


Combatting COVID-19 in Mozambique

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We analyze how Mozambican families are coping with the economic and educational impacts of COVID-19.

We conducted 3 rounds of phone interviews across 76 communities in Sofala, Manica, and Zambezia provinces of central Mozambique between July 2020 and November 2020. We find a significant number of families, including children, have taken on additional paid work and increased household food production to cope with the economic effects of the pandemic. Further, children have fallen behind in school, underscoring the multi-faceted burden COVID-19 has placed on children. Despite these hardships, households exhibit altruistic behavior to their neighbors.

*Sample size is approximately 300 for figures 1 and 2 and 4; 700 for figure 3; and 1,000 for figure 5 and 6.

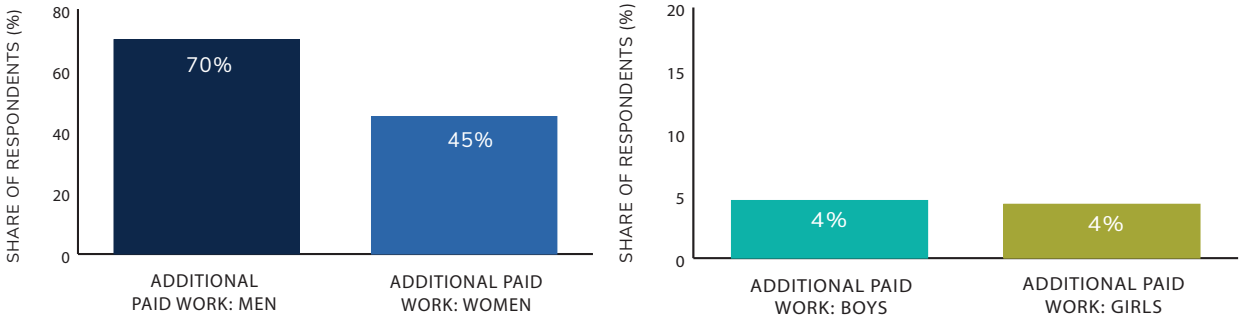
KEY FINDINGS

- **30% of households are taking on additional paid labor** to cope with the economic impacts of COVID-19, the majority of whom are men.
- **28% of households have intensified agricultural production** since the onset of the pandemic to manage food insecurity, the majority of whom are women.
- Despite their own hardships, **35% of all households provided donations or support** for other struggling families.
- **Households describe learning losses as a result of school closures**, with 90% reporting that their child learned less this school year and 68% wanting their children to retake their current grade.

Additional paid work

Respondents' most common coping mechanism in reaction to a drop in average income was taking on additional paid work, followed by intensifying food production (28%), selling agricultural assets (23%), reducing health expenditures (15%), and migration (4%). Between Round 1 and Round 2 of our surveys, respondents reported a 38% drop in average income largely as a result of the pandemic. As of November 2020, 30% of households took on additional paid work to compensate for this lost income. **Figure 1** indicates the breakdown by familial role for households taking on additional paid work. More men than women took on additional paid work, while 4% of children took on additional paid work.

FIGURE 1: OF HOUSEHOLDS TAKING ON ADDITIONAL PAID WORK...

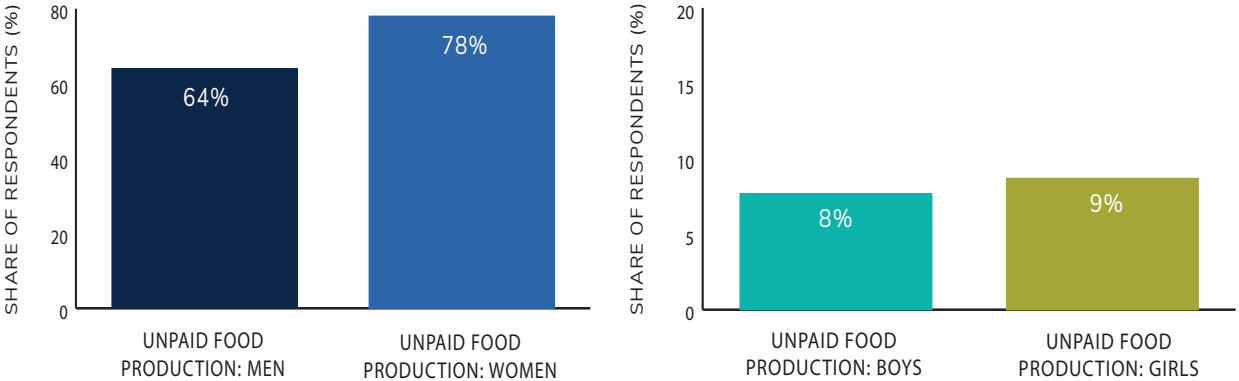


Respondents listed all household members applicable to the question: "Who in your household took on additional paid work?"

