

# Final Analysis Report — All provinces

*Youth Outcomes Study*

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## Via: Pathways to Work

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## **ABBREVIATIONS AND ACRONYMS**

IFPELAC - Instituto de Formação Profissional e Estudos Laborais Alberto Cassimo

IYF – International Youth Foundation

PTS – Passport to Success

TVET - Technical and Vocational Education and Training

# 1. BACKGROUND

The International Youth Foundation (IYF), founded in 1990, “builds and maintains a worldwide community of businesses, governments, and civil society organizations committed to empowering youth to be healthy, productive, and engaged citizens”<sup>1</sup>.

IYF is currently implementing *Via: Pathways to Work* in partnership with Mastercard Foundation, a five-year initiative launched in 2015 with a budget of \$19.6 million, that aims to improve economic opportunities for youth in Mozambique and Tanzania through sustainable changes in the national technical and vocational (TVET) and entrepreneurship systems. The program employs a system’s change approach, intending to influence the collective behavior of TVET system actors and seeks to reach over 20,000 youth directly with enhanced technical and vocational training and related services.

The program develops and supports the capacity for strengthening plans of internal systems, processes, and technical capabilities, as well as the incorporation of IYF’s signature life skills curriculum, Passport to Success (PTS), which applies a youth-focused pedagogy and experiential learning to delivering training on key soft skills.

In Mozambique, the IFPELAC Vocational Training Centers of Maputo City, Maputo Province, Inhambane and Tete are involved in the program.

IYF is looking to identify the outcomes of youth participants that have completed training delivered by the four VET system partners, in order to complement Via’s Internal Performance Measurement System to measure outcomes at youth level, including skills acquisition and pathways to livelihoods.

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<sup>1</sup> IYF (2020). RFP Via Mozambique Youth Outcomes Study.

## 2. METHODOLOGY

### 2.1. EVALUATION PURPOSES

As a part of the ex-post evaluation process, this study aims to support IYF in identifying youth-level outcomes for VET programming and answering the youth-level questions on the program's learning agenda. The outcomes to be measured include: skills acquisition, status after training (employed, studying or in training, others), satisfaction with training and employment, income and well-being (see Program log frame in annex 1).

The program planned for a measurement system that included survey administration to participants at baseline, exit, and ex post (sample) to measure outputs and outcomes of the program. Despite this schedule, there were difficulties in obtaining data that would allow evaluating the evolution of the participants' performance. For this reason, an additional effort in obtaining data became necessary and, in this context, this evaluation focused on obtaining ex-post data with the intention of allowing some judgments about the results obtained or trends that can be observed.

The study uses the application of a survey (see annex 2) as the centerpiece of the evaluation. To this end, a sample of program participants was consulted and, due to the circumstances of the pandemic, the survey was carried out by telephone.

Additionally, individual semi-structured interviews were carried out with a sample of the participants from vocational training centers of Tete, Maputo and Machava, in order to specify aspects that lack elements of a qualitative nature for a better interpretation of the data collected.

The final report, compiles and analyses the data collected from the four provinces, interpreting the responses obtained in the context of the evaluation questions, previously formulated by the IYF project:

- To what extent have program participants gained a meaningful increase in life skills?
- To what extent is this attributable to the program?
- To what extent have TVET trainees gained market-responsive technical or vocational skills?
- To what extent have these skills facilitated employment (formal, non-formal, self-employment, etc.)?

- To what extent have program participants gained a clear and actionable pathway to a livelihood?
- To what extent is this attributable to the program?
- What is the impact of the program, measured by socio-emotional learning, labor market outcomes, and wages?

In order to respond to the evaluation questions, we have analyzed the corresponding relevant logframe indicators in each question, based on the responses given by participants in the survey and individual interviews.

## 2.2. DATA COLLECTION METHODS

The study uses the administration of an ex-post survey to a sample of the participants of the program aimed at identifying youth-level outcomes for VET programming and answering the youth-level questions on the program's learning agenda, such as skills acquisition, status following the training, satisfaction with training and employment, income, and wellbeing.

The target of the ex-post survey were students enrolled in IFPELAC technical training since 2017 that successfully completed vocational training, that attended at least 80% of total PTS sessions, and whose telephone contacts were available on the student registration. This included students that successfully completed training at any point in time after 2017.

The questionnaire followed up on the baseline survey applied to students by IVF before the start of their training, in order to measure outcomes that the project sought to affect, by comparison against the baseline information. 4889 students took the baseline survey, but many of the questions were not responded to by the participants.<sup>2</sup> This means that a large percentage of responses at baseline is missing and, as such, the total percentage of responses will often correspond to under 100% for a given question.

The questionnaire was constructed in Portuguese and distributed at the same time to all selected individuals from each of the four regions.

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<sup>2</sup> As participants would fill out the survey by themselves, many would skip questions that they didn't understand.

Phone interviews were conducted by IYF Focal Points that registered responses electronically using Google Forms on IYF/IFPELAC existing computers/tablets. Data collected in Google forms was stored in an excel file that was later converted to Stata Statistical Software adopted for data cleaning and analysis. The survey was implemented by the IYF Focal Points, in 4 different regions (Maputo City, Maputo Province, Tete and Inhambane). A pilot was held in the end of August 2020, and the data collection took place in September 2020.

As one of the most relevant aspects of the program was the incorporation of IYF's signature life skills curriculum - Passport to Success (PTS), sixteen (16) interviews were scheduled with five to seven participants randomly chosen from each the training centers of Maputo, Machava and Tete, to assess the importance attributed by the trainees in the training on key soft skills and to analyze the extent to which this type of knowledge influenced the decision on their life paths choices. The interviews had an individual and semi-structured format, and were carried out using the zoom platform. Each interview lasted between 15 to 20 minutes each.

The conducted interviews were structured into three topics:

1. Factors that influenced the choice of the vocational training by the trainees. It was also intended to collect signs on whether the options taken took into account the employability of the sector and the demand by businesses.
2. What has determined the choice about their immediate life path choices.
3. What is the role and importance of the PTS in the completed training, on the socio-professional integration and professional performance.

#### **2.2.1. SURVEY SAMPLE**

Participants were selected using a systematic random sampling method and were asked for an informed consent of collaboration. In order to ensure the value and efficiency of this survey we applied survey methods to the population we wished to study. To calculate the sample size necessary for performing statistically valid inference we used the following formula (Groves et al. (2009)):

$$N = \frac{Z^2 p \cdot (100 - p)}{e^2}$$

Where:

- $e$  is the desired level of precision (i.e. the margin of error, usually set to 5%),



- $p$  is the (estimated) proportion of the population which has the attribute in question,
- $Z$  is the Standard Normal Probability value corresponding to the desired confidence level (usually set to 95%)

Moreover, in order to ensure the sample was representative of the population we aimed at studying, we have also applied stratification and weighting techniques (Dabalen et al. (2016)).

For this evaluation study we considered the population of Via Participants that successfully completed vocational training, and were thus eligible to receive official certification; and that attended at least 80% of total PTS sessions. With these selection criteria, the total number of students considered was 3470, of which 13% were from Inhambane, 18% from Machava, 38% from Maputo City and 31% from Tete region. About 19.8% of the population were female participants, 19.7% aged between 15 and 19 years old, 44.5% between 20 and 24, 20.2% between 30 and 34 and 16% were 35 and above. As such, to define how many students from each group to include in the study, these percentages were applied to the sample size previously defined.

Using the online software Raosoft, with a population of 3470 students, a margin of error of 5% and a 95% confidence interval, the sample size needed for conducting this survey was 346 students. To use stratification at gender and age group and region level we applied the different percentages for each category to this number and then randomly draw students to interview.

The total sample was collected from 351 students, of those 48 from Inhambane, 70 from Machava, 132 from Maputo City and 101 from Tete (19,7% female and 80,3% male).

*Table 1- Survey participants by gender and province*

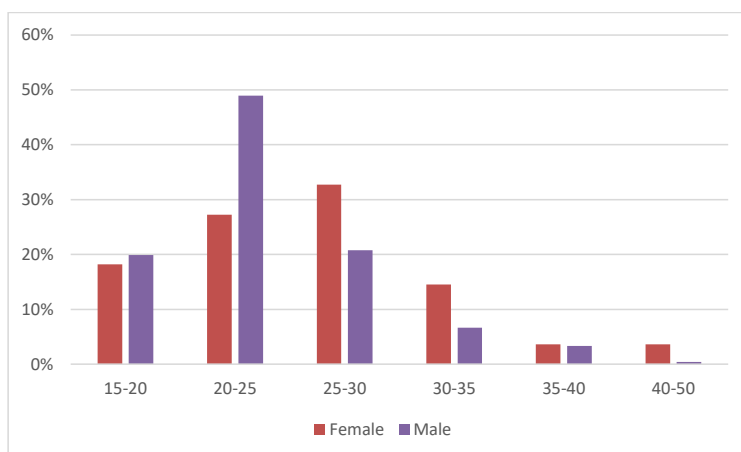
Province	Female	Male	Total
Inhambane	22	26	48
Machava	4	66	70
Maputo City	14	118	132
Tete	29	72	101
<b>Total</b>	69	282	351

The following tables and figures show the age and geographic distribution of the sample<sup>3</sup>.

*Table 2- Age distribution by gender*

Age	Female	Male
15-19	18%	20%
20-24	27%	49%
25-29	33%	21%
30-34	15%	7%
35-39	4%	3%
40-50	4%	0%
Total N	55	241

*Figure 1- Age distribution by gender*



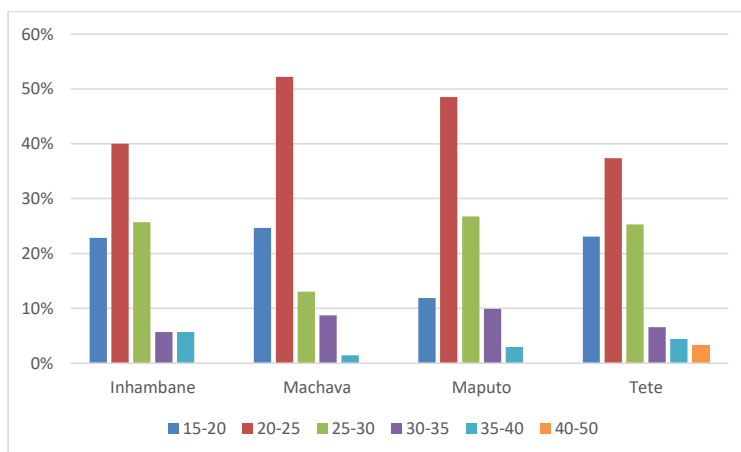
*Table 3 - Age distribution by province*

Age	Inhambane	Machava	Maputo	Tete
15-19	23%	25%	12%	23%
20-24	40%	52%	49%	37%
25-29	26%	13%	27%	25%

<sup>3</sup> However the baseline only had information regarding age and date of birth for 296 of the 351 selected students.

