



Final Report

Survey on the school-to-work transition of technical and vocational training graduates in Mozambique

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Survey on the School-to-Work Transition of Technical and Vocational Training Graduates in Mozambique - Final Report -

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Preface

This report documents the main conclusions of the Survey on the School-to-Work Transition of Technical and Vocational Education and Training Graduates in Mozambique. The research was planned and implemented by researchers from the United Nations University World Institute for Development Economics Research (UNU-WIDER), the Development Economics Research Group (DERG) the University of Copenhagen (UCPH), the Centre for Economics and Management Studies (CEEG) at Eduardo Mondlane University (UEM) in Maputo and the National Directorate of the Labour Market Observatory at the Ministry of Labour and Social Security (MITSS-DNOMT), with the support of the Secretary of State for Youth and Employment (SEJE) and the National Vocational Education Authority (ANEP). Subsequent research and analysis were carried out under the aegis of the National Directorate of Economic Policies and Development at the Ministry of Economy and Finance (MEF-DNPED), CEEG, UNU-WIDER and UCPH-DERG, through the Inclusive Growth in Mozambique – Scaling-up Research and Capacity, with financial backing from the Danish Ministry of Foreign Affairs (DANIDA), the Finnish Ministry of Foreign Affairs (MFA) and the Norwegian Ministry of Foreign Affairs. The authors of the report would like to thank all the participating technical-vocational schools and the provincial labour and social security directorates which supported the fieldwork. This survey would not have been possible without their contributions.

Summary

Main Findings:

- This report presents the results of the follow-up on over 1,600 Mozambican Technical and Vocational Education and Training (TVET) students during their transition to the labour market.
- An initial survey was conducted in 2019 with final year students from 20 schools in five provinces in the country, namely Maputo City and Maputo Province, Tete, Nampula and Cabo Delgado. From early 2020 to November 2020 (11 months), these same participants were contacted by telephone at least four times to establish their economic and employment situation.
- After completing their studies, 40% of the graduates were able to find work immediately (or already had a job waiting) and, by the last round, 51% had found a job.
- However, our follow-up on the participants shows that for many, particularly the women, the transition to the labour market is not an easy process and the vast majority were only able to find occasional work (mostly odd jobs).
- The segmentation is different in the post-education transition of the participants:
 1. The first group ($\approx 9\%$) were able to get a “good job”. These jobs are mainly in the financial and industry areas and in public services. They pay relatively well and have better contractual conditions (e.g., permanent, fixed-term or open-ended contracts). The majority of the participants who were able to get these jobs did specific courses: business management, mines, construction, accounting, engineering or education.
 2. The second group, the most representative ($\approx 48\%$) were only able to get a “bad job”, mostly odd jobs, with relatively low pay and more precarious conditions (e.g., without a written contract). Many of these “bad jobs” are in the commercial services area (e.g., retail).
 3. The third group ($\approx 43\%$) were unable to find work or worked for less than three months. Of the remainder, 13% of the graduates were still studying and 4% did not look for work. After 11 months, 26% of the graduates were unemployed.
- Over 85% of the participants who found work were actively looking for other employment and, of their current positions, only half are related to their courses. These findings therefore suggest that **the Mozambican economy is not generating sufficient or satisfactory employment positions** for this level

Main Findings (cont):

- Despite the difficulties, many of the graduates ended up in sectors related to their training: 59% of the graduates from agriculture courses who found work found it in the primary sector; 85% of the graduates in the services area who found work are working in the services sector (61% in commercial services); 41% of the graduates in the industry area found work in the primary or secondary sector.
- Although it improved during the follow-up period, the average quality of job positions (e.g., in terms of contracts) remained precarious after 11 months
- There are significant differences between men and women in the experiences of transition to the labour market, with women facing more difficulties in comparison to their male counterparts. Fewer women were able to find work immediately and had to spend more time looking for work in comparison to their male counterparts in the same training area.
- Generally speaking, the graduates' salary expectations were not met. Even so, by the last round, the average salary per sector was still generally lower for women. The main salary difference is in the public services sector (e.g., education, health), where the difference was MZN 5,000 (in median salaries).
- Apart from the salary difference, there is evidence of a significant imbalance between the employers where they would have liked to find work and those where they actually did find work. While a high proportion of graduates (84%) were open to be entrepreneurs, the vast majority preferred the most formal modality (business ownership; 66%). However, only 1% ended up owning a business, while 49% ended up only taking odd jobs. Furthermore, only private companies were able to hire a meaningful proportion, 26%, of graduates that manifested a preference to work for a similar type of employer.
- It should be noted that the schools have been training people for the local labour market. First of all, few of the graduates (in the provinces analysed) needed to travel to go to TVET. Second, after completing their training, the majority of the graduates tend to stay in their provinces of residence.
- The job seeking strategies adopted and that resulted in getting a job were mainly informal (e.g. friends and family). Formal channels (e.g. the media, newspapers, employment agencies) were less effective. Nevertheless, it is important to note the relative importance of schools and teachers in the placement of people trained in TEVT.
- It is important to point out that COVID-19 had some influence on the results obtained by the graduates in the labour market. The majority of the graduates were negatively impacted by the pandemic. The impact they felt goes from difficulty in finding work to a reduction in working hours and school closures.

Contents

1	Introduction	1
2	Methodology	2
3	Profile of the graduates	9
4	School-to-work transitions	11
5	Migratory flows	24
6	Type of work	28
7	Job seeking strategies	37
8	Quality of work	42
9	Remuneration	47
10	Impact of COVID-19	55
11	Conclusion	62
	References	66
A	Additional figures	67
B	Additional tables	70
C	List of courses by study area	77
D	Questionnaire	79

List of Figures

1	Number of contacts per participant during follow-up period	7
2	Economic situation by follow-up round (%), all	12
3	Economic situation by round and gender	13
4	Economic situation by round and type of school	14
5	Changes in economic situation between the 1st and 4th follow-up rounds, all . .	16
6	Changes in economic situation between the 1st and 4th follow-up rounds, men .	17
7	Changes in economic situation between the 1st and 4th follow-up rounds, women	19
8	Distribution of time spent looking for first job (rounds)	21
9	Time taken to find first job (rounds), by gender	21
10	Time taken to find first job (rounds), by school type	22
11	Distribution of time spent looking for first job, by study area (rounds)	23
12	Province where primary school was attended vs province of residence in 2020 .	26
13	Proportion of participants in the last round living in the same province as their primary school	27
14	Type of employer (organisation), by round (%)	29
15	Type of employer in last job, by area of study (%)	30
16	Work sector by round (%)	34
17	Activity sector in the last job reported, by study area (%)	36
18	job seeking strategies (%)	38
19	Finalists working, by number of rounds (%)	43
20	Number of (different) employment positions/jobs over course of follow-up rounds	43
21	Median salary by follow-up round and gender	48
22	Cumulative distribution of salaries in first and last position occupied (%)	49
23	Median salary by gender and employment sector, last round observed	50

24	Education costs vs salaries earned in the last job (median), by type of school . . .	51
25	Education costs vs salaries earned in the last job (median), by type of school and course	52
26	Trajectory of COVID-19 cases, by region	57
27	Changes in the stringency of the measures implemented by the government . . .	57
28	Impact of COVID-19, by sphere	58
29	Impact of COVID-19, by region	58
30	Type of negative impact per region and round	61
A1	Economic situation by round and school location	67
A2	Economic situation by round and type of school	68
A3	Classification of graduates by job categories	69

List of Tables

1	TVET Institutions in the sample	3
2	Dimensions of the theoretical subsamples and total sample	5
3	Dimensions of the actual subsamples and margins of error with a 95% confidence interval	5
4	Number of interviews carried out by follow-up round	6
5	Attrition up to last follow-up round by individual characteristics	8
6	Characteristics of finalists in follow-up sample, in percentage	10
7	Comparison of the economic situation between the 1st and 4th follow-up rounds (%), all	16
8	Comparison of the economic situation between the 1st and 4th follow-up rounds, men (%)	17
9	Comparison of the economic situation between the 1st and 4th follow-up rounds, women (%)	19
10	Economic situation in the 1st and 4th follow-up rounds, by study area (%)	20
11	Place of residence in the last follow-up round, by school location (2020)	25
12	Type of employer (organization) in the last position held, by individual characteristics (%)	31
13	Openness to entrepreneurship (baseline) vs. last job (%)	32
14	Preferred employer (baseline) vs. last job (%) – finalists willing to work as employees	33
15	Activity sector in the last job reported, by individual characteristics (%)	35
16	job seeking strategies used (%)	40
17	Experience of job selling	41
18	Quality of work, by round	44
19	Quality of work in the last position held	46
20	Median remuneration expected in the baseline survey vs earned in the first and last round observed working	54

21	Impact of COVID-19, 4th round	60
B1	Work sector in the last round observed by study area, percentage	70
B2	Work sector in the last round observed by study area, number of observations	71
B3	Work sector in the last round observed by study area, men	72
B4	Work sector in the last round observed by study area, women	72
B5	Classification of the graduates by the best and worst quality of job secured throughout the follow-up rounds	73
B6	Median pay by work sector in the last round observed	74
B7	Median pay by work sector in the last round observed, men	75
B8	Average pay by work sector in the last round observed, women	76
C9	List of courses by study area	77
C9	List of courses by study area	78

1 Introduction

As is the case in many countries, Technical and Vocational Education and Training (TVET) in Mozambique is an alternative to general academic education. At the same time, it is seen as the main vehicle through which individuals can be provided with specific job skills to respond to labour market demands while also learning other things to allow them to continue with their studies (e.g., higher education). Thus, the Survey on the School-to-Work Transition of Technical and Vocational Education and Training Graduates in Mozambique (known in Portuguese as the *Inquérito a Transição Ensino-Emprego dos Finalistas do Ensino Técnico-Profissional*, hereafter ITEEFETP) aims to provide a response to the concerns of the Government of Mozambique, Mozambican society and development partners on youth employment in the country. The focus here is placed on the transition of young people from education to the labour market.

This report summarizes the results of the survey, in its two phases. The first took place between October and November 2019 in 20 schools in five provinces in the country, namely: Cabo Delgado, Nampula, Tete, Maputo City and Maputo Province. The second phase included four follow-up rounds for the sample initially interviewed, through telephone surveys, which took place quarterly between January and November 2020.

After presenting the sampling method and the implementation of the survey, the report covers the following topics: (1) the profile of the graduates; (2) the school-to-work transition processes; (3) the migratory flows observed; (4) the types of jobs the graduates are doing; (5) the strategies that led the graduates to their jobs; (6) the objective and subjective quality of the job they secured; (7) the remuneration they earn and (8) the impact of the COVID-19 pandemic. The report ends with a section where the main conclusions are shared.

2 Methodology

2.1 Target population

As indicated in the Introduction, the target population for the survey is made up of final year students in secondary TVET establishments in 2019. According to the figures reported by the National Institute of Exams, Certification and Equivalences (INECE) of the Ministry of Education and Human Development (MINEDH), cited in [Jornal Notícias](#) a total of 15,796 students enrolled for their final examinations in their studies at technical secondary schools in 2019. These figures are very close to the information contained in the most recent administrative data communicated by each school to the National Directorate of Technical and Vocational Education and Training (DINET), which we obtained and used to design the sample.

Given the combination of logistical restrictions and limited availability of a wide range of technical institutes in many parts of the country, it was not possible to create a stratified random sample based on the universe of relevant technical institutes. On the contrary, we began by limiting the target population to the Maputo City, Maputo Province, Nampula, Tete and Cabo Delgado areas. These were chosen to ensure coverage of all the main regions in the country and to give the framework of the sample a wide range of schools and courses. Altogether, these provinces contain around 60% of all the graduates from technical schools, including 39% of the students on agriculture-related courses, 57% of all students on industry-related courses and 66% of all students on service-related courses.

After selecting the provinces, we calculated the number of students that would be needed in the sample in order to reach sufficient statistical power per study area in the broad sense (Agriculture, Services and Industry), in each province. These calculations are presented in Section 2.2 and are compared to the final sample (effective). Next, we made a list of eligible schools in each province (based on the DINET database), covering the study areas of interest. However, as many schools only have some courses or a small number of students in their final year, it was not possible to make random selections from that list. Instead, we developed an algorithm to minimize the number of specific schools to be visited in each province, while at the same time assuring that the sample requirements could be met (based on the existing information on the number of students). Although the sample is not strictly representative of all TVET schools, our sampling strategy is effectively proportional to the size of the school. In other words, given the low number of technical secondary schools with a substantial number of students, the study

is representative of the students attending large TVET institutes in each one of the provinces selected.

Within each school selected, we used our theoretical sample to define the number of students and courses to be included in our research. The final list of institutes selected to be included in the sample is shown in Table 1; for further information on the courses and the teaching system, see Table C9.

Table 1: TVET Institutions in the sample

School	School Type
<i>Maputo City:</i>	
1) Instituto Comercial de Maputo	Public
2) Instituto Industrial 1º de Maio	Public
3) Instituto Industrial de Maputo	Public
4) Instituto CATMOZ	Private
5) Instituto Técnico Padre Prosperino Gallipoli	Private
6) Instituto Politécnico de Técnico e Empreendedorismo	Private
7) Instituto FOCO	Private
<i>Maputo Province:</i>	
8) Instituto Agro-Industrial de Salamanga	Public
9) Instituto Agrário de Boane	Public
10) Instituto Comercial e Industrial de Matola	Public
11) Instituto Industrial Armando Emilio Guebuza	Public
<i>Nampula:</i>	
12) Instituto Politécnico de Nacuxa	Community
13) Instituto Agrário de Ribáue	Public
14) Instituto Técnico Profissional e Aduaneiro (ITPAM)	Private
15) Instituto Industrial e Comercial de Nampula	Public
<i>Tete:</i>	
16) Instituto Médio de Geologia e Minas	Public
17) Instituto Médio Politécnico de Tete	Private
18) Instituto Industrial e Comercial Mártires de Wiryamu	Community
19) Instituto Industrial Dom Bosco	Community
<i>Cabo Delgado:</i>	
20) Instituto Industrial e Comercial de Pemba	Public

Source: authors' compilation.

2.2 Theoretical design of the sample

As described above, the sample size had to be calculated during the design of the study. To do this, we used the [Cochran \(1977\)](#), method, which says a sample size n of population N that allows inference on a key issue, as in our case is estimate p of proportion P of recent graduates from technical and vocational education and training who are employed, with a margin of error d and a confidence interval of $1 - \alpha$, is ¹:

$$n = \frac{n_0}{1 + (n_0 - 1)/N} \quad (1)$$

onde

$$n_0 = \frac{t^2 p(1 - p)}{d^2} \quad (2)$$

and t is the abscissa of the standard normal distribution curve, which excludes a total proportion area α of the two tails. It is easy to calculate that a proportion p equal to 50% generates the highest sample size for each combination of the other parameters. This is standard practice and is used herein.

In the first iteration, we can make a calculation based on population N 15,796 individuals, a 7.5% margin of error and a 95% confidence interval. This gives a sample of 169 people to be surveyed. It should be noted that although this sample makes it possible to infer the proportion of recent graduates from technical schools who have found employment, it does permit statistically representative inferences in terms of population strata (e.g., by province). It should be noted that the intention of this study is that the estimates should be statistically representative in terms of the province surveyed and the study area, allowing us, for example, to infer the probability of a graduate from an industrial course in Cabo Delgado finding work during the survey period, with the statistical certainty of being able to compare this probability with, for example, a graduate from another industrial course, but in Maputo Province.

Improving on practices used in several prior studies, the aim of this research was to produce estimates by province and study area, with a margin of error of 7.5% and a confidence interval of 95%. Thus, as recommended by [Cochran \(1977, p.82\)](#), the sizes of the subsamples necessary were calculated for each study area in each province. Table 2, presents the theoretical sizes of the subsamples and the total sample we wished to reach.

¹ This value corresponds to the following equation: $\Pr(|p - P| \geq d) = \alpha$.

Table 2: Dimensions of the theoretical subsamples and total sample

	Agriculture	Industry	Services	All
Cabo Delgado	97	99	96	292
Maputo City	0	151	163	314
Maputo Province	94	129	125	348
Nampula	134	122	124	379
Tete	87	136	36	259
Total	412	636	543	1,592

Source: authors' calculations.

2.3 Implementation of the baseline survey

The baseline survey was carried out in 20 technical schools – three community, six private and 11 public schools – and students from 50 different courses took part. A total of 1,639 final year students were surveyed, of whom 683 were women and 956 were men. A total of 1,622 students agreed to continue in the follow-up telephone phases, corresponding to oversampling in the total number of people surveyed. However, the success rate per subgroup was variable. The sample actually obtained is shown in Table 3, including the margins of error for each subsample, for a p of 50% and a confidence interval of 95%.

Table 3: Dimensions of the actual subsamples and margins of error with a 95% confidence interval

	Subsamples				Margins of error			
	Agric.	Ind.	Serv.	All	Agric.	Ind.	Serv.	All
Cabo Delgado	0	26	72	98	-	18.1%	9.5%	9.2%
Maputo City	0	176	438	614	-	6.9%	4.4%	3.7%
Maputo Province	137	143	42	322	4.9%	7.0%	14.4%	4.7%
Nampula	146	196	140	482	7.1%	5.1%	6.9%	3.7%
Tete	0	92	31	123	-	9.5%	9.9%	8.2%
Total	283	633	723	1,639	5.1%	3.5%	3.4%	2.2%

Notes: '-' indicates no students were surveyed from this province / training area sub-population.

Source: authors' calculations using ITEEFETP data.

2.4 Implementation of the follow-up surveys

During the baseline survey, we asked each participant if we could contact them throughout the following 11 months. Of the 1,639 people interviewed, 1,622 graduates agreed to be contacted. This group became our follow-up sample and we tried to contact them by telephone at least once every quarter (or round). Table 4 shows the number of graduates we were able to interview (by telephone) per quarter during the follow-up period. The attrition rate seen is low, less than 1% in each round (fewer than 20 people), or approximately 3% of attrition accumulated up to the final round.

Table 4: Number of interviews carried out by follow-up round

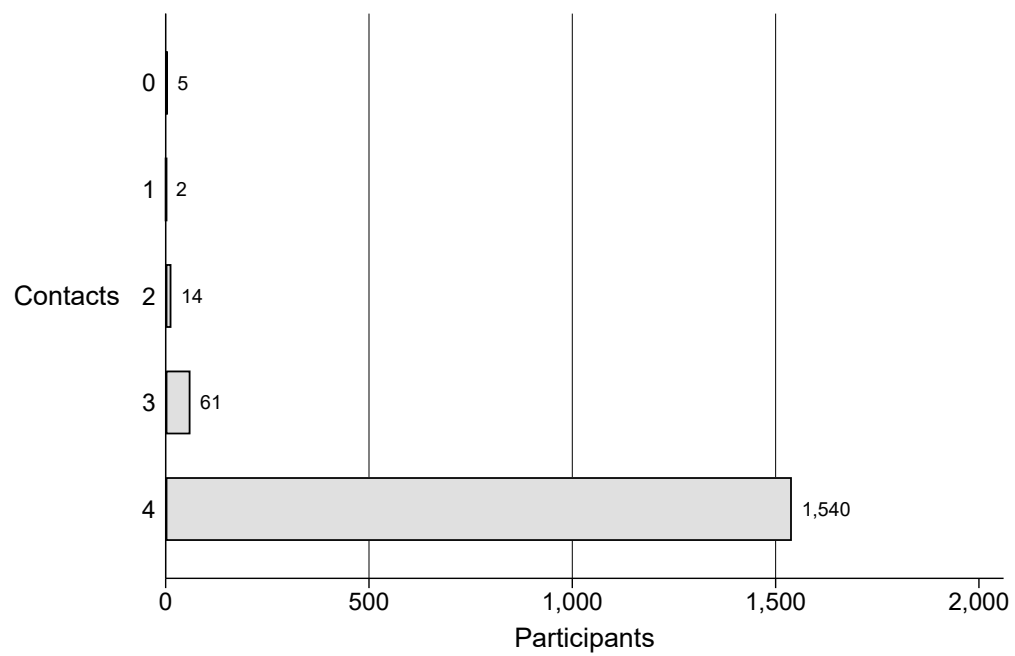
Round	Dates of round		Interviews	
	Start	End	Number	% total
1	16.01.2020	06.03.2020	1,615	99.6
2	09.04.2020	19.06.2020	1,604	98.9
3	03.07.2020	08.09.2020	1,585	97.7
4	23.09.2020	30.11.2020	1,569	96.7

Source: ITEEFETP data.

Supporting the high success rate in contacting the participants during the follow-up period, Figure 1 shows that of the 1,622, we were only unable to contact five participants (less than 1% of the follow-up sample). Moreover, the majority of people in the follow-up sample were successfully contacted each quarter, with 95% (1,540) of the participants being interviewed by telephone four times. Thus, in comparison to other follow-up telephone surveys carried out in the region, our survey had a high success rate (ex.: [Demombynes et al., 2013](#); [Dillon, 2010](#)).

Generally speaking, some small differences are recorded in the baseline survey due to individual characteristics. Table 5 compares the initial sample to the sample obtained in the last telephone round. It also shows that the attrition rate was relatively higher for women (4%), people aged from 26-55 (4.4%), private school graduates (4.8%) and graduates from Cabo Delgado (5.1%).

Figure 1: Number of contacts per participant during follow-up period



Source: ITEEFETP data.

Table 5: Attrition up to last follow-up round by individual characteristics

Characteristic		Sample		Attrition %
		Initial	Final	
Gender	Male	948	922	2.7
	Female	674	647	4.0
Age range	16-22	890	860	3.4
	23-25	484	472	2.5
	26-55	248	237	4.4
School type	Community	161	155	3.7
	Private	439	418	4.8
	Public	1,022	996	2.5
Study area	Agriculture	282	271	3.9
	Services	711	684	3.8
	Industry	629	614	2.4
School province	Cabo Delgado	98	93	5.1
	Nampula	479	460	4.0
	Tete	123	120	2.4
	Maputo Province	320	315	1.6
	Maputo City	602	581	3.5
Total		1,622	1,569	3.3

Source: ITEEFETP data.

3 Profile of the graduates

Key messages:

- Although the sample for this study is representative of the graduates from TVET schools, it is not representative of young Mozambicans in general, nor of young people in the provinces surveyed.
- The majority of the graduates come from urban families who are well-educated and have steady jobs (e.g. in the public sector).
- In the baseline survey carried out in 2019, 97% of the participants said they intended to look for work as soon as they finished school.

Below are some characteristics of the final year students, by gender, according to the data collected in the baseline survey. As shown in Table 6, the majority (85%) of the participants were young, aged between 16 and 25. Forty seven percent and twenty seven percent of the participants come from families with secondary/technical and higher education, respectively. It is clear that there are more women from families with higher education, as well as with secondary/technical education. Moreover, the majority of the graduates come from families whose most important job is in the public sector, followed by the self-employed.

Our sample is mainly made up of participants from schools in Maputo (37%) and around half of the women are from Maputo City. The highest percentage (63%) of students interviewed came from public schools. In terms of the graduates' experience in the labour market, around 57% had done an apprenticeship and 45% had done some sort of paid work, but a higher proportion of men than of women had had a job. In fact, around 96% of the participants showed interest in looking for work after finishing their course.

Table 6: Characteristics of finalists in follow-up sample, in percentage

Characteristic		Gender		Total	Obs.
		Male	Female		
Age range	16-22	53	57	55	890
	23-25	33	25	30	484
	26-55	14	18	15	248
Married?	No	97	93	95	1,545
	Yes	3	7	5	76
Has children?	No	86	77	82	1,331
	Yes	14	23	18	290
Primary school location	Village	67	69	68	1,102
	Town	19	19	19	310
	City	14	12	13	210
Primary school Region	North	33	28	31	503
	Centre	13	7	10	169
	South	53	65	58	946
	Abroad	0	0	0	4
Family education	None	4	3	4	63
	Primary	23	18	21	334
	Secondary/technical	45	49	47	763
	Higher	26	28	27	443
	Don't know	1	1	1	19
Family employment	Self-employed	36	31	34	556
	Private sector	21	23	22	349
	Public sector	37	39	38	615
	Don't know	6	7	6	102
School province	Cabo Delgado	5	7	6	98
	Nampula	33	24	30	479
	Tete	9	5	8	123
	Maputo Province	22	17	20	320
	Maputo City	30	47	37	602
School type	Community	10	10	10	161
	Private	24	32	27	439
	Public	67	58	63	1,022
Apprenticeship?	No	36	51	43	690
	Yes	64	49	57	932
Has worked?	No	43	71	55	884
	Yes	57	29	45	738
Intend to look for work?	No	3	5	4	62
	Yes	97	95	96	1,560
Total		100	100	100	1,622

Source: ITEEFETP data.

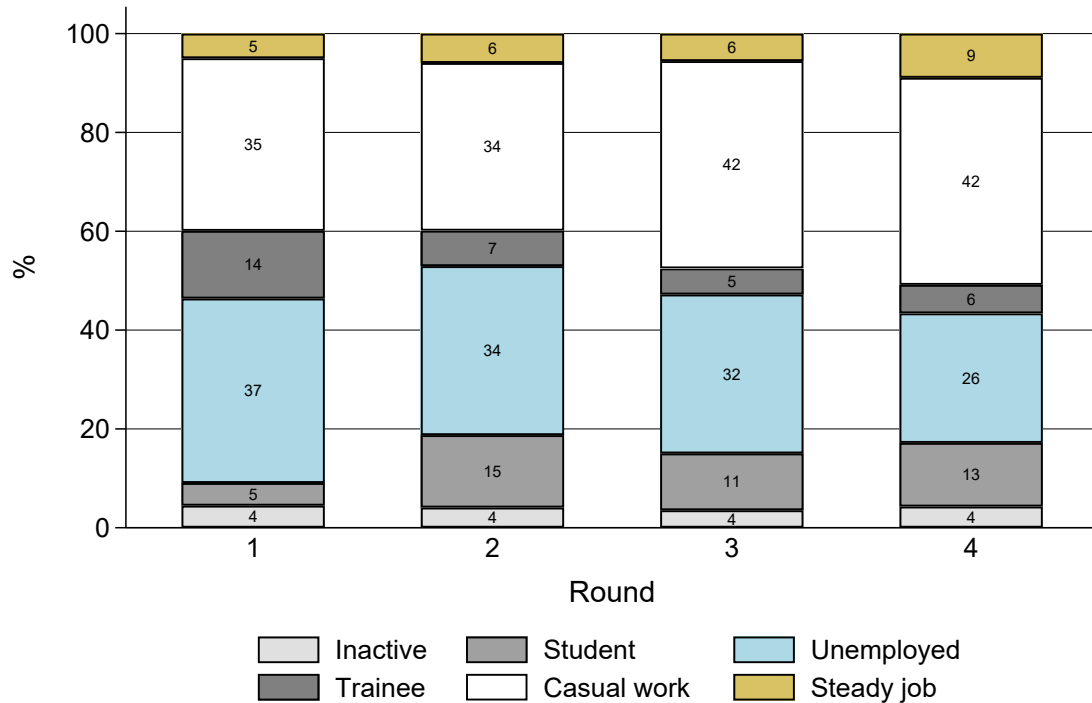
4 School-to-work transitions

Key messages:

- The experience of the graduates is quite varied, with a significant number having trouble finding a stable, steady job.
- Few participants were able to find a stable, steady job (5%), with the majority only finding casual work (mostly odd jobs) or remaining unemployed for long periods.
- In addition, up to the final round, a significant proportion of the other participants did not join the labour force, instead opting to study (13%) or apparently having given up (inactive, corresponding to 4%).
- The transition was harder for women than for men. Up to the last follow-up round, 36% of the women were unemployed compared to 20% of the men, with only 33% of the women having found work (steady or casual) as opposed to 62% of the men.
- Of the graduates who chose to participate in the labour market (excluding, therefore, the inactive and students), around 40% got their first job before or shortly after finishing their course or before or during the first round. However, the rate of transition to the first job quickly slowed down, so that in the follow-up period, almost 40% of participants were unable to get their first job.
- There are no very significant differences in the time taken to get a first job according to the type of school. Public school graduates took relatively less time to get their first job than their counterparts from private and community schools.
- However, there are important differences between study areas. The profile for the transition to their first job for students from industrial courses, both men and women, is faster than the average. On average, the graduates from service-related and agriculture courses took longer to get their first job and the proportion of graduates from these courses unable to find work in the 11 follow-up months is higher.

