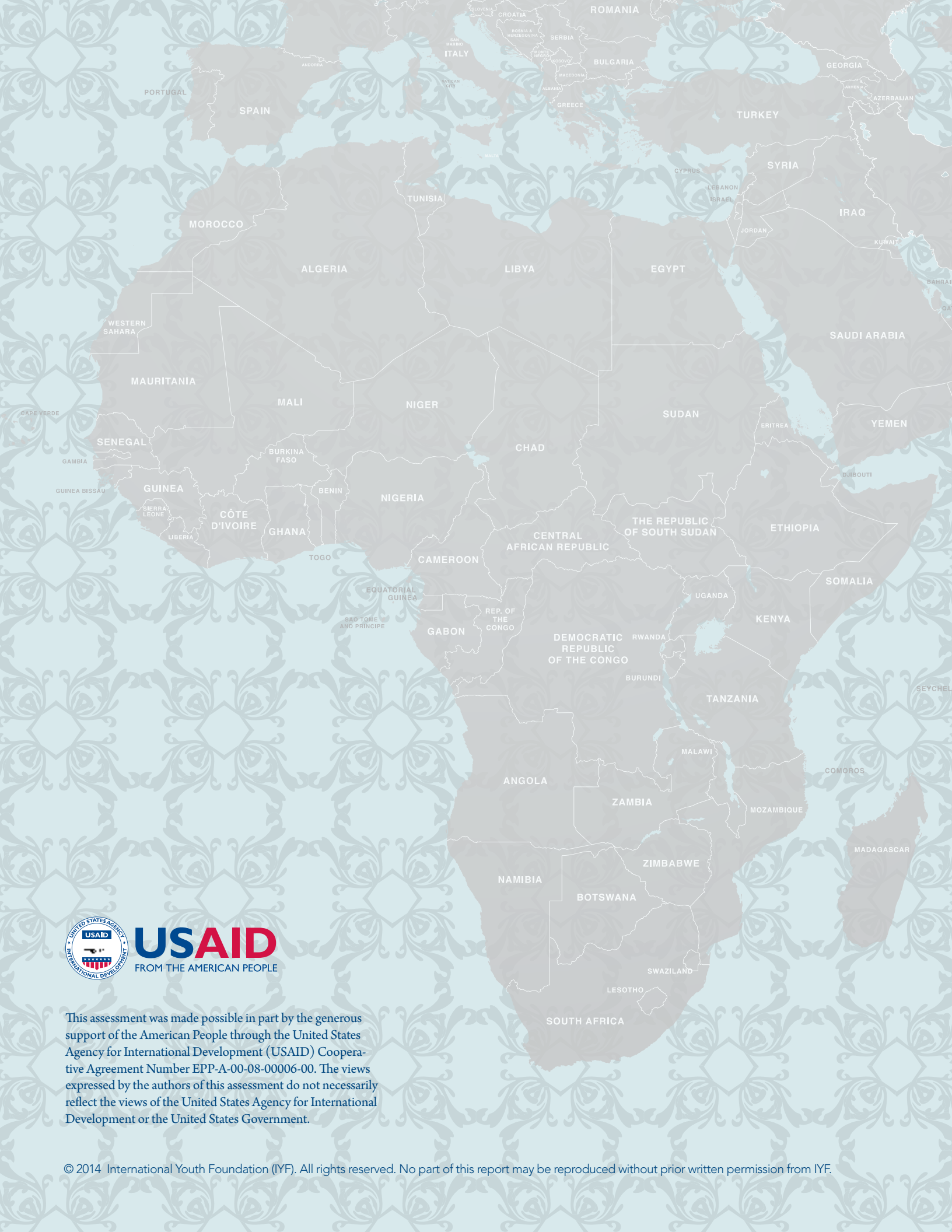




VOICES OF THE NEXT GENERATION: An Assessment of Youth in Mozambique

Main Report



USAID
FROM THE AMERICAN PEOPLE

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FOREWORD

It is vital that we engage today's youth in designing and implementing effective and sustainable programs so that we can gain a deeper understanding of the conditions they are facing and ensure that the programs we develop are relevant to their needs. For the past twenty years, the International Youth Foundation (IYF) has pioneered an approach that not only identifies young people's needs and opportunities in a particular community, country, or region of the world, but also actively engages local youth in identifying those challenges and charting their own futures. *YouthMap* is a four-year initiative, supported by the United States Agency for International Development, which offers IYF and our local partners the chance to apply that comprehensive approach in Sub-Saharan Africa.

With 60 to 70 percent of Africa's population under the age of 30, it is of critical importance that we learn how to tap into the vast resources that these young people can offer. Africa's youth have the ability and the capacity to drive positive social change and economic growth—when given the appropriate resources and opportunities. The magnitude of this younger generation and their nations' current challenges simply demand that youth themselves take a leading role in shaping their futures.

Through the *YouthMap* initiative, IYF goes directly to African youth and the organizations serving them to learn first-hand how young people in each of the target countries live, work, and learn. We ask youth to describe their daily lives, their challenges, and their aspirations and dreams for the future. We then place their answers in the context of data available from our many partners in the region, highlighting the gaps between young people's needs and available resources. In short, we help identify the terrain and erect signposts for the road ahead, with an emphasis on engaging youth in the process. Indeed, we see young people not just as a focus group, but as protagonists in their own development and in the development of their nations.

Voices of the Next Generation: An Assessment of Youth in Mozambique maps existing youth-related conditions and opportunities across the country. This is the third of up to eight countries in Sub-Saharan Africa to be studied as part of this initiative. We believe this report, with vital input from Mozambican youth, lays a realistic foundation for building a more stable, prosperous, and hopeful future for Mozambique and its young people.

William S. Reese

President and CEO

International Youth Foundation

ACKNOWLEDGMENTS

IYF would first like to thank our local partner organization EUROSIS—Consultoria e Formação em Gestão for their valuable collaboration in conducting this situational analysis of Mozambican youth. Under the thoughtful leadership of Abdul Sacoer, EUROSIS contributed to the research design and participated in the fieldwork, analysis, and report writing.

This report owes a deep debt of gratitude to the Mozambican youth who participated in focus group discussions and generously shared their time, perspectives, and ideas. We are grateful to the many representatives of government ministries and agencies, donor agencies, civil society organizations, and private sector firms who participated in key stakeholder interviews for this study and who assisted the assessment team in identifying and mobilizing youth participants for focus groups. Our understanding of the circumstances, assets, and challenges of Mozambican youth was greatly enhanced by their insights, which are presented throughout this report.

This study was enriched by young people who served as research assistants on the assessment team: Abobacar Ali, Benedita Langa, Edson Machel, Imran Mahomed, Jeremias Muanatraca, Jaibo Mucufo, and Rildo Rafael. They participated in the fieldwork, aiding the data collection process, and keeping the work grounded in the realities of young people across the country. Additionally, we express our gratitude to the young people who served on the *YouthMap* Peer Review Committee and reviewed the assessment findings put forward in the draft report. Their perspectives, ideas, and commitment to youth development strengthened the assessment and validated its findings.

IYF appreciates USAID's vision of empowering Mozambique's youth and its belief in the ability of young people to contribute positively to their communities and their country. We express our deep appreciation to Joe Kitts, our *YouthMap* AOR in USAID/Washington; Christian Smith, our main counterpart in USAID/Mozambique's Program Office; and the many other U.S. Government officials who provided valuable technical information and insight over the course of the assessment process.

Finally, we would also like to acknowledge the dedicated work of the research team who participated in the fieldwork, data analysis, and report preparation under the team leader, Danielle Roziewski: Tito Bonde, Laudemiro Francisco, Wim Neeleman, Aisha Sacoer, Andrea Serra, and Janice Weber. Every team member provided a wealth of technical input based on their significant experience and knowledge of the issues affecting youth in Mozambique.

ACRONYMS

AET	Agricultural education and training
AFIRUM	Associação de Animadores de Finanças Rurais de Meconta/Association of Rural Finance Workers from Meconta
AIESEC	Association Internationale des Étudiants en Sciences Économiques et Commerciales/ International Association of Students in Economics and Business
AMME	Associação Moçambicana Mulher e Educação/Mozambican Association for Women and Education
AOTR	Agreement Officer's Technical Representative
ASSOTSI	Associação dos Operadores e Trabalhadores do Sector Informal/Association of Informal Sector Operators and Workers
CBO	Community-based organization
CIP	Centro de Integridade Pública/The Center for Public Integrity
CJA	Clube dos Jovens Agricultores/Young Farmers Clubs
CMC	Community multimedia center
CNJ	Conselho Nacional da Juventude/National Youth Council
CSO	Civil society organization
GDP	Gross domestic product
GoM	Government of Mozambique
ILO	International Labour Organisation
INEFP	Instituto Nacional de Emprego e Formação Profissional/National Institute of Employment and Professional Training
IPCC	Instituições de Participação e Consulta Comunitária/Institutions for Community Participation and Consultation
IYF	International Youth Foundation
MASC	Mecanismo de Apoio à Sociedade Civil/Civil Society Support Mechanism
MDM	Movimento Democrático de Moçambique/Democratic Movement of Mozambique
MP	Member of Parliament
MT	Metical
NGO	Nongovernmental organization
NYP	National Youth Policy
OECD	Organisation of Economic Cooperation and Development
OJM	Organização da Juventude Moçambicana/Organization of Mozambican Youth
OMM	Organização da Mulher Moçambicana/ Organization of Mozambican Women
PACTO	Active Prevention and Communication for All
PARP	Plano de Acção para Redução da Pobreza/Poverty Reduction Action Plan
PARPA	Plano de Acção para a Redução da Pobreza Absoluta/Absolute Poverty Reduction Action Plan
PGB	Programa Geração Biz
PIREP	Programa Integrado da Reforma da Educação Profissional/Integrated Professional Education Reform Program
PJ	Parlamento Juvenil/Youth Parliament

PROJOVEM	Programa de Desenvolvimento da Juventude Moçambicana/Mozambican Youth Development Program
RM	Rádio Moçambique/Radio Mozambique
SCIP	Strengthening Communities through Integrated Programming (USAID project)
SSA	Sub-Saharan Africa
TAJ	Terraço Aberto Juvenil/Youth Open Terrace
TVET	Technical and vocational education and training
TVM	Televisão de Moçambique/Television of Mozambique
UCM	Universidade Católica de Moçambique/Catholic University of Mozambique
UEM	Universidade Eduardo Mondlane/Eduardo Mondlane University
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USG	United States Government
WHO	World Health Organization
YIDS	Youth Integral Development Strategy
YMIF	<i>YouthMap Innovation Fund</i>

INTRODUCTION

YouthMap: Assessment and Innovation in Sub-Saharan Africa

With 28 percent of the population ranging in age from 12 to 24 years, Sub-Saharan Africa (SSA) is the most youthful region in the world. As highlighted in the *World Development Report 2007: Development and the Next Generation*, youth are this continent's most abundant asset, representing enormous opportunities as well as challenges. Despite increased primary school enrollment and reduced health risks in some countries, school completion rates remain comparatively low, and HIV/AIDS and other health risks remain highly prevalent. Additional challenges youth face in making the transition to adulthood include poor educational quality, lack of social safety nets (including youth-friendly services), and high rates of youth unemployment and underemployment. Youth also confront issues stemming from child labor, rural to urban migration, widespread poverty, and conflict. African youth are not a homogenous group, and their circumstances vary widely by country, sex, age, educational level, ethnicity, and health status. Gaining a better understanding of youth populations and the specific challenges and opportunities they face will enable development efforts to make targeted investments that can effectively prepare Africa's youth to become healthy, productive, and engaged citizens.

YouthMap, a program of the International Youth Foundation, is a USAID-supported, four-year initiative designed to assess youth circumstances and support promising youth development programs and practices in up to eight countries in SSA. Through *YouthMap*, IYF conducts holistic assessments of the conditions of young people and the status of youth-serving infrastructure in up to eight SSA countries. *YouthMap* aims to depict a comprehensive picture of the lives of young people in each of the eight countries, including how they spend their time, how they interact with one other and other segments of society, what services they use, and what services they feel are not accessible. *YouthMap* also seeks to capture young people's hopes, aspirations, and challenges. Assessments survey both in- and out-of-school youth, out-of-work youth, at-risk youth, and investigate opportunities and challenges related to youth development across sectors. Issues of interest include education, livelihoods, economic growth, agriculture, health, democracy and governance, technology, and local institutional capacity to respond to young people's needs.