30-34	6%	9%	10%	7%
35-39	6%	1%	3%	4%
40-50	0%	0%	0%	3%
Total N	35	69	101	91

Figure 2 – Age distribution by region



### 2.2.2. PILOT

Before proceeding with the ex-post survey, a pilot version was conducted in a similar group of people (that are not potential participants) to understand pitfalls and unexpected issues.

Nonetheless, in order to properly apply the pilot, we selected students that attended both vocational and PTS training. In this sense, we selected 30 students with vocational training certificate, but less than 80% PTS attendance rate. These students were equally divided between the four regions to understand potential comprehension issues across students from different locations. The surveys were applied to 16 students from that list. The pilot survey was completed in two days of work. The pilot was relevant to identify some issues in the questionnaires, in terms of adjusting the language and clarify a few survey questions, in order to improve the application of the survey with the participants.

### **2.2.3. TRAINING OF THE IYF FOCAL POINTS**

The by IYF Focal Points were trained by the evaluation team to explain the research objectives to the participants before starting the interview; their roles and responsibilities; as well as the principles and procedures during the application of the surveys, such as informed consent, confidentiality, impartiality.

### **2.2.4. DATA ANALYSIS**

Survey data analysis was performed in different stages. The first step was to identify issues in data collection and correct or erase incorrect information. At this stage it was also necessary to check for balances and confirm the sample distribution follows the population. After properly cleaning and organizing the data, we merged the information collected through phone interviews with the baseline data provided by IYF, collected from all students the moment they started their training. The complete dataset has information before and after vocational and PTS training for a sample of students, spread across the different regions with IYF training centers. Following that, we produced a descriptive analysis of all valid responses that provides a general framework of the sample and ensure transparency and accuracy regarding the information collected, and performed a simple non-linear regression analysis to understand better the most relevant factors associated with the main activities of IYF students after they participated in IYF vocational and PTS training.

The qualitative analysis of the interviews was carried out manually, with a complete revision of the interview transcripts, based on the following criteria: 1) motivations and expectations regarding the training course; 2) reasons for immediate life/career choices: focus on the strength of the skills

acquired or not for professional practice and integration in the workplace; and 3) importance of PTS: focus on PTS as a determinant or not for the future of the participant.

## 3. MAIN FINDINGS

### 3.1. SUMMARY TABLE

Indicators	Question	Baseline	Endline	Percentage variation <sup>4</sup>
<b>To what extent have program participants gained a meaningful increase in life skills? To what extent is this attributable to the program?</b>				
# and % youth demonstrate change in market-responsive life skills	"I have the necessary life skills to pursue a career"	<ul style="list-style-type: none"> <li>65% agreed or strongly agreed</li> <li>3% disagreed, strongly disagreed or neither agreed or disagreed</li> <li>32% didn't reply</li> </ul>	<ul style="list-style-type: none"> <li>98% agree or strongly agree (N=345)</li> <li>2% disagree or neither agree or disagree (N=6)</li> </ul>	<ul style="list-style-type: none"> <li>+ 50% agree or strongly agree</li> </ul>
	"I have the necessary communication skills to pursue a career"	<ul style="list-style-type: none"> <li>63% agreed or strongly agreed</li> <li>6% disagreed, strongly disagreed or neither agreed or disagreed</li> <li>31% didn't reply</li> </ul>	<ul style="list-style-type: none"> <li>96% agree or strongly agree (N=337)</li> <li>4% neither agree nor disagree (N=14)</li> </ul>	<ul style="list-style-type: none"> <li>+ 52% agree or strongly agree</li> </ul>
	"I have team work skills to pursue a career"	<ul style="list-style-type: none"> <li>67% agreed or strongly agreed</li> <li>3% disagreed, strongly disagreed or neither agreed or disagreed</li> <li>30% didn't reply</li> </ul>	<ul style="list-style-type: none"> <li>99% agree or strongly agree (N=347)</li> <li>1% neither agree nor disagree (N=4)</li> </ul>	<ul style="list-style-type: none"> <li>+ 48% agree or strongly agree</li> </ul>
	"I have social skills to pursue a career"	<ul style="list-style-type: none"> <li>67% agreed or strongly agreed</li> <li>3% disagreed, strongly disagreed or neither agreed or disagreed</li> <li>30% didn't reply</li> </ul>	<ul style="list-style-type: none"> <li>100% agree or strongly agree (N=351)</li> </ul>	<ul style="list-style-type: none"> <li>+ 49% agree or strongly agree</li> </ul>
youth satisfaction scores with technical and life skills training	<b>Satisfaction with life skills</b>	N/A	<ul style="list-style-type: none"> <li>99% are strongly satisfied or satisfied (N=347)</li> </ul>	N/A

<sup>4</sup> Please note that as mentioned in the Data Collection Methods chapter, in the baseline survey applied to students by IYF before the start of their training, many of the questions were not responded to by the participants, which means that a large percentage of responses at baseline is missing and, as such, the baseline is not totally representative of the status of the participants at the time.

			<ul style="list-style-type: none"> <li>1% are neither satisfied nor dissatisfied (N=4)</li> </ul>	
<b>To what extent have TVET trainees gained market-responsive technical or vocational skills?</b>				
# and % youth demonstrate change in market-responsive technical skills	<b>"I feel I have the necessary technical skills to pursue a career"</b>	<ul style="list-style-type: none"> <li>49% agreed or strongly agreed.</li> <li>4% disagreed, strongly disagreed or neither agreed or disagreed</li> <li>47% didn't reply</li> </ul>	<ul style="list-style-type: none"> <li>99% agree or strongly agree (N=347)</li> <li>1% neither agree nor disagree (N=4)</li> </ul>	<ul style="list-style-type: none"> <li>+ 102% agree or strongly agree</li> </ul>
youth satisfaction scores with <u>technical</u> and life skills training	<b>Satisfaction with technical skills training</b>	N/A	<ul style="list-style-type: none"> <li>93% are satisfied or strongly satisfied (N=326)</li> <li>5% are neither satisfied nor dissatisfied (N=18)</li> <li>2% are dissatisfied or strongly dissatisfied (N=7)</li> </ul>	N/A
<b>To what extent have these skills facilitated employment (formal, non-formal, self-employment, etc)?</b>				
# and % TVET youth transitioned into work: self-employment or entrepreneurship or jobs, by job type	<b>Engaged in work?</b>	<ul style="list-style-type: none"> <li>26% Yes</li> <li>52% No</li> <li>22% didn't reply</li> </ul>	<ul style="list-style-type: none"> <li>43% Yes (N=152)</li> <li>57% No (N=199)</li> </ul>	<ul style="list-style-type: none"> <li>+ 65% Yes</li> </ul>
	<b>Main activity after training</b>	N/A	<ul style="list-style-type: none"> <li>28% - Paid job (N=100)</li> <li>15% - Self-employment (N=52)</li> <li>28% - Further studies/training/ internship (N=98)</li> <li>28% - Unemployment (N=101)</li> </ul>	N/A
	<b>Nature of work (for employed/self-employed respondents only)</b>	<ul style="list-style-type: none"> <li>14% - Paid job</li> <li>18% - Self-employed</li> <li>68% didn't reply</li> </ul>	<ul style="list-style-type: none"> <li>66% - Paid job (N=100)</li> <li>34% - Self-employed (N=52)</li> </ul>	<ul style="list-style-type: none"> <li>+370% - Paid Job</li> <li>+88% - Self-employed</li> </ul>
	<b>Type of work (for employed respondents only)</b>	<ul style="list-style-type: none"> <li>9% - permanent job with a contract</li> <li>5% - permanent job without a contract</li> <li>18% - temporary/seasonal job</li> <li>2% - paid internship</li> </ul>	<ul style="list-style-type: none"> <li>65% - permanent job with a contract (N=54)</li> <li>9% - permanent job without a contract</li> <li>23%(N=8) - temporary/seasonal job (N=18)</li> <li>2% - paid internship (N=2)</li> </ul>	<ul style="list-style-type: none"> <li>+ 622% - permanent job with a contract</li> <li>+ 80% - permanent job without a contract</li> <li>+28% - temporary/seasonal job</li> </ul>

	"The technical training was relevant for my job/business"	N/A	<b>Job:</b> <ul style="list-style-type: none"> <li>83% agree or strongly disagree (N=69)</li> <li>5% neither agree nor disagree (N=3)</li> <li>12% disagree or strongly disagree (N=10)</li> </ul> <b>Business:</b> <ul style="list-style-type: none"> <li>88% agree or strongly agree (N=46)</li> <li>6% neither agree nor disagree (N=3)</li> <li>6% disagree or strongly disagree (N=3)</li> </ul>	N/A
	"PTS training was relevant for my job/business"	N/A	<b>Job:</b> <ul style="list-style-type: none"> <li>94% agree or strongly agree (N=78)</li> <li>2% neither agree nor disagree (N=2)</li> <li>4% disagree or strongly disagree (N=3)</li> </ul> <b>Business:</b> <ul style="list-style-type: none"> <li>100% agree or strongly agree (N=53)</li> </ul>	N/A
	Looking for work (for unemployed participants only)	• 90%	• 89% (N=90)	• -1%
	Time looking for a job	• 16 months	• 6-12 months	N/A
<b>What is the impact of the program, measured by socio-emotional learning, labor market outcomes, and wages?</b>				
youth satisfaction score with the quality of employment	Satisfaction with work (for employed/self-employed respondents only)	<ul style="list-style-type: none"> <li>50% were satisfied or strongly satisfied with their work</li> <li>25% were neither satisfied nor dissatisfied</li> <li>20% were not satisfied or strongly dissatisfied</li> <li>4% didn't reply</li> </ul>	<ul style="list-style-type: none"> <li>75% are satisfied or strongly satisfied (N=115)</li> <li>16% are neither satisfied nor dissatisfied (N=25)</li> <li>9% are dissatisfied/strongly dissatisfied (N=12)</li> </ul>	• + 50% are satisfied or strongly satisfied
% change in income	Self-employed participants' earnings (average, past month)	• 5774 MZN	• 6650 MZN	N/A
	Employed participants' earnings (average, past month)	• 5774 MZN	• 7815 MZN	N/A
	"My earnings are sufficient"	• 6% agreed	• 52% agree (N=43)	•



		<ul style="list-style-type: none"> <li>• 24% disagreed</li> <li>• 70% didn't reply.</li> </ul>	<ul style="list-style-type: none"> <li>• 48% disagree (N=40)</li> </ul>	
	Control over money	<ul style="list-style-type: none"> <li>• 26% agreed or strongly agreed</li> <li>• 3% disagreed or strongly disagreed</li> <li>• 71% didn't reply</li> </ul>	<ul style="list-style-type: none"> <li>• 89% agree or strongly agree (N=135)</li> <li>• 5% neither agree nor disagree (N=8)</li> <li>• 6% disagree or strongly disagree (N=9)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>To what extent have program participants gained a clear and actionable pathway to a livelihood? To what extent is this attributable to the program?</b>				
# and % TVET youth transitioned to further training	Time before starting a new education/training/internship (for respondents that are studying/training only)	N/A	<ul style="list-style-type: none"> <li>• Majority takes 3 to 6 months</li> </ul>	N/A
# and % TVET youth transitioned to further education	Level of Education taken after training	N/A	<ul style="list-style-type: none"> <li>• 41% - university/post-secondary studies or equivalent (N=28)</li> <li>• 22% - secondary level education or equivalent (N=15)</li> <li>• 35% - vocational training or equivalent (N=25)</li> </ul>	N/A
	"The Technical training was relevant to continue my studies/training/internship"	N/A	<ul style="list-style-type: none"> <li>• 94% agree or strongly agree (N=90)</li> <li>• 4% neither agree nor disagree (N=4)</li> <li>• 2% disagree (N=2)</li> </ul>	N/A
	"The Life Skills training was relevant to continue my studies/training/internship"	N/A	<ul style="list-style-type: none"> <li>• 98% agree or strongly agree (N=86)</li> <li>• 2% disagree or strongly disagree (N=2)</li> </ul>	N/A

## 3.2. FINDINGS

### 3.2.1. To what extent have program participants gained a meaningful increase in life skills? To what extent is this attributable to the program?

