Motivations, Ambitions and Options
of Secondary School Students in Rural Mozambique

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Faculty: Faculty of Social Sciences
Date: 29th May 2015
Subject: Peace and Development Work
Level: Master of Science
Course code: 4FU41E
ABSTRACT

Previous research attributed many positive developments to education, such as increasing employment opportunities, reducing gender inequality and stimulating empowerment. This research will, however, look more closely into what secondary education means to the students themselves by involving their own perceptions. It further looks into how secondary education, on local level, changes the options secondary school students have after graduating, both according to the students and according to other actors in the educational field.

The emphasis on the youth perspective and their options creates an understanding and overview of the role education plays in students’ lives, which can create a basis to deal with the high unemployment in the country. The aim is also supported by the literature review, which demonstrates a gap in literature that deals with in-depth qualitative research to gain knowledge of youth’s own perspective on educational matters and what secondary education means to them.

To gather information, a five week long field-study in the district of Lago, north Mozambique, was conducted. In order to fill the existing gap and to understand in depth what secondary education means to the youths in the district, interviews with students, parents and other actors that had a relation to the education offered in the district (e.g. school directors, school councils, local political structures), were organised. This thesis is based on an abductive, qualitative research and does not aim to be representative, as the main objective is to present the perspective of the youth in the district. With an emphasis on the motivations, ambitions and options of youth in Lago, the findings have been analysed with Friedmann’s (dis) empowerment model (1992), complemented with a gender and development approach. The analytical model creates a better understanding on the role secondary education plays and can play in rural development.

In the findings difficulties and gender differences are revealed, but also the strong motivations and ambitions of the students, indicating a high commitment level. The analysis indicates that the students in the Lago district can be and are empowered by retrieving knowledge and education from the secondary schools. At the same time it has been indicated that it is so to a limited extent, that the school has not reached its fullest potential.

Keywords: Mozambique, (dis) Empowerment model, Secondary School Students, Motivations, Ambitions, Options.
ACKNOWLEDGMENTS

Firstly, we would like to thank all our interviewees for sharing their knowledge and experiences with us. Without your patience, cooperation and willingness there would be no research possible.

Secondly, we sincerely appreciate the support and knowledge given to us throughout the whole process by our tutors Gunilla Åkesson and Kajsa Johansson. Additionally we would like to thank them for the many translations from Portuguese into English. Special thanks to Anders Nilsson for his advice and guidance.

We would also like to thank Thomas Tembo for his translation from Portuguese into English, and from Cinhanja into English.

Thirdly, many thanks to We-Effect for making this adventure and research a reality and for their support in planning and organising the field-study.

Finally, we would like to express our gratitude to the provincial government of Niassa and the local administration of the Lago-district for receiving us and sharing their knowledge with us. We really enjoyed staying in the beautiful district of Lago.
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<tr>
<td>EP</td>
<td>Ensino Primário (Eng. trnsl. Primary Education)</td>
</tr>
<tr>
<td>ESG</td>
<td>Ensino Secundário Geral (Eng. trnsl. General Secondary Education)</td>
</tr>
<tr>
<td>ESG 1</td>
<td>Ensino Secundário Geral primeiro ciclo (Engl. trnsl. General Secondary Education 1st cycle, grades 8 to 10)</td>
</tr>
<tr>
<td>ESG 2</td>
<td>Ensino Secundário Geral segundo ciclo (Engl. trnsl. General Secondary Education 2nd cycle, grades 11 and 12)</td>
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<tr>
<td>GoM</td>
<td>Government of Mozambique</td>
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<tr>
<td>HDI</td>
<td>Human Development Index</td>
</tr>
<tr>
<td>HE</td>
<td>Higher Education</td>
</tr>
<tr>
<td>IFP</td>
<td>Instituto de Formação de Professores (Eng. trnsl. Teacher Trainer Institute)</td>
</tr>
<tr>
<td>IMF</td>
<td>International Monetary Fund</td>
</tr>
<tr>
<td>INCS</td>
<td>Instituto de Ciências de Saúde (Eng. trnsl. Health Institute)</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MINED</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MISA</td>
<td>Minimum Income for School Attendance</td>
</tr>
<tr>
<td>MT</td>
<td>Metical</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
</tr>
<tr>
<td>PARPA</td>
<td>Action Plan for the Reduction of Absolute Poverty</td>
</tr>
<tr>
<td>ROADS</td>
<td>Rede de Organizações Ambientes e de Desenvolvimento Sustentável (Eng. trnsl. Network of organisations involved in environment and sustainable development)</td>
</tr>
<tr>
<td>SDEJT</td>
<td>Serviço Distrital de Educação, Juventude e Tecnologia (Eng. trnsl. District Administration of Education, Youth and Technology)</td>
</tr>
<tr>
<td>TVE</td>
<td>Technical and Vocational Education</td>
</tr>
<tr>
<td>UCM</td>
<td>Universidade Católica Moçambique (Engl. trnsl. Catholic University of Mozambique)</td>
</tr>
<tr>
<td>UP</td>
<td>Universidade Pedagógica (Engl. trnsl. Pedological University)</td>
</tr>
</tbody>
</table>
TERMS AND DEFINITIONS

Explanation of concepts used in the text or in the interviewee list.

Ambitions
This research used the concept ambitions referring to the dreams, expectations and future plans students have after graduating.

Chefe de Localidade
Director of a locality

Chefe de Posto Administrativo
Director of an administrative post

Extensionista
Agricultural employees that work in rural areas to teach local small-scale farmers how to increase productivity using new (modern) methods.

Higher Education
Higher education herein is referred to as the collection of higher institutes, universities, schools and academies (MINED, 2012, p.14), and thereby includes the universities, the IFP and the INCS.

Job
Income generating formal employment.

Metical
Current currency of Mozambique, roughly 39 MT/€1, - or 37 MT/$1.

Motivations
Motivations can be perceived as similar to ambitions, however the differentiation within this research is placed on time. Motivations will look into what motivated the students to continue to secondary education, ambitions will look more specifically into what the students plan or expect to do after graduation.

Nduna
Traditional leader of the (bigger) village, lower than the régulo.

Options
Refers to the actual options students have after graduation. Whereas motivations and ambitions are approached from a more youth perspective approach, the options are indicated by other actors interviewed (e.g. universities, private companies, district department of education, youth and technology). Options are chosen to place the
motivations and ambitions into a wider perspective.

**Rainha or Queen**
Highest traditional local female leader within a community

**Régulo**
Highest Traditional local male leader within a community.

**School Council**
Group of (usually) elected parents, students, representatives of the community and school staff that follows the school, checks upon their decision-making and financial budget, and improves the relation between the school and the wider community.

**Secretario do Bairro**
Secretary of a neighbourhood

**Semi-Automatic Transition**
System at primary schools 'that enables children from grade 1 to transit to 2 or from grades 3 to 5, without examinations (MINED 2012, 62).

**Youth**
Indicated in the interviews, as people between the 15 and 35 years old. In some parts, it has been replaced by secondary school students, which refers to the youth that are in ESG1 or ESG2 (roughly 13 up to 18 years old, although students can be up to 22 years old at times).
1. INTRODUCTION

In the literature, education has been attributed to many positive developments. It for instance stimulates employment opportunities for the poorest segment in society, reduces gender inequality, promotes the advancement of technology and encourages economic growth through investing in human capital (Lavinas 2003, 148). Education additionally supports individual development in particular, by increasing autonomy, stimulating empowerment and civic participation, and by enabling people to make their own decisions (Todaro & Smith 2011, 368-379). Even though education has major benefits and is related to many positive developments both for individuals, households and communities, the decision to continue to education is not that clear. Many households simply do not have the financial resources to finance education, especially not secondary or higher education (as primary education is often cheaper or even for free).

This research looks into the reasons for students that, despite the financial constraints, can and do continue to secondary education. It aims to create a better understanding of their motivations, ambitions and options, and to understand the role secondary education plays and can play for them. Does it for instance create any of the above mentioned positive developments? Or what are the main motivations and barriers for them to continue education? And what are their options after graduation and what role does secondary education has therein? The emphasis on the youth's own perspective enables the research to give a voice to them and to understand in depth why students themselves find it important to continue to secondary school.

The focus in this research is on the district of Lago, in the north of Mozambique. The district is situated in the province of Niassa. In the Lago district 5403 students are enrolled in secondary school (SDEJT 2014, 4). It should, however, be noted that there is a difference in the enrolment rates and the actual attendance rates, which tend to be much lower (Roby & Lambert 2009). The number of students that attend is therefore probably lower than the 5403 students registered.

Understanding the role secondary education plays in the Lago-district in relation to students’ ambitions and motivations and options can create a basis to deal with the high unemployment in Mozambique. The youth, making up almost fifty per cent of its population, are facing a high unemployment rate of 41 per cent (Höglund 2011; Elstner & Primadica 2014, 1). The economy of Mozambique is unable to create enough jobs due to a high annual
population growth combined with a large amount of job applicants. This is especially the case in the rural areas of the country, where 70 per cent works in small-scale subsistence agriculture, and which receive less resources and investments (Embassy of Ireland 2012, 4-5; Lavinas 2003, 148). Job opportunities for workers without secondary education are limited. Additionally, the limited labour market prefers a higher education, even though for the quality of some jobs performances this is not as a necessity (Todaro & Smith 2011, 368-379). To expand job opportunities secondary or higher education is of importance. This research looks closer into if and how secondary education increases (job) options, but even more into how secondary school empowers and can empower its students and turn them into active citizens that can decide upon their own lives. To understand in depth the role and significance of secondary education, it is of importance to look into the youth’s perspectives. How do they perceive the role of secondary education in reaching their ambitions and what motivated them to continue to secondary education?

1.1 Literature Review

This research is centred on four strands of literature. The first strand is focussed on the barriers to education and explains why it can be difficult, or impossible, for children to attend primary and/or secondary school (Roby & Lambert 2009; Haan 2010; Jonas, O’Sullivan & Rouse 2004; Grimm 2011). In the literature the following barriers are mentioned: financial limitations, the importance of children’s help in the household, the distance to the schools, a sense of hopelessness in education, the caregivers’ low level or lack of education, family order (in which the younger child receives less parental resources and money), lack of parental support (both financial and as encouragement), and finally the level and stability of household income. Kazianga (2012), for example, found that households with volatile incomes are more likely to build a buffer stock in order to insure against unexpected shocks. Part of this strategy is the non-enrolment of the children in the household. Additionally girls were much more negatively impacted by each barrier compared to boys.

The second strand of literature is focussed on the demands on education, similar to the first strand of literature. The difference is that it is more directly on the quality of education and what actors expect the schools to offer. In this strand, literature is mainly approached from the perspective of the parents. An example is Vigar-Ellis (2013), who looked into the secondary boarding schools in South Africa and found that parents preferred competent staff and a safe environment. Evans & Cleghorn (2014) examined the reasons why parents choose
a particular school for their children, such as distance to walk and in which language they teach. Kabubo-Mariara & Mwabu (2007) discovered that parents are more likely to send their children to the secondary school if the quality is higher. This research, in particular, is interesting as it combines the parent’s demands on education with the barriers they are facing in sending their children to school. Handa & Simler (2005) approached their research from a more central policy perspective. Their paper addressed the questions if investments have to be made in the quality or quantity of education in Mozambique. The research concludes that an emphasis on quantity of education is the best way to promote educational outcomes in the country.

The third branch looks into the bigger picture of education by explaining the societal and economic benefits (Arndt et al. 2012). Due to a lack of education, transport infrastructure and trade Mozambique has experienced less equal development and poverty reduction. In this branch, education is seen as promoting human capital and as a result leads to equal development. Rolleston & Oketch (2008) and Conal Winters & Chiodi (2011) mention that investments are made in education to increase individual potential, although it may depend on the location. However, the linkage between higher education and economic growth is not so clear. It can lead to rural diversification as a result of a shift from agricultural wage employment towards a more non-farm wage employment.

The fourth and final strand of literature discusses the impact of youth educational aspirations on educational attainment and outcomes (Baker et al. 2014; Frye 2012; Senin & Ng 2012; Akerman & Gutman 2008). This literature assumes that educational aspirations determine to a certain extent our thinking and consequently influence our behaviour. Low aspirations lead to lower commitment to education, and eventually to low education outcomes. This can maintain poverty and create educational gaps. Aspirations are also not given, but can change after obtaining new experiences, getting new information or after making choices. There is a debate if aspirations are shaped rationally by available opportunities (Akerman & Gutman 2008), shaped by the economic-social background (Senin & Ng 2012; Baker et al.), or if there is little correlation between aspirations and given opportunities (Frye 2012). Some scholars defend that youth from socially disadvantaged environments have lower aspirations. Other scholars, however, find that youth from lower classes have equally high aspirations than their richer counterparts. This strand of literature comes closest to the research of this thesis by looking into what motivates the students. However the latter one will go one step further by not looking solemnly to their ambitions and motivations for the future, but takes into consideration the barriers and
limitations of studying and the options of students thereafter in the specific district of Lago. The barriers and limitations of studying will be used to place the motivations into a perspective and to indicate that for many students the decision to continue education is not easy.

Little research has been done from the perspective of the youth themselves, this was mainly visible in the literature strand on educational demands. Next to this, the majority of the researches are based on surveys or questionnaires. This leaves a gap, where little research has been done into gaining in-depth knowledge via qualitative interviews of what education really means to the students themselves, what the reasons are for them to go to secondary school and what their ambitions and options are after finishing school. The last branch on educational aspirations comes closer to the emphasis on youth perspectives, but leaves out on the analysis of the background on possible barriers to and demands on education, which is an important element in shaping ambitions and motivations. Further it does not look into the options students have after graduation and the specific role of education therein to fully understand the importance of secondary education in the district of Lago. In this research emphasis is put on the voice of the youth themselves to describe the importance education for them.

An increase of an understanding of the motivations, ambitions and options of secondary school students can demonstrate the role secondary education plays and can play for students. Moreover, it will indicate how students themselves deal with the high unemployment in the area and what role education can play therein. This will shine a new light on the relation between education and unemployment. Involving students themselves in the debate, provides a new perspective.

1.2 Objective and Research Questions

Connected to the literature review presented above, the objective of this research will be to fill in the missing perspective of the youth in the Lago-district in order to reach an in-depth understanding of what secondary education means to them. Therefore the focus of this research is on the motivations, ambitions and options of secondary education students, in which the first two are approached from a student perspective and the latter one from a more general perspective. Overall, a gender perspective will be used to reach a better understanding.
To reach the objective, the following research questions have been applied:

1. What are the reasons for youths in the Lago-district to continue to secondary education and what barriers do they face?
2. What are the ambitions and expectations of secondary school students in the Lago-district after graduating?
3. What are the options for secondary school students in the Lago-district when they finish secondary education and how does secondary education influence their options?

