

MOZAMBIQUE

Building warm relationship between teachers and students in order to increase students' participation in the classroom at Quisse Mavota Secondary School in Maputo.

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1. Introduction

The present report refers to the activities carried out at Quisse Mavota Secondary School concerning the change project being implemented at this school. This report is divided into 7 parts:

1. The first part provides an overview of CRC issues in Mozambique;
2. The second part deals with the methodology used in this report, providing all the activities carried out and the materials (tools) used for achieving the objectives of the project;
3. The third part provides the purpose of the project;
4. Part four is concerned with the results acquired in the activities carried out at Quisse Mavota;
5. Part five is concerned with the lessons that the team, stakeholders and target group learnt from the first stage of the implementation of the project, providing some reflections about the impact of the project;
6. Part six is concerned with the way forward, providing ongoing activities for the future.
7. The final part of the report presents the list of references used for this report.

Definition of Operational Terms

- **Warm** – used to give a pleasant feeling of cheerfulness or friendliness; it can also be used to indicate strong feeling, especially good feeling.
- **Relations** – used to indicate way of treating and thinking of each other.
- **Relationship** – used to indicate family or personal connection.
- **Warm relationship** – used to indicate good relations or friendly relations between people, in our case, between teachers and students.

2. Frame of Reference

Mozambique has already signed the Convention on Rights of the Child (CRC) and the Charter of African Child Rights in 1990 and ratified them in 1994. Starting from this time, the government has been working with national and international partners to ensure the fulfillment of these conventions. Issues on CRC have also been incorporated in the National Constitution to ensure their entire fulfillment. For example, on its article 47, it is stated that children have the right to education, protection and to freedom of expression. The country has been striving towards achieving the Millennium Development Goals (MDGs), which include the achievements of Universal Primary Education and reducing illiteracy and gender disparity by 2015. Regarding to this, much progress has been registered. New schools and universities are being built throughout the country so that more children can have access to education. From 2004, where the new educational curriculum was introduced, school age children are enjoying free education up to grade 7, which is considered to be compulsory education. Laws which promote child rights as well as laws which protect them from various harms (such as labor work exploitation, sexual harassment and corporal punishment). So it can be said that the first two pillars of CRC (provision and protection) are being fulfilled in Mozambique, particularly in Maputo.

In fact something good is being done concerning to the implementation of CRC. You often hear programs on radios dealing with CRC; you can also watch wonderful programs on TV as well as you can read good articles in the newspapers and Magazines dealing with child rights. All over the country, you easily find pamphlets put up on the walls or elsewhere with some drawings, pictures and written statements about children's rights. However, if you come to the big area, education, in Pre-Schools, Primary and Secondary Schools where we find a quite number of children and students, there is no specific subject or programme in the curriculum dealing with CRC as such. There are some spontaneous activities on teaching CRC. Therefore, in our point of view we consider that there is not as much as it should have to be. As we have mentioned before there is nothing clear designed in the school curriculum that gives clues in which way

the schools should walk in the teaching and implementing CRC. Not all the schools act in the same way, some try on they own but others do nothing at all.

Based on this situation our project deals with student's participation in classroom focusing on building warm relationship and good communication between teachers and students at Quisse Mavota Secondary School in Maputo City. We have chosen participation as one of the three pillars to work on in our project because we consider it as the most neglected one. We also consider that the relationship between teachers and students can influence the level of students' participation in the classroom. A warm classroom environment, warm relations, good communication and freedom of expression in the classroom help students learn better and participate in the classroom.

We already know that the government does a lot in order to provide protection and provision in the schools but less is done to promote student's participation. In many cases the students don't enjoy their rights. They are excluded and considered as those ones who should only listen and follow the instructions given by the teachers. It's no wonder many violations of CRC are taking place in many schools. Students should not say anything in the classroom because they are students not teachers. They should not say anything concerning to the school life because they are students and they have no voice to decide anything about school management. In many schools there are no student's representative, no student's council and no meetings at all. As a result, students have no voice in schools and they participate less in the classroom.

3. Purpose

The purpose of our project is to improve relationship between teachers and students in order to increase students' participation in the classroom and thus improve their achievements.