In order to respond to this question, we have looked into the following indicators: “# and % youth demonstrate change in market-responsive life skills” and “youth satisfaction scores with technical and life skills training”.

The baseline data showcases that over 65% of participants inquired at baseline agreed or strongly agreed that they had the necessary life skills to pursue a career, whereas only around 3% disagreed, strongly disagreed or neither agreed nor disagreed with that statement (see figure 1). The endline data shows that 98% of the participants inquired after the training in September 2020 agreed or strongly agreed that they had the necessary skills to pursue a career (see figure 2) with that statement, which shows an increase of around 50% on their perception of the life skills acquired to pursue a career.

Figure 3 Baseline Data:

*"I have the necessary life skills to pursue a career"*

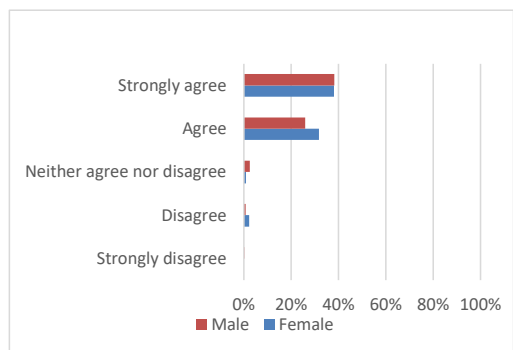
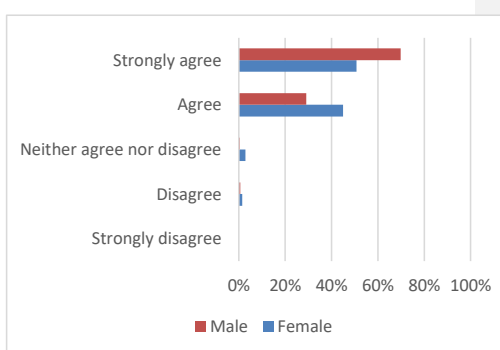


Figure 4- Endline Data:

*"I have the necessary life skills to pursue a career"*



The endline data also shows that participants believe they have increased their communication skills (96% agree or strongly agree that they have the necessary communication skills now to pursue a career), against 63% at baseline (see figure 3 and 4).

Figure 5 - Baseline Data: "I have the necessary communication skills to pursue a career"

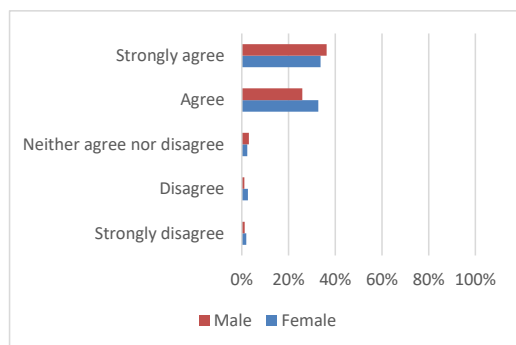
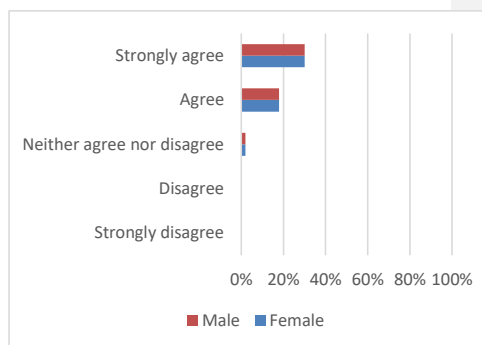


Figure 6 - Endline Data: "I have the necessary communication skills to pursue a career"



The percentages are similar for the participants understanding of having team work skills (99% of participants of the endline survey, against 67% of participants of the baseline agreed or strongly agreed that they had them); having social skills (100% agree or % strongly agree having social skills for a job in the endline, against a total of 67% at baseline); having positive self-concept compared to others (95% agree or strongly agree in the endline, against 64% of participants at baseline); having critical thinking (99% at endline, 60% at baseline); and having self-control (96% at endline and 64% at baseline) (see figures 5-8).

Figure 7- Baseline Data: "I have team work skills to pursue a career"

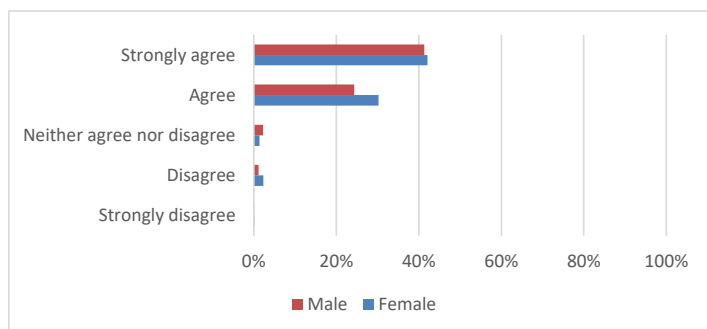


Figure 8- Endline Data: "I have team work skills to pursue a career"

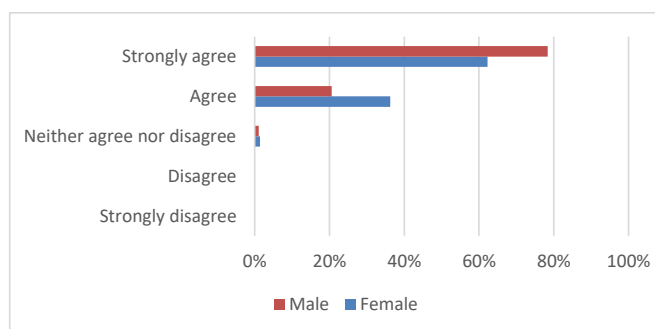


Figure 9 - Baseline Data: "I have social skills to pursue a career "

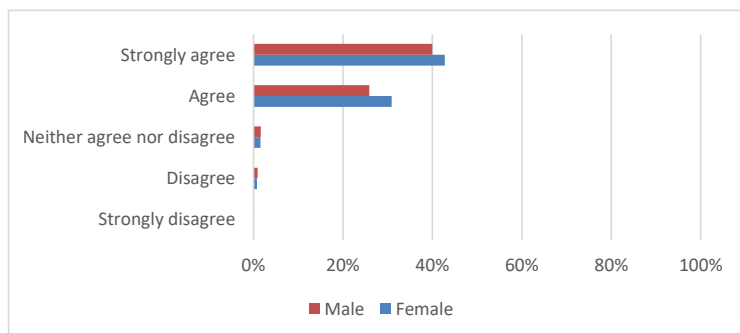
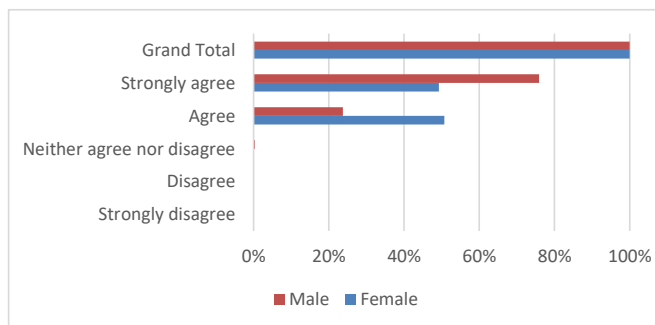
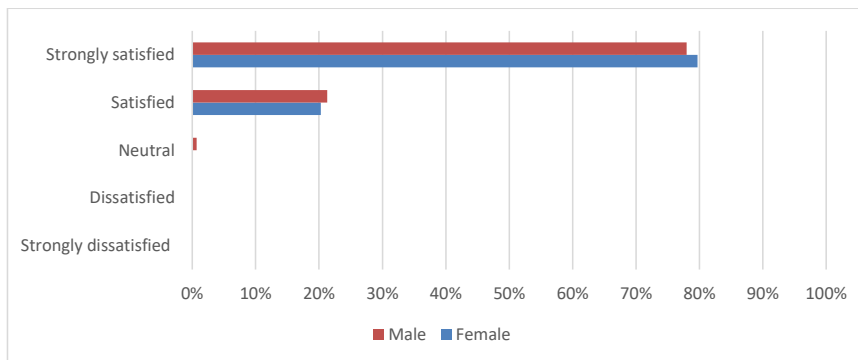


Figure 10- Endline Data: "I have social skills to pursue a career"



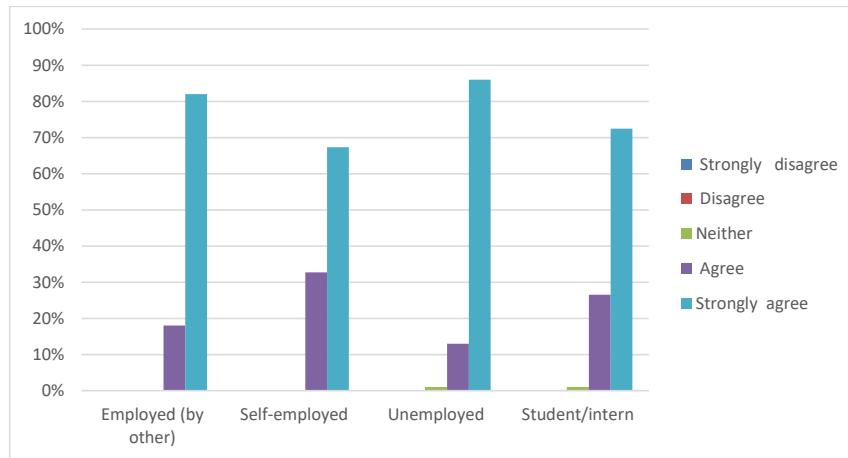
Furthermore, when looking at youth satisfaction scores, 99% of the respondents at the endline survey responded that they were satisfied or strongly satisfied with their life skills training (see figure 9).

Figure 11 – Endline Data: Satisfaction with PTS training



When looking at the satisfaction scores, we can see that the respondent's main activity after training has barely any influence on the satisfaction scores with PTS training. For example, employed or unemployed participants give very high scores to the training (see figure 10).

