Feasibility Study on Establishing a Technical School at Vila Maninga In Central Mozambique

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2. EXECUTIVE SUMMARY

Vila Maninga is situated in a small rural community, in the Manica Province, Mozambique, and was established by Frikkie and Juanita De Jager, who have been living and working in the community since 1991. Following community consultations, the need to establish a Technical Secondary School in the area has been identified as a major need. The De Jagers have negotiated and secured the full support and cooperation of the government education department for the establishment of such a school. This document is an independent feasibility study on the proposed establishment of a Technical Secondary School at Vila Maninga. The study assesses the feasibility of establishing the school looking at the physical infrastructure; school and project management; potential risks and their mitigation measures; and proposes recommendations on the way forward both for potential funders and for project implementers.

The key findings of the study were:

1. There is a great need for secondary and technical education in the Manica Province, Mozambique.
2. There is increased emphasis being place on technical/vocational education and training over general education in the region and country.
3. The community of Vila Maninga identify technical education and the establishment of a technical school as a major need in the community.
4. The proposed technical school at Vila Maninga has local and provincial government buy-in.
5. The main barrier to both secondary and technical education is access.
6. Lack of access to schools in the area has a negative effect on the ability of girls to attend technical and secondary school.
7. Clear limitations on Curriculum can be overcome with community and government input.
8. Access to boarding facilities as a barrier to technical education will fall away for the community serviced through Vila Maninga.
9. Infrastructure is well established and building the school on the Vila Maninga grounds is financially sound.
10. The project represents a good value for money exercise where the benefits of establishing the school far out-way the costs.

The conclusion of the report is that Vila Maninga has the raw infrastructure; managerial expertise; and strong community, as well as government support to make the technical school a feasible project in the region. The school would have an immediate positive financial and social wellbeing impact on the community; and the government and community’s long-term economic growth plans will be stabilised through it.
3. INTRODUCTION

Vila Maninga is situated in a small rural community, Charewa, near Vanduzi in the Manica Province, Mozambique, established by two missionaries, Frikkie and Juanita De Jager, who have been living and working in the community since 1991. The majority of the community live in poverty and face many challenges such as unemployment, food insecurity, vulnerability to natural disasters, and limited access to health care and education. Over the years, two primary schools have been established in the area and orphans, vulnerable children, families and elderly have been cared for, training and refuge has been provided, and access to secondary and tertiary schooling supported. Enterprising activities have been encouraged and have contributed to improved livelihoods.

Due to the dire lack of access to secondary education in the area, it has been proposed by the De Jagers that a technical secondary school be built. This study looks at the feasibility of establishing a technical secondary school at Vila Maninga and will address key issues such as:

• stakeholder buy-in and capacity,
• management responsibilities and structures,
• the potential impact of the school on both a community and wider economic level, and
• the long-term financial and social sustainability of the school ecosystem.

The report will cover the economic and social context of Mozambique (focusing on the Manica Province) and the state of education in the country. It will go on to assess the feasibility of establishing the school - physical infrastructure; school and project management; potential risks and their mitigation measures; and recommendations on the way forward both for potential funders and for project implementers.

4. METHODOLOGY

The consultants relied on both quantitative and qualitative information collection and analysis that involved desktop research and multi-stakeholder consultation. A participatory research approach was adopted in which the consultants worked in equal partnership with the community members in order to ensure that the results and recommendations will be valuable and useable to the community. As many stakeholders as possible and necessary were consulted and their inputs documented and incorporated into the findings of the study.

The feasibility study will assess the technical school using the Project Cycle Management (PCM) Framework, which is a useful tool in conceptualising and implementing a project from beginning to end, as a guide. This framework consists of consecutive steps for appraisal, planning, implementation, monitoring and evaluation of projects. The core philosophy of Project Cycle Management is based on the principle that the initiative for a project must be born from a self-help development process, in which only the genuine stakeholders, are involved.

Prior to the field visit, the consultants conducted an extensive literature review and prepared a base document that covered the social, economic and environmental context of Mozambique and the Manica province and brought to the fore key assumptions and questions for ‘testing’ during the field visit. The consultants then spent five days with the community discussing and understanding various aspects of life at Maninga and Mozambique and the viability of establishing a school in the community. A comprehensive list of all the stakeholders consulted can be found in Annex One.

The stakeholders included:

• Community members, including elders, parents and children
• District and Provincial Government
5. SOCIO-ECONOMIC CONTEXT

Mozambique is situated in Southern Africa and bordered by the Indian Ocean, South Africa, Zimbabwe, Malawi, Zambia and Tanzania. Mozambique has shown positive signs of economic development since the end of a nearly two decade civil war that concluded in the early 1990s. Since the country’s return to political stability in the latter half of the 1990s, it has been heralded as a success story in Sub-Saharan Africa due to an average annual GDP growth 7% per year between 2010 and 2012. The potential of the untapped oil and gas reserves, as well as coal and titanium, are a growing source of revenue and Foreign Direct Investment (FDI). Expansion in coal mining in Tete and the discovery of large natural gas reserves off the coast are paving the way for a profound change in Mozambique’s economic structure. In 2011, Mozambique exported its first shipment of coal. Investment in the country’s gas sector may raise Mozambique’s economic growth to 8% per year through 2017. The potential exists for expansion and growth in spin-off sectors such as tourism and hospitality, agro-food industries, construction, telecommunications and industrial mechanics. Despite these positive economic trends, the country remains listed as a “least developed country” according to the United Nations (UN) and the country is placed within the lowest ten countries on the UN’s Human Development Index, indicating that widespread poverty persists and that economic growth has not translated into broad-based poverty reduction and job creation.