Increased food production

In addition to taking on more paid work, 28% of households intensified food production activities such as farming or fishing to cope with lost income and food shortages brought on by the pandemic. As shown in **Figure 2**, while women engaged with unpaid food production more than men, a majority of adults expanded their food production. Nearly 1 in 10 children took on these tasks.

FIGURE 2: OF HOUSEHOLDS INTENSIFYING HOUSEHOLD FOOD PRODUCTION...



Respondents listed all household members applicable to the question: "Who in your household intensified household food production like farming or fishing?"

Increased assistance and donations

Respondents continue to give to others in need during the pandemic. 35% of respondents indicated that they helped others struggling with the economic impacts of COVID-19, reporting giving more to friends in the community than relatives, illustrated in **Figure 3**. This number is consistent with the 40% of respondents who opted to donate some or all of 100 Meticaís offered during our Round 1 survey. Overall, respondents give more than they receive. **Figure 4** illustrates that received household assistance came primarily from nongovernmental organizations.

FIGURE 3: RESPONDENTS DONATED TO...

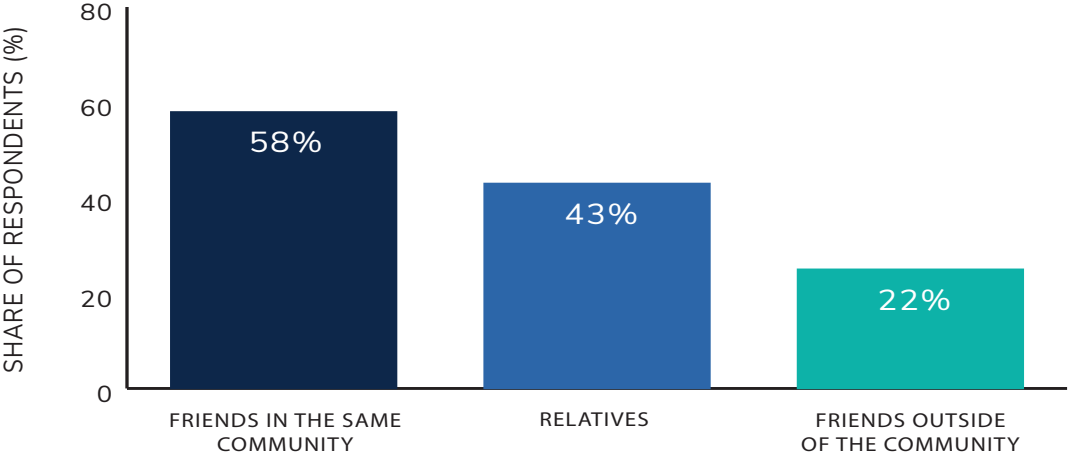
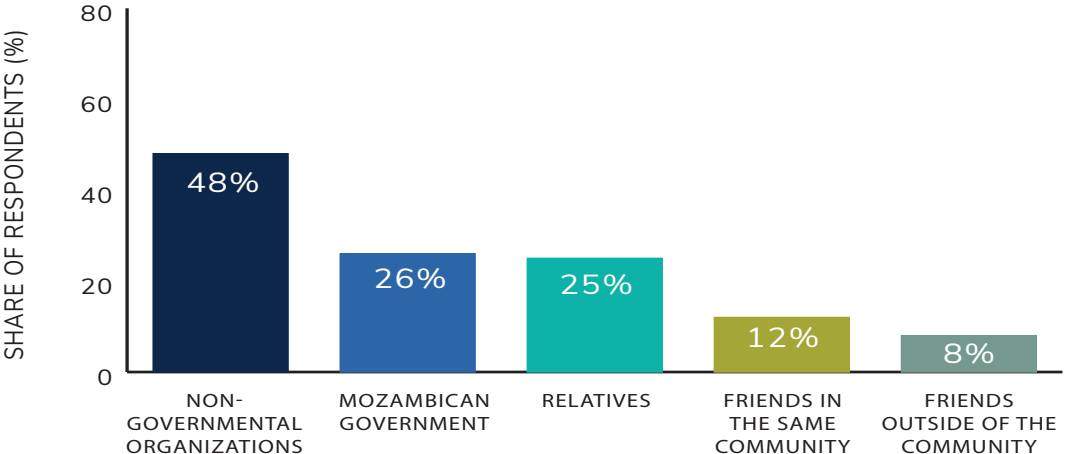