Figure 12 – Satisfaction with PTS training per main activity



Despite the fact that the values obtained are evidently very high (including the baseline dat) and may indicate some overconfidence in the responses of the participants, it also showcasses the

importance of the sessions where topics related to life skills were addressed. It is emphatically evident that all interviewees referred to the great value they attributed to the PTS from different points of view: having an appropriate behaviors in the work context, be assertive in relations with hierarchy, controlling emotions, the need to create a good work environment, among others. From the way in which they expressed their opinions on these issues during the interviews, it is clear that the sessions around life skills had a transforming effect and are certainly inducing effects with positive results for the socio-professional path of young people.

### 2.2.2. To what extent have TVET trainees gained market-responsive technical or vocational skills?

In order to respond to this question, we will look into the following indicators: “# and % youth demonstrate change in market-responsive technical skills” and “youth satisfaction scores with technical and life skills training”.

The endline data showcases that 99% of respondents inquired after ending their training believe that they have the necessary technical skills to keep a job, compared to 49% of program participants inquired at baseline (see figure 11 and 12), which shows an increase of 120%.

Figure 13- Baseline data: “I feel I have the necessary technical skills to pursue a career”

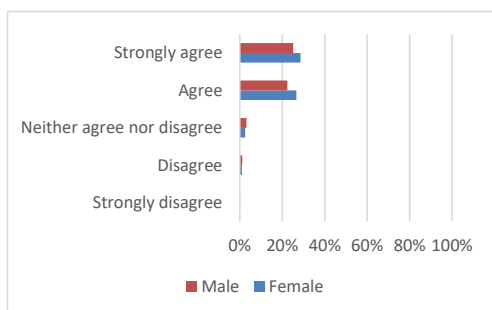
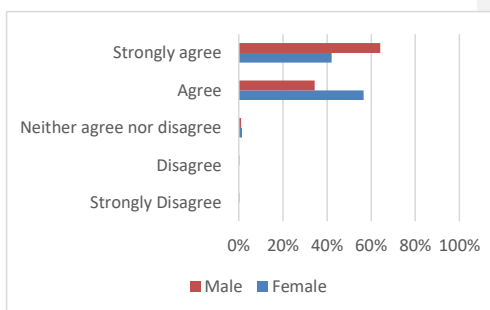
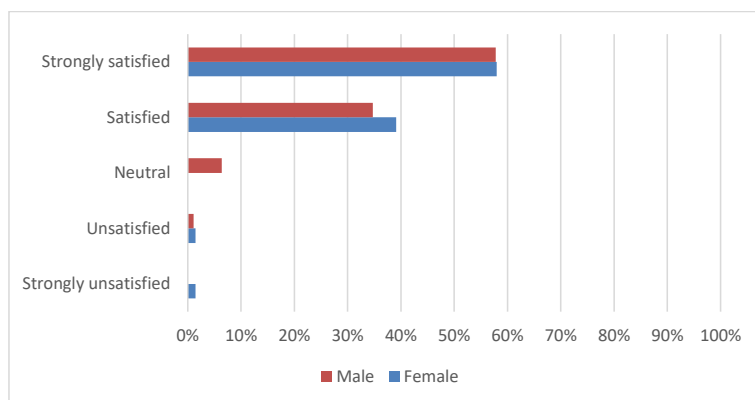


Figure 14 – Endline Data: “I feel I have the necessary technical skills to pursue a career”



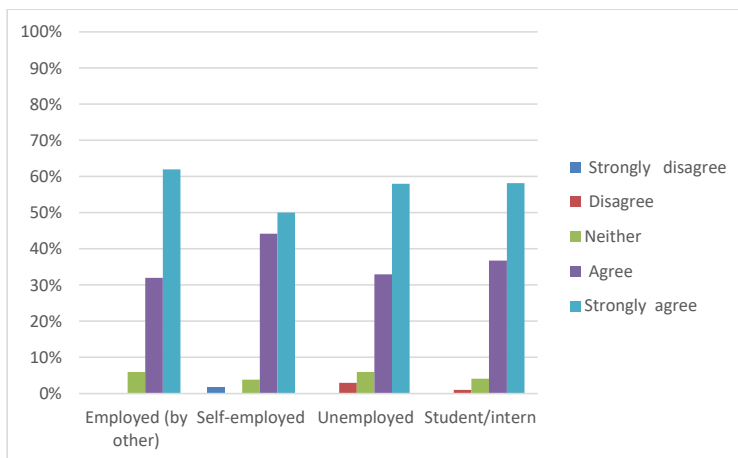
When looking at the satisfaction scores with the technical skills training, 93% of the participants stated they were satisfied or strongly satisfied with the technical training they received, whereas 2% was dissatisfied and 5% was neutral (see figure 13).

Figure 15 – Endline Data: Satisfaction with technical skills training



When looking at the satisfaction scores, we can see that the respondent's main activity after training didn't have a strong influence on the satisfaction scores with technical training (see figure 14).

Figure 16 – Satisfaction with technical training per main activity



Despite the positive responses in regard to the satisfaction with technical training, the information collected in the semi-structured interviews shows that almost all young people intend to continue their studies so that the level of skills to be achieved can be adjusted to the challenges of

professional performance and/ or respond to the needs of employers, which demonstrates that there is a full awareness of the formative limitations of courses in their technical component<sup>5</sup>.

### 3.2.2. To what extent have these skills facilitated employment (formal, non-formal, self-employment, etc)?

In order to respond to this question, we will look into the following indicator: **"# and % VET youth transitioned into work: self-employment or entrepreneurship or jobs, by job type"**.

The baseline data shows that 26% of program participants stated they had worked for at least one hour the previous week (14% female and 29% male) (see figure 15), whereas at the endline the percentage increased to 43% (38% female and 45% male (see figure 16).

Figure 17- Baseline Data: Engaged in work

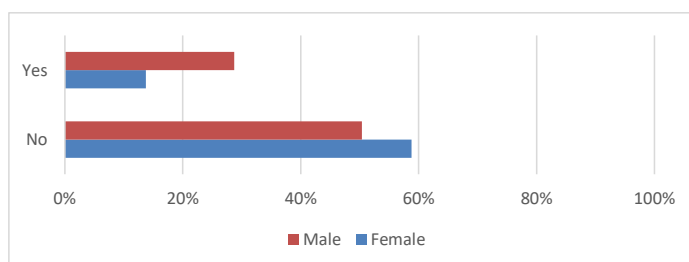
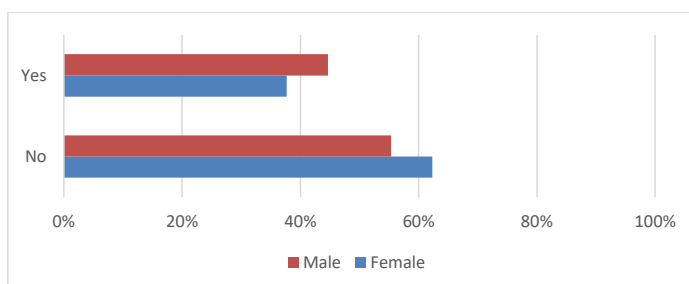


Figure 18: Endline Data: Engaged in work



At the endline survey, program participants listed the following activities as their professional activities after ending the training: at least 38% have been unemployed at some point after the

<sup>5</sup> This finding is consistent with the study's conclusions: "Market systems analysis: Via Mozambique".



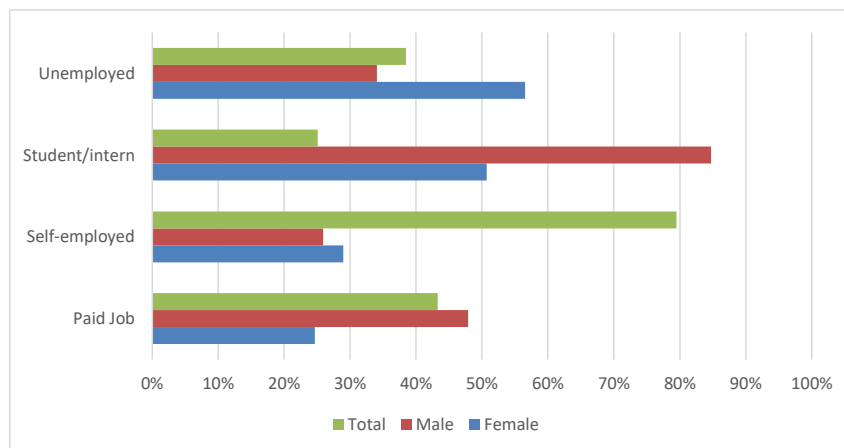
training; 25% studied /did an internship; 79% were self-employed and 43% had a paid job (see figure 17). As participants were asked to name one or more activities that best represent their professional status after the completing the training. One participant can list all the activities that were somehow relevant for them in that period (for example one participant can select working and studying at the same time) and, therefore, the responses naturally do not correspond to 100% in total.

**Commented [TB1]:** If this number is correct, then it is very interesting. But it doesnt align with the gender breakdown in the chart below.  
Student/intern also doesnt align in chart.

**Commented [TB2R1]:** Should be in between two gender values.

**Commented [NM3R1]:** Yes, definitely high and also inconsistent w/ numbers we have been seeing in our data collection

Figure 19- Endline Data: Participants professional activities after training completion



Out of the main professional/education activities listed above to characterize the participants' status after training, the participants were asked to list the most relevant activity. The responses showed that for 28% it was unemployment, whereas for 15% was self-employment; for 28% it was a paid job; and for 28% it was further studies or an internship (see figure 18).