Based on the comprehensive information collected, the *YouthMap Innovation Fund* (YMIF) provides seed grants to entities that can replicate promising practices, address gaps in existing programs, and scale up innovations that are working for youth in the areas of education and employability. YMIF is supported by a US\$10 million agreement with USAID/Washington and is implemented by IYF, USAID Missions, and local partners in eight target countries.¹ Innovation Fund grants explore new programmatic ideas, test promising practices, support the transfer of skills from one country to another, and scale up interventions in education and employability. Expected outcomes of YMIF grants include placement of youth in jobs, reintegration of school dropouts into formal education systems or second-chance programs, strengthened employability and life skills among youth, enhanced capacity of youth-led and youth-serving organizations, and increased provision of youth-friendly services by the public and civil society sectors.

YMIF activities are currently operating in Senegal and Uganda based on *YouthMap* assessments in those countries in 2011. In Senegal, IYF is supporting innovative youth employability and entrepreneurship programming in the agriculture sector, targeting rural, unemployed, and vulnerable youth populations. In Uganda, IYF and USAID are supporting an internship program for university graduates that will provide youth with practical skills, work experience, and structured professional development support, which will prepare them to work, lead, and contribute to the development of their communities and country.

YouthMap also supports a learning and exchange agenda in the region. In each country, IYF hosts a dissemination event to share the results of the assessments with key stakeholders. *YouthMap* assessments and learning publications will be disseminated through the Youth:Work platform, as well as through IYF's Global Partner Network and other channels. *YouthMap* assessment reports are available on the IYF Web site: www.iyfnetwork.org/youthmap.

YouthMap Mozambique

Mozambique is one of the few countries in Africa that has successfully made the transition from colonial rule and civil war (1977–1992) to peace and democracy, and it has been the fastest growing non-oil economy in SSA during the past 15 years.² The national population is estimated to be greater than 23 million, with more than 20 percent (over 4.8 million) of the total population within the 15 to 24 age range.³ By 2020, the number of Mozambicans under 25 years of age is expected to increase by more than 3 million—an increase of more than 20 percent—with near equal population distribution between genders.

Women, especially those in rural areas, generally experience lower social and economic status, higher illiteracy rates, gender-based violence, and poorer health than men. The HIV/AIDS epidemic continues to grow, albeit at a slower rate. From 2005 to 2009, the prevalence of HIV/AIDS increased from 11.2 percent to 11.5 percent.⁴ However, there is great disparity by sex and age, with a female prevalence rate of 13.1 percent, and young women three times more likely than young men to be HIV positive.

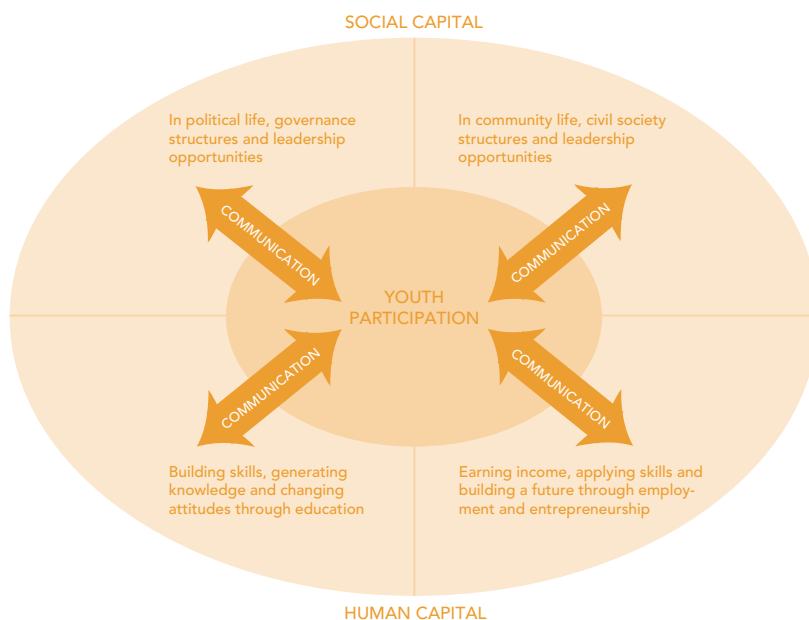
Approach

To improve current and future programming for youth in Mozambique, USAID launched a cross-sectoral youth assessment through *YouthMap* in February 2012. IYF implemented the *YouthMap* assessment in partnership with EUROSIS—Consultoria e Formação em Gestão, a Mozambican consulting firm, and a team of international and local researchers and research assistants, including youth.

A holistic approach to positive youth development underpins the *YouthMap* framework. To journey successfully from adolescence to adulthood, youth need to develop the life and learning skills that will enable them to adapt to, and actively participate in, today's increasingly complex, interdependent national and global environments. To earn their livelihoods and flourish in the workplace or marketplace, young people need to develop appropriate skills and competencies, including teamwork, creative thinking, citizenship, and the flexibility to adapt to changing circumstances. They need to know how to act responsibly.

YouthMap's cross-sectoral perspective on youth issues aims to capture this holistic nature of youth development. The overarching *YouthMap* Mozambique Framework is shown in figure 1 below, which illustrates the social capital young people as participants in Mozambique's political systems and civic channels, and the human capital of young people, developed by building their knowledge and skills, and growing their livelihoods.

FIGURE 1 *YouthMap* Mozambique framework



USG stakeholders in Mozambique created the *YouthMap* assessment to

- analyze the opportunities and challenges facing youth and identify ways to mitigate the challenges;
- identify the positive behavioral choices made by Mozambican youth, as well as the underlying motivations for those healthy choices; and
- provide general recommendations that could make USAID programs in the country more effective.

YouthMap's detailed research questions and complete scope of work can be found in appendix 1.

Methodology and Implementation

The *YouthMap* assessment team comprised of an IYF headquarters-based team that provided oversight and support, a core field team of international and national professionals, and eight young people who served as research assistants who organized and conducted youth focus groups. (More information on youth engagement can be found below.)

The *YouthMap* assessment team met in Maputo the week of February 13, 2012, for team training, pilot testing the research tools, planning logistics, and mobilizing communities. Field research and data collection were conducted from February 22, 2012, to March 26, 2012. Key aspects of the assessment methodology are summarized here. (See appendix 2 for a detailed overview of the *YouthMap* methodology and implementation processes.)

The *YouthMap* assessment team examined existing socioeconomic data, documentation, and literature about youth in Mozambique, complemented by primary data collected from youth focus group discussions and key informant interviews. Assessments included a review of USG programming in Mozambique, as well as interviews with USG staff and USAID implementing partners.

Based on guidance from USAID/Mozambique, *YouthMap* field research focused on urban, rural, and peri-urban areas of five provinces: Sofala, Maputo, Gaza, Nampula, and Zambézia. Specific districts within those provinces were subsequently selected based on the relative concentration of USAID activities across the economic growth, health, and democracy/governance portfolios.

Key informant interviews were held across five sectors, with high-priority stakeholders purposefully identified through prior research, USG and GoM recommendations, the USAID Partners Meeting, and other means (see table 1). *YouthMap* researchers conducted interviews using semi-structured interview guides tailored to the various sectors.

A total of 107 interviewees participated across provinces (shown in table 1). (See appendix 3 for the instruments (in English and Portuguese), and appendix 4 for a detailed list of stakeholders interviewed.)

TABLE 1 Number of key informant interviews by sector and region

Province	District	Public sector	Private sector	Civil society	Education institution	Donor
Gaza	Chókwè	4	2	2	3	0
	Xai-Xai	2	5	4	1	0
Maputo	Maputo City	7	6	15	0	9
Nampula	Meconta	2	2	4	1	0
	Nampula City	4	2	3	0	0
Sofala	Beira City	3	2	5	1	1
Zambézia	Gurúe	1	3	3	1	0
	Quelimane	3	2	4	0	0
Total		26	24	40	7	10

Focus group discussions were organized with youth from a variety of cohorts based on pre-defined selection criteria. (See appendix 5.) As shown in tables 2 and 3, 52 focus groups were held with 507 *YouthMap* participants across research locations. Rapid surveys were also administered to youth participants to collect descriptive quantitative data. (See appendix 6 for cross-sectoral descriptive statistics regarding the entire cohort of youth interviewed in focus groups.)

TABLE 2 Summary of focus group discussions held

Province	District	Urban/rural	Number of focus group discussions	Total per location
Gaza	Xai-Xai	Urban/peri-urban	7	12
	Chókwè	Rural	5	
Maputo	Maputo City	Urban/peri-urban	10	10
Nampula	Meconta	Rural	5	12
	Nampula City	Urban/peri-urban	7	
Sofala	Beira City	Urban/peri-urban	7	7
Zambézia	Gurúe	Rural	4	11
	Quelimane	Urban/peri-urban	7	
Total number of focus groups			52	52

TABLE 3 Number of youth cohorts participating in focus group discussions

Category of <i>YouthMap</i> Participants	Total Youth	Male	Female
Students in secondary and technical/vocational schools	109	61	48
University students	51	36	15
Vulnerable youth	128	57	71
Employed in informal sector	79	53	26
Employed in formal sector and self-employed	67	50	17
Positive role models	73	46	27
Total number of participants	507	303	204

Youth Engagement

IYF recruited youth to participate in the assessment in a meaningful way. Youth were core members of the assessment team and served as data collectors; they were paired with experienced team members, allowing the youth to build their capacity in assessment through practical experience.

In addition, a group of young people from varied backgrounds were engaged as members of a *YouthMap* Mozambique Peer Review Committee. Peer reviewers evaluate conclusions drawn from the assessment based on their perspectives and knowledge of local conditions. This process enables young people to provide input into the situational analyses and recommendations presented to USAID and other stakeholders.

Youth also play a critical role in disseminating assessment findings. Recruiting dynamic youth to present findings within their communities allows for broader and deeper dissemination. Increasing access to this knowledge builds trust and buy-in within communities, which will be important to the implementation of subsequent projects. Finally, youth are active participants in the design and implementation of *YouthMap Innovation Fund* projects.

The remainder of this report presents *YouthMap* Mozambique findings under the following rubrics:

Social Capital

- Political participation
- Civic engagement

Human Capital

- Education for life and livelihoods
- Livelihoods, employment, and entrepreneurship
- Youth pathways to positive choices

PART ONE: THE SOCIAL CAPITAL OF YOUTH

1. POLITICAL PARTICIPATION

Snapshot of Youth Interviewed: Political Participation

Voting

- 47 percent of youth said they registered to vote in the last elections (52 percent of males; 39 percent of females).
- Among the 53 percent of youth who said they did not register:
 - » 89 percent were younger than 18 years old.
 - » 6 percent wanted to register but it was not possible.
 - » 4 percent were not interested.
 - » 1 percent did not think their votes would make a difference.
- 93 percent said they would vote in the next elections.
- Among those who were not planning to vote:
 - » 51 percent said they would still be younger than 18 at election time.
 - » 37 percent did not think their votes would make a difference.
 - » 12 percent said they were not interested.

Transparency and corruption

- 48 percent of youth believe the political process is not transparent on either the local or national levels, while 27 percent think it is transparent on both levels.
- 77 percent think there is a lot of corruption in Mozambique; 20 percent think there is some; and 3 percent think there is no corruption.
- Among those who think there is corruption, 40 percent think it is worse at the national level, and 23 percent think it is worse at the local level; 37 percent think it is equally bad at both levels.

Government and Civil Society Initiatives

Since the 1990s, the GoM has developed several programs and policies to foster youth participation in local and national politics.

