...
Q: You talk with them some times?
A: Yes.
Q: Do you ask them also?
A: Yes.
Q: Without any problem?
A: Without any problem.
Q: Eh... have learned every thing... every thing... all that you wanted to learn about FLE? Have you learned from your teacher?
A: Yes.
Q: Or there is some thing that your teacher... did not teach?
A: ???
Q: Hum?
A: The FLE... This, this subject, this small book we received last year, we had... those questions also with one... of them come from Norway.
Q: Hum, hum...
A: We had all questions in the class, last year a small book come for... 6th class 2.
Q: Ok.
A: ... Ah... about FLE what we want this is also the same thing....
Q: But do you think that what the teacher taught is enough....
A: Is enough...
Q: Nothing you want to know that the teacher did not teach?
A: Nothing...
Q: Even... do you have questions, want... the teacher teach more about... nothing?
A: I have nothing...
Q: What is here is all that...
A: Yes
Q: ... Would you like to learn?
A: There is doubt because... we did not finish the book up to... we are still in the middle.
Q: So, do you think the teacher have taught all you wanted to learn?
A: Yes he taught everything.
Q: Do you think that FLE should be part of the lectures... or some thing to be removed?
A: Is some thing be part of my...
Q: How, do you like it?
A: In fact we do like it.
Q: Why?
A: Because FLE, teach us, do things that we could not have initiative, but because there is this, the teacher told us. We also feel good... If were not the teachers isn't it,... to explain us, we could not... in our minds... and nobody could come and give us the lesson.
Q: you think that... should be lessons about familiar life including parents, teachers and your selves as pupils?...
A: Yes.
Q: In the... same classroom?
A: Could be a good class.
Q: Why?
A: We could ask all questions we have... Because is not me, there many who can not... from this class. If I understand one thing another person does... could clarify from...
Q: Who should explain?
A: Among us pupils? There are, for example, I understand a part of FLE, and the other part I don't understand... But some body also can have the same question as me and understand the explanation, learning in group is very helpful, you can understand what you were not suppose to understand alone, because when I'm quite, other person is talking.
Q: Yes, but regarding to parents and teachers, in the classroom would you be able to ask questions?
A: Yes we could do with pleasure.
Q: Wouldn't you fear to point out because they are parents...
A: No, no.
Q: ... Or because the mother is in the classroom?
A: No.
Q: No?
A: ??
Q: How would you feel if the parents come to teach some matters about...of sexuality...of sex...about sexual education...
A: I did not...
Q: In this school. How would you feel if the parents come to teach some issues? Would you like, or not, how would you feel... if the parents come to teach?... If the school goes to the community and ask the parents to come and teach something.
A: We would like, because it will be a kind of publicity for everybody, nobody could have that mind, because suppose we are all in the class 2...
Q: Hum, hum...
A: And the others have no ...
Q: Hum, hum...
A: All of us could have that mind.
Q: Ya
A: Yes.
Q: Who do you think that...Who do you think that could be involved in teaching of these matters? Besides the teachers, who should be involved?
A: Besides the teachers?...
A: Yes.
Q:....that they get annoyed with you.
A: No.
Q: Eh, Don't you have courage to ask?
A: No.
Q: Ah, Don't you have courage to ask?
A: Yes.
Q: In this school. How would you feel if the parents come to teach some issues? Would you like, or not, how would you feel... if the parents come to teach?...
A: We would like, because it will be a kind of publicity for everybody, nobody could have that mind, because suppose we are all in the class 2...
Q: Hum, hum...
A: And the others have no ...
Q: Hum, hum...
A: All of us could have that mind.
Q: Ya
A: Yes.
Q: Who do you think that...Who do you think that could be involved in teaching of these matters? Besides the teachers, who should be involved?
A: Besides the teachers?...
A: Yes.
Q:....that they get annoyed with you.
A: No.
Q: Eh, Don't you have courage to ask?
A: Yes.
Q: Ah, Don't you have courage to ask?
A: Yes.
Q: In this school. How would you feel if the parents come to teach some issues? Would you like, or not, how would you feel... if the parents come to teach?...
A: We would like, because it will be a kind of publicity for everybody, nobody could have that mind, because suppose we are all in the class 2...
Q: Hum, hum...
A: And the others have no ...
Q: Hum, hum...
A: All of us could have that mind.
Q: Ya
A: Yes.
Q: Who do you think that...Who do you think that could be involved in teaching of these matters? Besides the teachers, who should be involved?
A: Besides the teachers?...
A: Yes.
Q:....that they get annoyed with you.
A: No.
Q: Eh, Don't you have courage to ask?
A: Yes.
Q: Ah, Don't you have courage to ask?
A: Yes.
Q: In this school. How would you feel if the parents come to teach some issues? Would you like, or not, how would you feel... if the parents come to teach?...
A: We would like, because it will be a kind of publicity for everybody, nobody could have that mind, because suppose we are all in the class 2...
Q: Hum, hum...
A: And the others have no ...
Q: Hum, hum...
A: All of us could have that mind.
Q: Ya
A: Yes.
Q: Who do you think that...Who do you think that could be involved in teaching of these matters? Besides the teachers, who should be involved?
A: Besides the teachers?...
A: Yes.
Q:....that they get annoyed with you.
A: No.
Q: Eh, Don't you have courage to ask?
A: Yes.
Q: Ah, Don't you have courage to ask?
A: Yes.
Q: In this school. How would you feel if the parents come to teach some issues? Would you like, or not, how would you feel... if the parents come to teach?...
A: We would like, because it will be a kind of publicity for everybody, nobody could have that mind, because suppose we are all in the class 2...
Q: Hum, hum...
A: And the others have no ...
Q: Hum, hum...
A: All of us could have that mind.
Q: Ya
A: Yes.
Q: Who do you think that...Who do you think that could be involved in teaching of these matters? Besides the teachers, who should be involved?
A: Besides the teachers?...
A: Yes.
Q:....that they get annoyed with you.
A: No.
Q: Eh, Don't you have courage to ask?
A: Yes.
Q: Ah, Don't you have courage to ask?
A: Yes.
Q: In this school. How would you feel if the parents come to teach some issues? Would you like, or not, how would you feel... if the parents come to teach?...
A: We would like, because it will be a kind of publicity for everybody, nobody could have that mind, because suppose we are all in the class 2...
Q: Hum, hum...
A: And the others have no ...
Q: Hum, hum...
A: All of us could have that mind.
Q: Ya
A: Yes.
Q: Who do you think that...Who do you think that could be involved in teaching of these matters? Besides the teachers, who should be involved?
A: Besides the teachers?...
A: Yes.
Q:....that they get annoyed with you.
A: No.
Q: Eh, Don't you have courage to ask?
A: Yes.
Q: Ah, Don't you have courage to ask?
A: Yes.
Q: In this school. How would you feel if the parents come to teach some issues? Would you like, or not, how would you feel... if the parents come to teach?...
A: We would like, because it will be a kind of publicity for everybody, nobody could have that mind, because suppose we are all in the class 2...
Q: Hum, hum...
A: And the others have no ...
Q: Hum, hum...
A: All of us could have that mind.
Q: Ya
A: Yes.
Q: Who do you think that...Who do you think that could be involved in teaching of these matters? Besides the teachers, who should be involved?
A: Besides the teachers?...
A: Yes.
Q:....that they get annoyed with you.
A: No.
Q: Eh, Don't you have courage to ask?
A: Could be men... I in the EE... other teachers. I suppose, only two teachers and... Teacher Rodolfo and. They are only two teachers giving us this subject.

