



**Trip Report: Mozambique**  
Dates of Travel: July 12-26 2014

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**Purpose:**

This trip had two objectives. The first objective was to conduct focus groups in secondary schools to understand where along the agriculture pipeline girls drop out and their reasons for doing so. The second objective was to lead a side event at the RUFORUM conference to develop a set of good practices for addressing gender issues and encouraging girls in the agricultural sciences.

**Sites Visited:**

- Nampula July 14-17
  - Secondary school in Nampula July 16,17
- Maputo July 18-25
  - Secondary school 1 in Maputo July 18
  - Secondary school 2 in Maputo July 21
  - RUFORUM conference July 21-24
  - RUFORUM gender side event July 22
  - USAID mission (Maputo) March 23

**Description of Activities:**

- 3 focus groups conducted with male secondary school students
- 3 focus groups conducted with female secondary students
- RUFORUM side event: Good practices for addressing gender issues and encouraging women in the agricultural sciences
- Participated in RUFORUM conference
- Met with USAID mission to discuss InnovATE and assess future possibilities in Mozambique

**Key Findings:****Secondary school focus groups**

Participants: 20 boys and 17 girls from three different schools in two regions. Total of 6 focus groups.

Objective: The objective was to understand gendered perceptions of agriculture, students' motivations and decision making processes related to the different disciplinary tracks they pursue, and the challenges boys and girls face completing secondary school and entering higher education.

Key findings from focus groups:

**Gender division of disciplinary studies**

- There is a gender division in the disciplines pursued in upper level secondary school. More girls are in section A (humanities, geography, Portuguese, history), and more boys are in B (biology and chemistry) and C (engineering, physics, design, math). However, there were many individual exceptions, including some of the girls we talked with who were enrolled in track B and C.
- There are many opinions about why there are few girls in tracks B and C. The primary responses we received from both girls and boys is that girls prefer the humanities and are

scared/intimidated of the sciences. Some comments from boys were more sexist: women are lazy and they don't want to work hard. Most girls internalize these ideas and explain that tracks B and C are too difficult and they are better at the humanities, but some of the girls were not intimidated by these disciplines and felt they were doing as well or better than their male colleagues.

#### Perceptions of agriculture

- Very few students are interested in agriculture careers: some enjoy and have experience farming but don't see it as a viable career. Farming is considered a backup plan if they can't find real work. Farming is sometimes seen to be men's work because it is dirty and requires strength.

#### Why girls and boys drop out of school

- Male and female students drop out of school because their families cannot afford the fees, their parents do not support education, or their help is needed in the house (girls to do domestic work and boys to earn money). Some students also mentioned being teased by peers, insulted by their professors, or not passing their exams as the reasons they drop out.
- Early marriage and pregnancy are specific issues that lead girls to drop out of secondary school. When girls are pregnant they may be too ashamed to go to school, and after the baby is born most need to stay home.
- Many schools lack potable water and safe, clean latrines where girls feel comfortable changing their sanitary towels when menstruating. Most girls say they miss at least two days a month for this reason.
- Some boys interviewed mentioned alcohol and drugs as reasons that boys drop out of school. Without good job prospects there is little incentive to stay in school when they could be having fun with their friends. Some boys also are forced to drop out to earn money to help support their family.
- Students are often required to pay teachers to pass them to the next grade. Girls are often sexually harassed by professors in order to pass their class.
- High fees/lack of scholarships and few open spots in courses prevent students from continuing on to University.

#### Family support and housework

- Most students feel strongly supported by their families, who give them money, advice, teach them good life habits, ease their domestic responsibilities, and encourage them to study and do their homework. Students without this kind of support often drop out of school.
- Everyone agreed that girls typically have more housework to complete on top of their studies. In poorer families or families without elder girls, boys may also be forced to do a lot of housework.

#### Other

- Students are very aware of gender equity goals in society and hesitant to say there is discrimination between girls and boys in education or families.

### **RUFORUM Side Event**

Participants: 29 people from seven countries participated in the gender side event (4 men and 24 women).

