



Innovation for Agricultural Training and Education
Office of International Research, Education and Development
Virginia Tech
526 Price's Fork Road (0378)
Blacksburg, VA 24061

Phone: (540) 231-1875
Innovateprogram@vt.edu
<http://www.oired.vt.edu/innovate/>

Trip Report: Mozambique
Dates of Travel: March 10-26 2014

Emily Van Houweling
Associate Director of Women and Gender in International Development
Office of International Research, Education and Development
Virginia Tech.
evh@vt.edu

Purpose:

The purpose of the trip was to identify gender based challenges and opportunities in University agricultural programs in Mozambique. To achieve this research goal interviews were conducted with students and faculty members at two universities in Mozambique. In addition, interviews were also conducted with faculty members at UniLurio's nutrition program and with four AWARD (African Women in Research and Development) fellows. The trip also provided insights into broader capacity gaps in University agricultural programs in Mozambique and an opportunity to meet with the USAID mission in Maputo to discuss possible collaborations with InnovATE.

Sites Visited:

- UniZambezi (Mocuba, Zambezi province) March 12-15
- UniLurio (Nampula city, Nampula province) March 16-18
- University of Eduardo Mondlane (Maputo) March 19-23
- USAID mission (Maputo) March 24

Description of Activities:

- 2 focus groups with male students
- 2 focus groups with female students
- 2 individual interviews with female students
- 2 faculty focus groups
- 7 individual interviews with faculty members and administrators
- 4 interviews with AWARD fellows
- 1 interview with UniLurio nutrition faculty members
- 1 meeting with USAID mission

Key Findings:

***Information from student and faculty interviews at the University of Eduardo Mondlane (UEM) and UniZambeze.

General challenges:

- Lack of practical courses/experiences. Students feel unprepared to enter the workforce. The lack of practical courses is principally related to a lack of resources (equipment, materials, lab space, research centers, nearby fields, and funding for research). Students also have few opportunities to do practical internships or research.
- Lack of access to knowledge and information: internet, libraries, journal articles, computers
- Students enter with very low level writing, science, and technology skills
- Professors often graduate from their bachelors (or masters) and go directly into teaching without any career or teaching experience
- Weak connections with private businesses
- Students do not learn the skills needed to be entrepreneurs or work in the agribusiness sector
- Major water shortages on campus (UniZambeze)
- The single nutrition program in the country (UniLurio) is not well integrated with the agricultural schools.

General strengths:

- New research sites are being developed; UniZambeze is expanding the number of classrooms, labs, and student dorms on the campus and UEM has two agriculture research centers for students and faculty
- Agricultural programs are connected to real development issues in Mozambique
- Several funders help support aspects of UEM's agronomy department
- Promising young agricultural program at the UniZambeze with a campus located in a very productive and rural part of the country
- High demand for agricultural graduates in extension services, and increasingly in private companies and with NGO's.
- All students expressed strong motivations to enter the agriculture programs and foresee better job opportunities than with other degrees

Primary gender issues:

- All students felt that there were no gender differences in the way male or female students were treated at the University.
- Male students and faculty members far outnumber female students and faculty members, although several women occupy high positions within the agronomy school at UEM.
- A variety of reasons are offered to explain why there are fewer girls in University agriculture programs, including: girls don't like subjects such as science and math and prefer subjects like art, law or literature; in 10th grade when girls have to choose a path, they are scared or intimidated by track "B" for the hard sciences and think these subjects are for men because they are difficult; girls don't want to be in rural areas under the sun with hoes; Girls don't know what

agricultural careers are possible; girls can't work in rural areas separated from their families. (In contrast: The girls I interviewed all said they really enjoyed math, chemistry and physics and had no problem working in rural areas).