The Youth Integral Development Strategy⁵ (YIDS), established in 2006, aims to: (1) facilitate youth participation in decision-making processes and socioeconomic development programs at all levels, with an emphasis on young women; (2) promote youth associative movements as a strategy for youth participation in society; (3) contribute to the integration of youth concerns in the sectoral policies and government programs in general; (4) create initiatives to provide special assistance to youth; and (5) build capacity to enable the government and society to respond to youth issues. Under the YIDS mandate, the GoM is required to create programs to increase youth participation in the planning and implementation of district development programs.⁶

The National Youth Policy (NYP) was drafted in 1996 to increase youth participation in the process of economic, social, cultural, and sports development. It also aimed to create government and civil society capacity to address youth development issues. NYP implementation was to occur through the promotion of a youth associative movement and vocational training.⁷ Since August 2011, the NYP has been undergoing a national review to align it with the requirements of the 2006 African Youth Charter, which the GoM ratified in 2008. The Charter requires, among other things, that member countries establish national youth policies that are comprehensive, coherent, and based on extensive youth consultation. It also requires the existence of national youth programs with clear, time-bound programs of action and adequate, sustainable budget allocations.⁸ Although the Charter clearly states that the policy should be adopted at the level of Parliament, there are also voices calling for the policy to be approved by the GoM.⁹

Established in 1997, the National Youth Council (Conselho Nacional da Juventude; CNJ) coordinates activities by various youth organizations and serves as an intermediary between youth and government. Composed of 250 youth associations in 11 provinces—including NGOs, faith-based organizations, and political party youth representatives—CNJ is led by an 11-member board whose objectives are to organize and systematize youth organizations in Mozambique. CNJ also promotes advocacy campaigns and builds the capacity of provincial youth councils. The Ministry of Youth and Sport administers donor funds to CNJ and controls both national and external resources. A UNICEF partnership with CNJ has included support for youth-led media campaigns, which disseminate messages using various communication channels (e.g., street theater, video, radio, TV) to facilitate awareness and promotion of youth issues identified by the Council. CNJ has been strengthened by playing a central role in the selection of: (1) youth benefiting from new housing at the Olympic Village, financed by the Housing Promotion Fund (Fundo de Fomento da Habitação); and (2) beneficiaries of the Mozambican Youth Development Program (Programa de Desenvolvimento da Juventude Moçambicana), which aims to fund youth income-generating initiatives at the level of associations, as well as individuals, mainly in urban districts.¹⁰

NGOs also invest in building the political capacity of youth. In 2008, youth leaders developed a parallel, democratically elected youth council outside the GoM as a way to hold the government accountable. The Youth Parliament (Parlamento Juvenil; PJ) is designed to serve as a safe forum where youth can speak openly about their issues and concerns.¹¹ Under PJ, youth organizations and groups have risen to prominence. The PJ has served as an independent and inclusive youth platform to champion the rights and priorities of youth, such as securing a role for youth in decision-making processes and creating opportunities for youth to contribute directly to the priorities of national political, economic, and social development without having to be part of any political party structure.

PJ has been active in the civic and political affairs of the country. For example, during the 2009 general elections, PJ produced an Electoral Manifesto challenging the political class to include youth in decision-making and consultation bodies, revise and approve a National Youth Policy, create an employment fund, and establish a National Housing Policy.¹² PJ has worked actively with GoM authorities, for example, participating in a panel with the Minister of Planning and Development to address high unemployment, housing, the high cost of living, and access to land, as well as in discussions about the new constitution.¹³ Today, PJ is at the forefront of nongovernmental youth participation efforts.

Nature of Youth Political Participation

Across all research locations, *YouthMap* participants expressed a desire to contribute to change by voting or by participating in the governance process. For example, youth in Beira indicated their interest in “participating in the [processes of] decision-making and accountability” and said they needed to be “well informed of what is happening, of what is going to be done.” The same young people also indicated their interest in participating “in decision-making related to youth.”

Youth are involved in the civic and political life of Mozambique at both the national and local levels. Notably, youth have been vigorously mobilized for political campaigns during the last few years, particularly around electoral times. However, there have been few indications of substantive youth participation in decision-making processes, even within the context of the major political parties.¹⁴

Across all locations, *YouthMap* participants reported that they registered to vote, voted in electoral campaigns, monitored electoral processes, and joined youth organizations such as the Organization of Mozambican Youth (Organização da Juventude Moçambicana; OJM) as their primary means of participation. They also reported involvement in other political processes, particularly within political parties, including political mobilization.

“For the sake of our collective future, it is better that the Liberation Front of Mozambique, the Mozambican National Resistance, the Democratic Movement of Mozambique, and all others that show up during electoral periods looking for [funds from] the State Budget start looking with another set of eyes to the youth that will vote for the first time in 2014 and remember that...this country is not ours... it belongs to the next generation!”

—Vitor Guerra (Facebook, March 12, 2012)

In addition, youth are involved in civic education, for example, through theater initiatives that promote civic education. Youth representatives are also members of the African Peer Review Mechanism (Mecanismo Africano de Revisão de Pares) National Forum,¹⁵ and CNJ was an observer during the 2009 general elections.¹⁶

Virtually all focus group participants agreed that voting is very important, and are increasingly aware of the power of voting. A young woman in Xai-Xai stated, “We vote to see changes.” In Quelimane, a young person said, “When a person goes to vote, it is with the intention to improve something in his/her province;” and some expressed their belief that “Voting is an opportunity to change life.”

“First there is a problem of trust in the electoral process. Is it transparent? Second, besides trust, what is the benefit for me to vote? I am undecided [about whether I will vote] because I have no trust ...”

—young man, Xai-Xai

In Nampula, one young person explained, “Voting is very important for our country [and] is the best weapon I have; that is how I exercise my citizenship; that’s why I vote.” Trust in the voting process and the institutions related to the process appear to be a key factor in young people’s political participation. Youth are aware not only of the importance of voting, but also of the potential power their votes can wield to make changes in the system.

Although all *YouthMap* participants reported knowing how to register to vote, only 47 percent (39 percent of females, and 52 percent of males) said they had registered to vote in the last elections. The highest level of voter registration was in Quelimane; the lowest was in

Chókwè (see table 4). Among youth who had not registered to vote, 89 percent said they were under age. Other reasons given for not registering were that it was “not possible” or they lacked interest.

TABLE 4 Voter registration, by location

Location	Youth Registered to Vote (%)
Quelimane	59
Nampula City	57
Gurúe	55
Maputo City	50
Xai-Xai	48
Beira City	38
Meconta	36
Chókwè	20

YouthMap participants overwhelmingly (93 percent) reported their intention to vote in the next election (see table 5). A slightly higher percentage of males expressed interest (95 percent of males compared with 90 percent of females). Although most young women believe that voting is important, some showed a degree of disillusionment. A young woman in Nampula said, “We would like the vote to change something, but we are not going to be able to achieve [that].”

TABLE 5 Youth planning to vote by research location

Location	Planning to Vote (%)	
	Yes	No
Meconta	100	0
Nampula City	97	3
Gurúe	95	5
Chókwè	95	5
Beira City	94	6
Quelimane	94	6
Xai-Xai	90	10
Maputo City	85	15

YouthMap participants in Maputo showed relatively less interest in voting compared with youth in other areas. Some youth in Maputo focus groups expressed skepticism: “In this country the vote does not determine the winner.” In contrast, 100 percent of youth interviewed in Meconta were planning to vote. One young person in Meconta noted, “If we do not vote, the things that we have asked will never come. If [we vote], they are going to be willing to give us what we asked for.” (See appendix 6 for additional survey data regarding political participation.)

In sum, urban and rural youth of both sexes reported their desires to participate in the political process beyond the electoral season, as well as to join political parties. However, most *YouthMap* participants across locations believe that opportunities to express their political opinions are scarce, and they perceive inadequate opportunities to participation in older, government-sponsored political institutions. Newer organizations have evolved from this frustration and have galvanized youth.

“During voting we decide our life... the decision is mine.”

—young person, Xai-Xai

“Voting is the only way for current Mozambican youth to [participate in decision-making]. Youth are very important. The vote changes our lives. Youth are the majority. Youth are the ones who changed politics in the elections in Quelimane.”

—young person, Quelimane

“One vote is a lot. It means a big deal. We must think clearly before voting. Our city was very dirty and we gave our vote to a candidate and today the city is clean.”

—young person, Beira

Opportunities for Youth Political Participation

"There are spaces [for participation], but these are already reserved for certain people."

—young person, Maputo

"When there are debates, only children of influential people participate. Youth that are heard are from Maputo. Here youth are not respected."

—young person, Nampula

"We would like to participate more in political activities, have space to express our opinions, and to have the opportunity to engage in debate."

—young person, Quelimane

Although youth participate politically through political and civil society mechanisms, opportunities are currently less than adequate, according to *YouthMap* participants. Opportunities in these areas are described below.

Political Parties

Young Mozambicans believe that political parties wield all of the popular political power. Opportunities for youth participation in political parties are organized through the parties' youth organizations. The political arena has long been dominated by Frelimo, the governing party. Frelimo's main outlet for youth participation is OJM. According to most youth interviewed, political institutions and long-established political parties do not welcome honest opinions; rather, they suppress true freedom of expression. One youth said, "If you disagree with some idea within the party, you are suspected to be from the opposition." Another young person indicated that party politics "blocks participation of youth that disagree with the opinion of the party." Through OJM, Frelimo extends its influence to other youth organizations, such as the National Youth Council. Members of the OJM are in key positions that control the Youth Council at all levels. The control of participation by the main political parties breeds the perception that youth have no opportunities to participate politically.

The main opposition party, Renamo, has a youth league that appears to be represented in all locations, as mentioned by *YouthMap* participants. However, no specific activities were reported, and the youth league appears to have weakened considerably in recent years. Renamo has been protesting Frelimo's alleged undue control of the state, often boycotting elections and other state events. Although Renamo is the major opposition party, its focus on boycotting Frelimo has limited its ability to play a central role in youth affairs. According to a young man in Nampula, "Renamo is party of the elderly. They want to know about youth, but youth do not want to know about Renamo because it loses every election."

"If you want to present your ideas on how the country should govern, you need to belong to Frelimo, belong to OJM. If you are from MDM, the new opposition party, composed primarily by youth, or Renamo, or any other party, you are doomed to get into trouble."

—young man, Xai-Xai

The last four years have witnessed the emergence and consolidation of a new political force, the Democratic Movement of Mozambique (Movimento Democrático de Moçambique; MDM), which has attracted greater youth participation in political affairs. MDM attracts youth not only by featuring a younger generation of politicians in its leadership—exemplified by the president of the party and the mayors of Beira and Quelimane—but also by showing that it is possible to create genuine opportunities for youth to voice their opinions. A young man in Nampula stated, "I am going to vote in the next elections and for whom I believe. With the MDM victory, for example, youth will have space to participate and be heard." A young person in Beira remarked that "all parties have the same behavior, except for MDM, which promotes youth initiatives. [MDM] fulfills its promises

and today the majority of employees in Beira municipality are youth. He promised and delivered. This did not happen with the Frelimo party. This situation helps youth to have an occupation to avoid marginalization."

With the growth of MDM, youth in other parties, particularly Frelimo, started to see that there is a place for youth in the political spectrum, and young people appear to seek a role even within their own parties. This “MDM effect” appears to have forced Frelimo to better accommodate the interests of youth (and others) within its internal party governance structures and candidates’ list for Parliament by establishing a 20 percent quota for youth participation.¹⁷ These quotas apply only to those youth who are members of Frelimo. Youth represent 60 percent of the elected members of MDM’s Council (Conselho da Cidade) in Maputo City.¹⁸

Another opportunity for youth political participation is the Office of Parliamentary Youth (Gabinete da Juventude Parlamentar), which is effectively controlled by members of Parliament (MPs) belonging to Frelimo. Led by Frelimo’s youth MPs, the Office has not had a positive impact, according to stakeholders interviewed. A civil society leader in Maputo stated, “The mechanisms of participation do not work; the feeling is that it was established more for remedial reasons ... because it emerges in the context of, or a reaction to, the emergence of MDM.” The Office “emerges at the time when Frelimo needed to show that it is concerned with youth.” Stakeholders interviewed generally felt that the Office has yet to show that it is concerned with youth and that it is not just a platform to serve the immediate power aspirations of Frelimo’s youth MPs. As expressed in a focus group in Maputo, youth MPs are not held in high regard by focus group participants. They are viewed as voiceless (“Youth MPs do not take a stand”) or as tools of their parties (“Those youth that are in Parliament are puppets.... They say what the party tells them to say”).

“There is a great involvement of youth, particularly now with the quota policy for youth in Parliament. This is noticeable at the level of youth linked to the governing party. On the other hand, there are youth that give up or are not interested in participating because they don’t see any results in terms of the improvement of their living conditions.”

—public sector stakeholder, Maputo

Some youth participate because they expect material benefits. According to an NGO leader in Beira, “Many times youth join political parties in exchange for employment or something. They join when they perceive that there is some gain that they can obtain, not because of a consciousness of civic and political participation; youth join a given political party to protect their own interests.” As one youth in Nampula said, “Youth participate in [electoral] campaigns because of the adrenaline [rush], T-shirts, and [opportunity] to go around in a car all the time.”

Political agents may make false claims or promises in an attempt to mobilize youth to participate. The following comment by a young person in Quelimane is illustrative: “I have participated in an electoral campaign ... the neighborhood secretary would stop by the houses to round up youth saying ‘those who do not participate are losing opportunities for scholarships.’ I went thinking, maybe this time I will get a scholarship.”