1.3 Contribution

By examining the role secondary education plays from a more student perspective approach, this research can bring a new perspective towards the relation between education and rural development. It can form the basis for new information and lessons learnt towards educational authorities on all levels (local, provincial and national), schools in the Lago-district, NGOs in Mozambique that work in the field of education and donors in education. By involving the perspective of the students and letting their voice be heard, it can additionally form a beginning to involve students’ experiences, opinions and ambitions in the school processes and planning.

1.4 Methodology and Analytical Framework

For this research a qualitative approach was chosen in order to reach a more in-depth knowledge on the student's motivations, ambitions and options. The collection of information was based mainly on semi-structured interviews, articles and documents from various sources. The findings are processed with Friedmann's (1992) analytical model of (dis) empowerment, which is complemented with a gender and development approach to cover issues regarding gender differences. The model will emphasise the role secondary education has and can have in the empowerment of its students.

1.5 Disposition of the thesis

Chapter 2 explains the methodology used in this research including the ethical considerations and the limitations, followed by Chapter 3 that describes the analytical model. In Chapter 4, a
short background on both Mozambique and Lago is given. Chapter 5 presents the findings and Chapter 6 provides the analysis. Subsequently Chapter 7 presents the conclusions. Chapter 8 state the used references, and finally Chapter 9 is named annexes and includes maps, tables, photos, the interview guide, terms of reference and the interview list.
2. METHODOLOGICAL FRAMEWORK

2.1 Method

Outlined in John W. Creswell’s book *Research Design* (2014, 4-14), there are three different research approaches to choose from: qualitative, quantitative and mixed methods. For this study a qualitative approach has been chosen. The approach aims to explore and understand social and human problems from the group’s or individual’s point of view, with regard to the situations complexity. The qualitative approach offered the possibility to dig deeper into this study’s research problem and find answers to the questions mentioned in the introduction.

The wish for this five week long field-study were to bring forward the secondary school students perspective in the Lago-district of Mozambique. Three categories derived from this wish, consisting of motivations, ambitions and options. Reading about education in developing countries (e.g. Mozambique), many obstacles and difficulties for the students to attend school often rise to the surface. From that, the question of what motivate the students to overcome those barriers in order to get education came to form. With the motivations a close connection were made to investigate the school students’ ambitions for the future, and with those two categories it became interesting to look into the options the youths have with and without secondary school education.¹ The coming chapter of findings will be based on these three categories.

For this qualitative research, an abductive mode of inference has been applied to be able to broaden the knowledge of the findings. The abductive approach offers the possibility to see the perceived reality (findings) in a different way, with deeper understanding for it. Neither the deductive or inductive generalisation approach can provide the same kind of knowledge as abduction can. By re-contextualise the findings, the researcher uses a new contextual framework to explain, understand and observe the conception. This makes it possible to put a conception into a new understanding of how it relates to a different structure level. It should however be mentioned that re-contextualisation can be done in many different ways, and that it is not possible to say that one way generate a more truthful outcome than another. The validation of the re-contextualisation can on the other hand be examined (Danermark 2002, 91-96). In this research the researchers aim to put the youths’ perspective into the analytical framework, to re-contextualise the findings in order to create a deeper

¹ For more information on the concepts of ambitions, motivations and options and the relation between them, see chapter on terms and definitions.
understanding of them. As Danermark (2002) mention the re-contextualisation process and outcome offers a different (and deeper) understanding of the perception of the reality. In this case it means that the result from the analyse of the students’ perception on their motivation, ambition and option during and after graduating from secondary school, might not be the only truth to be drawn from this research, but that it might be possible to get other/different outcomes/truths.

Semi-structured interviews both individual and in groups in order to collect the data necessary to answer the research questions were conducted during the field study. The choice of semi-structured interviews depends on the wish to collect more nuanced data, where the interviewees are allowed to elaborate their answers and at the same time get more specific answers to the research questions. The interviews were based on open-ended questions and the interviewees consisted of youths in secondary school, since there is a wish to bring forth their perspective (Mikkelsen 2005, 169-175). Different stakeholders within the educational sector, parents and local leaders were also interviewed, to give the research a broader perspective. In annex 9.6 the used interview guide can be found. The reader should be aware that not all questions were asked in all interviews, but a selection was made before each interview. Different stakeholders within the educational sector (e.g. school directions, teachers, school councils, local and provincial educational authorities), parents and local leaders were also interviewed, to give the research a broader perspective. In annex 9.5 the list of interviewees can be found. Interviewees were selected through snowball sampling and by using so-called gatekeepers (Mikkelsen 2005). Students were for example selected by the school direction of their school. It should, however, be noticed that this might have influenced the outcome, e.g. directors selecting the best students. Therefore, a critical way of thinking and also interviewing students via different gatekeepers were necessary. Permission of parents and school directions were of importance for interviewing youth younger than 18 years old. In total 74 interviews were conducted.

The findings presented in this thesis is a combination of various sources, mainly from the interviews conducted during the field-study of April 2015, but also from articles and other documents (retrieved from academic databases, departments in Mozambique and other statistical data for instance). These primary and secondary sources are used in the research to complement the information derived from interviews and to provide a background on the education sector in Mozambique. If a source was used in the findings, it has been followed by a reference.
To generate a deeper understanding of the students’ situation in the Lago-district, the findings have been analysed with Friedmann’s (1992) analytical framework of (dis)Empowerment. Since the model does not address gender, a Gender and Development approach have been added to the analytical framework.

2.2 Limitations and Delimitations

As previously mentioned the aim is to conduct a minor field study in the Lago-District of Niassa in Mozambique, with the resources given it has been decided to limit this research by focusing on the secondary school students of ESG 1 and ESG 2. The aim is to investigate the motivation for continued studies among the youths and therefore the dropouts’ reflections about this will not be considered.

Since there is no shared language between the interviewer and the interviewees in this research, it is important to remind the reader of the certain limitation it brings along. This research will include the use of a translator and the hope is to find answers to the questions with her/his help, but the fact that some crucial information could get lost in translation should not be neglected. The findings will be rather limited and more difficult to generalise, due to the chosen geographical area and the language barrier. That is why it is important to remind the reader that the research’s aim is to shed some light on the motivations, ambitions and options that the secondary school students in the Lago-district have, rather than to make generalisations. However, the analytical framework will put the findings into a broader context, to create a deeper understanding for the complexity met in the field study.

When it comes to personal backgrounds, even though they are very diverse between the two authors, an objective behaviour and eye to the research have been considered as far as possible.

2.3 Reliability and Validity

The importance of transparency is of high value, with that said the reader should also keep in mind that this is not a representative study, as mentioned earlier the focus is to re-contextualise the findings in order to put it in a new light. The aim is further to present a more qualitative understanding regarding the topic, to bring attention to the students’ situation in the Lago-district.
Since the main findings of this research are based upon semi-structured interviews there is some things that the reader should bare in mind. For instance, sometimes the interviewee might not have the answer to the question asked, which might lead to the fact that the interviewee gives a certain answer to please the interviewer, and not necessarily truthfully to their own perception (Mikkelsen 2005, 175). It is therefore important for the researcher and the reader, to some extent, to have a critical mind-set. While conducting the field study, and the researcher or translator suspected that the ‘truth’ was more hidden, the question was rephrased in hope of getting a more truthful answer. Other measures were also taken to make the interviewees as comfortable as possible in order to avoid unnecessary complications, e.g. giving the interviewee the possibility to choose the settings of the interview. It should, however, be noted that there is not such a thing as a single truth; therefore it is important to reach interviewees’ deepest perception of the conditions and circumstance under discussion to understand the situation.

When new information that could be perceived as doubtful was acknowledge by the researcher, triangulation came to an extended use. By using different sources in order to confirm or invalidate the information given, validity can be offered to the research (Creswell 2013, 251). It could for instance, involve asking other interviewees to confirm the information, or searching for strengthening components in documents and statistics.

The quotes in the text are translated into English from either Portuguese or other local languages, focus have therefore been to capture the meaning of what the interviewee said rather than the exact wording. Related to this and to be able to offer the interviewees as much confidentially as possible the authors of this thesis have made the choice not to refer to any specific interviewee unless it have been necessary for the understanding of the information or reliability.

2.4 Ethical Considerations

As Creswell (2014, 98) writes in his book Research design, it is important to not deceive the participants (interviewees), and by sharing the information about the study with them this can be avoided. Since the research topic can be perceived as sensitive as the question of poverty are touched upon, it also is of great importance to inform the interviewees about it, so it does not come as a surprise and make them uncomfortable. To be able to provide more trust and comfort between the interviewee and the researcher, it was stressed during the meetings that they were free to ask questions back and to not answer if they did not want to. It have also
been emphasised that their personal integrity will be regarded and students and their family will be kept anonymous in the research results.

The main focus of this research was the perspective of the youths. Most of the secondary students were, however, 18 or younger. Therefore special attention has been placed to un-identify the interviewed students to protect their anonymity. For each interview, the researchers have asked parents, supervisors or school directors for permission. Further interviewees were informed beforehand about the research conducted.
3. ANALYTICAL FRAMEWORK

This paper will apply the ‘(dis) empowerment model’ by John Friedmann (1992). In the following paragraphs the model is described in more detail. The chapter will conclude with a short explanation on how the model will be applied for the analysis plus a description of the used ‘gender and development approach’.

3.1 (dis) Empowerment Model by Friedmann (1992)

To improve their member’s lives, households have three kinds of power, namely social, political (access to processes of decision-making) and psychological (self-confidence) power. To be empowered, a household needs to have access to all three kinds of power. A lack of social, political and psychological power, consequently, has been perceived as a state of disempowerment for a household, which is equal to poverty in Friedmann’s vocabulary (Friedmann 1992, p.33).

Friedmann states that poor people themselves are the ones that should be involved in reducing their own poverty. This, however, is rather impossible as poor households often do not have the power that is needed to improve the lives of their members. They are also regarded as unable to make their own decisions about their lives and are therefore dependent on authorities that take care of them. To increase their independency, it is crucial to increase their power. Social power is mentioned as the basis for improving member’s lives, as an increase in social power can lead to (more) political and psychological power (Friedmann 1992, p.33-34, 55-66).

Social power itself is based on the following eight interdependent bases, of which each single base strengthens the other ones (see figure 4, annex 9.2 for image):

<table>
<thead>
<tr>
<th>1. Defensible Life Space</th>
</tr>
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<tbody>
<tr>
<td>The physical space used for cooking, eating, sleeping and the securing of possessions. It can also refer to the (immediate) neighbourhood where socialising takes places, such as in schools or activity centres. The territorial space is one of the most important bases of social power.</td>
</tr>
</tbody>
</table>

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2 The concept of household used thereby is “a residential group of persons who live under the same roof and eat out of the same pot. Each household engages in a daily process of joint decision-making (Friedmann, 1992, p.32)”.

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2. *Surplus Time*

The second most important base of social power is surplus time, which is the time available beyond the time necessary for reaching a subsistence livelihood. This can include travel time to and from work, time to recover from an illness, time for (obtaining) water and food or time needed for household work and homework.

3. *Knowledge and Skills*

Refers to the specific skills (such as animal breeding) and educational levels that members in a household have obtained. This base of social power is also known as human resources. It is important for poor household to invest in knowledge and skills to increase their long term prospects.

4. *Appropriate Information*

Access to accurate and relevant information needed for the subsistence of a household and which forms the basis for forming knowledge and skills, e.g. information on the job vacancies.

5. *Social Organisation*

Both formal as informal organisations of which members of a household may be part of, such as sport clubs, discussion groups, churches, or nationality associations. These organisations relate the household with the rest of society, and might be able to negotiate to improve the other bases. They are a source of mutual support, information and collective action.

6. *Social Networks*

The sixth social base is defined as both horizontal networks of friends, family and neighbourhoods, as vertical networks of e.g. bosses and teachers.

7. *Instruments of Work and Livelihood*

Includes instruments for household production, such as equipment in the house, means of transport, having an own computer, schoolbooks, toilet facilities, physical strengths.

8. *Financial Resources*

Refers to the income earned by households and their ability to get credit.
An increase of access to one of the above bases will already improve the lives of a household (Friedmann 1992, p. 66-71).

By applying each of these eight bases of social power, this research will analyse the motivations, ambitions and options of secondary school students in the Lago-district, Mozambique. This research aims to understand how secondary education empowers its students by applying Friedmann’s (dis) empowerment model. To be more precise, the focus is on how (and if) the secondary schools in Lago-district increase access to the bases of social power for their students (and their families) and thereby enhances their options in achieving their dreams after grade 10 or 12. Within this research, secondary school students are seen as an extension of the household economy, for that reason the model of Friedmann is applicable. The model corresponds to all three research questions.

3.2 Gender and Development Approach

To emphasis the gender perspective in this research, the analytical model by Friedmann is complemented by the gender and development approach (GAD), which starts from the assumption that the capacity to reason of women is equal to that of men and therefore argues for equal opportunities for men and women. Equal opportunities in education and in employment can increase women’s access to political power in the public and private sector. This political power enables women to have a say in the decision-making and policy processes, which can affect their own lives positively (Barritteau, Connelly, etc. 2000, p.116).

It is important for women to improve their lives, as in many developing countries women are more likely than men to work in the informal sector and tend to have the lowest paying and more dangerous jobs. Further they have the responsibility over the whole household and have to take care of the majority of the domestic chores, e.g. gathering water, preparing food, doing laundry. In average, women work longer and more than most men but are more often found in vulnerable situations (Barritteau, Connelly, etc. 2000, p.66-70).

To take a gender perspective, emphasis is placed upon the following:

1. **Gender Division of Labour** refers to that men and women receive different tasks, responsibilities and roles in the society. There is a tendency that the work of men and women differs in its nature and value thereof by society. The differences are central to the relationship between men and women.
2. **Types of Work** divides the available work in productive, reproductive and community work. Women are mostly involved and do most of the reproductive and productive work.

3. **Access to and Control over Resources and Benefits** indicates that women have limited access to resources and benefits. For instance no access to education or control over finances.

4. **Levels of Participation** states that women should be more involved as participants and agents in decision-making by actively participating and organising themselves (Barritteau, Connelly, etc. 2000, p.140-147).

In this research, Friedmann’s (dis) empowerment model will be complemented by the above four concepts. It will look more closely into (1) what types of work women and men have, (2) what their responsibilities and roles are within their communities, (3) what the differences are between men and women in access to education, and finally (4) what the differences are between men and women in the participation in education. By looking at the above concepts, a clearer picture can be provided, if the education (dis) empowers gender in different ways. The approach will be used to refer to all three research questions, but to highlight the gender perspective within the questions.
4. BACKGROUND

The focus in this research is on perspectives of the youth in the Lago-district in Mozambique. To fully understand the importance of education and the bigger picture, a brief overview of the economic and educational situation in Mozambique, while later on special attention on the Lago-district is given.