- In 10th grade students choose a route, one is social sciences and the other is in the hard sciences. This seems to be the major bottleneck for girls when they are all steered away from the subjects that set up the possibility of entering university agricultural programs.
- There was a big difference between the general perceptions of agriculture and gender noted by those interviewed and their own personal experiences and perceptions. For example, there is still a general preference for educating sons and a belief that girls should marry and start a family, but all the girls interviewed were strongly supported (both emotionally and financially) by their families, and none were married or had children. This shows that there may be a lot of mistaken assumptions/stereotypes about women in AET and that the women who "make it" to the university achieve their success because they have different personal views and familiar support patterns than their peers.
- The female students and faculty members interviewed were all told by their families that they should not be financially dependent on men and should get a job before getting married or having children-this message is often given to them from their fathers.
- There is a general perception that all agriculture work occurs in "the bush." Girls may avoid the work because it is seen as dirty, rural, and physical. However, the perception that agriculture is only for men appears to be changing, and the girls interviewed were all willing to work in rural areas.
- All students felt that boys and girls had equal job prospects, although there were gender differences in job preferences.
- The lack of housing and safe transportation for students often puts girls in dangerous situations and forces all students to spend a lot of money renting and paying for buses.
- There are no quotas for girls at schools or specific gender policies at the Universities. There are also no programs/policies to help families (e.g., child care programs), except for the standard two month maternity leave for faculty.
- Within the agricultural school there are no courses on gender, although the community development and extension classes mention gender in relation to strategies for working with rural communities.
- Boys have more knowledge of scholarships, job opportunities, and university admission information than girls due to their different networks.

Opportunities for Innovate:

- Increase the capacity of universities to include practical courses and experiences for students. This could entail funding for labs, equipment, and the research centers, as well as short term training for faculty members, and stronger linkages between universities and private companies, development organizations, and government organizations.
- Trainings for faculty in ICT and pedagogy.
- Establish a career counseling center where students can find information about future opportunities in all areas, including opportunities to study abroad and scholarships for continuing their education. Open the center up to secondary school students seeking information and assistance applying to universities.

- Outreach in secondary schools to change perceptions of agriculture and encourage girls to enter the sciences. (Possibility of using the African Women in Research and Development (AWARD) mentoring/leadership model).
- Curriculum reform, including integrating gender and/or nutrition into existing courses, and introducing courses in agri-business.
- Possibility of facilitating stronger linkages between UniLurio's nutrition program and agricultural schools

Suggested Follow-up Activities

- Based on the interest of the USAID mission, return to Mozambique with a larger InnovATE team to conduct a more thorough review of the capacity gaps in AET or more focused research on key gaps in AET as identified by USAID.
- Conduct gender research at the secondary school level. Based on interviews at the universities it is clear that the University students are the success cases and have different personal views and parental support patterns than their peers. Also, many students and faculty members interviewed mentioned how girls drop out of the sciences in 10th grade when they must decide on a career track. The goal of the research would be to do focus groups with boys and girls in the 10th thru 12th grade to understand the issues that discourage or prevent girls from continuing their education in agricultural sciences. More specifically the research could explore gender differences in students':
 - Motivations and decision making processes invoked when deciding what disciplinary track to pursue in the 10th grade
 - Parental support patterns
 - Perceptions of agriculture
- Organize a side event for InnovATE at the RUFORUM meeting in Maputo during July with the goal of developing a set of good practices for addressing gender inequalities in agricultural education and encouraging girls to enter the agricultural sciences.
- At the end of the year ask Dr. Famba at UEM for a copy of the World Bank study that is currently in progress to explore the capacity gaps at the University of Eduardo Mondlane.

