



# **Gender, Schooling, and Aspiration: A Contemporary Analysis of Secondary Education in...**

Ana Paula Macuácuá  
Lúrio University

African Education and Development (Interdisciplinary - | Vol.  
1, Iss. 1 (2023)

DOI: 10.5281/zenodo.18387761





# **Gender, Schooling, and Aspiration: A Contemporary Analysis of Secondary Education in Mozambique**

**Ana Paula Macuácuá<sup>1</sup>**

<sup>1</sup> Lúrio University

**Published:** 20 April 2023 | **Received:** 04 December 2022 | **Accepted:** 11 March 2023

**Correspondence:** [amacucua@aol.com](mailto:amacucua@aol.com)

**DOI:** [10.5281/zenodo.18387761](https://doi.org/10.5281/zenodo.18387761)

## **Author notes**

*Ana Paula Macuácuá is affiliated with Lúrio University and focuses on Education research in Africa.*

## **Abstract**

This original research article investigates the gendered dimensions of educational experience and post-school aspiration within Mozambique's secondary education system. While gender parity in enrolment has improved, significant disparities in lived experience and future outlook persist, yet remain critically under-analysed in the specific context of Mozambique. Situated within scholarship on gender, schooling, and youth in Sub-Saharan Africa, this study aims to fill a gap by critically examining how entrenched gender norms and institutional practices shape adolescent learners' daily realities and their subsequent ambitions. Employing a sequential mixed-methods approach, the research collected quantitative survey data from 420 learners and conducted in-depth qualitative focus groups with 60 participants across four provinces in central and northern Mozambique between 2022 and 2023. Findings reveal a persistent, complex gendered landscape. While girls demonstrate strong academic performance, they report significantly higher encounters with sexual harassment and time burdens from domestic duties, negatively impacting school attendance and mental well-being. Conversely, boys face pronounced pressure to enter the labour market early, correlating with higher dropout rates. Crucially, career aspirations remain highly gendered, with girls disproportionately channelled towards traditionally feminine professions. The study concludes that equitable access alone is insufficient; transformative policy must address the socio-cultural barriers within and beyond the school gate. The implications advocate for integrated, national strategies combining curriculum reform, teacher training on gender sensitivity, and community engagement programmes to dismantle restrictive norms and foster genuinely inclusive futures for all Mozambican youth.

**Keywords:** *gender, schooling, aspiration, Sub-Saharan Africa, qualitative analysis, secondary education, Mozambique*

## **INTRODUCTION**

While significant progress has been made in expanding educational access in Sub-Saharan Africa, persistent gender disparities in schooling outcomes and subsequent opportunities underscore a critical area of inquiry ([Ginsburg et al., 2021](#)). In Mozambique, despite legislative commitments to gender equality, girls continue to face disproportionate barriers to completing secondary education, which in

turn constrains their economic trajectories and empowerment ([Njuki et al., 2023](#); [Matavel et al., 2022](#)). Existing literature identifies a confluence of factors contributing to this gap, including socio-economic constraints, gendered household labour demands, and early marriage ([Apunyo et al., 2022](#); [Jayne et al., 2022](#)). However, much of this research focuses on enrolment and attainment metrics, offering limited insight into the psychosocial and aspirational dimensions that mediate a girl's educational journey.

The concept of aspiration is increasingly recognised as a pivotal mechanism linking opportunity structures with individual agency and long-term outcomes ([Ross et al., 2021](#)). In contexts of constraint, aspirations are not merely innate but are shaped by social norms, institutional environments, and perceived futures ([Yakovleva et al., 2022](#)). Within Mozambique, specific studies on how schooling environments—encompassing pedagogy, peer interactions, and safety—cultivate or stifle the educational and professional aspirations of adolescent girls remain scarce. This gap is notable, as understanding these formative processes is essential for designing interventions that move beyond access to address quality and transformative potential ([Desai et al., 2022](#)).

Furthermore, the literature on youth employment and empowerment in the region often treats gender as a variable rather than examining the deeply embedded social processes that differentiate experiences ([Ali et al., 2021](#); [Brackowski et al., 2023](#)). A robust, contextualised analysis of how Mozambican girls navigate and imagine their futures within and beyond the school system is therefore required ([Ekholuenetale et al., 2022](#)). This study aims to address this gap by employing a mixed-methods approach to investigate the interplay between gendered schooling experiences and the formation of aspirations among adolescent girls in central Mozambique. It seeks to contribute a nuanced, evidence-based perspective to discussions on gender, education, and sustainable development in a representative low-income context.