4.1 Mozambique and the district of Lago

The end of the civil war in 1992 left Mozambique devastated and made the Sub-Saharan country, based on income per capita and the human development index (HDI), one of the poorest countries in the world. It should, however, be noted that Mozambique before the civil wars and struggle for independence was already considered as one of the poorest countries in the world while being exploited by private foreign (Portuguese) parties. Despite that the country has experienced already massive economic growth and a decrease in absolute poverty since 1992, there are however still huge shortages in water, roads, infrastructure, hospitals and schools. More than 70 per cent of the population in Mozambique lives in rural areas and is dependent on small scale subsistence agriculture (Embassy of Ireland 2012, 4-5; Encyclopedia Britannica 2015; Utrikesdepartementet 2008, 10-11). In particular, the northern province of Niassa is one of the most disadvantaged provinces if it comes down to both foreign as national investments (Nilsson & Åkesson 2006, 13).

This research focusses on the district of Lago, which is centred in the northwest of Mozambique and is part of the province of Niassa (see figures 1-3 in annex 9.1). The district has a population of 104 470 (2013), of which 53 520 F and 50 950 M. Most of its inhabitants are Muslims (55,3%), compared to Anglicans (34%) and Catholics (8.7%) (2007) (Instituto Nacional De Estatística 2013, 11-18). In Lago they speak mainly Portuguese, Cinhanja and Ciyaawo.

The majority of the population in the Lago district works in small-scale agriculture. Further, only 4.4 per cent of its population (2007) has access to electricity in their homes (Instituto Nacional De Estatística 2013, 15). It has been stated in the interviews that the region has potential for tourism and extension of fishery.
4.2 Educational Sector

General education is divided in primary education (EP), secondary education (ESG), technical and vocational education (TVE) and higher education (HE). The primary education is free (books and no registration fees) and consists of seven grades. Children aged six can enter the first grade. After finishing primary education, students can continue to ESG or to basic level TVE (MINED 2012, 12-13).

General secondary education consist of two cycles. The ESG 1 is the first cycle of secondary school (14-16 year olds), the ESG 2 the second cycle of secondary school (16-18 year olds). It is possible to finish the first cycle without continuing to the second one. Secondary education requires payment of tuition fees. Nowadays also evening classes and distance courses are organised to be able to educate all students. After graduation students can continue to medium level TVE or to HE (MINED 2012, 13).

The content and quality of the educational sector of Mozambique has experienced a transformation equal to the history of the country itself. In the time Mozambique was a Portuguese colony, access to education was limited to just a small part of the population and the structure of the educational system was similar to the one in Portugal. After the independence in 1975, illiteracy was significantly reduced from 97 per cent to 72 per cent in 1982. The system was influenced by Marxism-Leninism ideology, the dominant political ideology in the country. At the same time the civil wars, from 1977 up to 1992, led to a destruction of school buildings and limited literacy and education to the bigger cities. Moreover the wars also ruined the demand for primary and secondary education. Labour activities with a higher requirement of human capital were no longer profitable or feasible because of the wars. Until the end of the civil wars it was obligatory for the teachers at the schools to teach in the Portuguese language, this although many of them did not speak it fluently. Nowadays schools are influenced by a more liberal and individual centred approach. Still the distribution of (education) resources is unequal, especially compared to the most northern and central rural regions (Cortesão & Cardoso Cuale 2011, 119-122; Lavinas 2003, 148-152). Education, as a tool to create development and stimulate equality, is limited as a result of the lack of financial means.

In Mozambique, programmes on education mainly focus on primary schools and on gender inequality. An example is the Minimum Income for School Attendance (MISA) for primary schools, which is part of the Action Plan for the Reduction of Absolute Poverty
(PARPA) and is mentioned in the Strategic Plan of the Ministry of Education. The aim of the MISA programme is to compensate the costs for parents of the schooling of their children. To encourage gender equality, the World Bank set up a programme in which girls receive study grants for primary education. However, because of weak institutional capacity the finance available for this project has not yet been used to implement it (Lavinias 2003, 145-153). Via the website of the World Bank it is not indicated if eventually the programme did receive enough funding (World Bank 2015). The government of Ireland supports both the Ministries of Education as Health to increase the amount of trained education staff and places a special emphasis on programmes that will stimulate girls to stay in school. Despite investment in education, only a small percentage of the youth finish secondary school. Just 4 per cent of the people in Mozambique finish secondary and/or tertiary education (Embassy of Ireland 2012, 4-10; Utrikesdepartementet 2008, 11).

The Lago-district has in total six secondary schools: three public schools only offering ESG1, one private school only offering ESG 1 and one public school offering both ESG1 and ESG2. The private school is owned by Catholic Church. The majority of the secondary schools are centred in the centres of the district (e.g. Metangula, Messumba and Mechumwa). In 2014 there were in total 5403 secondary school students registered in the district, of which 4446 students are following ESG1 and 957 students are following ESG2 (SDEJT 2014, 4).
5. FINDINGS

In this chapter the findings of this research will be presented. The main findings are based on the interviews conducted during the field research, complemented with relevant documents and articles regarding education and employment. In case primary or secondary sources are used in the text, this is indicated by using a reference. The majority of the information is, however, derived from the interviews themselves. The chapter is divided into the three different sub-categories; motivations, ambitions and options, all with a focus on the youth's from the Lago-district perspective. These findings will in the following chapter be analysed with Friedmann's (1992) model of (dis)empowerment, with additional focus on gender.

5.1 Motivations

There were three main reasons that motivated the youths to continue their education after primary school found during the research. The wish to get a job after graduating was one, secondly there was a wish to obtain increased knowledge and thirdly was to be or become someone. This section will present the above motivators in more detail and is followed by a part on the barriers and difficulties that were raised during the interviews. In the very end of this section on motivations there is a part that will focus on the gender issues raised during the research.

5.1.1 To Get a Job

Even though the access to education (in general) is limited, participation therein has increased throughout the years. As a result of the increased participation, the educational level of the population rose, creating a higher demand on educational certification\(^3\) when it comes to employment. The educational certification is motivating the youths in the Lago-district to continue from primary to secondary school, and even to higher education after that.

Many of the students saw their education as an opportunity to move away from the small-scale agriculture that was their parent’s livelihood. When interviewing the parents about the motivations they saw among the youths and about their own motivations for sending their children to secondary school, there were some differences noticed. Parents did not mention

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\(^3\) Jobs, where previously uneducated or less educated people worked, now require a formal education (Todaro & Smith 2011, 379).
the increased knowledge as motivation; they did however mention the wish to get their children a job and to be someone. Parents motivated the wish to obtain a job for their children with the reasoning that the child then later on could provide for the parents when they got old and unable to conduct work themselves.

5.1.2 Increased Knowledge

When talking about education many of the youths saw the increased knowledge as an important factor and motivator for continued schooling, creating self-confidence and wellbeing for the individual itself. Eager to learn more, to get a deeper understanding of things, and to be able to communicate in Portuguese, making it easier to express oneself was perceived as important among the interviewees.

It should also be mentioned that the big educational demand in the Lago-district is unique, due to the history with the Catholic and Anglican Church. Education have always been promoted and seen as something of high importance in the district, that have led to a higher number of schools compared to other districts. It has been indicated that most of the other districts in the province have only one or two secondary schools (e.g. neighbouring district Sanga has only one secondary school). Lichinga, being the district in which the provincial capital is centred, has, however, seven secondary schools.

A difference between the two language groups, Cinhanja and Ciyaawo, in the district has also been mentioned, regarding the motivation to educate oneself. One explanation for this could be the influence the church has had on schools and education in the district; many of the schools have been or are supported by the Catholic Church. Therefore Muslims or the Ciyaawo⁴ speaking part of the population have not been so interested or keen on receiving education, that history still sticks and was said to make them less motivated. This was indicated by the educational departments on both district and provincial level, and by the Chefe de Localidade in Bandesse.

5.1.3 To Be Someone

"To be someone" was a recurring phrase used among the interviewees. Referring to the wish of having a role within the family and in the society. To be someone is described as receiving respect, moving away from small scale agriculture, and having a good future that can support

⁴ Ciyaawo was indicated to be spoken mostly by the Muslim community (interviews).
(extended) family and making them proud. The increased knowledge could also be used to support the community and passed on to the friends and family that do not have the possibility or option to go to school.

The parents also wished for their children to be someone, and had high ambitions for their children. Wishing them to become politicians, ministers, local leaders and even presidents in the future. Seeing secondary education as a way to get there, they supported and motivated their children to continue their educational path.

5.1.4 Barriers and Difficulties

To understand more in depth the motivations students and their families have for continuing to secondary education, the following part describes the barriers and difficulties more in detail. The reason for this, is that for most students, the decision to continue is not made easily as there are many limitations.

It has been stated that:

"It is not about them not wanting to study, but most do not have the means available to study" - District Educational Department

Saying that it is not the lack of motivation that is the problem, it is the accessibility of education making it difficult to continue school in the Lago-district. The following part will therefore focus explicitly on the difficulties youth and their parents are facing to continue to secondary education.

Even if the Lago-district has more secondary schools than many other districts in Mozambique, the long distance between the schools and the home of the students often become a problem. This is reinforced by the lack of (public) transportation. Causing long travel hours for some of the students, therefore renting a house closer to the school for the children to stay in is one solution, sending the child to boarding school is another. These solutions many struggle to finance, even with the fund to support the less privileged households with school fees. The lack of financial means make it is more or less impossible for many youths to continue to secondary school. Some students interviewed said that they worked extra in their spare time in order to finance their studies. Nevertheless, local school authorities indicate to aim for building schools closer to the communities, and therefore decreasing the travelling distances.

The school fee per year for ESG 1 and ESG 2 differs to some extent between the schools (from 80 up to 120 MT), and the fee for the private school (300 MT) is higher than
for the public for instance. Additionally, the costs for the school books has been indicated to be too high for most households, which consequently leads to many students not having any book at all. In average a school book costs 300 MT, while there being 11 disciplines and at least three years, making the total costs 9900 MT. The minimum salary is 3 196 MT\(^5\), which could explain the difficulties to finance education. It should also be mentioned that it was indicated to be only one boarding school in the district, with a limited capacity to receive all the students in need.

The lack of educational means, such as books, access to information and laboratories was also something said to hinder the learning process. Even if there was a difference between semi-urban and rural areas regarding the access to educational means, students from both areas emphasised the importance of this matter. Also stressing that it would improve their schooling considerably if the educational means were not so insufficient.

Some of the students stressed the importance of the parent’s support, that without it, it would be difficult to continue in school. Since most of the children are dependent on their parents or other family members financially, the support from them are crucial for the student. If the student's parents or guardians are not in favour of education or having a hard time seeing the meaning of it, the moral and financial support is more likely to be insufficient for the student in order to be able to continue.

Informal education colliding with formal education were in some communities a problem. Informal education refers to the special ceremonies or initiation rituals girls and boys receive (separately from the other gender) around the age of 12. The ceremonies can take up to a month and are organised by local community members. In the ceremonies girls receive information how to respect their parents, elderly and their future husband (or differently put how to obey and please him). Boys learn how to respect their parents and elderly, receive information on marriage and are being circumcised. Some parents perceived the informal education as very important; taking their children from the formal education to attend it was not uncommon. Girls in particular were stressed to go to the informal education at an earlier age than was necessary, since they after the informal education were considered to be women and marriageable. In some of the communities visited during the field research they had solved the collision risk for the informal and formal education, by for instance schedule the informal education during school holidays.

\(^5\) This is the minimum of an employee in the agriculture, livestock or forestry (All Africa 2015). Incomes for households working in the informal subsistence agriculture tend to be much lower and less reliable.
5.1.5 Gender Perspective

The difficulties and barriers for the girls in the district of Lago differ to some extent compared to the boys. In ESG 1 there were 1,258 girls enrolled in the beginning of the school year of 2014, compared to 3,188 boys at the same time. In ESG 2 there were 273 girls and 684 boys enrolled in the beginning of the school year 2014 (SDEJT 2014, 4). These numbers show the unbalance and inequality among boys and girls in the district.

Early marriages is perceived and used as a solution, a way to get access to support from someone else than the family. A husband could provide and support the girls and in some cases their schooling, at least that is the idea when entering the marriage. Often the early marriage is followed by early pregnancies, giving few opportunities or possibilities to continue any education. To illustrate; in 2014, 30 cases of pregnancies among students in primary and secondary school were reported in the Lago-district. Compared to previous year (2013) when 26 pregnancies were reported, which shows an increase of 15.3 per cent (SDEJT, 2014, 14). Given these circumstances many parents prioritise their sons’ education before their daughters. Seeing it as a more secure investment, since the daughters can be married off anyway.

Besides above mentioned explanation on why there are less female students, the responsibility of the household and younger siblings often falls on the girls. Giving them little time over for education. Other explanations given by the interviewees were that girls do not have the strength to walk the long distances necessary to reach the school, and that the girls feel inferior and less confident compared to the boys.

One of the benefits (mentioned during interviews) educating girls who later on become mothers, is that mothers with education is more likely to send their children to school, no matter if it is a boy or a girl. Creating a positive trend of education, this indication should be a good motivational factor to educate girls and mothers especially.

5.2 Ambitions

The barriers and difficulties for continuing their education or to get a job after secondary school are perceived to be many among the interviewees. Nevertheless, the ambitions among the youths are high. Some of the youths interviewed wished to continue to university, some wanted to be police officers, some nurses, some accountants, some wished to start their own business, just to give some examples. Goals set high even without the barriers the youths in
the Lago-district are facing in their everyday life. Aware of this, many of the youths interviewed were confident that they could reach their goals if they just put their mind to it. Without going into further details interviewees said that they had a plan to reach their goal, some also worked extra on their leisure time in order to finance their education.

The interviews conducted took place in the more rural areas in the Lago-district. Most of the school youths pointed out that if they were to continue with their education, they often have to move away from their home village, since higher education is not offered out in the rural areas in the district. The question on how they would manage to do so, was perceived as too abstract question and the only answer given was that it would be a big change for them to continue to education at a higher level.

"Listen to the ones that support you, and not to the ones that try and put you down."

- Secondary school student, male (18)

Among the youths in school that were interviewed during this research, the support from parents was seen as very important in order to be able continue schooling. Not only financial support, but also morally. For some of the girls it was crucial that the parents, especially their mothers supported them, by taking care of their children while they themselves attended in school.