Objective: To share and develop a set of good practices for addressing gender issues and encouraging women in the agricultural sciences.

The side event began with a discussion of gender issues that contribute to girls dropping out of the agriculture education pipeline (focused on University education). The issues discussed fell under the following categories: negative and narrow perceptions of agriculture, secondary school issues, lack of role models, policy, safety and security, household responsibilities, and access issues.

During the second half of the session we discussed general recommendations and good practices to address these issues. Participants were highly motivated and excited about taking the next steps to address the issues raised. They organized an additional side meeting to further organize their ideas and move forward. After the side event participants filled out evaluation forms about the event. Below are their summarized responses.

Lessons learned during workshop:

- The need to work at an individual, institutional and community level
- Role modeling and mentoring is important for encouraging the next generation
- Strategies for changing some negative issues
- Gender is different than sex
- The importance of networking and sharing ideas, resources, and life experiences
- We should be the face of success for students in secondary school and encourage them to pursue agriculture careers
- AWARD is a good model for developing women's skills
- Gender needs to be considered in agriculture education
- I can be part of an informal group that advocates for gender responsiveness in my institution.
- Women face many challenges in studying at high levels
- As a group we had a lot of resources and life skills to share

Top issues that you identified as needing further research and discussion:

- Exchange programs with other institutions/gender programs
- Mentoring programs (with secondary schools)
- Innovations in programs that will encourage your women in agriculture
- Networking opportunities
- Integration and mainstreaming of gender in research and training programs
- How to communicate findings of agriculture research to farmers
- Leadership for change, what needs to be done to create institutional capacity building?

Suggestions and recommendations you offered for future programs

- Create a stronger network
- Host regional meetings to share information
- Develop a mentoring and coaching program
- Find ways to inform secondary school students of agriculture opportunities and AET
- Share good practices with other people
- Expand the size of the group-reach out to other countries
- Publicize the outcomes of events

## Next Steps

- Follow-up with RUFORUM gender session participants about a possible future meeting and/or workshop to continue with recommendations raised in the side event.
- Write a good practice paper for addressing gender issues and encouraging women in the agricultural sciences based on the RUFORUM side event and focus group interviews.
- Translate and analyze focus group interviews. Synthesize with other gender research to write a thematic study and journal article on gender issues and good practices in agricultural education.

## Appendix 1: List of participants at RUFROUM gender event

Name	Institution	Email	Innovate fellow
Rosina Wanyama	Technoserve, Kenya Former AWARD winner	rowasi52@yahoo.com	Yes
Filomena Dos Anjos	UEM, Veterinary medicine	<a href="mailto:anjomena@gmail.com">anjomena@gmail.com</a>	No
Daniel Chongo	UniZambezi Director	<a href="mailto:dachongo@yahoo.com">dachongo@yahoo.com</a>	Yes
Odogwu Blessing Adanta	Makerere University	<a href="mailto:Blessing.odogwu@unipist.edu.ng">Blessing.odogwu@unipist.edu.ng</a> <a href="mailto:adantalreal@yahoo.com">adantalreal@yahoo.com</a>	No
Pauline Atim	Rhodes University, South Africa	patim2006@yahoo.co.uk	No
Watalia Jaime	UEM (University of Eduardo Mondlane)	nataliaabifee@gmail.com	No
Natali Gowden	Makerere University PhD fellow	gnantali@yahoo.com	No
Rosalina Mahanzule	AWARD fellow , now a researcher at IIAM (Mozambique's Agricultural Research Institute)	romahanzule@gmail.com	Yes
Marta Fransisco	AWARD fellow and now a researcher at IIAM	<a href="mailto:Guilima2006@yahoo.com">Guilima2006@yahoo.com</a> <a href="mailto:guilima2006@gmail.com">guilima2006@gmail.com</a>	Yes
Catherine Mloza Banda	LUANAR-Malawi	catherinemloza@gmail.com	No
Romana Rombe Bandeira	UEM	<a href="mailto:Romana.bandeira467@gmail.com">Romana.bandeira467@gmail.com</a>	No
Gaudiose Mujawamariya	Africa rice, Tanzania	<a href="mailto:g.mujawamariya@cgiar.org">g.mujawamariya@cgiar.org</a>	No
Carla Menezes	AWARD fellow , now at IIAM	<a href="mailto:Carlameneze8786@gmail.com">Carlameneze8786@gmail.com</a>	Yes
Natalia Jaime	UEM	<a href="mailto:natataalifoe@gmail.com">natataalifoe@gmail.com</a>	No
Susan Balaba Tumnebase		<a href="mailto:Balaba2@yahoo.com">Balaba2@yahoo.com</a>	No
Emmanuel Afutu	Makere University Ph.D.	<a href="mailto:mmanuelaf@yahoo.com">mmanuelaf@yahoo.com</a>	No