YouthMap participants across locations said their participation in politics often occurs within the context of elections and campaigns, as they are urged to recruit voters on behalf of candidates and political parties. It was common to hear in focus groups that politicians are only interested in youth to carry out mobilization work, and as stated by a young man in Nampula, “Youth are more involved during electoral campaigns and afterwards youth are forgotten.” *YouthMap* participants in Maputo also expressed concern that politicians manipulate young people: “Youth need to stop being manipulated.... Youth participation is not active; they are only sought after in time of elections.”

YouthMap participants and interviewees alike agreed that politicians realize that youth are increasingly mobilized during elections. According to an NGO leader in Quelimane, “Youth were being marginalized a lot in politics; however, now the government is giving more attention to youth. This was noticed in the elections [that gave victory to MDM].” A similar thought was voiced by an NGO leader in Xai-Xai, one of Frelimo’s major strongholds: “Mozambican youth are being manipulated because they hold the electoral potential; [so] it is only wise to pay attention to youth, to deceive them ... whoever deceives youth the best, whoever has the best speech, whoever is best positioned, wins.”

Other Political Mechanisms

In general, when people participate, they do so with the expectation that they are helping to improve living conditions in their communities. The local consultation mechanisms under the Institutions for Community Participation and Consultation (Instituições de Participação e Consulta Comunitária; IPCC)—local councils at various local levels—were expected to be the missing channel to engage the government in addressing the challenges facing communities.¹⁹ *YouthMap* participants attend political meetings and lectures at the neighborhood level and were aware of the existence of these participation mechanisms. However, although youth are sometimes invited, there is a perception that adults and authorities do not accommodate youth. A discussion in Gurúe illustrates best what was commonly heard: “The adults do not trust the youth; they do not respect the opinions of youth. Many times they do not even listen to analyze these opinions.” An NGO leader in Maputo also argued that the inability of the government to respond to most of the demands placed through these channels due to “lack of resources or the priority of the Frelimo [agenda over perceived local needs]” is one of the major sources of citizen disillusionment.

Across all locations, those interviewed expressed the view that the neighborhood secretaries (*secretários de bairro*) are largely seen as political operatives that call meetings only when it suits their interests or political agendas. *YouthMap* participants also shared a perception that even when youth participate, their interests are largely ignored unless their interests conform to the agenda advanced by the neighborhood secretaries. Only those who agree are welcome. Furthermore, except for neighborhood secretaries in Quelimane (appointed by the new MDM Mayor), the majority of local authorities in charge of formally coordinating the participation process (neighborhood secretaries) are *not* youth. According to an NGO leader, “Participation forums become exclusion mechanisms” of those who dare to be different and may impede the motivation of youth to participate. Among *YouthMap* participants, there is a prevalent perception that “there are no civic organizations at the level of the neighborhoods; those that exist are political, such as OJM, which belongs to Frelimo and the government” (focus group participant, Nampula). A focus group participant in Quelimane remarked, “When the Secretários de Bairro call for meetings, it is to deal with politics.” The common belief is that participation should be free and open to all who want to attend.

Civil Society Structures

According to both *YouthMap* participants and interviewees, PJ is regarded as a major factor in youth engagement. According to youth in Nampula, “Parlamento Juvenil is a place where everyone can be heard.” An NGO leader noted that, “Parlamento Juvenil is one of few institutions with strength and a strong mobilization capacity. I believe that in a few years, if they continue to grow as they are today, they can become a great organization and maybe a political party with greater expression than other renowned parties at the national level.”

Some *YouthMap* participants and interviewees critiqued both PJ and CNJ, saying they have not reached the provincial capitals or effectively expanded across districts.²⁰ As noted by an NGO stakeholder in Beira, these “organizations are not felt in the districts; they are more in the big cities.” Additionally, some youth said they would like to see a more proactive role for these and other organizations, particularly in providing feedback to participants. According to one young person in Beira, “The NGOs do not do anything for us. The political parties show up sometimes, most of all during the elections.”

“It is important to empower youth... to assume their responsibility. It is a matter of trusting youth; give them space; dialogue and create conditions for youth.”

—NGO stakeholder, Xai-Xai

Strict selection requirements, enforced by authorities, act as barriers to youth engagement. According to an NGO leader in Maputo, “[Youth] participants are usually chosen either by indication of the higher echelons of Frelimo at the central level, [or] by indication of the District Administrator or the Head of Administrative Post at the District levels because they do not like to have people that question the status quo there. ... Even in the selection of civil society organizations’ representatives to the local Consultation Councils, those chosen are members of OJM, OMM, with strong links to the party

structure.” Both youth and stakeholders interviewed agreed that these selection requirements are intended to limit the opposition to the interests of Frelimo and its leadership in decision-making processes.

The *YouthMap* assessment team found a range of promising initiatives operating at various levels. For example, the newly formed Youth Municipal Forum in Chókwe offers young people regular access to observe deliberations in the Municipal Council, as well as opportunities to dialogue with the Mayor and participate in municipal affairs. Young people and the Municipal Council are optimistic about this initiative. Another initiative, Youth Open Terrace (Terraço Aberto Juvenil; TAJ)²¹ in the city of Pemba, receives support from the Swiss organization Helvetas. It emphasizes citizenship rights and responsibilities, particularly the development of young people’s abilities to question and demand answers from public authorities. TAJ, well accepted by young people, hosts monthly public debates on issues chosen by the youth participants.

YouthMap participants and interviewees mentioned the work of several other youth associations, such as

- Anangira (“street kids” in Cisená, one of the local languages in Beira);
- Associação Positiva Juvenil, which promotes food security and land tenure in Maputo;
- Associação de Jovens Amigos de Govuro, which focuses on youth advocacy in Inhambane; and
- Organização para Democracia e Boa Governança, a local organization in Cabo Delgado, which had a joint citizenship program with the Forum of African Women Educationalists–Mozambique focused on female teachers.

International organizations supporting citizenship and governance programs that involve youth include

- Service Centre for Development Cooperation, which operates good governance programs in Cabo Delgado (supported by the Ministry for Foreign Affairs of Finland);
- Ibis, which operates citizenship programs in Niassa province (supported by the framework agreement with the Danish Ministry of Foreign Affairs);
- Mellempfolkeligt Samvirke (also supported by the Danish Ministry of Foreign Affairs), which operates democracy programs in southern Mozambique;
- World Vision, particularly *Youth with Vision* program in central Mozambique (mostly supported by U.S. private funds); and
- The Netherlands Institute for Multiparty Democracy–Schools for Democracy.

Factors Discouraging Youth Participation

A major reason youth—regardless of sex and location—said they do not participate in the political process is because they lack opportunities to express their ideas. Although the past few years have seen an apparent increase in political participation, youth are still not participating to the degree they would like. Civil society organizations perceive the GoM to be doing little to support their efforts to change the current system and educating citizens to assert their citizenship rights and responsibilities.²² An NGO leader in Quelimane said, “The government does not value the efforts of organizations that work in social mobilization and advocacy; it only recognizes the effort of these who give funds to build something (tangible) like classrooms or even schools.” Such approaches often stand in the way of youth initiatives. The GoM also seems to value participation that is not critical to its positions and if done through the OJM-controlled CNJ; concurrently, it limits any chances for effective action by failing to provide the necessary funding needed for CNJ to operate at the national level.²³

As a community leader in Maputo stated, “The actions of the government have the clear intention of limiting citizens’ rights to protest for their rights.... When the government speaks of citizenship, it speaks of the duty the citizens have to pay taxes; it never speaks of the citizens’ rights to demand public goods, social services, or even the [citizen’s] right to protest.” Young people surveyed in Beira explained, “Youth would like to be more involved in political activities; youth have initiative to participate, but there is also a strong repression to inhibit their participation.”

A public official in Beira stressed that “the political processes in Mozambique are complex ... due to human attitudes. Because, unfortunately, we label those who are not from our [party] as not valid ...” Some youth do not participate

“Youth do not like and are not much interested in discussing politics. They like to talk about issues that concern them, such as housing, entrepreneurship, employment. There they can quickly come together and discuss tooth and nail regardless of their academic background.”

—youth NGO leader, Xai-Xai

“There is a clash between the aspirations of the government and the aspirations of youth because of the promises made and not delivered.”

—youth NGO leader, Maputo

because they fear the consequences. A young person in Beira said, “Most youth do not like to speak about politics for fear of repercussions; politics is confusion.” A public official in Quelimane noted, “Entering politics in a party other than the party in power is risky; the consequences may affect the individual or the individual’s family.”

Across all locations, there is a minority that chooses not to be involved because they “do not like politics,” do not trust politics, or do not believe that their vote will make a difference or change anything. The main reasons are lack of trust in the system, because the same party always wins. Young people commonly expressed the view that politicians fail to address the issues that galvanized youth to vote for them. This pessimism was expressed by youth in Nampula: “We will always vote, but we know that it is Frelimo who will win;” “The 2014 elections are already decided [in favor of Frelimo];” and “The case of Quelimane is temporary. It is only to throw sand in the eyes of the people, to make it look like Frelimo lets others govern.”

YouthMap participants in Xai-Xai said that youth choose not to vote “because the vote cast brings no returns. When leaders are in power they forget that they were elected by the people and work for their

personal interests.” Therefore, youth across locations are paying attention and expect delivery of past promises: “If the governing party delivered on its promises, youth would join politics” (focus group participant, Maputo). A young person in Quelimane also expressed, “Politicians ... make many promises and then disappear. Most youth are getting tired of that situation.”

Socioeconomic and other barriers also dissuade youth from participating. According to a youth leader in Xai-Xai, “Youth are considered irresponsible” and are discriminated against regarding access to local resources decided at the level of the consultation forums. “They use one bad example of a youth ... to smear all youth, but do not see examples of adults—who are the majority of cases—that received funding and do not do anything or even reimburse them. This happens because youth are not represented there [at the District Consultative Councils].” A commonly held perception, as expressed in focus groups, is that the government only supports youth who agree with the ruling political party. This perception promotes the lack of citizens’ trust in institutions of local participation.

Media

Young people described media sources they trust as well as barriers to expressing their opinions in the political arena. Young people access media outlets to become informed about the political climate in Mozambique, although many are skeptical of political influence on the media. Young people interviewed in Beira stated:

- “Some media outlets are linked to politics; youth have no way to participate; they want to know your political colors. If you are a member of the opposition even with a constructive idea, you will be excluded.”
- “During the debates youth are excluded; even the moderators exclude you when you have a different idea from the others.”

Television programs targeting youth, such as *Balanço Geral*, are accessible mostly to youth who have some financial resources. According to a *YouthMap* participant in Xai-Xai, “Even to call in and respond to the questions raised in *Balanço Geral*, one needs money (for cell phone credit).”

YouthMap participants across all locations unanimously reported that certain media, television, newspaper, and radio outlets are politically biased. In addition, youth outside of Maputo expressed the view that the media have a geographic bias. A young person in Beira, for example, said, “There are no channels of participation. We sit on the fence to drink a beer and exchange ideas; all ends there and nothing is published;” or “There are channels. There are some television debate programs, but there are no opportunities. There is little that is done for youth because there are restrictions.” Similarly, other young people said, “In Sofala, we do not have opportunities to appear on TV, these are only in Maputo;” and “All the programs are in Maputo.”

Survey results show that, in general, the most trusted sources of information for youth are television and radio (see table 6). Other media outlets perceived by youth to cover their perspectives include newspapers such as *@Verdade* and *Canal de Moçambique*, which youth consider to be major resources for citizen education, publishing information, and perspectives that awaken public opinion regarding the different issues affecting society.

TABLE 6 Media trusted by youth

Media Source	Youth Who Trust It (%)
Television	65
Radio	48
Newspaper	21
Friends and family	18
Internet/social media	11

Music, newspaper opinion pieces, and debates broadcast via radio and television regularly present young people’s criticism of the status quo. The blogosphere is increasingly replete with opinion threads by youth.²⁴ Young musical artists also inject political messages into songs to encourage youth participation in political activities. According to an interviewee in Chókwè, “Youth use music to pass messages, to communicate their aspirations, their plans, etc. There is an awakening of consciousness.” Another interviewee in Maputo described how civic organizations at the community level emphasize political education through theater and music, with examples from various locations in Niassa province (North), Chitima (Tete province), and Namaacha (Maputo province). Notably, with no direct intervention of any civic organization, youth largely used SMS and word of mouth to organize protests during February 2008 and September 2010.

Are Youth Voices Heard?

YouthMap participants across all locations expressed the perception that decision-making processes are monopolized by adults, who are uninterested in ideas youth have for the development of their communities. In Quelimane and Xai-Xai, recurring themes were that “adults are not willing to hear our opinions because they think that they are always right,” and “We are not given the space to present our problems.”