One of the main goals of this study is to understand the experiences of the students after finishing their courses. This section summarizes the economic situation of the graduates, defined in terms of their main activity during the follow-up period and the variations between different activities.

Figure 2: Economic situation by follow-up round (%), all



Note: Casual work includes odd jobs.

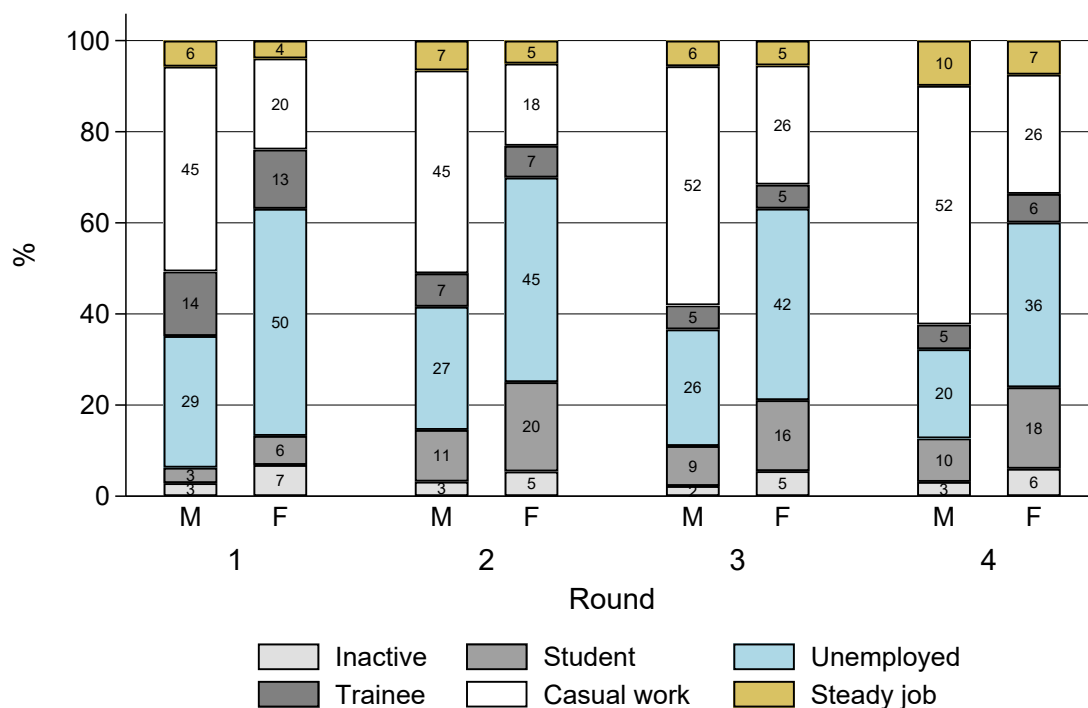
Source: ITEEFETP data.

The economic situation of the participants was divided into six categories: steady work, casual work (including odd jobs), apprenticeship, continued studies, unemployment (not working, but looking for work and available to work) and those classified as inactive (not working or studying and not looking for work).

Figure 2 shows that 40% of the graduates already had some work in the first follow-up round. However, only 5% had a steady job and 35% had casual work. A significant 37% were unemployed, while the remaining 9% were outside of the labour force, i.e., 5% studying and 4% inactive.

Throughout the rounds, the proportion of unemployed graduates declined gradually, until reaching 26% in the last round. This reduction came about as a result of an increase in casual workers (to 42%) and students (to 13%) in the same period. The proportion of graduates with a steady job remained more or less constant throughout the rounds, except in the last round, when it almost doubled, reaching 9%. The percentage of graduates doing apprenticeships decreased

Figure 3: Economic situation by round and gender



Note: M-Male; F-Female

Source: ITEEFETP data.

over time, from 14% in the first round to 6% in the last. The proportion of inactive participants remained stable throughout the follow-up period.

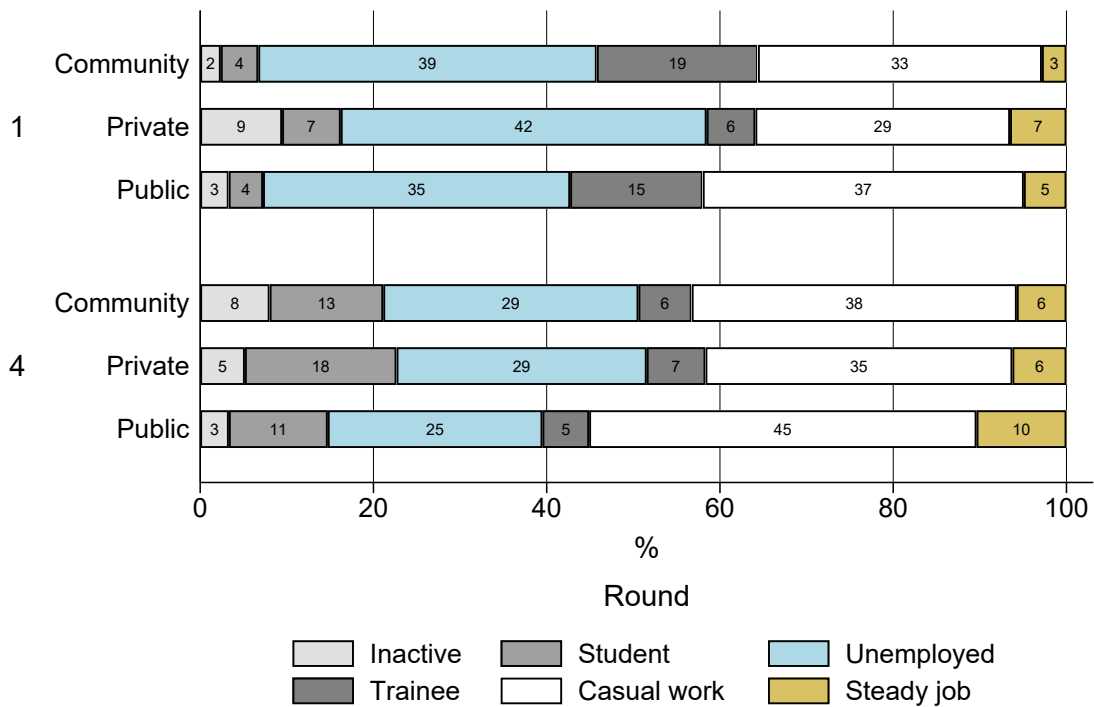
It took significantly longer for women to find work than men. As Figure 3 shows, only 24% of women, as opposed to 51% of men, had a job in the first round. The opposite is the case for unemployment: 50% of women and 29% of men were in this situation. Despite unemployment decreasing throughout the rounds for both groups, the difference remained significantly large, with higher unemployment rates among the women. However, the differences were minimal in the case of steady work and remained more or less constant throughout the rounds. On the other hand, the proportion of women studying was higher than men throughout all the follow-up rounds. In the fourth round, 62% of male graduates had a job, as opposed to 33% of the women, while 36% of the women were unemployed, as opposed to 20% of the men.

As Figure 4 shows, private school graduates faced more difficulties during their transition process. In the first round, about 36% of private school graduates had a job (fixed or casual),

while 51% were unemployed or inactive. Forty one percent of community school graduates were inactive or unemployed and only slightly more than one third of them had a job. Public schools had a slightly higher percentage of graduates who had found a job (42%).

In the fourth round, private schools continued to have lower employment rates, with 29% of the graduates unemployed or inactive. At the end of the 11 months of follow-up, 18% of the participants from private schools were studying, as opposed to 13% and 11% from public and community schools, respectively. In both cases, public schools had a higher proportion of employed graduates, with 45% and 10% having casual or steady work, respectively.

Figure 4: Economic situation by round and type of school



Source: ITEEFETP data.

Figure 5 shows the changes in or transitions between economic situations from the first to the fourth round. During this period, it was found that approximately 90% had moved into the labour market in some way in the first round. In the fourth round, a significant number resumed their studies, reducing the proportion of graduates in the labour force to 83%. While 35% of the graduates initially had casual work, 7% were able to achieve this status, of note being the transitions from unemployment and apprenticeships in the first round to casual and steady work

in the last. Only 4% of the participants were able to get a steady job, most of these having only had casual jobs or being unemployed. Moreover, a very important proportion of the unemployed graduates remained in the same situation between the two rounds..

As shown in Table 7, there is a strong correlation between having a professional placement in the first round, whether through an apprenticeship or casual or steady work, and having work at the end of the follow-up period. Only around 30% of the graduates who already had a steady job in the first round maintained this status, with 40% going back to casual work, while only 12% of the graduates who had casual work at the beginning were able to improve their status to steady work. Few participants were able to get a steady job between the two rounds. The majority of the survey participants moved from other situations to casual work or remained in that situation.

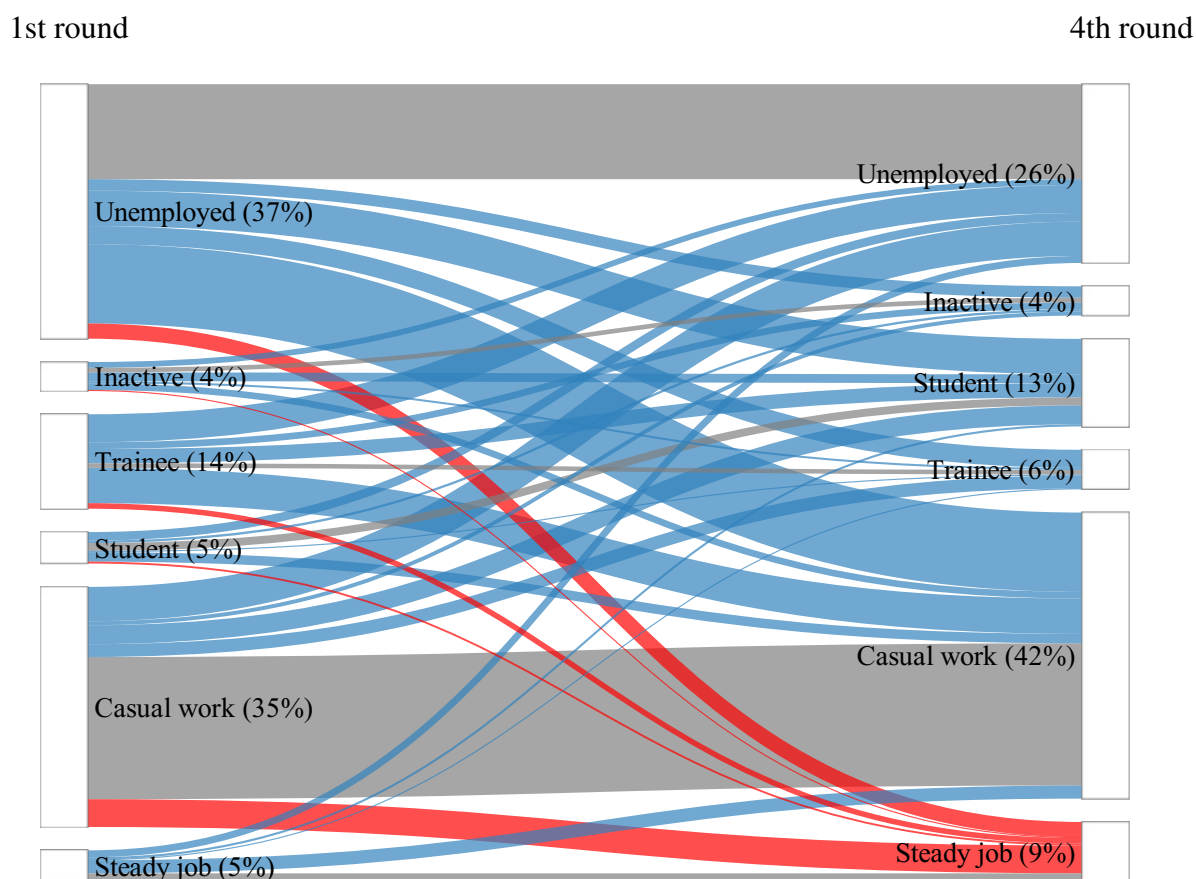
A significant proportion of the participants who were not working in the first round resumed their studies. Another significant proportion of the participants who were not working in the first remained unemployed or became unemployed in the fourth round.

As can be seen in Figure 6, the transition for men is not very different from the average (Figure 5). In fact, we again see a significant transition to casual work, a situation 52% of the men were in at the end of the follow-up period. The proportion of men who were able to move to a steady job is relatively low, coming mainly from casual work. It should also be noted that unemployment fell from around 30% to 20% throughout the follow-up period, below the population average. The proportion of inactive graduates remained the same, the number of graduates studying increased and those on apprenticeships decreased between the rounds.

Table 8 confirms the significant transition to casual work. Around 62% of the men continued in casual work between the two rounds and an average of 40% moved into this situation. It is important to note that only 29% remained in a steady job between the first and fourth rounds, 45% moved to casual work and 21% became unemployed. Of those who were not working, whether because they were studying or they were unemployed, over half of them found some kind of work (casual or steady). Of the men who were inactive in the first round, 37% and 26% started studying or found casual work, respectively.

Figure 7 suggests that the transition was more difficult for women. Like men, women mostly found casual work; however, the proportion of women who made the transition was only 6 percentage points, from a baseline that was already lower (20%), being added to mainly by the graduates who were unemployed or on an apprenticeship. Their transition to a steady job is not very different from the case with men, but the proportion of women is slightly lower.

Figure 5: Changes in economic situation between the 1st and 4th follow-up rounds, all



Source: ITEEFETP data.

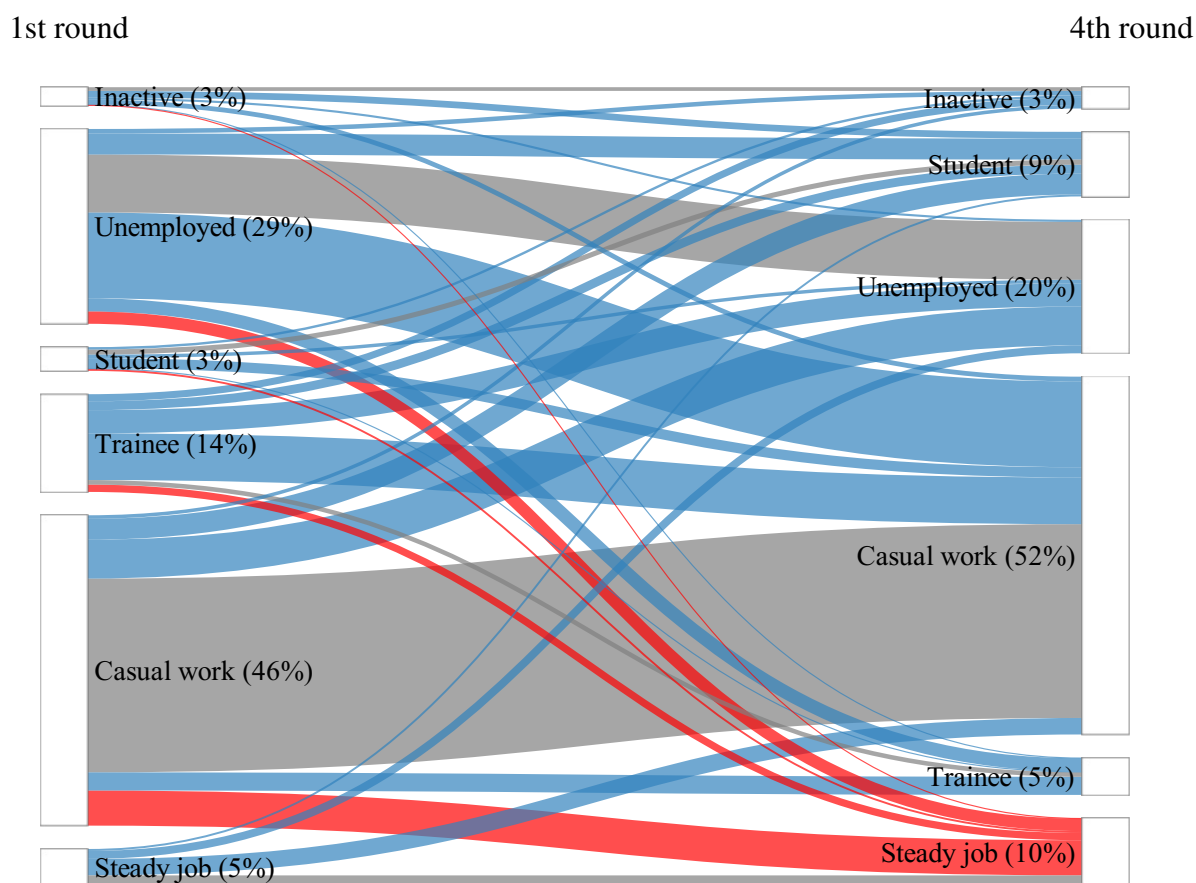
Table 7: Comparison of the economic situation between the 1st and 4th follow-up rounds (%), all

↓ Situation in 1st round	Situation in 4th round						Total
	Inactive	Student	Unempl.	Trainee	Casual work	Steady job	
Inactive	16	30	20	7	23	3	100
Student	8	25	27	4	30	6	100
Unemployed	4	14	37	7	31	6	100
Trainee	7	15	30	5	37	6	100
Casual work	2	8	14	5	59	12	100
Steady job	0	7	21	2	40	30	100
Total	6	17	25	5	37	10	100

Note: The sample refers to the participants observed in both rounds, N = 1,567

Source: ITEEFETP data.

Figure 6: Changes in economic situation between the 1st and 4th follow-up rounds, men



Source: ITEEFETP data.

Table 8: Comparison of the economic situation between the 1st and 4th follow-up rounds, men (%)

↓ Situation in 1st round	Situation 4th round						Total
	Inactive	Student	Unempl.	Trainee	Casual work	Steady job	
Inactive	20	37	12	3	26	3	100
Student	10	22	15	3	43	8	100
Unemployed	2	11	30	7	44	6	100
Trainee	7	9	24	5	48	7	100
Casual work	1	7	13	6	62	11	100
Steady job	0	5	21	0	45	29	100
Total	7	15	19	4	45	11	100

Source: ITEEFETP data.

Despite its high persistence, unemployment among the graduates decreased, from 50% to 36%. However, there are frailties in this dynamic. For example, there is a significant transition to unemployment in the fourth round, by women on apprenticeships in the first round. It should also be noted that the proportion of women unemployed after 11 months is higher than the total of women who have found work. At the same time, a significant proportion of women resumed their studies in the fourth round, higher than the population average.

Table 9 shows that the transition of the group of women who had a job in the first round is relatively positive. In this group, approximately 60% kept their jobs, whether steady or casual, although their labour situation is becoming weaker, with an increasing trend towards casual work. On average, approximately one fifth of the graduates were able to make the transition from a situation where they were not working (inactive, studying or unemployed) to casual work. However, less than 7% of women from a situation where they were not working were able to find steady work. Casual work, studying and unemployment were the most common outcomes for the graduates.

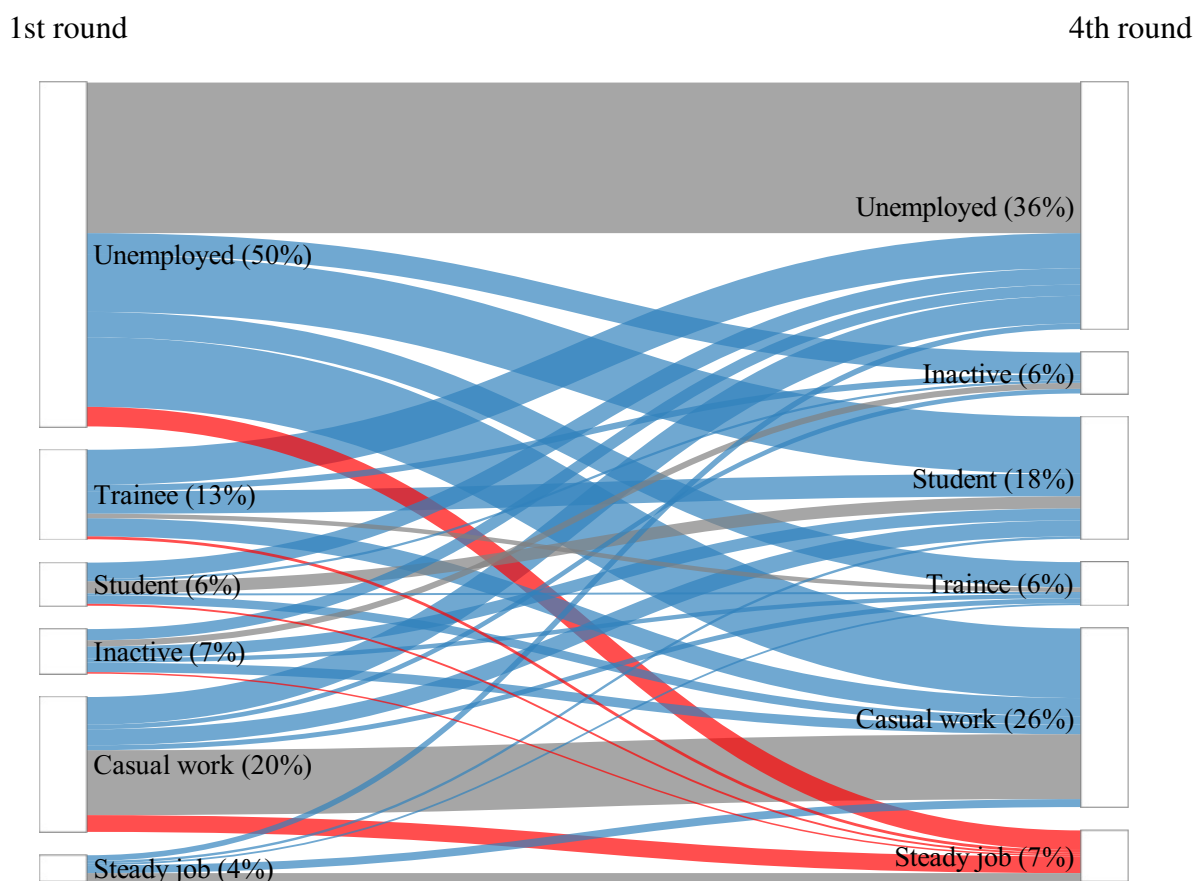
Table 10 shows different degrees of transition from the economic situation over the 11 follow-up months for the graduates from different study areas.

Courses in the industrial area ensured more immediate access to work, as early as the first round. The same was true at the end of the follow-up period. Around 50% of the graduates from these courses had work in the first round, with this figure increasing to 61% at the end of the follow-up. However, it should be noted that casual work is the most common for all study areas. Although unemployment decreased quite a lot for agriculture and services courses, it remained high at the end of the fourth round (around one third) and significantly higher than unemployment among the graduates from industrial courses.

Figure 8 shows, for the baseline survey and for each round, the percentage of graduates active on the labour market (i.e. working or looking for work) who had already got their first job. Note that around 40% of this group had found work before or shortly after finishing their course. However, from the second round onwards, the rate of transition to a first job is relatively slow and trending downwards. Between the second round and the fourth round, eight months later, 20% had found their first job. But, in the 11 follow-up months, around 40% of the participants had not found work in any one of the rounds.

Figure 9 again reveals the greater difficulties felt by women in their transition to employment. At the end of the first round, the proportion of women who had found their first job was 25%, as

Figure 7: Changes in economic situation between the 1st and 4th follow-up rounds, women



Source: ITEEFETP data.

Table 9: Comparison of the economic situation between the 1st and 4th follow-up rounds, women (%)

↓ Situation in 1st round	Situation 4th round						Total
	Inactive	Student	Unempl.	Trainee	Casual work	Steady job	
Inactive	14	27	25	10	21	3	100
Student	5	28	38	5	20	4	100
Unemployed	6	17	44	7	20	6	100
Trainee	7	25	39	5	20	3	100
Casual work	3	12	21	4	48	12	100
Steady job	0	9	21	7	31	32	100
Total	6	20	31	6	27	10	100

Source: ITEEFETP data.