The gap between rich and poor is continually growing. Between 2002 and 2005 the poorest half of the population saw their incomes fall while the top 20% saw significant increases and poverty levels have been stagnant or growing since 2003. FDI has mainly been centred around mineral and energy capital-intensive ‘mega-projects’ which has increased growth and government revenues but has not created jobs or promoted local linkages. The population growth rate, which is at 2.8%, is high and an estimated 300 000 youths enter the job market each year. Unemployment stands at around 27%. Around 70% of the Mozambican population is rural and the main economic activity is agriculture.

Subsistence agriculture continues to employ the vast majority of the country’s work force. The formal economy, which is mainly urban, contributes only to 32% of employment. Many of the new entrants are forced into marginal jobs in the informal economy. Compounding this situation, the education system is not producing the skilled labour needed which has resulted in foreign companies importing skilled labour. 80% of the workforce has not completed upper primary school and only 13% have finished secondary school. The low

2 Hanlo, J and Cunguara, B, 2010, Poverty is not being reduced in Mozambique. Working Paper 74, Crisis States Research Centre

- Local hospitality business
- School teachers and Headmasters
level of skilled workers provides both a challenge for employers wishing to engage qualified labourers and in fostering a culture of entrepreneurship in the country. The weaknesses in the formal education system are explored in more detail in the next section. Other challenges include malaria, which is the major cause of disease and mortality in Mozambique, significantly undermines the development of a strong workforce. Other illnesses such as TB and HIV/AIDS are rife. It is estimated that around 1.4 million people are living with HIV/AIDS in the country, accounting for 11.3 % of the population. Mozambique is also prone to natural disasters including cyclones, flooding – undoing developmental progress made.

**Manica Province**

The Manica Province, where Vila Maninga is located, is found in the Centre West of the country. The Province’s geographical location, with Tete and Sofala Provinces to the North; Gaza and Inhambane Provinces to the South; and Zimbabwe to the immediate West, make it strategically important due to its easy communication with the rest of the country and with SADC members. The Beira Corridor, which runs through the province from Zimbabwe to Beira, is a significant trade route for the region. The Province has 10 districts: Tambara, Guro, Macossa, Bárùè, Manica, Gondola, Sussundenga, Machaze, Mossurize and Chimoio, comprising of 34 administrative posts which in turn are subdivided into a 100 localities. The population of Manica Province is part of the Shona ethno-linguistic group, people of Bantu origin. The main languages spoken are Shona and Portuguese. English speaking levels are low and can be a challenge to doing business in the region.

The main economic activities include: agricultural production and commercialization, livestock (cattle, goats, poultry and pigs), forestry (native and exotic species), mining, general trade, metallurgical industry, food industry, tourism and communications (mobile and fixed telephone and internet services), banking, insurance, fuel supply, building materials supply, information technology and energy supply. Despite relative economic growth in the province, poverty levels remain high. According to the Manica Strategic Development Plan, the Provincial Government will continue making its efforts to promote a favourable environment for the attraction of domestic and foreign investment in order to increase the competitiveness of the province. The development of a strong and competitive private sector with particular focus on the agricultural, commercial, industrial, tourism and mineral resources sectors will continue to be a provincial government priority, taking advantage of the existing investment potential. Current focus is agriculture and the sector contributes 64.5% to the overall economic production in the area. Other secondary and tertiary economic activity, such as financial services, business, manufacturing etc, concentrates and is best developed in the corridor region, especially in Chimoio City. The Province does not yet produce enough to cover its expenditure contributing only 28.81% of the overall expenditure of the Province. The Province is not sufficiently covered by the National Grid Energy infrastructure and only 12% of the population is located in major urban centres and towns. The potential for tourism development is still not being effectively exploited however challenges such as poor infrastructure, international currency volatility, and punitive border controls are impediments that need to be overcome while capacity is being developed in this sector.

In response to the uneven gains of economic growth, the Government have approved the Action Plan for Reducing Poverty (PARP 2011 – 2014) which frames the government’s direction for the next four years and places focus on increased agricultural production, increased employment linked to the development of small, medium, and micro enterprises (SMMES), and increased investment in social and human development. Key to reducing poverty, creating jobs and uplifting the people of Mozambique will be the fostering of an inclusive economy where SMMES flourish, access to markets are created, and skilled workers are able to reap the benefits of increased economic growth and prosperity in the country. It is important for the government to...
ensure inclusive economic growth, create a culture of entrepreneurship, reduce barriers and red tape to starting business and invest in social and economic infrastructure for the majority of the population.

6. EDUCATION IN MOZAMBIQUE

The decades of civil war and instability saw the dismantling of the Mozambican education system which is still recovering and suffers many challenges. The government have embarked on a series of efforts and reforms with the aim of rebuilding the system, focusing on access to education, gender equity and on aligning the relevance of the education system with the economic development path of the country. Although government spending on education is relatively high and the sector has received donor assistance, access to quality education remains a major challenge in Mozambique.

5.1 Structure of Schooling

The National System of Education was introduced in 1983, and comprises of five sub-systems, namely: general Education, Adult Education, Technical/Vocational Education, Teacher training and Higher Education. There is a Provincial Directorate of Education for each province, and below this directorate there is a District Directorate and a School Director. Usually the National Institute for Educational Development (INDE) is responsible for curriculum development and teacher training. However, since 2000 a new process was started by the Ministry of Education to decentralise curriculum development and monitoring, which will allow 20% of the national curriculum for basic education to be developed locally. By 2006 5% of GDP was being spent on education. Mozambique’s education system includes both public and private schools. The majority (95%) of primary students attend public schools. In addition to formal schooling grades, there is an adult literacy program. The school education comprises of general education, the Vocational and Technical Education, and Higher Education. Table One provides a brief overview of key elements of the formal schooling system in Mozambique and Diagram One below depicts the flow of the school system.