List of Contacts Made

Name	Title	Contact details
USAID		
Paula Pimentel	Senior Agricultural Research and Tech Transfer Advisor	(ppimentel@usaid.gov) 823106260
Rita Mapsanganhe	Program Development and Training Specialist	rmapsanganhe@usaid.gov
Karelyn Cruz	overseas AAAS fellow; served in BFS for the last 2 years, interested in science fairs	kcruz@usaid.gov
Leonor Dominguos	Gender point of contact?	ldomingos@usaid.gov >
Mary Ellen Duke	USAID gender advisor	meduke@usaid.gov
Shannon Howard	Monitoring and Evaluation Specialist	showard@usaid.gov
UniZambeze		
Daniel Chongo	Director of Agronomy and Forestry Engineering	826463537 dachongo@yahoo.com
Eduardo Mondlane		
Paula Viola	Head of Department of Rural Engineering	Paula Viola pmusseraviola@gmail.com
Emilio Tostão	Former Dean of our faculty in Agronomy and Forestry engineering	emilio.tostao@gmail.com
Sebastio Famba	Deputy dean for research and academic affairs	sifamba@uem.mz sebastiaofamba@gmail.com
Rui Miguel Brito	Assistant Prof Faculty of Agronomy and Forestry engineering	ruimoz@gmail.com
Felisberto Alfonso	Assistant Prof Faculty of Agronomy and Forestry engineering	
Tomas Fernando Chiconela PhD	Dean of Agronomy and Forestry	Tchiconela@uem.mz tfchico@yahoo.com
Natasha Ribiero	Dept of Agronomy and Forestry	nribeiro@uem.mz
Ivan Rimane	Dept of Agronomy and Forestry Assistant Professor	ivanremane@siu.edu
Romana Rombe Bangra	Head of the Forestry Dept	Romana.bandeino456@gmail.com (not positive this is correct due to handwriting) 843983270
AWARD fellows		
Alexandra Jorge	Was an AWARD fellow, now works with and NGO on biodiversity and conservation in Mozambique	A.JORGE@cgiar.org
Margarida Silvine	Current AWARD fellow, working with CARE on climate change adaptation	marg.simbine@gmail.com
Marta Francisco	Was an AWARD fellow, works at Institute of Agriculture Research	guilima2006@gmail.com

Trip Log

3/10/14: Departed Roanoke.

3/11/14: Arrived in Maputo at night, spent the night at Palmeiras guest house.

3/12/14: Took an early flight to Quilemane. At the airport I was met by a car from UniZambezi that took me to Mocuba (2 hours from Quilemane). Afternoon meeting with Daniel Chongo to discuss the trip objectives and make a plan for the gender research. He is very helpful in coordinating the student/faculty interviews. Dinner with Daniel Chongo. During my time in Mocuba I stayed in the Venus guest house.

3/13/14: Conducted separate focus groups with male and female students. Afternoon focus group with female faculty members.

3/14/14: Focus groups with male faculty members. Individual interviews with three female students.

3/15/14: Left in the morning for Quilmane. Flight to Nampula was delayed by 8 hours and then made two stops before going to Nampula. I arrived at 3 in the morning on 3/16 without my luggage. (Next time it would be much easier to make the 6-8 hour drive from Quilimane to Nampula).

3/16/14: Writing day.

3/17/14: Met with two faculty members at UniLurio's nutrition program, toured campus and met other faculty members.

3/18/14: Travelled to Maputo, arranged for meetings at Eduardo Mondale University.

3/19/14: Met with Dr. Famba the deputy dean for research and academic affairs in the agriculture department. I introduced the Innovate program and we discussed a plan for me to do the interviews with students and staff. I also interviewed him about the agricultural programs and he explained to me the organization of the school and the challenges they face.

3/20/14: I interviewed: 1) Natasha Ribieiro, a female faculty member in the Dept of forestry, 2) Filberto Alfonso, a male faculty member in Dept of Agronomy, 3) Romana Bangira, female head of the Dept of Forestry

3/21/14: Conducted separate focus groups with male and female students. Interviews with: 1) Rui Bruito, male faculty member in agriculture, 2) Paula Viola, female head of the department of rural engineering. Upon leaving Dr. Famba and I met with Tomas Fernando Chiconela, the Dean of Agronomy and Forestry to explain Innovate and the work we had done over the last couple days.

In the afternoon I did personal unstructured interviews with three AWARD fellows:

3/22/14-3/23/14: Writing days.

3/24/14: Met with mission at the JAT building in Maputo. In attendance was Paula Pimental (Senior Agriculture Research and Technology Transfer Specialist) and Shannon Howard (Monitoring and Evaluation and gender contact). After the official meeting I interviewed Paula about her experience as an AWARD fellow.

3/25/14: Left Maputo for Roanoke.