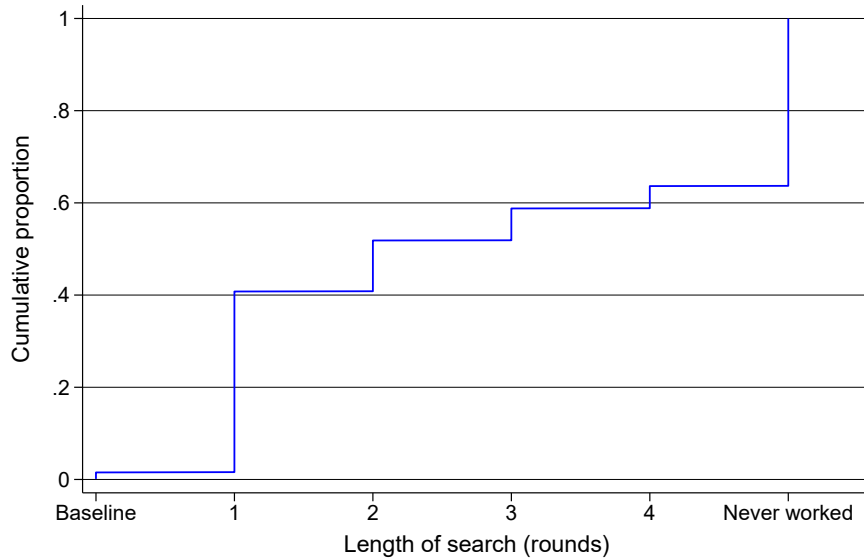
Table 10: Economic situation in the 1st and 4th follow-up rounds, by study area (%)

Round	Area	Economic situation					
		Inactive	Student	Unempl.	Trainee	Casual work	Steady job
1	Agriculture	3	3	44	15	32	3
	Services	7	6	43	11	27	6
	Industry	3	4	29	16	44	5
	All	4	5	37	14	35	5
4	Agriculture	4	11	32	3	38	10
	Services	6	17	29	6	34	9
	Industry	3	10	20	7	52	9
	All	4	13	26	6	42	9

Source: ITEEFETP data.

opposed to 50% for men. Although the profiles for transition to their first job for men and for women continued to draw closer, gender inequality is seen up to the end of the follow-up period. Here, while around 30% of the men in the labour market were unemployed, 50% of the women were in the same situation.

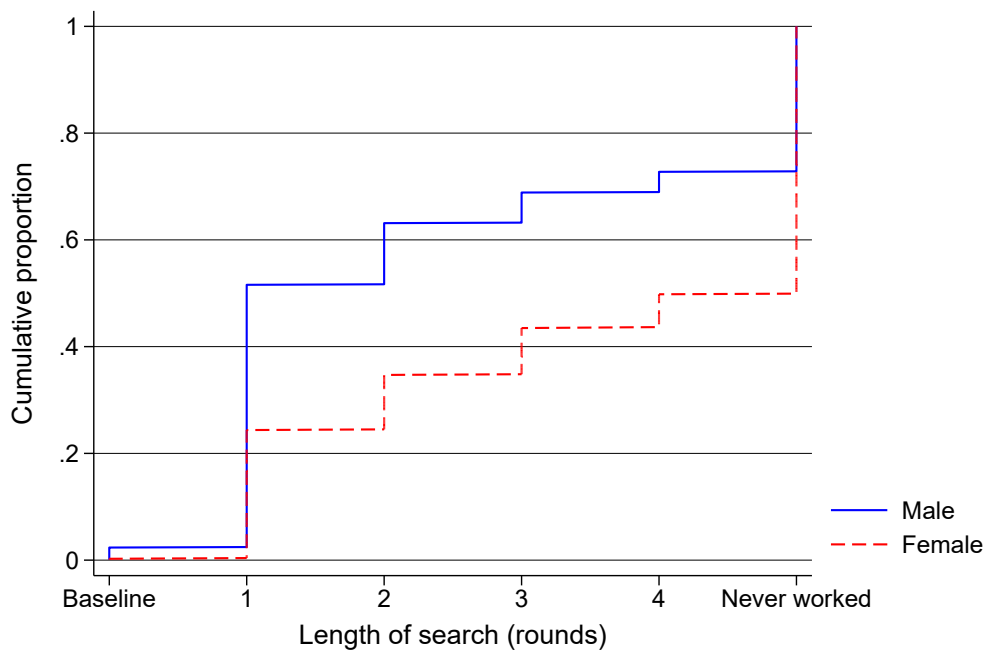
Figure 8: Distribution of time spent looking for first job (rounds)



Note: the sample for this graph refers to a balanced panel ($N = 1,540$); the 'Baseline survey' value indicates that the person already had a job in the baseline survey and kept it; the 'Never worked' value indicates that the person was not working in any of the rounds.

Source: ITEEFETP data.

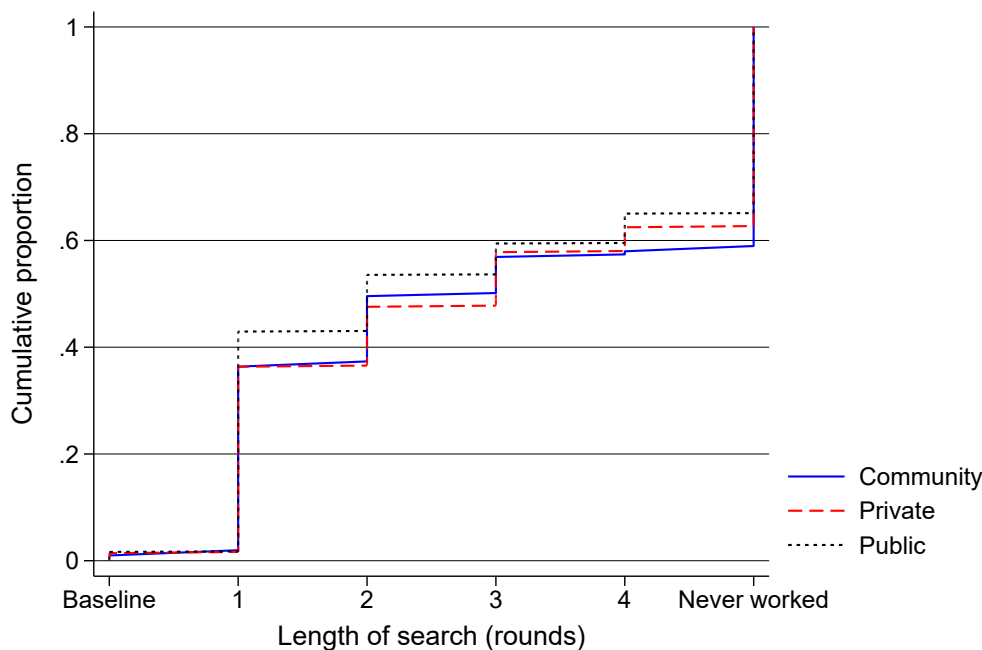
Figure 9: Time taken to find first job (rounds), by gender



Note: see Figure 8.

Source: ITEEFETP data.

Figure 10: Time taken to find first job (rounds), by school type



Note: see Figure 8.

Source: ITEEFETP data.

When we look at the time taken to find work according to the type of school attended, we find no very significant differences. In Figure 10, we can see that around 41% of the public school graduates had found their first job by the end of the first three months of the follow-up round, as opposed to 35% of the private and community school graduates. Although this length of time grew shorter throughout the rounds, at the end of the 11 months, about 42% of the community school graduates had been unable to get their first job, as opposed to 38% and 35% of the private and public school graduates, respectively.

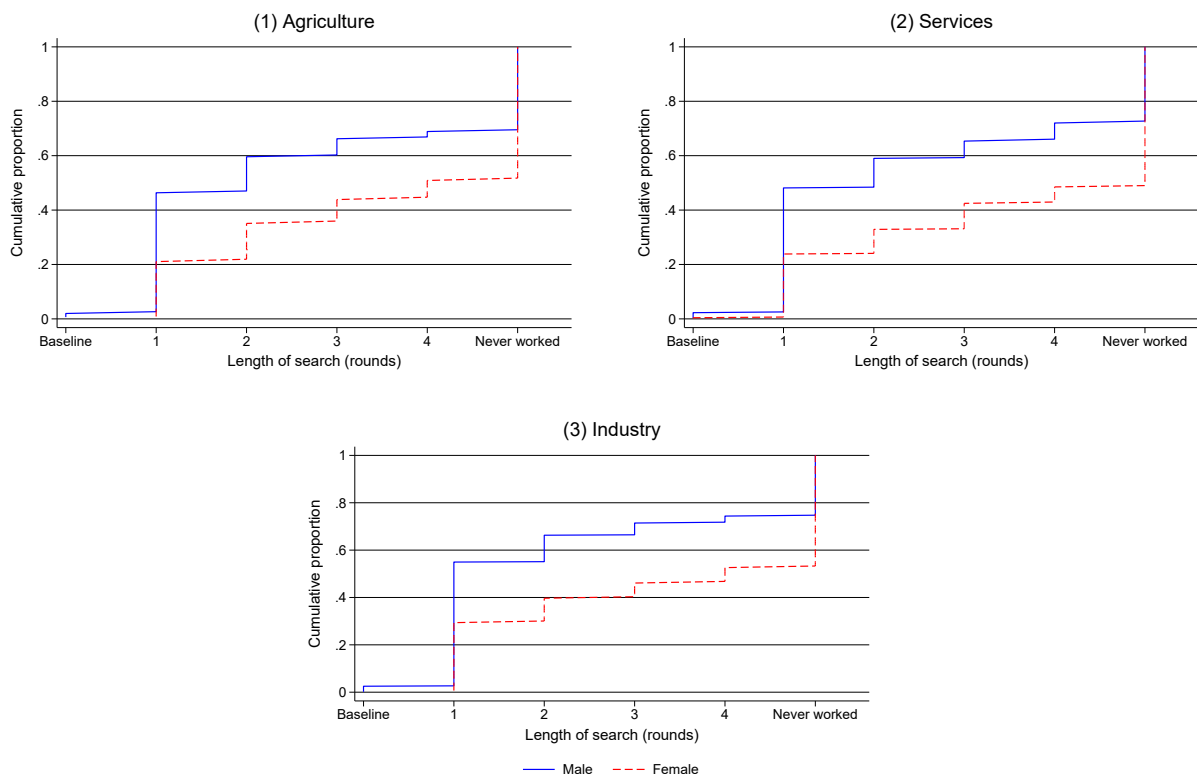
Figure 11 repeats the same analysis, but this time by study area and gender. It shows considerable differences in the graduates' transition experiences according to their study area and gender, with the transition taking longer for women, irrespective of their study area. Apart from having the highest proportion of graduates working, the industry area also has a larger proportion of people getting their first job in the first three months.

By the end of the first round, about 55% of the male graduates from industrial courses had found their first job, as opposed to 30% of women. Although the difference decreases over time, by

the end of the 11 months, a significant proportion of the women, 47%, had never worked, as opposed to 26% of the men.

There are no significant differences between the graduates in the services and agriculture areas. In both study areas, despite decreasing over time up to the last round, the difference between men and women remains high. At the end of the 11 months, around 31% of the men in the agriculture area had not found work, as opposed to 50% of the women. The situation in the services is not very different; by the last round, 51% of the women had not found work, as opposed to 28% of the men.

Figure 11: Distribution of time spent looking for first job, by study area (rounds)



Note: see Figure 8.

Source: ITEEFETP data.

In short, the profile for the transition to their first job for the students from industrial courses, both men and women, is faster than the average. On average, the graduates from service-related and agriculture courses took longer to get their first job and the proportion of graduates from these courses unable to find work in the 11 follow-up months is higher.

5 Migratory flows

Key messages:

- TVET schools are training students to fuel the local labour market.
- Few participants had to migrate to attend TVET schools in other provinces.
- The graduates tended to prefer to stay in their native provinces. Up to the last round, about 80% were living in the province where they had attended primary school.
- The graduates in the agriculture area are most likely to live (work) in their native provinces.

This section looks at the movements of the participants within Mozambique. To start with, Table 11 shows that the graduates showed a clear preference for staying in their place of origin, which for many of them was also where they attended TVET school. In the fourth round, over 80% of the graduates from Cabo Delgado, Nampula and Tete remained in the provinces where they went to school. Considerable migration occurs between Maputo Province and Maputo City, standing at 26% and 34%, respectively, and could be related to travelling to school and not necessarily to a change of residence.

The same result is seen in Figure 12, which shows that, up to the last round, at least 8 out of every 10 graduates were living in their native provinces. In short, this figure highlights two important results: first, few students had to migrate to attend school in other provinces. Second, the schools are training students to fuel the local labour market.

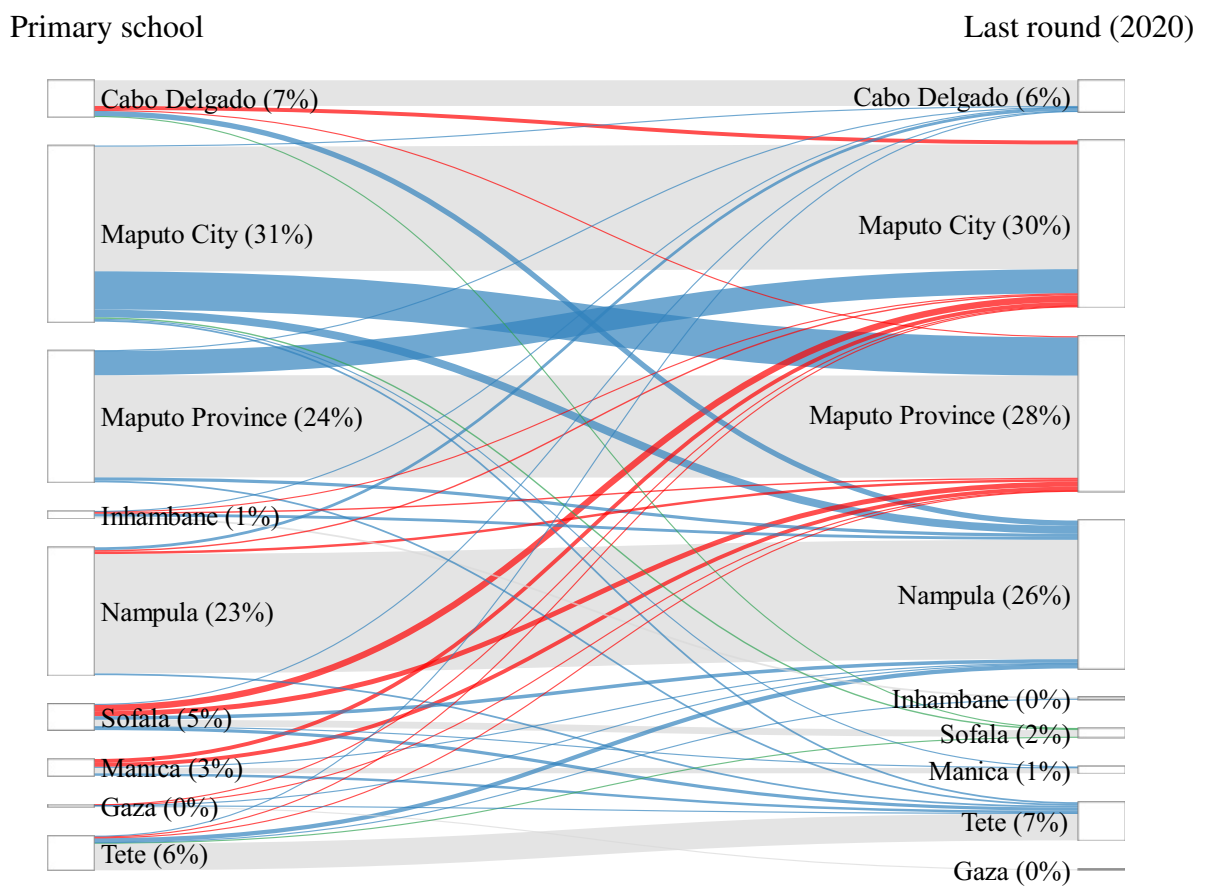
As shown in Figure 13, the results on remaining in the province where they attended primary school by study area and gender confirm the previous findings. In the industry and services areas, more than 7 out of every 10 participants remained in or returned to their native provinces. In the agriculture area, the proportion is relatively higher, slightly over 80%, with men being the ones who remained most.

Table 11: Place of residence in the last follow-up round, by school location (2020)

Residence (4th round)	School location											
	C.Delgado		Nampula		Tete		Maputo P.		Maputo C.		Total	
	Obs.	%	Obs.	%	Obs.	%	Obs.	%	Obs.	%	Obs.	%
Cabo Delgado	132	79.6	11	2.7	0	0.0	0	0.0	1	0.2	144	9.2
Gaza	2	1.1	0	0.0	0	0.0	2	0.7	0	0.0	4	0.3
Inhambane	0	0.0	4	1.1	2	0.8	1	0.4	0	0.0	7	0.5
Manica	0	0.0	1	0.2	6	2.5	9	3.0	5	1.0	20	1.3
Maputo City	20	11.8	16	3.7	13	5.8	66	21.5	289	63.8	403	25.7
Maputo Province	5	3.2	6	1.5	11	5.0	212	69.1	153	33.7	387	24.7
Nampula	5	3.2	371	88.8	2	0.8	2	0.7	0	0.0	381	24.3
Sofala	2	1.1	2	0.4	9	4.2	13	4.2	4	1.0	30	1.9
Tete	0	0.0	7	1.7	182	80.8	1	0.4	2	0.3	191	12.2
Total	166	100.0	418	100.0	225	100.0	307	100.0	453	100.0	1,569	100.0

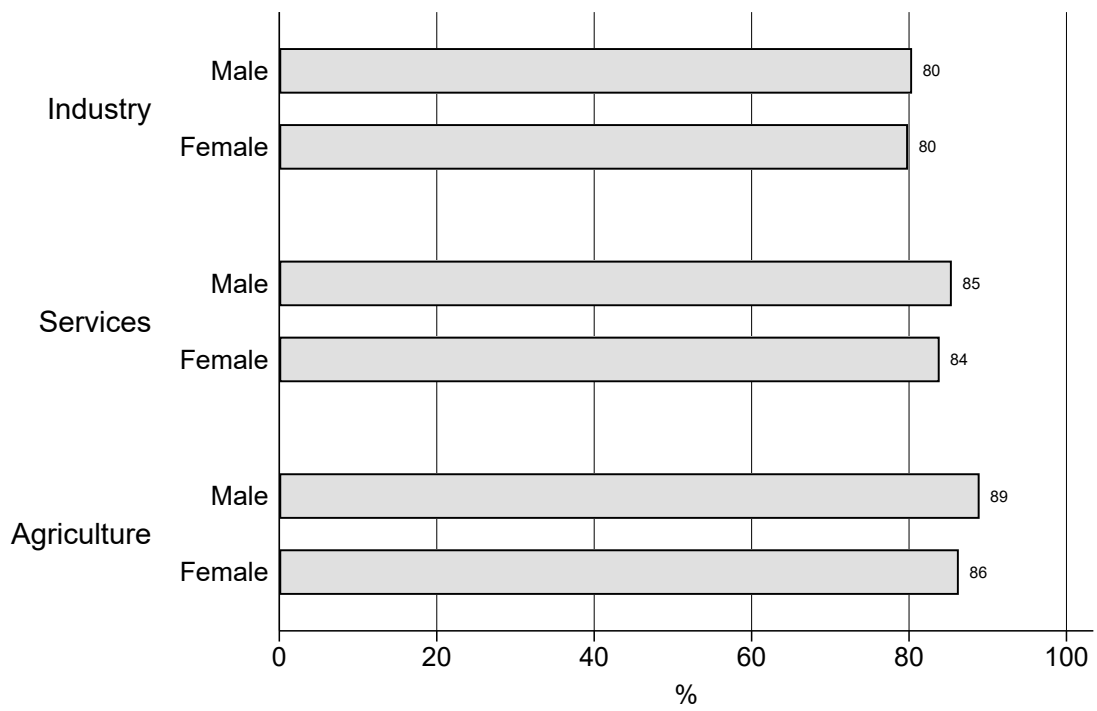
Source: ITEEFETP data.

Figure 12: Province where primary school was attended vs province of residence in 2020



Source: ITEEFETP data.

Figure 13: Proportion of participants in the last round living in the same province as their primary school



Source: ITEEFETP data.

6 Type of work

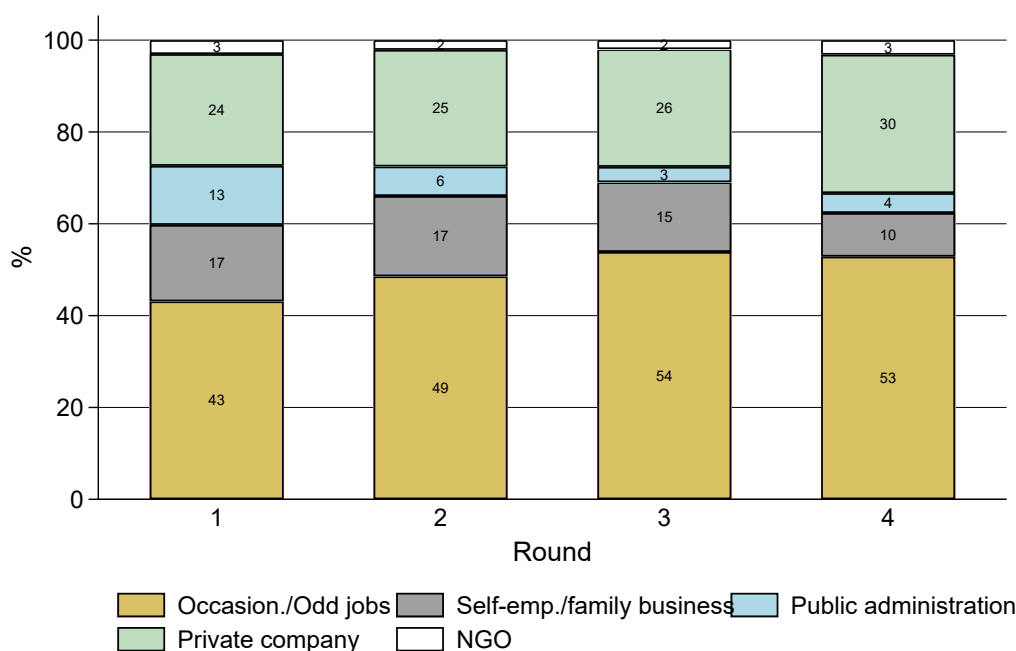
Key messages:

- Of the graduates who were able to find work, more than 1 out of every 2 were self-employed doing odd jobs.
- Among employers, private companies are the most important, employing more than 1 out of every 4 graduates.
- There is a significant deviation between the preferred employer in the baseline survey and the current employer. While 84% of graduates were open to be entrepreneurs, the vast majority preferred the most formal modality (business ownership; 66%). However, only 1% ended up owning a business, while 49% ended up only taking odd jobs. Furthermore, only private companies were able to hire a meaningful proportion, 26%, of graduates that manifested a preference to work with a similar type of employer.
- There is a greater prevalence of graduates working in the commercial services sector, followed by the secondary sector.
- Over half the graduates found work in the sectors they had trained for, their natural sectors.

This section focuses on the type of work done by the participants who were able to find a job. Figure 14 makes it possible to see that odd jobs (over 40%) and private companies (over 25%) were the main types of employer throughout the 11 follow-up months. Odd jobs increased from 43% in the first round to 53% in the last round. Private companies showed an increase of around 6%. Family businesses and public administration corresponded to the third and fourth largest employers. However, the proportion of graduates employed in these organizations decreased over time, employing 10% and 4%, respectively, in the last round. Employment in non-governmental organizations (NGOs) remained more or less constant and these absorbed a lower proportion of graduates.

Figure 15 adds the relationship between study area and type of employer (in the last position held). There is an evident preponderance of odd jobs in all the study areas, particularly in industry, where approximately 60% of the graduates are employed. Private companies, as the largest employer, employ around one third of the agriculture and services graduates. In the

Figure 14: Type of employer (organisation), by round (%)



Note: the sample for this graph refers to the participants who reported having a job and an employer.
Source: ITEEFETP data.

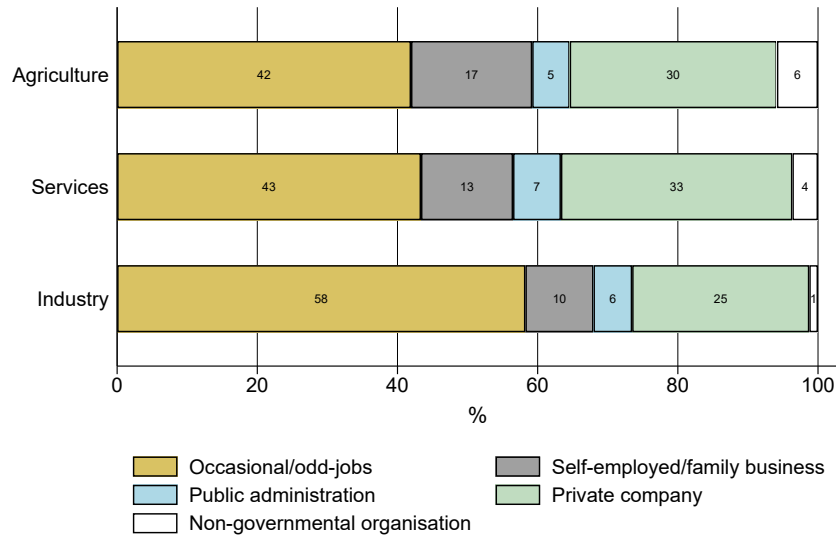
same way, own/family businesses are more prevalent when it comes to services and agriculture graduates. Public administration and NGOs individually employ less than 10% in all study areas.

Table 12 confirms that, irrespective of the characteristics of the participants, odd jobs constitute the predominant form of employment (50%), followed by private companies (29%). Nevertheless, there are slight differences within the characteristics. When we look at gender, we can see that men do more odd jobs than women, while the percentage of women working in private companies is higher than men.

Note that odd jobs and private companies are equally important (39%) in Cabo Delgado Province and public administration employs a higher proportion of graduates in this province than in the others. Private companies employ relatively fewer graduates in Maputo Province (26%) and Maputo City (24%), while odd jobs are relatively common in these provinces.

It should also be noted that when compared to other schools, odd jobs are less common for community school graduates (41% as opposed to 50% or more for graduates from other

Figure 15: Type of employer in last job, by area of study (%)



Note: the sample for this graph refers to the last job and employer (not necessarily the last round) reported by each participant, N = 1,311.

Source: ITEEFETP data.

schools). However, private companies are more important for community school graduates (37%) compared to their counterparts from other schools. There is no clear difference between the public sector and NGOs in the recruitment of graduates from different types of schools.

Among finalists who have found employment, Table 13 contrasts their openness to entrepreneurship (odd jobs or formal business owner) with the type of jobs they found. As can be seen in panel (a), about half of the individuals did odd jobs at their last registered job. About 1% of finalists were self-employed as business owners. It is also noted that more than half of the finalists who had not shown themselves to be motivated for entrepreneurship (56%) ended up doing odd jobs in their last registered occupation. On the flip-side, 51% and 53% of individuals who were open to being entrepreneurs or to perform odd jobs ended up working for others, respectively.