Figure 20- Endline Data: Main activity after training

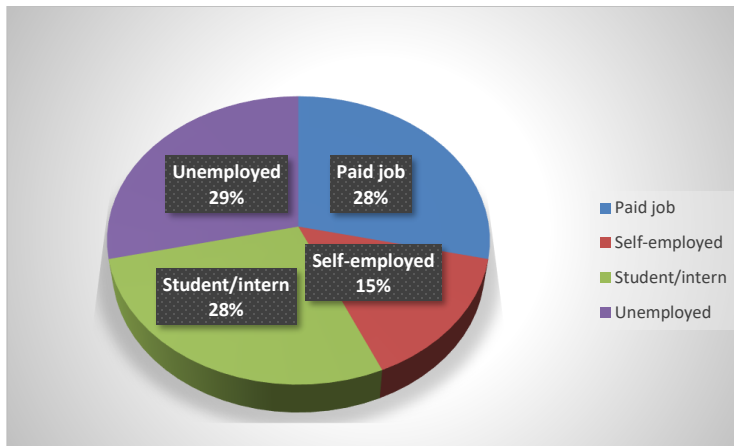
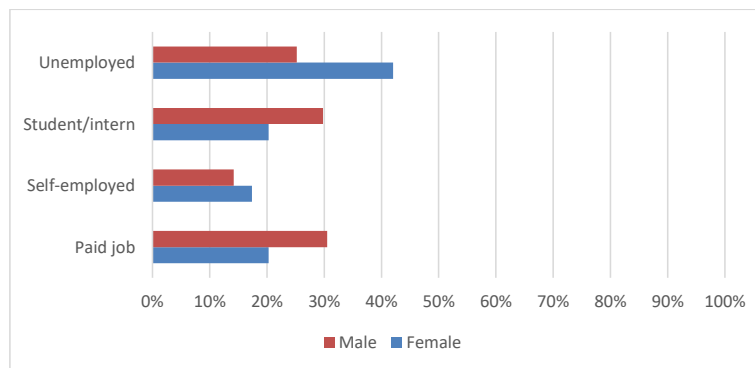
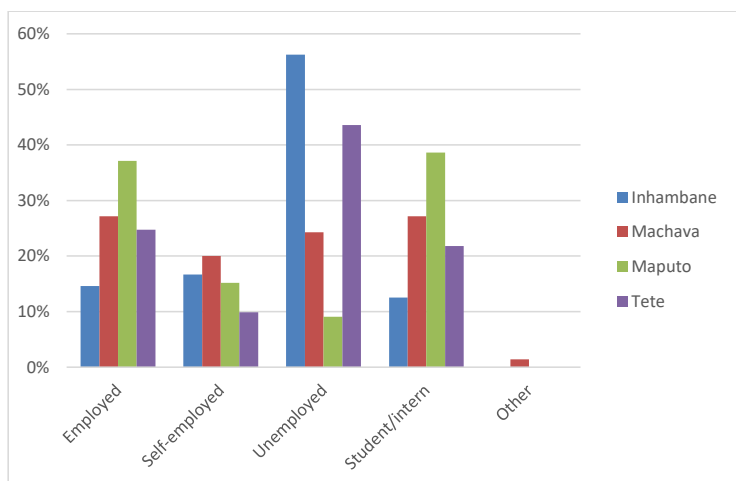


Figure 21- Endline Data: Main activity after training (per gender)



In terms of region there are clear disparities. When looking at the main activities per province, the data shows that most unemployed participants are located in Inhambane and Tete (56% and 44%), whereas most employed/self-employed participants are in Machava and Maputo (47% and 52%). Most of the participants that selected studies/training as their main activity are located in Machava and Maputo (27% and 39%) (see figure 20).

Figure 22 – Main activity per province



The regression analysis shows that compared to Inhambane, being in Maputo decreases the probability of being unemployed by 50 percentage points and being in Machava by 30 percentage points. Additionally, when controlling for province, age and marital status, having university studies decreases the probability of being unemployed after training in about 23 percentage points. Age has a positive impact in the probability of being employed and negative on the probability of continuing studies after training (see annex 3).

From the respondents at the baseline, 18% of the working respondents (12% female and 20% men) were working in a paid job; 14% (9% female and 15% men) were self-employed<sup>6</sup>. At the endline, the percentage increased to 66% of the working respondents had a paid job (54% female, 68% male), and 34% had their own business (46% female, 32% male) (see figures 21 and 22).

**Commented [NM4]:** I understand this was done using a regression analysis but it's a confusing way to say this – perhaps inverting the sentence would make it easier to understand (being in a city – maputo – increases probability of employment? Please feel free to disregard this comment – this is merely a preference on my part and not necessary.

**Commented [TB5]:** Very interesting change from baseline by gender

<sup>6</sup> Please note that 75% of the baseline survey participants did not respond to this question.

Figure 23- Baseline data: Nature of work

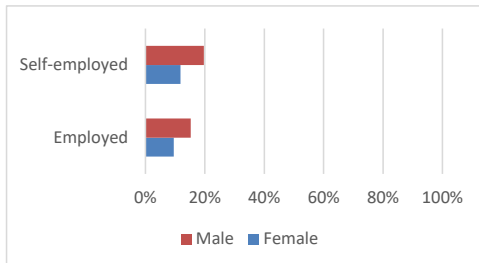
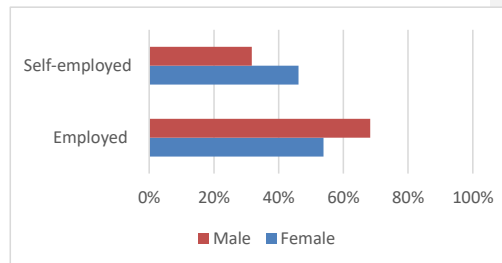


Figure 24 – Endline Data: Nature of work



When looking at the type of work/job at the baseline, 5 % of respondents had a permanent job without a contract, 9% had a permanent job with a contract, 18% had a temporary/seasonal job, and 2% had a paid internship/apprenticeship. At the endline, the percentage increased to 65% of respondents that had a permanent written or verbal contract, 9% that had a permanent job without a contract and 23% that had a temporary/seasonal job (see figure 23 and 24) and 2% had a paid internship/ apprenticeship.

Figure 25 – Baseline data: Type of work

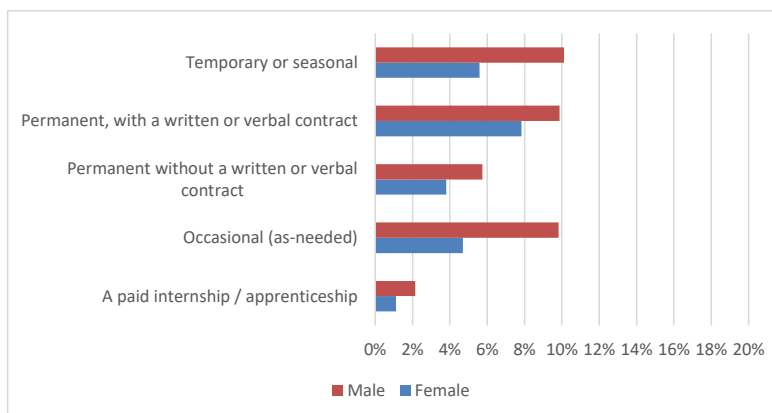
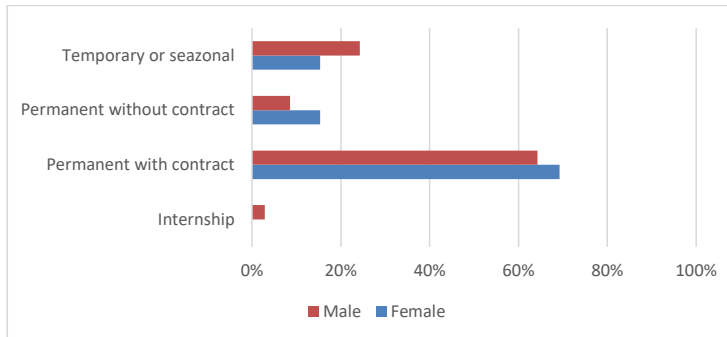


Figure 26 – Endline Data: Type of work



Commented [TB6]: Good to see

The total of 43% of the employed respondents found a paid job up to 6 months after training, 10% took 6 to 12 months, 12% took over 12 months, and 34% already had a job before starting the training. 83% of the employed respondents stated that they agree or strongly agree that the IYF training was relevant and useful for their job, whereas 12% disagree or strongly disagree with that statement, and 5% neither agree nor disagree. On the other hand, 94% of the employed respondents agree or strongly agree that the PTS training was relevant for their job (see figure 25 and 26).

Figure 27 – Endline Data: “Technical training was relevant for my job”

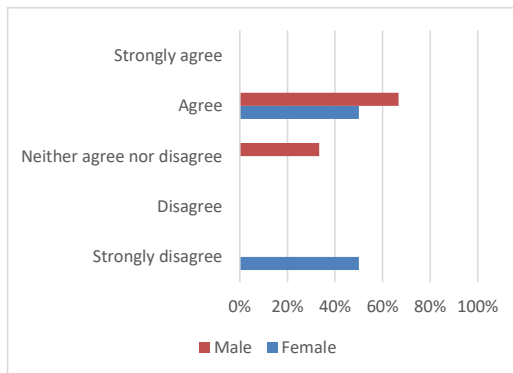
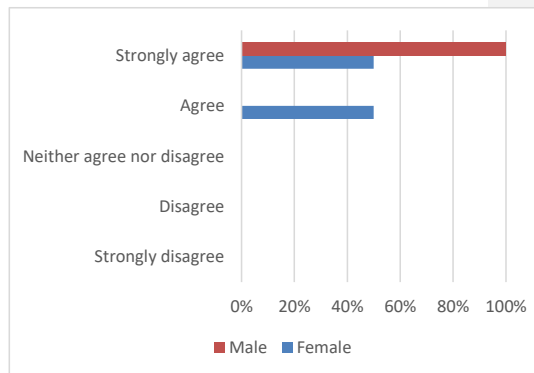


Figure 28 – Endline Data: “PTS training was relevant for my job”



For the self-employed respondents, 35% started their business within three months after training, 24% took over 6 months and 41% has started it before training. 88% agree or strongly agree that

technical skills training was relevant for their business, and 100% agree or strongly agree with that life skills training was relevant for their business.

When looking at the participants that did not transition into work or studies, at baseline, 90% of the unemployed respondents were looking for a job at the beginning of the training, whereas 10% were not (see figure 27). The average time they were looking for a job was 16 months. When compared to the endline, the percentage was 89% of the unemployed participants looking for a job after concluding the training (see figure 28). The majority would take between 6 to 12 months to find a job. The average number of jobs applied for the unemployed participants was 4 jobs per participant. Over 90% of the respondents that were unemployed at the time of the survey were not able to find any job after the training, and over 80% weren't able to state the reasons why.

Figure 29 – Baseline data: Looking for work

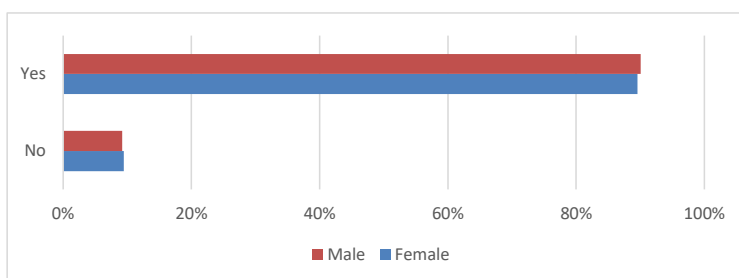
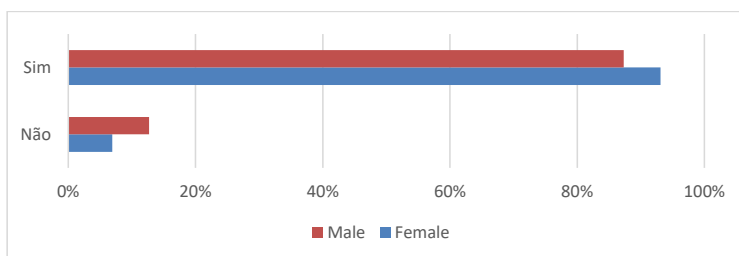


Figure 30 – Endline data: Looking for work



### 3.2.3. What is the impact of the program, measured by socio-emotional learning, labor market outcomes, and wages?

In order to respond to this question, we will look into the following indicator: “youth satisfaction score with the quality of employment”; and “% change in income”.