“Youth are heard, but there is limited space to speak to the leadership; there are barriers to speak to the leaders... It is complicated, adults may actually hear us, but they do not provide feedback or solutions.”

—young person, Nampula

“[Youth need to create] programs for youth, promote debates between youth in the neighborhoods to create political consciousness. Youth need support to strengthen their political action.”

—young person, Beira

"In the communities there are meetings where problems are presented, they register [and] register, but we never get a response. There is no return. When there was an increase in the price of bread and there was destruction...the government lowered the price."

—young woman, Xai-Xai

"If there are no damages, nothing is resolved."

—young woman, Xai-Xai

"When we present concerns in a peaceful way, we are not going to be heard; in order to have the attention we need to carry out a more aggressive manifestation. That's when our concerns are heard and maybe be addressed."

—young woman, Xai-Xai

In Beira, a young person stated, "In my community, for example, for me to say or suggest something to adults I have to make my own ideas pass through an adult as if these were his own, otherwise they will simply ignore [me]. They view [youth] as modern and they think we want to destroy tradition."

YouthMap participants seem to agree that there are few to no outlets for expression. A participant in Xai-Xai said, "We do not have opportunities to express our problems, except during electoral campaigns." It was common to hear participants assert that "youth are not heard." In Nampula, young people said, "Youth opinions are not respected," and "Youth are not seen nor valued as the driving force for the development of the country."

Civil Protest

YouthMap participants revealed frustration with a perceived lack of tangible results for participation in the political process and frustration with a perceived failure on the part of government to protect the interests of the majority of the people. Referring to the demonstrations that took place in Maputo in 2010, one youth's comment that "it was a very small thing that triggered [such violent] demonstrations" suggests there are unresolved issues simmering under the surface in Mozambican society. Young people interviewed unanimously reported frustration with the lack of employment opportunities, poverty, and corruption within the country.

Furthermore, youth across all research locations repeatedly expressed feelings of exclusion from political and economic decision-making processes. According to most *YouthMap* participants, the government has failed to maintain dialogue with the relevant stakeholders and is no longer accountable to constituent interests. Some youth believed that protesting was the only way to attract the government's attention.

Although the authorities blamed youth for the demonstrations, it is important to note that the discontent was broader. According to an NGO leader in Maputo, youth were saying: "This is not a problem of poverty; the problem is that some have [resources while] we are living in destitution." Though not organized, the demonstrations indicated a desire for change and a belief that change is possible.

Interviewees expected that societal change will come with stronger independent institutions such as CNJ, PJ, and MDM, which challenge the current system. According to an NGO leader in Maputo, the PJ and CNJ still lack the analytical capacity to engage in the technical aspects of public policy debate: "What is lacking is an institution geared more toward advocacy ... that knows how to use these mechanisms to influence Parliament ... a great part of the Agenda of the Parliament is not discussed [at the Parliament], but at the level of the Frelimo party, at the Central Committee."

Corruption at both the National and Local Levels

The vast majority of *YouthMap* participants (97 percent) believed there was at least some corruption in Mozambique (see table 7). Political leaders and institutions are widely perceived by youth to be untrustworthy, and the lack of GoM transparency—particularly surrounding megaprojects—casts a veil of doubt around local and national politicians. Young people interviewed commonly expressed the view that, "[Politicians] make good promises during electoral campaigns. They are able to deceive us, they are good;" or "When leaders are in power they forget that the people elected them and work to benefit themselves."

TABLE 7 Level of corruption believed to exist in Mozambique

In your opinion, what is the level of corruption that exists in Mozambique?	
Level of Corruption	Youth (%)
A lot	77
Some	20
None	3

Corruption is a major concern in Mozambique. One of the major elements that exacerbate the perception of corruption at the national level is the lack of transparency, which casts a veil of doubt on any dealings of the state and government. Among *YouthMap* participants, 48 percent believe that local and national governments lack transparency. According to a young person in Beira, “There is no transparency in the decision-making process ... [Frelimo] chooses people, and ... if this person disagrees with any decision, he/she is seen as a member of the opposition.”

Young people consistently reported that corrupt practices within governing institutions have an impact on elections and governance. In Quelimane, one young person stated that during the preparation for the last elections, “the neighborhood secretaries [from Frelimo] were collecting names of people to work for STAE [the electoral administration body], but people had to be from Frelimo.” Additionally, in Gurúe, both youth participants and interviewees reported bribing the neighborhood secretary with money for permits and jobs “so that the document is issued promptly.” One NGO stakeholder said, “[Youth] have to pay bribes to the people that are going to decide about the [government employment] position.”

For *YouthMap* participants, the main problems with corruption, however, seem to be related to the police. In all research locations, the perception of police corruption is the same for young men and women. A young woman in Chókwè expressed the views of many when she said, “There is a lot of corruption in the police; I think that the majority of cases of corruption are in the police, particularly the transit police [who] collect many bribes.” This contributes to young people’s mistrust of the police as defenders of the public interest.

Key Findings for Political Participation

- *YouthMap* participants across all research locations expressed a desire to contribute to change by voting or by participating in the governance process. Yet, some youth fear repercussions, while others seek to secure access to jobs, promotions, and other personal interests.
- Youth across all research locations repeatedly expressed feelings of exclusion from political and economic decision-making processes. Youth expressed the view that decision-making processes are monopolized by adults, who show little interest in ideas youth have for the development of their communities.
- Although there are youth platforms such as CNJ and PJ, youth participation in political processes is generally weak and still occurs largely through political parties. Youth are still not part of the core agenda of most political parties, and most youth reported that youth affairs are dependent on the processes and interests within the political parties.
- Youth across all locations unanimously reported that certain media, television, newspaper, and radio outlets are politically biased; furthermore, youth outside of Maputo expressed the view that the media also has geographic bias.
- Many participants gave examples of having to bribe officials to gain access to a job or a place in school. Bribery and corruption are major concerns for youth across all locations.

2. CIVIC ENGAGEMENT

- 92 percent of youth think people have a responsibility to volunteer and contribute to their communities.
- 52 percent of youth (52 percent of males; 53 percent of females) participate in civic activities.
- Among youth who participated, the most common activities were:
 - » religious group activities (37 percent).
 - » community development work (27 percent).
 - » youth groups (25 percent).
 - » community associations (20 percent).
 - » volunteer or activist work with community-based or nongovernmental organizations (16 percent).
 - » health-related activities (11 percent).
 - » political group or party work (8 percent).
- Of the 48 percent of youth who said they do not participate in civic activities:
 - » 40 percent said they had had no opportunities to participate.
 - » 32 percent said they have no information.
 - » 10 percent said they don't have "enough time" because they are in school.
 - » 10 percent said they don't have "enough time" because they have work.
 - » 7 percent said they are not interested in participating.

Civil Society, Activism, and Youth Associations

Civic participation is a fairly new concept in post-civil war Mozambique. During the past 10 years, actors in the public, NGO, and private sectors have worked toward a more open and democratic civil society in which communities are empowered. The national government has passed laws and written regulations to protect constituent rights via community consultation councils or IPCCs. Monitoring and public advocacy entities, such as the Center for Public Integrity (Centro de Integridade Pública; CIP) and the Civil Society Support Mechanism (Mecanismo de Apoio à Sociedade Civil; MASC), have also worked toward greater accountability and good governance. Yet, a 2011 United Nations Development Programme (UNDP) report, *Mozambique: The Mirror of Narcissus*, found that Mozambican civil society remained weak and operated in a constrained environment. It identified limited human and financial resource, as well as a lack of transparency, gender equity, and diversity as some of the main weaknesses of civil society in Mozambique.²⁵

During the demonstrations in 2008 and 2010—when youth and other citizens resorted to violence to force the government to withdraw announced rises in fuel and food prices²⁶—UNDP considered the absence of interlocutors as an important sign of a gap between formal institutions (e.g., donors, the GoM, its political opposition) and civil society, as well as an indication of the long journey civil society still has to make to build a strong voice representing its population.²⁷

It is difficult to determine from the literature available the extent of youth participation in civil society activism. When asked by Afrobarometer researchers about the forms of social mobilization in which they participated or would agree to participate in, 37 percent of respondents said they participated frequently in community meetings, and 28 percent said they had met as a group to defend a cause. With regard to demonstrations and protests, 7 percent said they attended them frequently, while 44 percent replied that they would never attend.²⁸

A recent study by Volunteer and Service Enquiry Southern Africa notes that volunteering is embedded in African culture and that local volunteering is often taken for granted as a way of life. Our focus group participants confirmed this fact. However, to regulate the number of volunteering activities, the GoM approved legislation in 2010 that created a legal framework for volunteer activities, including the establishment of a National Volunteer Agency and the National Volunteer's Council to advocate the rights and responsibilities of volunteers, both domestic and foreign.²⁹ There are more than 1,600 youth organizations across the country, as indicated by an official at the Ministry of Youth and Sports.

A UNICEF study notes that the experiences of youth and future possibilities for positive engagement with youth rest heavily on the ability to form youth groups and intergenerational collaborations.³⁰ The study found that youth associations tended to be quite strong at the provincial level, weaker at the district level, and non-existent in rural centers. Youth associations faced challenges ranging from weak capacity at the point of formation, lack of well-defined aims, financial constraints, lack of training in activities and financial management, lack of transport resulting in low coverage, hierarchy struggles, and a weak spirit of volunteerism.

The UNICEF study also found that associations focused on older youth (16 years and older), but were often the only structured way, apart from churches and some sports teams, in which adolescents were introduced to activities or to a group developed within the community.³¹ Despite high levels of participation in family tasks, the researchers observed little youth participation in community activities due to perceptions of low capabilities, stereotypes that youth are not autonomous, capable individuals, and a lack of projects. However, where projects systematically involved youth, UNICEF noted a demonstration of the potential capacity of youth, particularly that of girls in the program, *O meu futuro é minha escolha* (My Future is my Choice).³²

Media and Communication

A 2010 AfriMAP/Open Society Initiative for Southern Africa report notes that the state/public broadcaster—Radio Mozambique (RM)³³ and Television of Mozambique (TVM)³⁴—is the most relevant institution in the overall media landscape, covering 70 percent to 80 percent of Mozambique's population and territory. RM broadcasts in more than 20 different languages daily and reaches the majority of the country's population, including those in rural areas.³⁵ The impact of private radio stations was found to be very limited, with most FM stations targeting the Maputo market. The study further notes that non-state and non-commercial local radio stations reach an audience of more than 1.5 million people in the rural areas, often in places where no other media exist.³⁶ Their relevance lies in their use of local languages and the fact that they speak about day-to-day problems as they are understood and solved locally.³⁷ Radio programming and editorial policies of private radio stations were identified as being generally youth oriented, with live debates on diverse social issues, such as HIV/AIDS prevention, music competitions, and brief news services.³⁸

A study from Eduardo Mondlane University's Center for Informatics on digital inclusion in Mozambique identified examples of the combined use of information and communications technologies (ICT) and community multimedia centers (CMCs) at the local level. The study found that youth in approximately 60 of the 128 districts³⁹ were able to access various forms of technology through telecenters, CMCs, or community radios. The study calls for a dedicated emphasis on girls, and focus to be placed on the national education system as the main agent in the promotion of digital inclusion in schools for children, adolescents, and youth.⁴⁰

A study on the increasing influence of modernity in rural Zambézia demonstrated a break from traditional rural life's values, cultural patterns, and expectations in order to access and live "urban" lifestyles, where the focus on material goods (e.g., clothes, cell phones) captured youth.⁴¹ A study by Groes-Green discusses young people's use of television, newspapers, and the Internet for general social and entertainment information, especially in Maputo.⁴² However, in seeking information related to life decisions or advice, Groes-Green found that youth traditionally turned to family-based relationships to provide insight into social behaviors, relationships, sexual conduct, and personal perceptions.⁴³ Some females sought guidance from traditional local witch doctors (*curandeiros*) for sexual health and relationship issues.⁴⁴

The UNICEF study mentioned above found that information could be shared more widely through radio than through other forms of media given that radios are less expensive and easier to maintain than televisions and are more practical in rural areas than are paper forms of information. The radio helped provide access to information, education, health, and leisure news.⁴⁵ The study identified younger adults (activists, football coaches, youth-project staff, youth association members) as catalysts for adult-youth communication and cooperation, and found that their skills and roles as mediators in this task could be further exploited. While noting a “gap” of understanding and a communication “block” that often exists between elders and youth, UNICEF’s findings point to a willingness among youth and elders (sometimes mediated by more mature, younger adults, such as activists) to listen, negotiate, and collaborate. Researchers observed that youth could learn from the wisdom of their elders, while those elders began to see the youth as members of society, active in the development of their country and own future.⁴⁶

“By exposing youth to new realities, new ways of seeing the world, we are changing the minds of youth and having an impact on citizenship in a very subtle but permanent way. [When] youth return, they come with a different view of the world and they can be used in the future to influence political and social processes in Mozambique.”