FIGURE 4: RESPONDENTS RECEIVED DONATIONS FROM..



Sources of financial/household assistance is calculated by respondents' answer to "From whom did you receive this help?" if they answered "Yes" to "Since March 2020, did your household receive cash, goods, or services that you do not have to repay to help you cope with the economic impact of COVID-19?". Financial assistance recipients is calculated by respondents' answer to "To whom did you give this help?" if respondents answered "Yes" to "Since March 2020, did your household freely give cash, goods, or services to others to help them cope with the economic impact of COVID-19?"

Students falling behind

Households overwhelmingly believe that their children fell behind academically this past school year. Over six months after Mozambique closed all primary and secondary schools in April 2020, 90% of respondents said that their children learned **less** compared to the year prior. **Figure 5** illustrates this learning deficit, with just under 60% of households reporting that their children received AND completed assignments. **Figure 6** shows the response to the learning deficit, with nearly 70% of households wanting their children to retake their grade. Between increased pressure at home to compensate for lost income and worsened educational outcomes, children have incurred a variety of significant burdens following the onset of the pandemic.

FIGURE 5: EDUCATION DURING A PANDEMIC:

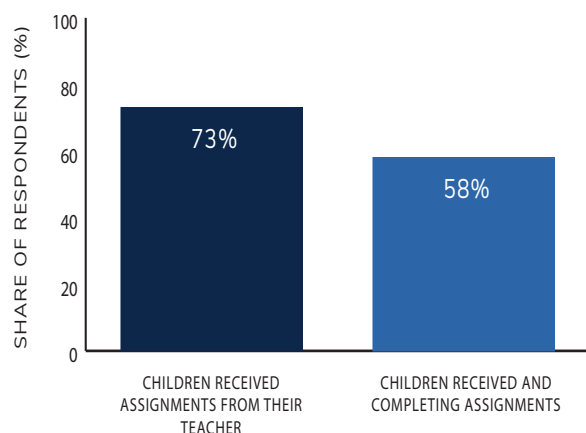
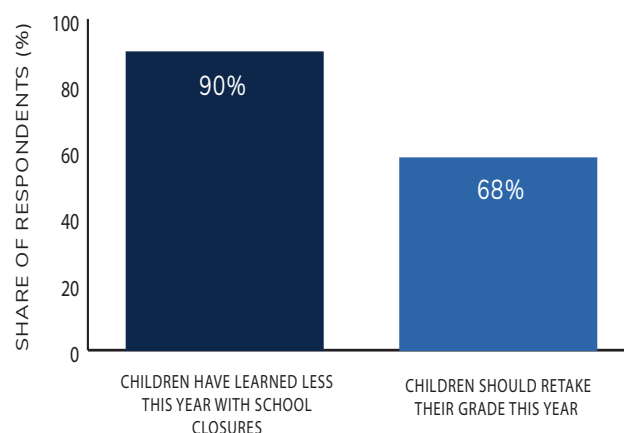


FIGURE 6: LEARNING LOSSES: RESPONDENTS THINK...



'Learned less this year with school closures' calculated by the percent of respondents who answered "Less" to the question: "Compared to previous academic years, do you think these enrolled children learned MORE, LESS, or about the SAME this year with the closure of schools?". 'Retake their grade this year' calculated by the percent of respondents who answered "Retake" to the question: "In your opinion, do you think that children enrolled in school should be required to RETAKE their current grade next year or automatically PASS to the next grade?". 'Received assignments' is the percentage of respondents who answered "Yes" to "From the time that schools closed until September, have any of these children received assignments or learning materials from teachers?".

For survey instruments, summary statistics, additional analyses, and future updates please see our **website**: www.fordschool.umich.edu/mozambique-research

Questions? Comments?

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