

Focal group youth study on constraints to skills and jobs opportunities for young women, adolescent girls and marginalised youth.



Structure of the study: 2 Reports

1. Desk study

1.1 Literature review:

- other studies (by ILO, World Bank, AfDB).
- labour market data,
- education and training statistics,
- Ministry policy statements and strategies (Education, Training, Youth, and Women)

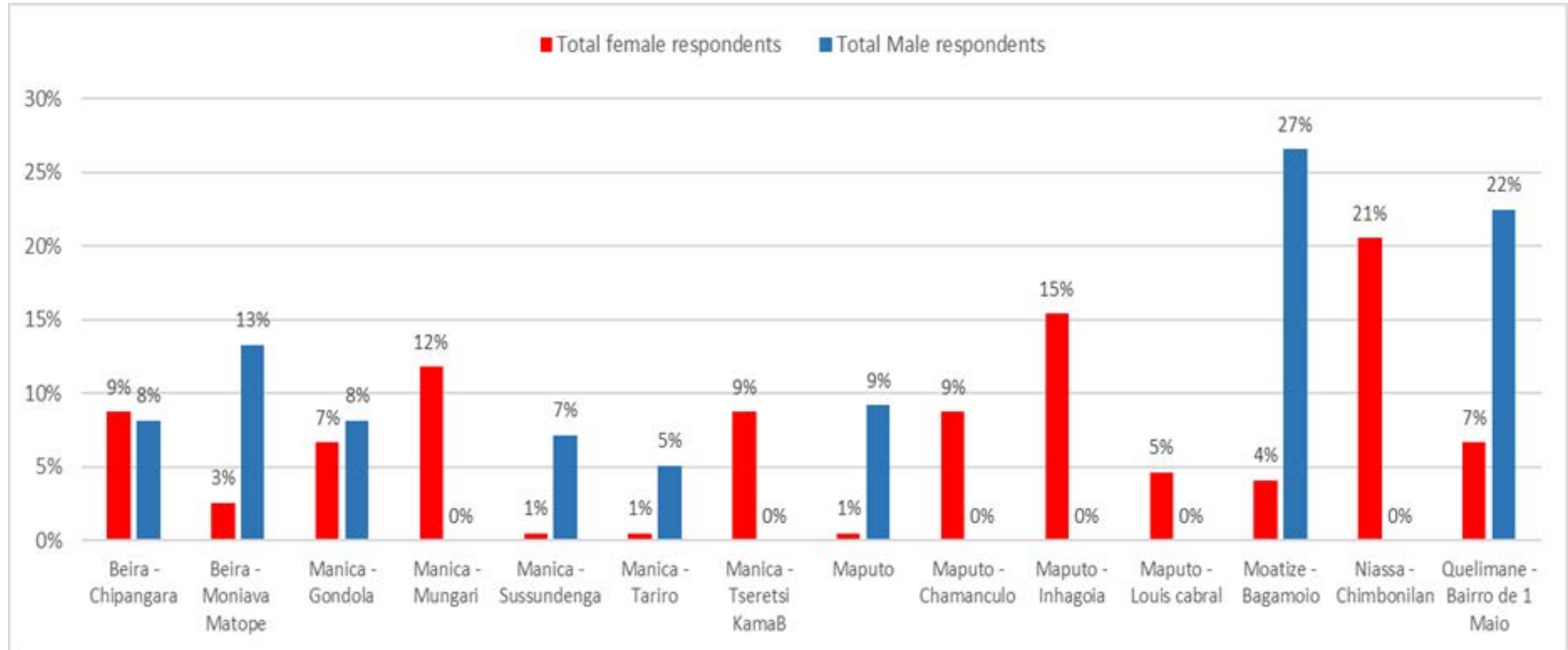
1.2 Stakeholder consultations

- employer organisations,
- Ministry officials,
- INEFP
- NGO training projects
- PIREP project.

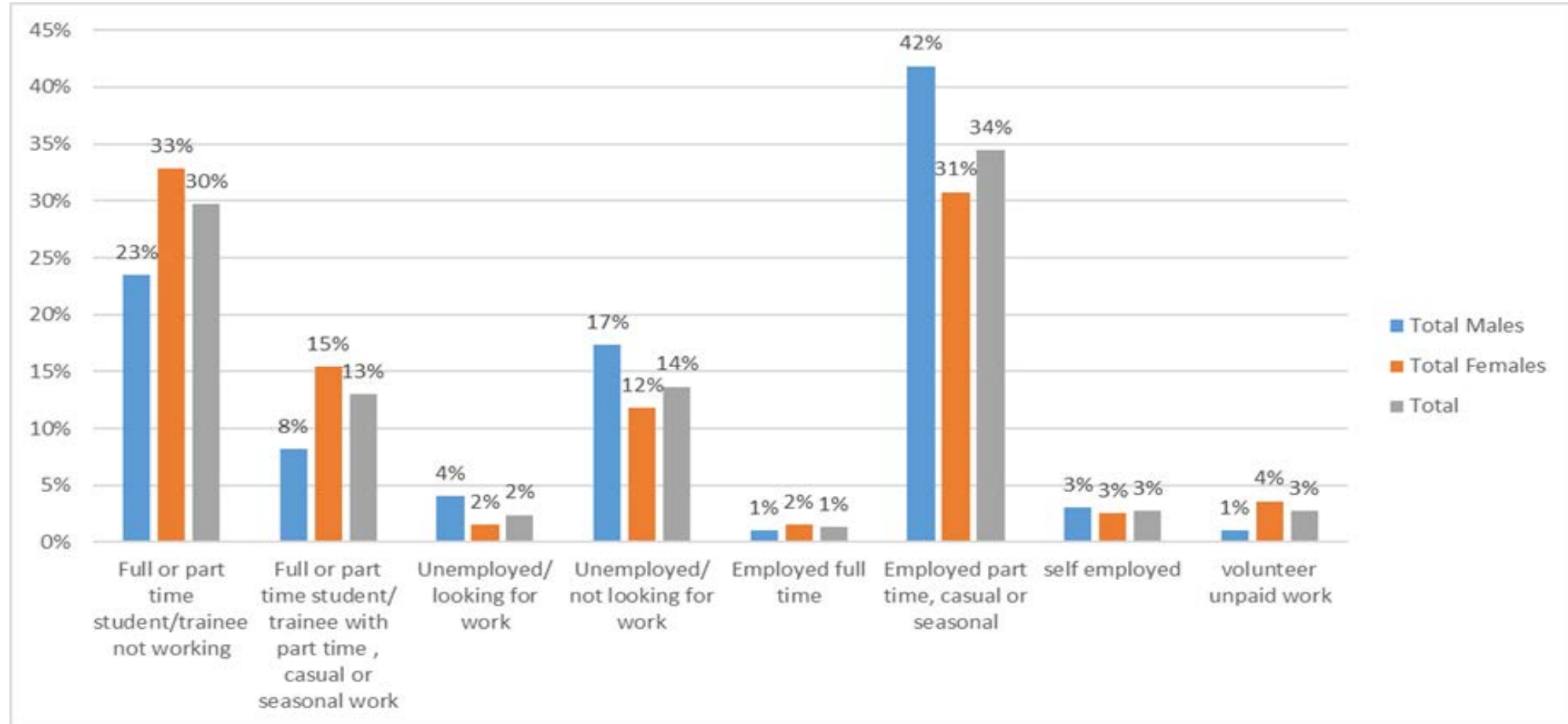
2. Field survey

- 293 young respondents aged between 15-24
- 14 districts (50% urban/rural split)
Urban: (Maputo, Beira, Quelimane)
Rural: (Tete, Niassa, Manica)
- 2/3rds female (195)
- School students (43%) v out of school (57%)
of which (of the total)
- Employed full time = 1%
- Employed part time = 34%
- Self employed = 3%
- Unemployed = 16%
- Voluntary work = 3%

Distribution of sample respondents by district and gender.



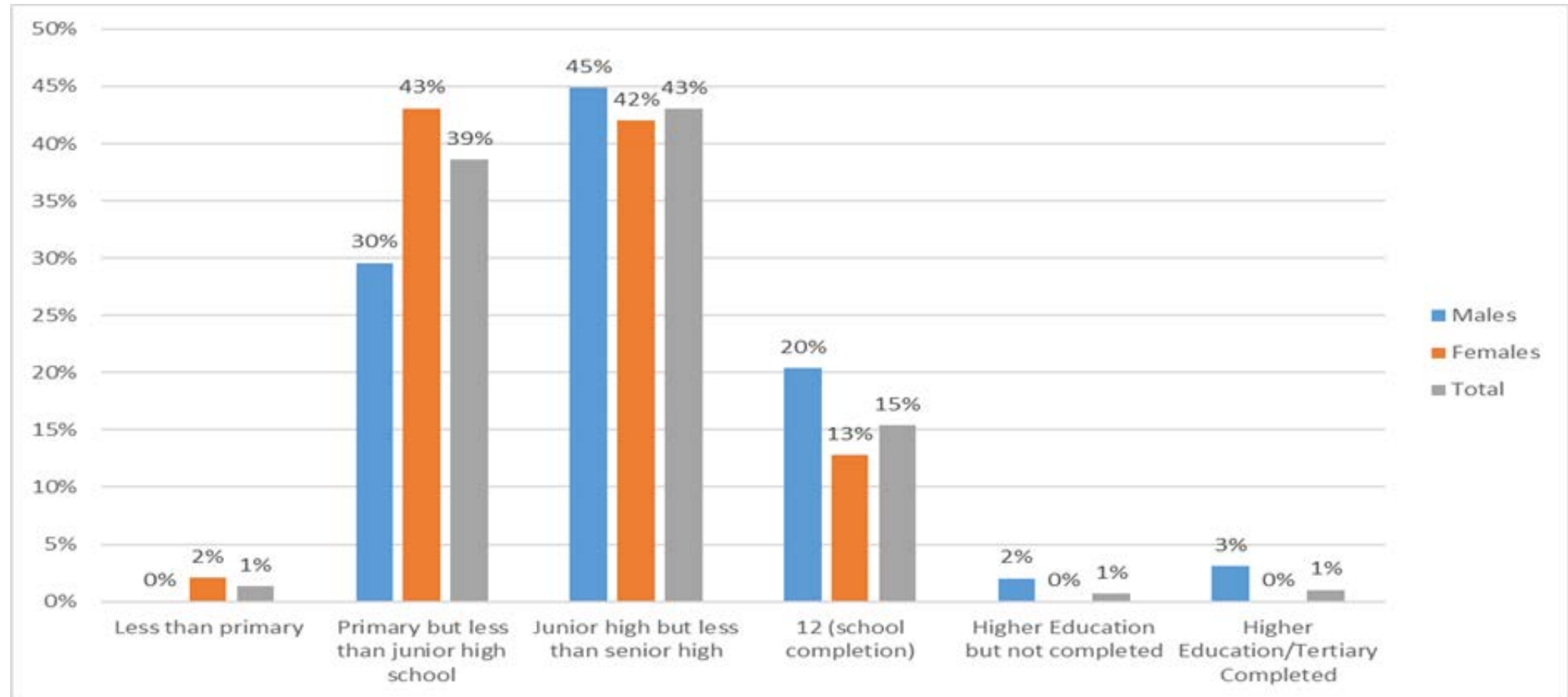
Current activities of the youth.



Education profile of the youth.