—NGO leader, Maputo

Extent and Nature of Young People’s Civic Engagement

More than one-half of *YouthMap* participants (52 percent of males; 53 percent of females) said they participate in various civic activities, including theater groups, dance troops, churches, and local neighborhood associations, sometimes as the main organizers. Youth understand civic participation primarily in terms of the ability to carry out activities related to the improvement of social conditions, although they also link participation to the attainment of tangible benefits to improve their own individual conditions.

The extent of youth engagement varied across research locations. Young people in rural areas (i.e., Chókwè, Gurúe, Meconta) reported higher levels of engagement than their urban counterparts, with the exception of Xai-Xai (see table 8). In urban areas, Quelimane and

Nampula reported the highest levels of civic engagement. Maputo and Beira showed the lowest levels of civic engagement; this disparity is likely inversely correlated to the prevalence of employment opportunities in both locations. For some *YouthMap* participants in Xai-Xai, the context of poverty can affect young people’s interest in participating in their communities. One person said, “Poverty is extreme, and because of that youth are more concerned about developing activities that bring them income to satisfy their basic needs.” Another possible factor is that in cities such as Maputo and Beira, youth are more skeptical due to greater exposure to reports on political corruption and abuse of power—all of which have a negative impact on young people’s belief in the system.

TABLE 8 Youth civic engagement, by location

Location	Engaged Youth (%)
Xai-Xai	75
Meconta	64
Gurúe	62
Chókwè	61
Quelimane	55
Nampula City	54
Maputo City	40
Beira City	23

Although the level of civic engagement is reportedly lower in urban areas, activities are taking place that may be highly influential in the development of youth civic consciousness. These activities include student exchange programs, such as those organized by the youth-led Youth Association for the Development of Volunteer Service in Mozambique (Associação Juvenil Para o Desenvolvimento do Voluntariado em Moçambique), which bring international youth volunteers to the country. These volunteers are paired with local youth volunteers and work together in the communities, to which both are strangers. Through this interaction, local youth gain an appreciation of volunteering in the communities and learn of different realities in their own country. The exchange program also allows Mozambican youth to live abroad and be exposed to other forms of civic engagement. Such engagement produces new ways of thinking and different expectations for development, according to one of the civil society leaders involved in exchange programs.

Across all research locations, most youth who were engaged in civic activities reported involvement with religious organizations, local youth organizations, and community associations. *YouthMap* participants and interviewees described youth participation in a diverse array of activities, including community radio, theater groups, public health programs, and sports teams. The most commonly reported civic engagement activities by youth were church ministries (37 percent), in which youth are encouraged to sing in choirs and are often appointed to leadership positions. According to a public sector stakeholder in Chókwè, religious institutions are key stakeholders in civic engagement for youth: “When the President (Mayor) needed to communicate with the youth he would go to the churches because it was where he could find a concentration of young people. We needed to find a way to cover all young people (...) and they are very active in the churches.”

Other civic engagement activities implemented and promoted by or for youth include:

- Education (teachers and literacy activists);⁴⁷
- Health (activists in HIV prevention, sexual and reproductive health, TB Direct Observation Treatment and mobilization);
- Care for orphans;
- Alcohol and drugs (working to prevent and end substance abuse);
- Community cleaning and beautification (cleaning neighborhoods and rain drains, fixing potholes);
- Community safety and neighborhood watch;
- International youth exchange programs;
- Post-disaster rebuilding (repairing destroyed homes in the community);
- Assisting in internment ceremonies (fetching water and preparing food), an important activity due to the high number of deaths due to HIV and other infections; and
- Promoting civic education and engagement through public debates (e.g., those organized by Parlamento Juvenil and the Terraço Aberto Juvenil).

Motivating Factors for Young People’s Civic Engagement

The vast majority of *YouthMap* participants (92 percent) believe people have a responsibility to volunteer and contribute to their communities. Across research locations, youth identified civic engagement as a way of contributing to overall change and development in their communities. Youth in Chókwè expressed a desire to participate because they would like to “see change and development in the community,” “keep the neighborhood clean and prevent diseases,” or simply “keep updated on what is going on.”

“The majority of the community multimedia centers are operated by volunteer youth ... The volunteers are youth; but they do not know how to feed themselves, and this causes a lot of turnover of youth who leave in search of conditions that can better allow them to survive.”

—donor in Maputo

“Participation yes, but you should receive something in exchange; and that is clearly public services.”

—NGO leader, Maputo

YouthMap participants reported that they are most attracted to volunteer opportunities that engage them as stakeholders and allow them to take ownership and express their views. Civic engagement projects—such as Tchova Tchova Histórias de Vida, Diálogos; community youth radio programs, such as *100% Kool*; and theater groups, such as Grupo de Teatro do Oprimido—are organized by NGOs and are widely respected and enjoyed by youth.

Youth also want to volunteer in sports programs, such as Right to Play’s Vive Seguro (Live Safely) and Jogue Seguro (Play Safely). Other media and performance art projects that captivate and engage youth are local Carnival dance groups and the radio program *Onda Juvenil* (Youth Wave). Youth across all locations are most enthusiastic about participating in the public health projects Geração Biz and N’weti.

“The Law of the Local Organs of the State says that the Consultation Councils are comprised of influential people in the communities, but youth are [relegated] to the place of those who write the meeting minutes, even when he or she is the technical expert! Then they say that youth are participating, but we say No! Youth need to be respected as influential people.”

—key informant, Maputo

Some *YouthMap* participants voiced an expectation for compensation for their participation. A young person in Xai-Xai said, “If there is benefit, I think that youth will participate.” Interviewees, including one public official in Nampula, echoed similar sentiments. He recalled a time when youth volunteered in their communities, but noted that “today’s youth do not want to do anything, or even learn, unless there is financial payoff.” A young man in Nampula stressed, “There is willingness and capacity to work, but there are few youth who participate voluntarily because youth always expect something in exchange, saying that [he or she] does not spend energy for no gain.” For the large number of young people who do not have a job or a family that can financially support them, their top priority is survival, which means they tend to seek opportunities that offer some type of gain.

While some youth expressed reluctance about participating in civic organizations without financial compensation, many youth and interviewees recognized that authorities value civic engagement in certain associations. *YouthMap* interviewees therefore encouraged civic engagement as a way to gain access to resources and decision makers. A public official in Maputo reported that the government uses access to a window of funding to “encourage youth to organize into associations,” while an NGO leader in Chókwè advised the creation of youth associations to access resources—through credit, partnerships, or sponsorships—emphasizing that “people need to understand that they have to organize themselves into associations to have access to resources because partners [government, private, and civil society organizations] prefer to work with organized entities.”

Because youth are facing substantial financial pressures, many prefer to contribute to their communities via civic-centered employment (e.g., teaching, nursing, working in the field of public health) instead of volunteerism. A young man in Beira said, “Opportunities [to participate] need to be accompanied by possibilities for choice; I am talking about youth employment, training, and mobilization.” Many youth, especially those who wish to pursue university degrees and professional careers, currently work formally and informally in social sectors. Of the surveyed youth, 14 percent reported wanting to learn nursing skills, and at least 11 percent of *YouthMap* participants currently work as a paid or unpaid worker in the public health field. In the education sector, some youth serve on school councils and many earn income as tutors.

Factors Limiting Young People’s Civic Engagement

Of the high proportion (48 percent) of *YouthMap* participants who are not involved in civic activities, lack of opportunities and lack of information are the main reasons cited for non-participation (see table 9). Regardless of sex or location, participants reported limited or non-existent opportunities for civic engagement. Participants in several focus groups voiced their frustration with the limited space and lack of effective opportunities to participate and play a role in the resolution of problems affecting youth and society. A young woman in Nampula said, “I think that youth do not participate

because they are not heard. Youth feel isolated and end up not participating in neighborhood meetings because they know that there they will not have a voice.” While spaces may exist theoretically for youth to participate in civic activities, *YouthMap* participants and interviewees expressed a common belief that youth are not fully welcome to participate.

TABLE 9 Reasons youth do not participate in civic activities

Reason for Not Participating	Youth Not Participating (%)
No opportunities	40
No information	32
No time, I have school	10
No time, I have to work	10
Not interested	7
Other	1

Women reported higher rates of being uninformed about civic activities than did men (37 percent and 29 percent, respectively) and claimed to learn about initiatives while they are already taking place. *YouthMap* participants (20 percent) cited a lack of time, and 7 percent cited a lack of interest; 24 percent of males and 14 percent of females reported lack of time as the reason, evenly divided between school and work.

Another barrier to youth participation is the politicization—or “Frelimization”—of community life. Many civic organizations, such as CNJ and OJM, are also quasi-political organizations. *YouthMap* participants in Beira spoke of Frelimo’s strong influence on opportunities and civic life: “If you miss meetings [in the community], you are labeled. They will not give you the red card [Frelimo’s membership card]. And Frelimo’s card is like a jackpot, it facilitates employment opportunities; all becomes difficult without the red card.”

Communication with Youth

YouthMap participants said that they express their commitment to their communities’ development through music, community radio, television programs, and the Internet. Radio shows such as *Força Jovem* in Zambézia and television programs such as *Conexões do Gil* in Maputo are important forums through which youth can voice their opinions. Across Maputo, both *YouthMap* participants and interviewees reported that youth use social networking sites (e.g., Facebook, Twitter) and blogs to remain informed and express their interest in community issues. A donor in Maputo explained, “Blogs play a major role in the access to, and sharing of, information. The possibility of having access to the Internet allows youth to talk about issues that concern them. People speak the truth. Youth [undertake] analysis of the political situation.”

Another avenue youth use to remain engaged in and informed about civic activities is listening to popular rappers such as Azagaia, a musician and a grand critic, particularly of politics and government, as well as the comedian Mário Mabjaia. Rural and urban *YouthMap* participants admire artists who critique the government. A participant in Chókwè said, “I would like to follow the footsteps of Azagaia.” NGOs have also used their popularity to attract youth to their causes. An NGO stakeholder in Maputo said, “They found a new way to communicate with youth through drama using public figures that [youth]

“Youth need to feel respected, motivated and cherished in order to participate. What is needed is to provide youth with direction and give them freedom to carry on.”

—young man, Beira

“There should be more youth programs and initiatives where youth can participate. When youth are aware that this will change the neighborhood, he participates. We want to change life in the community!”

—young man, Quelimane

know and recognize and appreciate, and that was a great lesson learned; these open movies that do not bring closed messages. They are discovering different ways of engaging in dialogue with youth.” Capitalizing on youth excitement and interest in civic-centered messages in music, the USAID-funded Johns Hopkins project PACTO (Active Prevention and Communication for All) recently held a lyrics contest, SensaSongs,⁴⁸ to integrate safe sex messages into songs in conjunction with the international musician, Moreira Chonguiça.

Major Youth Civic Engagement Programs

YouthMap participants across all research locations clearly identified Programa Geração Biz (PGB) as a major program that successfully engages youth. Its success and credibility seem to have emerged from the peer-to-peer approach used to disseminate messages and create awareness about HIV/AIDS. Youth advocated their own cause, using their own terms. Youth understand the value of the messages brought by the PGB. A young woman in Nampula stressed that “PGB has been a source of information for youth [on HIV/AIDS and sexual reproductive health].” Some stated, “We are fortunate that there are some organizations that are operating in the communities, for example, Geração Biz.... We take advantage of the presence of these organizations in the community because they bring us good messages.” In fact, the value for youth goes beyond sexual and reproductive health: A young woman in Nampula said that “PGB helps youth to be integrated in social life; it helps youth to deal with certain aspects of the students’ life, the employment situation.”

Although dependent on resources from abroad, PJ is another model of success that is founded on the commitment of its members. According to its president, elements of PJ’s success include the following: (1) it does not accept government funds; (2) it does not campaign on behalf of any party; and (3) it is politically and ideologically independent.

Skills Needed for Greater Involvement in Community Development

Both *YouthMap* participants and interviewees identified leadership skills as necessary to increase civic engagement among youth. Both groups believe that quality leadership is necessary, in addition to motivation. In Quelimane, one young man expressed that, as an actor and a member of PGB, “We approached youth with care and respect to participate in the community meetings. We mobilized youth to participate in and be part of the community.”