This is considered a pilot project because our aim is to start working with grade 11 students and teachers at the beginning and, gradually progress to the following grades involving all in building warm relations, good communication and freedom of expression which will promote students' participation in the classroom. The project is being set up at Quisse Mavota Secondary School in Maputo-Mozambique. We have chosen this school because the students in this school less participate in the classroom and school management, and because the principal and one of the teachers are participants of batch 18 in this training. This is a project that continues the work of batch 16. This school is one of the biggest schools in Maputo, the capital of Mozambique. There are 20 classrooms, a big library, two language rooms and a computer room. The rate of students per class is about 60. There are 7 classes in grade 11. This school teaches from grade 8 to 12 and these grades are divided into two cycles: first cycle (grade 8, 9 and 10) and second cycle (grade 11 and 12). There are 94 teachers (74 teachers for day shift and 20 for night shift). Among 74 teachers working in day shift, 26 work with second cycle

students and the rest work with first cycle students. There are 52 assistants working in and out of the office

Batch 16 is working with the first cycle, starting from grade 8 (in 2012) and progressing to the following levels. We are working with the second cycle, starting with grade 11 and progressing to the following levels and by 2014 we will have involved all the students and teachers in the project. We want our school to become a model for other schools and spread / expand the changes to schools in the nearby district and then to schools in other areas of Maputo.

The stakeholders for this project are the School Council and the parents and the target groups are the grade 11 students and the grade 11 teachers.

4. Methodology

Achieving the intended outcomes of the project requires the use of appropriate methodologies when implementing the planned activities. In this regard, the team has carried out several activities such as meetings, workshops with teachers and students and Drama activities (see appendix 1-Activities plan). Questionnaires and debates were used during the workshops.

4.1 Meetings

In June, the team held meetings with Provincial and District directors, school council, school governing board, parents, teachers and students separately (see appendix 1-Activities plan)

The objective of these meetings was to present to them the report of the training in Sweden, to present the change project, its objectives and the benefits that the school can gain from it and seek allowance to start implementing it in the school. They welcomed the project and all agreed to the implementation of the project at Quisse Mavota.



4.2 Workshop with Grade 11 teachers

This workshop was held on 10th August 2013 and 22 teachers (8 women and 14 men) participated. The objective of the workshop was to raise teacher's awareness on CRC issues and the importance of building warm relationship and good communication with their students. In order to achieve this objective, a questionnaire and debates were used (see appendix 2- questionnaire for teachers). Teachers worked in small groups to discuss the questions and after that they had to present their ideas in front of the room. After presentations, a discussion about the ideas presented was held.



Grade 11 teachers in the workshop

One of the teachers presenting the ideas of the group



4.3 Workshops with students

Two workshops were held at this stage.

The first workshop was held on 17th August 2013 and 180 students (83 boys and 97 girls) participated in the workshop. The objective of this workshop was to raise student's awareness on CRC as well as the importance of building warm relationship with their teachers and classmates. In order to achieve this objective, a questionnaire and debates were used (see appendix 3- questionnaire for students). Pamphlets on Child rights and duties were also used. The students worked in small groups to discuss the questions and after that they had to present their ideas in front of the room. After presentations, a discussion about the ideas presented was held.



The second workshop was held on 14th September 2013 and the objective was to present and record drama activities about CRC issues, warm relationship and good communication in the classroom. The students presented four different scenarios in which:

- The first scenario was about a parent who did not give her child enough time to do the homework and revise the lessons at home.
- The second scenario was about a good and a bad teacher in order to show a kind of teacher they would like to have.
- The third scenario was about a proactive teacher who encourages his students to participate actively in the classroom.
- The fourth scenario was about a teacher abusing sexually his student.

The team recorded the dramas in order to present them to parents and teachers and open up for discussion.

4.4 Workshop with teachers and students

This workshop was held on 31st August 2013 and its objective was to present the results of the previous workshops and open up for discussion. The teachers and students worked in small mixed groups to discuss the results presented and then present their conclusions.

4.5 Dramas presentation

This meeting was held on 5th October and its objective was to present the dramas to the parents, school council, teachers and students and open up for discussion focusing on CRC, warm relationship and good communication.



4.6 Mentor's visit

Several activities were done at this stage (see Appendix 5 – Activity plan for the mentor's visit), but we highlighted two:

Meeting with the principals at Kamubukwana District (in Maputo City) where our school is located.