Q: But the other side for example, parents, whatever community, churches... What do you think about this?
A: Church?
Q: Hum. For instance, there times that is said... it is said also that in the schools... on Saturdays, is not... in the catechism lessons, some times they teach something about this...
A: Yes...
Q: Now what do you think. Who could come and help the school to teach these matters?
A: Our patents.
Q: Besides teachers!
A: Our patents.
Q: Parents... who else... only?
A: Mothers also... there are mothers with initiative to give these lectures until we understand...
Q: Who?
A: There are mothers...
Q: Are there mothers...
A: Yes, that can have initiative to give... lectures until we understand.

INTERVIEW 02

Q: What do you know about FLE?
A: The FLE, means, is a lot of matter...
Q: What do you know about FLE?
A: FLE is matter consisting on education of a widen family.
Q: More... what did you learn about that?
A: We have learned about everything. From... from education about menstruation, ejaculation, is a lot of things about FLE matters.
Q: Where did you learn about these matters?
A: Here at school and also at home, I get from adolescents and young people.
Q: Didn’t you hear anything about the issue in the other communication means, nothing?
A: No.
Q: Only through the school and your friends?
A: Yes.
Q: Have ever discussed these issues about... these issues with your parents?
A: With my parents, no.
Q: Why?
A: ?
Q: No!
A: Only with my friends.
Q: Now, why don’t you ask your parents?
A: I fear.
Q: You fear?
A: Yes.
Q: Is some thing you are learning from school why do you fear? They might help to... they are older, they understand.
A: With my grand father, I did.
Q: Have discussed with your grand father.
A: Yes.
Q: Now, with your parents, not.
A: No.
Q: Are you afraid... what is the problem?
A: No. As I explained I just fear...
Q: You fear asking...
A: would you look to know?
Q: Only... be free I don’t have problems!
A: Or... the person... still young, at that age, around the marriage, only the... to him also... only with the grand parents...
Q: Hum. Hum.
A: ... and also I would like to learn...
Q: What would you like learn from the teacher?
A: Yes.
Q: Do you think the FLE should be part of your classes or should be removed?
A: Should be part of my classes.
Q: Why?
A: Because is very interesting. I have learned things that I did not think about.
Q: Ya.
A: Yes.
Q: How would you feel... Do you think that should be classes about sex education... FLE, including parents, teachers and yourselves as pupils? There should be a class with parents, pupils and teachers present?
A: Hum.
Q: Eh...?
A: Only with teachers and pupils.
Q: Ah, ah...
A: Yes.
Q: Why you don't want parents there? What do you think? About their presence?
A: Any way...it would be more difficult...
Q: Why difficult?
A: ???
Q: What would be your difficult if the parents were in the classroom?
A: and...if the parents...
Q: If your parents were in the classroom...
A: There would be...like, teachers, pupils and parents would not be enough courage for the teacher to talk as he does to the pupils...
Q: Would you feel comfortable to ask some questions to the parents? Is there enough participation to ask questions to the teacher?
A: No.
Q: You should feel free?
A: Yes.
Q: How would you feel if the parents come to the school to teach these matters? If for example the school decide to, ah, let's contact the parents to come and teach some of the themes of sexual education? How would you feel, would you like, not, Do you want or not...How is it?
A: To want...When...more, How can I say? Any way we would like but we will not like as much as we do with our teacher.
Q: You prefer classes with your teacher not with parents! You feel more free with your teacher?...
A: Yes.
Q: Who do you...thin...isn't 1!...Who do you think should be involved to treat these issues of...to teach these issues of EE, sex education, sexuality...
A: Would be teachers.
Q: Who do you think should be in the group of people that are going to teach FLE and Sexuality?
A: Would be teachers.

INTERVIEW 03

Q: What do you know about FLE?
A: What I know about FLE is...is a discipline that we started to have from 6th class up to now, we are learning because of these books to improve our lives with our families...and to know how to educate...at our homes.
Q: Where did you learn?
A: I learned...in this school, when I was 6th class, and up to now I'm learning from my teacher the subject.
Q: Ok. And...with whom of your parents you feel better about these...Sexuality for familiar life?