Panel (b) shows that the vast majority of finalists were more open to owning a business (66%) than doing odd jobs. The odd job, which came to be responsible for about half of registered employment (49%, see panel (a)), was the preference of less than a fifth of the finalists (18%). From this it can be inferred that most of the finalists were open to entrepreneurship, but they preferred a more formalized or permanent format (business ownership) than the one where the

Table 12: Type of employer (organization) in the last position held, by individual characteristics (%)

	Odd jobs	Self employment	Public admin.	Private company	NGO
<i>Gender:</i>					
Male	55	12	4	27	3
Female	40	13	10	33	4
<i>Age range:</i>					
16-22	49	13	7	29	3
23-25	50	13	3	30	4
26-55	52	9	9	28	2
<i>Married?:</i>					
No	50	12	6	29	3
Yes	44	13	4	31	8
<i>School province:</i>					
Cabo Delgado	39	8	11	39	4
Nampula	45	12	6	32	5
Tete	51	14	4	30	2
Maputo Province	54	13	5	26	1
Maputo City	55	13	6	24	2
<i>School type:</i>					
Community	41	14	5	37	3
Private	53	14	7	23	3
Public	50	12	6	29	3
Total	50	12	6	29	3

Note: the sample in this table refers to the last job and employer (not necessarily the last round) reported by each participant N = 1,311; each row totals 100%.

Source: ITEEFETP data.

majority of them got a job (odd jobs).

Table 14 analyses the type of preferred employer, for those who indicated openness to work for someone else. The results reveal that the majority of finalists were unable to work for their preferred employers. As can be seen in panel (a), a large proportion of finalists who indicated that they would accept to work for someone else (50%) ended up only finding work in odd jobs. Only private companies managed to capture a meaningful proportion of finalists who had placed them as preferred (26%); the Public Administration and the NGOs captured 7% and 0%, respectively, of the finalists who indicated them as favourites. In panel (b) it is evident that, in general, the finalists were not employed by the type of employer they preferred. Only just over 40 % of finalists employed in Public Administration and 51 % of employees in private companies had indicated these as their preferred types of employer.

Table 13: Openness to entrepreneurship (baseline) vs. last job (%)

(a) By openness to entrepreneurship:				
Open to entrepreneurship? ↓	Last job			Total
	Odd jobs	Business owner	Employee	
Yes - Odd jobs	46	1	53	100
Yes - Business owner	48	1	51	100
No	56	0	44	100
Total	49	1	50	100

(b) By last job:				
Open to entrepreneurship? ↓	Last job			Total
	Odd jobs	Business owner	Employee	
Yes - Odd jobs	17	22	19	18
Yes - Business owner	64	71	67	66
No	19	7	15	17
Total	100	100	100	100

Note: this table refers to the last job registered by all participants that answered having a job, N = 1,246.

Source: ITEEFETP data.

Table 14: Preferred employer (baseline) vs. last job (%) – finalists willing to work as employees

(a) By preferred employer:							
Preferido ↓	Last job						Total
	Odd jobs	Owner	Family	Public	Private	NGO	
Family business	62	0	12	5	13	7	100
Public admin.	50	0	9	7	32	2	100
Private company	50	1	13	5	26	4	100
NGO	47	0	12	10	31	0	100
Total	50	1	11	6	28	3	100

(b) By last job:							
Preferido ↓	Last job						Total
	Odd jobs	Owner	Family	Public	Private	NGO	
Family business	2	0	2	1	1	4	2
Public admin.	40	19	31	44	45	23	40
Private company	56	81	65	50	51	73	56
NGO	2	0	3	4	3	0	3
Total	100	100	100	100	100	100	100

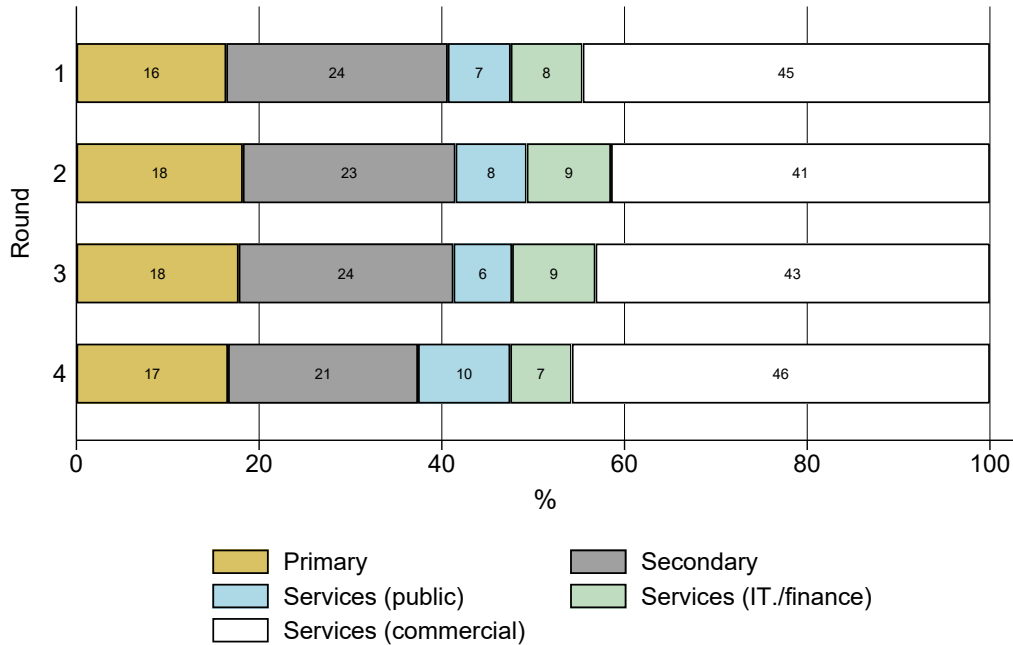
Nota: this table only refers to the last registered job, N = 939.

Source: ITEEFETP data.

Figure 16 shows the distribution of employed graduates by sector of activity (aggregate), in each round. It immediately becomes clear that the tertiary sector (services) is predominant and is the one where the majority found their first and last jobs. At the end of the follow-up, over half were employed in services (60%) and an average of 17% and 23% in the primary and secondary sectors, respectively.

This figure also suggests dynamics over time in terms of the absorption capacity of the different sectors. Between the second and third rounds (immediately after the beginning of the COVID-19 pandemic), the proportion of graduates in the commercial services sector fell slightly. The industrial sector began by employing around one quarter in the first round and ended with around one fifth in the last round, with public services absorbing the difference.

Figure 16: Work sector by round (%)



Note: the sample for this graph refers to the participants who reported having a job, by round.

Figure 17, which focuses on the last position held per participant, clearly shows that the graduates are channelled towards the activity sectors that are natural to their training. Around 60% of agriculture graduates are in the primary sector and slightly more than 1 out of every 4 are in commercial services. Also unsurprisingly, around 85% of services graduates were working in the services area, most noticeably in commercial services (60%). Half of the graduates trained in industry go to the primary and secondary sectors, the other half to services (mainly commercial).²

Table 15 shows the distribution of the graduates who found work, in the last position held, according to certain characteristics. Services have a relatively higher predominance of women (see Table B4) than of men, but women are more poorly represented in the primary and secondary sectors.

Older (26-55 years old) and married graduates are better represented in public services. Younger and unmarried graduates are better represented in the secondary sector and in information

²This is partially due to the classification of computer or similar courses as industrial courses, although their application in the economy covers all activity sectors, and particularly information and financial services

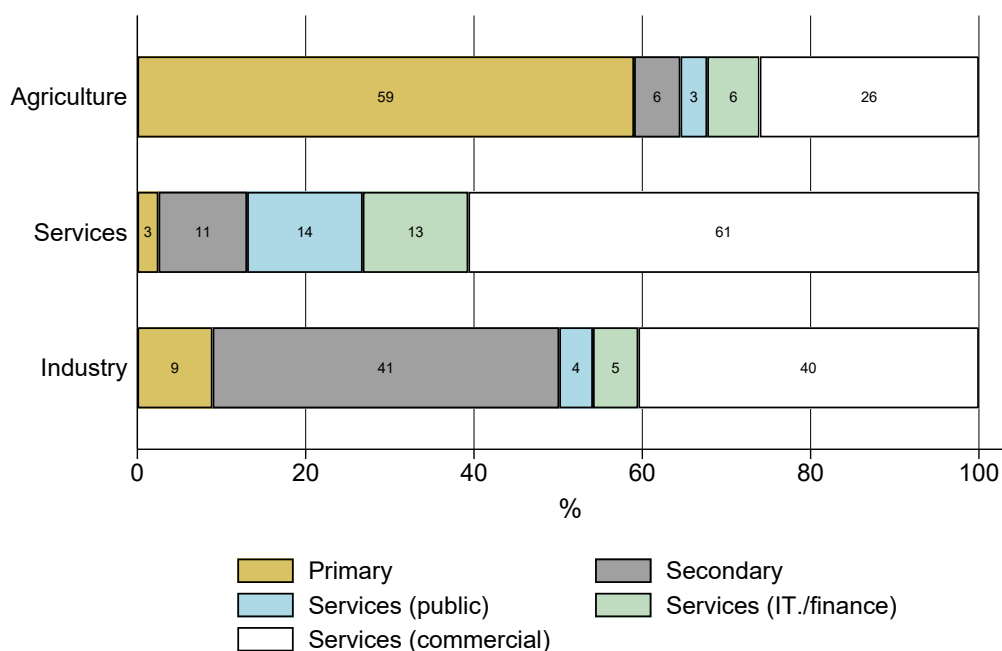
Table 15: Activity sector in the last job reported, by individual characteristics (%)

	Primary	Secondary	Services		
			Public	IT/financial	Comercial
<i>Gender:</i>					
Male	19	24	5	8	43
Female	14	16	12	9	49
<i>Age range:</i>					
16-22	15	25	6	11	43
23-25	21	15	6	7	50
26-55	15	18	17	4	46
<i>Married?:</i>					
No	17	21	7	9	45
Yes	16	13	16	3	52
<i>School province:</i>					
Cabo Delgado	0	27	13	7	53
Nampula	27	22	5	9	38
Tete	13	15	2	15	54
Maputo Province	33	20	3	5	39
Maputo City	4	21	16	8	52
<i>School type:</i>					
Community	22	21	4	16	37
Private	3	16	17	10	53
Public	20	22	6	6	46
Total	17	21	8	9	46

Note: the sample in this table refers to the last job and sector (not necessarily the last round) reported by each participant N = 638; each row totals 100%.

Source: ITEEFETP data.

Figure 17: Activity sector in the last job reported, by study area (%)



Note: the sample for this graph refers to the last job and sector (not necessarily the last round) reported by each participant and excludes people reporting working in odd jobs N = 638.

Source: ITEEFETP data.

and communication services. The graduates from Nampula and Maputo Province are better represented in the primary sector than the other provinces.³ The graduates from Cabo Delgado (27%) are better represented in the secondary sector and the graduates from Maputo City and Cabo Delgado in public services. The graduates from Tete are better represented in the information and communication services sector. Finally, the graduates from Nampula and Maputo Province are more poorly represented in commercial services than the other provinces (see Table B1 for more detailed information). B1).

7 Job seeking strategies

Key messages:

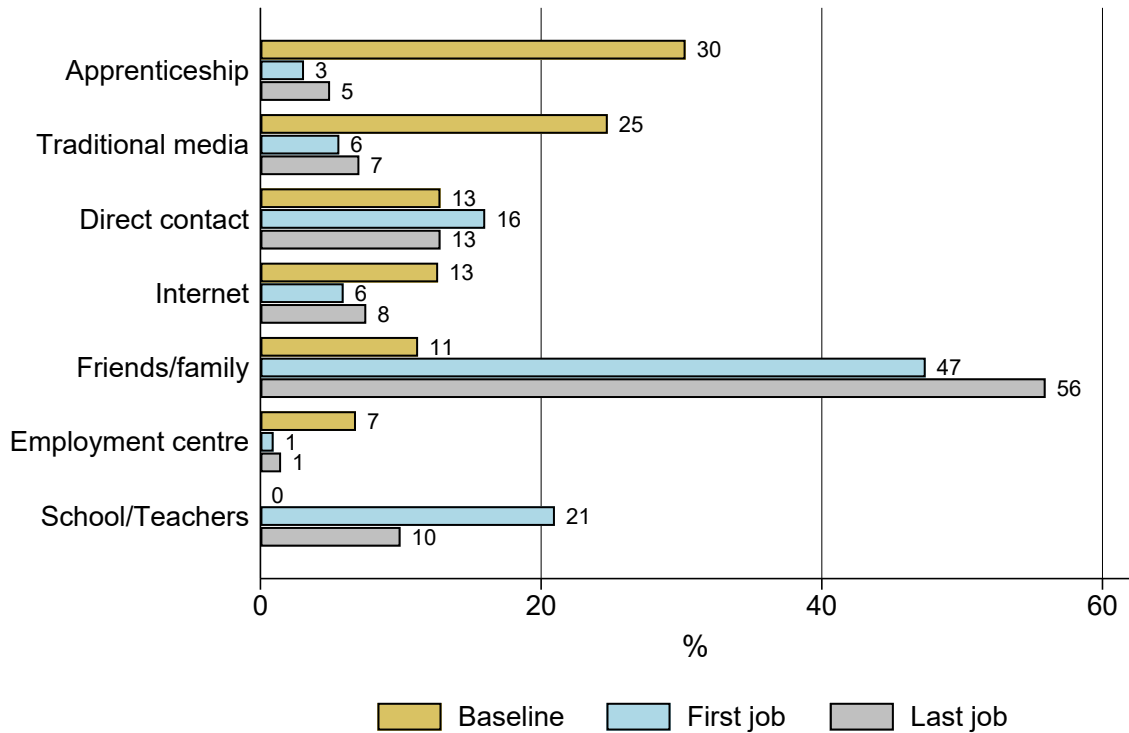
- Different strategies are used to find work. Nevertheless, the most effective methods are the informal ones (friends and family, teachers).
- Forty seven percent of the participants got their first job with the help of friends and family and 56% of participants got their last job this way.
- Contacting employers directly proved to be relatively important both for getting first and last jobs.
- Although the more formal means (apprenticeship, media, internet and job centres) were the preferred means for getting a job in the baseline survey, their importance is quite low.
- The sale of vacancies, although not a relevant phenomenon for TVET graduates, is a reality. Approximately 2% of the participants reported that the jobs were sold, costing MZN3,000 on median (equivalent to the median salary).

During the study, we looked at the strategies used for finding work, comparing the strategies mentioned in the baseline survey to those actually used to get the first job and the last job. In this section, we will also be talking about the subject of buying vacancies as a means of getting a job.

Figure 18 summarizes the proportion of participants, indicating the different strategies used at different times. There is a considerable difference between the profile of the strategies the graduates thought they would use to find a job and what was actually effective. The figure shows that in the baseline survey, 30% of the graduates expected an apprenticeship would help them find work more easily. However, it only resulted in a first job for 3% and a last job for 5% of those who changed jobs during the follow-up period.⁴ In the same way, a smaller proportion of graduates (less than 10%) found work through the media (radio, TV and newspapers) compared to the proportion that expected to find work that way (25%). Also less effective than expected were recruitment agencies and job centres (less than 1%).

On the contrary, it was direct contacts, mainly friends and family, as well as schools/teachers, that resulted in much higher proportions of jobs than the graduates had previously expected.

Figure 18: job seeking strategies (%)



Note: the sample for this graph is $N = 725$, referring to all the participants who reported at least one job, excluding odd jobs; the sand-coloured bar ('baseline survey') refers to the expectations of the participants in the baseline survey; the grey bar refers to the participants who also reported another (last) job ($N = 451$); 'Media' includes radio, TV and newspapers.

Source: ITEEFETP data.

Note that friends and family was the strategy responsible for around half of the new jobs among those who changed jobs during the period. Again, direct contact, followed by the internet, proved to be effective when it came to finding a second job. This suggests that while formal, transparent means of finding work were the most expected in the baseline survey, in actual fact, it was informal means based on personal relationships that proved to be the most effective.

Table 16 shows the slight alterations in the efficiency of job seeking strategies between the first job and the last job (in this case, for those who changed jobs during the follow-up period). As also indicated in the previous figure, friends/family and schools/teachers gained prevalence among all the subgroups in the sample, both for the first and the last job, this latter less than through direct contact (in the last job).

As already mentioned, the more formal job seeking strategies (media, apprenticeships, internet and others, which include employment centres and agencies) were in the minority, on average, for the first job (the total was 32%) and, also on average, their role remained more or less the same among those who had a second job (the total fell to 35%). Although friends and family played an important role for all, their importance becomes more evident for private school graduates (60%) in getting their first job. Contacting employers directly to get the first job was more effective for services graduates when compared to the others, while teachers played a lesser role. Internet, in turn, was more important for industry graduates.

For finding their last job, direct contact and family were used slightly more by men, while women had more success with the internet and schools/teachers. The media and employment agencies were more important for the graduates from community schools and agriculture courses to get their last job.

We will now look at the subject of buying and selling job vacancies. Table 16 refers to an informal practice whereby people take on the role of intermediaries between the graduates and the job they are trying to find. The basis for this statistic is the number of new job situations that were reported during the follow-up period. As some of the graduates changed jobs during this period, the observation basis is 1,617 jobs.

The first sign of the practice known as 'selling jobs' is the fact that 32 instances of this occurred (2% of the 1,617 vacancies filled), where the graduates were faced with a request for payment for the vacancy they were hoping to fill. The average 'price' for jobs is MZN3,000, the equivalent of the median salary (their first salary, so to speak). This phenomenon was more pronounced for the graduates from Tete in the primary sector, the technology and communication services sector and NGOs, with no cases reported in Cabo Delgado. The cost was slightly high for the participants in a family business and those in the secondary sector.

Table 16: job seeking strategies used (%)

	Strategy used					
	Media	Direct	Internet	Friends/Fam.	School	Other
(a) First job:						
<i>Gender</i>						
	5	17	6	47	20	5
	7	15	6	48	22	3
<i>School type:</i>						
Community	5	18	3	48	22	3
Private	4	11	3	60	21	0
Public	6	17	7	44	21	5
<i>Course type:</i>						
Agriculture	1	15	5	49	24	7
Services	10	16	4	49	18	3
Industry	3	17	9	45	23	4
Total	6	16	6	47	21	4
(b) Last job:						
<i>Gender</i>						
	7	14	6	58	7	7
	6	11	10	51	17	6
<i>School type:</i>						
Community	14	10	0	52	6	18
Private	2	15	7	50	18	7
Public	7	13	9	58	9	4
<i>Course type:</i>						
Agriculture	11	10	7	56	11	5
Services	9	16	9	52	10	4
Industry	4	11	7	59	10	10
Total	7	13	8	56	10	7

Note: the sample for panel (a), N = 725, refers to the participants that reported at least one job other than odd jobs; in panel (b), the sample, N = 451, refers to the participants that reported a last job (not the same as the first); the media includes radio, TV and newspapers; 'Direct' is direct contact with employers; 'Other' includes recruitment agencies, employment centres, individual and unspecified businesses; in each panel, the rows total 100%.

Source: ITEEFETP data.

Table 17: Experience of job selling

	Obs. (N)	Request to pay for vacancy (%)	Price of vacancy (MT)
<i>Gender:</i>			
Male	1,079	2	3,000
Female	538	2	3,000
<i>School province:</i>			
Cabo Delgado	91	0	
Nampula	523	2	3,000
Tete	126	5	5,000
Maputo Province	377	1	2,000
Maputo City	500	2	2,000
<i>School type:</i>			
Community	167	3	3,700
Private	382	3	3,000
Public	1,068	1	2,700
<i>Course type:</i>			
Agriculture	308	1	3,000
Services	670	1	3,000
Industry	639	3	3,000
<i>Work sector:</i>			
Primary	258	1	3,000
Secondary	379	3	4,000
Services (public)	139	1	2,500
Services (IT./finance)	129	0	
Services (commercial)	698	2	3,000
<i>Employer:</i>			
Self-employed/family business	444	2	5,800
Public administration	224	2	3,000
Private company	865	2	3,000
Non-governmental organisation	84	0	
Total	1,617	2	3,000

Note: the sample in this table considers each job or apprenticeship reported by the participants; therefore, multiple observations per participant are permitted (single observations = 927); the sample for the sector, N= 1603, refers to the participants that reported the activity sector; the sale price is the average.

Source: ITEEFETP data.

8 Quality of work

Key messages:

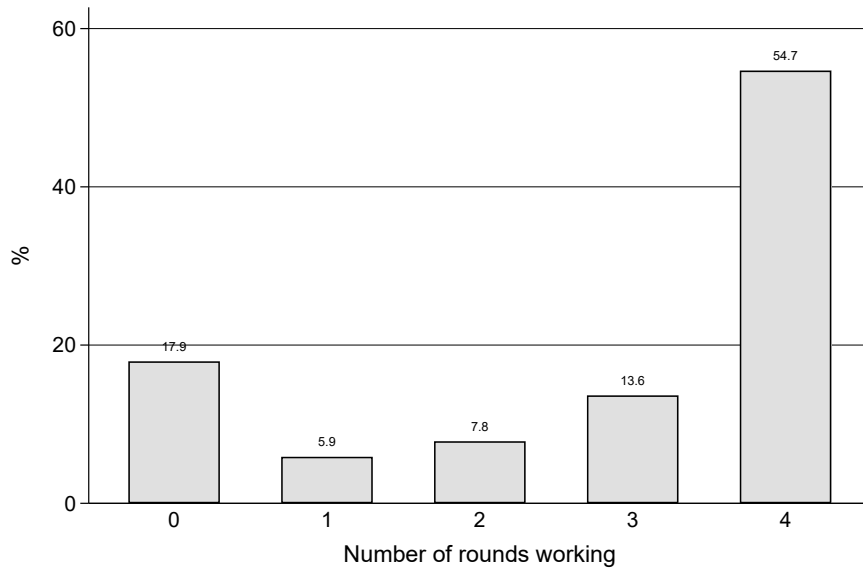
- According to the different school-to-work transition experiences reported by the graduates, the quality of the work they secured is precarious.
- Only around 55% of the participants were working in all the follow-up survey rounds.
- Over 60% of the participants reported having worked in at least two different jobs throughout the follow-up rounds.
- Although the contractual situation of the graduates (with a job) improved over time, many were in a precarious position up to the last round. For example, only 16%, 20% and 36% had a steady job, were registered with the National Social Security Institute (INSS) or had a written contract, respectively.
- The graduates from industrial courses generally found jobs with better quality indicators when compared to the other courses.
- Public administration tends to offer the best quality of work. Employment in the commercial services area seems to have the lowest quality and is the most precarious.

Having a job is one thing; having a ‘good’ job is another. The quality of a job can be measured in a variety of ways. These include: the contractual situation, hours worked per week, if the person is actively looking for another job and if the job is related to their training. The results in this section show that few graduates were able to get a good job immediately after completing their courses.

Figure 19 shows that around 55% of the graduates were working (had a job) during all the follow-up rounds, while approximately 30% were not working during two or more rounds (for approximately six months). In the same way, Figure 20 indicates that over 60% worked in at least two different jobs throughout the four follow-up rounds. This means that even having found work, a significant number of the graduates did not remain in the same position until the last round. In other words, the first job was not durable.

The experience of job instability faced by the majority of the graduates, as suggested above, is

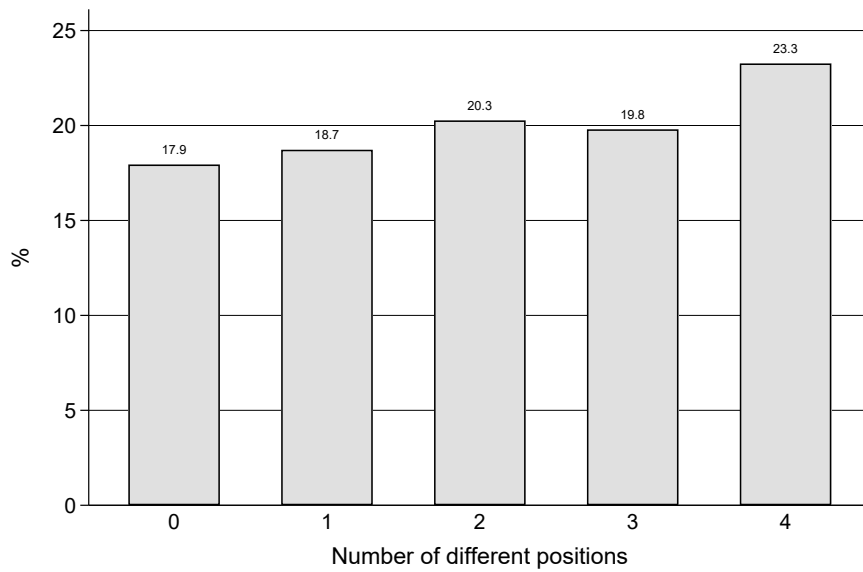
Figure 19: Finalists working, by number of rounds (%)



Note: N = 1,540, referring to the balanced panel of participants observed in each follow-up round.

Source: ITEEFETP data.

Figure 20: Number of (different) employment positions/jobs over course of follow-up rounds



Nota: Note: N = 1,540, referring to the balanced panel of participants observed in each follow-up round.

Source: ITEEFETP data.

Table 18: Quality of work, by round

Round	Dimensions of quality of work (% 'yes')							Obs.
	Steady job	Registered INSS	Written contract	Course-related	Full-time	Satisfied	Same level	
1	12	14	17	55	52	8	68	642
2	15	17	26	55	56	10	65	638
3	12	18	30	52	58	11	63	756
4	18	23	43	54	63	14	65	790
Média	14	18	30	54	57	11	65	707

Note: this table refers to the participants that reported having a job other than an apprenticeship; somebody is 'satisfied' when they are not (actively) looking for another job; 'durable employment' indicates that the person is in the same job for more than six months.

Source: ITEEFETP data.

emphasized by the ways for measuring quality of work summarized in Tables 18 and 19. In these tables, the columns represent different dimensions of quality (all positive), and the cells indicate the percentage of graduates that have a current job/occupation with that characteristic.

Table 18 shows that less than 20% of the graduates reported having a steady job, being registered with the INSS or having a written contract. This result is consistent with the analysis in Section 4, which pointed out that after-school transitions are many and not always easy and that the majority of the participants were self-employed. The circumstances of having a job related to their course, a full-time job and one requiring the same level of technical-vocational training as they received were always above 50% in all the rounds.

Between the rounds, working conditions improved slightly. In the last round, many more of the graduates had steady work (18%), were registered with the INSS (23%), had a written contract (43%) or were working full-time (63%). Despite the slight improvement, it is important to point out that many were still working in precarious jobs. And, in fact, the poor quality of the jobs is reflected in the satisfaction levels, with less than 20% in all rounds being satisfied with their current jobs (or, conversely, 86% of the graduates employed in the last round were actively looking for work).