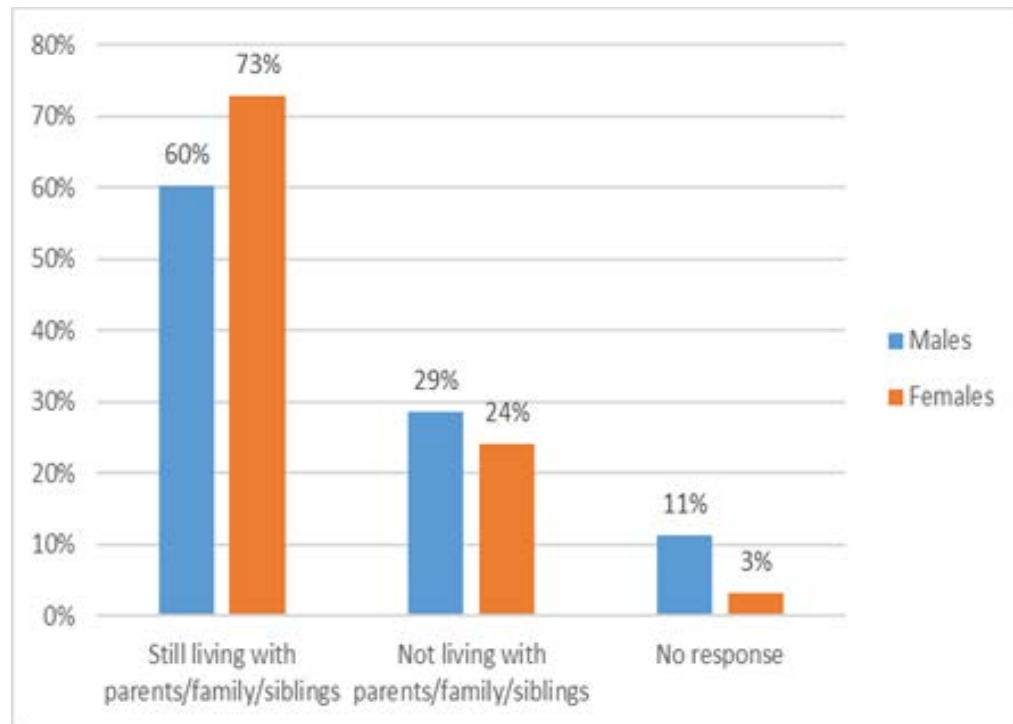
- Sample group demonstrated a higher education performance profile than desk study results (39% completed primary, 43% junior high, 15% senior high, 1% tertiary education): In contrast, the Desk Study found that more than 50% fail to complete primary school.
- Education performance is better for those still living at home/getting family support (x2 for males and x 3 for females) indicating that economic and social support is critically important for education outcomes (73% of females still live at home compared to 60% of males: 69% of females get family support compared to 51% of males)
- Majority of youth cite “inaffordability” as main reason for dropping out of school.

School completion by grade level and gender.

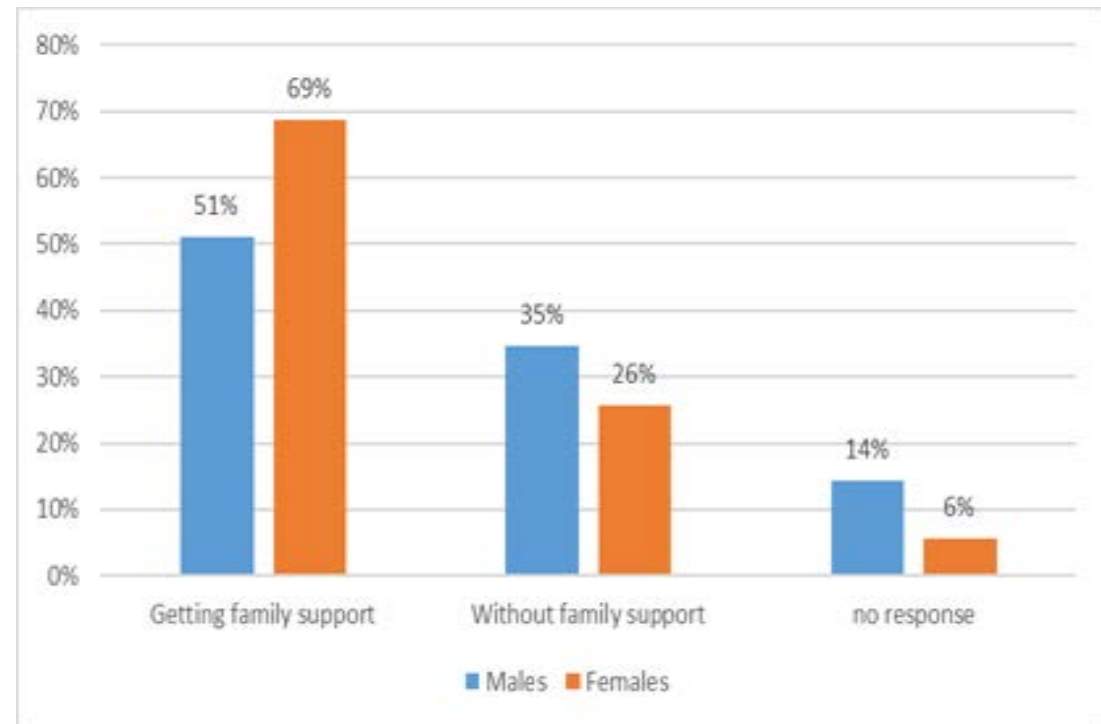


Social and economic support

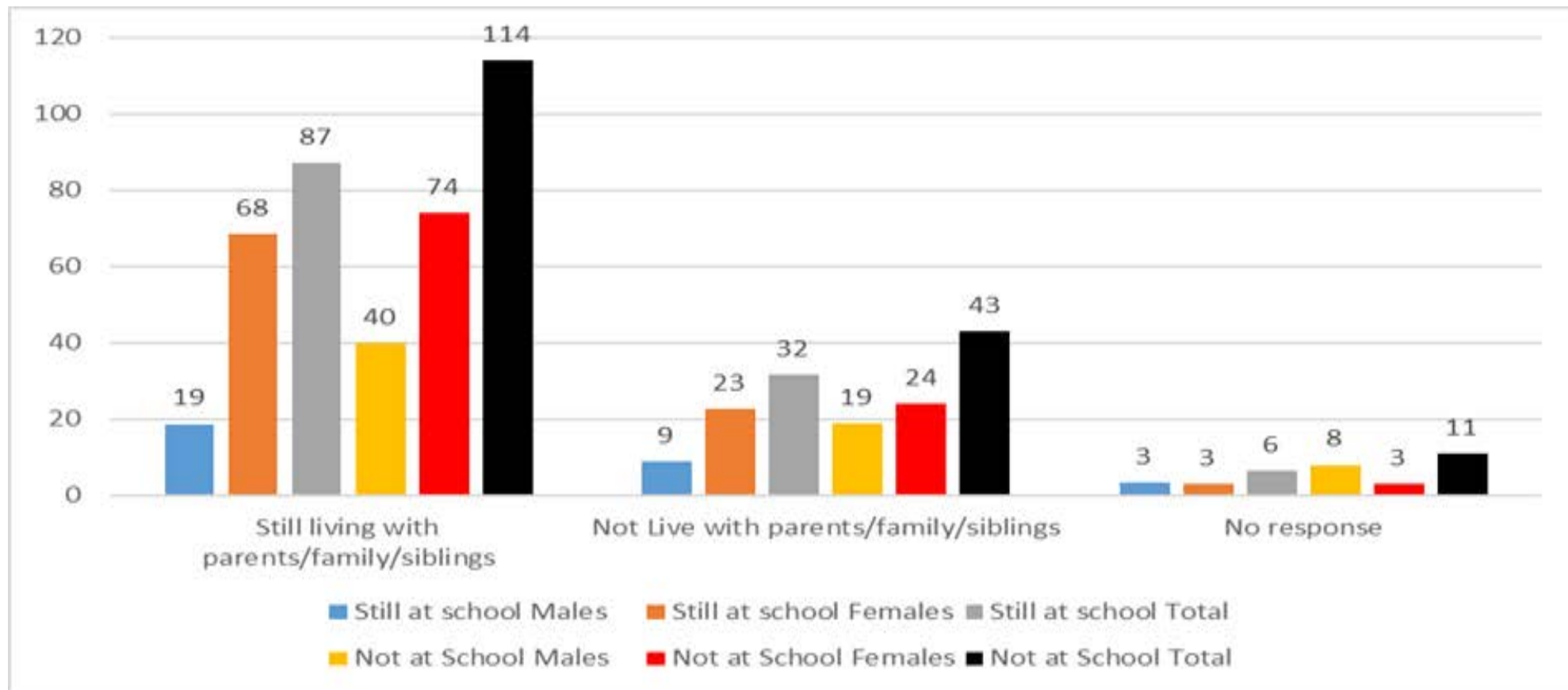
Living with the family



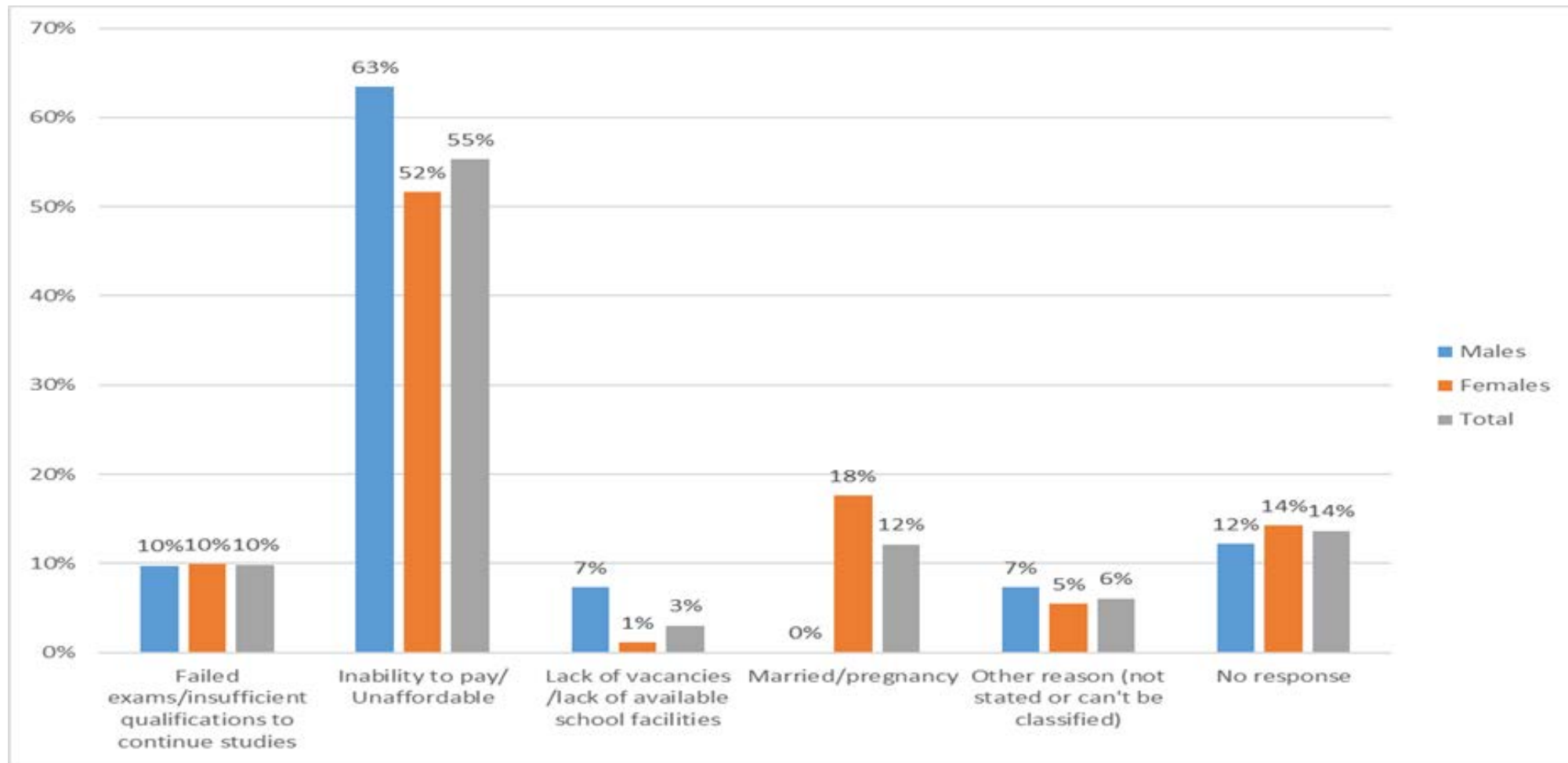
Getting family support



Does 'living with family' makes a difference in educational achievement?