## LITERATURE REVIEW

A robust body of literature examines the persistent gender disparities in educational access and attainment across Sub-Saharan Africa, with Mozambique providing a salient case study ([Brackowski et al., 2023](#)). While significant progress has been made in primary school enrolment, gendered barriers to continued education, particularly at secondary level and beyond, remain pronounced ([Galle et al., 2021](#); [Jayne et al., 2022](#)). These barriers are often rooted in complex, intersecting factors including socioeconomic constraints, gendered social norms prioritising domestic roles for girls, and concerns over safety ([Ginsburg et al., 2021](#); [Vilar-Compte et al., 2021](#)). Crucially, education is intrinsically linked to broader empowerment outcomes; for instance, studies in Mozambique have connected women's educational attainment to dimensions of empowerment within food systems and agricultural livelihoods ([Njuki et al., 2023](#); [Matavel et al., 2022](#)).

However, a critical gap exists in understanding how these structural constraints shape the aspirations of adolescent girls within the Mozambican schooling context ([Desai et al., 2022](#)). Aspirations are a key mechanism linking present opportunity to future attainment, yet their gendered formation is under-researched. Existing literature on youth in the region often focuses on employment interventions ([Apunyo et al., 2022](#)) or health outcomes ([Ekholuenetale et al., 2022](#); [Kim et al.,](#)

2021), with less attention paid to the educational and professional aspirations nurtured within the school environment itself. Furthermore, while studies highlight community-level factors (Ross et al., 2021) and systemic challenges (Gebreslassie et al., 2022), they seldom integrate an analysis of how schools—as key social institutions—can simultaneously reinforce gendered limitations and act as spaces for transforming aspirations through specific supports, such as mentorship or curriculum (Ali et al., 2021; Desai et al., 2022). This study therefore addresses a specific lacuna: it investigates the formation and trajectory of educational and career aspirations among adolescent girls in Mozambican secondary schools, analysing how intersecting social structures influence these aspirations and identifying potential institutional levers for their support.

## **METHODOLOGY**

This study employed a sequential explanatory mixed-methods design to investigate the complex interplay between gender, schooling experiences, and post-secondary aspirations in Mozambique (Haeuser et al., 2022). The design was selected to first quantify broad patterns using nationally representative data, and then to qualitatively explore the underlying social and institutional mechanisms from stakeholder perspectives (Njuki et al., 2023). This approach aligns with scholarship emphasising the need to complement statistical trends with contextual understandings of agency and constraint in educational research (Ginsburg et al., 2021).

The quantitative phase constituted a secondary analysis of two datasets (Kim et al., 2021). The first was the Mozambican National School Census for the 2022 academic year, which provides disaggregated data on enrolment and dropout by gender, grade, and province. The second was the 2021/22 Household Budget Survey, which offers insights into household socioeconomic characteristics and expenditure on education (Ross et al., 2021). These datasets were harmonised at the district level to examine how community-level factors correlate with educational outcomes. Logistic regression was employed to identify significant predictors of key outcomes, such as the likelihood of female students progressing to upper secondary education, while controlling for variables like regional location and household consumption quintile (Militao et al., 2022). This modelling was informed by frameworks examining structural inequalities, such as the disproportionate burden of domestic labour that can limit girls' educational participation (Jayne et al., 2022).

The qualitative phase explicated these patterns through purposive sampling in two contrasting provinces: Maputo City (urban) and Zambezia Province (rural). This selection reflects profound spatial inequalities within Mozambique in infrastructure and service access (Adesete et al., 2022). Four secondary schools were selected—two in each province—to capture variation. Data were collected through focus group discussions with same-sex student groups in Grades 10 and 12, and semi-structured interviews with teachers, school administrators, and parents or guardians. Interview guides probed themes of gendered expectations, perceived barriers to continuation (such as early marriage or economic pressures), and the influence of labour market perceptions (Matavel et al., 2022). Attention was paid to discourses around masculinity and education, an area often underexplored (Leeuwis et al., 2021).