There are also significant differences between the graduates in terms of quality of work in the last job they were observed in. Table 19 shows that, generally speaking, the indicators for men and women were close. However, there are some particular differences. More men were working in jobs related to their courses (57% as opposed to 36% of women). In the same way,

a higher percentage of men found full-time work whose level of requirements corresponded to the training received. On the other hand, a higher proportion of women found a steady job and said they were satisfied (despite the low percentages in both indicators). Overall, older individuals have jobs with better quality indicators. An analysis according to the province where the school is located shows that in almost all of the indicators, the graduates from Cabo Delgado are relatively better off when compared to the graduates from other provinces. The graduates from Tete and Maputo City have the worst indicators in around four dimensions.

Looking at the results by type of school, we see that private school graduates generally have the worst indicators. Despite this, 20% said they were satisfied with their current jobs, as opposed to 12% of public and community school graduates. By type of course, the graduates from industrial courses have the best indicators. But they are the least satisfied.

It should be noted that public services have the best quality indicators by far. Moreover, 26% and 30% of the graduates from public services and information technology services are satisfied with their jobs, respectively. The graduates in the services sector (commercial) and in own/family businesses have the worst indicators. Of the employers, NGOs generally have average quality indicators, closer to the best employers in each category. Bearing in mind that some of the indicators do not apply to the graduates doing odd jobs (particularly having a steady job and a written contract), it can however be seen that these are generally among the worst quality indicators in each category and, along with the graduates working in own/family businesses, are the least satisfied (11%).

There is therefore a considerable difference between the quality of the work found by the graduates after they left school. We found a privileged group who were able to get ‘good jobs’ by the end of the follow-up rounds, but the majority of these had started the period with a higher quality job. Of the graduates who started the follow-up period without a job, only 3% had got a high quality job in their last position (see Table B5).

Based on these quality of work estimates, it was possible to put the participants into three different groups. The first group, where the quality is relatively high, with jobs offering at least five of the dimensions mentioned above (Table 18). The second group is employed, but in lower quality jobs, offering between zero and four of the dimensions. The third group is made up of the ones who were unable to find work. Up to the last round, it is estimated, as was to be expected, that only around 9% of the participants were in the first group (with a ‘good job’), 48% in the second group (with a ‘bad job’) and the remaining 43% were unemployed (see Figure A3).

Table 19: Quality of work in the last position held

	Dimensions of quality of work (% 'yes')						
	Steady job	Registered INSS	Written contract	Course-related	Full-time	Satisfied	Same level
<i>Gender:</i>							
Male	14	21	36	57	62	12	68
Female	20	19	35	36	55	18	52
<i>Age range:</i>							
16-22	14	17	31	52	58	15	62
23-25	15	19	32	51	62	13	62
26-55	22	31	53	47	63	12	67
<i>School province:</i>							
Cabo Delgado	27	24	49	67	66	14	80
Nampula	15	18	34	58	65	12	71
Tete	11	26	29	44	60	6	59
Maputo Province	15	19	39	56	60	13	65
Maputo City	15	18	31	38	54	19	50
<i>School type:</i>							
Community	12	23	30	58	66	12	73
Private	13	16	28	34	53	20	51
Public	17	20	38	54	61	12	65
<i>Course type:</i>							
Agriculture	18	17	32	58	63	18	71
Services	19	18	33	34	57	16	52
Industry	13	23	40	61	61	10	68
<i>Work sector:</i>							
Primary	44	37	48	80	78	20	88
Secondary	42	42	42	72	86	19	81
Services (public)	64	38	63	57	73	26	69
Services (IT./finance)	41	37	31	49	85	30	81
Services (commerc.)	28	22	27	37	79	14	53
<i>Employer:</i>							
Occasional/odd-jobs	0	13	0	49	46	11	60
Self-empl./fam. bus.	17	11	3	40	69	11	59
Public	66	70	71	67	90	40	80
Private	45	40	48	59	86	19	70
NGO	56	28	72	54	70	15	62
Total	16	20	36	51	60	14	63

Note: this table refers to the participants that reported having a job and represents the last position held (not necessarily in the last round, N = 1,107); the quality dimensions come from Table 18.

Source: ITEEFETP data.

9 Remuneration

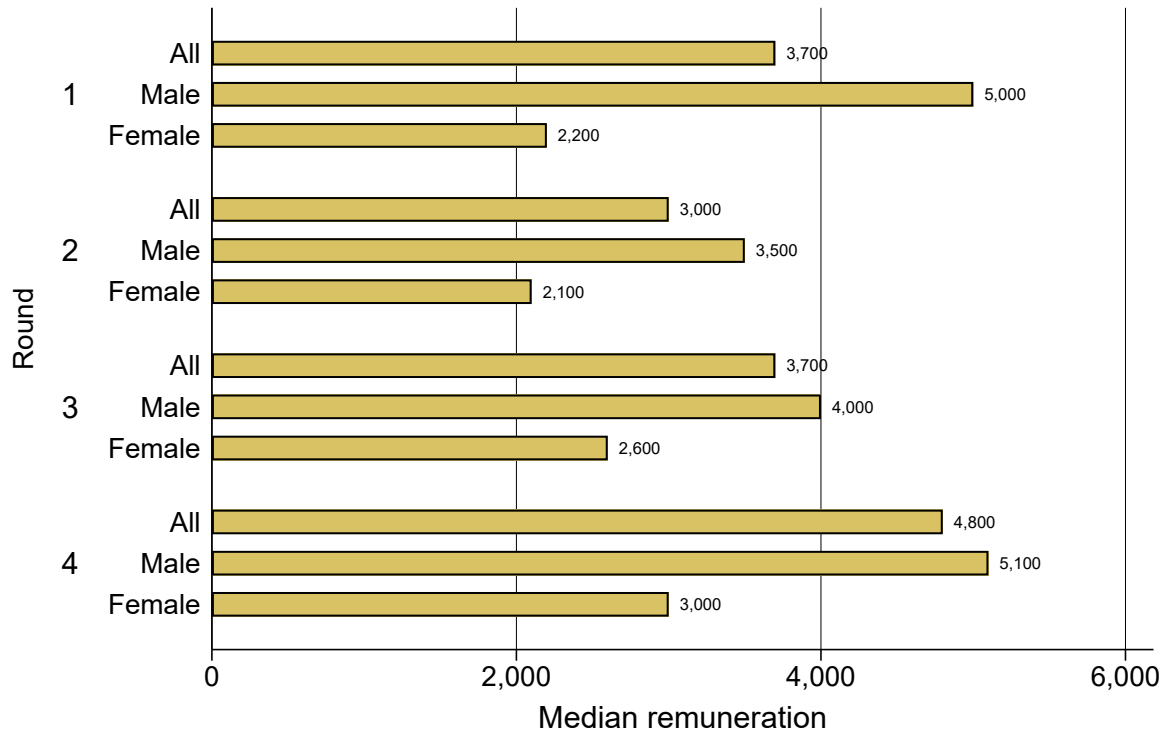
Key messages:

- Generally speaking, the median remuneration earned by the graduates increased (from MZN 3,700 to MZN 5,000) between the first and fourth rounds, driven by the increase in the remuneration earned by women (from MZN 2,500 to MZN 3,600).
- However, there is a difference in income between genders. Up to the last follow-up round, men earned MZN 1,400 more per month than women (on median).
- The secondary sector offers higher remuneration for both genders. In this sector, the difference between men and women remuneration is reversed, on median, with median remuneration for women being higher than for men (MZN 8,400 per month and MZN 7,000 per month, respectively).
- The services sector has higher remuneration differences, with men earning MZN 5,000 more than women on median.
- The remuneration earned is less than the expectations indicated in the baseline survey. In the most recent job observed, the remuneration earned was only half the amount expected in 2019.

This section looks at the trends for income from the work done by the graduates throughout the follow-up rounds. In the first place, Figure 21 shows median remuneration by follow-up round and by gender. Due to the differences in the number of hours worked and to facilitate comparison, the income calculated is the result of all the salaries reported measured in terms equivalent to one full day's work.³

³For this calculation, a 40-hour working week was used, equivalent to 8 hours a day.

Figure 21: Median salary by follow-up round and gender

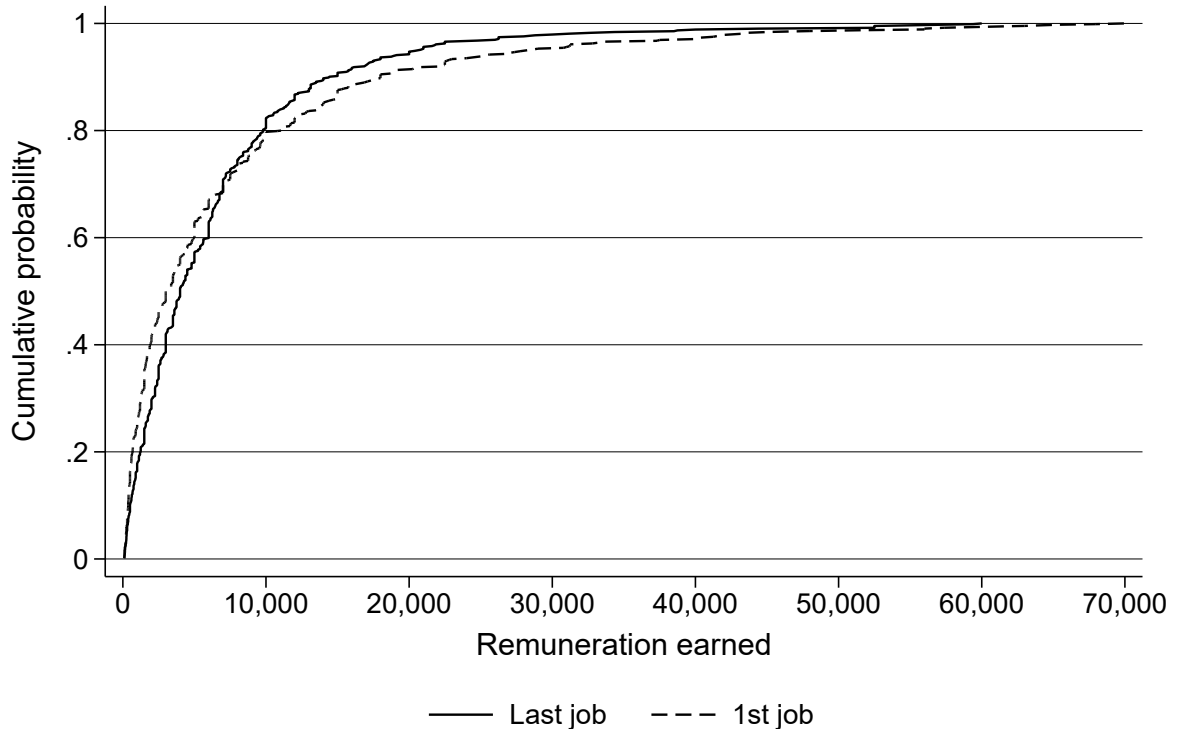


Note: the salaries are reported in nominal terms and on a full time-equivalent. The sample includes odd jobs.
Source: ITEEFETP data.

On this basis, we found that the median monthly remuneration for all remained more or less the same during the first three rounds. Looking at the data in terms of gender, we see that, between the first and second round, median remuneration for men decreased more than for women, a reduction of MZN 1,600, as opposed to MZN 100, respectively. After the third round, the median remuneration for both men and women increased, with the increases for women being higher than those for men. At the end of the 11 months, the median remuneration for men was approximately the same as observed in the first round, while the median remuneration for women had increased, driving the overall median. Despite this, remuneration differences between men and women persisted, with women earning MZN 1,400 less than men (on median). The result of the increase in remuneration is consistent with the improvement in perceived quality of the work (see Section 8).

Figure 22 illustrates the remuneration distribution in the first and last job in which the participants were observed working. Thus, it shows the trends for individual remuneration and confirms the

Figure 22: Cumulative distribution of salaries in first and last position occupied (%)



Note: this graph shows the salary distribution summarized in Table 19; it refers to the remuneration earned in the first and last round in which the participant was observed, taking into account only the participants observed earning remuneration more than once ($N = 553$); the remuneration is reported in nominal terms and as an equivalent of full-time work.

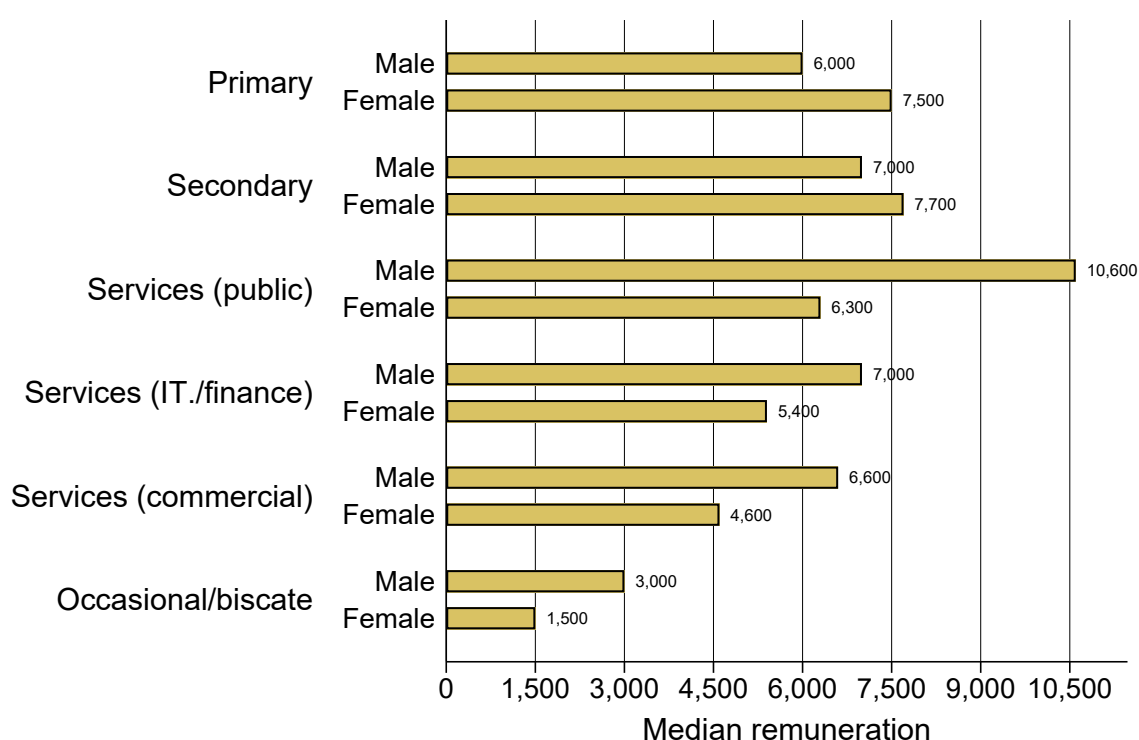
Source: ITEEFETP data.

fact that not all received remuneration increases, even if they changed jobs. Specifically, and for around 70% of the participants earning lower salaries, the corresponding remuneration increased slightly between the first and the last jobs. However, there was a contraction in the higher salaries between the first and last jobs. It should be noted that due to the COVID-19 pandemic, one of the measures companies were able to take to minimize the effects of the pandemic was reducing working hours and salaries.

Other differences between salaries earned are also of interest. Figure 23 illustrates the median remuneration by sector (aggregate) and gender in the last job in which each participant was observed (generally, the most recent round). A clear salary difference between men and women can be seen here. Specifically, we noted that the salary disadvantage faced by women is more accentuated in the public services sector, where the difference stands at around MZN 5,000. In

commercial services, technology and information/financial services and odd jobs, men also earn higher median remuneration than women (by around MZN 2,000, MZN 1,600 and MZN 1,500, respectively). In contrast, there is approximate gender parity in the secondary sector, while in the primary sector, the inequality is reversed and the median woman earns more than the median man here (a difference of MZN 1,500). It is possible that these gender disparities could, in part, reflect differences in the ratio of men and women in each sector, as well as differences in their previous experience. Even so, a more in-depth analysis of these disparities would be necessary.

Figure 23: Median salary by gender and employment sector, last round observed



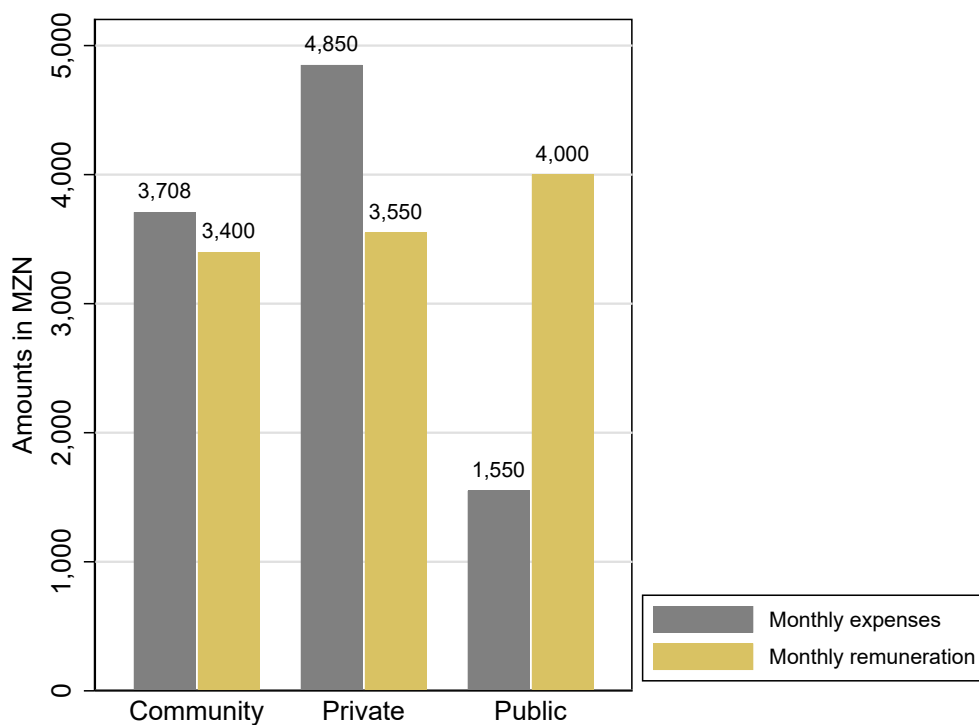
Note: remuneration is reported on a nominal and full-time equivalent basis; it refers to the remuneration earned in the last round where the participant was observed to be working, N = 1,146; see Section 6 for the definition of the sectors included.

Source: ITEEFETP data.

Related to the previous point, Table B6 (as well as Tables B7 and B8) underlines significant differences between median remuneration by sector, as already indicated in Figure 24. In addition, remuneration is generally higher for those who have found work in the natural sectors for their training, the ones that are related to the courses they did. Of note is the relatively higher median remuneration in the following sectors: financial activities (MZN 24,000); extractive

industries (MZN 14,400); other services (MZN 16,000); public administration (MZN 11,500) and health and social work (MZN 10,600). On the other extreme, the remuneration is relatively lower in tourism and catering (MZN 950) and in agriculture and livestock (MZN 1,800). Generally speaking, these differences not only reflect disparities in the quality of work between the sectors, but also some differences in minimum wages by sector. For example, the minimum wage approved by the government on 30 April 2019 was MZN 6,850 for non-financial activities, as opposed to MZN 12,760 for financial activities (banks and insurance companies).⁴

Figure 24: Education costs vs salaries earned in the last job (median), by type of school

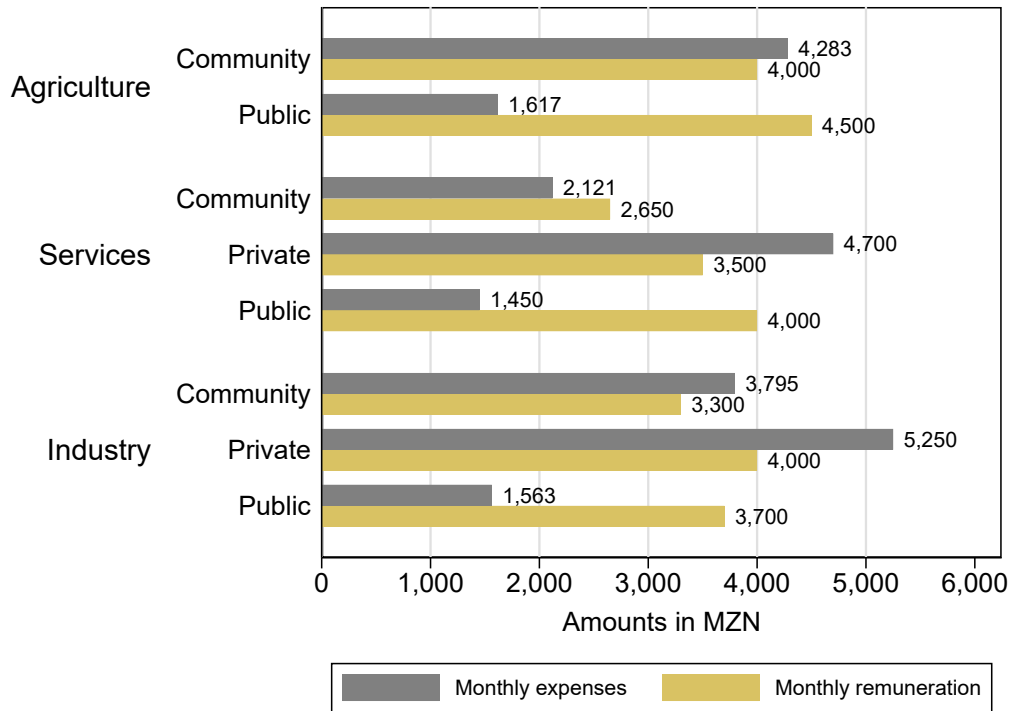


Source: ITEEFETP data.

Figure 24 shows the return to TVET, i.e. we compare the monthly expenses incurred by the graduates while studying and the equivalent monthly salaries earned in their last jobs (and on median). It is clear that for the majority of the participants from community or public schools, the returns from education are positive and are higher for the latter. The public school graduates end up earning salaries 2.6 times higher than the expenses they incurred. The private school graduates have a negative return (a difference of MZN 1,300 between expenditure and salary).

⁴ See <https://cta.org.mz/reajuste-dos-salarios-minimos-2019-aumentos-variam-de-cinco-a-12/>. Note that there were no wage increases in 2020.

Figure 25: Education costs vs salaries earned in the last job (median), by type of school and course



Source: ITEEFETP data.

The type of course is included in the analysis in Figure 25. Irrespective of the type of course, the public school graduates have higher returns, as well as the graduates from agriculture courses (around MZN 2,800 MT, salary minus expenses, for these). The graduates from industrial courses in community schools have a negative return. In turn, private school graduates also have negative returns, irrespective of the study area, but particularly industry graduates.

This result can be looked at in two ways. On the one hand, the atypical conditions related to the COVID-19 pandemic, which also affected the salaries differently, may have significantly decreased the returns for the graduates. On the other hand, the results suggest that the cost-benefit ratio of the courses offered by private schools could warrant a specific analysis.

Finally, one of the results shows that there is a wide disparity between the remuneration the participants expected to earn at the time of the baseline survey (in 2019), as opposed to that actually earned on the labour market (in 2020). The figures are summarized in Table 20. It is immediately obvious that the median remuneration the participants expected to earn was around

MZN 12,000 per month, with only some slight differences according to the characteristics considered. Thus, in comparative terms, the expected remuneration was approximately 3.8 times higher than the first salary earned and approximately 3.0 times higher than the final salary observed. These results clearly show that the participants were quite positive with regard to future remuneration. Although such optimism could be a 'natural' phenomenon, whereby human beings tend to predict a more perfect future than would ever be possible, the causes and the factors related to these differences need to be better understood and researched.

Table 20: Median remuneration expected in the baseline survey vs earned in the first and last round observed working

	Baseline survey	First round	Last round
	Expected	Actual	Actual
<i>Gender:</i>			
Male	14,000	3,750	4,375
Female	12,000	1,875	3,125
<i>Age range:</i>			
16-22	15,000	2,205	3,500
23-25	12,000	4,200	4,500
26-55	14,000	5,000	6,000
<i>Married?:</i>			
No	12,000	3,000	4,000
Yes	15,000	7,000	7,000
<i>School province:</i>			
Cabo Delgado	10,000	5,000	7,975
Nampula	15,000	2,925	3,750
Tete	15,000	3,535	4,325
Maputo Province	12,000	3,750	3,910
Maputo City	12,000	2,633	3,450
<i>School type:</i>			
Community	10,800	3,500	3,000
Private	12,149	3,000	4,200
Public	13,000	3,200	4,050
<i>Course type:</i>			
Agriculture	12,000	3,750	4,800
Services	10,500	2,800	4,000
Industry	15,000	3,250	3,750
<i>Work sector:</i>			
Primary	10,000	4,800	6,000
Secondary	15,000	5,000	4,500
Services (public)	13,000	6,000	11,500
Services (IT./finance)	15,000	7,563	7,000
Services (commercial)	12,000	5,000	6,000
Occasional/biscate	13,000	2,100	3,000
Total	12,149	3,200	4,000

Note: the expected remuneration is based on the baseline survey and refers to the remuneration expected to be earned in the first job after completing their studies; the differences are calculated at individual level and reflect the difference between the amount expected in the baseline survey and the amount actually earned; observations are included if there were valid amounts both for the expected remuneration and the remuneration actually earned and if there is more than one observation per participant (N = 553).

Source: ITEEFETP data.

10 Impact of COVID-19

Key messages:

- Over 80% of the graduates reported they had been negatively affected by the COVID-19 pandemic, irrespective of the region of the country they live in. The graduates from the north of the country were the ones who most reported a negative impact..
- In the second round (April-June – early months of the pandemic), over 30% of the participants said they had lost their job/apprenticeship or their working hours had been reduced. Also in the second round, approximately 30% said they found it harder to get a job/apprenticeship.
- The graduates doing odd jobs reported a greater negative impact (80%) than the others.
- Those working in public administration or in NGOs had a lower perception of a negative impact caused by COVID-19.
- The perception of a negative impact from COVID-19 decreased over time.