This meeting was held on 7th July 2014 and there were 33 principals from public and private schools. This meeting had as objectives to inform the principals about the training in Sweden (Child rights, Classroom and school Management) and its importance in our school as well as to make them aware about the impact of the projects being implemented in some schools of Maputo and Xai-xai, in particular at Quisse Mavota Secondary School in Maputo City.



Meeting with the teachers and the students at Quisse Mavota Secondary School.

This meeting was held on 9th July 2014 and had as objectives to increase the self-esteem and the motivation of the participants (teachers, students and the team) in the project.

5. Results

5.1 Meetings

The meetings with stakeholders and target group revealed that all were willing to have changes in the school and they provided help and support.

5.2 Workshop with teachers

From the workshop with teachers, it was found out that teachers have general knowledge about child rights and duties and they were also aware about the rights stated on articles 12 (Respect for the views of the Child), 13(freedom of expression) and 29 (the aim of education).

In order to help students enjoy these rights in the classroom, teachers suggested that:

- Teachers should give students opportunity to express their ideas freely in and out of the classroom.
- Teachers should listen to their students patiently and provide help and support if necessary.
- Teachers should help students develop skills which are necessary for adult life, telling them how they should behave in different situations and how to be successful in life.

Regarding to student's participation, the teachers suggested that:

- Teachers should help students see the importance of studies and encourage them to work hard, doing the homework and revising lessons at home.
- Teachers should encourage students to hold debates about current issues in the classroom in order to develop their communicative skills.

In order to encourage students to participate actively in the classroom and to encourage them to revise the lessons and do the homework regularly, the teachers designed the following table:

	ACTIVITIES									
Name	Participation					Homework				

Teacher should give bonus mark to students who participate in the classroom and those who do their homework regularly and register them on this table. The sum of the bonus will be added to the marks achieved in the written test. The teachers believe that this idea will encourage students to participate actively in the classroom.

Regarding to building warm relationship and good communication with their students, they suggested that teachers should:

- Respect their students and encourage them to respect each other.
- Be open and friendly with their students, helping and supporting them whenever necessary.
- Have permanent open conversations and interaction with their students.

This information reveals that teachers are aware of the importance of building warm relationship with their students, respecting their rights and encouraging them to participate actively in the classroom in order to help them learn better.

5.3 Workshop with students

From this workshop, it was found out that students are aware of their rights and duties in and out of the classroom. They said, for example, that students must respect their teachers and classmates as well as carrying out their responsibilities as students. They also said that they have rights to be respected, to express their ideas freely in and out of the classroom and to participate actively in the classroom.

Regarding to building warm relationship and good communication, students suggested that teachers should:

- Stimulate and praise students who have done well in the classroom.
- Be open, tolerant and friendly with their students.
- Have open and frank conversations with their students in and out of the classroom, giving them advice if necessary.

Concerning to student's participation, they suggested that:

- Teachers should praise and give bonus marks to students who have done well.
- Teachers should not correct student's mistakes violently, but they should help them to see where they did wrong and show them how they can overcome this problem in future.
- Teachers should encourage students to work in groups rather than individually, in order to help each other.

This information shows that students are aware of their rights and duties and the need to build warm relations with their teachers and classmates and their active participation in order to help them learn better and improve their grades.

5.4 Workshop with teachers and students

The objective of this workshop was to present the results of the questionnaires and identify good practices. After the presentation and after having discussed the result, the participants said that the project is bringing changes at Quisse Mavota Secondary School because teachers and students are more friendly and students feel free and comfortable to talk to the their teachers. The participants suggested that a document con-

taining good practices should be produced and it should be put up in every classroom and in the library so that everybody can have access to it. They also suggested that this document should be called

“Classroom working guide”. The document should include teacher’s and student’s rights and duties, how to build warm relationship and good communication between teachers and students and how to encourage student’s participation in the classroom. This document was produced and presented to the teachers and students and all agreed to start using it next year (see appendix 4-classroom working guide).

5.5 Drama presentation

From the discussion held about the dramas, it was found out that the teachers and the parents could see the good and the bad practices presented in the dramas and they promised to change. The students said that they would like to work together with their teachers in a comfortable environment.