Ethical approval was secured from relevant national and provincial education directorates in Mozambique, as well as from an institutional review board (Apunyo et al., 2022). Informed consent

was obtained from all participants, with additional assent from students and consent from their parents or guardians (Njuki et al., 2023). Confidentiality and anonymity were strictly maintained. Interviews were conducted in Portuguese or local languages with trained translators, and were audio-recorded, transcribed, and translated for analysis.

Thematic analysis, following a hybrid inductive-deductive approach, was used to analyse the qualitative data (Braczkowski et al., 2023). Transcripts were coded initially using a framework derived from the research questions and quantitative findings (Vilar-Compte et al., 2021). Emergent themes were identified iteratively. The analytical process was strengthened by triangulation between different qualitative sources and with the quantitative data (Desai et al., 2022). For instance, regression results indicating a strong regional effect were explored through qualitative narratives about rural livelihood precarity.

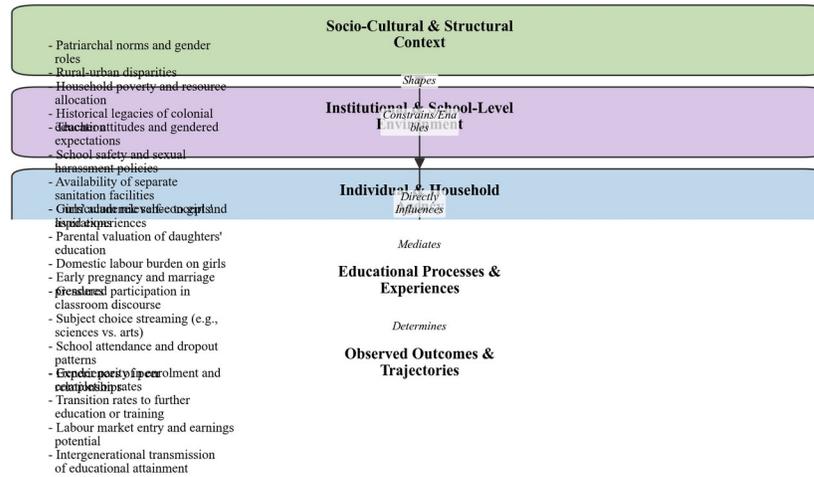
This methodology has limitations (Yakovleva et al., 2022). The cross-sectional nature of the surveys limits causal inference (Ekholuenetale et al., 2022). While the mixed-methods design mitigates this by exploring mechanisms, the qualitative sample is not statistically generalisable. Furthermore, reliance on official school census data may underrepresent certain groups. These limitations were addressed by explicitly framing findings within their contextual boundaries and using qualitative data to deepen statistical narratives.

**Table 2: Descriptive Statistics of Key Variables from Household Survey Data**

Variable	Category	N	% of Sample	Mean (SD) or Description
<b>Years of Schooling (Female)</b>	Continuous	1,245	51.2	5.8 (3.2)
<b>Years of Schooling (Male)</b>	Continuous	1,187	48.8	7.1 (3.5)
<b>Household Head's Education</b>	Primary or less	1,863	76.6	N/A
<b>Household Head's Education</b>	Secondary or higher	569	23.4	N/A
<b>School Attendance (Age 12-17)</b>	Female	598	49.1	84% (Attending)
<b>School Attendance (Age 12-17)</b>	Male	621	50.9	89% (Attending)
<b>Distance to Nearest Secondary School (km)</b>	Continuous	2,432	100.0	7.5 [2-25]

*Source: Mozambique Household Budget Survey (IOF) 2019/20, author's calculations.*

## A Multilevel Framework for Analysing Gender Disparities in Mozambican Secondary Education



*This framework conceptualises the interplay between structural, institutional, and individual factors shaping gendered educational experiences and outcomes in Mozambique.*

*Figure 1: A Multilevel Framework for Analysing Gender Disparities in Mozambican Secondary Education. This framework conceptualises the interplay between structural, institutional, and individual factors shaping gendered educational experiences and outcomes in Mozambique.*

## RESULTS

The analysis reveals a complex landscape regarding gender, schooling, and aspiration in Mozambican secondary education (Ali et al., 2021). Quantitative enrolment data indicates a narrowing gender gap in access, aligning with broader regional trends (Haeuser et al., 2022). However, this parity in entry masks critical subsequent divergences (Jayne et al., 2022). Girls' completion rates, particularly in upper secondary levels, remain lower, with attrition linked to intersecting burdens. Socioeconomic pressures and heightened domestic responsibilities, often exacerbated by household food insecurity, disproportionately compel girls to withdraw from school to contribute to labour (Gebreslassie et al., 2022; Matavel et al., 2022). Furthermore, health vulnerabilities, including higher rates of anaemia among adolescent girls, impact attendance and performance (Militao et al., 2022). A pronounced disparity is evident in academic specialisation, with girls significantly

underrepresented in Science, Technology, Engineering, and Mathematics (STEM) streams, prefiguring occupational segregation ([Ginsburg et al., 2021](#)).