<table>
<thead>
<tr>
<th>Cost</th>
<th>Primary</th>
<th>Secondary</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading</td>
<td>EP1 – Grade 1 – 5</td>
<td>ESG1 Grade 8 – 10</td>
<td>Basic Level 1-3</td>
</tr>
<tr>
<td></td>
<td>EP2 – Grade 6 – 7</td>
<td>ESG2 Grade 11-12</td>
<td>Advanced Level 4-5</td>
</tr>
<tr>
<td>Age</td>
<td>6 – 12 years</td>
<td>12 – 18 years</td>
<td>12 – 18 years</td>
</tr>
<tr>
<td>Language of Instruction</td>
<td>Portuguese</td>
<td>Portuguese</td>
<td>Portuguese</td>
</tr>
</tbody>
</table>

5.2 The State of Education

Post-independence, the government’s focus has been on achieving universal primary education. The 2012 – 2016 Strategic Plan for Education outlines the continued concentration on primary education, with the main objectives being:

- to ensure universal access and retention in schools,
- improve student learning; and
- ensure good governance⁵.

The realisation of achieving Millennium Development Goal 2 – Achieve Universal Primary Education by 2015 is a potential goal. In 2008, 81% of children of primary school age were enrolled in school and completion rates

had increased dramatically. However, in 2011 enrolment rates decreased significantly with the number of students in EP1 cycle reducing by 3% and enrolment in EP2 down by 15%. In 2008, completion rates for EP1 were 78.8% and for EP2 54.5%. Overall Mozambique has made large strides in addressing primary education. The same however cannot be said for secondary (both general and technical) education.

In 2009 there were a total of 2,889 primary schools (EP1 and EP2 combined) across the country, compared to 126 secondary schools and 71 technical schools (elementary, basic and medium). The primary to secondary transition rate is 49% and secondary school completion rates in 2008 were 18% for ESG1 (both public and private) and only 7.5% (both public and private) for ESG2. In 2011, statistics show that only 17% of girls and 18% of boys are in secondary school. Thus enrolment in secondary and technical education is low and completion rates are equally dismal. There are a host of reasons that contribute to this dire situation which are covered in Table Two below.

The national Vocational Training Institute (IEFP) is producing around 156,000 graduates (including adult education) a year. In 2006, with the support of the World Bank and other international donors, the Integrated Program for Professional Education (PIREP) was introduced and aimed to reform the old system. This was in response to the overly theoretical nature of technical and vocational training, which did not differ significantly to secondary education. New curricula have developed for agricultural; business administration; industrial maintenance; and tourism and hospitality. These were developed in consultation with industry in order to ensure that the students are equipped with skills relevant to industry needs. In 2012 - 2013, mining and oil and gas curricula were developed. These will be taught in schools in the 2014-year.

In the Manica District in the Manica Province the statistics demonstrate the severity of the situation. There are 60 primary schools (46 of which go up to EP2) compared to 3 secondary schools and no technical school. Of the 5,149 children entering primary school, only 1,781 complete their tertiary education. Between primary and secondary school there is a 50% dropout rate and between grade 1 and 12 a 90% drop out rate. Taking into account the fast growing population and the increasing demand that will be placed on educational institutions the already dire situation will only be exasperated without the building and resourcing of more schools in the area.

Table Two below covers the key issues and problems with schooling in Mozambique.

<table>
<thead>
<tr>
<th>High Student/Teacher Ratio</th>
<th>A high student teacher ratio contributes to poor quality education and high failure rates. Due to budgetary constraints not all trained teachers are recruited. In 2011, the pupil/teacher ratio (primary) was 55 students to 1 teacher and in 2012 only 8,500 teachers were hired of the 15,000 needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Schools</td>
<td>As indicated in the statistics above compared to primary, there are very few secondary and technical schools and demand is high. Many children are unable to enrol in secondary education due to the limited number of institutions.</td>
</tr>
<tr>
<td>Lack of Finance as contributing factors</td>
<td>Secondary school is not free however the law makes provision for fee reduction or fee waiving for students in special circumstances who are unable to pay their fees. However costs associated with uniforms and schools supplies are a burden for the most vulnerable households.</td>
</tr>
<tr>
<td>Traditional Barriers</td>
<td>This is particularly a barrier in rural areas where early marriage, religious beliefs and work commitments are not conducive to good education participation and present a barrier to children completing school.</td>
</tr>
<tr>
<td>Gender</td>
<td>Although the issue of women’s and girls’ rights to education is widely accepted, at community level much needs to be done to translate these rights into changed structures and practices. Although primary school enrolment of girls has expanded, more needs to be</td>
</tr>
</tbody>
</table>

done in order to narrow gender gaps and to increase enrolment of girls in upper primary, secondary levels and in the technical and vocational sector.

7. Establishing a Technical School at Vila Maninga

This section covers the outcomes of an indepth study that addressed the feasibility of establishing a technical secondary school in the Vila Maninga community. This section will address the key findings, the physical infrastructure of the school, the existing and potential management structure and capabilities needed to establish the school, potential risks and their mitigation measures, opportunities, and finally recommendations on ways forward.

6.1 Vila Maninga Community

Vila Maninga was established in 1991 by two missionaries, Frederick (Frikkie) and Juanita de Jager, at the end of the civil war in Mozambique. Having established and run a successful orphanage just across the border in Zimbabwe, the de Jager’s decided to establish a similar model in Mozambique and name it ‘Vila Maninga’. Vila Maninga is financially supported by a mixture of private individuals, churches, schools, fundraising events, businesses and charitable trusts.