Key Findings for Civic Engagement

- Most *YouthMap* participants are civically engaged and communicate a strong sense of social responsibility. Youth participate and hold leadership roles in religious, political, artistic, and social organizations.
- Youth want to make positive contributions to society. Harsh economic constraints limit the number of youth that are willing to volunteer, although many youth aspire to work in sectors such as public health and education to positively impact their communities.
- Youth are eager to see tangible results from their participation.
- Youth report that popular culture and media outlets reinforce their commitment to civic engagement. Interviews and focus groups report that social media, community radio, television, and print have been successfully used to raise awareness and increase engagement among youth.
- Youth cite lack of information and lack of opportunities as the principal reasons for inactivity. Additionally, focus groups reported disinterest in civic engagement opportunities in quasi-political organizations.
- Leadership—on the part of youth and the established authorities—is required for effective youth participation in community development, but it is currently lacking.
- Youth can be more involved in their communities in the future if enabling conditions are created to make local initiatives more sustainable. This includes establishing youth associations or other associations that purposefully target and work with youth on an ongoing basis, as a distinct but essential part of an integrated process of community development.⁴⁹ There are some existing associations and activists working to assist youth in need at the community level.

PART TWO: THE HUMAN CAPITAL OF YOUTH

3. EDUCATION FOR LIFE AND LIVELIHOODS

Snapshot of Youth Interviewed: Education

Among youth who attended school:

- 2 percent dropped out before attaining any level of education.
- 35 percent had not studied further than primary school.
- 55 percent had attended secondary school only.
- 5 percent had attended or completed technical school.
- 2 percent had enrolled in or completed a university program.

61 percent of youth were currently enrolled (64 percent of males; 57 percent of females), of which:

- 2 percent were in primary school.
- 57 percent were in secondary school.
- 18 percent were in technical education.
- 23 percent were in university.

Among the 39 percent of youth who were not currently enrolled:

- 6 percent had not attained any level before dropping out.
- 1 percent only attended adult education or literacy classes.
- 33 percent had not studied further than primary school.
- 52 percent only attended or completed secondary school.
- 5 percent had attended or completed technical school.
- 4 percent had enrolled in or completed a university program.

95 percent of youth surveyed said they would like to learn new skills. Desired skills most in demand included:

- Computer skills (30 percent).
- Accounting (17 percent).
- Nursing (14 percent).
- Mechanical (10 percent).
- Electrical (9 percent).
- Entrepreneurship (9 percent).

Education Challenges

Young people clearly have a desire for education attainment, as captured in UNICEF's *Situation Analysis of Youth and Adolescents in Mozambique*.⁵⁰ For those in school, the priority was to continue; for those who had dropped out, it was to find a way back in; and for the majority, school was generally seen as a way of improving their future prospects.⁵¹

Unfortunately, Mozambican youth face significant education challenges, ranging from low levels of education attainment and literacy to a lack of access to high quality education options.

The 2007 census data show that 36 percent of youth (23 percent of men and 46 percent of women) are illiterate, and that 81 percent of the population over age 15 has not completed five years of education.⁵² A 2012 AfriMap study concludes that access to secondary schools remains quite limited, although the GoM has increased the number of schools since 1992, the year the civil war ended.⁵³ The increase in rates of primary school completion has led to a surplus of pupils who cannot progress to secondary school due to limited school placement options and constrained education infrastructure.⁵⁴

While the Pathfinder/World Health Organization (WHO) study cites as a concern the fact that 35 percent of those enrolled in secondary school were female in 2004,⁵⁵ by 2011 the percentage of female students in secondary school had increased to 47 percent in grades 8 to 10 (*Ensino Secundário Geral 1º Ciclo*;) and to 46 percent in grades 11 and 12 (*Ensino Secundário Geral 2º Ciclo*). This improvement has important implications for HIV prevention, as girls' education has been identified as a protective factor. HIV prevalence in Mozambique is high, with youth younger than 25 years old accounting for 60 percent of new HIV infections and young women (ages 20–24 years) being infected at a rate 3 times higher than that of men the same age.⁵⁶ The study identifies lack of education, combined with an unequal distribution of power between men and women, intergenerational sex, urban and cross-border migration, and unemployment as factors contributing to the spread of HIV in Mozambique, and especially to the high rate of infected young women.⁵⁷

The 2012 AfriMap report identified a number of other sector-specific problems that contribute to the low quality of education, including⁵⁸

- high pupil-teacher ratios and large class sizes;
- poor motivation and lack of pedagogical training among teachers;
- lack of appropriately written and detailed teacher manuals;
- low levels of contact time with pupils;
- lack of educational equipment and materials;
- almost complete lack of pre-primary education; and
- very slow introduction of mother-tongue teaching, which could facilitate the learning of other subjects with a gradual transition to Portuguese.

The AfriMap report also highlights a large gender disparity among Mozambican teaching staff, with women accounting for less than 20 percent of teachers in secondary education.⁵⁹ The report reflects on the importance of gender parity among teachers, as teachers can serve as examples and role models to pupils.

A 2007 World Bank study highlights constraints in technical and vocational education and training (TVET). Major challenges include developing an efficient and high-quality TVET system, balancing TVET with the market's needs, expanding TVET nationally, and allocating more public resources for TVET. The weak capacity of TVET schools to train graduates with qualifications required by the market was associated with the system's low efficiency (a situation acknowledged by the GoM) as a result of various negative factors including a high percentage of TVET institutions lacking basic facilities (e.g., laboratories); a lack of practical and laboratory classes for night-shift students; and a high student-teacher ratio for practical classes. The lack of books, manuals, and other teaching and learning tools, combined with the traditional pedagogic model, further contributed to a limited learning environment.⁶⁰

The ability to secure employment in the formal or informal sector is determined to a large extent on education levels and social networks. An International Labour Organisation (ILO) study on youth in Maputo highlighted a correlation between young people's education levels and the formal or informal nature of their employment, with 97 percent of young workers with university education working in the formal sector, and 80 percent of youth with education below secondary school level working in the informal sector.⁶¹

Finally, USAID-funded Corruption Assessment conducted by Management Systems International found corruption in Mozambique's education sector to be widespread and to weigh most heavily on children, young girls and poor people.⁶² According to the report, the following are examples of corruption in the education sector:

- payment of bribes by parents to the school in order to avoid having female children attend the evening school shift, generally considered unsafe;
- continuous collection of school fees, despite its abolishment by the Ministry of Education; and
- "sexual corruption," whereby girls are pressured into sex with male teachers in return for passing grades. The assessment notes the potential exposure to HIV/AIDS and other diseases, trauma, social stigma, long-term psychological wounds, and social costs that result from this type of corruption.

Government Strategies and Policies

Consolidating the content of various sectoral policy documents, the GoM launched the Five-Year Program: 2010–2014 (Plano Quinquenal do Governo de Moçambique). In education, the plan strives to help “ensure access to good quality education that is relevant, corresponds to the desires of the population, and stimulates the development of the country.” Strategic objectives of the program include:

- **Literacy and adult education:** expanding access for young people and adults to literacy and life skills programs.
- **Secondary education:** sustainably expanding secondary education to include technical and professional skills through formal systems and distance learning, ensuring high quality.
- **Vocational/technical/professional education:** consolidating reforms underway and expanding the formal and informal systems at various levels, with a special emphasis on providing learning opportunities for out-of-school youth.
- **Higher education:** consolidating the system, taking into account initiated reforms to ensure effectiveness, equilibrium, and sustainability.

The GoM’s Poverty Reduction Action Plan (Plano de Acção para Redução da Pobreza; PARP) 2011–2014, a continuation of the Absolute Poverty Reduction Action Plan (Plano de Acção para a Redução da Pobreza Absoluta; PARPA) II (2006–2009/10), notes some of the government’s achievements in the field of education.⁶³ For example, the Action Plan states that the proportion of the population with access to schooling rose from 30.8 percent in 2002–2003, to 37.3 percent in 2008–2009. It states that the percentage of illiterate women fell from 54 percent in 2004 to 40.8 percent in 2008, reflecting progress in reducing the gender gap in basic education enrollment.

Recognizing that technical/professional education did not meet the conditions necessary for satisfying the current and future needs of the formal and informal labor market, the GoM approved its first Strategy for Technical/Professional Education for 2002–2011. Since the Strategy was approved in 2001, the system grew from 22,210 to 37,325 pupils, an average increase of 1,800 annually. The AfriMap report observes that student growth was considerably lower than envisaged in the Strategy, noting that in general, the impact of changes and strategic planning in terms of access has been small, concentrating on the elementary level of technical/professional education, at which there has been a considerable increase in the number of pupils. In the basic and mid-levels, the increase has been more modest in percentage terms, although the basic level has grown substantially in absolute terms (from 14,421 to 23,667). The report predicts difficulties in reaching the target for an increased percentage of girls.⁶⁴

It is challenging to obtain reliable statistical information regarding TVET in general. The Ministries of Culture, Public Works, Fisheries, and Health, for example, all run several training institutions of their own, which are not reflected in the figures published by the Ministry of Education. Even more important are the Professional Training Centers run by the National Institute for Employment and Professional Training (which is under the Ministry of Labor). Nine such centers offer a range of short-term courses, directed to adults who are already in the labor market or are unemployed. In 2009, more than 7,000 adults benefitted from these courses, 37 percent of which were women. The number of professional training centers, public (including centers managed by the Ministries of Agriculture, Public Works, and Tourism), as well

as private (including centers run by unions, NGOs, and religious organizations) is growing. In 2009, more than 100,000 people (29 percent women) were enrolled in these courses; 63 percent of these students were enrolled in private sector centers.⁶⁵

Educational Attainment and Access

YouthMap participants appear to be relatively well educated, and they report literacy rates above the national average.⁶⁶ Based on self-reported data, nearly 90 percent of *YouthMap* participants said they can read and write in Portuguese, compared with the national average of 62 percent (per 2007 census data). Additionally, 98 percent of

“The education sector is improving. There is better infrastructure, but the government should focus more on the quality of graduates because they are future teachers.”

—NGO stakeholder, Nampula

YouthMap participants have attended some school, which is significantly higher than the national average of 74 percent. Among all youth interviewed, more than half had attended secondary school, and 2 percent had enrolled in or completed a university program.

Access to formal education differs by sex and location, with rural youth underrepresented (see table 10). Young women, on average, have lower levels of educational attainment than young men. Among *YouthMap* participants, women have higher post-primary-school dropout and illiteracy rates and lower enrollment rates than men.

TABLE 10 Educational attainment levels

Level of Education	YouthMap Survey Data					National Data (%)
	Total (%)	Rural (%)	Urban (%)	Female (%)	Male (%)	
Less than primary	9	9	8	14	5	75
Primary complete	29	35	27	31	28	4
Secondary incomplete	31	39	28	30	31	16
Secondary or higher complete	32	17	37	26	35	4

Across all rural and urban areas, youth reported school fees and other costs (e.g., transport, teaching materials, school uniforms) as the major obstacle to accessing primary, secondary, and higher education in Mozambique. One young man in Meconta reported having finished grade 10 but not going on to grade 11 because he could not afford the 280 metical entrance fee (approximately US\$10). One NGO stakeholder in Maputo said, “School is free up to grade 7, but after that, upper levels cost money. Fees are huge [\$10 for books for 10 subjects, plus transport, uniforms, and so on] so there is a huge dropout rate.”

Interviewees also noted that even though the number of primary and secondary schools has risen significantly in recent years, primary schools still greatly outnumber secondary schools. One stakeholder in Maputo said, “Secondary schools are few and far between.” Students who have completed primary education find it quite difficult to access secondary education and beyond because the schools are often located outside of their communities. Although schools increasingly offer scholarships to students, they are often unable to provide full scholarships. As one NGO stakeholder from Maputo said, “Many youth can go to school but can’t afford food for lunch or cannot afford a uniform.”

Focus groups in the center and north of the country expressed a strong feeling of being discriminated against in favor of the south. The following are among some of sentiments shared:

- “Those youth whose voices are heard are from Maputo. Up here, young people are not taken into account.” —young man, Nampula
- “In a secondary school here in Nampula, there are a lot of classes that have to sit on the floor, because there are no desks. That doesn’t happen in Maputo.... That is discrimination.” —young woman, Nampula
- “The UP [Pedagogical University] in Maputo has a dorm, but the UP here in Nampula doesn’t. The higher education institutions are all concentrated in the South. Here we do not have enough libraries.” —young woman, Nampula

Both *YouthMap* participants and interviewees highlighted sexual harassment and abuse in schools as a detrimental barrier facing students as they try to find safe environments to learn, especially for young girls. They reported that sexual harassment and coercion has become commonplace, and teachers often expect sexual activity in exchange for a passing grade. Some said that young women are sometimes forced to drop out of school because male teachers pressure them to exchange sex for grades. *YouthMap* researchers reviewed recent literature on this topic—including cases perpetrated by

“What does not help is the bad manners of some teachers who have sex with their students.”