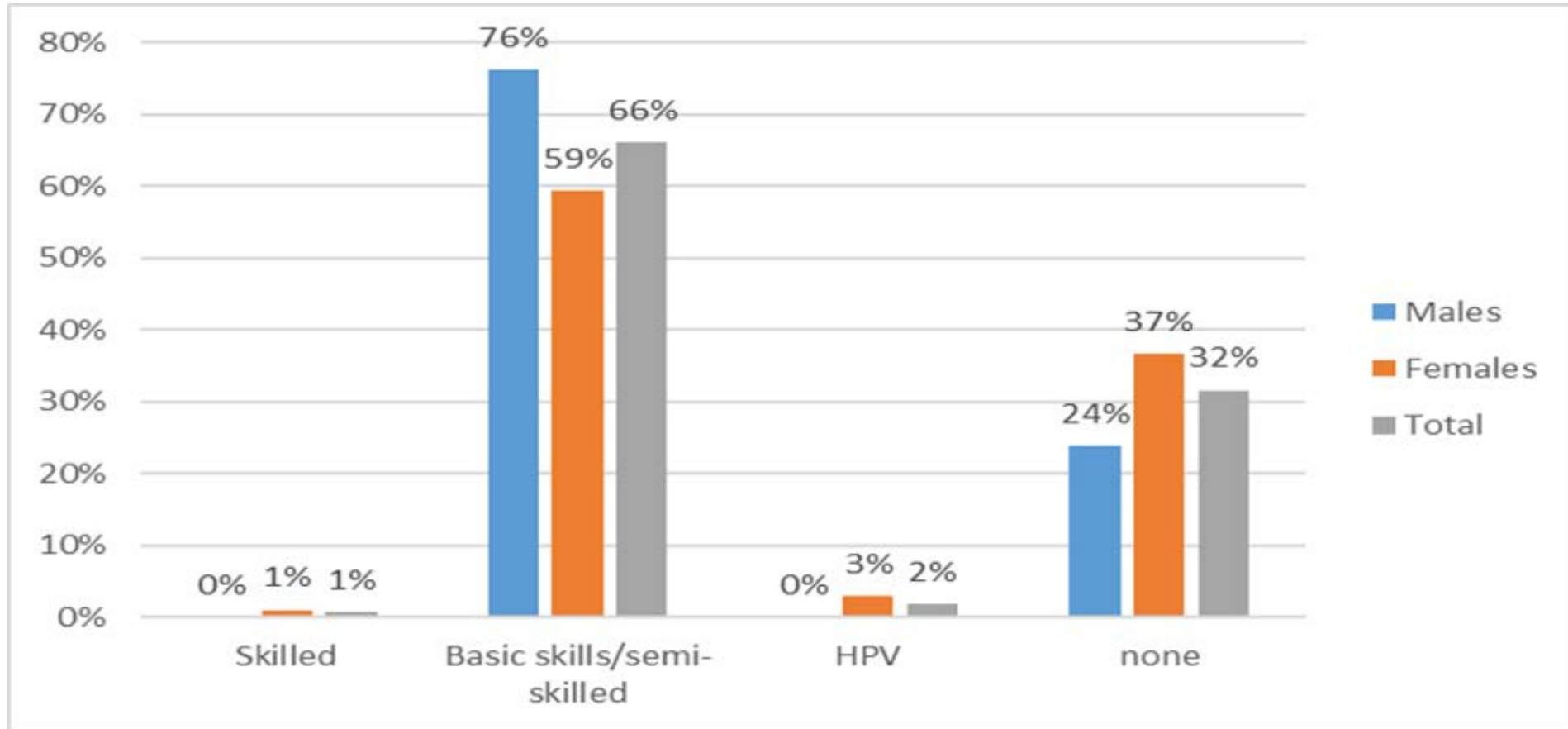
Why do young people drop out of school?



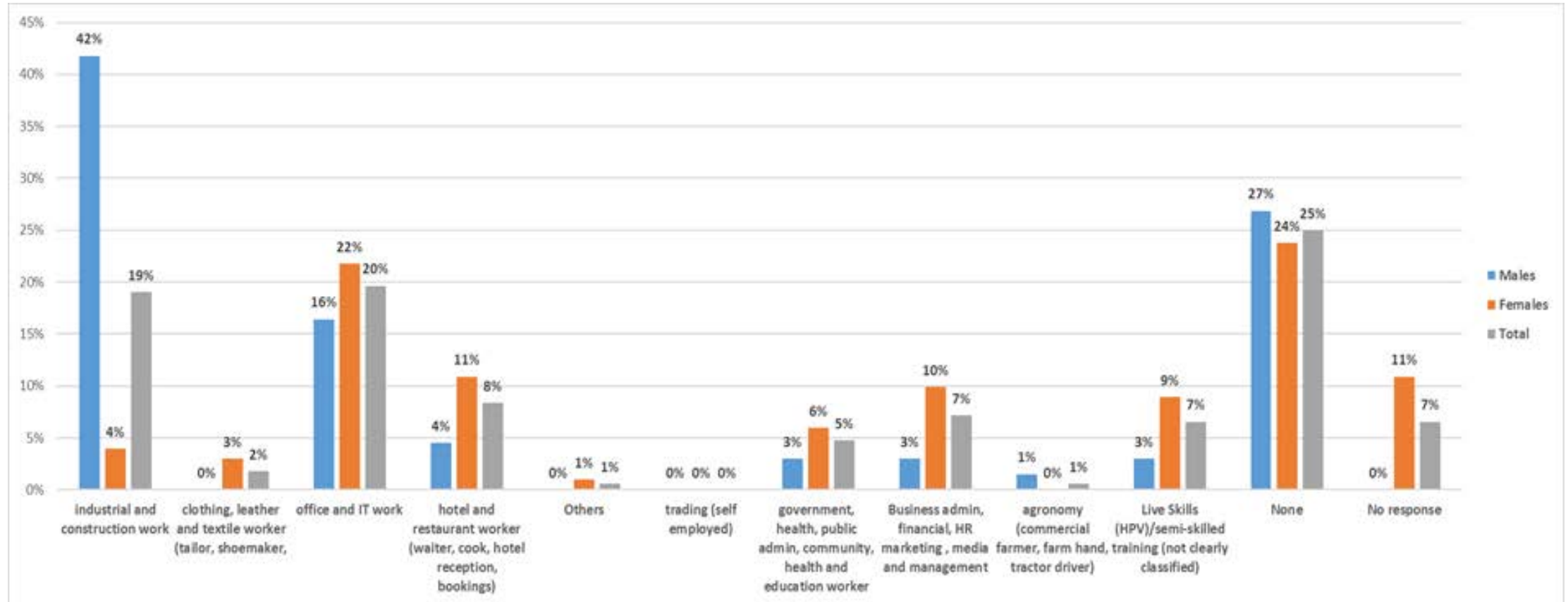
Access to Skills Training:

- 2/3rd of the youth perceive themselves to have basic level skills with the other 1/3rd claiming to have none. Only 1% perceive themselves to be “skilled”.
- Almost 70% of the “out-of-school” youth have received some form of skills training, usually of a short duration (less than 3 months).
- Most males have participated in industrial and office/IT skills training whereas most females participate in office/IT, hotel and restaurant and business administration training courses.
- Females have better opportunities for training offered through NGO training providers.
- Participation in training is not significantly affected by school performance. There is only a negligible difference between the proportion of those who have completed school (71%) and those who dropped out (67%) that have participated in skills training courses.
- Half of the youth feel there are not enough training opportunities
- More than 60% of the youth claim the biggest constraint to accessing skills training is the inability to pay tuition fees.

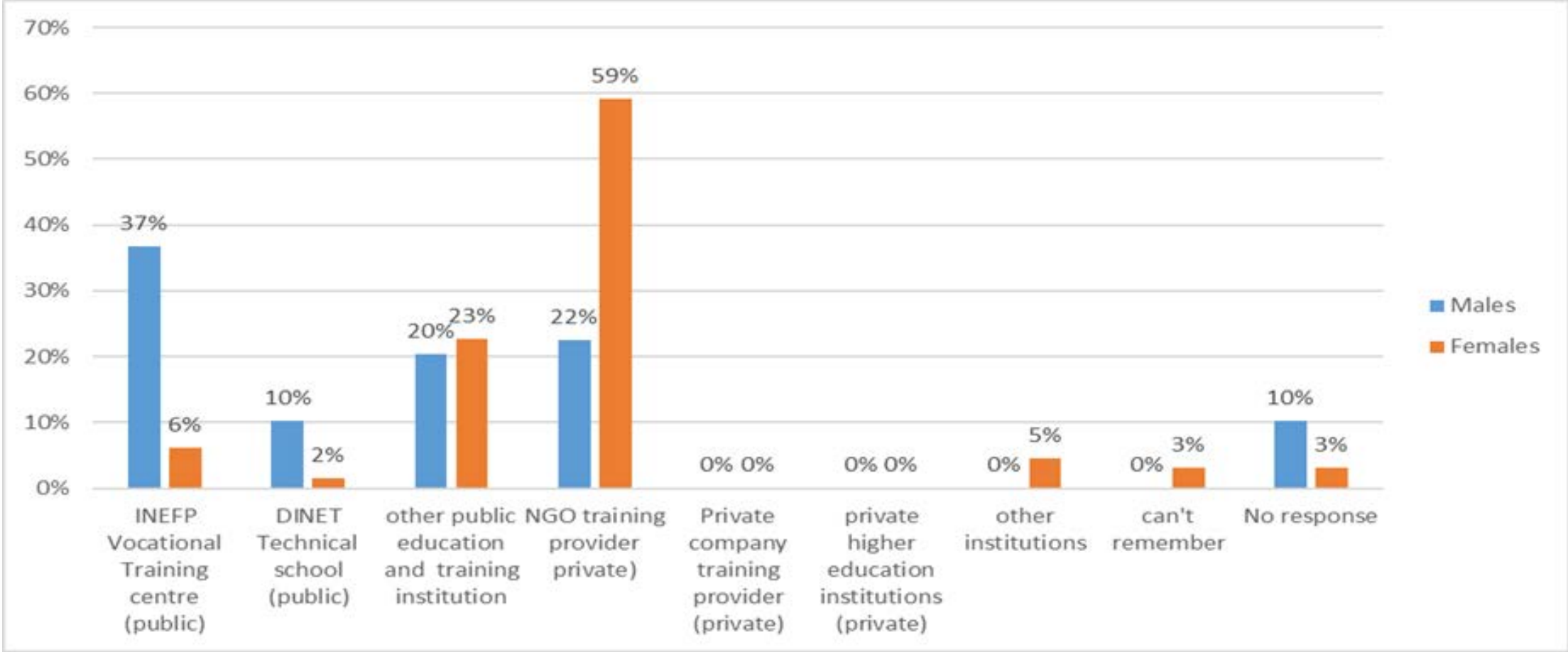
Youth perception of their own professional skills level, by gender