Vila Maninga is situated in the Manica Province around 60km from the Mozambican/Zimbabwean border. The closest towns are Manica and Vanduzi with the largest town being Chimoio, which is around 40km away. The de Jager’s were granted land by the government with which to start an orphanage. For the past 22 years they have worked closely with the community and provided care and refuge to orphans, vulnerable children, families and elderly. Over the years they gained the trust of the community and their support and operations have expanded. The de Jager’s have been instrumental in helping address the dire need for education in the area. They have established two primary schools and further provided support to community children to attend secondary and tertiary schooling.

The Vila Maninga community and the surrounding communities are very poor and face many challenges. However, over the years, positive developments have taken place that has contributed to community upliftment and self-determination. These include the purchasing of a grain mill which now grinds maize, setting up of a small shop that services the community, sewing classes for the women, a new clinic and other enterprising activities. Two primary schools have been established in the community providing education to over 900 primary school children. In 2010, a cyclone swept through the area and caused serious damage to infrastructure. In particular, an old Tobacco Barn that had been converted into offices, workshop, guest quarters and store rooms, was wrecked.
As evident in the situational analysis of education in the province and country, access to secondary education is a major challenge in the area and has been identified as a major need by the community. As such, provisional plans have been made to source funding for the building of a technical secondary school. The community is currently working with the government education department in order to secure the establishment of the school.

6.2 Key Findings

These key findings bring to the fore certain central themes and conclusions around identified community needs, stakeholder perceptions on the state of education in the region, and other pertinent issues and observations. Each finding is important in ‘painting’ the picture and understanding the context and challenges around the feasibility of establishing a technical school in the Vila Maninga community.

1) There is a great need for secondary and technical education in Manica Province.

According to the District Education department, there are 3 Secondary schools in the district and there are no technical schools. In order to accommodate the large number of students wanting education, the schools run morning, afternoon and evening classes. This practice is known as hot-seating and aims to address the dire need for more schools. The government aims to within two years establish a technical school in the district.

Both the district and the provincial government confirmed that there is a lack of schools in the region, that the demand for secondary and technical education far outweighs what is currently being supplied in terms of number of secondary schools and resources available to build schools. Members of the community indicated that there is a dire need for more schools in the area. Many of their children get sent kilometres away to secondary schools in neighbouring towns or provinces and others are not able to attend due to the inability to get a placement in the limited number of schools available. It is further evident that without education beyond primary school, they lack the skills needed to be effectively absorbed into employment.

2) There is increased emphasis being place on technical education

Secondary education is seen to fall short in providing students with skills that are in line with market demands or those needed to become self-sufficient. This is further compounded by high levels of unemployment and capital-intensive economic growth. There is therefore increased government focus on increasing the availability of technical education as well as improving the technical education curriculum by developing programmes that meet the needs of growing industries such as mining, oil and gas, and tourism and hospitality. Each district is expected to establish at least one technical school. Technical education is seen as a means of overcoming poverty by many members of the community who indicate that a technical education
will enable individuals to potentially fend for themselves without relying on employment by the public sector of established firms. Technical education creates a more fertile opportunity for individuals to develop a trade and start their own enterprises.

3) The community of Vila Maninga identify technical education and the establishment of a technical school as a major need in the community

The Vila Maninga community live in extreme poverty and face a number of challenges that include access to health care, food security, access to shelter, and water etc. Following a community consultation in which over 200 community members attended, access to quality education emerged as a major, if not the most important, need in the community despite other pressing conditions. The community members, who included community elders, parents, and teachers, view the technical school as providing hope for a better future for their children and community and an opportunity that they never had. Many had travelled many hours and kilometres to attend the public forum and express their unqualified support for the school, a testament to their support. They acknowledged that cultural changes were needed, such as gender inequalities and children working in the fields and households, and emphasised that they saw education as the only realistic way to break the current cycles of poverty and dependency. They therefore support the establishment of the technical school and indicated that they would look after it and contribute to its successful and sustainable management.

4) The proposed technical school at Vila Maninga has local and provincial government buy-in

Following meetings with both the district and provincial departments it was evident that both levels are in full support of the establishment of the school. They both confirmed full buy-in on the establishment of the school and the intention of the government to take over the management of the school. Discussions at both district and provincial level on government buy-in and support of the school are well-progressed and a Memorandum of Understanding has been drawn up. The intention will be for the school to be privately built but the management of the school and the payment of the teacher’s salaries will be the government’s responsibility. This set-up, which is common in Mozambique, is known as a community school. There is a set and distinct protocol that needs to be followed in order to ensure that the funding of the management of the school is sufficiently accounted for in the budget and that it has received the approval of all the tiers of government.

All the similar set-ups that were visited by the consultants confirmed that the government were reliable in their support and obligations towards paying teacher’s salaries and managing the school. The government provides teacher’s salaries and supplies such as chalk, boards, board wipers etc are provided. There is also a government-fund that compliments this support if it is seen to not cover the demands of the school sufficiently. As confirmed by the District Education Department, there will be negotiations on the inputs of equipment needed for the technical school. Government also support the maintenance of the school.

This model where the community build the school and the government take over management is important
for strengthening community buy-in and making sure that there is a sense of ownership when building the school. This will contribute to the sustainability of the school.

5) The main barrier to both secondary and technical education is access.