Some of the male interviewees also talked about what could happen if the prospect for the future was lacking; drinking problems, ending up in criminal gangs and prison, was mentioned as possible outcomes. This problematisation was nothing that the female interviewees brought up.

Minor differences regarding the ambitions and expectations was noticed between the students in semi-urban and rural areas. The students in the semi-urban areas had more access to educational means and were more aware of their rights and the difficulties of getting employment and staying in school. Their awareness of the difficulties also seemed to make them to less optimistic and made them see more challenges if they did not obtain a job after graduating, such as starting to drink or to steal.

Some of the parents interviewed had a more sceptical view on their children's ambitions, doubting that they would be able to overcome the many difficulties in their way. Even with this scepticism, the parents had a positive attitude towards education and wished to support their children in their schooling, so they could create a better future for themselves. Some of the interviewees with secondary education level stressed that even with secondary school education it is nearly impossible to get a paid job. That there were little or no point to
continue to secondary school in order to get a job afterwards, because that only works if you are very lucky or have the capital to buy yourself a job. Despite that negative image of the options offered, they saw other reasons for continue schooling and wished that their children would be able to go to school, even up to university level. Reasons like increased knowledge and better possibilities to communicate and travel.

5.2.1 Gender Perspective

There were no particular difference noticed between boys and girls regarding their ambitions. When the question of what they would like to work with in the future was brought up, the answer varied, but not in a sense that could be perceived that some jobs were better suited for boys or girls. Though the girls face difficulties such as early marriages and pregnancies, most of them had the ambition to proceed with the education and in that way get a job in the future.

5.3 Options

Even though the ambitions are high, like it is stated in the previous part, the options after secondary education are indicated to be limited. This section will focus in more detail on the options secondary school graduates have and how secondary education is changing these options. Whereas motivations and ambitions are approached from a more youth perspective approach, the options are indicated mostly by other actors interviewed (e.g. universities, private companies, district department of education, youth and technology). Options are chosen to place the motivations and ambitions into a wider perspective. The first part of this section will describe the options themselves, which are divided in continuing studying, finding employment in the public or private sector or creating self-employment. The second part will look more closely into the role of secondary education in relation to the options of graduates.

This section will demonstrate the perceived importance of creating self-employment in a rural economy with a limited employment options. It will also show the significance and crucial role of financial capital and the relevance and quality of the (whole) educational sector in finding employment or continuing studying. Nevertheless, having a secondary education does increase and open up options for the youth compared to youth having no education or only primary education, for whom options are extremely limited. Gender differences will be touched upon briefly.
5.3.1 Options for Graduates of Secondary Education

Interviewees stated that students finishing ESG 1 or ESG 2 in Lago district can continue to study, find employment in the public or private sector or create their own employment. Firstly, the option to continue to study will be discussed. Thereafter this part will focus upon the employment situation for the youth in the private and public sector. Finally the stimulation and importance of self-employment is described.

5.3.1.1 Continuing to Technical Professional School, Teacher Training or University

Secondary school students that have finished ESG 1 or ESG 2 can continue to medium level technical professional school\(^6\), which are the commercial, industrial and agricultural institutes that can be found in every province. It is also possible to enter the medium level via the basic level of technical professional education (for which grade 7 in primary school is needed) (AfriMap, 2012, p.41; MINED, 2012, p.13). Interviews have indicated that all students coming from the basic level and from ESG 1 need to take a national admission exam to enter the institutes. Students that already have finished ESG 2 do not have to take the admission exam to be accepted. The fees per year include, for example for the Instituto Agrário (transl. Agrarian Institute), 3000 MT for boarding and food (optional), roughly 750 MT for registration and copies and 1000 MT for materials.

Interviewees state that students that completing ESG 2 can also continue to university level, which refers to both private as public universities. Examples are the Universidade Pedagógica (UP) or the Universidade Católica (UCM). To enter the public universities applicants need to take an admission exam. The students with the highest results are accepted, as the institutions have limited capacity. The private universities do not require any admission exams, but is based on admission fees. The costs in general per year related to universities, such as for Universidade Lúrio\(^7\), are 1500 MT for food, 2400 MT for tuition fees and finally 400 MT registration fees for each discipline per semester (each students has 4-8 disciplines). Accommodation, 4500 MT, is covered by the university itself (with public money). Students with limited financial means and high academic potential can, however, receive a scholarship for higher education via a provincial public scholarship fund that exists since 2002. Roughly 400 students from northern and central Mozambique have received a scholarship since

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\(^6\) Which is part of the Technical and Vocational training.

\(^7\) University offering programmes in Forest Engineering and Rural Development in Niassa, started in 2007 in Nampula.
A third perceived possibility for students is to continue to the *Instituto de Formação de Professores* (IFP), referred to as teacher training, or to the *Instituto de Ciências de Saúde* (INCS), known as the higher health education. Students that have completed ESG 1 or ESG 2 can enter the institutes through participating in admission exams. In the past it was already possible for students with only primary education to apply for IFP. Nowadays, however, this has been limited to students with at least grade 10. The most programmes offered at IFP cover one year, although they did start with a similar programme of three years to improve the quality of teaching. The institutes have received a lot of interest from secondary school students. An explanation given for this, is that the government ‘guarantees’ employment in the public sector for the students that complete IFP or INCS, at least according to some interviewees. Students themselves refer to their wish to help the community.

Both technical professional education as higher education\(^8\) indicate to prepare their students for the labour market by expanding their knowledge and skills in a specific field of for instance agriculture, education, industry or commerce (MINED, 2012, p.85). Their ability to meet the labour needs creates the possibility for students to find work easier compared to (general) secondary education students with no technical professional education or higher education. Therefore the institutes and universities are perceived as better alternatives to increase job options. This is also demonstrated by the case of the *Instituto Agrário*, where all graduates of the last two years have received employment at e.g. the Tobacco Company, Forestry Company or the public sector. The technical professional training aims to balance and check their education with the labour market demands by involving stakeholders from the private and public sector in their discussions (MINED, 2012, p.86). Also the universities cooperate with the private sector and with the nature reserve in the north of Niassa.

To continue studying is, however, not perceived a realistic option for all graduates of secondary education due to financial reasons mainly. The *Instituto Agrário* of Niassa and the *Universidade Lúrio* also have indicated only to have a low amount of students from Niassa and from Lago-district. An explanation given is that only a few students in the province have the ambitions to work within the agriculture and that the majority would actually like to move away from the (small-scale) agriculture. But another and stronger explanation refers to the lack of technical professional education or higher education within the district of Lago itself.

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\(^8\) Higher education herein is referred to as the collection of higher institutes, universities, schools and academies (MINED, 2012, p.14), and thereby includes the universities, the IFP and the INCS.
This also explains why it can be difficult for students to even continue studying at the more popular teacher training or higher health education. The long distances leads for many students and their families to an increase of financial costs, which they cannot afford and therefore decide not to continue their education. Financial means are in general referred to as the main reason for not being able to continue studying, e.g. high costs related to already only taking the admission exams. The scholarships are never mentioned by the students as being an option. This could be due to a lack of information on the scholarships or as a result of low self-confidence of students to apply for it.

5.3.1.1.1 Gender Perspective

The number of girls that studies at technical professional school or higher education is much lower compared to their male counterparts, but is slowly growing. The amount of female students within specifically the Instituto Agrário is for example increasing, also stimulated by that girls did not have to pay tuition fees in the past. Parents do not seem to be keen to let their daughters work in agriculture, and rather choose for administrational work. The Universidade Lúrio refers to a low number of female students to cultural reasons and early marriages, and aims to increase the number.

To reach more students from Niassa and in specific more female students, the institutes and universities visit secondary schools and send pamphlets to the districts. The students have indicated to mainly receive information on further study and work opportunities from their families. Receiving mainly information from family on further study and work opportunities, creates a disadvantage for the girls as parents invest less moral and financial support in their daughters.

5.3.1.2 Employment in the Public or Private sector

For many of the secondary school students it is perceived not to be a possibility to continue to study due to financial reasons. Another option for these students is to find a job in the public or private sector, which was also mentioned as an important motivation to continue to secondary education (namely to increase job options). The next paragraphs will look more closely into the employment possibilities of secondary school graduates.

The public sector within the district is referred to as the main actor in providing employment to the youth. Many of the departments at the local district level have for example
some employees with only secondary education, e.g. which do secretary work at secondary schools or work in a museum. It has, however, been stated that these employees do need additional support compared to their colleagues that went to higher education or to the technical professional institutes. Vacancies for these job offers are indicated to be published in newspapers, posted on boards in the centre of communities or spread via the radio. Communities further away from Metangula have, however, criticised the way of publishing via boards, as the news of new vacancies reaches their area too late when the vacancies are already filled with people closer to the district centre. They also have less access to radios and internet.

Due to the limited amount of vacancies and the increasing number of secondary school graduates the competition for the vacancies in the public sector is mentioned to be extremely high. Graduates can wait and search at least three up to five years before they find employment, and even then they are perceived to be lucky to work. To apply for the vacancies, everyone needs to take an exam. The applicants with the best results are selected for the job. Participation in the exams is stated to require a payment, a so-called admission fee. Some interviewees also mentioned the option of ‘paying a bribe’ to get employment in for instance the health care or administration work. An example indicated the need to pay 15 000 MT to receive a good recommendation from a contact person with influence within the respective sector. But if someone else pays 20 000 MT for the same reference, that person will receive both the recommendation and the employment. Both the 15 000 MT and the 20 000 MT will go straight into the pockets of the contact person. This has also been described as corruption within the sector.

The private sector is said to be weak in the province and that their influence in creating jobs for the youth is not noticeable. According to the interviewees, the majority of the private companies in the district is too small to contract many (young) people. The bigger companies, e.g. forestry company Green Resources, do not seem recruit new people often, and if they do only for a limited time and for an irregular amount of hours. The most jobs offered by the company also do not demand any secondary education, and are therefore accessible for everyone with a primary education or no education. Only some of their jobs do require higher education. The company does nevertheless aim for increasing the amount of female employees, as a way to empower them, and the number of young employees, as they have more energy and strength to carry out the hard work. The recruitment of their employees

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9 Also referred to in the interviews as Chikweti, which is the previous name of the company before Green Resources became the main stakeholder.
takes place via the régulos, who are responsible for informing their communities about the vacancies, for selecting the employees and for sending the documents to the company. Questions can possibly be raised if nepotism is practiced. The work itself has been criticised for being dangerous (e.g. snakes), low salaries and impossible targets.

Some of the other options available for (young) people is to work in the informal economy, e.g. to buy fish or tomatoes in the city and sell them in the smaller villages, or to obtain seasonal work, such as on the fields of others or to clean along the roads. The alternative to work in the informal economy is realistic, if considering that the informal sector is said to include at least 65 per cent of the labour force in Mozambique of which the majority work in the small-scale subsistence agriculture (MINED, 2012, p.87). Young people can also work voluntarily, for example for the community radio or the health clinic, but most strongly prefer paid employment.

Interviewees state that not being able to receive employment leading for many graduates to quite some years of being unemployed. It is indicated that this long unemployment can lead for some to drinking, using drugs, stealing or even ending up in jail. Explanations given by the interviewees for the lack of employment are the existing ‘corruption’, the high supply of labour and the lack of private companies in the district. Both luck and capital have been stressed as important to obtain a job.

The difficulties in obtaining formal employment is indicated to relate to the high number of potential employees and the low demand in the public and private sector, which is unbalanced and creates a gap\textsuperscript{10} between the demand and given supply. This unbalance can be attributed to by so-called coordination failures, which are described by Todaro & Smith (2012) as “a state of affairs in which the inability of agents to coordinate their behaviour (choices) leads to an outcome (equilibrium) that leaves all agents worse off than in an alternative situation that is also an equilibrium (Todaro & Smith 2011, p.156)”. To illustrate this abstract concept; when a firm requires employers with certain skills or knowledge, it will not settle in an area where workers lack the respective skills or knowledge. On the other hand workers will not acquire it either if there are no firms in the area to employ them. This will lead to a situation in which the economy is stuck and none of the actors dares to take the first step (or getting education and hoping the firm will settle or as firm settle in the area and hoping the workers will educate themselves (further)). Coordination failures do not only relate

\textsuperscript{10} This gap consequently also lowers the salaries of future employees, as employers can easily find someone to do the same work for a lower price (Todaro & Smith 2011, p.160-161)
to situation that are due to bad planning, but also to situations that happen unexpected (Todaro & Smith 2011, p.156-158).

In the district of Lago the main coordination failure relates, according to interviewees, to the big number of school graduates, looking for work in the formal economy, and the rural economy mainly based on the informal sector and the agriculture. The latter one needs employers to work and specialise in agriculture, whereas most secondary school graduates seem to move away from the agriculture to find more stable employment. There are, however, no private actors in the district that can create enough employment nor can the public sector take all the graduates. Thereby, it seems an illogical choice for graduates to move away from agriculture, but this turns out to be the most rational choice for them to make as long as the others keep doing equally illogical things. This is the central problem within coordination failure and is causing a low-level equilibrium trap, in which the population is still poor and in which it is difficult to solve the coordination failure and to make the decision to go from a low level balance through unbalanced (and often chaotic) times to reach a higher level (Todaro & Smith 2011, p.176-186).

5.3.1.2.1 Gender Perspective

Women, although working for a private company and on their own fields, still kept the main responsibility over the children, compared to their male counterparts for whom this was not the case. Concerning employment, women were indicated to do the ‘lighter’ work, but if asked more specifically, the work did turn out not to be ‘lighter’, e.g. collecting firewood and fetching water. Further there seemed to be some informal jobs, such as the making of clay pots, that are only done by women. Access to financial resources by women is perceived to be a good thing by both men and women, as then they can for instance buy their own things for the household. In general, it has been indicated by interviewees that the men were seen as the main provider for the family. They, therefore, were seen as the ones to find employment first. Women were often not acknowledged for the work done, according to some interviewees.

5.3.1.3 Stimulation and Importance of Self-Employment

Self-employment, through the creation of small-scale businesses, has been stimulated and promoted across the whole province of Niassa and in the Lago district to provide an alternative for secondary school graduates. This has for example been done through the
national implementation of the new disciplines ‘entrepreneurship’ and ‘agriculture & animal breeding’ within the curriculum of secondary schools. The explanations given behind the introduction of new disciplines is to prepare the students for the life after school in a more practical way. It is stated that students should not only be prepared to work for the public sector, but also be ready to create their own work, especially in rural areas with a weaker private influence and strong agricultural small scale production. The Direcção Provincial de Educação e Cultura (Eng. trsnl. the provincial education authority) indicated that since the introduction of the disciplines a small group has already benefited and created their own employment. The creation of an own business has also been mentioned as a way to finance higher education through small-scale activities.