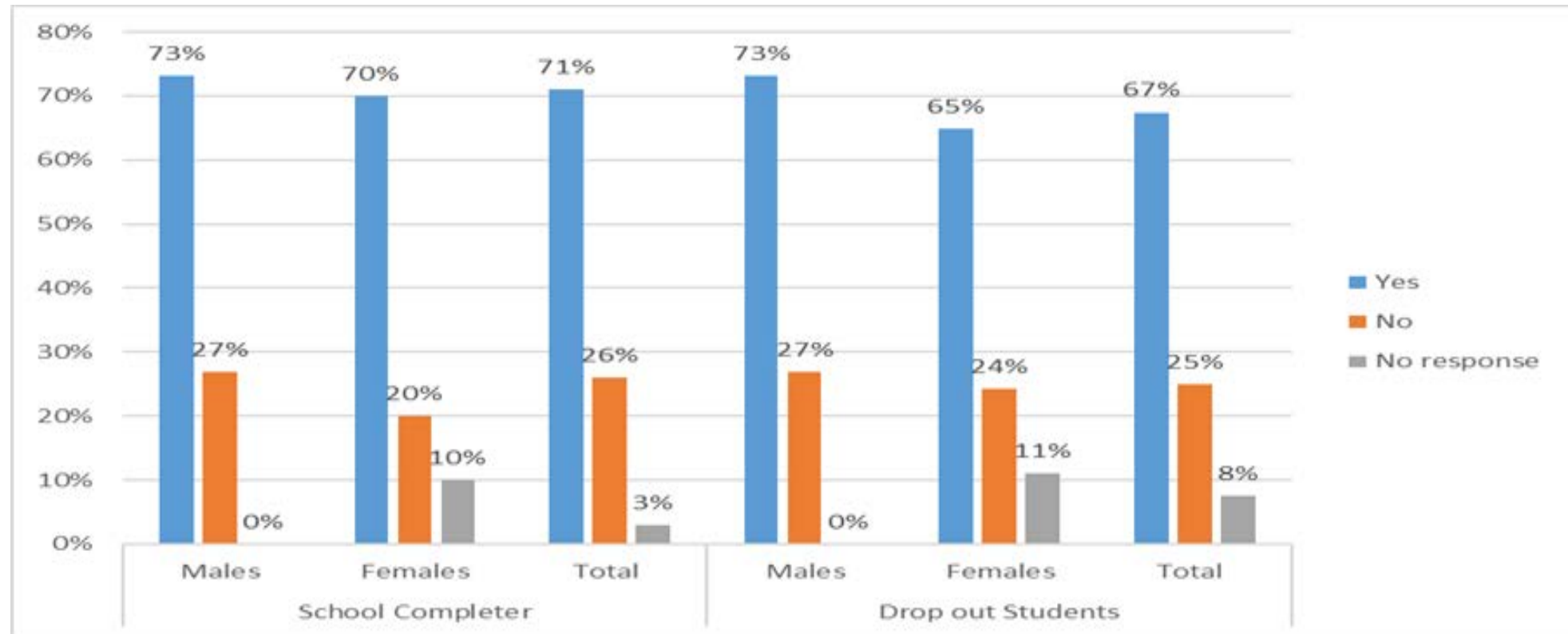
Training participation by professional skill area, by gender



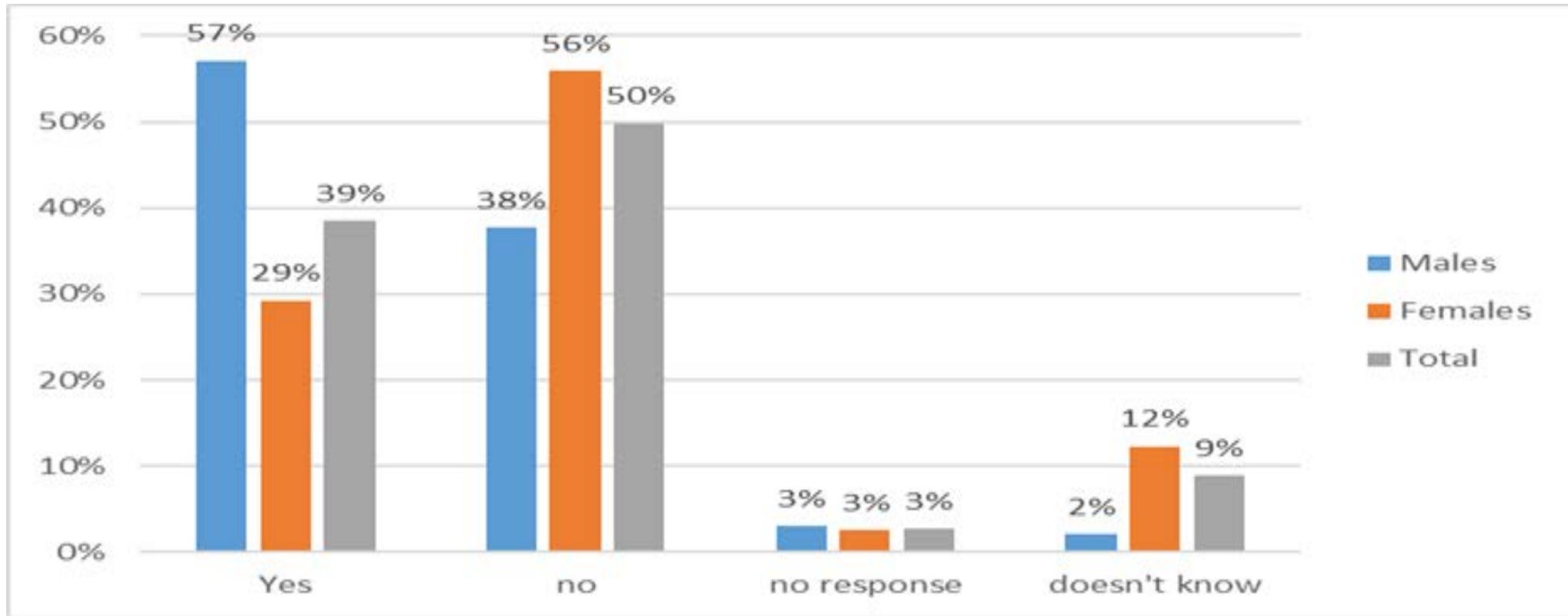
Training participation by type of training provider and gender



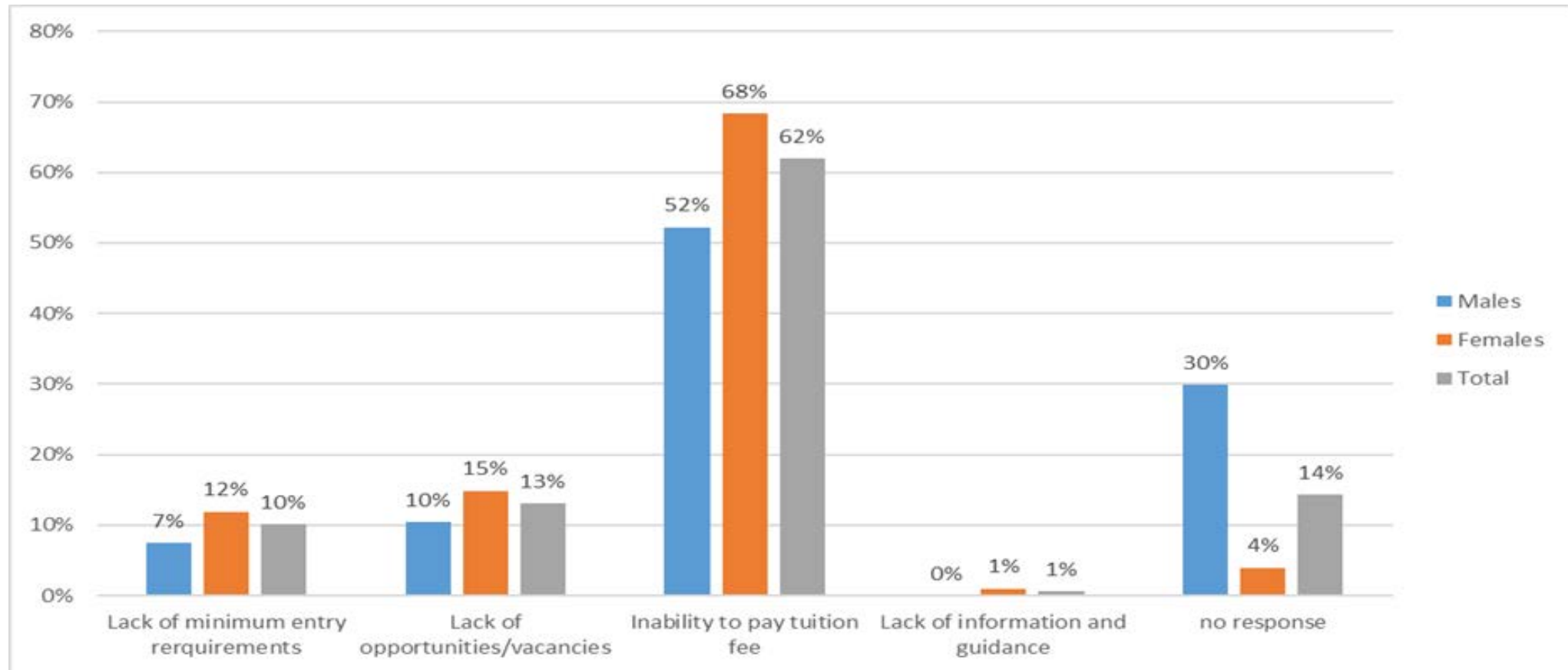
Relationship of training participation to school completion and/or drop outs, by gender.



Are there enough skills training opportunities, by gender?



Constraints limiting access to skills training, by gender.



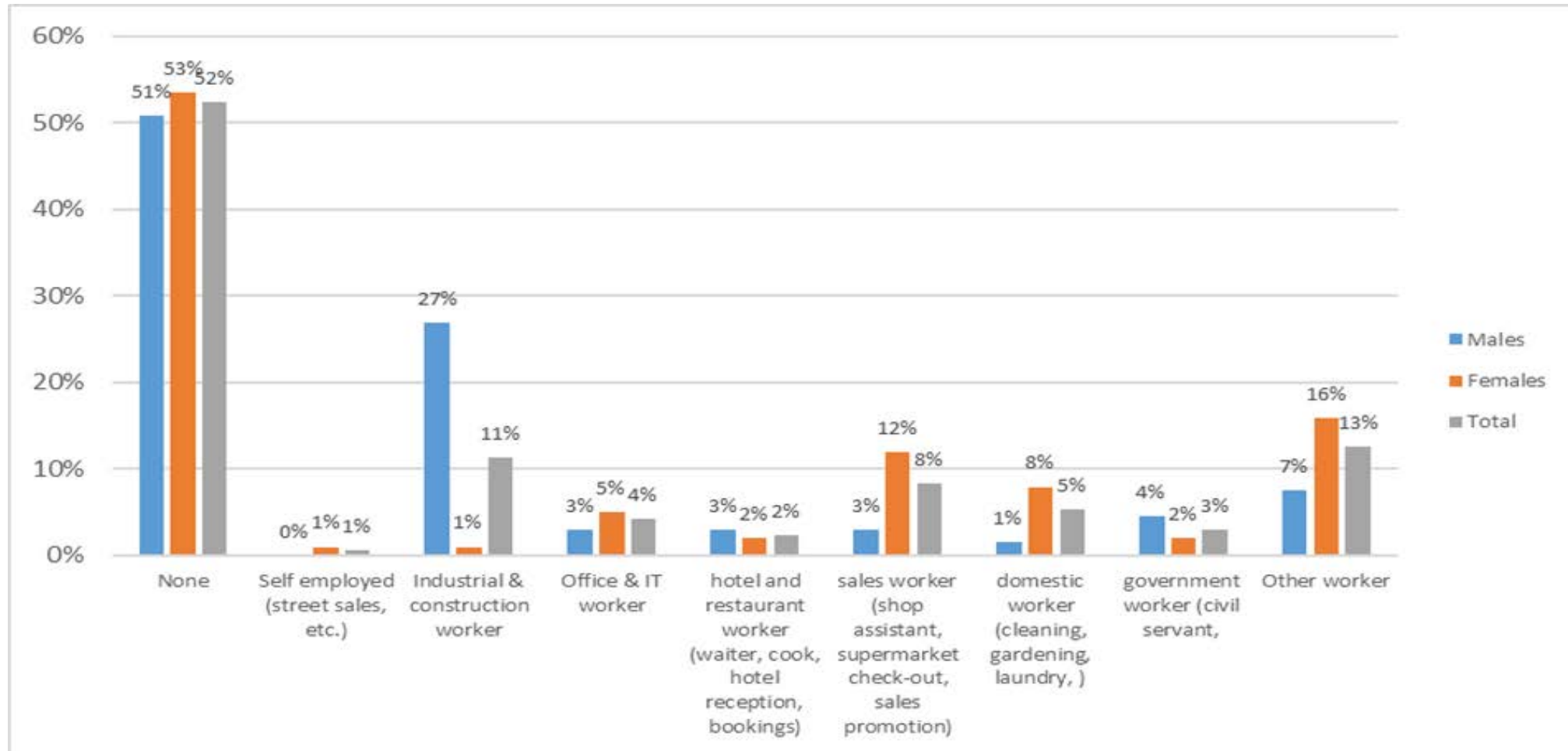
Recommendations: Access to skills training