A: Is my....
Q: With whom you talk better?
A: I talk better with my father, because my father is male and I have to discuss with him these problems.
Q: Why only your father...Why not your mother?
A: I can talk with my father because my father has the same sex as mine. If I discuss with my mother, everything might be wrong, yes.
Q: Would you be able to ask questions to your teacher if you don't understand something?
A: Yes, yes, I can ask. Because he teaches in very enthusiastic way to make to learn...
Q: Don't you feel ashamed to talk with your teacher about these issues?
A: No, I don't have to be ashamed.
Q: Have ever discussed these issues with your colleagues?
A: Yes, yes, we have discussed, I can discuss with my male colleagues and they also can explain me some of the words....
Q: With female colleagues?...
A: And...females discuss among them selves also...
Q: But you have never discussed...never disc...never...explained this to the girls. Or not...
A: Hum, hum...
Q:...When they don't understand something.
A: When I don't understand something I can ask them, some times they can be ashamed to tell me...
Q: You never asked?
A: I never asked. That is why...ask my male friends.
Q: And...How many...How much do you think....that you have learned from your teacher. During the classes you understand. You learned what you wanted or...something is missing...
A: I learned what I would like but, some thing is missing because...
Q: For example what is missing?
A: Geography, Geography lectures did not start to...No, let say...
Q: About these issues of sexuality. Is there any thing you would like to know, all that the teacher did not lecture, due to...for some reason? What is not in the program and you would like to be introduced?
A: These programs of...because in our book there is...more, the best lessons only for girls for us, nothing exist. It is mentioned about menstruation, for instance for girls, and they learn...I also would like see something for us to learn...
Q: About males?
A: Yes, yes.
Q: Do you think you teacher told you every thing you were suppose to know?
A: Some of the things he knew, I and... knew
Q: Some were new.
A: Some of the things were new and now he is telling us things that I did not know well.
Q: Do you think that FLE should be part of your classes?
A: Should be part of my classes, yes to increase the level...to know also to be able to educate my children, my future children when they grow up.
Q: Do you think should be classes on FLE that includes your parents, teachers and yourselves as pupil in the same classroom?
A: The time that my parents went to school this subject did not exist.
Q: That's right.
A: Only now. Because during our parent's times, they also could learn to educate better their children at this moment. They did not have this subject. And we as their children, who living now, that is why we should educate our children...
Q: But, if was to put, to gather in the same classroom, pupils, teachers, and parents, to learn these matters, what do think about this?
A: About this I think could be good idea because they...
Q: Take parents and their children to learn about sexuality.
A: Yes, because the parents may be the ones who have more experience, that could teach more about sexuality, they are old.
Q: How would you feel if your parents come to teach some issues about FLE?
A: I would...
Q: Here at school.
A: Here at school I would feel well because my parents and other tutors have a lot of experience of teaching...
Q: That's right.
A: ...because they are older, can teach things that I have never heard in my life, but I can learn to teach my children.
Q: So, you feel is good that parents also...you think that would be good if parents come and help the school, teaching these matters?
A: Yes, because there parents with experience in teaching these matters.
Q: What do you think, apart from teachers who do you think should be involved to teach these matters, beside the teachers, who do you think should be involved?
A: Should be old people, any adult, a parent of a person like that, if...if has experience should be invited to give lectures and...give lectures to, ... the other subjects because some teachers can revel to be more children than our parents...
Q: Ya.
A: ...and they, those parents can teach things that the teachers don't know. And I would like to be like that.
Q: What if...so, that...that there parents who comes and help the school to teach this issue.
A: Yes, to teach this issues that...that our, that our parents know.
Q: Thank you.