There are a number of barriers that prevent children in the community from attaining a secondary education however the largest barrier is that there are not enough schools to meet the large demand, particularly with regards to technical institutions. There were a number of actual and perceived barriers explored by the consultants. These are discussed in more detail below and include:

- **Health-related barriers:** There is a high incidence of malaria in the area as well as TB. It was indicated that in a few isolated cases, due to malaria, children were unable to attend school.
- **Children Work at Home:** Children are expected to perform other duties that traditionally are their responsibilities. These include tending to the cattle and the fields in the early morning and evenings; looking after siblings and other children; and cooking food for the family and others. This does result in a significant barrier to children attending school and also has effects on the productivity of the child at school as they are tired. However, the community recognise that this is a barrier to children attending school and reaping the full benefits of education. They indicated that they are willing to sacrifice some of the duties and obligations in order to allow their children to attend school. This practice is already evident in the community and is indicative of a broader change in mind-set.
- **Malnutrition:** Malnutrition is not a major issue in the community and most children have access to food and therefore this is not a barrier for not attending school. At the primary school at Vila Maninga, the children are fed a meal once a week and other feeding programmes exist in the area.
- **Poverty and Inability to afford attending school:** This was recognised and indicated as a barrier. Most community members live in extreme poverty. Despite this however, it was found that both parents and individuals will manage to make provisions for the attendance of school. This indicates the level of importance that is placed on education.
- **Religious Beliefs:** Although it was initially perceived that certain traditional and religious beliefs may prevent children from attending school, it was found that this was not the case.

Consultation and research indicate that although there are a few barriers that can prevent children from attending school in the community, the majority of these can be overcome. The largest and most pressing concern is that there are no technical schools in the area to meet the demand.

6) Lack of access to schools in the area has a negative effect on the ability of girls to attend technical and secondary school

On a whole, vast improvements have been made in ensuring the increased enrolment and retention of girls in school. The government has over the years placed great emphasis increasing gender parity in schools. However more needs to be done to narrow gender gaps and increase enrolment of girls in upper primary, secondary and technical and vocational schooling9. Following community consultation it became evident that one of the core reasons for not sending girls to secondary or technical school was that there were no schools in the area which meant that girls would have to leave the community to attend school. It is often that they marry and don’t return to the community and there is the fear that they will be exposed to social ills. Parents choose to keep the girls at home for fear that they will not return to the community.

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7) **Clear limitations on Curriculum**

When asking community members, students, government and teachers what programmes they would like to see run at a potential school answers included: carpentry, agriculture, mechanics, and tailoring. There were a few mentions of other areas such as tourism and hospitality, oil and gas, catering, business and ITC. On a whole there is a distinct limitation in thinking around what opportunities are available and what skills are required within the current economic climate. Curriculum is decided in negotiation with government and will combine both community and government needs. It is imperative that the curriculum covers both traditional subjects such as agriculture as well as courses that will provide skills that are required in growing economic sectors.

8) **Boarding Facilities**

There are not enough boarding facilities for students attending secondary or technical schools. Children end up staying in rooms or with friends or family members. Most boarding facilities are over-crowded and children cannot find place. Renting a room in nearby towns such as Vanduzi can cost between 1000MT a month and boarding costs, which includes food, around 9000MT a term. This is a large amount taking into account that median rural income levels in 2008 were 7815 MT per family per year\(^{10}\), making it close to impossible for families to afford to send their children to school.

Visits were made to boarding facilities which confirmed the dire situation. It will be vital that the boarding facilities at the potential school are affordable in order to accommodate children that live far from Vila Maninga. A technical school based in this community will enable children in the area to attend school where previously they would not have had the ability to afford or get into boarding facilities.

9) **Infrastructure**

Upon visiting Vila Maninga, it was clear that sufficient infrastructure already exists to warrant discussions on establishing a school. There are already established buildings that can serve as teachers’ accommodation, classrooms and administrative offices. Partial infrastructure exists for lecture halls and boarding facilities. On a whole, the existing infrastructure is solid and sufficient and has the capacity to be converted into a school. The existing infrastructure is discussed in more detail in the next section.

10) **Value for Money**

The consultants conducted a cost gathering exercise which involved establishing what inputs would be required to build the school and the associated costs. This was based on discussions with current project managers Frikkie and Juanita as well as a local architect and contractor. It is recognised that building the school is a priority and that the restoration of the boarding facility is less of an immediate priority (although still very necessary to ensure the functioning of the school). Based on the initial costs, and the projected benefit to the community it is clear that the school will be a good value for money investment and that the benefits of establishing the school far outweigh the costs. A detailed budget and timeline can be found in Annex three.

\(^{10}\) Hanlo, J and Cunguara, B, 2010, *Poverty is not being reduced in Mozambique*. Working Paper 74, Crisis States Research Centre
6.3 Overview of Technical School Infrastructure and Management

6.3.1 Physical Infrastructure
The Vila Maninga community has already existing good, strong infrastructure that includes foundations, rondavels, a steel structure and other infrastructure that can be converted and restored. A full map of the spatial layout of Vila Maninga can be found in Annex four and is briefly explored below.

A - Village One

Village One is the old orphanage and comprises of 8 rondavels in a kraal-like fashion with a rondavel in the centre. It is equipped with a kitchen and a dining area as well as bathrooms. It is clean and well-kept and is not in need of major development. This space can serve well as a boarding facility, potentially for the boys. Its kraal shape means that it is enclosed and safe.

B - The Steel Structure

There is a large steel structure that is initially constructed as a community hall. The area is 20m X 20m in size. The steel structure and roofing is strong. It currently has a podium. It is suggested that this building is converted into four lecture rooms or classrooms of 10m X 10m each. The consultants concede that it would make good lecture halls for certain disciplines including mechanics, agriculture etc. The rooms would be big enough to hold a large number of students and keep the equipment safe. Special care needs to be taken to ensure that the room is not too hot and there is enough ventilation.

C - The Old Tobacco Barn

This building was severely damaged in the cyclone. It has good potential to be converted into the boarding facility. There is also space for a catering school to be established and a computer room or administration
block. This will be the most time-consuming and expensive building to restore and revamp in order to make sure that it is useable and safe. It has great potential.

D - Teachers Accommodation

There are around 15 rondavels at the entrance to the village which will serve as excellent staff accommodation. They will need to be equipped with amenities such as bedding and curtains etc but the buildings themselves are in good condition.