- Training courses should, firstly, be designed and offered in accordance with the demand for skills in the labour market. LM studies are important to define this demand. Secondly, courses for females should be offered in occupational areas preferred by females such as hotel/restaurants, business administration; not industrial.
- The S4E project should target, support and resource NGO providers to deliver training, especially for females.
- Provide financial support packages for students to cover training fees.
- Develop and implement small business “entrepreneurial” courses for existing and new entrepreneurs

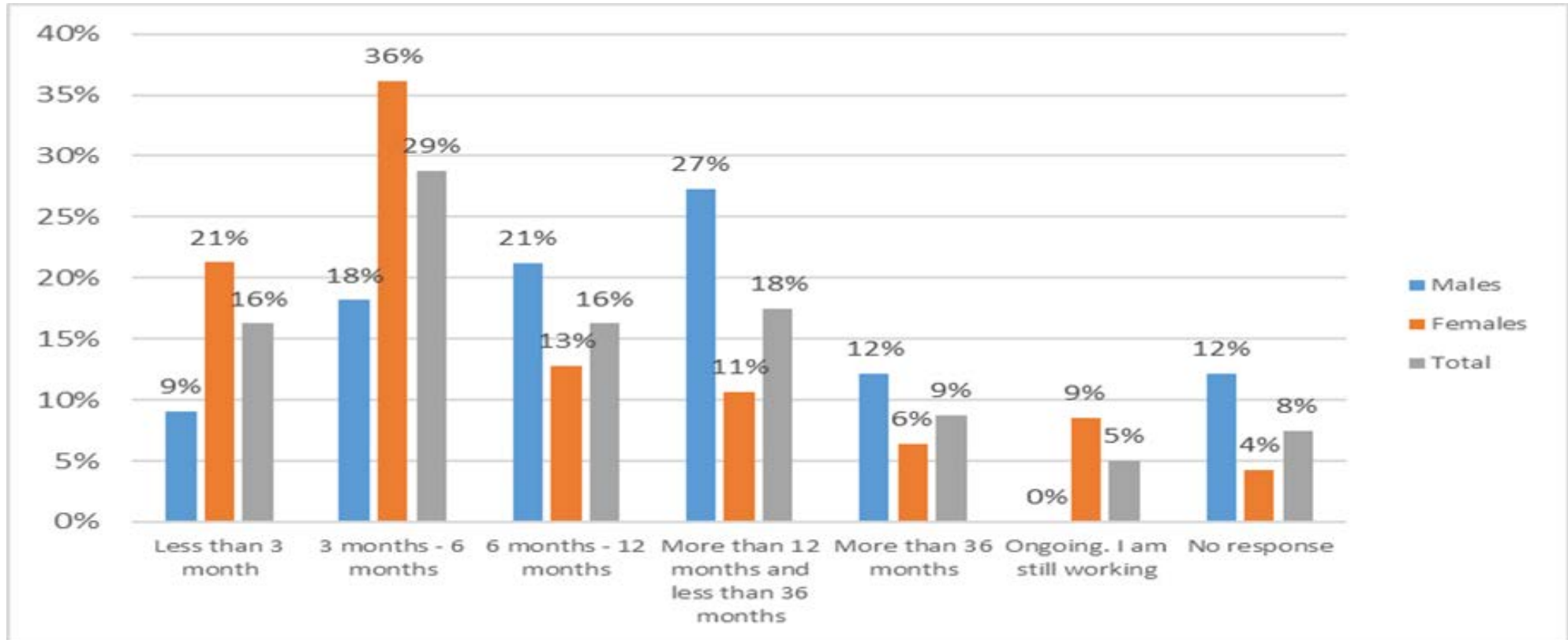
Access to Employment: Work experience

- More than half the “out of school” youth have had no work experience.
- About one quarter of males have worked in industry or construction whereas one quarter of females do retail sales or “other” work.
- Almost 80% of youth have worked for less than a year with 45% working less than 6 months (57% female).
- The “end of the contract” is the main reason given for leaving a job.
- 15% of females leave jobs for “personal reasons” (marriage, pregnancy, looking after relatives).

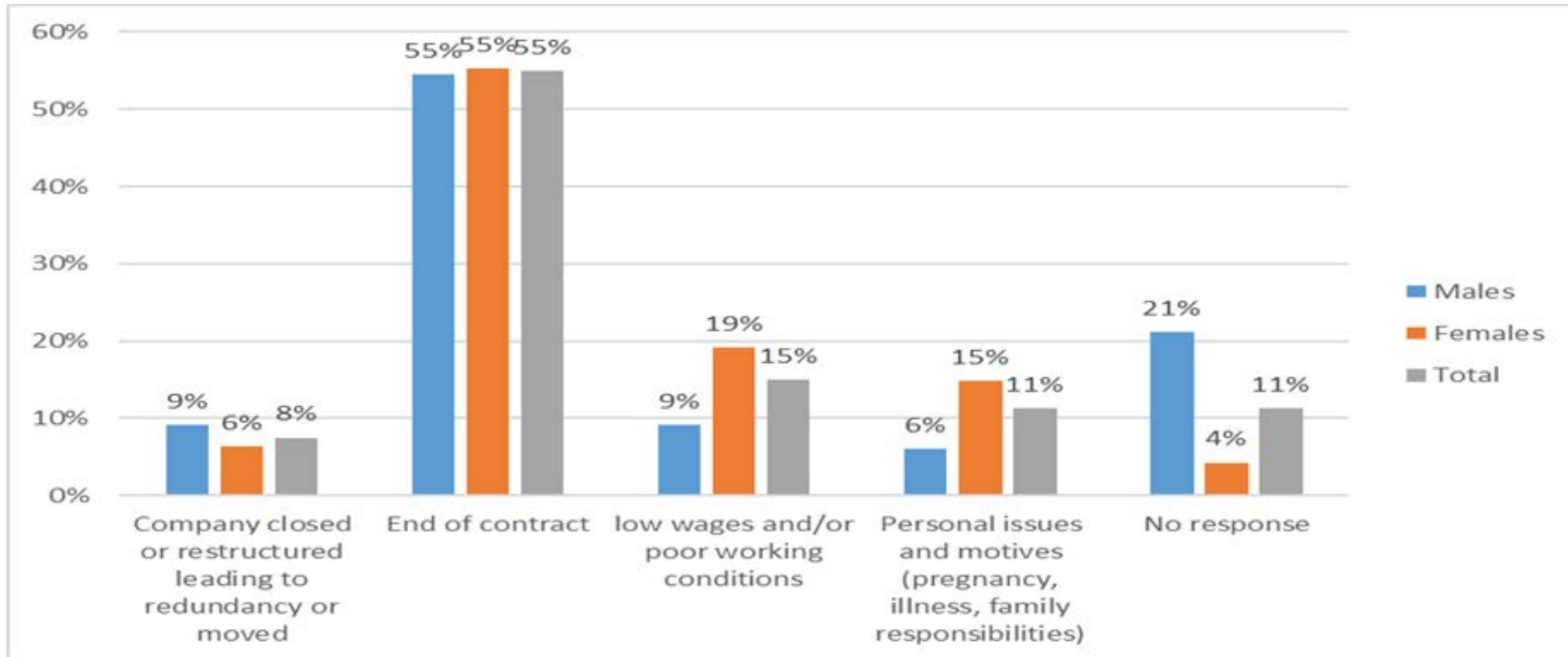
Prior work experience by broad type of work and gender



Duration of prior work experience, by gender



Reasons for leaving jobs, by gender

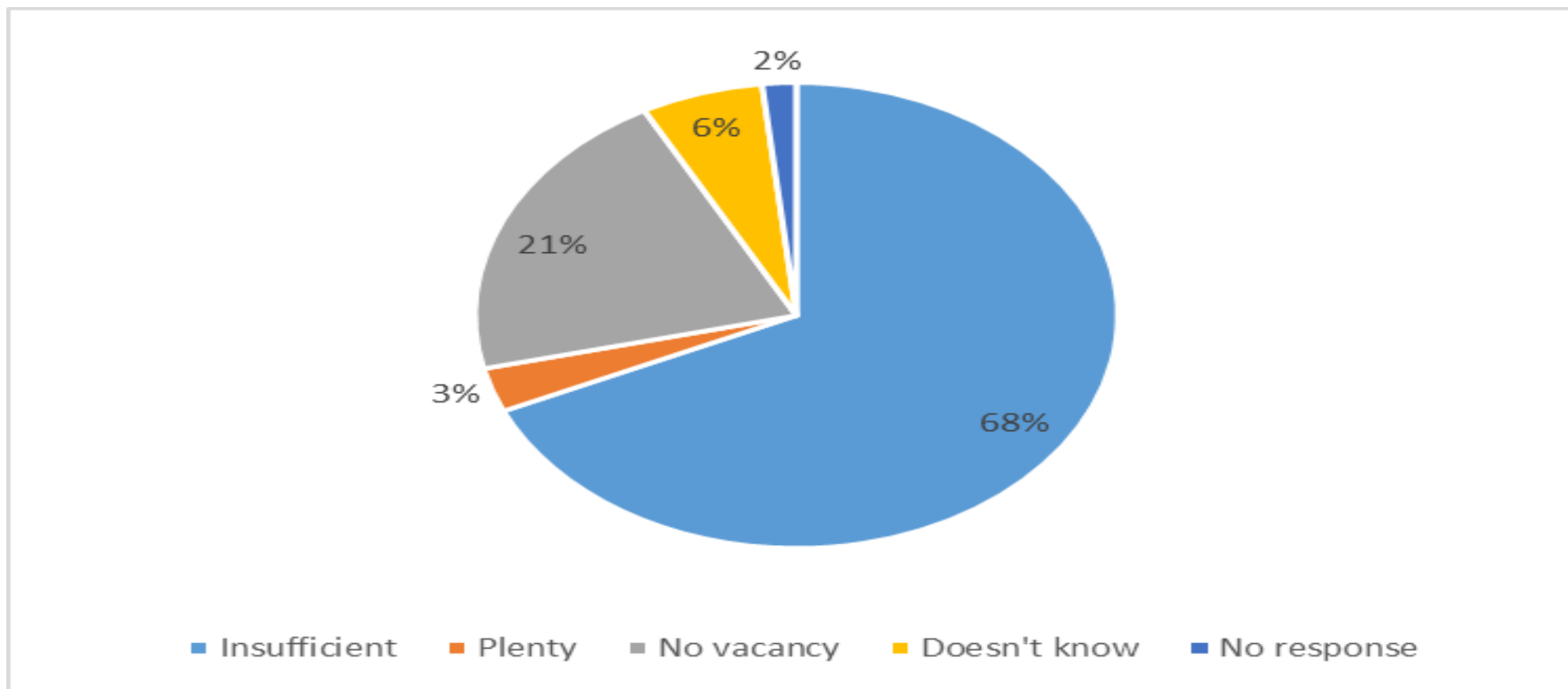


Access to Work:

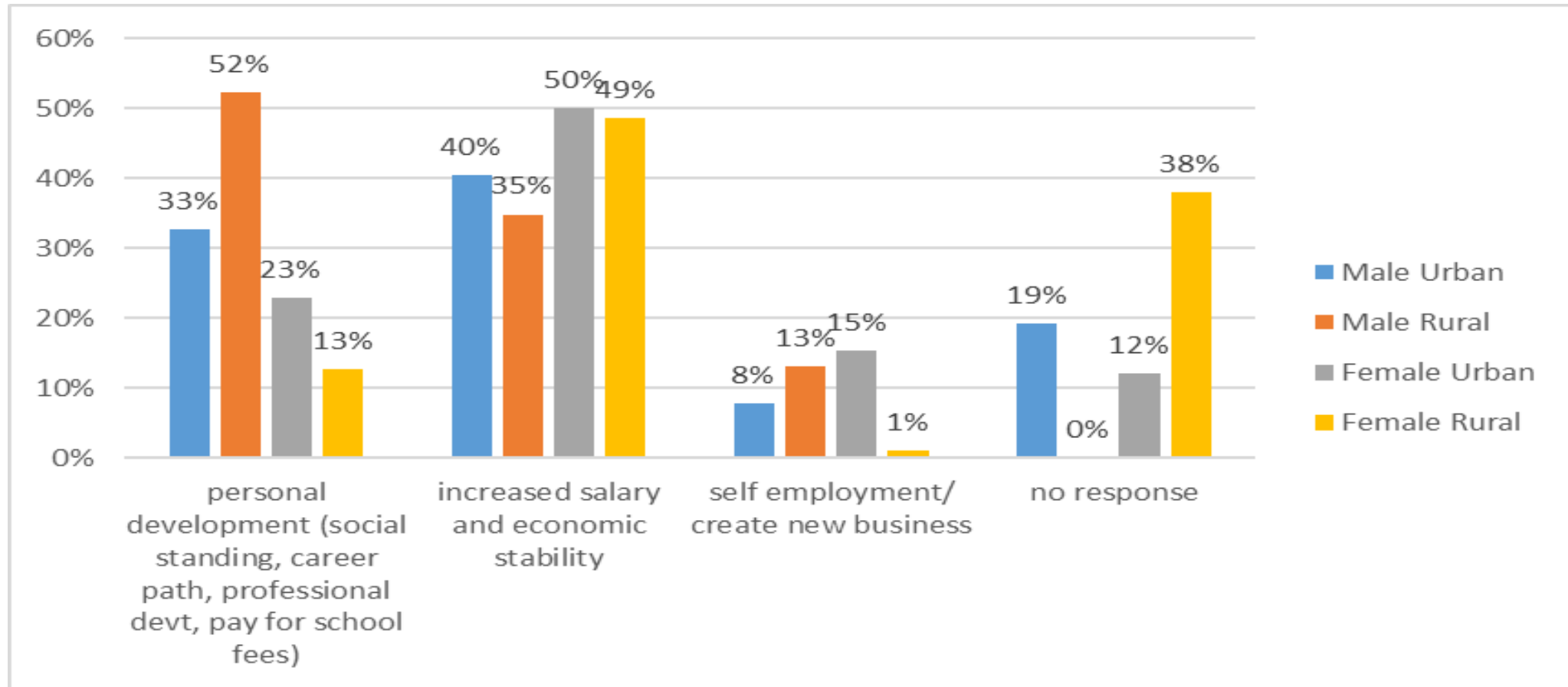
Job opportunities, preferences and motivation

- Almost 90% of the youth believe there are insufficient job opportunities or none.
- The two most important reasons cited for finding a job are to “increase one’s salary” and “personal and professional development”.
- 20% of all youth say “any job” will do: much higher % for rural youth.
- Females prefer to find wage jobs in government or hotels/restaurants whereas males prefer industry. Only 1% seek jobs in agriculture.

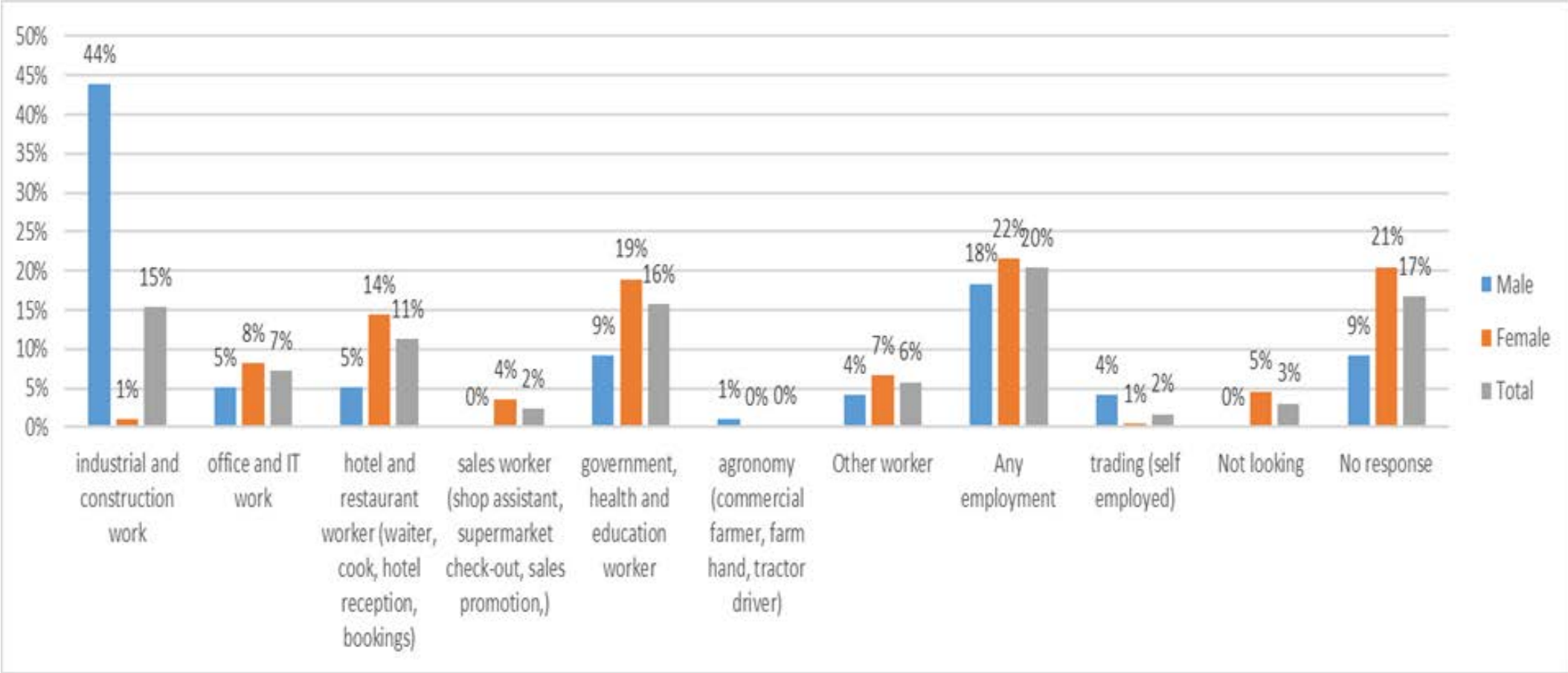
Job opportunities for young job seeker



Motivation to work, by gender and region



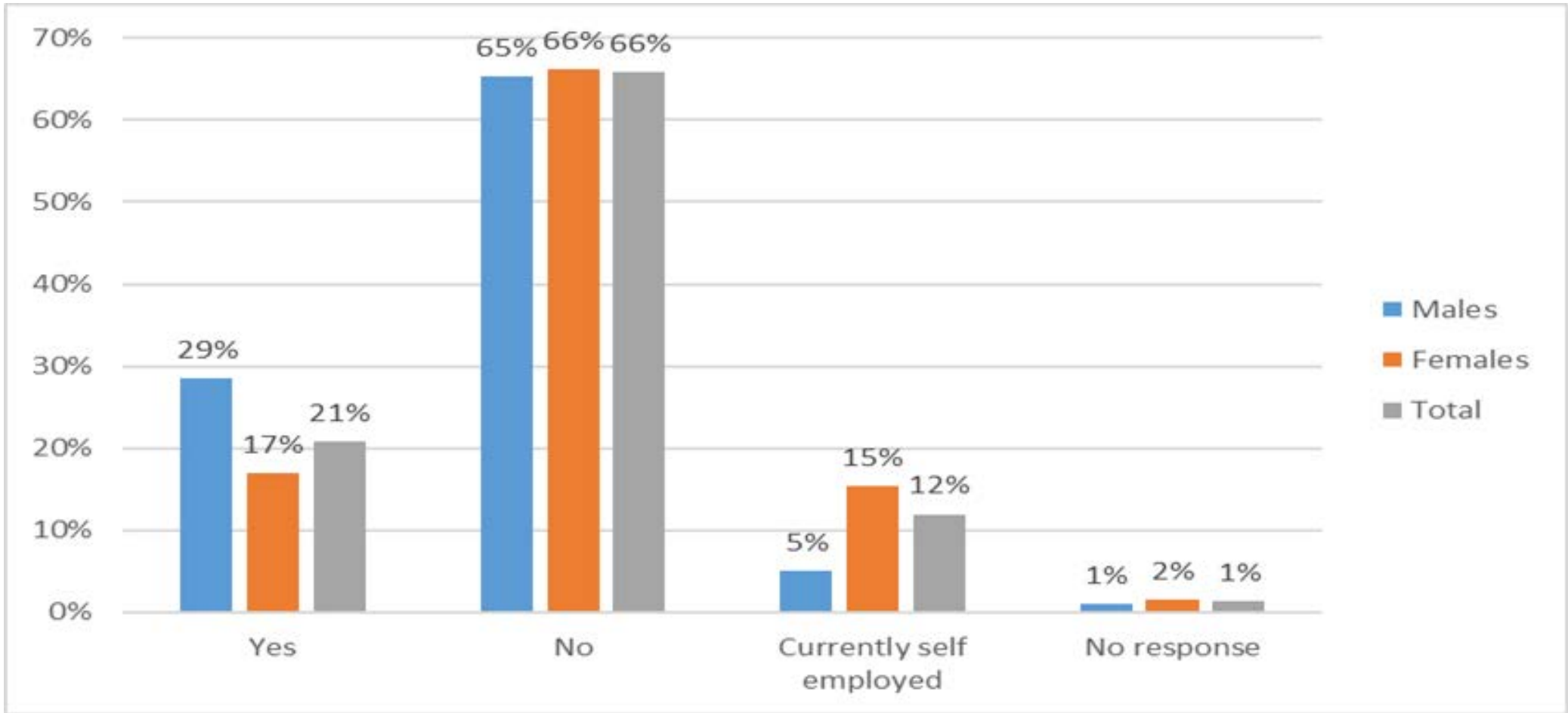
Job preferences, by gender



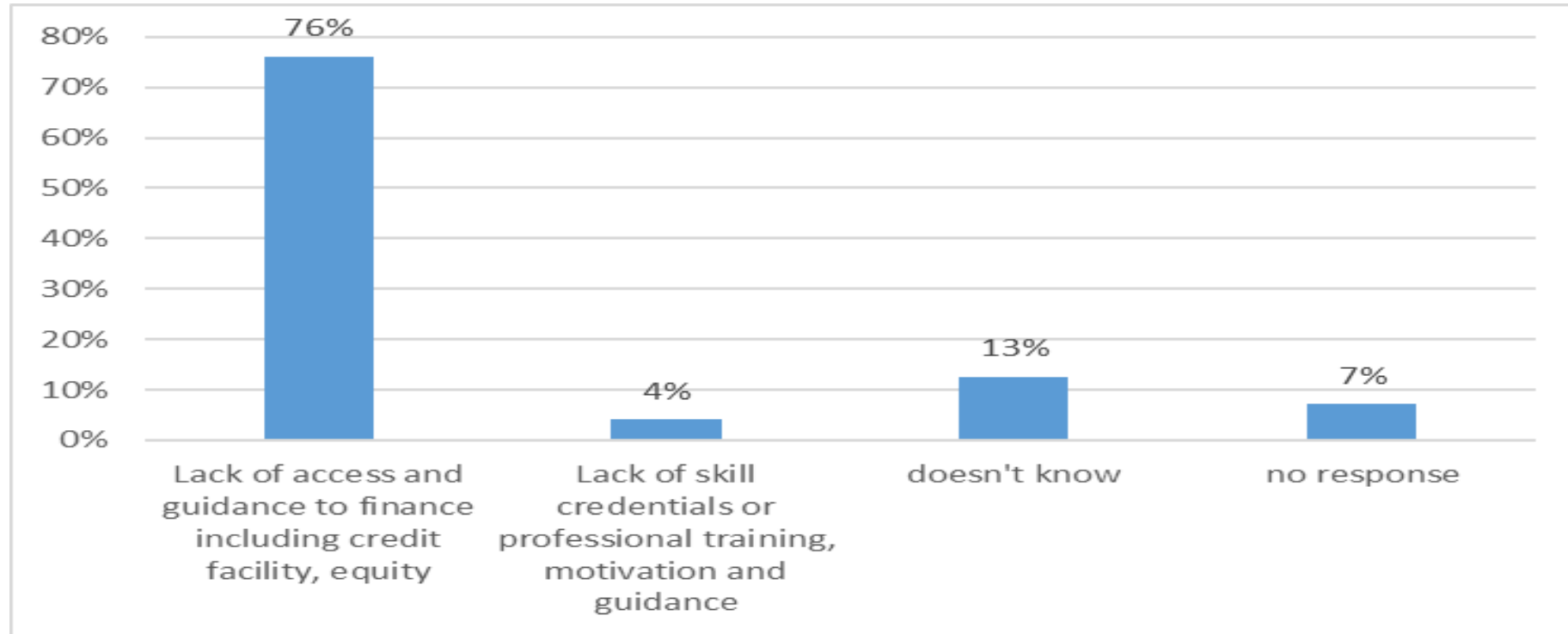
Access to Work: **Self Employment**

- 12% of the total respondents claim they are already employed.
- The vast majority of youth are not seeking to become self-employed, preferring instead a wage job in the formal economy.
- The vast majority state that lack of access to credit is the single biggest constraint in starting their own business.
- the vast majority believe that there are equal opportunities between males and females in starting one's own business.