The baseline data showcases that 55% of program participants (52% female and 50% male) inquired at baseline were satisfied or strongly satisfied with their work, whereas 20% (20% female and 26% male) were not satisfied nor strongly dissatisfied and 25% were neither satisfied or dissatisfied. (see figure 29).

At the endline, the percentage increased to 75% respondents (65% female and 77% male) that were satisfied or strongly satisfied with their work/business, whereas 16% was neutral and 9% was dissatisfied or strongly dissatisfied (see figure 30). The number of dissatisfied/strongly dissatisfied participants with their work has decreased from 20% to 9%.

Figure 31 - Baseline data: Satisfaction with work

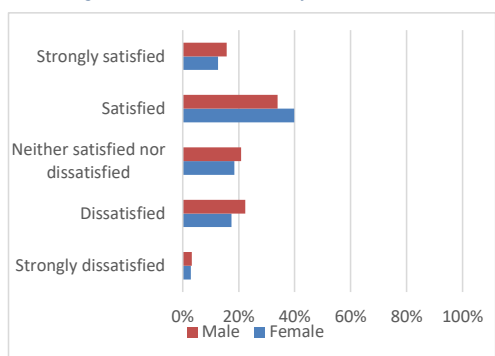
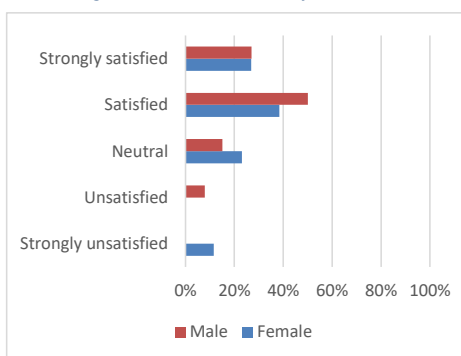


Figure 32 - Endline data: Satisfaction with work



At baseline, participants stated that their average earnings in the previous month was 5774 MZN, which were only sufficient for the subsistence of 6% of the respondents. At endline, the average earnings in the previous month for self-employed participants was 6650MZN and 7815 for employed participants. 52% of participants stated that their earnings were sufficient for their subsistence, whereas 48% stated that it wasn't.

**Commented [TB7]:** Do we have satisfaction breakdown between self-employed and wage employed?

**Commented [NM8]:** Did we gather add'l qualitative data to probe as to what factors fed into satisfaction or dissatisfaction?

**Commented [TB9]:** Interesting

Figure 33 – Endline Data: Self-employed participants' earnings  
(average, past month)

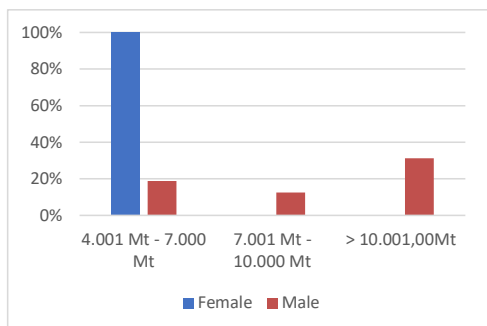
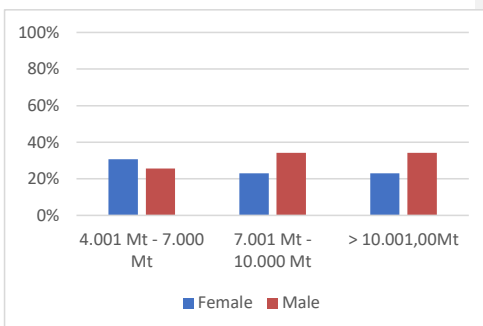


Figure 34 – Endline Data: Employed participants' earnings  
(average, past month)



When asked if they had control over the money they earned, at baseline 26% of respondents stated they had control over money, whereas 3% stated that they didn't. The percentage of participants with control over money increased to 89% at the endline.

Commented [TB10]: Did the remaining 71% not earn income?

#### 3.2.4. To what extent have program participants gained a clear and actionable pathway to a livelihood? To what extent is this attributable to the program?

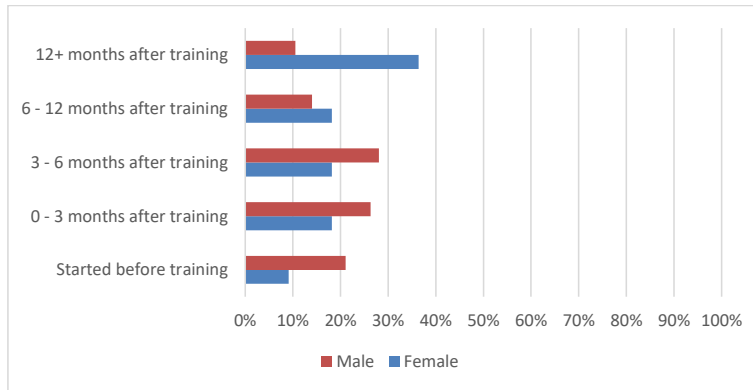
In order to respond to this question, and not to create repetition with the indicators that were described in the previous questions that could also be useful to respond to this evaluation question, we will look into the following indicators: “# and % VET youth transitioned to further training”; and “# and % VET youth transitioned to further education”.

As mentioned before, further studying/training or doing a curricular internship was the main activity of 28% of respondents (20% female and 30% male) at the endline survey, after ending the Program's training.

Out of these 51%, the majority of program participants continued their education 0 to 6 months after training (26%) (see figure 33).

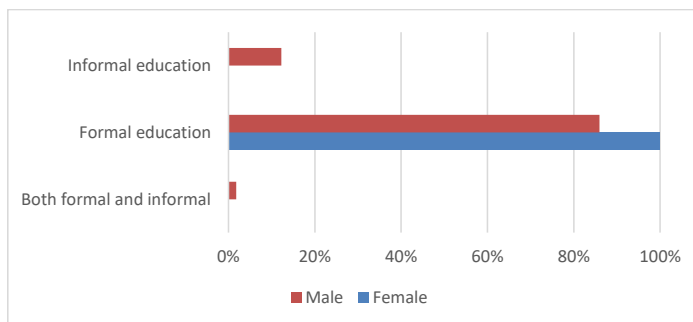


Figure 35- Endline Data: Time before starting a new education/training/internship.



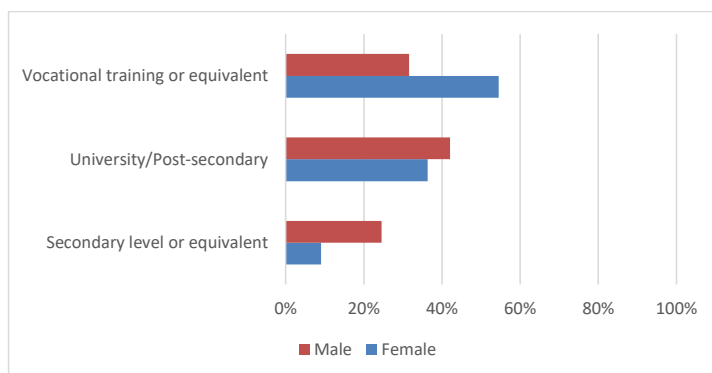
Most respondents that continued their education opted to enroll in a formal education institution (88%) (see figure 34).

Figure 36 – Endline Data: Type of education



With regard to the level of education pursued, 41% opted for university/post-secondary studies or equivalent and 2% opted for secondary level education or equivalent, and 35% selected a vocational training option after the program training (see figure 35).

Figure 37 – Endline Data: Level of Education



The technical training was relevant and useful for 94% of the participants to continue their education/training/internship. 98% of the participants agree or strongly agree that the life skills training was relevant and useful for that matter (see figures 36 and 37).

Figure 38 – Endline Data: “The Technical training was relevant to continue my studies/training/internship”

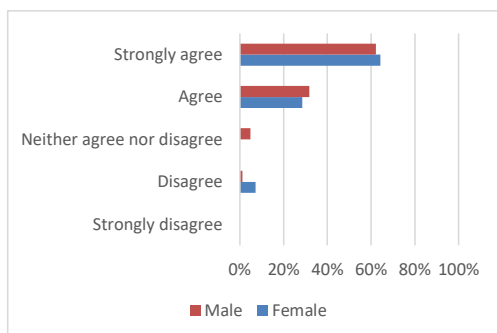
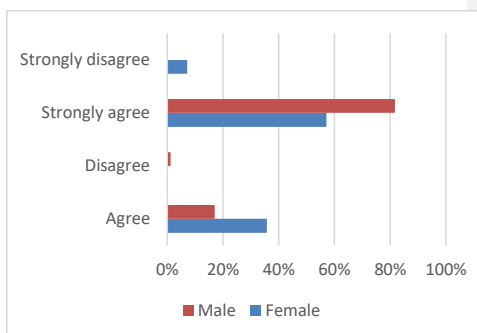


Figure 39- Endline Data: “The Life Skills training was relevant to continue my studies/training/internship”



As previously mentioned, the regression analysis shows having university studies decreases the probability of being unemployed after training in about 23 percentage points and that age has a negative impact on the probability of continuing studies after training (see annex 3).

Finally, when we look at the opinions expressed by the group of people interviewed and the results of the surveys, it is not possible to state unequivocally that program participants have gained a clear and actionable pathway to a livelihood, since employment opportunities are very limited, especially in the current context. However, the results show, in general, a positive evolution in all relevant

**Commented [TB11]:** Y-axis on this chart needs to align to Figure 38

areas analyzed, namely life skills, technical skills, integration in the labor market or further education / training, and income generation.