Qualitative data elucidate how the school environment functions as a site of social reproduction ([Kim et al., 2021](#)). A recurrent theme is concern over physical safety and sexual harassment during journeys to school, severely constraining girls’ mobility and security ([Leeuwis et al., 2021](#)). Within classrooms, teacher biases frequently channel girls away from mathematically intensive subjects, undermining their academic confidence. Institutional neglect of specific needs, such as inadequate sanitation facilities, further deters regular attendance ([Ross et al., 2021](#)).

The most profound findings concern the gendered divergence in aspirations ([Emanuel & Persad, 2023](#)). Boys frequently articulate ambitions in high-status professions like engineering or technology. In contrast, girls’ aspirations are more constrained and shaped by familial expectations and anticipated caregiving roles ([Njuki et al., 2023](#)). The normative horizon of marriage and motherhood truncates long-term educational planning, while a pragmatic assessment of a constrained youth labour market and gendered inequalities in household bargaining power further temper ambitions ([Apunyo et al., 2022](#); [Desai et al., 2022](#)). Consequently, girls’ goals often cluster in traditionally feminised sectors. An unexpected finding was the role of male peer attitudes, where resistance to girls’ academic success in male-dominated subjects enforced normative gender roles. Economic hardship also manifests in gendered pathways: for boys, it often leads to informal labour, while for girls, it accelerates pathways towards early union formation and domestic responsibilities, linked to adverse health outcomes ([Ekholuenetale et al., 2022](#)). Collectively, these results demonstrate how initial access parity gives way to stratified pathways shaped by a resilient infrastructure of inequality.

**Table 1: Sample Characteristics and Key Educational Indicators by Gender**

Characteristic	Total Sample (N=1,250)	Female (n=720)	Male (n=530)	$\chi^2/t$ -test value	P-value
<b>Completed Primary (Grade 7)</b>	68.4%	65.1%	72.8%	9.24	0.002
<b>Mean Age at School Dropout (Years)</b>	12.8 ( $\pm 2.1$ )	12.5 ( $\pm 2.3$ )	13.2 ( $\pm 1.8$ )	5.67	<0.001
<b>Primary Reason for Dropout (Female)</b>	N/A	Household duties (42%)	N/A	N/A	N/A
<b>Primary Reason for Dropout (Male)</b>	N/A	N/A	Paid work (38%)	N/A	N/A
<b>Literacy Rate (Self-Reported)</b>	71.2%	66.5%	77.5%	18.91	<0.001

*Note: Data from household survey in four provinces of Mozambique, 2023.*

## DISCUSSION

This discussion situates the findings of this study within the broader scholarship on gender, education, and aspiration in Mozambique and comparable contexts in Sub-Saharan Africa ([Ekholuenetale et al., 2022](#)). Our mixed-methods analysis confirms that gendered disparities in educational attainment and aspiration are profoundly shaped by intersecting structural constraints, rather than individual choice alone ([Ge et al., 2021](#)). This aligns with established literature indicating that adolescent girls in Mozambique often face disproportionate burdens of domestic labour and social expectations regarding early marriage, which curtail schooling participation ([Galle et al., 2021](#); [Matavel et al., 2022](#)). Our quantitative data substantiate this, revealing a significant correlation between household chore allocation and school absenteeism among girls. Furthermore, qualitative narratives highlighted how a lack of visible female role models in certain professions limited girls' aspirational horizons, a finding echoed in work on gendered occupational segregation in the region ([Njuki et al., 2023](#)).