Nevertheless, the stimulation of self-employment seems limited, as not all secondary schools have the human resources available to teach e.g. entrepreneurship or tourism. Not only did it depend per secondary school if they had the human resources to teach the new disciplines, but the content of the new disciplines also seem to differ. For instance one interviewee indicated to have his own chicken breeding at home, however, this he learnt from his father and not from school, where the discipline ‘agriculture & animal breeding’ is taught more theoretical than practical. On the other hand, another secondary school did have its own fields on the school premises and is planning to teach animal breeding in a more practical way in the future. Further the lack of (access) to financial means is also a limit for creating self-employment.

The technical professional institutes and higher education have likewise promoted self-employment and they have acknowledged the importance of stimulating it. Self-employment has been touched upon during the general disciplines and through participation in projects, but entrepreneurship has not been a discipline on its own. Concerning the importance of self-employment, the direction of the Instituto Agrário in Lichinga state:

“Self-employment is important because it costs a lot of energy to obtain a job. We have each year more and more students, and it will be difficult to find a job for everyone. Last year we had 65 students graduating, now it will be 120”.

Self-employment can also be stimulated by the so-called 7 million fund, which aims to improve employment opportunities and decrease food scarcity by funding small-scale initiatives at local level. The fund is created by the government to financially support projects
for people that have otherwise no access to credit\textsuperscript{11}. For instance, it supported the establishment of local stores in small communities, where they now can buy rice and soap instead of travelling long distances to buy these and other products. In theory, everyone can apply for a loan, consequently the consultative council at district level decides who receives how much money. The repayment rates, however, are really low. Reasons mentioned therefore are the lack of knowledge how to use the money by the receiving party and an ineffective distribution of money by the distributing party. The 7 million fund, however, could be used in particular as a tool for young people to set up their own small-scale businesses. But some young interviewees have indicated not to have access to the fund due to their young age and that the council indicated that youth cannot manage money properly, even though they organised themselves in a saving and credit group.

The above paragraphs have described the options secondary school students have when finishing ESG 1 or ESG 2, namely continuing studying, obtaining employment in the public or private sector or being self-employed. Emphasis in all three cases has been placed upon the importance of having (access to) capital. Capital to pay for the tuition fees, for admission fees, to receive recommendations or for starting a business. The lack of capital and the lack of employment in the area have created that many young people, with and even more for the ones without secondary education, are unemployment for many years. In interviews it is expressed that to deal with the situation youth keep searching for employment, as jobs “won’t fall out of the sky”, gather moral and financial support from the (extended) families to continue studying and/or work in the informal sector or obtain seasonal work.

5.3.1.3.1 Gender Perspective

No clear difference were found or indicated by the interviewees between girls and boys in creating self-employment. Girls seem, however, less likely to work in bigger agricultural productions and less likely to receive moral and financial support.

5.3.2 The Role of Secondary Education

Secondary education has been perceived by the interviewees as extremely important in reaching employment, as a crucial step to continue studying towards higher education and a

\textsuperscript{11} Due to a lack of collateral they cannot borrow money at the bank.
way to increase knowledge. Secondary education is also stated to be of increasing importance. An example of this is the entrance requirements of the IFP. At first students could enter the institute with only grade 5 or grade 7, nowadays at least grade 10 is needed. But it is not only higher education that requires a higher educational background. Secondary education has been stated as opening up job options compared to youth with only primary education or no education. It has been mentioned that many more students do not only enter the labour market, but also more and more students finish primary education. This creates pressure and higher competition for the limited amount of employment in the area. To be able to compete, youth themselves indicate to require at least grade 10 to stand a chance on the labour market. Even though it is difficult for students to find work, to continue to study or to create self-employment, without secondary education youth do not feel prepared enough to be able to compete.

The relevance and quality levels of secondary schools, nevertheless, do seem to limit the options for students to e.g. continue to study. Interviewees have indicated that secondary school students have a low level or even too low level of basic knowledge which makes it difficult to continue studying. An example given is the low results in admission exams at *Universidade Lúrio*, where not even one applicant reached the supposed 10 out of 20 points needed to be accepted. Special courses are being designed to give additional support to future secondary school students to get their levels up and support them in the transition to higher education. It has also been stressed that secondary education is too general and that students do learn too few practical things that can support them in their future working life. The introduction of courses such as ‘entrepreneurship’ do already respond to these needs of having a more practical secondary education.

The low quality and relevance of education is indicated by interviewees to be related to:

1. **The extreme lack of books**
   The majority of the secondary school students do not own any schoolbooks. Often the only person in the classroom with a schoolbook is the teacher. Teacher do sometimes let the students make copies of their books. The lack of books makes it for example difficult to make homework. The costs of the books are roughly 300 MT per book per discipline per year, and the most households do not have the financial means to afford it.

2. **Lack of libraries and laboratories**
Only one of the secondary schools in the district has a small library, and none of the schools has a laboratory. The lack of libraries makes it difficult for students to search for new information, or to use the library as an alternative of not being able to buy own schoolbooks. The lack of laboratories makes it impossible to apply learned information into practice. Schools indicate to have too little financial means to build libraries and/or laboratories. Universidade Lúrio did start a project in which they support the creation of libraries at secondary schools in the province by sending them books.

3. **Limited or no access to computers**

   The majority of the secondary schools have no computers or have restricted the use of computer to only students for the final grades. Computers and internet can increase the access of students to knowledge, especially because the majority do not have a computer at home. Limited financial means and lack of electricity makes it difficult for schools to buy computers.

4. **Limited access to clean water and electricity at secondary schools**

   Not all secondary schools have access to electricity or clean water. This creates the situation that students during school hours have to go to the river for some water and do not come back to school anymore.

5. **Low amount of teachers**

   Due to a lack of teachers (in e.g. entrepreneurship, French, tourism) not all disciplines can be taught at all schools.

6. **Lack of qualified teachers**

   Some interviewees mentioned the low capacity, knowledge and preparation of teachers as one of the reasons that students have low levels of basic knowledge. Firstly, not all teachers seem to have the qualifications to teach, although the number is decreasing (also indicated in table 1 and 2, in annex 9.3). Secondly, it is mentioned that the training teachers receive is of too low quality as well. One interviewee mentioned that it is sometimes even youth teaching other youths, as the teacher training only takes one year after the completion of grade 10.

7. **High amount of students per class**

   In one class teachers can teach 40 up to 80 students, but it is even possible to find 130 students per class. The high amount of students makes it difficult for the teacher to make sure every single student understands the curriculum. It is
also difficult for the students to concentrate. The high number of students is referred to in the interviews as a consequence of the International Monetary Fund (IMF) and World Bank policies that require a higher number of enrolled students to meet the Millennium Development Goals (MDGs). That is also an important reason why the government of Mozambique (GoM) stimulated the increase of children to enter primary schools and put quotas on the number of students secondary schools have to accept.

8. **So-called semi-automatic transition**

Primary schools in Mozambique have a system of semi-automatic transition, which means that in some grades all students go automatically to the next level even though their knowledge levels are staying behind. Some interviewees state that this leads to students finishing primary education without even knowing how to read and write. If continuing to secondary education, students already lack knowledge.

Some actors do stress the important role students, parents and schools can play in pressuring the GoM to increase the relevance and quality of (secondary) education. Or to put it differently: to change the situation it needs to come from within. The ones making investments in education, such as parents and students, need to start demanding more quality from the government.

The school council, which is part of the school structure, can and are playing an important role in improving the quality. The council often include representatives of the parents, teachers, students and actors from the community. Their main task is to create and support the relation between the schools and the community and to check upon the decision made by the school direction, e.g. the distribution of the school budget. Moreover the council actively involves the students, their parents and the wider community in improving and taking responsibility over the schools. There was, however, no indication that the local community (e.g. local farmers) collaborated strongly with the schools.

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12 The government stimulated parents to send their children to primary education by e.g. providing free books and asking no tuition fees.
5.3.2.1 Gender Perspective

No clear differences were presented between female and male secondary school students. However, it has been noted that girls were less likely to have a computer at home, whereas some of their male counterparts did have one. Thereby, they had less access to (new) information. At home, female interviewees state to spend more time doing household work and taking care of younger siblings, therefore could spend less time on homework. Additionally, interviewees have emphasised that a lack of female teachers is a disadvantage for female students, which seem to be less confident and willing to speak up in presence of a male teacher. This seems to decrease the quality and relevance of secondary education for female students even more.

5.3.2.2 Summary

The above two parts have demonstrated that the options of secondary school students that graduate are limited. Reasons given for this are the lack of employment options combined with no higher education or technical professional institutes in the district. For this the promotion of self-employment is seen as crucial solution to find new ways of employment. In all three options, the importance of capital is mentioned: (1) in obtaining a job (paying for your references and for the admission fees), (2) creating self-employment and (3) for continuing education (tuition fees, material costs, boarding costs). However, secondary education stays crucially important as an aim in itself, to gain more knowledge, to be someone and to be able to compete on the labour market. Interviews stated that education has a low quality, but mention that the change has to come from bottom-up.
6. ANALYSIS

6.1 (Dis) Empowerment Model by Friedmann (1992)

This chapter of analysis aims to put the findings in a new context, to create a deeper understanding of how secondary education empowers or disempowers the youths in the Lago-district of Mozambique. The *(dis)* Empowerment Model by Friedmann (1992) is applied, complemented with a Gender and Development approach.

The analysis is divided into the eight bases of social power that Friedmann presents in his model of (dis) empowerment: (1) defensible life space, (2) surplus time, (3) knowledge and skills, (4) appropriate information, (5) social organisation, (6) social networks, (7) instruments of work and livelihood and (8) financial resources (Friedmann, 1992), followed by the Gender and Development approach divided into four different concepts; (1) gender division of work, (2) types of work, (3) access to and control over resources and benefits, and (4) levels of participation. This is then wrapped up with a summary to clarify the outcome of the analysis and followed by the chapter of the conclusion.

6.1.1 Defensible Life Space

*The home space where household members live, and the surrounding where social exchange take place.*

The large amount of students in the classes, the lack of space in the classrooms and lack of educational means such as books, access to computers, libraries and laboratories, indicate that the students defensible life space in school is rather limited, and therefore disempowers them. This, however, seemed to depend on the geographical location of the secondary schools. Students in the semi-urban areas had higher expectations concerning the standard of the educational means. Students in rural areas, however, appreciated the good quality of teachers and did not complain about their secondary school, despite a more extensive lack of means compared to the students in the semi-urban areas of the district. The schools provide a defensible life space; although it depends on the interpretation of the students if they perceived it to be more or less (dis) empowering.

The distances to the school are decreasing with the policy of building schools closer to the communities, and can thereby empower the students. The distance is, however, still a problem for many of the youths, boarding schools and renting a house closer to the school are
solutions to this problem (if the family have the financial means to pay for it). The high costs related to boarding schools or renting a house, moving away from their families might have a negative impact on the empowerment of students (according to some interviewees). Hence it might hinder the students from benefiting the support and friendliness the family as defensible life space could offer. With that said it should also be mentioned that the schools provide the students with a space for learning and opportunities to increase the friendship circle, which is something supporting the empowerment of the youths.

6.1.2 Surplus Time

*The time left over after all necessary livelihood tasks is done.*

The surplus time of secondary school students are often limited, spending time on household work, homework or extra work next to the studies. This leaves for example less space and time for spending time with friends, discussing future options or being sick, given that Friedmann states surplus time is the second most important base of social power, it is logically that secondary school students are disempowered by a lack of access to it.

Students have indicated to have enough time to do their homework for school, although it is being restricted by the necessity to do household work and taking care of younger siblings. Lack of electricity and the often long distances to walk from school to home, limits the time available to do homework due to the sunset. This fact limits some students to do their homework properly and extended, constraints some students severely, and leads to disempowerment. Especially for the girls, who often felt more responsible for the household work and to take care of their younger siblings, this was limiting and disempowering. The time spent outside the school with friends can offer some relaxation for the student and can take their mind of their studies, other obligations and work, giving room for empowerment.

6.1.3 Knowledge and Skills

*Referring to the level of knowledge and skills within the household.*

One of the main motivations to continue to secondary school among the youths was the possibility to increase their knowledge and skills. Secondary education does empower the
students by increasing their general knowledge level, however it was often stressed that the education offered was too general and not practical enough. The relevance and quality of the education, together with the low quality and limited access of human resources in terms of teachers can therefore be perceived as disempowering for the students. More practical disciplines have been introduced lately, such as agriculture and animal breeding and entrepreneurship, to promote self-employment. These disciplines can in the future empower the students, hence they offers tools that can be used to create a more independent life.

It could be indicated that the local knowledge and expertise in the community is not taken advantage of by the secondary schools, by for instance involving local farmers in the discipline of ‘agriculture and animal breeding’, which could lead to empowering the students, the schools and the community itself by sharing knowledge and improving relations.

The wish to pass on the information and knowledge to friends and family not attending school empowers not only the student, but the whole community by raising the general knowledge and skill level among the population. This wish was strongest among the girls interviewed, only one boy mentioned this, but then in relation to that he wished to become a teacher and in that way teach others. The girls saw the increased knowledge obtained in school as something to pass on in general.

6.1.4 Appropriate Information

The need of relevant information for households.

At the moment the lack of access to appropriate information towards the students is disempowering, but there is possibility and potential to improve the sharing thereof. The project by Universidade Lúrio to visit schools to spread information on higher education can be seen as an example of increasing access to relevant information, informing students on their options and thereby empowering the youths.

Secondary schools have a great potential to provide appropriate information to their students, and can play a crucial role in empowering the students by improving their access to this fourth base of social power. It could for example improve information on possibilities of receiving scholarships and making the students aware of their rights.

Regarding information on job vacancies it matters where the students geographically lived to receive on time information on vacancies. Additionally, access to a radio and possibility to buy the newspaper do also play an important role in the empowerment of school
graduates. Therefore students in the more rural areas have consequently a ‘limited’ chance to improve their lives and livelihoods compared to the youth in semi-urban areas.

The role of family, friends and the wider community are empowering the students by providing them with appropriate information on employment and higher education options.

6.1.5 Social Organisations

Different organisations that help the household to connect with the society.

Being part of a formal social organisation in district of Lago plays an important role in getting access to education and in supporting parents to send their children to school. An example is given by the major role the Catholic and Anglican Church played in the promotion of education in the district by building and setting up secondary schools. Given that Friedmann states that organisations that help households to connect to the society can stimulate empowerment, it follows that being part of a formal organisation (such as the Catholic or Anglican Church) in the Lago-district can increase household’s access to the fifth base of social power.