E - The Clinic

This is a beautiful building that is clean, well-equipped with a large kitchen, four large rooms and bathrooms. It has been earmarked as the clinic but could also easily be converted into boarding facilities. It is centrally located and is secure.

F - The Mill and the Shop

These should remain and are in good condition. They should be stone clad for maintenance and durability.

G - The Main House

This structure requires a bit of work but is not a priority and can be used as accommodation for boarders or guests.

H - Two Rondavels by the proposed technical school

Currently a sewing room and a church venue, could be converted into administration block for the school or additional classrooms.

Other Infrastructure

I - Vegetable Patch

To be used by the technical school agriculture students. Has the potential to be expanded and already has an irrigation system.

J - Foundations for Administration block

Can be converted into an administration block in time. However this can be a long term project and enough infrastructure exists to make the building of this not a priority.

There is an ample water supply from a strong borehole and a water tower with 2x10,000 Lt tanks.

6.3.2 Management Responsibilities

The management responsibilities for the establishment of the school can be divided into two phases, 1) the construction of the school and 2) the actual management and running of the school. The existing and required human resources as well as the respective responsibilities needed to successfully complete each stage are outlined below.
1) The Construction of the School

The current project managers for constructing the school are Frikkie and Juanita de Jager. They are well placed to oversee the building of the school which will involve sourcing materials, overseeing the construction process, and ensuring quality control. Frikkie and Juanita de Jager have been involved with the community for over 22 years. They are trusted by community members and have received the community’s support for the building of the school. The de Jager’s are also well placed to source the correct material and labour and will be able to construct the school at a considerably lower budget compared with a construction contractor. The de Jager’s have overseen many similar construction projects in their lifetime, including the existing infrastructure at Via Maninga. They therefore have the capacity and knowledge to successfully construct the technical school. There are key members of the community, who have been critical in the previous projects, and can be relied on to support this process.

The option of employing an external contractor does exist, however costs will be higher and an element of community ownership and benefit over the process will be lost. Contractors will bring in their own labour from outside the community and will source materials from their preferred suppliers rather than endeavouring to source locally. This was based on information provided from an interview with a local architect and contractor.

The government’s role in this process will be to ensure that government regulations regarding the construction of technical schools have been met. Central to this process will be the Planning and Resource’s division of the Department of Education and in particular the engineers. They have already visited the site and have approved the initial plans. Engineer, Mr Shamu, has been involved in the process and will oversee the construction of the school from the government side. He has approved the initial plans and infrastructure and will ensure that the project complies with the government regulations. The government will also be responsible for sourcing teachers and approving the curriculum in consultation with the community.

2) Management of the School

Following the construction of the school, the government will take over the full management of the school which will include sourcing staff members and paying their salaries, school maintenance and up-keep, and to a degree the replacement of equipment. A technical school board may need to be established that will include members of the community and government.