5.6 Mentor’s visit

The meeting with the principals of Kamubukwana District helped them to see the importance of child rights in our school as well as the importance of the projects being implemented in some schools of Maputo and Xai-xai. These projects are bringing changes in the attitudes of the teachers and students, which in turn, improves the quality of our education. They could also see the importance of building warm relationship and good communication with our students, spreading in this way our experience for the neighbouring schools. As a result, one of the principals in the meeting invited the team to give a workshop about the importance of building warm relationships with the students in his school.

The meeting with the teachers and the students at Quisse Mavota Secondary school increased the self-esteem among the teachers and the students and were all motivated to work together and taking the project ahead in the following years.

6. Discussion and Reflection

From the results presented, it was revealed that both teachers and students are aware about student’s rights and duties, and the importance of student’s participation and the need for building warm relationship in the classroom in order to create a comfortable learning environment which helps students learn better. Students learn better when they feel respected, understood, loved, safe and trusted (Durrant, 2007). So, a warm

classroom environment, freedom of expression and good relations and communication between teachers and students are foundations for helping students learn better and participate actively in the classroom.

The teachers and students revealed that they have good relations. However, something should be done to improve them. So the project is bringing the necessary changes and improvements.

Teachers complained that some students were very shy and less cooperative, making it difficult to help them. Since we started implementing the project, some changes are being noticed. Students are more comfortable and free to talk to their students and those who were shy are changing slowly.

They also complained that it was difficult to help all students to participate actively in the classroom because the classes are too large and overcrowded. So we suggested that they can use strategies for working with large classes such as using group and pair works. They can also use best students in their classes to help weaker ones. As (Baker and Westrup, 2000) say, group work and pair work are good strategies for working with large classes because all the students will be involved in the activities and weaker and shy students can perform in a non-threatening environment and the teacher can monitor individual learner performance and provide help and support if necessary. Students have a much more equal opportunity to practise their communicative skills.

The students complained that their parents do not give them enough time to do the homework and revise lessons at home and this fact may at some extent influence their achievements. From the meetings held with parents and the dramas presented, the parents were able to see the need to help and support their children and promised to change. If parents help and support their children, this helps them to be successful at school (Quist, 2007). From these insights, it can be said that all participants in the project are aware of the problems and are willing to change.

Unexpected outcomes

- One thing to notice is that, the team had planned to train grade 11 teachers but the school governing board suggested that they (the members of the school governing board) should also participate in the training in order to follow what is being done in the project as they are responsible for all the activities being done at school. So the team included this group in the project.
- As a result of the changes brought by the project, in 2013 Quisse Mavota was elected the best school in Maputo and it came second at the national level.
- After returning from a follow up seminar in Vietnam, the team presented the report to the National Director of Secondary Education at the Ministry of Education. He was very happy for the work done and as a result, Mr. Artur Dombo was invited to attend a seminar in China about Secondary Education in Africa. This seminar was held in April 2014 (see Appendix 6- Invitation letter).

- As a change brought by batch 16, the student are repairing broken desks and chairs in order to solve the lack of desks in our school. However, the students had to work on open space without minimum safety conditions. Having seen the importance of the work being done, in 2014, the Ministry of Education decided to build a huge workshop at Quisse Mavota Secondary School, where the students are going to do the work in good, comfortable and safe environment. The workshop is ready now. The students were very happy for having this building. They were happy not only because they have the building, but because they had the feelings that they had brought some changes to our school.



From these outcomes, we can say that we have done 85% for the fulfilment of our change project.

7. Way Forward

- Trained students will train their classmates in the classroom as well as the new comers.
- Trained teachers will share the experience with the teachers who were not incorporate in the workshop.
- Hold meetings with teachers and headmasters of the neighbouring schools to share the experience.
- Students will express their ideas in posters and poems and put them up in the library.
- Organize leisure activities between teachers and students so that they can talk together and do things together in an informal environment in order to improve their relationship.

- Promote group and pair work in the classroom.
- Strengthen peer and group work in which good students help weaker students in and out of the classroom.
- Share experiences with other schools in our district.
- Make Quisse Mavota a role model for other schools to follow.

List of References

- Baker, J., Westrup, H. (2000). *How to Teach Large Classes with Few Resources*. VSO.
- Durrant, J.E. (2007). *Positive Discipline in Everyday Teaching*. Save the Children.
- Longman (1988). *Active Study Dictionary of English*, Essex, England.
- Quist, D. (2007). *Teaching Methods For Primary Schools*. Editora Nacional, Maputo.
- THE NATIONAL CONSTITUTION (2004), revised edition,. *Imprensa Nacional de Moçambique*. Maputo.
- UNICEF, (2007). *Implementation Handbook for The Convention On The Rights Of the Child*. Geneva.