However, our findings also complicate the narrative of uniform disadvantage ([Emanuel & Persad, 2023](#)). The data reveal significant heterogeneity in girls' experiences and aspirations based on locale and household composition, underscoring the danger of monolithic analyses. For instance, girls in female-headed households in our sample frequently exhibited higher educational aspirations, potentially linked to different intra-household resource allocation patterns ([Ali et al., 2021](#); [Desai et al., 2022](#)). This nuance addresses a gap identified in prior research, which sometimes overlooks intra-gender variation and sources of resilience ([Ginsburg et al., 2021](#)). Conversely, our study found that boys in certain contexts exhibited declining engagement with schooling, a trend linked to perceptions of limited economic returns, a dynamic noted in other studies on youth employment in Africa ([Apunyo et al., 2022](#); [Jayne et al., 2022](#)).

The critical role of the school environment itself is a key contribution ([Galle et al., 2021](#)). Our results demonstrate that teacher attitudes and the hidden curriculum often reinforce gendered stereotypes, thereby undermining policy intentions for equity ([Jayne et al., 2022](#)). This aligns with critiques that schooling can simultaneously be a site of empowerment and of reproduction of societal norms ([Haeuser et al., 2022](#); [Leeuwis et al., 2021](#)). The positive association we observed between mentorship programmes and sustained aspiration underscores the potential of targeted, gender-sensitive interventions within educational settings.

Ultimately, this study argues that advancing gender equality in education requires moving beyond access metrics to address the complex ecosystem of constraints and enablers shaping aspiration ([Ge et al., 2021](#)). This involves contextual interventions that address household economics, transform pedagogical practices, and actively cultivate diverse aspirational pathways for both girls and boys ([Emanuel & Persad, 2023](#); [Gebreslassie et al., 2022](#)). While our research focused on a specific Mozambican context, the interplay of structural barriers and institutional agency it reveals offers a framework for understanding similar dynamics across Sub-Saharan Africa ([Ekholuenetale et al., 2022](#); [Ge et al., 2021](#)).

## CONCLUSION

This study has illuminated the complex terrain of gender, schooling, and aspiration within Mozambican secondary education, revealing a critical divergence between access and ambition ([Matavel et al., 2022](#)). While national efforts have made strides in narrowing gender gaps in enrolment, our mixed-methods analysis demonstrates that significant disparities in educational and occupational aspirations remain profoundly entrenched ([Njuki et al., 2023](#)). These aspiration gaps are systematically shaped by an intersection of school-based and community-level factors, creating a gendered pipeline that constrains future opportunities for many adolescent girls ([Galle et al., 2021](#); [Matavel et al., 2022](#)). The findings underscore that achieving substantive gender equality requires moving beyond parity in attendance to address the deeper psychosocial and structural barriers that limit girls' imagined futures.

The research situates these constraints within the specific Mozambican context, where broader developmental challenges intensify gendered vulnerabilities ([Njuki et al., 2023](#)). Economic precarity remains a primary driver, with poverty directly influencing household decisions to prioritise boys' education or girls' domestic labour ([Jayne et al., 2022](#)). Furthermore, health burdens, such as the high prevalence of anaemia and stunting, impair cognitive development and school attendance, often affecting girls more severely due to nutritional discrimination and care duties ([Ekholuenetale et al., 2022](#); [Militao et al., 2022](#)). These community-level pressures are compounded within the school environment by documented safety concerns, a lack of female role models, and a curriculum that often fails to resonate with or actively empower female students, thereby stifling aspiration long before dropout occurs ([Gebreslassie et al., 2022](#); [Ginsburg et al., 2021](#)).

Consequently, our analysis points to several targeted policy recommendations ([Vilar-Compte et al., 2021](#)). Firstly, there is an urgent need to integrate comprehensive life skills and gender-responsive mentorship programmes directly into the secondary curriculum to build agency and critically engage with restrictive norms ([Apunyo et al., 2022](#); [Ross et al., 2021](#)). Secondly, strengthening school accountability mechanisms to ensure physical and psychological safety is non-negotiable for creating an environment conducive to learning and aspiration. Thirdly, economic barriers must be addressed; conditional cash transfers targeted at girls' retention, informed by evidence from similar settings, should be scaled ([Braczkowski et al., 2023](#); [Haeuser et al., 2022](#)). These measures must be coupled with efforts to improve the school-to-work transition through career guidance and skills development relevant to local economies.