Figure 26 shows the trends for cases of COVID-19 for a period coinciding with the follow-up survey, thus putting the events into context. As can be seen, the first round took place during a period when there were no cases of the illness in the country. The second round took place during a period when the first cases of COVID-19 were being seen. The graph shows that there were more cases in the north, followed by the south. In addition, during this period, the government decreed three consecutive states of emergency, which imposed several restrictions that reduced economic activity in the country. In fact, it can be seen in Figure 27 that the severity of the measures increased significantly from the second round onwards, the period when the first cases began to appear, before reaching its peak between the second and third rounds. From the third round onwards, the number of cases in the south began increasing significantly, making the south the epicentre of the pandemic, while the north and centre remained at the same level. It should also be noted that another state of emergency was declared during this period. At the same time, some of the restrictive measures aimed at controlling the pandemic were relaxed during this period (see Figure 27). In the fourth round, the situation in the south had not improved, with cases increasing significantly, and cases were also increasing significantly in the centre, thus making the centre the second most affected region. During this period, the government declared a state of public disaster (beginning in September), with fewer restrictions

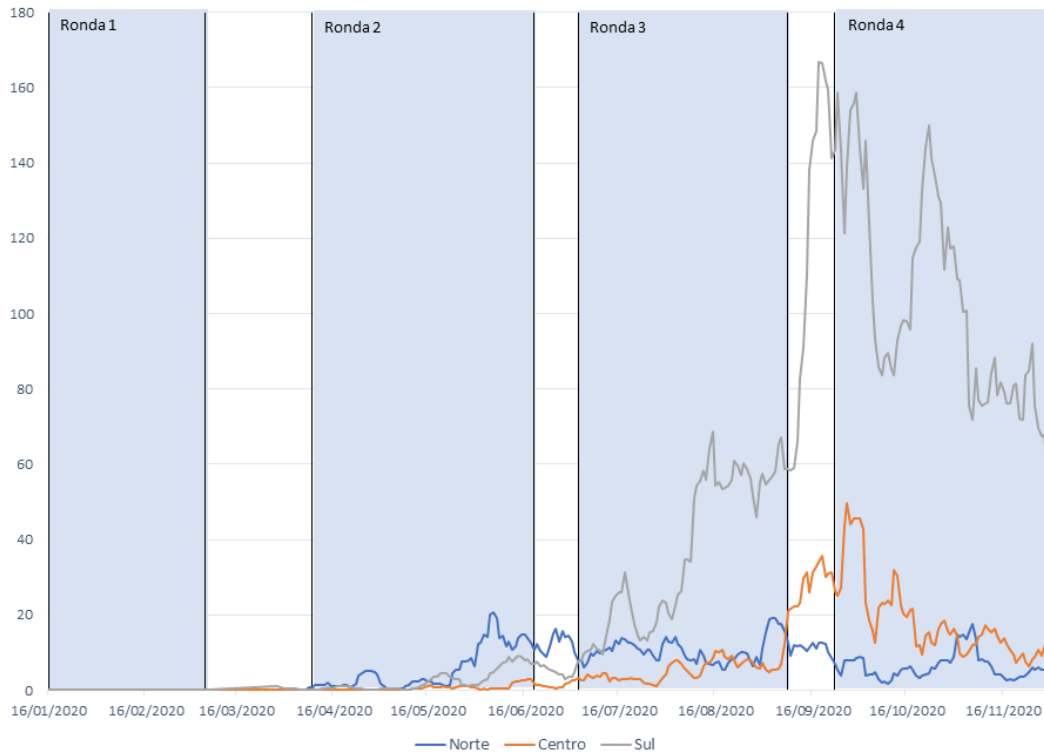
than the previous states of emergency. The fourth round was the period with the least severe measures since the pandemic began in Mozambique (see Figure 27). We started asking questions about the impact of COVID-19 on the lives of the participants from the second round onwards. We will present our findings in this section.

When we tried to find out about the impact of COVID-19, we noted that, based on Figure 28, over 90% of the graduates felt its effect in the different areas they were working in right at the beginning of the pandemic. Although the percentage of participants reporting a negative effect decreased over time, it remained high throughout the rounds, reaching 85% in the community, 73% in the family and 80% personally at the end of the fourth round. On the other hand, even though almost insignificantly, the proportion of them reporting a positive impact increased slightly throughout the rounds. This was in the centre region and (mainly) in the south, despite the number of new cases increasing between rounds.

In the same way, Figure 29 shows that the impact of COVID-19 was felt irrespective of the region of the country or the round. Although the north was initially the region with a highest number of cases, being then overtaken by the south region (in the third round) and even the centre region (in the fourth round), it was in the north region that the highest proportion of participants reported a negative impact in all the rounds. At the same time, 26 and 27 suggest that the effect felt by the participants was due more to the measures imposed than by the number of cases.

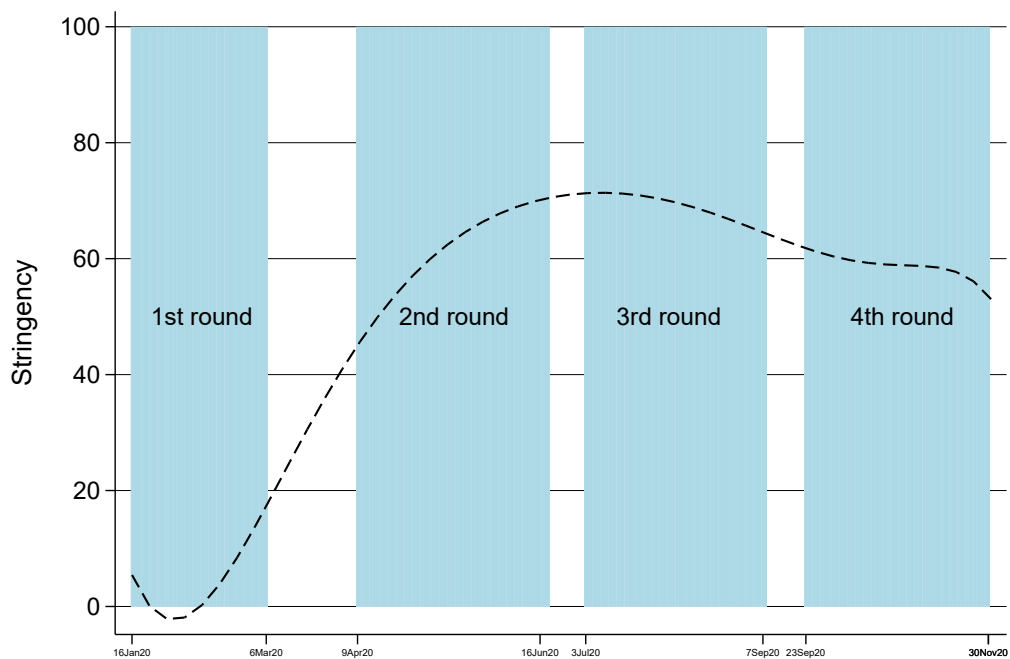
Table 21 presents the impact reported by participants in the last round, according to different characteristics. Again, it is clear that, irrespective of the characteristics, a high percentage of graduates reported negative effects from the pandemic. This table shows lower percentages of women than men reporting negative impacts (76%). There was also a higher percentage of women than men who reported not suffering any impact. As previously indicated, a higher proportion of graduates from the north of the country indicated a negative impact. The graduates working in public administration and in NGOs felt fewer negative impacts of the pandemic in comparison to those employed in other organizations. On the other hand, a higher proportion of the self-employed (odd jobs or own business) reported negative impacts. By activity sector, a higher proportion of participants that found work in the primary sector (85%) and in commercial services (77%) reported negative effects. However, a higher proportion of graduates who found work in public services and technology and information services reported positive impacts. Finally, as might be expected, a much lower proportion of those who kept their jobs during the four rounds (60%) reported a negative impact, with 20% of these reporting a positive impact

Figure 26: Trajectory of COVID-19 cases, by region



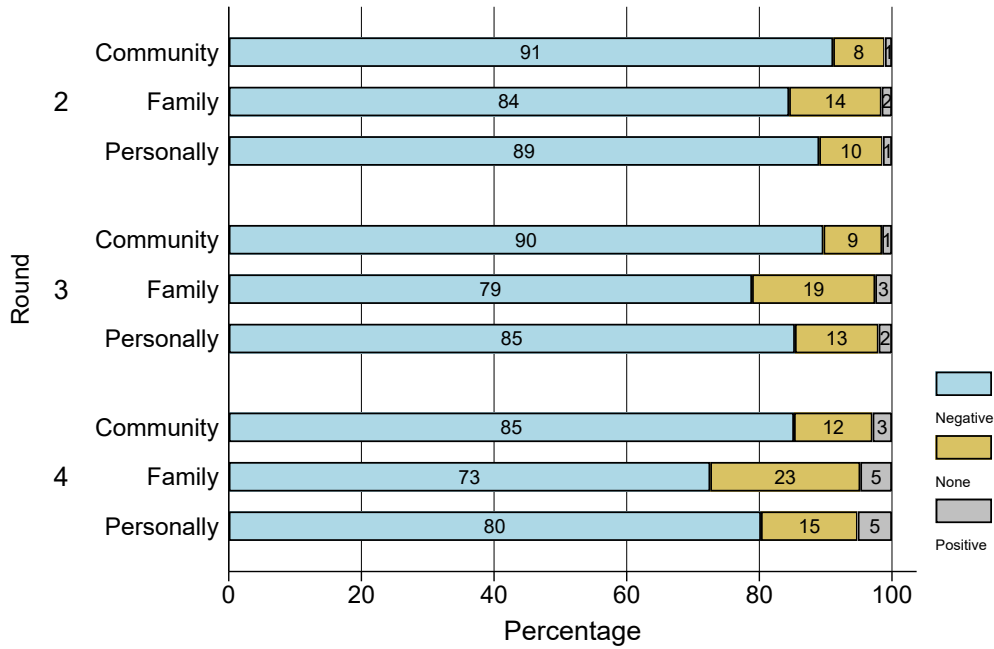
Source: Prepared by the authors based on data compiled in the Daily Coronavirus (COVID-19) Updates from the Ministry of Health (MISAU, 2020).

Figure 27: Changes in the stringency of the measures implemented by the government



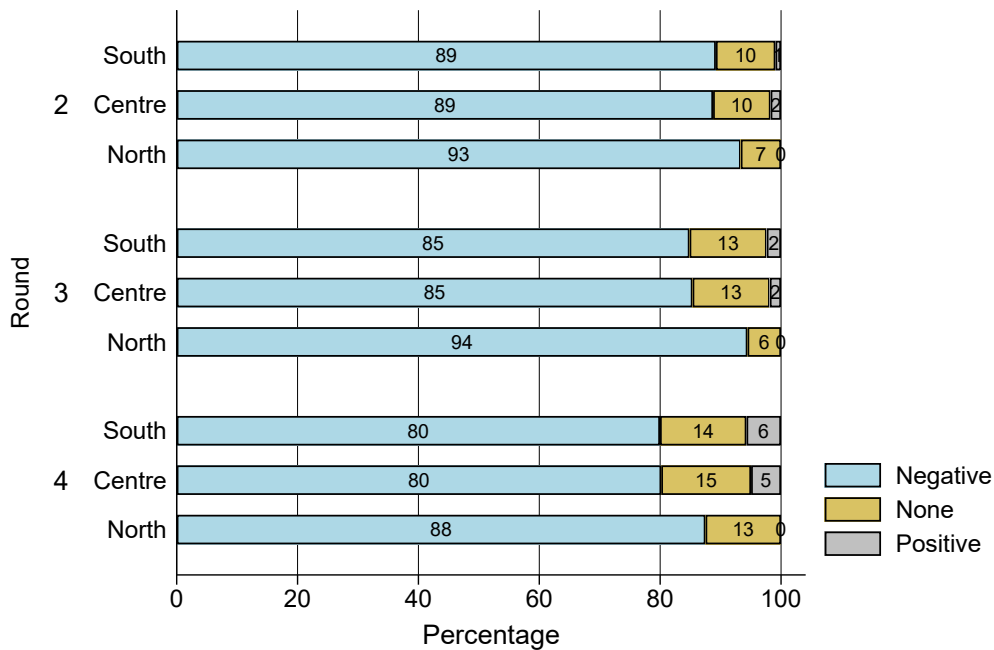
Source: Prepared by the authors based on data produced by Hale et al. (2021) published online on the OurWorldInData.org website.

Figure 28: Impact of COVID-19, by sphere



Note: The sample in this graph varies according to the follow-up round.
 Source: ITEEFETP data.

Figure 29: Impact of COVID-19, by region



Note: The sample in this graph varies according to the follow-up round.
 Source: ITEEFETP data.

from COVID-19.

Figure 30 shows the different types of negative impacts the graduates reported. In the second round, about 30% of the students reported losing their jobs or a reduction in working hours due to COVID-19 and around 30% revealed that finding a job or an apprenticeship or doing business had become more difficult. There are some clear regional differences. In the south, fewer participants reported school closures as a negative impact compared to the other regions, and around 60% reported losing their jobs or having difficulty in finding work. In the centre, the proportion that reported school closures as a problem is higher than in the other regions and more jobs were also lost in this part of the country. The graduates from the north region were the most affected in terms of difficulty in finding work. In the third round, while reports of difficulties in finding work and working hours decreased, the proportion of graduates who reported school closures gained ground. At the end of the fourth round, less than 25% reported difficulties regarding losing jobs or working hours and less than 5% reported difficulties in finding a job.

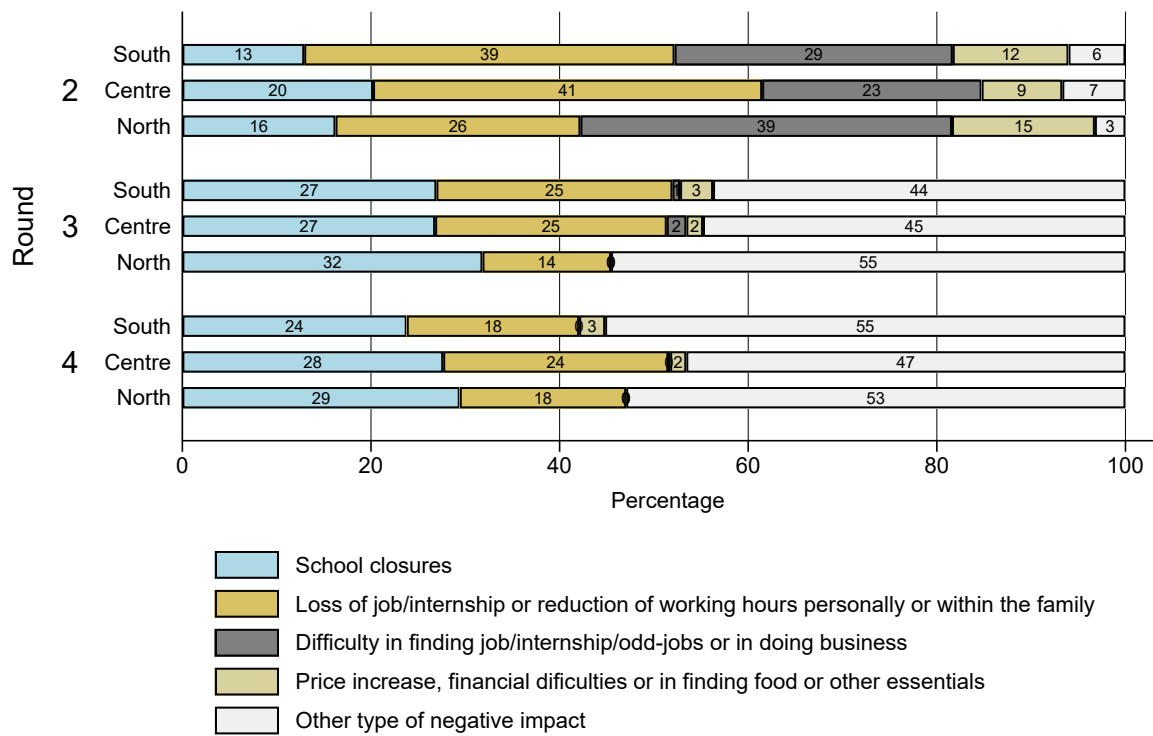
Table 21: Impact of COVID-19, 4th round

	Negative	None	Positive	Total
<i>Gender:</i>				
	83	11	6	100
	76	19	5	100
<i>Region of residence:</i>				
South	80	14	6	100
Centre	80	15	5	100
North	88	13	0	100
<i>Course type:</i>				
Agriculture	83	13	4	100
Services	79	16	5	100
Industry	80	14	6	100
<i>Employer:</i>				
Occasional/odd-jobs	86	9	6	100
Self-employed/family business	79	14	7	100
Public administration	62	31	8	100
Private company	77	16	8	100
Non-governmental organisation	62	27	12	100
<i>Work sector:</i>				
Primary	85	10	5	100
Secondary	70	23	7	100
Services (public)	63	26	12	100
Services (IT./finance)	67	22	11	100
Services (commercial)	77	15	8	100
<i>Work situation:</i>				
Did not have a job	80	16	4	100
Had job but lost	79	20	1	100
Kept the same job	60	20	20	100
Found job in the 4th round	81	13	7	100
Total	80	15	5	100

Note: The observations in the table vary according to the characteristics (row and column). For all the characteristics, except for 'Employer' and 'Work sector', the sample is N = 1,569. For 'Employer' and 'Work sector' the sample is N = 892 and 404, respectively.

Source: ITEEFETP data.

Figure 30: Type of negative impact per region and round



Note: The sample in this graph varies according to the follow-up round.

Source: ITEEFETP data.

11 Conclusion

This report aims to provide a more detailed perception of the school-work transition process for Technical and Vocational Education and Training (TVET) graduates in Mozambique. The study looked at over 1,600 Mozambican students, final year TVET students in 2019, from the largest schools in five of the provinces in the country, namely Maputo City, Maputo Province, Tete, Nampula and Cabo Delgado. The baseline survey was carried out throughout 2019. The follow-up survey began in January 2020 and ended in November of the same year, thus covering a period of 11 months. The main findings of the study are presented below. An analysis of the profile of the graduates showed that the families of the TVET graduates have higher levels of schooling and mainly work in the public sector or are self-employed. After university graduates, people with a technical education are the group with the highest qualifications in the country. It should be noted that one of the main advantages of their training is that it gives them instant ‘know-how’, which in some economies could even give them an advantage over university graduates. It is therefore expected, from the outset, that they will have less difficulty in getting a job (working for others) or becoming self-employed than the average for the population. However, the reality suggests that the transition for TVET graduates is neither smooth nor equal:

1. The first group ($\approx 9\%$) were able to get a ‘good job’. These jobs are mainly in the financial and industry areas and in public services. They remuneration relatively well and have better contractual conditions (e.g. fixed-term contracts). The majority of the participants who were able to get these jobs did specific courses: business management, mines, construction, accounting, engineering or education.
2. The second group, the largest ($\approx 48\%$), were only able to get a ‘bad job’, mostly odd jobs, with relatively low remuneration and more precarious conditions (e.g. without a written contract). Many of these ‘bad jobs’ are in the commercial services area (e.g. retail).
3. The third group ($\approx 43\%$) were unable to find work or worked for less than three months. Of the remainder, 13% of the graduates were still studying and 4% did not look for work. After 11 months, 26% of the graduates were unemployed.

These three examples are not the only differences in the school-to-work transition. There are significant differences between men and women in the experiences of transition to the labour market. Fewer women were able to find work immediately and others had to spend more time

looking for work in comparison to their male counterparts in the same training area. Up to the last round, the median salary per sector was generally lower for women. The main salary difference is in the public services sector (e.g. education, health), where the difference was almost MZN5,000 (in median salaries). In the primary sector, the inequality is reversed, with median remuneration for women being higher.

The findings for the salaries earned also suggest that the private school graduates are penalized in terms of TVET returns. Despite facing high costs during their training, the evidence found indicates that the higher investment is not reflected in higher remuneration. On the other hand, we found evidence that suggests positive returns for the public school graduates, irrespective of the study area.

It is worth pointing out that this was an atypical year for all economic agents. Due to the COVID-19 pandemic and the restrictions imposed by the successive states of emergency and disaster, the economy suffered a negative shock, and many companies were given the (legally established) power to reduce the number of hours worked and salaries paid to the workers. It is reasonable to assume that this was reflected in the trends in job opportunities and salaries for the graduates.

On the issue of remuneration, there were high and low periods throughout the period under analysis. For example, while median remuneration for women generally increased, for men, at the end of the follow-up, their median remuneration was the same as in the first round. At the same time, it should also be noted that the remuneration earned was quite a bit lower than the graduates expected, as they had reported in the baseline survey. In the most recent job observed, the remuneration earned was only half the amount the graduates expected in 2019.

A follow-up survey on the school-job transition, due to its focus on the students, is not a job seeking survey. A job seeking survey would focus on employers. However, it is not a mere study of jobs on offer. It is, in fact, a study on finding (or not finding) job offers by the graduate students with the personal characteristics, intrinsic skills and knowledge acquired, in particular, through their vocational training and the search for work, by the employers.

Apart from the salary difference, there is evidence of a significant imbalance between the employers where they would have liked to find work and those where they actually did find work. One of the virtues of TVET that has been praised is its ability to help the graduates to become self-employed, whether by preference or through a lack of opportunities for salaried work. There is evidence that, a high proportion of graduates (84%) were open to be entrepreneurs, the

vast majority preferring the most formal modality (business ownership; 66%) over odd jobs (18%). However, only 1% ended up owning a business, while 49% ended up only taking odd jobs. Furthermore, only private companies were able to hire a meaningful proportion, 26%, of graduates that manifested a preference to work for a similar type of employer.

Despite all of this, many of the graduates ended up in sectors related to their training. In agriculture, 65% of the graduates who found work were in the primary and secondary sectors and 45% found work in public services (e.g. retail). The graduates in the services area had a higher success rate, with 85% working in the services sector (61% in commercial services). In addition, 1 out of every 2 industry graduates found work in the primary or secondary sector.

Although many of the graduates are working in their natural sectors, there is clear evidence that the majority of them have precarious jobs. Fewer than 1 out of every 5 graduates was able to get a steady job; only 1 out of every 4 was registered with the National Social Security Institute (INSS) and only 36% had a written contract. It should also be noted that half of them said their current jobs were not related to their courses. It therefore comes as no surprise that the vast majority of the participants who found a job continued to look for another job.

The way the graduates found their jobs could be related to the previous point. Informal means proved to be more efficient ways of finding work in comparison to the more formal, transparent means. The job seeking strategies adopted and that resulted in getting a job were mainly informal (e.g. friends and family). Formal channels (e.g. the media, newspapers, employment agencies) are less effective. Nevertheless, it is important to note the relative importance of schools and teachers in the placement of people trained in technical and vocational education, quite a positive practice and one which should be reinforced and formalized/institutionalized to help the graduates.

It should also be noted that the schools have been training people for the local labour market. First of all, few of the graduates (in the provinces analysed) needed to travel to go to TVET. Second, after completing their training, the majority of the graduates tend to stay in their provinces of residence, which makes it possible to infer that the technical training obtained is being aimed at demand in the local labour market.

It is important to point out that the COVID-19 pandemic had some influence on the results obtained by the graduates in the labour market. The majority of the graduates were negatively impacted by the pandemic and the impact they felt goes from difficulty in finding work to a reduction in working hours and school closures. The results suggest that the effects are not only

due to the effects of the disease in itself, but also due to the policy measures introduced to limit its spread.

In short, this study tells a story of the post-school transition of TVET graduates that is far from being direct and simple. These transitions reveal an economy that has difficulties in absorbing the human capital generated in Mozambican technical schools and, at the same time, the difficulties faced by TVET graduates in generating quality self-employment, giving rise to not inconsiderable waiting periods for their first jobs and significant percentages of graduates working in poor quality jobs.

At the same time, as it was carried out during a period that is atypical for the world in general and the Mozambican economy in particular due to the COVID-19 pandemic, it can provide information as to the most resilient sectors during this period.

This study reveals and confirms the need for measures that promote free access to comprehensive information about opportunities for jobs and vocational apprenticeships for TVET graduates, including the salaries offered. These measures would allow graduates to make more informed decisions and protect them, particularly women, from potentially discriminatory recruitment practices.

In order to facilitate broader access to vocational apprenticeships, as well as to increase the number of companies offering these opportunities, we recommend considering the establishment of a public-private partnership to create a digital apprenticeship platform. This would be similar to the existing employment portals but would be aimed at graduates.

The prevalence of poor quality jobs for graduates working in salaried jobs, frequently not respecting the labour laws (e.g. without a contract or social security contributions) suggest the need for stronger, more effective supervision. This is particularly critical for people working in commercial services.

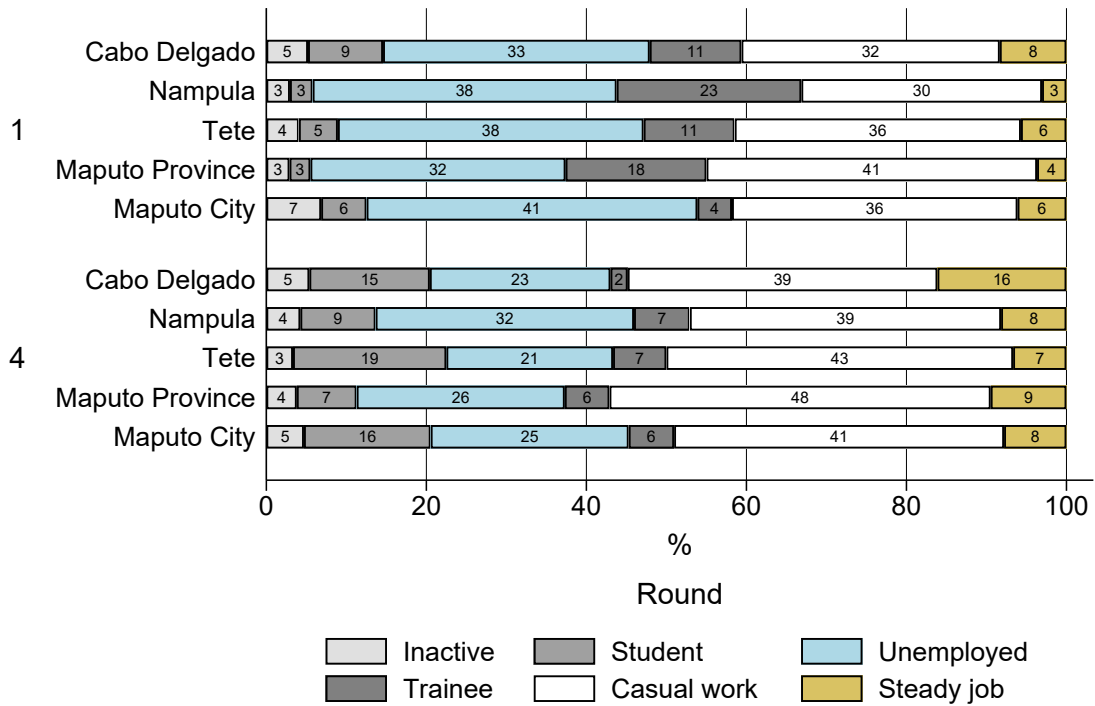
Finally, the study reveals the need to complete the picture of the post-school transition of TVET students, a better understanding of the demand for qualified work and the dialogue process between employers and technical schools.