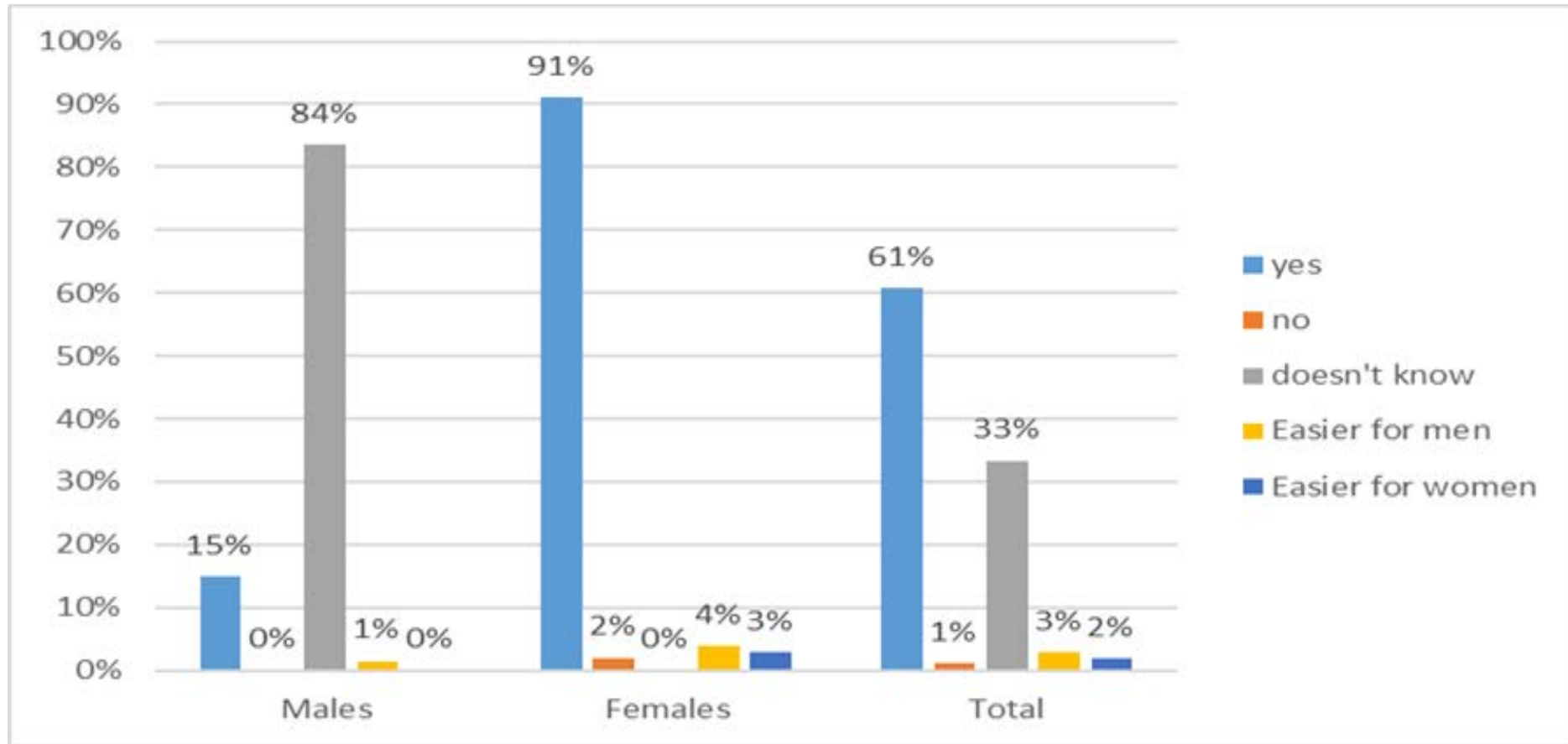
Are you looking to be self-employed, by gender?



Major Constraints of Self-Employment



Is gender equal for self employment, by gender?



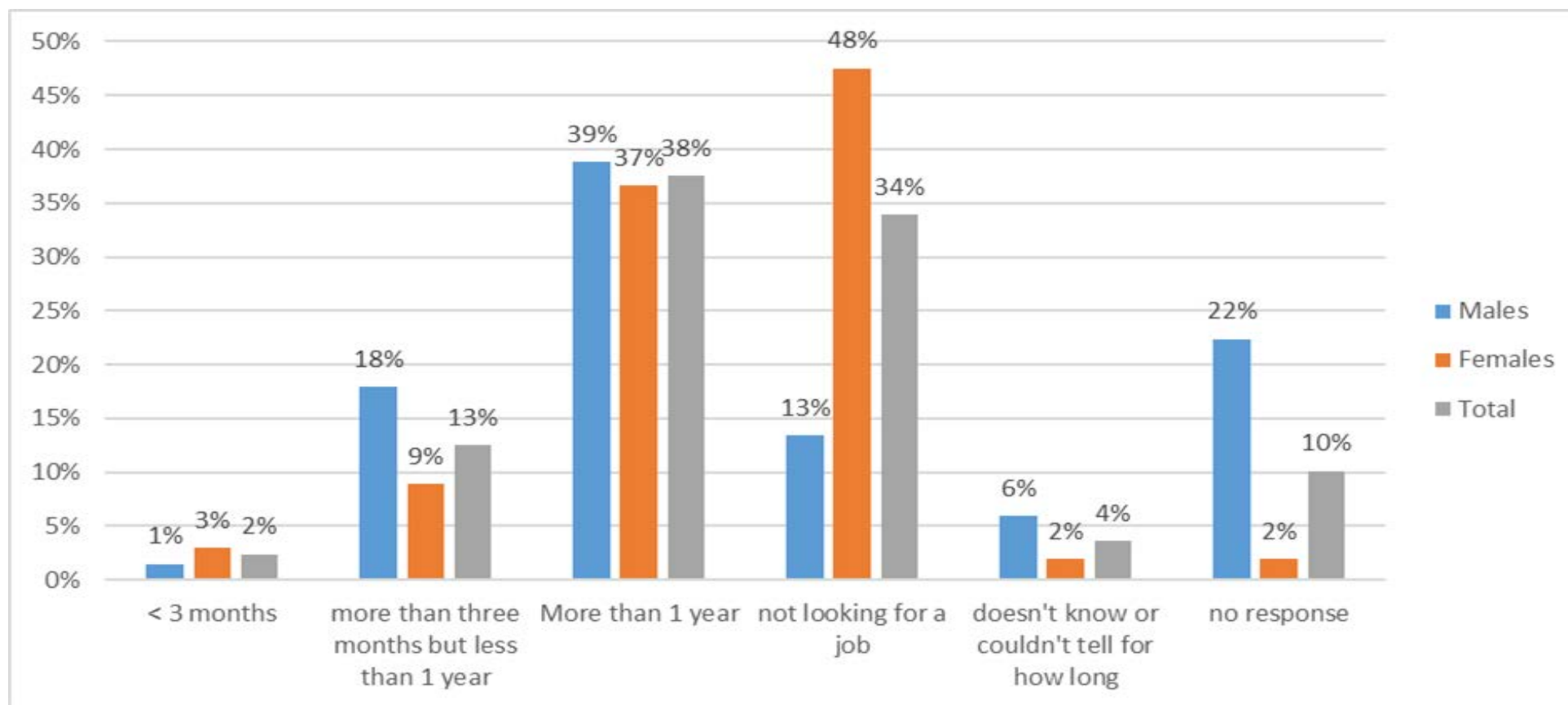
Recommendations: Access to Work

- S4E should place emphasis on promoting internships with employers as a means for youth to obtain work experience and skills. Such emphasis will also include forming partnerships between employers and training providers, especially NGOs.
- Although self employment is not a desired job destination by the majority of the youth, the economic reality is that there are not many formal sector jobs and therefore the project should develop measures to support self employment such as training and linking trainees with micro-financing agencies

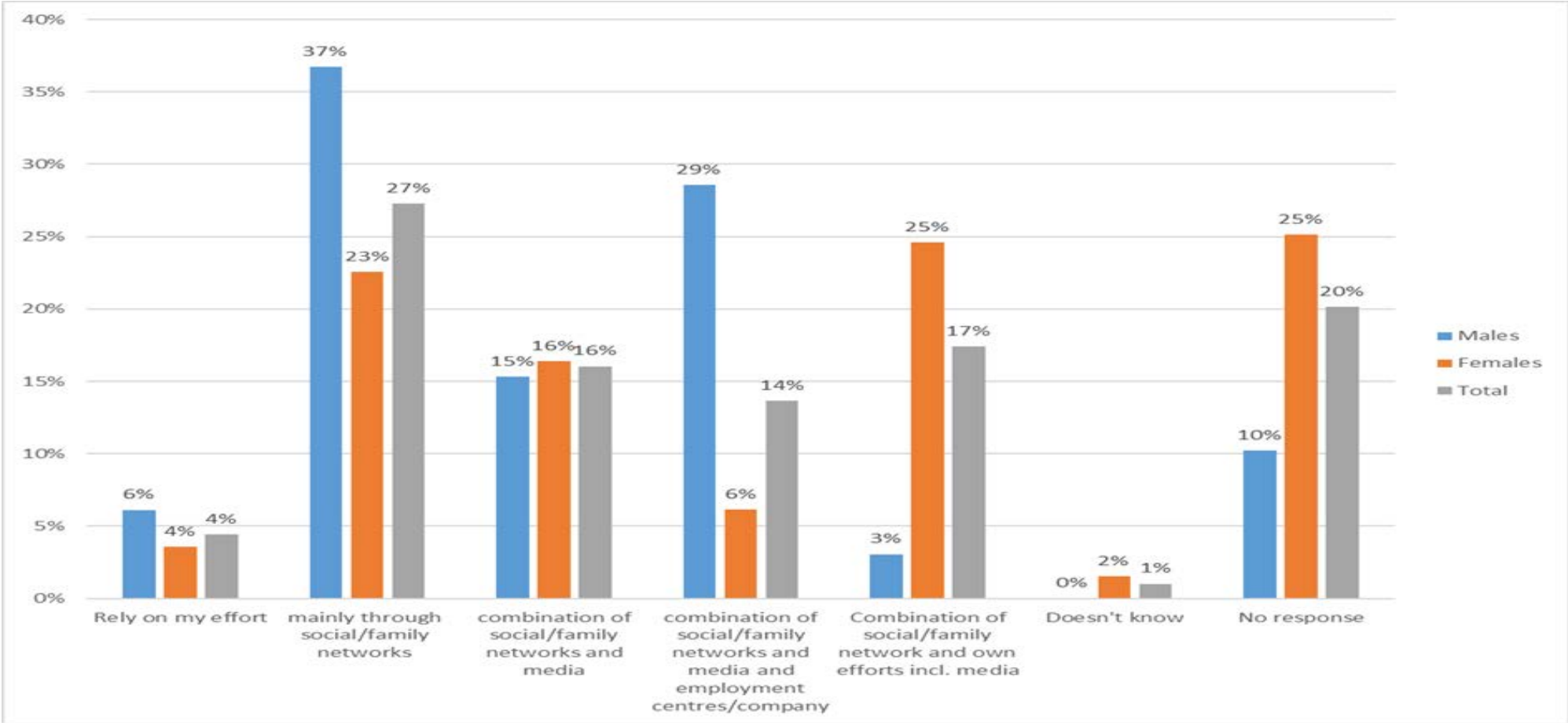
Transition to Work: Job search

- Almost 40% of respondents took more than 1 year to find a job.
- About half of the female respondents are not looking for work.
- Most of the youth use a combination of strategies to find work (social and family networks, the media, employment centres, own effort).
- A large majority think it is important to have a “godfather” to get a job.
- A vast majority agree that a lack of work experience and skills are major constraints in finding work although an overwhelming majority of those with work experience believe skills training is not important in finding work
- More than 1/3rd believe it is necessary to pay a bribe to find a job.
- Most youth believe that job opportunities are generally equal for both men and women