INTERVIEW 04

Q: What do you know about FLE?
A: FLE is a subject that consist of...education to a widen family.
Q: Is only that you have learned about FLE?
A: No. Also I have learned about me and my sexuality.
Q: Where did you learn these?
A: At school.
Q: Only at school? Didn't you learn at any other place?
A: No.
Q: Ok. Have ever discussed these issues with your parents? Why did you discuss with them? What was the subject?
A: The subject was about how many children he had...
Q: Hum?!
A: ...and how to put all of them studying.
Q: Ok. With whom of your parents you feel comfortable to talk about?
A: My mother.
Q: Why?
A: Because I 'm more close to her
Q: Would you able to ask your teacher things that you did not understand well, if you have any question about sexuality? Can you ask questions to your teacher?
A: Yes.
Q: Don't you fear?
A: No.
Q: Have you ever discussed these issues with your colleagues?
A: To learn more...
Q: colleagues of which gender...female or male...Talk with...do you talk about sexuality with all of them?
A: Yes.
Q: Don't you fear?
A: No.
Q: And...How much do you think you have learned from your teacher?
A: ????
Q: Have you learned a lot, not, how is it?
A: I learned....
Q: Or you knew already what the teacher told you?
A: Yes, I know.
Q: You knew before the teacher come to teach?
A: No.
Q: Then, You learned a lot or not from the teacher?
A: I learned a bit from the teacher.
Q: You learned a bit up to now?
A: Yes.
Q: OK. Do you think your teacher told you everything you expected to learn from him? About sexuality?
A: Yes.
Q: You learned everything?
A: Yes.
Q: Why?
A: Because I'm interested to know.
Q: So, you learned all that the teacher told you. Not more...there is nothing more that...
A: No.
Q: ...Do you need to know what the teacher did not teach?
A: I would like.
Q: Do you think that FLE should be part of your classes?
A: Yes can be part of my classes.
Q: Why?
A: Because increase my knowledge...
Q: So these matter which has been given is interesting for you, or...then, is something not interesting?
A: And...is very interesting for us.
Q: Do you think there should be classes with parents, teachers and you as pupils in the same classroom?
A: No.
Q: Why?
A: Because our parents did not have this subject.
Q: But, for instance if is said let's go...these classes here...instead of having classes alone with teachers, let's call the parents to have the same classes with you. Would you like to have them...would you feel comfortable?
A: Yes we would be comfortable.
Q: Would you ask questions to the teacher without shame, in front of your parents, how would be?
A: ???
Q: Would you feel well?
A: Yes, we would.
Q: OK. Hum. How would you feel if the parents come to teach these matters?
A: Yes. Would feel well because they would know that their children now have the subject about familiar life.
Q: Who do you think should be included in these group of people to teach these matters? Beside the teachers, who else should be included?
A: Friends at home.
Q: People to teach.
A: ???
Q: Because we teaching
A: Yes.
Q: But if some body comes who is...whatever, the Director of the Hospital, if comes, some body else, from somewhere...whom do you think should help the teachers to teach these matters? Or the teacher is enough?
A: Would be my parents.
Q: Parents of the pupils, isn't it? Only? Then should be the parents of the pupils, plus the teacher, isn't it? ...  
A: Yes.
Q: Thank you.