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A Additional figures

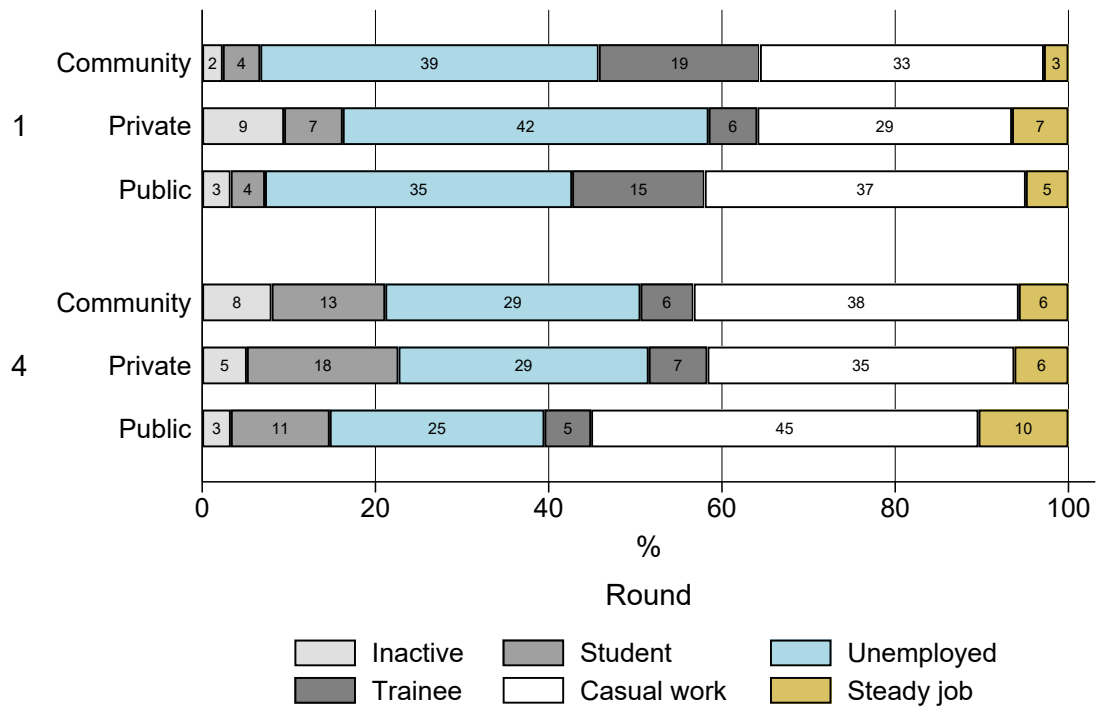
Figure A1: Economic situation by round and school location



Note: Casual work includes odd jobs.

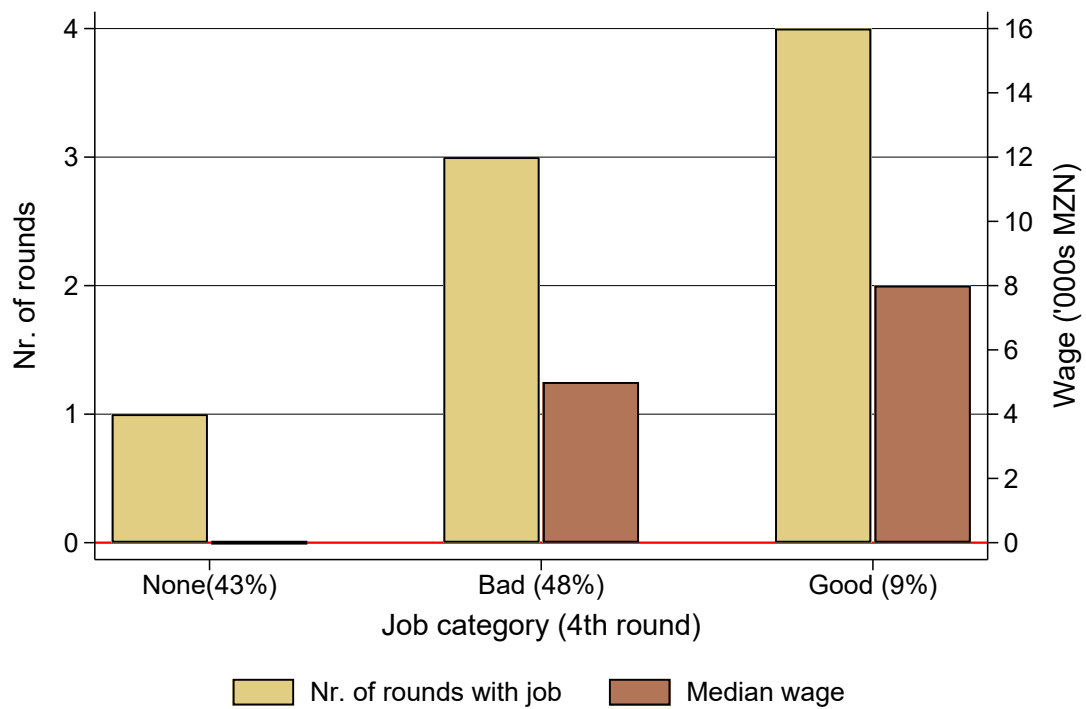
Source: ITEEFETP data.

Figure A2: Economic situation by round and type of school



Source: ITEEFETP data.

Figure A3: Classification of graduates by job categories



Note: In this figure, the classification is based on the indicators in Table 18. 'None' refers to those who had no job; 'Bad' to those who had 0-4 of the dimensions indicated in the reference table; 'Good' refers to those with between 5 and 7 of the indicators. All the indicators carry the same weight.

Fonte: dados do ITEEFETP.

B Additional tables

Table B1: Work sector in the last round observed by study area, percentage

Sector ↓	Study area			Total
	Agric.	Services	Industry	
Agriculture, Livestock, Hunting, Forestry and Fisheries	59	2	3	15
Extractive industries	0	0	6	2
Manufacturing; Production/Distribution of Water, Electricity and Gas	2	4	21	10
Construction	3	6	21	11
Trade, Repair of Motor Vehicles	23	29	30	28
Restaurants and Similar (incl. Tourism)	2	10	2	5
Transportation, Warehousing	2	5	4	4
Information and Communication	4	2	5	4
Financial activities	2	10	0	5
Public administration, Defense and Social Security	1	3	1	2
Education	0	1	1	1
Health and Social Action	2	9	1	5
Real Estate Activities, Consulting Services, and Business Services	0	10	3	5
Other Services (incl. Art / Culture)	0	7	2	4
Answer refused	0	1	0	0
Total	100	100	100	100

Note: N = 636, see Tabela B2.

Source: ITEEFETP data.

Table B2: Work sector in the last round observed by study area, number of observations

Sector ↓	Study area			Total
	Agric.	Services	Industry	
Agriculture, Livestock, Hunting, Forestry and Fisheries	81	6	6	93
Extractive industries	0	1	15	16
Manufacturing; Production/Distribution of Water, Electricity and Gas	3	12	48	63
Construction	4	16	48	69
Trade, Repair of Motor Vehicles	31	76	70	177
Restaurants and Similar (incl. Tourism)	2	26	5	33
Transportation, Warehousing	2	13	9	24
Information and Communication	5	5	12	23
Financial activities	3	27	1	31
Public administration, Defense and Social Security	1	9	3	14
Education	0	3	3	7
Health and Social Action	3	24	3	30
Real Estate Activities, Consulting Services, and Business Services	0	26	6	32
Other Services (incl. Art / Culture)	0	18	5	24
Answer refused	0	2	0	2
Total	137	264	234	636

Source: ITEEFETP data.

Table B3: Work sector in the last round observed by study area, men

Sector ↓	Study area			Total
	Agric.	Services	Industry	
Agriculture, Livestock, Hunting, Forestry and Fisheries	64	2	2	16
Extractive industries	0	1	7	4
Manufacturing; Production/Distribution of Water, Electricity and Gas	3	2	20	11
Construction	3	8	22	13
Trade, Repair of Motor Vehicles	21	24	30	26
Restaurants and Similar (incl. Tourism)	0	9	2	4
Transportation, Warehousing	3	9	4	5
Information and Communication	4	1	5	4
Financial activities	3	13	0	5
Public administration, Defense and Social Security	1	5	2	3
Education	0	0	1	1
Health and Social Action	0	5	0	2
Real Estate Activities, Consulting Services, and Business Services	0	10	3	4
Other Services (incl. Art / Culture)	0	10	1	4
Answer refused	0	2	0	0
Total	100	100	100	100

Source: ITEEFETP data.

Table B4: Work sector in the last round observed by study area, women

Sector ↓	Study area			Total
	Agric.	Services	Industry	
Agriculture, Livestock, Hunting, Forestry and Fisheries	52	2	3	13
Extractive industries	0	0	5	1
Manufacturing; Production/Distribution of Water, Electricity and Gas	2	6	22	9
Construction	4	5	17	7
Trade, Repair of Motor Vehicles	26	32	31	31
Restaurants and Similar (incl. Tourism)	4	10	3	7
Transportation, Warehousing	0	2	2	1
Information and Communication	4	3	6	4
Financial activities	2	9	0	6
Public administration, Defense and Social Security	0	2	0	1
Education	0	2	2	2
Health and Social Action	6	12	3	9
Real Estate Activities, Consulting Services, and Business Services	0	10	2	6
Other Services (incl. Art / Culture)	0	5	5	4
Total	100	100	100	100

Source: ITEEFETP data.

Table B5: Classification of the graduates by the best and worst quality of job secured throughout the follow-up rounds

Quality of the 'worst' ↓	Quality of the 'best' job				Total	Obs.
	Zero	Low	Average	High		
<i>(a) In percentage of the rows:</i>						
Zero	28	32	36	3	100	1,057
Low	0	35	59	7	100	425
Average	0	0	76	24	100	130
High	0	0	0	100	100	5
Total	19	30	45	6	100	1,617
<i>(b) In percentage of columns:</i>						
Zero	100	70	52	34	66	1,057
Low	0	30	33	27	26	425
Average	0	0	14	32	8	130
High	0	0	0	6	0	5
Total	100	100	100	100	100	1,617
Obs.	309	492	721	95	1,617	

Note: the jobs are classified in four type according to their level of quality and based on the seven dimensions indicated in Table 18: : 'zero' = no job; 'low' = one or two quality dimensions; 'average' = from three to five of the quality dimensions; 'high' = six or seven of the quality dimensions..

Source: ITEEFETP data.

Table B6: Median pay by work sector in the last round observed

Sector ↓	Study area			
	Agric.	Services	Industry	Total
Agriculture, Livestock, Hunting, Forestry and Fisheries	5,600	1,800	10,200	5,600
Extractive industries		6,000	14,400	14,400
Manufacturing; Production/Distribution of Water, Electricity and Gas	8,000	8,000	7,200	8,000
Construction	4,000	6,000	7,000	7,000
Trade, Repair of Motor Vehicles	4,400	6,800	3,500	5,000
Restaurants and Similar (incl. Tourism)	950	6,500	7,100	6,500
Transportation, Warehousing	8,850	8,300	8,400	8,400
Information and Communication	1,100	5,200	5,600	5,200
Financial activities	5,600	6,000	24,000	6,000
Public administration, Defense and Social Security		11,500	5,000	8,400
Education		5,100	9,100	5,100
Health and Social Action	6,300	10,600	4,000	10,500
Real Estate Activities, Consulting Services, and Business Services		5,000	16,800	5,000
Other Services (incl. Art / Culture)		4,800	16,600	5,800
N/A, occasional worker	2,500	1,700	2,600	2,500
Total	4,000	3,600	3,600	3,700

Note: pay is reported in nominal and full-time equivalent terms; it refers to the pay earned in the last round where the participant was observed to be working, N = 1,146.

Source: ITEEFETP data.

Table B7: Median pay by work sector in the last round observed, men

Sector ↓	Study area			Total
	Agric.	Services	Industry	
Agriculture, Livestock, Hunting, Forestry and Fisheries	5,400	1,800	10,200	5,400
Extractive industries		6,000	14,400	14,400
Manufacturing; Production/Distribution of Water, Electricity and Gas	7,000	8,000	7,000	7,200
Construction	9,800	6,000	7,000	7,000
Trade, Repair of Motor Vehicles	7,000	5,600	3,400	5,000
Restaurants and Similar (incl. Tourism)		6,800	7,100	6,800
Transportation, Warehousing	8,850	8,300	6,000	8,400
Information and Communication	9,600	10,800	7,000	7,000
Financial activities	5,600	10,000	24,000	6,000
Public administration, Defense and Social Security		11,500	5,000	11,500
Education			9,100	9,100
Health and Social Action		11,200	400	10,600
Real Estate Activities, Consulting Services, and Business Services		5,000	16,800	10,000
Other Services (incl. Art / Culture)		8,700	59,400	8,900
N/A, occasional worker	3,600	3,000	3,000	3,000
Total	5,000	5,000	4,000	4,300

Note: see Table B6.

Source: ITEEFETP data.

Table B8: Average pay by work sector in the last round observed, women

Sector ↓	Study area			Total
	Agric.	Services	Industry	
Agriculture, Livestock, Hunting, Forestry and Fisheries	7,100			7,100
Extractive industries			15,700	15,700
Manufacturing; Production/Distribution of Water, Electricity and Gas	9,000	9,600	15,300	9,600
Construction	4,000	5,000	7,700	4,000
Trade, Repair of Motor Vehicles	1,500	6,800	3,700	4,700
Restaurants and Similar (incl. Tourism)	950	1,000	8,400	1,300
Transportation, Warehousing			16,000	16,000
Information and Communication	1,100	1,600	600	1,600
Financial activities		5,400		5,400
Public administration, Defense and Social Security		4,200		4,200
Education		5,100		5,100
Health and Social Action	6,300	10,500	5,500	7,000
Real Estate Activities, Consulting Services, and Business Services		4,300	3,000	3,000
Other Services (incl. Art / Culture)		400	5,000	5,000
N/A, occasional worker	1,300	1,500	1,800	1,500
Total	2,000	1,800	3,000	2,500

Note: see Table B6.

Source: ITEEFETP data.

C List of courses by study area

Table C9: List of courses by study area

Study area	Type	System	Obs. (N)
Agriculture	Extension	Modular	107
	Livestock	Modular	41
	Agriculture	Modular	135
Industrial	Mechanical Industrial Maintenance	Modular	32
	Geology	Modular	36
	IT	Modular	4
	Analytical Chemistry	Classic	25
	Motor Vehicle Mechanics	Modular	54
	Mines	Modular	21
	Industrial Mechanics	Modular	70
	Industrial Electrotechnics	Modular	3
	Oil and Gas	Classic	10
	Electricity	Classic	2
	General Mechanics	Classic	19
	Industrial Electricity	Modular	85
	Construction	Classic	99
	Computer Network Administration	Modular	10
	Laboratory	Modular	35
	Web Page Programming	Modular	14
	Mechanical Industrial Maintenance	Modular	34
	Roads and Bridges	6	
	Industrial Chemistry	Classic	4
	Industrial Electrical Systems	Classic	24
	Computer and Telecommunication Networks	Classic	7
	Computer Systems Development	Classic	12
	Hydraulic Construction	Classic	8

Table C9: List of courses by study area

Study area	Type	System	Obs. (N)
	Construction of Buildings	Classic	19
Services	Hotel and Catering	Modular	16
	Bank and Insurance Management	Classic	9
	Public Health and Environmental Management	Classic	21
	Accounting and Management	Modular	4
	Customs Management and Logistics	Classic	21
	Vocational Accounting	2	
	Health and Nutrition	Modular	34
	Secretarial	Modular	8
	Accounting	Modular	153
	Company Management and Marketing	Classic	1
	Accountants	Classic	27
	Customs Official	Classic	160
	Accounting and Auditing	Classic	25
	Business Management	Classic	1
	Company Management	Classic	72
	Management	Modular	23
	Tour Guides	Modular	32
	General Accounting	Classic	61
	Paralegal	Modular	2
	Public Administration	Classic	33
	Human Resource Administration and Management	Classic	9
	Gastronomy	Modular	9

Source: ITEEFETP data.

D Questionnaire

Below we present a copy of the questionnaire used in the second round of telephone monitoring. Note that small changes were made to the questionnaire over the various rounds.

The base survey questionnaire is found in [Jones et al. \(2020\)](#).

TVET phone questionnaire

INTRODUCTION

SCENARIO CHOICE – INTERVIEWER INSTRUCTION

1. SCENARIO 1 [PHONE NUMBER 1 & 2] [GO TO SCENARIO 1]
2. SCENARIO 2 [PHONE NUMBER FAMILY OR FRIEND] [GO TO SCENARIO 2]

SCENARIO 1: CONTACT IS MADE BY PRIMARY OR SECONDARY MOBILE PHONE NUMBER

Good day [name]. We are calling you because you kindly agreed to take part in follow-up surveys regarding the transition of young people into the labour market. The survey is conducted by Ipsos for the University of Copenhagen, UNU-WIDER and the University of Eduardo Mondlane Do you have 5 minutes to answer a few questions? We would like to remind you that all answers are anonymous and will not be shared with any third parties.

Can you confirm your details so we can be sure that we are speaking with the right person:

S1 [first_name] What is your first name?

_____ [INSERT OPEN TEXT BOX]

S2. [family_name] What is your family name?

_____ [INSERT OPEN TEXT BOX]

S3. [job] What is your year of birth?

_____ [INSERT OPEN TEXT BOX, ALLOW FIGURES BETWEEN 1950< AND <2010]

S4. [college] Which technical school were you attending in 2019?

[SINGLE ANSWER]

- | | |
|--|--|
| 1. Instituto Industrial e Comercial de Pemba | 12. Instituto Industrial Armando Emilio Guebuza |
| 2. Instituto CATMOZ Maputo | 13. Instituto Agrário de Ribáue |
| 3. Escola Técnica Padre Prosperino Gallipoli Maputo (UGC) | 14. Instituto Industrial e Comercial de Nampula |
| 4. Instituto Comercial de Maputo | 15. Instituto Politécnico de Nacuxa (Nampula) |
| 5. Instituto Foco Maputo | 16. Instituto Tecnico Profissional Aduaneiro |
| 6. Instituto Industrial 1 de Maio Maputo | 17. Escola Industrial e Comercial Mártires de Wiriyamu |
| 7. Instituto Industrial de Maputo | 18. Instituto Dom Bosco de Tete |
| 8. Instituto Politécnico de Tec. e Empreendedorismo (IPET) | 19. Instituto de Geologia e Minas (Moatize, Tete) |
| 9. Instituto Agro-Industrial de Salamanga | 20. Instituto Médio Politécnico de Tete |
| 10. Instituto Comercial e Industrial de Matola | 21. Other [OE] |
| 11. Instituto Agrário de Boane | |

S5. [province] In which province of Mozambique are you currently residing?

[SINGLE ANSWER]

- | | |
|---------------------|---|
| 1. Cabo Delgado | 8. Niassa |
| 2. Gaza | 9. Sofala |
| 3. Inhambane | 10. Tete |
| 4. Manica | 11. Zambezia |
| 5. Maputo Cidade | 12. None (Abroad) |
| 6. Maputo Província | 99. Answer refused [DO NOT READ] |
| 7. Nampula | |

ASK IF RESIDING ABROAD (S5 CODE 11 (Abroad))

S6. [country] What is the name of the country?

_____ **[INSERT OPEN TEXT BOX]**

S7. [living] Who are you living with now?

[SINGLE ANSWER]

- | | |
|-----------------------|------------------------------|
| 1. My nuclear family | 4. With my partner or spouse |
| 2. My extended family | 5. Alone |
| 3. With friends | 6. No current abode |

S8. [happy] Are you satisfied or dissatisfied with your life right now?

[SINGLE ANSWER]

- | | |
|---------------------------------------|---|
| 1. Satisfied | 98. Don't know / can't say [DO NOT READ] |
| 2. Dissatisfied | 99. Answer refused [DO NOT READ] |
| 3. Neither satisfied nor dissatisfied | |

INTERVIEWER INSTRUCTION

- CORRECT INFORMATION **[GO TO Q1a]**
- NOT THE RIGHT PERSON **[GO SCENARIO 2 QUESTIONS TO GET THE CORRECT CONTACT]**

SCENARIO 2: CONTACT IS MADE BY PHONE NUMBER OF FRIEND OR RELATIVE

Good day [name]. We are conducting a survey on the transition of young people into the labour market. The survey is run by researchers from the University of Copenhagen, UNU-WIDER and the University of Eduardo Mondlane. [NAME and FAMILY NAME from UNIVERSITY LOCATION NAME] agreed to take part in tracking study and [NAME] gave us your contact in order to reach him/her if he is not available on his mobile phone. Could you please help us to reach him/her:

- If you can pass phone to him/her **[GO TO SCENARIO 1]**
- If we can call at another time when he/she will be reachable on this phone:
 _____ Hour **[Hour 1-12 / Minutes 1-60]** _____ date **[Day 1-31 / Month 1-12]** **[TO REGISTER FOR FUTURE CALL ON SCENARIO 1 – THANK AND END THE INTERVIEW] [END OF INTERVIEW]**
- If you can give us the phone number on which we can reach him/her:
 _____ phone number **[TO REGISTER FOR FUTUR CALL ON SCENARIO 1 – THANK AND END THE INTERVIEW] [FIRST AND SECOND PHONE NUMBER WILL BE DISPLAYED ON THE**

SCREEN. IF THE CONTACT PROVIDE THE SAME NUMBER PROBE TO GET ADDITIONAL, NEW NUMBER] [END OF INTERVIEW]

PART A PREVIOUS STUDIES [INTERNAL TEXT]

ASK ALL

A1. [oldstudies_completed] Have you completed all the courses from the college you were studying at in 2019, including any practical component or thesis?

[SINGLE ANSWER]

- | | |
|--------|---|
| 1. Yes | 99. Answer refused [DO NOT READ] |
| 2. No | |

ASK IF A1 IS CODE 1 [COMPLETED]

A2. [oldstudies_certificate] Have you received a final (graduation) certificate?

[SINGLE ANSWER]

- | | |
|--------|---|
| 1. Yes | 99. Answer refused [DO NOT READ] |
| 2. No | |

PART B CURRENT STUDIES [INTERNAL TEXT]

ASK ALL

A4. [study_now] Are you currently attending any form of educational course or professional training?

[SINGLE ANSWER]

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

ASK IF A4 IS CODE 1

A4.5 Is it the same educational course or professional training as the last time we asked you?

- | | |
|--------|----------------|
| 1. Yes | 3. Cant recall |
| 2. No | |

IF CODE 1 AT A4.5 SKIP B1, B2, B3

ASK IF A4 IS CODE 1 [ATTENDING TRAINING] AND A4.5 IS CODE 2 “NO” OR CODE 3 “CANT RECALL”

B1. [newstudies_same] Are you finishing the course from the technical college you were studying in 2019?

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

ASK IF A4 IS CODE 1 [ATTENDING TRAINING] AND A4.5 IS CODE 2 “NO” OR CODE 3 “CANT RECALL” AND B1 IS CODE 2 [NOT FINISHING 2019 STUDIES]

B2. [newstudies_type] What type of course are you attending now?

- | | |
|---|---|
| 1. Ensino Médio Técnico Profissional | 4. Curso profissionalizante |
| 2. Ensino Superior Técnico Profissional | 5. Outro |
| 3. Ensino Superior Académico (Universidade) | 99. Answer refused [DO NOT READ] |

ASK IF A4 IS CODE 1 [ATTENDING TRAINING] AND A4.5 IS CODE 2 “NO” OR CODE 3 “CANT RECALL” AND B1 IS CODE 2 [NOT FINISHING 2019 STUDIES]

B3. [newstudies_area] What is the name of the course?

[SINGLE ANSWER]

[INSERT OPEN TEXT BOX]

- | |
|---|
| 99. Answer refused [DO NOT READ] |
|---|

PART C WORK STATUS [INTERNAL TEXT]

ASK ALL

C1. [working] In the past 7 days have you undertaken any work? By work I mean any form of economic activity, either paid or unpaid, including *biscates*.

[SINGLE ANSWER]

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

ASK IF C1 IS 2 [NOT WORKING IN PAST 7 DAYS]

C1a. [working_30days] In the past 30 days have you undertaken any work? By work I mean any form of economic activity, either paid or unpaid, including *biscates*.

[SINGLE ANSWER]

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

ASK IF C1 IS 2 [NOT WORKING IN PAST 7 DAYS] AND C1A IS 2 [NOT WORKING IN PAST 30 DAYS]

C2. [regular_job] Do you currently have a regular job?

[SINGLE ANSWER]

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

ASK IF C2 IS CODE 1

C2.5 Is it the same regular job as the last time we asked you?

- | | | |
|--------|-------|-----------------|
| 1. Yes | 2. No | 3. Can't recall |
|--------|-------|-----------------|

IF CODE 1 AT C2.5 SKIP C3 TO C14**ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB]**

C3. [work_job_title] What is your profession (i.e., what is your job title)?

[SINGLE ANSWER]

_____ **[INSERT OPEN TEXT BOX]**

99. Answer refused **[DO NOT READ]**

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB]

C4. [work_primary_type] What best describes *who* you work for in your main activity (where you spend most work time)?

[SINGLE ANSWER] [READ OUT THE OPTIONS]

- | | |
|--|---|
| 1. Self-employed (occasional, inclusive biscate) | 4. Employee in public sector |
| 2. Self-employed (entrepreneur, business owner) | 5. Employee in private sector |
| 3. Employee in family business | 6. Employee of an NGO |
| | 99. Answer refused [DO NOT READ] |

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] AND C4 IS 2-6 [EXCLUDING OCCASIONAL WORK]

C5. [work_firmsize] How many people would you say work in the same organization or place of work?

[SINGLE ANSWER]

_____ **[INSERT INTEGER BOX ALLOWING NUMBERS 1-999999]**

99999999. Answer refused **[DO NOT READ]**

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] AND C4 IS 2-6 [EXCLUDING OCCASIONAL WORK]

C6. [work_sector] In what area does the firm/organization you work for operate?

[SINGLE ANSWER] [PLEASE CHOOSE THE CODE ACCORDING TO THE ANSWER OF THE RESPONDENT AND CONFIRM WITH RESPONDENT BEFORE CONTINUING;

IF NECESSARY, ASK FOR CLARIFICATION OR PROVIDE EXAMPLES

- | | |
|---|--|
| 1. Agriculture, Livestock, Hunting, Forestry and Fisheries | 9. Financial activities |
| 2. Extractive industries | 10. Public administration, Defense and Social Security |
| 3. Manufacturing; Production/Distribution of Water, Electricity and Gas | 11. Education |
| 4. Construction | 12. Health and Social Action |
| 5. Trade, Repair of Motor Vehicles | 13. Real Estate Activities, Consulting Services, and Business Services |
| 6. Restaurants and Similar (incl. Tourism) | 14. Other Services (incl. Art / Culture) |
| 7. Transportation, Warehousing | 15. Other |
| 8. Information and Communication | 16. Answer refused [DO NOT READ] |

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB]

C7. [work_primary_hours] A full-time job is around 40 hours per week, on average how many hours do you work per week in your main activity?