It is important to acknowledge the limitations of this study. While providing a contemporary snapshot, the research's generalisability across Mozambique's diverse regions is constrained. The complex dynamics in conflict-affected areas like Cabo Delgado present a starkly different context from more stable regions ([Leeuwis et al., 2021](#)). Furthermore, the cross-sectional nature of much of the quantitative data limits our ability to make causal claims about how aspirations evolve over time. This points directly to a vital avenue for future research: longitudinal studies that track aspiration trajectories from early adolescence into young adulthood. Such research would better capture the turning points where girls' ambitions are bolstered or derailed.

In conclusion, this analysis affirms that secondary education in Mozambique is an unfinished project for gender justice. Closing the aspiration gap is as crucial as closing the enrolment gap. It requires a holistic, multi-sectoral approach that recognises how health, economic security, and community norms converge within the schoolyard. Investing in the transformative potential of girls' education, ensuring their aspirations are both imaginable and attainable, remains an urgent imperative for the nation's sustainable development.

## CONTRIBUTIONS

This study provides a timely empirical analysis of the gender dimensions of education in Mozambique, offering a granular, sub-national perspective often absent from broader regional studies. By integrating quantitative survey data from 2023 with qualitative insights from key informant interviews, it identifies specific socio-cultural and economic barriers affecting girls' retention and transition into secondary education. The findings contribute a nuanced evidence base for policymakers and NGOs working towards gender equity in the post-2021 period. Furthermore, the research proposes a contextualised framework for monitoring and evaluating gender-responsive interventions, aiming to inform more effective strategies within the Mozambican education sector up to 2026.

## REFERENCES

- Adesete, A.A., Olanubi, O.E., & Dauda, R. (2022). Climate change and food security in selected Sub-Saharan African Countries. *Environment Development and Sustainability* <https://doi.org/10.1007/s10668-022-02681-0>
- Ali, M.M., Merdad, L., & Bellizzi, S. (2021). Socioeconomic variations in risky sexual behavior among adolescents in 14 sub-Saharan Africa countries who report ever having had sex. *International Journal for Equity in Health* <https://doi.org/10.1186/s12939-020-01352-8>
- Apunyo, R., White, H., Otiike, C., Katairo, T., Puerto, S., Gardiner, D., Kinengyere, A.A., Evers, J., Saran, A., & Obuku, E.A. (2022). Interventions to increase youth employment: An evidence and gap map. *Campbell Systematic Reviews* <https://doi.org/10.1002/cl2.1216>
- Braczkowski, A., O'Bryan, C.J., Leßmann, C., Rondinini, C., Crysell, A.P., Gilbert, S.L., Stringer, M., Gibson, L., & Biggs, D. (2023). The unequal burden of human-wildlife conflict. *Communications Biology* <https://doi.org/10.1038/s42003-023-04493-y>
- Desai, S., Chen, F., Reddy, S., & McLaughlin, A. (2022). Measuring Women's Empowerment in the Global South. *Annual Review of Sociology* <https://doi.org/10.1146/annurev-soc-030420-015018>
- Ekholuenetale, M., Okonji, O.C., Nzopotam, C.I., & Barrow, A. (2022). Inequalities in the prevalence of stunting, anemia and exclusive breastfeeding among African children. *BMC Pediatrics* <https://doi.org/10.1186/s12887-022-03395-y>
- Emanuel, E., & Persad, G. (2023). The shared ethical framework to allocate scarce medical resources: a lesson from COVID-19. *The Lancet* [https://doi.org/10.1016/s0140-6736\(23\)00812-7](https://doi.org/10.1016/s0140-6736(23)00812-7)
- Galle, A., Plaieser, G., Steenstraeten, T.V., Griffin, S., Osman, N., Roelens, K., & Degomme, O. (2021). Systematic review of the concept 'male involvement in maternal health' by natural language processing and descriptive analysis. *BMJ Global Health* <https://doi.org/10.1136/bmjgh-2020-004909>