INTERVIEW 05

Q: What do you know about FLE?
A: FLE is a matter that consist of...education of wider family
Q: More, only that?
A: ???
Q: Is that all you have learned? Ok!
A: Yes.
Q: Where did you learned these?
A: Here at school.
Q: Only?
A: Yes.
Q: Have you ever discussed these issues with your parents?
A: Yes, I did.
Q: Ah, ah. What did you discussed about these? What did you talk about?
A: Because my parents did not have this subject in their times. That is why we discussed a lot about this subject. They could explain me something about this subject.
Q: Do they agree with the subject?
A: Yes.
Q: Aren't they against?
A: No.
Q: With who of your parents you feel comfortable to talk about these issues?
A: My mother.
Q: Why?
A: Because I'm more close to her.
Q: Than your father?
A: Yes.
Q: Is it more easier to talk with your mother?
A: Yes.
Q: Would you be able to ask some questions to your teacher, if you have any doubt...For example, about sexuality, for example about the body, whatever,...if you would have any difficulty to understand something...Can you ask for explanation to your teacher? Don't you have problems there?
A: ...?
Q: ?
A: Yes.
Q: Have you ever discussed these issues with your colleagues?
A: Yes, I did.
Q: About sexuality?
A: Yes.
Q: What did you discussed?
A: Because...me also.....many things, I don't know everything, then, I have to ask my colleagues to see if they can explain me what I don't know.
Q: Your female or male colleagues...
A: Girls.
Q: ...or both sexes?
A: Both sexes, yes.
Q: Can you feel comfortable to ask questions to boys and girls?
A: Yes.
Q: How much do you think you have learned from the teacher?. Do you think you learned a lot, little, how is it?
A: I learned a lot.
Q: Ah, um. Or what the teacher taught is what you desired to learn, or....
A: Is that, yes.
Q: Is there any thing that the teacher...so, that did not...that you would like to learn what the teacher taught?
A: The teacher did not yet.....we did not finish yet the book. We are...
Q: Would you like to know what the teacher did not yet lectured?
A: Yes, I would.
Q: Like what, for example?
A: I would like. We did not reach that stage where is said that "Look My Sexuality".
Q: Didn't you reach this stage?
A: Not yet.
Q: Then you would like this part to be lectured?
A: Yes.
Q: and about matters that does not come in the book, program? Is there anything you would like to know that comes...you heard for example from some people, friends and you would like to be explained?
A: Yes.
Q: Are there many things?
A: Yes there are.
Q: For example?
A: For example...
Q: Be free, ah, ah, ah, there is no problem.
A: For example from boys side a...does not explain much Ah. Ah. Ah.
Q: Ah...That's fine. Ok. Do you think FLE should be part of your classes?...
A: Yes.
Q: Why do you think is possible to put parents, teachers and pupils in the same classroom?
A: What was the question, ?
Q: The question is the following: Do you think classes about FLE should take place including parents, teachers and pupils in the same classroom. For example?
A: Yes.
Q: Can we include all...to teach at the same time?...
A: There some parents that...don't know what is...did not learn...
Q: That's right.
A: ....that subject, because there those who need to learn, to know.
Q: How would you feel, for example if the school ask the parents some parents to come and help to teach these matters?
A: I would feel well.
Q: Why?
A: There are some parents who have skills to teach these matters...
Q: Hum, hum.
A: ....and others... don't know much about these matters.
Q: That's right. Ok. What do you think...Who should be involved, besides the teachers, to teach these matters? Who else should be involved...Now we have teachers lecturing, but who else you think should come and help teaching these matters?
A: Nurses,
Q: Ah, ah.
A: Nurses can also lecture these matters...only.
Q: Only? Ok. Thank you.