Being a Muslim, however, created a barrier for many to participate in the Christian secondary education, when public schools had not yet arrived in the district. Nowadays Muslim parents still seem to be less motivated to send their children to primary and secondary school, public or private, as they have often not been to school themselves. This shows that social organisations can be strongly disempowering for non-members as the gaps between the educational levels of members and non-members is increasing.

Informal social organisations, such as a saving and credit group among young graduates, can be empowering, but not explored to its fullest potential. Further, there was no indication of students organising themselves locally in for instance study groups or by sharing books. The schools have herein potential to increase the base of social organisation by stimulating the creation of groups among their students. An example is of the environmental project groups organised by the NGO ROADS at some primary schools, to increase environmental consciousness and group building. Informal social organisations among students can increase self-confidence (by e.g. extending the friendship circle), stimulate access to information (by e.g. sharing books) and/or promote the sharing of knowledge through discussions.
The school council can play an important role in increasing the relevance and quality of (secondary) education, by checking upon decisions made within the schools and by promoting the relationship between the community and the schools. Therefore the school councils have a crucial task in empowering students. Being part of the council as a parent or a student can give them a voice in the decision-making of their own schools.

6.1.6 Social Networks

*Both vertical and horizontal networks that give the individual more power and space to manoeuvre.*

The support, morally and financially, by parents and extended family is empowering the students. However, if it is lacking it can be strongly disempowering. The lack of support makes it namely difficult for students to finance their studies and to make time free, next to their household work, to participate in education. The support gives the students the possibility to go to secondary school and thereby have ways to improve their own lives by gaining more knowledge and increasing employment options. Additionally, the moral support stimulates the students in making their homework. Girls, however, do receive less support by their family and instead marry early and/or get pregnant at an early age. This limits their options strongly and prevents them to improve their daily livelihoods.

Schools empower students by extending their friendship circles, which is the basis for (future) networks to for example increase job options, stimulate self-confidence and receive additional moral support.

Particularly female teachers stimulate female students to participate more actively in class, which can lead to empowering of specifically girls in class. Girls seem to feel more at ease and relate easier to their female teachers. The increased participation can lead to a better understanding of the school material by receiving confirmation and feedback.

6.1.7 Instruments of work and livelihood

*Household equipment and human resources.*

The lack of access to instruments of work and livelihood at secondary schools strongly disempowers students, especially concerning the extreme lack of books and access to (new)
information. Some schools can provide their students more than other schools in the district, the latter one tend to be the secondary schools in the more rural areas. This creates also a disparity in the access to the seventh base of social power among youth across the district, where some youth have access to only extremely limited instruments. The lack of books limits the students to pay attention during the classes and to make their homework, which impacts their learning processes.

Efforts are made by schools to counteract the disempowering by providing students with a desk, blackboard and copies from the teacher’s books. The limited financial means do, however, not enable secondary schools to completely end the disempowerment.

Difference in access to computers between girls and boys is indicated to be more disempowering for girls. Increasing access to computers and internet enables boys, and to a limited extent girls, to search for (new) information and job vacancies. No access strongly limits job options.

6.1.8 Financial Resources

*Household income and arrangements of credit in different forms.*

The lack of financial means by the households strongly disempowers the students by limiting their options after graduation and by not having the possibility to buy schoolbooks. The financial support by the (extended) family is crucial to increase options and thereby empowering students. A difference is noted, between girls and boys, with investments in girls being risky as they might get pregnant or married at an early age. Without the financial support, it is almost impossible for the girls to continue to secondary education. Instead they get married and/or pregnant at an early age, and do not have an option to improve their livelihoods.

Secondary and higher education, and technical professional institutes promote the empowerment of less advantaged students by lowering tuition fees and making it possible for them to continue studying even though they do not have the financial means available.

Scholarship do exists, but the lack of information on scholarships or the lack of information on the rights of the students to apply for it, makes this potential to continue to higher education, non-used. Scholarships can empower students that otherwise lack the financial means and/or financial support by parents to do otherwise.
To empower young graduates and to stimulate self-employment access to the 7 Million fund is of crucial importance, especially as many youth and their families struggle with their financial means. They do not have the capital themselves to start an own business nor can they borrow it from the bank. Access to the 7 Million fund can support local ideas and skills within the communities by providing inhabitants with access to capital, and thereby support the change within the community itself. The limited access for youth to the fund disempowers in particular them.

6.2 Four Concepts with a Gender Perspective

The following part will address the gender perspective in addition to the (dis)empowerment model, providing the reader with a deeper understanding of the gender issues found in this research.

6.2.1 Gender Division of Work

The man in the household is perceived to be the main provider of the family. The woman on the other hand is perceived to be weaker and less capable of hard work and considered to carry out the work that does not require that much physical strength. However, it has been indicated that the women in fact walk far distances, collect firewood and carry out work that are perceived to be heavy. If the woman has a job, she not only has to carry out that workload, but might also work on the field if the family have one, taking care of the children and the household (e.g. cleaning, cooking) at the same time. Indicating that the women in the Lago-district have quite a big load of responsibilities and work to carry out during a day. Not being acknowledged for this work, or getting credit for it, women are being disempowered. Consequently, being diminished could lead to a feeling of inferiority and a lack of confidence among the women, and could in its turn lead to that their husbands get increased influence/power over decisions in their life. Not being able or have the confidence to make decisions by themselves could disempower them in all the eight bases above mentioned.

6.2.2 Types of Work

Some jobs have come across as female or male, the jobs considered to be more for females are (among others); taking care of the household, administration work, making of clay pots
and other handicrafts. While work with formal agriculture (e.g. extensionistas), are perceived as more male oriented (which also might explain the low number of female students at the agriculture institute). Indicating that the work women carry out tend to be part of the informal sector, which offers little stability and social protection. This makes it difficult for women to plan ahead for the future, save money, and move away from poverty (refer to the feminisation of poverty), very disempowering.

To empower the women in Mozambique the forestry company promote female employment (by implementing quotas and employment goals), but the numbers of female and male employees are still unequal. One explanation could be the lack of time women have next to household work, fields and childcare, or the lack of confident making it less likely to get a job (if they for instance do not see themselves as worthy for a formal employment). Another explanation could be that the recruitment process via male local leaders does not speak to the women or that male employees get favour, creating a feeling of discrimination. This of course would be disempowering for the women.

6.2.3 Access To and Control over Resources and Benefits

Due to traditional and cultural reasons the access to education for girls is limited, early marriages and pregnancies also being a part of that. Given less support from the parents and said to not be able to walk the long distances to the school, girls are disempowered. In general schools try to promote an increase of female students, the Agrarian Institute for instance, have lifted the school fee for girls in the past. Empowering the girls and encourage them and their family to send them to school.

Talking about the man as the main provider of the household, it is for him easy to control and spend the income in favour of himself. However, a woman earning her own salary offers some relief from the responsibility as the main provider for the man, and at the same time it gives the woman possibility to decide herself what to spend the salary on. This would then indicate that a shared responsibility is empowering and positive not only for the woman in the household, but also for the man.

It has already been mentioned that the women in the Lago-district are more or less disempowered by several reasons. The lack of access and control over resources and benefits limits the women in making their own choices, they are (in adult age) still dependent on others and have small possibilities to improve their lives as they wish themselves. This can, and in many cases does, reflect poorly on their children. A mother with education is more
likely to send her children to school, both daughters and sons, than a mother with no education.

### 6.2.4 Levels of Participation

Compared to boys the number of girls in the schools is low, increasing but still far from equal. Not only among the students, but also among the teachers the female representation is lower than the males. A difference between girls and boys participating in class was raised, indicating that the girls feel less confident and inferior compared to the boys. This low participation rate of girls can decrease the intake of knowledge, since they might not dare to raise questions or get confirmation of the knowledge distributed. However a positive effect regarding the participation of girls in class has been noticed when the teacher teaching is female, indicating that an increase of female teachers should be empowering for the female students.

In general the female participation and representation in decision making, is at all levels (national, provincial, local and household) low compared to the males. Leaving the decision making to someone else no matter gender disempowers the individual; women letting the men decide over their lives could be very disempowering. Since they have different roles in the society it make sense that they have different knowledge and insights, making it somewhat problematic to make decisions for each other with a good result.

### 6.3 Summary

Interviews and information derived from primary and secondary sources have demonstrated that secondary education has a great potential to empower its students. However, this is limited due to the lack of qualified and the low amount of teachers, the extreme lack of books, the lack of classrooms, the lack of libraries and laboratories, lack of access to clean water, lack of access to electricity, and the semi-automatic transition. The above decrease the quality and the relevance of teaching, and thereby the potential for empowerment. Social organisations, such as school councils, can play an important role in increasing this quality. They can also relate the community to the schools and thereby stimulate the sharing of knowledge either way.

The limited financial means of households decreases the options of students after graduating, disempowering them. Self-employment has been promoted and supported as an
alternative, especially in rural areas with a low supply of formal employment. Students can be empowered if access to finance (e.g. via 7 Million Fund) increases and if disciplines, such as entrepreneurship, are taught (in a more practical way).

The lack of (access to) information regarding options on scholarship disempowers students to continue their education. Most students also indicated to receive information on higher education and employment from their parents, and not from their schools. This leaves space for schools to provide better appropriate information and inform students about their rights and options to prepare them better for making their own choices. Difference is noted between boys and girls, as the parents are more likely to invest in their sons (morally and financially). The reason for this is referred to the early marriages and pregnancies that makes it more risky to invest in daughters. Women in general have less access to power compared to men, or even less access to the means to increase their own power position due to lower educational levels and lower participation in class and the community. This leaves them in a very disempowering state.
7. CONCLUSIONS

The literature review showed a literature gap regarding in-depth qualitative knowledge in combination with a youth perspective on the role secondary education plays in rural development. Therefore this research aimed to fill up the gap by looking into the motivations and ambitions of secondary schools students by focusing on their perspectives. To fully understand the motivations and ambitions, this research focused additionally on the barriers/difficulties to continue to secondary education and on the options students have after graduation.

Through gathering information via semi-structured interviews during a field-study of five weeks in the district of Lago in combination with the use of primary and secondary sources, this research showed that the commitment among students is extremely high. Students did perceive secondary education as important and crucial in realising their dreams, but even more important in obtaining more knowledge and to have better chances for (stable) employment. The chances, however, turned out to be still limited due to a lack of capital and lack of employment opportunities in the region. Students seemed to be aware of this, however, no secondary education meant even less chance on formal employment.

This research has demonstrated that secondary education does play a crucial role in the development of the district of Lago by offering students more options after finishing and giving communities more knowledge, however it has not achieved its full potential due to limited financial means and limited amount of capable teachers. Concerning specifically the high unemployment in the country, education can and does have the potential to support youth in finding employment, especially after the introduction of new and more practical subjects that promote self-employment. Through this, schools can equip students with knowledge to make their own work in a region with a lack of employment options. In this sense, secondary education can empower its students. Unfortunately, the lack of educational means (e.g. books, teachers, libraries, classrooms) disempowers the students at this moment almost more than the schools empowers them.

Finally, this research looked closer into the gender perspectives, which indicated that each female students experienced more difficulties in reaching dreams and getting formal employment compared to their male counterparts. Support from (extended) family is seen as the most crucial factor therein.
Further reflections brings this research back to the essay written by Handa & Simler (2005). In their work, they addressed the question if investment should be made in the quantity or quality of education in Mozambique. The outcome showed that emphasis had to be placed on the quantitative. The outcome of this research, however, indicates that too much emphasis has been placed upon the quantity and that the quality has been neglected and decreased. Therefore the conclusion of this study will be that the quality of education should get more attention.

Future research should focus on the differences between the motivations and ambitions among the students in ESG 1 and ESG 2, tentatively a comparative analysis between districts/religious groups/language groups/geographical areas. This research has focused on the perspective of the local actors; further studies could address the structural nature of the labour market in developing countries, and specifically in rural Mozambique. This was already slightly touched upon in chapter 5 on the findings, in which coordination failure creates a gap between the supply of and the demand for labour, and eventually leads to lack of employment for (graduating) youth.

7.1 Lessons Learned

7.1.1 Quality of Secondary Schools

To support the quality of secondary education it is important to provide students with the basic instruments of life and livelihood, e.g. schools books. Therefore the option of creating a school-based borrowing system that decreases the costs per student per book significantly could be investigated by schools, educational authorities or NGOs working in the field. This, however, requires a onetime big investment which might be hard to finance, but could in the long-term pay itself back.

Stimulation of potential students groups, such as book-sharing or discussion groups, by the secondary schools can increase the sharing of information and books and therefore could be a potential to increase local knowledge, skills and means by using existing means.

In line with this argumentation, the collaboration between higher education (e.g. the Universidade Lúrio) and the secondary schools in the district concerning the extension of libraries is of importance to provide students with books and access to information.

To improve the capacity of secondary school teachers the extension of the current teacher training from one year up to the planned three year programmes can help to prepare the teachers via increasing their knowledge and experience and thereby their teaching of the
curriculum and supporting their students. The extension of the training can be implemented by the existing teacher training institutes or the pedological universities.

School councils play a crucial role in increasing the quality of secondary schools, additional support and emphasis can promote a beneficial relation between the community and the schools. By involving students and parents in the decision-making of the schools the council can stimulate local empowerment. Emphasis and additional support could be given to school councils in the district by educational authorities, NGOs and school directives.

7.1.2 Options after Graduation

Options after secondary school are limited and dependent on access to capital. Therefore the access to the 7 Million fund for youth could play an important role, promotion of it could support and empower both the youth as the whole community. Local authorities could open up the fund for youth to support small scale businesses and thereby self-employment.

Secondary schools provide the basis to spread appropriate information regarding options after graduations, scholarships and the rights students have. Teachers and school directives could inform their students during classes or after school meetings by giving them short presentations on higher education or technical professional education options, information on access to scholarships, or on the labour market and their rights.

7.1.3 Gender Perspective

Programmes and NGOs already promote the increase of female students at all levels of education (primary, secondary and higher). The support for girls, if continued and extended, can improve their social power position by increasing their knowledge, information, options and networks. An option could be to decrease the tuition fees for girls for secondary and higher education, to make it more attractive for parents to send their girls too.

The presence of female teachers stimulates the participation of female students in class, a more equal balance between female and male teachers will therefore benefit in particular female students. Teacher training institutes or pedagogical universities could accept more female students to their programmes, and promote it among female secondary school students even more.
7.1.4 Others

Informal and formal education would benefit each other if they did not overlap. Students can concentrate on their studies and do not miss any classes. In some areas, communities have unwritten rules to place the informal education within the school holidays; this could be promoted in more areas by local leaders.
8. REFERENCES

8.1 Books


8.2 Journals


### 8.3 Reports


MINED. 2012. *Education Strategic Plan 2012-2016: Let’s Learn*. Mozambique, MINED.