# ANNEXES

## 1. VIA'S LOG FRAME

**GOAL:** Collective behavior of the TVET system actors (inclusive of government, employers, civil society, and youth) is responsive to the labor market so that young people have improved economic opportunities

Specific Objectives		Outcomes	Indicators
1. TVET actors leverage system-based resources and incentives to adopt Via's capacity strengthening products and services	1.0 TVET Objective: TVET actors leverage system-based resources and incentives to adopt Via's capacity strengthening products and services	<p>1.1. An environment of mutual benefit between the TVET system and private sector generates improved youth workforce outcomes</p> <p>1.2. Via TVET Centers have integrated PTS into short courses so that it is trained without IYF support (MZ target: four IFPELAC centers, TZ target: four VETA centers)</p>	<ul style="list-style-type: none"> <li>• # and % TVET youth transitioned into work: self-employment or entrepreneurship or jobs, by job type</li> <li>• # and % TVET youth transitioned to further training</li> <li>• # and % TVET youth transitioned to further education</li> <li>• youth satisfaction score with the quality of employment</li> <li>• % change in income</li> <li>• # and % youth demonstrate change in market-responsive technical skills</li> <li>• # and % youth demonstrate change in market-responsive life skills</li> <li>• youth satisfaction scores with technical and life skills training</li> </ul>

## 2. SURVEY

### SECÇÃO 1 – CONTACTOS

Localização da Entidade Implementadora	
Número de Identificação do Jovem (Student ID)	
Nome(s) próprio(s)	
Apelidos	

### SECÇÃO 2 – INFORMAÇÃO SOBRE A PARTICIPAÇÃO NO CURSO DE FORMAÇÃO PROFISSIONAL

1. O que te motivou a escolher a área/especialidade de formação do curso que realizaste no centro de formação profissional?	Perspectiva de carreira profissional <input type="checkbox"/>	Capacidades ou habilidades para a área <input type="checkbox"/>	Salário atractivo <input type="checkbox"/>	Localização próxima da minha residência <input type="checkbox"/>
Outro <input type="checkbox"/>	Especifica: _____			
2. Quem pagou as tuas propinas de formação?	Governo <input type="checkbox"/>	Empregador <input type="checkbox"/>	Pais/encarregados de educação <input type="checkbox"/>	Meios próprios <input type="checkbox"/>
Outro <input type="checkbox"/>	Especifica: _____			

### SECÇÃO 3 – BASE EDUCACIONAL/PROFISSIONAL ANTERIOR AO CURSO QUE FREQUENTASTE NO CENTRO DE FORMAÇÃO PROFISSIONAL

3. Quais eram as tuas habilitações literárias antes de ingressar no curso do centro de formação profissional?					
5ª Classe <input type="checkbox"/>	7ª Classe <input type="checkbox"/>	10ª Classe <input type="checkbox"/>	12ª Classe <input type="checkbox"/>	Outra <input type="checkbox"/>	Qual:
4. Antes da admissão ao Centro de Formação Profissional, estiveste alguma vez empregado?					
Não, nunca <input type="checkbox"/>	Sim, uma vez <input type="checkbox"/>	Sim, mais que uma vez <input type="checkbox"/>	Se sim, especifica:		
5. Antes da admissão ao Centro de Formação Profissional, recebeste alguma formação/estágio?					

Não, nunca <input type="checkbox"/>	Sim, uma vez <input type="checkbox"/>	Sim, mais que uma vez <input type="checkbox"/>	Se sim, especifica:
--	--	---	---------------------

6. Frequentaste algum curso neste Centro de Formação Profissional anteriormente?

Não, nunca <input type="checkbox"/>	Sim, uma vez <input type="checkbox"/>	Sim, mais que uma vez <input type="checkbox"/>	Se sim, especifica: _____
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7. Como é que passavas a maior parte do tempo antes de te juntares a este programa?  
 (Selecciona uma resposta com base em como aplicavas a maior parte do teu tempo)

Na escola e/ ou a estudar <input type="checkbox"/>	Socializando <input type="checkbox"/>	Trabalhos/ tarefas domésticas <input type="checkbox"/>	A cuidar de outras pessoas <input type="checkbox"/>	A procura de emprego <input type="checkbox"/>
A trabalhar <input type="checkbox"/>	Trabalho voluntário <input type="checkbox"/>	Outra actividade <input type="checkbox"/>	Mencione qual: _____	

#### SECÇÃO 4 – SITUAÇÃO PÓS FORMAÇÃO

8. Quais das opções seguintes melhor descrevem a tua situação profissional/formativa **após a conclusão da formação** (antes da pandemia COVID-19)?  
*(Selecciona as opções que achas que melhor se aplicam)*

Empregado (um ou mais empregos remunerados), estágio profissional (remunerado) ou trabalho pontual (biscate)	<input type="checkbox"/>
Auto-emprego (empresa/negócio próprio)	<input type="checkbox"/>
Desempregado	<input type="checkbox"/>
Estudante/Em processo de formação/estágio curricular (não remunerado)	<input type="checkbox"/>
Outra <input type="checkbox"/>	Qual?: _____

9. Das opções escolhidas na questão anterior, qual delas foi mais relevante para o teu percurso profissional/formativo? (antes da pandemia COVID-19)  
*(Selecciona apenas uma opção)*

Empregado (um ou mais empregos remunerados), estágio profissional (remunerado) ou trabalho pontual (biscate) <input type="checkbox"/>	Preenche a Secção 7 e 9
Auto-emprego (empresa/negócio próprio) <input type="checkbox"/>	Preenche a Secção 6 e 9

Desempregado <input type="checkbox"/>	Preenche a Secção 8 e 9	
Estudante/Em processo de formação/estágio curricular (não remunerado) <input type="checkbox"/>	Preenche a Secção 5 e 9	
Outra <input type="checkbox"/>	Qual?:	Preenche a Secção 9
SEGUIR PARA A SECÇÃO INDICADA DE ACORDO COM A TUA RESPOSTA		

### SECÇÃO 5 – ESTUDANTE/ EM PROCESSO DE FORMAÇÃO/ESTÁGIO CURRICULAR (NÃO REMUNERADO)

10. Estiveste ou estás inscrito em algum programa de formação/educação após a conclusão da formação?	Sim <input type="checkbox"/>	Não <input type="checkbox"/>	Se não, avança para a pergunta 12		
11. Quanto tempo após a formação iniciaste esse programa de formação/educação?	0- 3 meses após a formação <input type="checkbox"/>	3-6 meses após a formação <input type="checkbox"/>	6-12 meses após a formação <input type="checkbox"/>	Mais de 12 meses após a formação <input type="checkbox"/>	Já tinha iniciado antes da formação <input type="checkbox"/>
12. Em que tipo de instituição de Formação/educação estiveste matriculado?	Educação formal <input type="checkbox"/>	Educação não formal <input type="checkbox"/>	Tanto formal como não formal <input type="checkbox"/>		
13. Em que nível de educação/formação estiveste matriculado?					
Primária ou equivalente <input type="checkbox"/>	Secundária ou equivalente <input type="checkbox"/>	Técnico Profissional ou equivalente <input type="checkbox"/>	Pós secundário ou universitário ou equivalente <input type="checkbox"/>	Não sabe/ sem resposta <input type="checkbox"/>	
14. Realizaste ou estás a realizar algum estágio curricular após a conclusão da formação?	Sim <input type="checkbox"/>		Não <input type="checkbox"/>		
15. Quanto tempo após a formação iniciaste esse estágio?	0- 3 meses após a formação <input type="checkbox"/>	3-6 meses após a formação <input type="checkbox"/>	6-12 meses após a formação <input type="checkbox"/>	Mais de 12 meses após a formação <input type="checkbox"/>	Já tinha iniciado antes da formação <input type="checkbox"/>
16. Se sim, como asseguraste esse estágio?	Concurso público <input type="checkbox"/>	Convite do empregador <input type="checkbox"/>	Recurso aos serviços do INEP <input type="checkbox"/>		

	Através de contactos pessoais / familiares <input type="checkbox"/>		Outro <input type="checkbox"/> Especifica: _____		
17. Concordas ou não com a seguinte declaração:  “A formação técnica que recebeste do centro foi relevante para continuares os estudos/formação/estágios?”	Concordo fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não concordo nem discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo fortemente <input type="checkbox"/>
18. Concordas ou não com a seguinte declaração:  “A formação em habilidades de vida – PTS - que recebeste no centro foi relevante e útil para continuares os estudos/formação/estágios?”	Concordo fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não concordo nem discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo fortemente <input type="checkbox"/>

## SECÇÃO 6 – AUTO-EMPREGO

19. Que tipo de negócio estás a fazer/fizeste? (tenta ser conciso na tua resposta para se entender qual o tipo de negócio, por ex: escritório contabilidade, oficina de serralharia, etc.)	_____				
20. Quanto tempo após a formação iniciaste este negócio?	0-3 meses após a formação <input type="checkbox"/>	3-6 meses após a formação <input type="checkbox"/>	6-12 meses após a formação <input type="checkbox"/>	Mais de 12 meses após a formação <input type="checkbox"/>	Já tinha iniciado antes da formação <input type="checkbox"/>
21. O teu negócio está formalmente registado?	Sim <input type="checkbox"/>	Não <input type="checkbox"/>	22. Tens contabilidade organizada?	Sim <input type="checkbox"/>	Não <input type="checkbox"/>
23. Qual a estimativa dos teus lucros mensais deste negócio?  (O lucro é a diferença do total que ganhas menos o total dos gastos que tens com o negócio)	Menos de 4.000,00 Mt <input type="checkbox"/>	Entre 4.001 Mt e 7.000 Mt <input type="checkbox"/>	Entre 7.001 Mt e 10.000 Mt <input type="checkbox"/>	Mais de 10.001,00Mt <input type="checkbox"/>	
24. Quantas pessoas empregaste no teu negócio, para além de ti próprio?			Nº de Nacionais	Nº de Estrangeiros	



25. Concordas ou não com a seguinte declaração:  "A formação técnica que recebeste do centro foi relevante e útil na tua actividade de auto-emprego?"	Concordo fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não concordo nem discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo fortemente <input type="checkbox"/>
26. Concordas ou não com a seguinte declaração:  "A formação em habilidades de vida – PTS – que recebeste no centro foi relevante e útil na tua actividade de auto-emprego?"	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não concordo nem discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo fortemente <input type="checkbox"/>
27. Concordas ou não concordas com a seguinte declaração:  "Tenho controlo sobre o dinheiro que ganho."	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não concordo nem discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo fortemente <input type="checkbox"/>
28. Estás satisfeito com o teu negócio?	Muito satisfeito <input type="checkbox"/>	Satisfeito <input type="checkbox"/>	Neutro <input type="checkbox"/>	Insatisfeito <input type="checkbox"/>	Muito insatisfeito <input type="checkbox"/>

## SECÇÃO 7 – EMPREGADO

30. Quanto tempo após a formação iniciaste este trabalho?	0- 3 meses após a formação <input type="checkbox"/>	3-6 meses após a formação <input type="checkbox"/>	6-12 meses após a formação <input type="checkbox"/>	Mais de 12 meses após a formação <input type="checkbox"/>	Já tinha iniciado antes da formação <input type="checkbox"/>		
31. Como descreves esse trabalho?	Permanente, com um contrato escrito verbal <input type="checkbox"/>	Permanente, mas sem contrato escrito ou verbal <input type="checkbox"/>	Temporário ou sazonal <input type="checkbox"/>	Ocasional (trabalho consoante as necessidade por hora ou dias) <input type="checkbox"/>	Estágio/ aprendizagem com remuneração <input type="checkbox"/>		
32. Recebes algum benefício profissional (férias remuneradas, segurança social, seguro, etc)l)?	Sim <input type="checkbox"/>	Não <input type="checkbox"/>	Se não, avança para a pergunta 28				
33. Que tipos de benefícios profissionais recebes?  Selecciona todas as opções aplicáveis	Tempo livre remunerado (férias e/ ou feriados nacionais e/ ou feriados religiosos) <input type="checkbox"/>	Ausência remunerada para efeitos médicos <input type="checkbox"/>	Segurança social <input type="checkbox"/>	Seguro <input type="checkbox"/>	Reforma <input type="checkbox"/>	Bónus <input type="checkbox"/>	Outros <input type="checkbox"/>