INTERVIEW 06

Q: What do you know about FLE and where did you learned?
A: Is a matter that consist of education for widen family because...
Q: Then, what did you learned? What do you know? About these, FLE. Why FLE includes a lot of things.
A: I learned here at school...
Q: Hum, hum...you learned here at school....
A: Yes.
Q: And what did you learned here at school?
A: I learned to keep the...I mean, our country, our school beautiful, not to cut the trees, keep the trees always beautiful, make gardens...and many things.
Q: And about sexuality...
A: A...
Q: ...for familiar life, didn't you learn anything about that?
A: I learned. The....about woman, isn't it, we have many changes. When reaches a certain age there are changes called menstruation. The boys also have changes called ejaculation.
Q: Where did you learn all these?
A: I learned in my school.
Q: Here at school?
A: Yes.
Q: Only here at school?
A: Yes.
Q: Ok. Have you discussed these issues with your parents?
A: Yes, I did.
Q: And...don't they ask...when you want to talk about these issues, they....do you feel comfortable to talk with them?
A: Yes I do.
Q: Hum...With whom of your parents you feel more comfortable to talk about these issues?
A: My mother.
Q: Why your mother?
A: Because I'm more close to her.
Q: Eh, eh...you talk better with your mother. Not with your father?
A: ???
Q: You never ask him about these?
A: I asked but many times with my mother.
Q: So, you talk with your father...He responds....about....explain something?
A: Yes he explain something.
Q: About sexuality?
A: About sexuality he doesn't explain much....
Q: Ah...
A: He some of the things, only my mother.
Q: Why does it happen? Would you be able to ask your teacher things about sexuality?
A: Yes. I would.
Q: ...?
A: Yes I would, but is not finished yet.
Q: But based on what you had in the classes....
A: I did...
Q: So, you asked questions to the teacher?
A: Yes he explained.
Q: Comforatable?
A: Yes.
Q: And...have ever discussed these issues with your colleagues?
A: Yes I did. Because not all of us know.
Q: That's right...
A: We all have questions. The we ask each other.
Q: Ok. Ya. And...Do you ask to girls or boys?
A: Girls and to boys also.
Q: Don't you feel to ask to the boys?
A: No.
Q: And...How much do you think you learned...during the classes? Did you learned a lot, little....
A: I learned a lot.
Q: What you learned is not...was not what you knew before?
A: No.
Q: Or you knew already
A: I knew.
Q: You knew many answers?
A:
Q: Then
A: I learned to...
Q: ...was just to clarify what you did not know?
A: I learned much more...
Q: Do you think you learned what you expected? Or there are things that did not...
A: Not yet...I did not learn...
Q: ...Things that you did not learn about? For example, What you would like to learn that...that teacher did not teach yet?
A: I would like to have a trip, and learn more things, How the MA is, form other districts, many other things.
Q: And about sexuality?
A: About sexuality...I can say...teacher can not explain every thing. Just every thing.
Q: Hum, hum.
A: There things that he explains and there other things that he does not explain. And that things...
Q: What do you think he can not explain?
A: I think because is...I can say that...is a nonsense...explains. A teacher can not explain every thing, never.
Q: Hum, that's right. Eh...Do you think FLE should be part of your classes or is something that ?
A: No. Should be part of my classes.
Q: Why ?
A: Because...should be part of my classes because there questions that I have, then during classes, I can present.
Q: Ok, Eh...Do think tat the FLE classes should include patnets, teachers and pupils in the same classroom?
A: Yes... but...I would like, yes. I would like very much.
Q: Why?
A: Because parents also could know how to protect the environment not to cut trees any way, because the Municipal Council is doing it. Then if they could listen to our classes we....to how to preserve the trees, the trees.
Q: And about sexuality?
A: What do you think? Parents should listen to the classes?
Q: About sexuality, not... They can but they will not like.
A: Why?
Q: Because they don't like children to.
A: Ok. And...How would you feel if the parents come and listen to these matters in the school?
Q: I would feel, because they could explain what they know....
A: So, do you think they should be more involved, here at school to teach these matters besides the teachers. Who else should be involved?
Q: Parents also. The grand patrons and many people.
A: How for example?...
Q: How for example...The Directors also, if in the...educational people, the general offices...
A: That's fine. Thank you.

GROUP INTERVIEW (STUDENTS)