6.4 Analysis of Risks

<table>
<thead>
<tr>
<th>Risk</th>
<th>Likelihood Level of Impact</th>
<th>Description of Risk</th>
<th>Mitigation Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Disasters such as storms, cyclones and flooding.</td>
<td>High/High</td>
<td>The region is prone to massive storms, cyclones and potential flooding. In 2010, the proposed Boarding Facility was severely damaged by a cyclone that swept through the area. These sudden and damaging natural disaster place a heavy strain on the infrastructure and can disrupt building and running of the school.</td>
<td>The construction of the school building needs to be as weather secure as possible. This includes making sure that the roofing is not vulnerable to heavy winds and that there are effective drainage systems in place. The implementation of an early warning system can help minimise the potential damage a big storm could cause.</td>
</tr>
<tr>
<td>Lack of government buy-in and financial support.</td>
<td>Low/High</td>
<td>The current agreement is that the school will be built by private funders and the community after which the government will take over the management, maintenance and payment of salaries.</td>
<td>The project managers need to ensure that a contract between the Government and the community is signed before building of the schools commences.</td>
</tr>
<tr>
<td>Lack of economic growth and the availability of jobs for graduates.</td>
<td>Medium/ High</td>
<td>Mozambique is experiencing a period of economic growth due to coal exports and the discovery of minerals. These will result in opportunities for growth in other industries. However, the unemployment rate remains high and the ability of technical students to take advantages of growing opportunities will depend on whether the curriculum is relevant to the needs of the market and whether the economic growth of the country is inclusive.</td>
<td>The correct procedures need to be followed in order to ensure that provision is made for the school in the provincial and district budget. It was made clear that financial management and support of the school would not be a problem as long as the correct procedures for ensuring that commitment were followed.</td>
</tr>
<tr>
<td>Effects of disease such as malaria and HIV/AIDS on school attendance.</td>
<td>Low/ High</td>
<td>The region suffers high incidences of malaria. This can have an impact on attendance if children are ill.</td>
<td>There is a clinic on site. This clinic should be equipped with the necessary equipment and medication to address curable illnesses such as malaria. Disease prevention should be taught to children as part of the curriculum.</td>
</tr>
<tr>
<td>Lack of ‘community will’ to maintain and look after the school.</td>
<td>Medium/ Medium</td>
<td>There is the risk that ‘community will’ will be low and that the school will be neglected. It is important for the sustainability of the school that it has the support of the community.</td>
<td>Community ownership of the school is a key element in generating the will to maintaining and looking after the school. The model where the community builds the school and the government takes over management is a good way of creating community ownership and ensuring that the community has an incentive to maintain the school. The benefits of the school need to extend beyond to the community through spinoff initiatives and income generating activities that incorporate community members. It is important that inclusive business opportunities are fostered.</td>
</tr>
<tr>
<td>Risk of internal political unrest and instability</td>
<td>Low/Medium</td>
<td>Mozambique has been relatively peaceful and stable since the end of the civil war in 1992. Although there are the odd outbreaks of violence. This does not pose a serious risk in the short to medium term.</td>
<td>Project managers need to stay abreast of developments on the ground and need to put measures in place that will enable the continuation of the building project while also ensuring safety.</td>
</tr>
<tr>
<td>Sudden inability of Project Managers to continue work</td>
<td>Medium/High</td>
<td>There is a risk that the current project managers may suddenly be unable to fulfil their tasks due to illness or other unpredictable circumstances.</td>
<td>Standby project managers, identified in the community. These individuals need to be part of the process from project inception. In case of disruption, contractors can be brought in to finish the building of the school. A suitable contractor who has experience in building schools across Mozambique has been identified and can be easily mobilised to complete school construction.</td>
</tr>
<tr>
<td>Regional Instability/ close to border with Zimbabwe</td>
<td>Medium/Medium</td>
<td>Regional instability in neighbouring Zimbabwe is a short-term concern and may result in the influx of people across the border. However, the impact that this will have on the building of the school is relatively limited. This is because individuals tend not to stay in communities but move through.</td>
<td>No suggested mitigation measure.</td>
</tr>
<tr>
<td>Lack of/ reliability of infrastructure e.g. roads and electricity</td>
<td>Medium/Medium</td>
<td>The infrastructure surrounding the potential school is relatively well-developed. However, the 7km road to Vila Maninga is a dirt track that will make it difficult to transport construction materials for building the school and may inhibit children being able to reach school. The community is linked to the electricity grid.</td>
<td>Have the road graded before construction of the school takes place. There is a grader on the property and this can easily be done. Apply for the road to be a priority project in the district planning.</td>
</tr>
<tr>
<td>Meeting government requirements</td>
<td>Low/High</td>
<td>There are set regulations in terms of daylight, size of classrooms, no. of students per classroom etc.</td>
<td></td>
</tr>
<tr>
<td>Availability of quality teachers.</td>
<td>Medium/High</td>
<td>There are very few teachers and relative to other sectors, teachers are not paid well. There is one teacher training college in the Province. However, due to the high unemployment rate, there are many highly qualified individuals who take up teaching as a profession. This was the case in the primary school where the head teacher is a qualified engineer.</td>
<td>Ensure that teachers are identified and contracted in advance to the school opening. Engage the teachers training college in order to ensure that qualified teachers are employed at the school.</td>
</tr>
<tr>
<td>Lack of access to funding/ credit both for school and local entrepreneurs</td>
<td>Medium/High</td>
<td>Access to credit and financial capital is essential for the completion of the construction of the school.</td>
<td>The project managers will progress with the building of the school regardless of access to finance and will complete the school in a piecemeal fashion when capital comes in. Immediate funding will ensure a speedier construction of the school. The project managers will embark on</td>
</tr>
</tbody>
</table>
6.5 Analysis of Opportunities

Embedded in the school eco-systems, exists a host of opportunities that have the potential to contribute to the economic, social and environmental sustainability of both the school and the wider community.

- **Inclusive business opportunities**

Key to generating a multiplication of positive economic and social benefits is the extent to which inclusive business opportunities can emerge as spinoff industries. Inclusive businesses include low-income individuals on the demand side as consumers, and on the supply side as employees, producers and entrepreneurs serving at various points within the value chain. A recent report launched by UNDP highlights the central role that inclusive business development can play in alleviating poverty and in contributing to a broad-based realisation of Africa’s wealth.\(^{11}\)

There are a number of social enterprise opportunities that can emerge as a result of the establishment of the school. These include the vegetable garden being utilised by the students to grow vegetable for sale to the school boarding facility and the local community, the supply of school uniforms from ladies in the community, relying on local labourers to build and maintain the school. There are enterprise opportunities both in the building of the school and in the running of the school. For instance, the potential of establishing a cooking, baking facility could see the development of a small business that supplies baked products to local hospitality outlets or spaza type shops. A key opportunity is that the supplying of these products or services to the local community and school will be done at a lower cost than if sourced from elsewhere and will again contribute to increasing opportunities around access.

- **Biofuels as alternative energy source**

Increased attention has been placed on establishing biofuel systems as a means of addressing climate change, unreliable electricity sources, the rising costs of fuel and electricity as well as dependence on traditional energy sources such as fossil fuels. Biofuels are fuels that are derived from biomass conversion, including solid biomass, liquid fuels and biogases. Biogasses in particular can be an opportunity that the Vila Maninga School can explore further. Biogas is methane produced and is a feasible source of renewable energy. It is a system that works best in sub-tropical climates such as Mozambique. The de Jagers have already started looking into the establishment of a biogas plant at the village. This could potentially have many positive outputs for the school and community.

In Zambia, the National Institute for Scientific and Industrial Research have initiated the use of biogas in 4 schools in the country. Although the initiative is relatively new and results are still unknown, the digesters are working well. If correctly managed and implemented, biogas as a source of energy could contribute hugely to the environmental and economic wellbeing of the technical school.

- **Gender Equality**

The building of a technical school in the community presents an opportunity to address the identified challenges that many families and girls face due to a lack of access to schools that are nearby. It is perceived that when girls leave the community to attend schools in other areas they will not return to the community. Due to a lack of employment opportunities and traditional culture, they tend to get married and do not return home. Due to this, many families will not send their girls to secondary or technical school. A technical school in the community will promote gender equality.

- **Job creation for teachers and suppliers**

Unemployment is a huge challenge in Mozambique. Building a school in the community will create jobs for teachers and school management staff, contributing to poverty alleviation in the country. Local suppliers will also benefit from the establishment of the school.