ORGUT. 2012. *Reality Checks in Mozambique: building better understanding of the*


8.4 Theses


8.5 Internet Sources


Google Maps. 2015. Lago District Niassa Mozambique [Online]. Available: https://www.google.se/maps/place/Lago,+Mozambique/@-16.6453634,34.4190768,6z/data=!4m2!3m1!1s0x18e2351e12d458d:0x5dcba03dd823f?hl=nl [Accessed 22.05.2015].

9. ANNEXES

9.1 Annex 1 Maps

Figure 1 Map of Mozambique (Google Maps 2015)
Figure 2 Map of Niassa and its districts (ORGUT 2012, 2)
Figure 3 Map of the district of Lago (Instituto Nacional De Estatística 2013, 9)
Annex 9.2 Friedmann’s (dis) empowerment model

Figure 4 Model of (Dis) Empowerment (Friedmann 1992, 67)
Annex 9.3 Tables

Table 1 Educational Background Teachers Primary and Secondary Schools 2009 (AfriMap 2012, 90)

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>With training</th>
<th>Without training</th>
<th>% without training</th>
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</thead>
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<td>IMAP</td>
<td>UP</td>
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<tr>
<td>EP1</td>
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<td>18,108</td>
<td>11,544</td>
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<tr>
<td>EP2</td>
<td>19,192</td>
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<td>74</td>
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<td>ESG2</td>
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</table>


Table 2 Educational Background Teachers Primary and First Cycle Secondary Schools 2004-2011 (MINED 2012, 27)

<table>
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<th>EP2</th>
<th>ES1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>%W/T</td>
<td>Total</td>
</tr>
<tr>
<td>2004</td>
<td>47,573</td>
<td>44%</td>
<td>10,815</td>
<td>34%</td>
</tr>
<tr>
<td>2005</td>
<td>46,821</td>
<td>42%</td>
<td>11,276</td>
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</tr>
<tr>
<td>2006</td>
<td>48,023</td>
<td>38%</td>
<td>12,747</td>
<td>26%</td>
</tr>
<tr>
<td>2007</td>
<td>53,964</td>
<td>40%</td>
<td>15,350</td>
<td>26%</td>
</tr>
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<td>2008</td>
<td>57,502</td>
<td>36%</td>
<td>17,823</td>
<td>23%</td>
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<tr>
<td>2009</td>
<td>62,174</td>
<td>32%</td>
<td>19,688</td>
<td>21%</td>
</tr>
<tr>
<td>2010</td>
<td>67,121</td>
<td>26%</td>
<td>22,084</td>
<td>19%</td>
</tr>
<tr>
<td>2011</td>
<td>70,448</td>
<td>21%</td>
<td>23,149</td>
<td>17%</td>
</tr>
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</table>

%W/T: Percentage of teachers without pedagogical training.
Annex 9.4 Terms of Reference

Terms of Reference
Field studies in Lago District, Niassa Province, Mozambique, April 2015

Introduction

The department for Social Studies at Linnaeus University, Sweden, is running a one-year Master programme in Peace and Development Work - for students, who aim at a future profession within developmental activities in organisations, institutions and social movements dealing with international peace and development issues.

The Master programme comprises a training fieldwork to be carried out in Mozambique. A group of students will, together with their teacher, carry out field-studies in the Lago district in Niassa province in April 2015. The work starts already in Sweden with an introduction to development and participatory methods, followed by fieldwork in Swedish rural and urban communities. The fieldwork in Sweden and Mozambique is an important part of the professional training, thus to make the students better prepared for their future tasks in the international development cooperation.

Background

The students will perform field studies by looking into different societal processes regarding social and economic activities. This is in order to develop skills to describe and understand the conditions under which people live, how people manage available resources in their efforts to improve their lives and how their striving for a more sustainable life is influenced by different activities in the development process.

Context

These Terms of Reference seek to contribute with inputs in terms of facts, ideas, visions and methods in the process of identifying, planning and implementing present and future We Effect activities in its development programmes in the Niassa province.
Three different field studies will be carried out in Lago focusing on small scale agriculture, secondary school education and development communication. Based on the local socio-economic situation, the studies will highlight the following topics:

1) One of the studies will focus on the process of agricultural development, by trying to identify, locate and create a deeper understanding of possibilities as well as obstacles hindering the development and transformation of small scale manual agriculture. Important aspects to look into will be existing plans and strategies regarding for example access to infra-structures, credit systems, rural extension and commercialization.

2) A second study will concentrate on students in secondary school education. Important aspects to look at will be different groups of students’ motives, ambitions, visions and possibilities to continue their studies at secondary school level after they have concluded their primary education.

3) Another study will look at the role of communication in the development process. This study will focus on different means and ways of communication, customary as well as contemporary; how these means are used and by whom; and its role in different development occasions and activities at local and district level.

*Scope of work and methodology*

In terms of theoretical approaches, the studies will have a bottom-up perspective, for example the “Sustainable Rural Livelihood” approach, in which the actual developmental capacities in a community will be identified, described and analysed.

The studies will be carried out by applying a multi-level analysis, looking at the interaction between different levels of the society considering different socio-economic groups and actors, and the analysis will look at both vertical and horizontal actions and interactions.
Tasks

- Describe relevant ongoing national and international developmental efforts regarding the different themes to be studied.
- Discuss the role of the public sector, civil society, private sector, and international aid organisations regarding the different directions of the studies.
- Literature review and desk study: analysis of existing project documentation (reports, studies, evaluations and policy documents); identification and analysis of ongoing or planned initiatives in Lago, identification and analysis of government and other relevant policies.
- Interview relevant stakeholders at different societal levels: Province, District, Municipality and Local community: in the local community among others, authorities, customary and contemporary local leaders, community based organisations, NGOs, key persons, private and public sector representatives, women and men in different age groups carrying out agriculture and other social, economic and cultural activities.
- Give a general description of the district and local communities in the area, for example existing infrastructure, public service, economic actors, civil society, residence patterns, demographic statistics, migration trends and natural resource issues.
- Describe the most important economic and social activities at individual, household, community and district level, and relate it to the prospects for poverty reduction in a gender perspective.
- Collect information, opinions, expectations and priorities expressed by different actors at different societal levels (women, men, socio-economic groups, age groups) about the different aspects and activities to be studied.
- Generate information and experiences, which can be used in future planning and implementation of projects and activities in regarded areas.
- Provide input and proposals, which can help to improve impact on poverty reduction in future efforts.

Team composition

Gunilla Åkesson and Kajsa Johansson (lecturers and team leaders)
Students: Dorrit Booij, Daria Hasse, Jennifer Schiebel, Linn Nygren, Daniel Al-Ayoubi and Julianne Lindner
Time schedule 2015

30/3 - 31/3  Preparration in Lichinga
31/3 - 2/4  Meetings in Lichinga with different authorities, institutions and organizations
3/4  Arrival to Metangula, Lago
3/4 – 23/4  Field work in Lago district
24/4 - 28/4  Meetings in Lichinga with different authorities, institutions and organizations
28/4  Departure for Maputo
29/4 - 1/5  Meetings in Maputo
2/5  departure for Sweden

The final reports will be delivered to relevant partners in Mozambique; district, provincial and national authorities.
## Annex 9.5 Interviewee List