Q: What is your opinion about FLE teaching, including sexuality in the schools? Who wants to talk, raise the finger and I ....What do you think? Hum? What is your opinion about that?
1. My opinion? I will know. Suppose a woman. There days she is menstruated, there days she , look, there has to be a , to decorate that days, not to disturb the classroom. If does not control, also is....that are conflicts in the classroom. At least that was my opinion.
Q: What is your opinion about FLE? What do you think? Is it good for schools or not, and why?
2: My opinion, for the schools I think is good, because people say about education in the presence of the teachers and future children can also learn and how to educate.
3. My opinion is that we also use the opportunity to know about behavior, how to prevent, how to get ... infected with of diseases, how can we... how to tell, , how to get pregnant. And is my opinion.
Q: And you opinion? What do you think, of teaching FLE in the schools. To teach sexuality. What do think about this?
4. Is an disease that can be controlled by ourselves, like sexuality, in order to avoid conflicts in our bodies.
Q: and what is the opinion? What do you think?
5. I think that . In that subject we teach a lot of things and we also teach what is menstruation, what is ejaculation, and we teach about the fertile period and also about how many children people must have. Also....the...
Q: What is your opinion about his, is good, bad...
5. Is good.
Q: Why?
5. Because ... tells us a lot of things about health...and.
Q: What is your opinion? What do you think?
6. My opinion is that ...this subject tells us a lot of things...Look, we learn how to keep our selves healthy, we know how many children we should have, how to be in front of big people, not by....
Q: Then what do you think....is good, is bad, why are we learning these? What do you think about these?
6. Yes is very good.
Q: How it ?
A: It helps us to increase our knowledge...
Q: some body else wants to talk about this here? Nobody has nothing to say? Ok. Now is the second question: What would be the role of the school regarding to FLE issues including sexuality? What is the role of the school related to that? What do you think the school can do regarding to these kind...these issues of education and sexuality?
1. We would like to have an initiative. If we had conditions. I wanted....if I could travel a bit, environment from there....
Q: Hum, hum....
1. ...if is more related to this here. If is our that is behind. We have to check the pupils tome, a weigh, many things, Yes.
Q: Yes, but many things. What the school should do more? What do you think the school should do?
1. Increase the number of teachers. Because can not be only...be two classes, three even the classes...if the conditions existed more, up to five classes, ten to have that lectures.
Q: Five as...having what?
E1. That classes, would be more...All students would have initiative to this kind of problems. Will...not be a conflict...Would be difficult...when these kind of problems happen. Suppose We ("jeito") is not necessary, no! Each must have initiative in her or his mind. Each one must have initiative.
Q: Ok. And is the school who should do these?
1. No. Educate. The school only to educate the to make the request.
2. But...
Q: Which opinion do you have about ?
2. Another idea that I have about this opinion as my...said if the school had, well the government scholarship, it was just a matter of talking with health office people, and make a circumcision, if is possible.
Q: To do what?
2. Circumcision
Q: Ah, circumcision
Q: To do what?
2. Q: Yes, yes.
2. More, what do you think people should do about these theme of ...of...FLE and Sexuality?
2. The school should do what I'm thinking more or less here...in the province of Zambézia, other districts said that are receiving the same type of what we are receiving for at least the next years, they will at least try to know how to educate their children. We see here that some times education is missing....
Q: Ya!
2. And there people who born any way without combining...
Q: Without planning.
2. Without planning with the husband. Then take the babies or the husband don't accept the pregnancy, when the baby is born just take the bay and through in the garbage. That is wrong.
Q: Ya....
2. I would like this to be planned by the ...by the people of education, of MA.
Q: Ok. There, May I...what is your opinion? What is the role...should be of school. What is the role of the school?
3. I would like the school to presen...make the pupils to...our school. Keep our environment well preserved, well organized, the well grown up not to...cut every time, no, because it can spoil our environment. Because...because if we have some time, we can start to have some initiatives on how to keep the trees, in which manner, which sizes, and...how to make the, how can I say, the...
Q: activities...
3....the activities, how the, our bathrooms are all dirty. Are we the only people learning FLE? Why don't we have the initiative of thinking, today...today is our turn to clean there. If the teachers and delegates don't...and allow us to do we could do, and our school could be clean.
Q: Ok. That is right. And related to sexuality? What do you think? What would be the role of the school? What the school should do to help the pupils related to sexuality and related to FLE?
3. Help in a sense not avoiding many children and nor any way.
Q: Hum, hum.
3. The... if you had...possibilities or the to the teachers, make a college only for girls and college for boys to avoid these conflicts.
Q: Hum, hum, Ok. Is that all?
3. That is all.
Q: and for you? What is your opinion? What do you think, what should be the role of the school related to FLE and the...
4. Was...
Q: ...including the sexuality? What should be the role of the school? What the school should do to help the students here at school?
4. Was to have initiatives in order to...help the tell the others who had no the same matters, so make the others knowing the initiatives...about the environment. Yes.
Q: But, is that all?
4. The sexuality. As we can see, It will be better, since the moment when we learn through the....about environment, sexuality the pupils should learn before.
Q: What, I did not understand....
4. Having initiatives to satisfy their lives.
Q: I did not understand what do you mean. Are you saying we should have classes... The classes should be given before...
4. Before...
Q: Before what?
4. Before the person...
Q: ...reaching a certain age?
4. Yes.
Q: Ah. That's right. And what is your opinion?
5. My opinion, I would like an increase of number of classes for these subject. Because this subject is lectured for two classes only, that learn this subject...
Q: Ok.
5. ...and the other has no this discipline, I would like the majority should learn this subject of FLE.
Q: Why?
5. Because we learn a lot with this subject...
Q: what do think the school should do regarding to this?
5. School...the school... I think the school should do... should take that pupils to such countries, to know the environment of that countries, others also, other countries come and know our environment here.
Q: And for you? What do you think the school...what...what should be the role of the school related to sexuality, the ...FLE?
6. I would like to travel to a district I know there are schools that learn about this subject. I would like to go there and see their environment.
Q: Now related to sexuality and FLE? What the school...what is the role of should? What the school should do related to that?
6. Would...
Q: to help the pupils...What the school should do?
6. from initiation rites we also learn a lot of things, with our grand parents. We do...
Q: Then, What the school should do related to that? what the school should do, the teachers...the school itself? What should do to help the pupils? In the issue about sexual...sexuality?
6. The teachers should help to build a "student-residence", one for the girls and another for the boys, there with their conflicts of sexuality.
Q: Is that all?
6. Yes.
Q: Does some body else has opinion about these or wants to add something? Ah? Nobody has nothing to say?
**Unit # 2: Me and my sexuality**