[SINGLE ANSWER]

_____ **[INSERT INTEGER BOX ALLOWING NUMBERS 1-99]**

99999999. Answer refused **[DO NOT READ]**

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB]

C8. [work_primary_desired] Would you like to work more hours, less hours or the same number of hours as you work now in this job?

[SINGLE ANSWER]

- | | |
|-----------------------------|---|
| 1. More hours | 99999998. I don't want to work on this job [DO NOT READ] |
| 2. Less hours | |
| 3. The same number of hours | 99999999. Answer refused [DO NOT READ] |

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] AND C4 IS 2-6 [EXCLUDING OCCASIONAL WORK]

C9. [work_primary_fixed] What best describes your employment status in this job?

[SINGLE ANSWER]

- | | |
|---------------------------|---|
| 1. Intern-/Apprenticeship | 4. Permanent |
| 2. Occasional/Temporary | 99. Answer refused [DO NOT READ] |
| 3. Fixed term | |

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] AND C4 IS 2-6 [EXCLUDING OCCASIONAL WORK]

C10. [work_contract_written] Do you have a written employment contract?

[SINGLE ANSWER]

- | | |
|--------|---|
| 1. Yes | 99. Answer refused [DO NOT READ] |
| 2. No | |

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB]

C11. [work_INSS] Are you registered in INSS, that is National Institute for Social Security?

[SINGLE ANSWER]

- | | |
|--------|---|
| 1. Yes | 98. I don't know |
| 2. No | 99. Answer refused [DO NOT READ] |

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB]

C12. [work_primary_wage] What is your current monthly salary or income (after tax), from this work?

[SINGLE ANSWER]

_____ MZN **[INSERT INTEGER BOX ALLOWING NUMBERS 0-9999999, IF NOT SURE, PLEASE CLARIFY WITH RESPONDENT IF UNITS OF 1000 MZN ARE MEANT]**

99999998 Does not receive money **[DO NOT READ]**

99999999. Answer refused **[DO NOT READ]**

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB]

C13. [work_samefield] Is your work closely related to the area you were studying in 2019?

[SINGLE ANSWER]

- | | |
|--------|---|
| 1. Yes | 99. Answer refused [DO NOT READ] |
| 2. No | |

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB]

C14. [work_level] Would you say that having "ensino médio profissional" is necessary to perform your current work?

[SINGLE ANSWER]

- | | |
|--------|--|
| 1. Yes | 99. Don't know / Answer refused [DO NOT READ] |
| 2. No | |

ASK IF C1 IS 1 [WORKING] OR ASK IF C1A IS 1 [WORKING 30 DAYS] OR C2 IS 1 [HAS REGULAR JOB]

C15. [work_second] In the past 30 days, have you undertaken any *other* kind of work or job, including "biscates"?

[SINGLE ANSWER]

- | | |
|--------|---|
| 1. Yes | 99. Answer refused [DO NOT READ] |
| 2. No | |

ASK IF C15 IS CODE 1

C15.5 Is this the same type of additional work as the last time we asked you?

- | | |
|--------|-----------------|
| 1. Yes | 3. Can't recall |
| 2. No | |

IF CODE 1 AT C15.5 SKIP C16 TO C19

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] AND C15 IS 1 [HAS A SECOND JOB]

C16. [work_second_type] What best describes who you work for in this type of work?

[SINGLE ANSWER]

- | | |
|---|---|
| 1. Self-employed (ocasional, inclusive biscate) | 4. Employee in public sector |
| 2. Self-employed (entrepreneur, business owner) | 5. Employee in private sector |
| 3. Employee in family business | 6. Employee of an NGO |
| | 99. Answer refused [DO NOT READ] |

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] AND C15 IS 1 [HAS A SECOND JOB]

C17. [work_second_hours] On average how many hours do you work per week in this other activity?

[SINGLE ANSWER]

_____ **[INSERT INTEGER BOX ALLOWING NUMBERS 1-99]**

99999999. Answer refused **[DO NOT READ]**

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] AND C15 IS 1 [HAS A SECOND JOB]

C18. [work_second_desired] Would you like to work more hours, less hours or the same number of hours as you work now in this job?

[SINGLE ANSWER]

- | | |
|-----------------------------|---|
| 1. More hours | 99999998. I don't want to work on this job [DO NOT READ] |
| 2. Less hours | |
| 3. The same number of hours | 99999999. Answer refused [DO NOT READ] |

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] AND C15 IS 1 [HAS A SECOND JOB]

C19. [work_second_wage] What is your current monthly salary or income (after tax), from this other work?

[SINGLE ANSWER]

_____ MZN **[INSERT INTEGER BOX ALLOWING NUMBERS 0-9999999, IF NOT SURE, PLEASE CLARIFY WITH RESPONDENT IF UNITS OF 1000 MZN ARE MEANT]**

99999999. Answer refused **[DO NOT READ]**

ASK ALL

C20. [work_otherincome] Do you have any other sources of income (including non-wage)?

[SINGLE ANSWER]

- | | |
|--------|---|
| 1. Yes | 99. Answer refused [DO NOT READ] |
| 2. No | |

ASK IF C20 IS 1 [HAS OTHER INCOME SOURCE]

C21. [work_totalincome] What is your total income (after tax) per month, from all sources?

[SINGLE ANSWER]

_____ MZN **[INSERT INTEGER BOX ALLOWING NUMBERS 0-9999999; PLEASE IMPLEMENT TWO HARD CHECKS/RESTRICTIONS:**

- 1) THE AMOUNT IN C21 SHOULD BE EQUAL OR HIGHER THAN THE AMOUNT IN C12; IF THIS IS NOT THE CASE, SHOW THE FOLLOWING MESSAGE: "THE ANSWER IS LOWER THAN THE AMOUNT ANSWERED FOR THE SALARY OF THE MAIN JOB ([INSERT AMOUNT ANSWERED IN C12]). PLEASE CHECK AND REVISE ANSWER."
- 2) THE AMOUNT IN C21 SHOULD BE EQUAL OR HIGHER THAN THE AMOUNT IN C19; IF THIS IS NOT THE CASE, SHOW THE FOLLOWING MESSAGE: "THE ANSWER IS LOWER THAN THE AMOUNT ANSWERED FOR THE SALARY OF THE SECOND JOB ([INSERT AMOUNT ANSWERED IN C19]). PLEASE CHECK AND REVISE ANSWER."

[IF NOT SURE, PLEASE CLARIFY WITH RESPONDENT IF UNITS OF 1000 MZN ARE MEANT]

99999999. Answer refused [DO NOT READ]

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB]

C22. [work_match] Overall, to what extent does your current work situation match the expectations you had in 2019? Is your work situation better, worse or the same as you had expected?

[SINGLE ANSWER]

1. Better than expected
2. Worse than expected
3. The same as expected
99. Answer refused [DO NOT READ]

PART D FOUND JOB AS EMPLOYEE [INTERNAL TEXT]

SKIP SECTION D IF AT QUESTION C2.5 CODE 1 "YES" IS SELECTED

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] OR C2.5 IS 2 "NO" OR CODE 3 "CANT RECALL" AND C4 IS 4-6 [WORKING IN PRIVATE OR PUBLIC SECTOR OR FOR NGO]

D1 [findjob_how] With respect to the main job you mentioned, how did you first hear or see something about it?

[SINGLE ANSWER]

- | | |
|---|--|
| 1. Adverts in newspapers / radio / TV / posters | 7. Through close friends or family |
| 2. Through direct contact with employers | 8. Through classmates or colleagues ("conhecidos") |
| 3. Through a previous internship | 9. Through my school / teachers |
| 4. Through an employment center | 10. Other |
| 5. Through recruitment agencies | 99. Answer refused [DO NOT READ] |
| 6. Through internet / social media | |

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] OR C2.5 IS 2 "NO" OR CODE 3 "CANT RECALL" AND AND C4 IS 4-6 [WORKING IN PRIVATE OR PUBLIC SECTOR OR FOR NGO] AND D1 IS 2-99 [NOT FOUND VIA ADVERT]

D2 [findjob_public] Was the job advertised (made known in public)?

[SINGLE ANSWER]

- | | |
|--------|----------------------------------|
| 1. Yes | 99. Answer refused [DO NOT READ] |
| 2. No | |

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] OR C2.5 IS 2 “NO” OR CODE 3 “CANT RECALL” AND C4 IS 4-6 [WORKING IN PRIVATE OR PUBLIC SECTOR OR FOR NGO]

D3 [findjob_interview] Did you go for a job interview?

[SINGLE ANSWER]

1. Yes
2. No

99. Answer refused **[DO NOT READ]**

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] OR C2.5 IS 2 “NO” OR CODE 3 “CANT RECALL” AND C4 IS 4-6 [WORKING IN PRIVATE OR PUBLIC SECTOR OR FOR NGO]

D4 [findjob_certificate] Did the employer ask to see any of your education certificates?

[SINGLE ANSWER]

1. Yes
2. No

99. Answer refused **[DO NOT READ]**

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] OR C2.5 IS 2 “NO” OR CODE 3 “CANT RECALL” AND C4 IS 3-6 [WORKING IN FAMILY BUSINESS/PRIVATE OR PUBLIC SECTOR OR FOR NGO]

D5 [findjob_pay] At times, people, who are looking for work need to pay someone to get a job. Did you have to pay someone to secure this job?

[SINGLE ANSWER]

1. Yes
2. No

99. Answer refused **[DO NOT READ]**

ASK IF C1 IS 1 [WORKING] OR C1A IS 1 [WORKING] OR C2 IS 1 [HAS REGULAR JOB] OR C2.5 IS 2 “NO” OR CODE 3 “CANT RECALL” AND C4 IS 3-6 [WORKING IN FAMILY BUSINESS/PRIVATE OR PUBLIC SECTOR OR FOR NGO] AND D5 IS 1 [PAID FOR JOB]

D6 [findjob_pay_value] How much did you have to pay?

[SINGLE ANSWER]

_____ MZN **[INSERT INTEGER BOX ALLOWING NUMBERS 0-9999999, IF NOT SURE, PLEASE CLARIFY WITH RESPONDENT IF UNITS OF 1000 MZN ARE MEANT]**

99999999. Answer refused **[DO NOT READ]**

PART E LOOKING FOR WORK [INTERNAL TEXT]
--

ASK ALL

E1 [searching] Are you currently looking for work (or another) job, including “biscates”?

[SINGLE ANSWER]

1. Yes
2. No

99. Answer refused **[DO NOT READ]**

ASK IF E1 IS 1 [LOOKING FOR WORK]

E2 [searching_exptime] How soon (in months) do you expect to find a new job?

[SINGLE ANSWER]

_____ weeks **[INSERT INTEGER BOX ALLOWING NUMBERS 1-3]**

_____ months **[INSERT INTEGER BOX ALLOWING NUMBERS 99]**

99999998. Don't know **[DO NOT READ]**
 99999999. Answer refused **[DO NOT READ]**

ASK IF E1 IS 1 [LOOKING FOR WORK]

E3 [searching_time] In the last week, how many hours did you spend looking for work? Looking for work can include looking for information on the internet, going to an interview, preparing your CV, talking to people, etc.

[SINGLE ANSWER]

- | | |
|---------------|---|
| 1. No time | 5. 11-20 hours |
| 2. 1-2 hours | 6. 21-40 hours |
| 3. 3-5 hours | 7. More than 40 hours |
| 4. 6-10 hours | 99999999. Answer refused [DO NOT READ] |

ASK IF E1 IS 1 [LOOKING FOR WORK]

E4 [searching_cost] In the last week, how much money did you spend looking for work (e.g., on transport, internet charges, printing documents)?

[SINGLE ANSWER]

- | | |
|-----------------|---|
| 1. No money | 6. 1001-1500 MZN |
| 2. 1-250 MZN | 7. 1501-2000 MZN |
| 3. 251-500 MZN | 8. More than 2000 MZN |
| 4. 501-750 MZN | 99999999. Answer refused [DO NOT READ] |
| 5. 751-1000 MZN | |

ASK IF E1 IS 1 [LOOKING FOR WORK]

E5 [searching_contacts] In the last week, how many new people did you speak to you about finding work?

[SINGLE ANSWER]

- | | |
|---------------|---|
| 1. 0 / no one | 5. 7-8 people |
| 2. 1-2 people | 6. 9-10 people |
| 3. 3-4 people | 7. More than 10 people |
| 4. 5-6 people | 99999999. Answer refused [DO NOT READ] |

ASK IF E1 IS 1 [LOOKING FOR WORK]

E6 [searching_internet] In the last week, did you use information from the mobile phone or internet to look for work?

[SINGLE ANSWER]

1. Yes
2. No
99. Answer refused **[DO NOT READ]**

ASK IF E1 IS 1 [LOOKING FOR WORK] AND E6 IS 1 [INTERNET USED]

E7 [searching_internet_which] Which platforms or websites did you use? (Select many) **[DO NOT PROMPT]**

[MULTI ANSWER]

- | | |
|----------------------|-------------------|
| 1. Emprego.co.mz | 7. LinkedIn |
| 2. Emprego.mmo.co.mz | 8. Twitter |
| 3. Biscate.co.mz | 9. Trovagas.com |
| 4. Google | 10. Contact.co.mz |
| 5. WhatsApp | |
| 6. Facebook | |

97. Others: _____ [INSERT
MEDIUM TEXT BOX WITH ENOUGH
SPACE FOR MULTIPLE SITES]

ASK IF E1 IS 1 [LOOKING FOR WORK] AND E7 IS NOT 1

E7a [emprego_heard] Have you heard of the website Emprego.co.mz?

- | | |
|--------|---------------------------------|
| 1. Yes | 99 Answer refused [DO NOT READ] |
| 2. No | |

ASK IF E1 IS 1 [LOOKING FOR WORK] AND EITHER E7 IS 1 OR E7a is 1

E7b [emprego_profile] Have you registered as a job-seeker on Emprego.co.mz?

- | | |
|--------|---------------------------------|
| 1. Yes | 99 Answer refused [DO NOT READ] |
| 2. No | |

ASK IF E1 IS 1 [LOOKING FOR WORK]

E8 [searching_offers] In the past month, did you receive any job offers?

[SINGLE ANSWER]

- | | |
|--------|----------------------------------|
| 1. Yes | 99. Answer refused [DO NOT READ] |
| 2. No | |

ASK IF E1 IS 1 [LOOKING FOR WORK] AND E8 IS 1 [JOB OFFERS RECEIVED]

E9 [searching_offersN] How many offers did you receive?

[SINGLE ANSWER]

_____ [INSERT INTEGER BOX ALLOWING NUMBERS 0-99]

99999999. Answer refused [DO NOT READ]

ASK IF E1 IS 1 [LOOKING FOR WORK] AND E8 IS 1 [JOB OFFERS RECEIVED]

E10 [searching_offers_take] Did you accept any of these offers?

[SINGLE ANSWER]

- | | |
|--------|----------------------------------|
| 1. Yes | 99. Answer refused [DO NOT READ] |
| 2. No | |

ASK IF E1 IS 1 [LOOKING FOR WORK] AND E8 IS 1 [JOB OFFERS RECEIVED] AND E10 IS 2 [DIDN'T ACCEPT OFFER]

E11 [searching_offers_not] What was the main reason why you didn't accept any offer?

[SINGLE ANSWER]

- | | |
|--|--|
| 1. Salary was too low | 6. Expect a better offer soon |
| 2. Working hours were not desirable (e.g., too few, too many, bad times) | 7. Was asked to pay (too much) to secure the job |
| 3. Job contract was not secure | 8. Prefer to continue studying |
| 4. Job was not in a desired area/sector | 9. Religious or social issues |
| 5. Job was in an undesirable location | 10. Other: _____ |

PART F BISCATE [INTERNAL TEXT]

ASK IF E1 IS 1 [LOOKING FOR WORK] AND E7 IS NOT 3 [BISCATE WEBSITE USED]

F0 [biscate_heard] Have you heard of the jobs platform “Biscate”?

[SINGLE ANSWER]

1. Yes
2. No

99. Answer refused **[DO NOT READ]****ASK IF E7 IS 3 [BISCATE WEBSITE USED] OR F0 IS 1**

F1 [biscate_profile] Do you have a profile on the Biscate platform?

[SINGLE ANSWER]

1. Yes
2. No

99. Answer refused **[DO NOT READ]****ASK IF F1 IS 1 [YES]**

F2 [biscate_thisnumber] Are you registered on Biscate with this phone number?

[SINGLE ANSWER]

1. Yes
2. No

99. Answer refused **[DO NOT READ]****ASK IF F1 IS 1 [YES] AND F2 IS 2 [NOT REGISTERED WITH THIS PHONE NUMBER]**

F3 [biscate_number] What is the phone number that you used to register on Biscate?

[SINGLE ANSWER]+258 _____ **[INSERT INTEGER BOX ALLOWING 9 DIGITS STARTING WITH 8]**

98. Can't remember

99. Answer refused **[DO NOT READ]****ASK F1 FOR 1 [HAS A PROFILE]**

F4 [biscate_work] In the last month, have you undertaken any jobs through Biscate?

[SINGLE ANSWER]

1. Yes
2. No

99. Answer refused **[DO NOT READ]****ASK IF F4 IS 1 [BISCATE JOBS UNDERTAKEN]**

F5 [biscate_work_number] In the last month, how many jobs have you undertaken through Biscate?

[SINGLE ANSWER]_____ **[INSERT INTEGER BOX ALLOWING NUMBERS 0-99]**99999999. Answer refused **[DO NOT READ]****ASK IF F4 IS 1 [BISCATE JOBS UNDERTAKEN]**

F6 [biscate_work_pay] In the last month, how much have you earned through Biscate?

[SINGLE ANSWER]_____ MZN **[INSERT INTEGER BOX ALLOWING NUMBERS 0-9999999.] [IF NOT SURE, PLEASE CLARIFY WITH RESPONDENT IF UNITS OF 1000 MZN ARE MEANT]**99999999. Answer refused **[DO NOT READ]**

PART G EXPECTATIONS [INTERNAL TEXT]
--

ASK ALL

G1 [wage_reserve] What would you say is the minimum monthly salary you would accept to work on a full-time basis?

[SINGLE ANSWER]

_____ MZN **[INSERT INTEGER BOX ALLOWING NUMBERS 0-9999999. IF NOT SURE, PLEASE CLARIFY WITH RESPONDENT IF UNITS OF 1000 MZN ARE MEANT]**
 99999999. Answer refused **[DO NOT READ]**

ASK ALL

G2 [wage_exp] Looking ahead to December 2020, how much do you expect to be earning (per month)?

[SINGLE ANSWER]

_____ MZN **[INSERT INTEGER BOX ALLOWING NUMBERS 0-9999999. PLEASE IMPLEMENT TWO SOFT CHECKS/WARNINGS:**

- 1) **THE AMOUNT IN G2 SHOULD BE EQUAL OR HIGHER THAN THE AMOUNT IN C12; IF THIS IS NOT THE CASE, SHOW THE FOLLOWING MESSAGE: "THE ANSWER IS LOWER THAN THE AMOUNT ANSWERED FOR THE SALARY OF THE MAIN JOB ([INSERT AMOUNT ANSWERED IN C12]). ARE YOU SURE YOU WANTED TO GIVE SMALLER AMOUNT? PLEASE CONFIRM OR REVISE ANSWER."**
- 2) **THE AMOUNT IN G2 SHOULD BE EQUAL OR HIGHER THAN THE AMOUNT IN C19; IF THIS IS NOT THE CASE, SHOW THE FOLLOWING MESSAGE: "THE ANSWER IS LOWER THAN THE AMOUNT ANSWERED FOR THE SALARY OF THE SECOND JOB ([INSERT AMOUNT ANSWERED IN C19]). ARE YOU SURE YOU WANTED TO GIVE SMALLER AMOUNT? PLEASE CONFIRM OR REVISE ANSWER."**

[IF NOT SURE, PLEASE CLARIFY WITH RESPONDENT IF UNITS OF 1000 MZN ARE MEANT]

99999999. Answer refused **[DO NOT READ]**

ASK ALL

G3 [classmates_in_class] Looking back to when you were studying in 2019, how many students were in the same class?

[SINGLE ANSWER]

_____ **[INSERT INTEGER BOX ALLOWING NUMBERS 1-200]**
 999. Answer refused **[DO NOT READ]**

ASK IF AN ANSWER IS GIVEN IN G3 [1-99]

G3a [classmates_working] Of these, how many do you think have found a job? If you don't know make a guess.

_____ **[INSERT INTEGER BOX ALLOWING NUMBERS 1-200; PLEASE DO A HARD CHECK: THE ANSWER OF G3A EQUAL OR LOWER COMPARED TO THE ANSWER GIVEN IN G3]**

999. Answer refused **[DO NOT READ]**

ASK ALL

G4 [classmates_salary_hi] What do you think is the highest salary (in Meticaís, per month) that one of your classmates is now earning?

[SINGLE ANSWER]

_____ MZN **[INSERT INTEGER BOX ALLOWING NUMBERS 0-9999999. IF NOT SURE, PLEASE CLARIFY WITH RESPONDENT IF UNITS OF 1000 MZN ARE MEANT]**

99999998. Don't know

99999999. Answer refused **[DO NOT READ]**

PART H FINAL QUESTIONS [INTERNAL TEXT]

ASK IF A4 IS 2 [NOT STUDYING] AND C1 IS 2 [NOT WORKING] AND C1A IS 1 [NOT WORKING] AND C2 IS 2 [NO REGULAR JOB] AND E1 IS 2 [NOT LOOKING FOR WORK]

H2 [inactive_why] People have different reasons why they are not looking for work. Which is the main reason why you are neither studying nor looking for work?

[SINGLE ANSWER, DO NOT READ ANSWERS]

- | | |
|--|---|
| 1. Pregnant | 6. Handicapped |
| 2. Caring for dependents (e.g., children / family) | 7. Waiting to graduate / finish course |
| 3. Prohibited from working by husband | 8. Given up (no jobs available) |
| 4. Prohibited from working by wife | 9. Other [DO NOT READ] |
| 5. Poor health | 10. No specific reason [DO NOT READ] |
| | 99. Answer refused [DO NOT READ] |

ASK ALL

H3 [future] On a scale from 1 to 10, where 1 is very negative and 10 is very positive, how do you see your future? Please choose any number from one to ten.

[SINGLE ANSWER]

- | | |
|-----------------------------------|---|
| 1. 1 very negative for the future | 7. 7 |
| 2. 2 | 8. 8 |
| 3. 3 | 9. 9 |
| 4. 4 | 10. 10 very positive for the future |
| 5. 5 | 99. Answer refused [DO NOT READ] |
| 6. 6 | |

ASK ALL

H4 [corona_health] Finally, we have some questions about your health. How would you say your overall health is at present: very good, good, poor, or very poor?

[SINGLE ANSWER]

- | | |
|--------------|---|
| 1. very good | 4. very poor |
| 2. good | 99. Answer refused [DO NOT READ] |
| 3. poor | |

ASK ALL

H5 [corona_aware] Have you heard about the Coronavirus or COVID-19?

[SINGLE ANSWER]

- | | |
|--------|---|
| 1. Yes | 99. Answer refused [DO NOT READ] |
| 2. No | |

IF H5 IS 1 [YES]

H6 [corona_impact_me] Up to now, what economic or financial difference has the Coronavirus had on you personally?

[SINGLE ANSWER]

- | | |
|--|---|
| 1. Significant negative economic or financial difference | 3. Little negative economic or financial difference |
| 2. Moderate negative economic or financial difference | 4. No economic or financial difference |
| | 5. Positive economic or financial difference |
| | 99 Answer refused [DO NOT READ] |

IF CODE 1, 2 OR 3 AT H6, ASK QH6A

H6a [type_of_corona_impact] What kind of negative economic or financial difference has the Coronavirus had on you personally?

[MULTIPLE ANSWER] [DO NOT READ ANSWERS – PUT RESPONDENTS ANSWER IN THE CORRECT CODES OR ADD TO CODE 7 ‘OTHER’ AND SPECIFY]

- | | |
|--|---|
| 1. Higher food prices | 9. Companies are not offering new jobs or internships |
| 2. School closures | 10. Less opportunities to do work (incl. odd jobs) |
| 3. Loss of working hours or loss of job personally | 11. Reduced mobility (e.g., because of confinement) |
| 4. Loss of working hours or loss of jobs within the family | 12. Lack of money (in the family) |
| 5. Cost of caring or unable to work due to looking after somebody who is sick due to COVID19/Coronavirus | 7. Other [OPEN ENDED] |
| 6. Difficulty finding food and other basic essentials | 8. None |
| | 99. Answer refused [DO NOT READ] |

IF H5 IS 1 [YES]

H7 [corona_impact_fam] Up to now, what economic or financial difference has the Coronavirus had on your family?

- | | |
|--|---|
| 1. Significant negative economic or financial difference | 3. Little negative economic or financial difference |
| 2. Moderate negative economic or financial difference | 4. No economic or financial difference |
| | 5. Positive economic or financial difference |
| | 99 Answer refused [DO NOT READ] |

IF H5 IS 1 [YES]

H8 [corona_impact_comm] Up to now, what economic or financial difference has the Coronavirus had on your community?

- | | |
|--|---|
| 1. Significant negative economic or financial difference | 3. Little negative economic or financial difference |
| 2. Moderate negative economic or financial difference | 4. No economic or financial difference |
| | 5. Positive economic or financial difference |
| | 99 Answer refused [DO NOT READ] |

PART I ENDING [INTERNAL TEXT]

ASK ALL

I1. Thank you for your participation. For your participation this round we will add credits on your mobile account in the value of 50 MZN. You should receive this payment till the end of the day. Could you please confirm that we should send you this credit amount on this mobile phone, or please give us an alternative number to which it should be sent:

[SINGLE ANSWER]

1. I confirm that the credit should be sent on this number
2. Alternative phone number: _____ **[NUMERICAL OE – check accuracy of the phone number]**

ASK ALL

I2. Which number do you prefer to be contacted on?

1. Number: _____

ASK ALL

Thank you again. We will recontact you in the next wave.

[PLEASE END THE CALL WITH THE RESPONDENT]

ASK ALL

I3. **[PLEASE FILL OUT THIS QUESTION AFTER THE CALL ENDED]**

Gender of the respondent:

[SINGLE ANSWER]

1. Male
2. Female