Appendixes

Appendix 1 – Activities Plan For June 2013

TIME	ACTIVITY	MONITORING
03-07/06	Meeting with the Provincial director	
03-07/06	Meeting with the Districtal director	
11/06	Meeting with the teachers: 09:25- Morning shift 14:50- Afternoon shift Meeting with the school governing board at 11:00	
15/06	Meeting with the school council and the parents (8:00)	
19/06	Meeting with grade 11 students	

For August/September/October 2013

TIME	ACTIVITY	MONITORING
10/08/2013	Workshop with teachers on CRC, warm relations and good communication	Questionnaire
17/08/2013	Workshop with students on CRC, warm relations and good communication	Questionnaire and pamphlets
31/08/2013	Workshop with teachers and students to present the results of the questionnaires and open up for discussion	
14/09/2013	Drama presentation and recording	

05/10/2013	Drama (video) presentation to parents, school council, teachers and students and open up for discussion	
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Appendix 2 – Questionnaire for teachers

1. The Article 13 on Child Rights Convention states that children have the right to freedom of expression.
 - As teachers, how can you help your students enjoy this right in the classroom?
2. The Article 29 on Child Rights Convention states that the aim of education is” to prepare students for adult life as active members of society”.
 - As teachers, how can you prepare students in the classroom in order to develop skills which are necessary for adult life?
3. One of the basic pillars of CRC is participation.
 - As teachers, how can you encourage students to participate actively in the classroom?
4. The kind of relationship (good or bad) existing in a certain organization is observed by the way in which people interact and solve their problems in this organization.
 - a) How do you view the relationship at Quisse Mavota Secondary School? Why do think so?
 - b) What do you think should be done to improve the relationship at this school?

Appendix 3 – Questionnaire for students

Questionnaire for Students

1. What are the children rights and duties do you?
2. Give examples of the children rights and duties in the classroom
3. How can students build warm relationship and good communication with their teachers and classmates?
4. How can teachers help their students participate actively in the classroom?
5. One of the problems that the educational sector faces in our country is student’s achievement which is low.
 - What do you think should be done to improve student’s achievement at Quisse Mavota Secondary School?

Appendix 4 – Classroom Working Guide

During the implementation of the project building warm relationship between teachers and students in order to encourage student's participation in the classroom, the teachers and students after discussing in separate workshops, they decided to produce this present document. This document does not replace the school regulation but it is a guide to be used in the classroom. The document contains the following items:

1. Teacher's and student's rights and duties.

1.1 Student's rights

- Freedom of expression in and out of the classroom
- To enjoy the break
- Participate actively in the lessons
- To be respected
- Right to quality education
- Evaluate their teacher's performance

1.2 Student's duties

- Respect teachers and their classmates
- Arrive on time to the lessons
- Revise the lessons at home and do the homework
- Wear the school uniform properly
- Participate actively in every school activity

1.3 Teacher's rights

- To be respected by his/her students and other members of the school
- To receive comments from his/her students about his/her performance in the classroom

1.4 Teacher's duties

- Teachers should encourage their students to work hard and improve their grades and skills
- Teachers should not intimidate students
- Teachers should encourage group work in the classroom
- Teachers should give students opportunity to express their ideas freely
- Teachers should not call students bad names
- Teachers should hand back the test within 15 days.
- Teachers should encourage students to use and maintain the school and as well as the learning materials.

2. Ways of building warm relations and good Communication

- Ongoing open conversation between teachers and students.
- Respect each other (mutual respect).
- Friendship and cooperation between teachers and students.
- Teachers and students should be open and friendly.
- Teachers and students should have leisure activities together.

3. Ways of encouraging student's participation in the classroom and improving their achievements

- Stimulate and praise student in the classroom.
- Hold debates in the classroom about current issues.
- Avoid correcting student's mistakes in aggressive way.
- Correct all exercises in the classroom so that students can identify their mistakes.
- Design tests according to topics covered.
- Ongoing conversation about the importance of studies and the need to work hard.