34. Como é que descreverias esse emprego?	A tempo inteiro <input type="checkbox"/>		A tempo parcial <input type="checkbox"/>		
35. Qual é o teu salário mensal do emprego em questão?	Menos de 4.000,00 Mt <input type="checkbox"/>	Entre 4.001 Mt e 7.000 Mt <input type="checkbox"/>	Entre 7.001 Mt e 10.000 Mt <input type="checkbox"/>	Mais de 10.001,00Mt <input type="checkbox"/>	
36. Como é que irias comparar os teus rendimentos em relação ao salário mínimo?	Abaixo do mínimo <input type="checkbox"/>		Salário mínimo <input type="checkbox"/>	Acima do salario mínimo <input type="checkbox"/>	
37. Os teus rendimentos/ ganhos são suficientes para a tua subsistência?	Sim <input type="checkbox"/>		Não <input type="checkbox"/>		
38. Em que sector estás empregado? (Selecciona <b>somente uma</b> opção)	Governo central <input type="checkbox"/>	Governo Local/Distrito <input type="checkbox"/>	Instituição Paraestatal/ONG <input type="checkbox"/>	Empresa Privada <input type="checkbox"/>	Sector Informal <input type="checkbox"/>
	Outro <input type="checkbox"/> Especifica _____				
39. Que tipo de tarefas realizas? (Selecciona <b>somente uma</b> opção)	Administrador(a) <input type="checkbox"/>	Secretário(a) <input type="checkbox"/>	Escriturário(a) <input type="checkbox"/>	Vendas e serviços <input type="checkbox"/>	Trabalhos de habilidade manual <input type="checkbox"/>
	Trabalhador(a) de Construção <input type="checkbox"/>	Operador(a) de Máquinas <input type="checkbox"/>	Técnico(a) <input type="checkbox"/>	Outro <input type="checkbox"/> Especifica _____	
40. Concordas ou não com a seguinte declaração:  "A formação técnica que recebeste do centro foi relevante e útil no teu trabalho?"	Concordo fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não concordo nem discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
41. Concordas ou não com a seguinte declaração:  "A formação em habilidades de vida – PTS - que tiveste do centro foi relevante e útil no teu trabalho?"	Concordo fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não concordo nem discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
42. Concordas ou não concordas com a seguinte declaração:  "Tenho controlo sobre o dinheiro que ganho."	Concordo fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não concordo nem discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>

43. Estás satisfeito com o teu trabalho?	Muito satisfeito <input type="checkbox"/>	Satisfeito <input type="checkbox"/>	Neutro <input type="checkbox"/>	Insatisfeito <input type="checkbox"/>	Muito Insatisfeito <input type="checkbox"/>
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## SECÇÃO 8 – DESEMPREGADO

44. Estiveste/estás à procura de emprego após a conclusão da formação?	Sim <input type="checkbox"/>		Não <input type="checkbox"/>		
Se não, avança para a 46					
45. Após a formação, estiveste à procura de emprego por quanto tempo?	0- 3 meses após a formação <input type="checkbox"/>	3-6 meses após a formação <input type="checkbox"/>	6-12 meses após a formação <input type="checkbox"/>	Mais de 12 meses após a formação <input type="checkbox"/>	Já tinha iniciado antes da formação <input type="checkbox"/>
46. A quantas vagas de emprego te candidataste?	(Numero de candidaturas feitas?)		47. Dessas candidaturas que fizeste, para quantas entrevistas foste chamado?	(Numero de convites para entrevistas)	
48. Tiveste alguma oferta de emprego em resultado dessas entrevistas?	Sim <input type="checkbox"/>	Não <input type="checkbox"/>	49. Asseguraste algum emprego depois de te teres inscrito no programa?	Sim <input type="checkbox"/>	Não <input type="checkbox"/>
		Se sim, quantas ofertas de emprego recebeste?			
50. Qual o principal motivo por que os potenciais empregadores recusam o teu pedido de emprego?	Minha qualificação é mais baixa que o nível requerido <input type="checkbox"/>	Minha qualificação é mais alta que o nível requerido <input type="checkbox"/>	Minha área de formação não se relaciona com o emprego oferecido <input type="checkbox"/>	Minha experiência de trabalho não é suficiente <input type="checkbox"/>	Não tenho referências <input type="checkbox"/>
					Não sei <input type="checkbox"/>
51. Concordas ou não com a seguinte declaração:  "A formação técnica que recebeste do centro foi relevante e útil para o teu percurso profissional?"	Concordo fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não concordo nem discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>

52. Concordas ou não com a seguinte declaração:  "A formação em habilidades de vida – PTS - que tiveste do centro foi relevante e útil para o teu percurso profissional?"	Concordo fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não concordo nem discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
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## SECÇÃO 9 – PERCEPÇÃO

Por favor selecciona a opção que melhor indica o teu nível de habilidade de Concordo Fortemente a Discordo Fortemente (selecciona uma opção por declaração)					
	Concordo Fortemente	Concordo	Não Concordo nem Discordo	Discordo	Discordo Fortemente
53. Fiquei satisfeito(a) com a parte da formação técnica do programa.	Concordo Fortemente <input type="checkbox"/>	Concordo Fortemente <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
54. Fiquei satisfeito(a) com a parte da formação em habilidades de vida do programa	Concordo Fortemente <input type="checkbox"/>	Concordo Fortemente <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
55. Posso habilidades técnicas na área de formação do curso profissional, que me permitem encontrar uma carreira ou criar negócio de sucesso.	Concordo Fortemente <input type="checkbox"/>	Concordo Fortemente <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
56. Posso as habilidades pessoais – tais como comunicação, habilidade para trabalhar com outras pessoas, resolução de problemas, auto-apresentação – de que preciso para ter uma carreira ou negócio de sucesso.	Concordo Fortemente <input type="checkbox"/>	Concordo Fortemente <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
57. Posso as habilidades de comunicação – verbal, escrita e audição – de que necessito para ter sucesso no local de trabalho.	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
58. Trabalho bem em equipa.	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
59. Compreendo as regras e expectativas na interacção com outras pessoas e sou capaz de interagir com outras pessoas de forma harmoniosa.	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
60. Em comparação com meus pares, estou satisfeito com as minhas habilidades e desempenho.	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
61. Acredito que haja uma solução para qualquer problema e eu sei como encontrar as causas e soluções para um problema.	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>

62. Sou capaz de me acalmar quando me sinto nervoso/a ou zangado/a.	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
63. Posso as habilidades técnicas ou vocacionais de que preciso para assegurar e manter o emprego.	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
64. Tenho um bom futuro a minha frente.	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
65. Existem muitas oportunidades para alcançar os objectivos da minha carreira.	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>
66. Contribuo para a minha comunidade e/ ou sociedade.	Concordo Fortemente <input type="checkbox"/>	Concordo <input type="checkbox"/>	Não Concordo nem Discordo <input type="checkbox"/>	Discordo <input type="checkbox"/>	Discordo Fortemente <input type="checkbox"/>

### 3. REGRESSION ANALYSIS

In order to deepen the analyses, we performed a simple non-linear regression to understand better the most relevant factors associated with the main activities of IYF students after they participated in IYF vocational and PTS training. For this purpose we conduct a probit regression model to measure how students' characteristics affect the probability of being employed, unemployed and studying. Controlling for variables such as province, age and marital status, we can see that having university studies decrease the probability of being unemployed after training in about 23 percentage points. This is the most robust result, since it holds with and without controls. In terms of region there are clear disparities. Compared to Inhambane, being in Maputo decreases the probability of being unemployed by 50 percentage points and being in Machava by 30 percentage points. Age has a positive impact in the probability of being employed and negative on the probability of continuing studies after training.

Regarding the probability of engaging studies after training, results show that having university studies before engaging in IYF training increases the probability of continuing studies or training in 50 percentage points. Again, compared to Inhambane, being in Maputo or Tete makes it more likely for someone to pursue studies after IYF training. Interestingly, being married also has a positive effect on the probability of pursuing studies. Since there is no control for economic status, it is possible to consider that those who marry are more stable and already financially independent such that they can afford to continue studying, more than those who are single, widows or separated.

# 1- Impact of individual characteristics on the main activity (marginal effects)

- All controls

- Full sample

VARIABLES	(1) Empl yed	(2) Self- employe d	(3) Unempl oyed	(4) Student/i ntern		(1) Empl yed	(2) Self- employe d	(3) Unempl oyed	(4) Student/i ntern
Secondary level	0.069 (0.088)	-0.016 (0.080)	-0.049 (0.083)	0.019 (0.093)	Secondary level	0.062 (0.086)	-0.055 (0.078)	-0.051 (0.082)	0.066 (0.087)
University /Post-secon	<b>0.017 (0.172)</b>		<b>-0.232* (0.120)</b>	<b>0.552*** (0.144)</b>	University/Post-secon	<b>0.303* (0.174)</b>		<b>-0.262** (0.109)</b>	<b>0.197 (0.176)</b>
Vocational	0.261 (0.269)	0.349 (0.254)			Vocational	0.407* (0.231)	0.285 (0.237)		
Machava	0.097 (0.086)	0.043 (0.083)	0.319** * (0.099)	0.167*** (0.063)	Machava	0.136* (0.075)	0.034 (0.073)	0.322** * (0.088)	0.150** (0.073)
Maputo city	0.150* (0.084)	0.020 (0.080)	0.504** * (0.089)	0.343*** (0.064)	Maputo city	0.219*** (0.068)	-0.006 (0.066)	0.463** * (0.078)	0.255*** (0.066)
Tete	0.041 (0.081)	-0.075 (0.076)	-0.130 (0.102)	0.163*** (0.062)	Tete	0.085 (0.068)	-0.075 (0.064)	-0.097 (0.089)	0.094 (0.065)
Married	-0.228 (0.148)	-0.104 (0.125)	0.112 (0.164)	0.411** (0.184)	Observations	351	341	346	346
Single	-0.124 (0.098)	-0.036 (0.084)	0.052 (0.081)	0.177** (0.075)	Standard errors in parentheses				
age	0.012** (0.006)	0.007 (0.005)	0.005 (0.005)	0.035*** (0.007)	*** p<0.01, ** p<0.05, * p<0.1				
Observations	287	281	283	274					

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

## 2- Impact of individual characteristics on the probability of continuing education

- All controls

	(1)
VARIABLES	Educ after - All controls
Secondary level	0.014 (0.083)
University/Post-secon	<b>0.506***</b> <b>(0.168)</b>
Machava	0.096 (0.060)
Maputo city	0.173*** (0.062)
Tete	0.144** (0.062)
Married	0.422** (0.195)
Single	0.084 (0.081)
Age	-0.034*** (0.008)
Observations	274

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

- Full sample

	(3)
VARIABLES	Educ after - full sample
Secondary level	0.042 (0.075)
University/Post-secon	<b>0.144</b> <b>(0.163)</b>
Machava	0.063 (0.068)
Maputo city	0.083 (0.061)
Tete	0.085 (0.065)
Married	
Single	
Age	
Observations	346

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1



#### 4. REFERENCES

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