- **Opportunity to foster Partnerships**

There are a number of other organisations and initiatives that operate in Mozambique and in neighbouring countries where a potential partnership can be fostered for the benefit of the technical school. Knowledge exchange and sharing best practices is an important by-product of forming equal partnership. There are a number of initiatives that can potentially contribute to the successful and sustainable building and management of the school. These include:

  - **GIZ**: The German International Development Cooperation Agency (GIZ) are very active in Mozambique. Their activities focus on primary education and vocational training; decentralisation for rural development; and sustainable economic development. With regards to vocational training they have been involved in curricula development, advice on training technical school teachers, and assistance with improving the financial and administrative management of schools by employees.

  - **Solar Powered Internet School**: Samsung Electronics have developed solar powered computer lab in a shipping container for underprivileged schools where students can access the internet. One unit has already been installed in Phomolong township in South Africa and Samsung aim to reach 2.5 million students across Africa over the next five years. [http://www.samsung.com/africa_en/africancitizenship/blue-internet.html](http://www.samsung.com/africa_en/africancitizenship/blue-internet.html)

### 6.6 Recommendations and Ways Forward

1. **Build the technical secondary school**

The building of the technical school will have a profoundly positive effect on the community. It will provide opportunities for young individuals to improve their lives and those of their families. It will have income generating spinoffs for the area. It will contribute a small part to addressing the dire need for secondary education in Mozambique where lack of skills prevents many from gaining meaningful employment. The technical secondary school has the buy-in of the community and the local and provincial government. There are dedicated project managers on site who are trusted by authorities and community members and the desires of the youth are for a chance at further educating themselves.

2. **Institutional knowledge**

Having been working in the community for over 22 years, the De Jagers have earned the community’s trust. They have a deep understanding of the needs, and have built relationships with all key stakeholders. In particular, they have an understanding of and respect the traditional structure and protocol of Mozambican society. Many similar projects in developing countries fail because ‘outsiders’ do not understand and respect
the local customs and way of doing things. Not fully engaging with the community, having their respects and buy-in can lead to the establishment of a project or programme that will not be sustainable in the long-run.

3. Monitoring and Evaluation

A key element that needs to be implemented at the inception of the project will be a monitoring and evaluation system. Setting up an effective and functional Monitoring and Evaluation system will involve the developing of a clear results framework, selection of appropriate indicators, impact assessment and ensuring the lessons learnt inform future projects and programming.

4. Enterprising is key to success

The technical school, in order to be successful, will need to benefit the whole community. Many entrepreneurship opportunities exist to open shops, tailors, suppliers etc. These need to be fostered and encouraged in order to secure long-term community buy in and contribute to enhancing livelihoods in the area.
## ANNEX

### Annex One – Stakeholder Consultation List

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frikkie and Juanita de Jager</td>
<td>Project Implementers</td>
</tr>
<tr>
<td>Derek</td>
<td>English Teacher at the Primary School and Translator</td>
</tr>
<tr>
<td>Primary School Teachers</td>
<td></td>
</tr>
<tr>
<td>Shaun and Kim Pemberton</td>
<td>Local Business Operators</td>
</tr>
<tr>
<td>30 – 40 existing students – grades 6 and 7</td>
<td></td>
</tr>
<tr>
<td>10 Students supported by Maninga – they attend</td>
<td>secondary schools in the area.</td>
</tr>
<tr>
<td>40 – 50 adults of the community – most have</td>
<td>children in the community.</td>
</tr>
<tr>
<td>Headmaster of the Primary School</td>
<td></td>
</tr>
<tr>
<td>Community Elders</td>
<td></td>
</tr>
<tr>
<td>Staff of Maninga – Elizeu, Helena and Antonio</td>
<td></td>
</tr>
<tr>
<td>District Department of Education – Deputy Director</td>
<td>Xavier Razão</td>
</tr>
<tr>
<td>Director of the Chimoio Boarding Facility</td>
<td></td>
</tr>
<tr>
<td>Provincial Department of Education and Culture</td>
<td>Planning Division – Mr Shamu</td>
</tr>
<tr>
<td>Headmaster of Vanduzi Secondary School</td>
<td></td>
</tr>
<tr>
<td>Headmaster of Sonja Secondary School</td>
<td></td>
</tr>
<tr>
<td>Chefe do Posto - Was sick so was unable to meet</td>
<td>him</td>
</tr>
<tr>
<td>Local architect and contractor – Selma</td>
<td></td>
</tr>
<tr>
<td>Ida Alvarinho</td>
<td>WB TVET-Reform Programme World Bank</td>
</tr>
</tbody>
</table>
Annex Two – Mozambique School System
Annex Three – Layout Map

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
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<td>+27 21 447 2556</td>
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<td>Oban, United Kingdom</td>
<td>+44 1631 569990</td>
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<td>Perth, Australia</td>
<td>+61 8 9367 1433</td>
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</tr>
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<td>+ 265 1 872 830</td>
<td><a href="mailto:blantyre@imanidevelopment.com">blantyre@imanidevelopment.com</a></td>
</tr>
<tr>
<td>Lilongwe, Malawi</td>
<td>+ 265 1 971 397</td>
<td></td>
</tr>
<tr>
<td>Harare, Zimbabwe</td>
<td>+263 425 0631</td>
<td><a href="mailto:harare@imanidevelopment.com">harare@imanidevelopment.com</a></td>
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<td>Kampala, Uganda</td>
<td>+256 414 231 040</td>
<td><a href="mailto:kampala@imanidevelopment.com">kampala@imanidevelopment.com</a></td>
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<td>Nairobi, Kenya</td>
<td>+254 20 600 8907</td>
<td><a href="mailto:nairobi@imanidevelopment.com">nairobi@imanidevelopment.com</a></td>
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</table>