	student, but also teaching at the University of Cape Coast in Ghana		
Maureen Agena		maureenagen@gmail.com	No
Imna Malele		<a href="mailto:Malele2ie@yahoo.com">Malele2ie@yahoo.com</a>	No
Maria Mullei	Virginia Tech, iAGRI	<a href="mailto:mmulei@iagri.org">mmulei@iagri.org</a>	Yes
Esperanca Chamba	AWARD now Director at IIAM	erechamba@gmail.com	Yes
Judith Olang		<a href="mailto:jolang@cgiar.org">jolang@cgiar.org</a>	No
Gauden Nantale		gnantale@yahoo.com	
Jemal Yousuf	Innovate fellow, Ethiopia Haramaya University	Jemaly2001@yahoo.com	No
Luicia Muchiruarapa		<a href="mailto:luciamuchiruarapa@gmail.com">luciamuchiruarapa@gmail.com</a>	
Isabel Mugovo		<a href="mailto:isabelmugovo@gmail.com">isabelmugovo@gmail.com</a>	No
Wanjiru Kamau-Rutenberg	AWARD director	<a href="mailto:w.kamau@cgiar.org">w.kamau@cgiar.org</a>	No
Alice Amos Cambula	Researcher at IIAM with a focus on gender issues	alice_cambula@yahoo.com.br	Yes
Rosemirta Birungi	Former Borlaug fellow at Penn State, finishing her Ph.D. at Makerere and at Agency for Inter-regional Development AFID	rosemirta@yahoo.com	Yes
Gracinda Mataveia	Deputy director of the Centro de Coordenação dos Assuntos de Género, CeCAGE at UEM, also faculty in Vet science	gmataveia@yahoo.com or gracinda@uem.mz	Yes

## Appendix 2: Trip Log

7/11/14: Left Roanoke for Maputo

7/12/14: Arrived in Maputo at night

7/13/14: Met with Maputo research assistant to plan focus groups the following week. Translated the interview questions together.

7/14/14: Travelled to Nampula. Met with Nampula research assistant to plan focus groups for the 16<sup>th</sup> and 17<sup>th</sup>.

7/15/14: Visited secondary school. Waited nearly all day to meet with the Director of the secondary school to ask for permission to conduct the research. Interviewed one male history teacher.

7/16/14: Organized and facilitated boys focus group at secondary school in Nampula.

7/17/14: Organized and facilitated girls focus group at secondary school in Nampula. Left for Maputo at night.

7/18/14: Conducted focus groups with boys and girls in one school in Maputo.

7/19/14: Translated focus groups from Nampula. Began to code and enter interview data into Atlasti (a qualitative data analysis software).

7/20/14: Prepared for RUFORUM side event.

7/21/14: Attended RUFORUM conference

7/22/14: RUFORUM gender side event

7/23/14: Attended RUFORUM conference and met with USAID mission.

7/24/14: Attended RUFORUM conference, met with Karelyn Cruz (USAID), and participation in AWARD reception.

7/25/14: Left Maputo for Roanoke.

7/26/14: Arrived in Roanoke