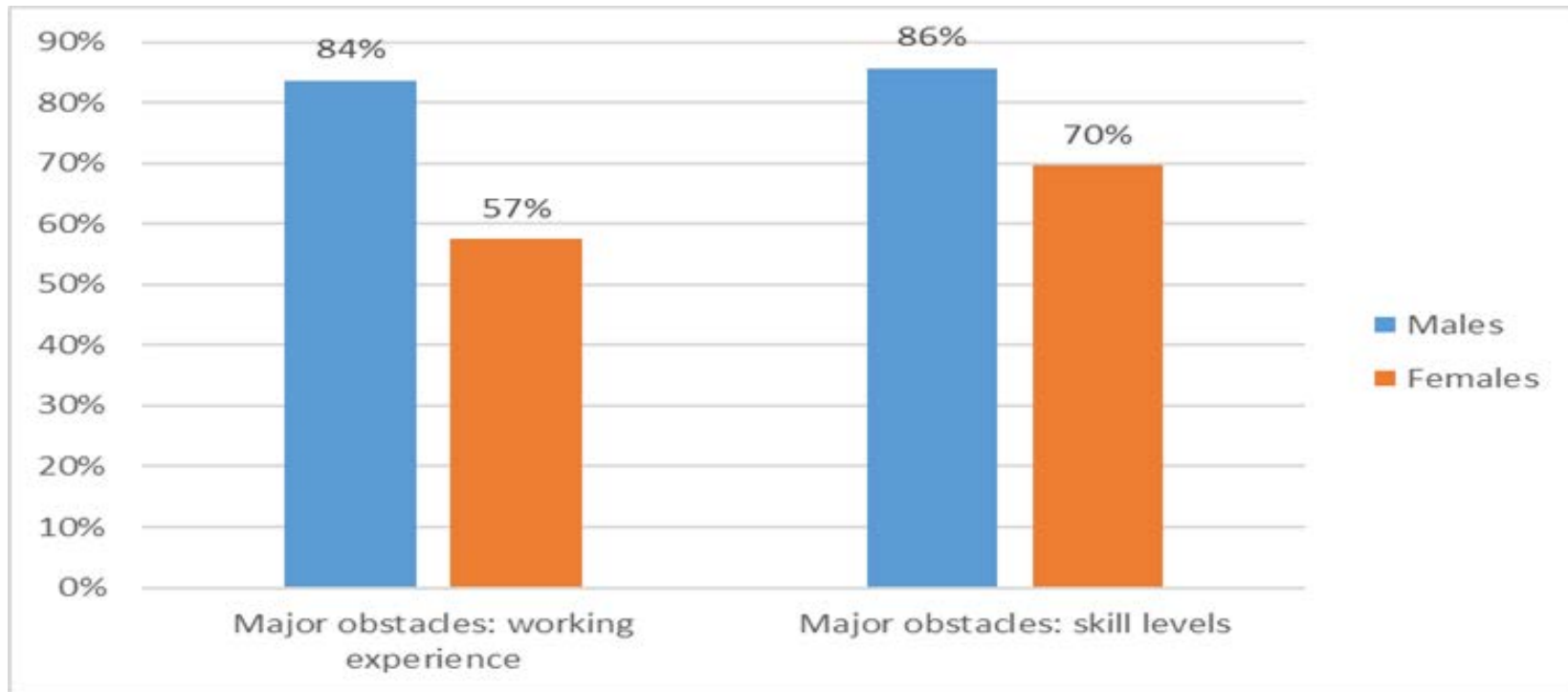
Length of time in finding work, by gender.



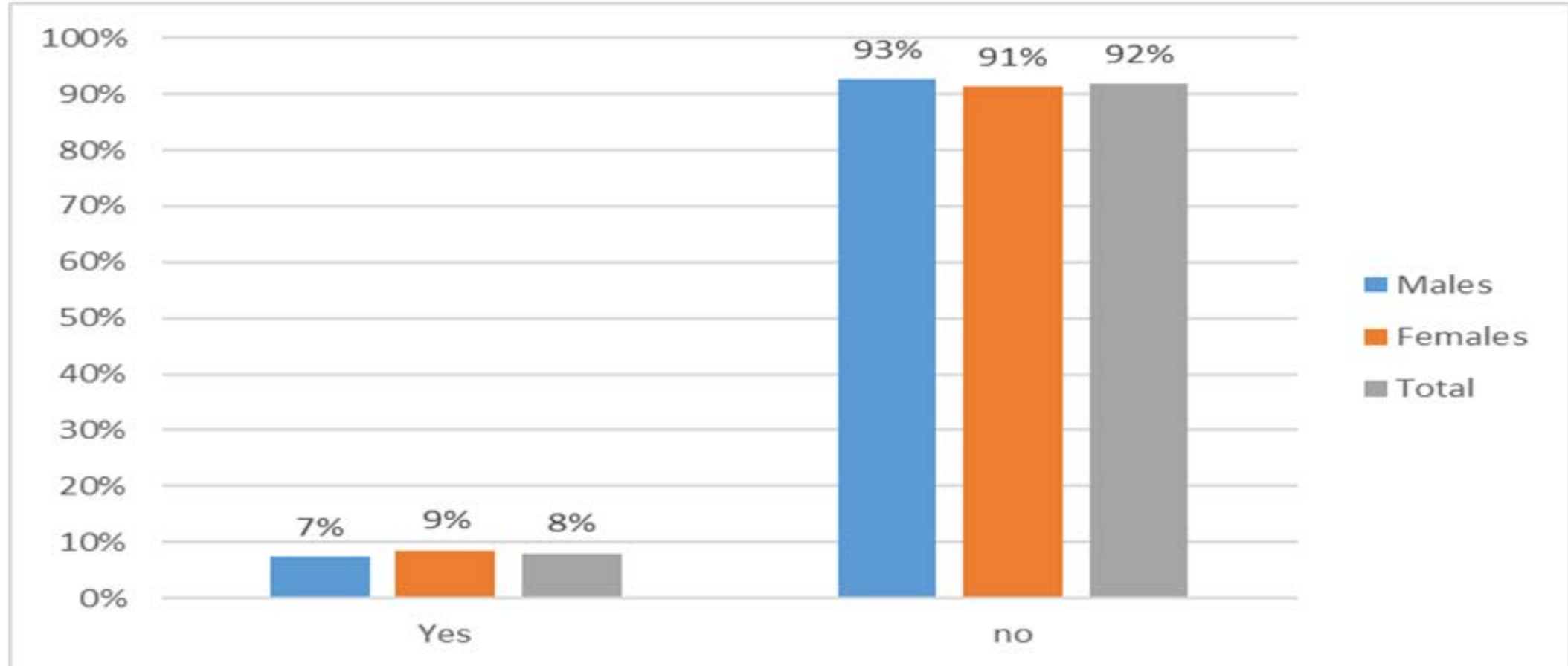
Job seeking strategies and channels by gender



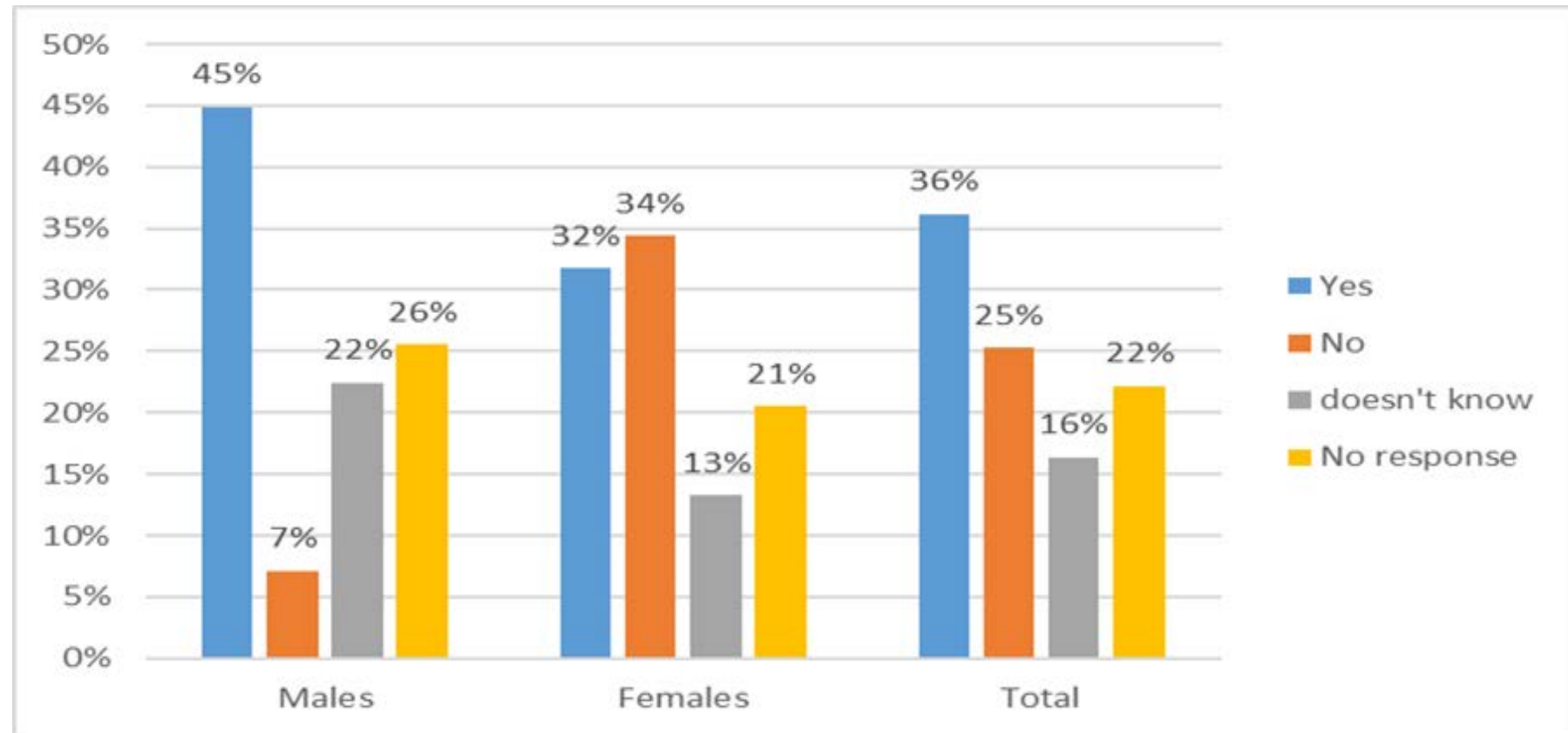
Working Experience and Lack of Skills, by gender.



Did Skills Training Help to Get a Job, by gender.



Have you heard of or experienced the requirement to pay a bribe to get a job?



Recommendations: Transition to Work

1. Provide support for a network of small non-profit agencies at the provincial level which can:

- conduct regular job surveys and manage a job vacancy data base;
- counsel young people on different occupational choices; help with the preparation of their CVs;
- refer them to training courses; and enrol them in internship programmes.

2. Design more user-friendly and accessible tools for how young people can make informed choices about job opportunities in their region such as developing information brochures on different occupations.

3. Provide technical support for upgrading the capacity of public and private employment agencies targeted at low-medium skill categories.