Appendix 5 – Activity plan for the mentor's visit

TIME	ACTIVITIES	RESPONSIBILITY
Friday 04/07/2014	Arrival and Transfer to the Hotel Welcome Meeting with the District Director (At 2 O'clock)	Mentor and Batch 18
Sunday 06/07/2014	Network Seminar in Bilene	Mentor and Change Agents
Monday 07/07/2014	Visit to Xai-Xai	Mentor and Coordinator of the Network
Tuesday 08/07/2014	Meeting the District Director and Principals of Kamubukwana (In The Morning) Meeting at The Ministry of Education (At 1 O'clock)	Mentor and Batch 18
Wednesday 09/07/2014	Visit to Inhagoia Primary School (In The Morning) Meeting with Teachers And Students at Quisse Mavota Secondary School (In the Afternoon) Summing Up and Farewell	Mentor and Batch 18
Thursday 10/07/2014	Departure of the Mentor	Mentor

January 2014

Nwananga- National Network of Mozambique Network Seminar

TIME	ACTIVITY	RESPONSIBILITY
Sunday July 6th		
08:30	Arrival of participants	The network
08:45	Snack (fika)	All participants
09:00	Welcome and introduction of participants	The Network
09:30	Presentation of the programme and the purposes of the seminar	Mentor and the national coordinator
10:30	Presentation-Batch 07	Assale, Virginia and Matias
10:50	Presentation-Batch 15	Fernanda, Janete and Gilberto
11:10	Presentation-Batch 16	Gertrudes, Zavala and Adolfo
11:30	Presentation-Batch 18	Dombo, Elias and Milagrosa
11:50	Presentation-Batch 20	Senda, Meneses and Cecilia
12:10	Summing up	Participants and the Mentor
13:00	Lunch	All Participants
14:00	Sightseeing	All Participants
15:30	Snack (Fika) Farewell and departure of participants	The Network

Maputo, January 2014

Appendix 6 – Invitation letter

14A046813

(Translation)

This is to certify that Mr. **ARTUR ARMANDO DOMBO** from MOZAMBIQUE has completed "Seminar for Headmasters of Primary and Secondary Schools in Anglophone African Countries in 2014" sponsored by the Ministry of Commerce and organized by Zhejiang Normal University from April 8, 2014 to April 28, 2014 in Jinhua, the People's Republic of China.

阿杜赫·安曼杜·多博先生来自莫桑比克，自2014年4月8日至2014年4月28日在中国金华参加了由中华人民共和国商务部主办、浙江师范大学承办的“2014年非洲英语国家小学、中学校长研修班”，特此证明。

二〇一四年四月二十八日

Ministry of Commerce
People's Republic of China
April 28, 2014



EMBAIXADA DA REPÚBLICA POPULAR DA CHINA

No.037/ SECOM /2014

Maputo, March 5, 2014

The Economic and Commercial Counselor's Office the Embassy of the People's Republic of China extends our best wishes to the Ministry of Education of Mozambique, and informs that the Seminar for Headmasters of Primary and Secondary Schools in Anglophone African Countries in 2014, will be held from April 8 to 28 in Zhejiang Province, China. The Ministry of Commerce of China, MOFCOM, is honored to invite one official to attend this seminar.

MOFCOM will bear the following costs for the participants:

1. Round-trip tickets (domestic trip excluded).
2. Lodging in China.
3. Three meals a day (alcoholic drinks excluded).

The following costs are to be borne by participants:

1. Excess luggage charge during international and local travels.
2. Post, telecommunications, network and hair-cut service etc.
3. Expenditure on arrival before the due date or on departure after it.

Please confirm the candidate and send the following documents to the Economic and Commercial Counselor's Office the Embassy of China before March 21, 2014, including: two photos, passport, registration form, visa application form and health examination report.

Address: Rua Beijo da Mulata, No.73 Sommerschild II, Maputo.

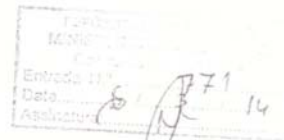
Contact official: Ms. Zhang Jingchan,

Tel: 21485454, Fax: 21490306, Email: mz@mofcom.gov.cn .

The Chinese Embassy avails itself of this opportunity to renew to your Ministry the assurances of its highest consideration.

To:
Ministry of Education, Republic of Mozambique
MAPUTO

Economic and Commercial Counselor's Office
The Embassy of China



Handwritten numbers: 333, 09, 03, 2014, 926