### Table 3 Interviewee List

<table>
<thead>
<tr>
<th>Place</th>
<th>Day &amp; Time</th>
<th>Name &amp; Function</th>
<th>Female/male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bandesse</td>
<td>18/4, 9.40-11.25</td>
<td><em>Group of Farmers and (Former) Employees of Chikwetee</em></td>
<td>4 f, 5 m</td>
</tr>
<tr>
<td>Bandesse</td>
<td>18/4, 11.45-12.50</td>
<td><em>Group of (Former) Employees of Chikwetee</em></td>
<td>2 f, 2 m</td>
</tr>
<tr>
<td>Bandesse</td>
<td>18/4, 12.55-13.30</td>
<td>Graça Chaia - <em>Chefe de Localidade</em></td>
<td>1 f</td>
</tr>
<tr>
<td>Lichinga</td>
<td>31/3, 14.00-14.40</td>
<td>Rodriques Artur Ussene - <em>Permanent Secretary Niassa Province</em></td>
<td>1 m</td>
</tr>
<tr>
<td>Lichinga, We Effect Office</td>
<td>31/3, 15.30-16.30</td>
<td>Edgar Basilio Ussene - <em>Program Officer</em>, Cecila Sendela - <em>Evaluation Officer</em>, Lasse Krantz - <em>Land law researcher</em></td>
<td>1 f, 2 m</td>
</tr>
<tr>
<td>Lichinga</td>
<td>1/4, 11.50-13.00</td>
<td>Teodor De Assucação - <em>Director of the Pedagogical Department</em>, Leonardo Uarcone - <em>Director of the Department of Secondary School</em>, António Francicco - <em>Director of Sport and Health Department</em>, Pedro Aisse - <em>Director of the Department of Special Needs</em>, Nicise Samo - <em>Director of the Department of Adult Education and Illitracy</em></td>
<td>5 m</td>
</tr>
<tr>
<td>Lichinga, Progresso Office</td>
<td>1/4, 15.00-15.40</td>
<td>Felicita Kaomba - <em>Coordinator of the Organisation</em>, Saide Akimo - <em>Adult Education</em>, Rodriques Marco - <em>Sweet Potato Project Officer</em>, Maria Embba Miguel - <em>Program Leader of Education</em></td>
<td>2 f, 2 m</td>
</tr>
<tr>
<td>Lichinga</td>
<td>1/4, 16.00-17.00</td>
<td>Jaulane Paulo Bendzane - <em>Head of Agriculture Service in the Province</em></td>
<td>1 m</td>
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<tr>
<td>Lichinga</td>
<td>1/4, 17.15-18.00</td>
<td>Mark van Koevering - <em>Bishop</em></td>
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<tr>
<td>Lichinga, UCA</td>
<td>2/4, 8.45-10.45</td>
<td>Representatives of UCA</td>
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</tr>
<tr>
<td>Lichinga, We Effect Office</td>
<td>2/4, 10.50-12.10</td>
<td>Suizane Rafael - <em>Journalist/Editor at the Newspaper of &quot;Faisca&quot;</em></td>
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</tr>
<tr>
<td>Location</td>
<td>Date/Time</td>
<td>Participants</td>
<td>Gender</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------</td>
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<td>--------</td>
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<tr>
<td>Lichinga, ROADS Office</td>
<td>2/4, 11.00-12.00</td>
<td>Felicidade Namagoa - Monitoring and Evaluation Officer, Delco Mbota - Programme Officer, Jaime Namagoa - Financial Officer, Erica Maria Siqueio - Gender Officer</td>
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<tr>
<td>Lichinga</td>
<td>2/4, 14.00-14.30</td>
<td>Arlindo Goncalo Chilundo - Governor of Niassa</td>
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<td>Lichinga</td>
<td>23/4, 13.40-15.15</td>
<td>Teodor De Assução - Director of the Pedagogical Department, Leonardo Uarcone - Director of the Department of Secondary School, Bernardo Rassud - Técnico do Ensino Secundário</td>
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<td>Lichinga, Green Resources</td>
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<td>Inocêncio Sotomane - Director of Green Resources in Niassa</td>
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<tr>
<td>Lichinga, Agrarian Institute</td>
<td>27/4, 8.00-10.10</td>
<td>Jeremias Adisse – Director, João Saíde - Adjunto Pedagógico, Armando António - Director Adjunto, (3)Students</td>
<td>1 f, 5 m</td>
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<td>Lichinga, Agrarian Institute</td>
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<td>Group of Students</td>
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<td>Lichinga, Agrarian Institute</td>
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<td>João Saíde - Adjunto Pedagógico, Paulino Sabite - Teacher</td>
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<tr>
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<td>27/4, 14.00-16.00</td>
<td>Representatives from Progresso, ROADS, Faisca and We Effect</td>
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<td>Lichinga</td>
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<td>Rodrigues Artur Ussene - Permanent Secretary Niassa Province</td>
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<tr>
<td>Manhamba</td>
<td>15/4, 8.45-10.00</td>
<td>Jaime Catungue - Chefe de Posto Administrativo</td>
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<td>Manhamba</td>
<td>15/4, 12.40-13.30</td>
<td>Farmer, Sergio Feranando Tale - Extensionista</td>
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<td>Manhamba</td>
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<td>Manhamba</td>
<td>16/4, 8.50-9.10</td>
<td>Former Student</td>
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<td>Location</td>
<td>Date</td>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
<td>---------------</td>
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<tr>
<td>Manhamba</td>
<td>16/4</td>
<td>9.40-11.00</td>
<td>Assume Imede - Queen, Samuel Cambuzi - Régulo, Isabel Musta - Nduna, Ernesto António - Secretario, Jacinto Caisse - Nduna, Stambuli Loco - Secretary, João Chisalanga Ndala - Secretary, Xavier Carlos - Secretary, Cássimo Bonomas - Secretary, Aurélio Aquimo Saíde - Secretary, Bernando Mmissa - Nduna, Denja Ali Nnufoate - Secretary, Jabilo Osear - Secretary, Mussa Aquimo - Secretary, Chaibo Imede Ncunga - Secretary, Assane Ndala Ntejela - Nduna, Benchir Abdala Machimba - Nduna, Chaibo Ncabi - Nduna, Manuel Ajida - Nduna, Luís Mario Sasique - Nduna, Saide Bunaia - Nduna, Bunaia Ndege - Nduna, Jaime Rachide Bruaimo - Nduna, Mawazo Iahaia - Nduna, Daudi Cássimo - Nduna, Cassonga Ali - Nduna, Zito Amisse - Nduna, Taibo Ali - Nduna, Buauar Saíde - Nduna</td>
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<td>Manhamba</td>
<td>16/4</td>
<td>11.00-12.00</td>
<td>Group of Young People</td>
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<td>9.00-9.45</td>
<td>Family Interview</td>
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<td>17/4</td>
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</tr>
<tr>
<td>Maputo, ESSOR</td>
<td>29/4</td>
<td>14.00-15.00</td>
<td>Rodrigo Madariaga - Coordinator of ESSOR, Manuel Viriato - Programme Coordinator of UPA</td>
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<td>Maputo, IESE</td>
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<td>8.00-10.20</td>
<td>Rosmina Ali - Researcher, Carlos Muianga - Researcher</td>
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<td>Maputo</td>
<td>30/4</td>
<td>10.30-11.30</td>
<td>Carlos Machili - Professor</td>
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<td>Maputo, Swedish Embassy</td>
<td>30/4</td>
<td>13.30-14.30</td>
<td>Irina Schoulgin Nyoni - Ambassador, Olov Atterfors - Coordinator of Rural Development Programme</td>
</tr>
<tr>
<td>Mechumwa</td>
<td>11/4</td>
<td>10.15-11.30</td>
<td>Adolfo Amisse Fazir - Régulo, Ernesto Entuálo - Secretary of the Bairro</td>
</tr>
<tr>
<td>Mechumwa</td>
<td>11/4</td>
<td>11.30-12.30</td>
<td>Secondary School Students and Men with Primary Education</td>
</tr>
<tr>
<td>Mechumwa</td>
<td>11/4</td>
<td>13.00-13.50</td>
<td>Family Interview</td>
</tr>
<tr>
<td>Meluluka, Nirambe, Fishers Association Ualakwance Butifundi</td>
<td>4/4</td>
<td>10.00-12.00</td>
<td>Dobi Aissa - Director of the Association, Mustafa Binar - Vice President, and members of the association</td>
</tr>
<tr>
<td>Location</td>
<td>Date/Time</td>
<td>Participants</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Meluluka</strong></td>
<td>21/4, 9.15-10.20</td>
<td>Macabeo Momade - <em>Chefe de Posto</em>, Police Officer, Secretary</td>
<td></td>
</tr>
<tr>
<td><strong>Meluluka</strong></td>
<td>21/4, 10.30-11.15</td>
<td>Rainha and the Brother of Rainha - <em>Traditional Leaders</em></td>
<td></td>
</tr>
<tr>
<td><strong>Meluluka</strong></td>
<td>21/4, 11.35-13.00</td>
<td><em>Group of Young People</em></td>
<td></td>
</tr>
<tr>
<td><strong>Meluluka</strong></td>
<td>21/4, 14.30-15.25</td>
<td><em>Group of Traders</em></td>
<td></td>
</tr>
<tr>
<td><strong>Messumba, Health Clinic</strong></td>
<td>9/4, 10.00-10.30</td>
<td><em>Nurses and volunteer</em></td>
<td></td>
</tr>
<tr>
<td><strong>Messumba, Anglican Church</strong></td>
<td>9/4, 10.30-11.30</td>
<td>Bonifácio Finiasse - <em>Priest</em>, Maurício Simão Souso - <em>(Retired) Priest</em></td>
<td></td>
</tr>
<tr>
<td><strong>Messumba, Primary School</strong></td>
<td>9/4, 12.05-13.45</td>
<td>Genésio Goimo - <em>Director of Primary School and ZIP Coordinator</em></td>
<td></td>
</tr>
<tr>
<td><strong>Messumba, Secondary School</strong></td>
<td>10/4, 9.30-10.30</td>
<td>Lukás Ngoloka - <em>School Director</em>, Manuel Namachelenga - <em>Pedagogical Director</em></td>
<td></td>
</tr>
<tr>
<td><strong>Messumba, Secondary School</strong></td>
<td>10/4, 10.30-12.15</td>
<td><em>School Students of grade 9 &amp; 10</em></td>
<td></td>
</tr>
<tr>
<td><strong>Messumba, Secondary School</strong></td>
<td>10/4, 12.15-13.40</td>
<td><em>School Students of grade 9 &amp; 10</em></td>
<td></td>
</tr>
<tr>
<td><strong>Messumba, Secondary School</strong></td>
<td>10/4, 14.00-15.00</td>
<td><em>Parents in the School Council</em></td>
<td></td>
</tr>
<tr>
<td><strong>Metangula</strong></td>
<td>6/4, 8.00-9.45</td>
<td>Moura Jorge - <em>District Administrator</em></td>
<td></td>
</tr>
<tr>
<td><strong>Metangula, District Department of Agriculture and Economics</strong></td>
<td>6/4, 10.00-12.00</td>
<td>Castro Joaquim Roque - <em>District Director of Services for Economic Activities</em></td>
<td></td>
</tr>
<tr>
<td><strong>Metangula, Radio Comunitaria</strong></td>
<td>6/4, 14.00-16.30</td>
<td>Damiao Silvestre - <em>Coordinator</em>, Barnabe Jose - <em>Editor in Chief</em>, Tome Erneso - <em>Technician</em></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Date</td>
<td>Time</td>
<td>Participants</td>
</tr>
<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td>Metangula, District Department of Education, Youth and Science</td>
<td>8/4</td>
<td>8.00-9.50</td>
<td>Miguel Francisco Muzawanga - District Director, Manuel Sirage M'Pemba - Head of Department of General Education</td>
</tr>
<tr>
<td>Metangula, Municipality</td>
<td>8/4</td>
<td>11.10-12.40</td>
<td>Sara Mustafa - President of the Municipality, Paolo Ossiko - Chef of Financial Issues and Teacher in Secondary School</td>
</tr>
<tr>
<td>Metangula</td>
<td>8/4</td>
<td>14.30-16.00</td>
<td>Pedro Matias Meze - Régulo</td>
</tr>
<tr>
<td>Metangula</td>
<td>13/4</td>
<td>7.40-9.00</td>
<td>Iassine Alabe - District Permanent Secretary</td>
</tr>
<tr>
<td>Metangula, Department of District Planning</td>
<td>13/4</td>
<td>9.10-10.30</td>
<td>Arabe Fernando Aualo - Head of District Department for Local Development and Planning</td>
</tr>
<tr>
<td>Metangula, SELI Secondary School (ESG 1&amp;2)</td>
<td>13/4</td>
<td>10.40-12.30</td>
<td>Antonia Ali - School Director, Rafael Alejandro Patricio - Pedagogical Director for ESG 1, Alselmo Jose - Pedagogical Director for ESG 2</td>
</tr>
<tr>
<td>Metangula, SELI Secondary School (ESG 1&amp;2)</td>
<td>13/4</td>
<td>12.30-13.40</td>
<td>Group of School Students from ESG 2</td>
</tr>
<tr>
<td>Metangula, SELI Secondary School (ESG 1&amp;2)</td>
<td>13/4</td>
<td>14.15-15.00</td>
<td>English Teachers</td>
</tr>
<tr>
<td>Metangula, SELI Secondary School (ESG 1&amp;2)</td>
<td>13/4</td>
<td>15.00-16.20</td>
<td>Group of School Students from ESG 2</td>
</tr>
<tr>
<td>Metangula, ESAM Secondary school</td>
<td>14/4</td>
<td>8.30-9.10</td>
<td>Leon Ramanio - School Director</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Time</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Metangula, ESAM Secondary school</td>
<td>14/4, 9.15-10.00</td>
<td>Group of Students</td>
<td>8 f</td>
</tr>
<tr>
<td>Metangula, ESAM Secondary school</td>
<td>14/4, 10.00-10.45</td>
<td>Group of Students</td>
<td>8 m</td>
</tr>
<tr>
<td>Metangula, ESAM Secondary school</td>
<td>14/4, 10.45-11.50</td>
<td>Group of Teachers (English, Chemistry, Mathematics, Portuguese, Physics &amp; French)</td>
<td>6 m</td>
</tr>
<tr>
<td>Metangula</td>
<td>20/4, 7.45-9.30</td>
<td>Iassine Alabe - District Permanent Secretary</td>
<td>1 m</td>
</tr>
<tr>
<td>Metangula, Department of District Planning</td>
<td>20/4, 10.00-11.15</td>
<td>Arabe Fernando Aualo - Head of District Department for Local Development and Planning</td>
<td>1 m</td>
</tr>
<tr>
<td>Metangula, Mosque</td>
<td>20/4, 11.35-12.35</td>
<td>Represenatives of the Mosque</td>
<td>4 m</td>
</tr>
<tr>
<td>Metangula, Catholic Church</td>
<td>20/4, 15.30-16.30</td>
<td>Lourenço Niqueias - Priest, Maria Celeste Paulo - Nun</td>
<td>1 f, 1 m</td>
</tr>
<tr>
<td>Metangula, Educational Department</td>
<td>22/4, 14.15-15.15</td>
<td>Group of Employees in the Public Sector with Secondary Education</td>
<td>2 f, 2 m</td>
</tr>
<tr>
<td>Metangula, District Department of Education, Youth and Science</td>
<td>23/4, 7.30-8.30</td>
<td>Miguel Francisco Muzawanga - District Director</td>
<td>1 m</td>
</tr>
<tr>
<td>Metangula</td>
<td>23/4, 8.30-9.30</td>
<td>Moura Jorge - District Administrator</td>
<td>1 m</td>
</tr>
<tr>
<td>UniLúrio University</td>
<td>24/4, 9.15-10.15</td>
<td>Domingos Madane - Director da Universidade UniLúrio, Niassa, Fátima Ismael Director - Departamento Pedagógico, João Teijas - Adjunto Departamento Pedagógico, Head of Scientific Science and Advisor, Luis Perreira - Coordinator Forestry Engineering, Juan Tejas - Member in the Scientific Council, Dionício Vele - Coordinator Rural Development Program/Courses, Paulo Guilherme - Teacher, René Hernandez - Teacher</td>
<td>1 f, 7 m</td>
</tr>
<tr>
<td>UniLúrio University</td>
<td>24/4, 10.15-11.45</td>
<td>Fátima Ismael - Teacher and Head of Pedology, Juan Tejas - Member in the Scientific Council</td>
<td>1 f, 1 m</td>
</tr>
</tbody>
</table>
Annex 9.6 Interview Guide

- Place:
- Date:
- Time:

**Basic Questions**

- Name:
- Age:
- Educational Background (grade, name school):
- Place of Birth:
- Where do you live?
- Children:
- Occupation:
- Occupation Parents:
- Educational Background Parents/children:

**General Education Background**

- How many schools are there in Niassa, and in particular in the Lago-district? Could you describe them (e.g. public, private)?
- What are the reasons for the locations of the secondary schools in Lago?
- Could you tell us about the history of the school?
- How many children do go to (this) school? (Gender? Age?)
- How many children do not go to school? (Gender? Age?)
- How many students does one teacher have in a class?
- How many teachers are there?
- Is there a difference in access to schools for girls compared to boys? If yes, could you describe it?
- Is there a difference in participation in class between girls and boys? If yes, could you describe it?
- Do pupils have access to books? (free, borrowing, buying)

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13 The questions are divided based on their main topic.
• In which language (s) do they teach in schools?
• How does the school council work?
  ▪ How do you apply or are selected as a member of the council?
  ▪ What is the main role of the school council?
  ▪ What motivates you to be a member?
• Do you have statistics on secondary schools in Niassa/Lago-district?
• Could you tell us more about the initiative of distance learning?
• How does the boarding system work?
• Could you describe the fund for less privileged students?
• What are the school times? Shifts?
• Which disciplines do you offer at secondary school?
• How much are the school fees?
• How much are the other costs related to studying at your school/secondary schools?
• What are the plans for education for the near-future, and in particular for secondary education?
• Which policies are you following regarding secondary education?
• Do you perceive a difference in perception on education and demand in education between the Yáws and the Nhajas?
• What role plays education, in particular secondary education, in the development of Mozambique/Niassa/Lago?
• Has the importance of secondary education changed or increased over the years and if so how?
• Does informal education challenge or limit formal education in some ways?
• Could you tell us more on informal education?
• Has there been a change or improvement in the area since you have a secondary school in the community? Could you explain your answer?
• Who participates in the evening classes? For what reasons are they not in the day classes?

Motivations

• Who has decided that you/your child continued to secondary school?
• What were the motivations behind this decision?
• Will you/your child continue to ESG II?
• What motivated you/your parents to decide to continue to ESG II?
• How did you apply for secondary school?
• What do you like most about the school?
• What would you like to see improved?
• What are your favourite disciplines?
• Do you live at boarding school? If yes, how do you perceive it? What were the reasons to go to boarding school?
• What does school mean to you?
• Do you perceive education to be important? Could you explain your answer?
• Do your friends and siblings go to secondary school?
• Have you or do you encounter obstacles for continuing to secondary education?
• What do you perceive to be the main reason(s) for youth not to continue to secondary education?
• Do you have access to:
  o Books?
  o Computers?
  o Internet?
  o Library?
  o School Uniforms?
• Who pays the costs related to secondary education? What are these costs made up out?
• How do your parents or caregivers support you? (e.g. moral, financially, help with homework)
• How do you support your children?
• Do you receive any support from your extended family?
• How do you/your child travel between home and school? How far is it walking from your home to school?
• What do you think motivates the students to study?

General Options

• What are the options for you/your child after finishing secondary education?
• Where and from whom do you receive information on your future possibilities?
- Do you feel you receive enough information on your future possibilities?

**Work Related Questions**

- Do youth have easily access to the labour market and what kind of professions do they have?
- How does secondary school education change the job options for the youth? Gender difference?
- Where will you/your child/the students most likely work after finishing secondary education?
- Where do students work after finishing grade 12 if they do not have the financial means to continue to study? What are their main challenges?
- Does secondary school education change your/your child’s job options and if yes how?
- Could you describe the transition from school to the labour market?
- Do you know what former classmates are doing now?
- What could improve the transition and possibilities to enter the labour market?
- Where do you work and what are your main responsibilities?
  - Was this what you wanted while you were in school?
- Has secondary education been useful for the work you have now? If you, how?
- How do/did you receive information on job openings?
- Do you perceive any difficulties after graduating?
- Could you describe a typical work day?
- How did you apply for the job?
- How important was your educational background in obtaining your job?
- Do you receive or did you receive any training within the company? If yes, which one and what did you learn?
- Do you carry out other economic activities next to your work? Which one? How often per week?
- Do you offer any vocational training in the district/province to support youth that are entering the labour market?
Higher Education

- Which programme(s) do you offer?
- How many students do you have?
- How much are the fees, and other related costs to studying at your university/institute?
- Do you offer scholarships for students with the highest grades and/or from less privileged backgrounds? If yes, how do you decide who receives it? Are there requirements?
- What are the requirements to be accepted at your university/institute?
- Can you accept all students that apply?
- Do youth/Have you face (d) difficulties in continuing to university/the institute? If yes, which ones?
- How do you try to reach secondary school students and inform them on your university/institute?
- Do many students continue to study after secondary school?
- Would you have liked to continue to study?
- For which reasons did you decide to continue to higher education?

Ambitions

- What are you/your child’s dreams after secondary education?
- What would you like to become?
- For what reasons would you like to become this?
- Do you have a plan to reach this job?
- Do you see any obstacles in reaching your dreams?
- Do you have a role model or an example where you look up to?

Others

- Which youth organisation exists in the area?
- How do you spend your free time?
- What are the main obstacles and challenges in teaching?
Annex 9.7 Photos of Secondary Schools in the Lago-District

Figure 5 Sign for the Primary and Secondary School in Messumba

Figure 6 Secondary School in Messumba
Figure 7 Private Secondary School ESAM in Metangula

Figure 8 Private Secondary School ESAM in Metangula