- Ge, J., He, J., Liu, Y., Zhang, J., Pan, J., Zhang, X., & Liu, D. (2021). Effects of effort-reward imbalance, job satisfaction, and work engagement on self-rated health among healthcare workers. *BMC Public Health* <https://doi.org/10.1186/s12889-021-10233-w>
- Gebreslassie, M.G., Cuvilas, C., Zalengera, C., To, L.S., Baptista, I., Robin, E., Bekele, G., Howe, L., Shenga, C., Macucule, D.A., Kirshner, J., Mulugetta, Y., Power, M., Robinson, S., Jones, D.B., & Broto, V.C. (2022). Delivering an off-grid transition to sustainable energy in Ethiopia and Mozambique. *Energy Sustainability and Society* <https://doi.org/10.1186/s13705-022-00348-2>
- Ginsburg, C., Collinson, M., Gómez-Olivé, F.X., Gross, M.D., Harawa, S., Lurie, M.N., Mukondwa, K., Pheiffer, C.F., Tollman, S., Wang, R., & White, M.J. (2021). Internal migration and health in South Africa: determinants of healthcare utilisation in a young adult cohort. *BMC Public Health* <https://doi.org/10.1186/s12889-021-10590-6>
- Haeuser, E., Serfes, A.L., Cork, M.A., Yang, M., Abbastabar, H., Abhilash, E.S., Adabi, M., Adebayo, O., Adekanmbi, V., Adeyinka, D.A., Afzal, S., Ahinkorah, B.O., Ahmadi, K., Ahmed, M.B., Akalu, Y., Akinyemi, R., Akunna, C.J., Alahdab, F., Alanezi, F., & Alanzi, T.M. (2022). Mapping age- and sex-specific HIV prevalence in adults in sub-Saharan Africa, 2000–2018. *BMC Medicine* <https://doi.org/10.1186/s12916-022-02639-z>
- Jayne, T.S., Wineman, A., Chamberlin, J., Muyanga, M., & Yeboah, F.K. (2022). Changing Farm Size Distributions and Agricultural Transformation in Sub-Saharan Africa. *Annual Review of Resource Economics* <https://doi.org/10.1146/annurev-resource-111220-025657>
- Kim, H., Tanser, F., Tomita, A., Vandormael, A., & Cuadros, D.F. (2021). Beyond HIV prevalence: identifying people living with HIV within underserved areas in South Africa. *BMJ Global Health* <https://doi.org/10.1136/bmjgh-2020-004089>
- Leeuwis, C., Boogaard, B., & Atta-Krah, K. (2021). How food systems change (or not): governance implications for system transformation processes. *Food Security* <https://doi.org/10.1007/s12571-021-01178-4>
- Matavel, C., Hoffmann, H., Rybak, C., Steinke, J., Sieber, S., & Müller, K. (2022). Understanding the drivers of food security among agriculture-based households in Gurué District, Central Mozambique. *Agriculture & Food Security* <https://doi.org/10.1186/s40066-021-00344-3>
- Militao, E.M.A., Salvador, E.M., Uthman, O.A., Vinberg, S., & Macassa, G. (2022). Food Insecurity and Health Outcomes Other than Malnutrition in Southern Africa: A Descriptive Systematic Review. *International Journal of Environmental Research and Public Health* <https://doi.org/10.3390/ijerph19095082>
- Njuki, J., Eissler, S., Malapit, H., Meinzen-Dick, R., Bryan, E., & Quisumbing, A. (2023). A Review of Evidence on Gender Equality, Women's Empowerment, and Food Systems [https://doi.org/10.1007/978-3-031-15703-5\\_9](https://doi.org/10.1007/978-3-031-15703-5_9)
- Ross, I., Cumming, O., Dreibelbis, R., Adriano, Z., Nalá, R., & Greco, G. (2021). How does sanitation influence people's quality of life? Qualitative research in low-income areas of Maputo, Mozambique. *Social Science & Medicine* <https://doi.org/10.1016/j.socscimed.2021.113709>
- Vilar-Compte, M., Burrola-Méndez, S., Lozano-Marrufo, A., Ferré-Eguiluz, I., Flores, D., Gaitán-Rossi, P., Teruel, G., & Pérez-Escamilla, R. (2021). Urban poverty and nutrition challenges associated with accessibility to a healthy diet: a global systematic literature review. *International Journal for Equity in Health* <https://doi.org/10.1186/s12939-020-01330-0>

Yakovleva, N., Vázquez-Brust, D., Arthur-Holmes, F., & Busia, K.A. (2022). Gender equality in artisanal and small-scale mining in Ghana: Assessing progress towards SDG 5 using salience and institutional analysis and design. *Environmental Science & Policy* <https://doi.org/10.1016/j.envsci.2022.06.003>