**Theme:** Way of living of adolescents and utilization of free times.

**Objective:** To better know the ways of utilization of free times by youngsters and adolescents.

**Educational Material:** Students books, lecturer's book, ball and others.

**Time:** 45 minutes

**Teacher:** Domingos Valia

<table>
<thead>
<tr>
<th>EDUCATIONAL FUNCTION</th>
<th>ACTIVITIES OF LECTURER/STUDENT</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>On the last lesson we discussed social conflicts on the puberty period and adolescent, the youths and adolescents go through different types of conflicts due to changes verified at social level at this stage. Considering that adolescents and youths are the next generations of work parents and leaders of this country, it is very important to know the best ways of social living and how to use their free times.</td>
<td>Five minutes</td>
</tr>
<tr>
<td>Transmission of new contents</td>
<td>Realization of theatre play with the following groups: Studious, gangs, boyfriends, players, dressmakers. Secondly the lecturer form groups and attribute mission and initiate the theatre, each groups with its activities. After the theatre is finished, the students are going to discuss which are the best ways of adolescents and youths to spend and use their free times. The lecturer will moderate the discussion. Finishing the discussion will proceed the reading of student book pages 42 to 44. Discuss the question number two of &quot;activities&quot; page 45.</td>
<td>Fifteen minutes</td>
</tr>
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<td></td>
<td></td>
<td>Five minutes</td>
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<td></td>
<td></td>
<td>Ten minutes</td>
</tr>
<tr>
<td>Consolidation</td>
<td>Reading page &quot;now I now that&quot; making after the summary of the lesson.</td>
<td>Five minutes</td>
</tr>
<tr>
<td>Homework (HW)</td>
<td>Reading of pages 46,47 and 48.</td>
<td></td>
</tr>
</tbody>
</table>
Teacher: Rodolfo Novais Morais  
Subject: Education for family life. Unit: Me and my sexuality.  
Subject: Menstruation, Ejaculation, Virginity and masturbation.  
Sub-theme: Puberty and adolescence.  

Date: 23.07.99

**LESSON PLAN**

**OBJECTIVES:** At the end of the lesson the students should be capable to define the concepts: ejaculation, menstruation, virginity and masturbation. To know and accept the social changes related to puberty and adolescence.

**METHODOLOGY:** Individual reading and collective and interpretation of the text.

**EDUCATIONAL MEANS:** Chalk, board, student and lecturer's book.

<table>
<thead>
<tr>
<th>PHASE OF THE LESSON</th>
<th>LECTURER'S ACTIVITIES</th>
<th>STUDENT'S ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial phase</td>
<td>Control of regular attendance and verification of the cleaning of classes and the disposition of the students.</td>
<td>Control though the registration book.</td>
</tr>
<tr>
<td>Five minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development Phase</td>
<td>Introduce the theme;</td>
<td>They read through the book, they give the meaning of the words.</td>
</tr>
<tr>
<td>35 minutes</td>
<td>Ask the students to read the text; Makes a raising of the meanings of the words: Menstruation, ejaculation, Virginity and masturbation.</td>
<td>They make notes on the exercise book.</td>
</tr>
</tbody>
</table>

**Contents:**
- **Menstruation:** is the eep out periodically of blood arising from the uterus, which repeats itself every month.
- **Virginity:** is the term used to designate a person who never had a sexual intercourse.
- **Ejaculation:** it is the expel of a seminal liquid which contains sperms and secretion gland.
- **Masturbation:** it is the self-act to caress the genital organs looking for pleasure.

**Final phase and consolidation.**
1. What is menstruation?
2. What is ejaculation?
Homework: At home do the activities of the pages 37 of your book.

Ask students

Recommend students.

They answer

They do it at home.
Country Information

- Popul.: 15.7 million
- Surface: Km² 799,380
- Urban popul.: 23%
- IMR: 134/1000 live births
- % Population access to Safe water: 63
- % Population access to adequate sanitation: 54
- Life Expectancy at birth: 45.5 years
- Illeteracy Rate: 60% (F: 77%, M: 42%)
- GNP per capita: $80
- GNP Per capita Average Annual growth rate: 4%
- Human Development Index Rank (HDI): 166
- Human Poverty Index Value (HPI): 50.1
- Annual Population Growth Rate: 2.4%
- Pop. under 15: 46.1%