—young woman, Beira

“You never hear that teacher such and such has raped a girl; you never hear names, you only hear that it happens.”

— young woman, Chókwè

“Teachers don’t respect anybody. They don’t look like teachers with a university degree. They talk like people without any education and flirt with their students openly and without any shame. And when the girl rejects them, they fail her.”

—young man, Chókwè

teachers in schools in Gaza and Maputo;⁶⁷ studies conducted by the Mozambican Association for Women and Education (Associação Moçambicana Mulher e Educação; AMME) in Zambézia;⁶⁸ studies conducted by the Youth Association for the Fight Against AIDS and Drugs (Associação da Juventude de Luta contra o SIDA e Drogas; AJULSID);⁶⁹ and the Ecumenical Committee for Social Development (Comitê Ecuménico para o Desenvolvimento Social) in Sofala;⁷⁰ and studies conducted by Ophavela⁷¹ in Nampula—all of which indicated that this practice is becoming increasingly and alarmingly common across Mozambique.

Studies conducted by Arthur,⁷² AMME,⁷³ and AJULSID⁷⁴ show that schools do little to prevent or report sexual harassment. A young woman in Chókwè said, “I myself was harassed in school, but the school has no procedures to report harassment.” Another young woman said, “Reporting cases of sexual harassment is difficult.”

Young women are often blamed for their own harassment, in accordance with patriarchal power relations and widespread acceptance of gender inequality.⁷⁵ A young man in a focus group in Maputo maintained that “... women, because of the way they dress, are besetting their teachers.” In Meconta, researchers were told about a girl who was taken by her teachers to the police station for wearing a skirt that was considered too short, so she was given a thrashing by the police officers.

Corruption, too, was highlighted by youth interviewed as a serious problem in education. *YouthMap* participants discussed corruption issues extensively, giving personal examples of teachers selling exams and students having to bribe teachers to receive good grades. One young man in Meconta said, “I had a problem with a teacher and he failed me. I went to him and he told me that I should give him some money in order to pass the exam. The grades had already been published. I went to the head teacher of the class, and he said, ‘Bring 1500 meticaís and you will pass.’ I borrowed the money at home and I passed.”

Quality of Education

Many *YouthMap* participants and interviewees felt that formal education does not prepare youth to enter and succeed in the labor market. However, formal education is generally valued within the society. Some youth specifically mentioned that their formal education has helped them earn a living, citing English language and entrepreneurial skills as examples. Lack of access to quality education, socioeconomic factors, and labor market conditions have resulted in changing attitudes among youth in the education sector. Based on both focus groups and interviews, some youth no longer desire university degrees because of high unemployment rates. A combination of high rates of unemployment—including among university graduates—and increased market demand for technical skills has led to more youth enrolling in TVET. A *YouthMap* interviewee from a leading national technical school in Gaza reported that enrollment among younger students has increased because parents have observed employment conditions and want their children to find jobs quickly: “Traditionally, technical education is for students age 15 or older. However, in recent years there has been a growing demand from students as young as 12 years old. Now, parents and guardians prefer to send their children to technical schools because the skills students acquire enable them to find or create employment opportunities after graduation.”

Both *YouthMap* participants and interviewees agreed that the quality of education across all levels and research locations needs to be greatly improved. They spoke of large class sizes, high student-teacher ratios, and scarce resources. One young

person in Maputo said, “School is important ... when there are quality conditions.” Interviewees from all regions complained about the low quality of instruction at all education levels. Youth reported that they have encountered teachers who are often unprepared to teach, arrive at classes inebriated, or demand student payment for grades or grading. According to a donor in Maputo, “There is also the issue of poor quality education ... and it is hard to find teachers that will teach in remote areas without electricity or water.”

Education and Skills for Employment

A 2007 World Bank study highlights the emerging employment needs for employees with mid-level skills to fill technical positions in various sectors in Mozambique. The study also notes an overall skills deficiency in the labor supply to meet market demands and finds that the level of vocational and academic training in the labor supply remains low.⁷⁶ Approximately 80 percent of the Mozambican workforce has not completed the first level of primary school. In the private sector, approximately 31 percent of the workforce has completed at least the second level of primary school.⁷⁷

Students from the Association of the Final-Year University Students of Mozambique also noted that tertiary schools did not offer appropriate practical courses or internships that matched the needs of the market.⁷⁸ Securing an apprenticeship—considered the main form of informal training in Mozambique—is often done through social networks.⁷⁹ The USAID-funded AgClir Mozambique Agenda for Action study conducted by Abt Associates found that Mozambique’s agricultural workers, most of whom work on informal small family farms, are unprepared to meet the demands of a modern, productive agriculture sector due to a lack of experience and training with technical procedures and equipment.⁸⁰

YouthMap assessment findings show that Mozambican youth aspire to learn, secure productive work, and enjoy the dividends of the country’s economic growth. However, in reality, a lack of relevant training and work experience hinders their ability to enter Mozambique’s highly competitive labor market. The formal education system proves to be inaccessible and highly theoretical, failing to prepare students effectively to enter and succeed in the job market. Highly aware of this paradox, they persistently try various avenues (formal and nonformal training, universities, apprenticeship and internship programs) to learn practical skills and make a living.

YouthMap participants stated an interest in TVET programs. Among the in-school youth surveyed, 18 percent are enrolled in technical school, including courses offered by the National Institute of Employment and Professional Training (Instituto Nacional do Emprego e Formação Profissional; INEFP).⁸¹ Stakeholders interviewed from TVET schools explained that young women often pursue tourism, accounting, and business management, while young men often pursue civil or electrical engineering and mechanics. Young people’s choices for specific education pathways appear to be influenced by media, family and friends in their communities; their perception of future employability prospects, and the affordability of various programs. In order to gain practical work experience, youth reported undertaking internships and apprenticeships. Those enrolled in technical schools may receive placement assistance from schools for specific specializations. It is also common for youth to undertake informal apprenticeships in communities where they work closely with those working in their desired fields (e.g., mechanics, carpenters, electricians).

One public sector stakeholder from Quelimane said, “The education sector poses the biggest challenge. With the poor quality of education it is unlikely that companies will be willing to employ youth—they write poorly, with many problems of misspelling, they read poorly and schools teach only theoretical and not practical knowledge.” Like interviewees, some of the *YouthMap* participants remarked that secondary and university education currently have little relevance to the job market. They see a disconnection between what is taught in the education system and what employers and the market demand.

“The poor quality of education is a barrier to youth employability; they can’t fulfill when employed in the labor market with competence the tasks for which they have earned degrees.”

—public sector stakeholder, Quelimane

“At this moment, youth graduate knowing nothing.”

—education sector stakeholder, Gurúe

The prevailing opinion among youth is that general education teaches theory and technical education teaches practical and employable skills. Both *YouthMap* participants and interviewees agreed that technical education is considered more relevant and better prepares youth to work as entrepreneurs in absence of formal sector jobs. They felt that skills learned in technical and vocational schools offer greater employment security than skills learned in general education. One young person from Chókwè said, “I prefer technical education because you learn how to make something, but general education is only theory.”

Although *YouthMap* participants generally agreed that TVET programs are more relevant than general education to job market needs, many also mentioned areas needing improvement within the TVET system (e.g., poor learning conditions, outdated teaching equipment) from lack of resources. Because of their high costs, private TVET schools are inaccessible for the majority of youth. In rural districts, where poverty is more acute and illiteracy higher, access to vocational and technical education is largely limited, as TVET is largely concentrated in provincial capitals.

Educational Aspirations

One young man in Gaza said, “I dream of a better future. I wanted to go to college to guarantee I had a better life. [When I was younger] I dreamed of becoming a doctor, but now I am studying business management and hope to become a manager. This opportunity [to study business management] came and I embraced it. My role model is the president of the Municipal Council of Manjacaze (town in Gaza province). He always made sacrifices when he was young and today he lives well. I would like to create youth associations and inspire the youth in my community to value their studies.” Across all locations, young people share their desire to learn and find work. When asked if there is any skill they would like to learn, 95 percent affirmed their desire to learn new skills to improve their employability prospects. Findings are summarized in table 11 below.

TABLE 11 Skills young people desire to learn

Skills	Youth Desiring to Learn It (%)
Accounting	17
Agricultural	4
Computer	30
Driving	6
Electrical	9
Entrepreneurship	9
Mechanical	10
Nursing	14
Teaching	8

Most *YouthMap* participants aspire to have careers that require post-secondary education. They are often torn deciding between the prestige of attaining a university degree and the practicality of obtaining technical skills. Although many youth believe that technical education offers more job security than university education, some youth said that they would like to study law, history, philosophy, and medicine, partly for prestige and partly to contribute to the development of their country and communities. For some youth, attaining a university degree is still an important status symbol, even if the job market no longer rewards it. One young man in Xai-Xai shared his dream to pursue a university education: “I would like to become an entrepreneur, but when I get the chance, my real dream is to go to university. I want to be a role model for the youth in my community. I want them to know that the knowledge you get in school will help them.”

Key Findings for Education

- Access to primary education has improved considerably; however, access to secondary education remains an issue for youth, especially for young women. *YouthMap* participants and interviewees believe education is too theoretical and of poor quality.
- Youth indicated that school fees and other ancillary costs are the major obstacles to accessing education. Youth expressed grave concerns about growing corruption and sexual harassment in schools.
- Young people generally consider formal education to be a pathway to a better future, but growing unemployment among educated youth is steadily undermining that notion.
- With the growing demand for technical skills, more youth are considering vocational education as a viable alternative, although general education still enjoys a higher status.
- Education, and specially higher education, still has a very high status, but this is being undermined by factors such as poor quality, corruption, poor alignment with labor market needs, and the fact that education no longer guarantees a job.

4. LIVELIHOODS, EMPLOYMENT & ENTREPRENEURSHIP

Snapshot of Youth Interviewed: Employment

Among YouthMap participants:

- 43 percent were not working at the time of study (34 percent of males; 56 percent of females).
- 61 percent of those not working were looking for work.

Among working youth:

- 45 percent were working part-time.
- 13 percent worked 30–40 hours per week.
- 42 percent more than 40 hours per week.
- 12 percent of working youth said their earnings were sufficient to pay expenses/feed their families.

Employment sectors (more than one choice allowed)

- 16 percent reported working in the formal sector (21 percent of males; 10 percent of females).
- 30 percent reported working in the informal sector (37 percent of males; 18 percent of females).
- 21 percent reported working in the agriculture sector (22 percent of males; 21 percent of females).

Among young entrepreneurs:

- 75 percent had been working for 6 to 12 months or longer than one year.
- 11 percent had been working for 3 to 6 months.
- 14 percent had been working for fewer than 3 months.

Macroeconomic Opportunities and Challenges

Mozambique has been the fastest growing non-oil economy in SSA in the past 15 years.⁸² Its gross domestic product (GDP) grew an average of 7.6 percent from 2005 to 2009,⁸³ and 8.1 percent in 2010.⁸⁴ Economic growth has largely been generated by megaprojects (e.g., the Mozal aluminum foundry; Sasol gas pipeline to South Africa) that have made a significant impact on exports.⁸⁵ Looking ahead, research suggests these projects could have stronger linkages with local economies, a stronger effect on national employment creation, and greater stimulation of micro, small, and medium business contributions to GDP growth.⁸⁶

The agriculture, forestry, and fisheries sectors contribute the most to GDP, nearly 30 percent.⁸⁷ The agriculture sector constitutes the primary source of income, employment, and survival for 80 percent of the working population, but it suffers from inadequate infrastructure, commercial networks, and investment.⁸⁸ The majority of the population depends on subsistence farming, with employment in the formal agricultural sector just 500,000 (60 percent women) in a workforce of 8 million people.⁸⁹ Production and productivity in rural areas are very low, even by regional standards, and remain vulnerable to climatic shocks. Of the 30 million hectares of unused arable land, only 12 percent is currently used.

There is tremendous economic potential related to Mozambique's abundant natural resources (e.g., minerals, gas, coal, oil), particularly in Tete and Cabo Delgado. The mineral resource sector (i.e., electricity, heavy sands, natural resources) currently contributes approximately 3 percent to the GDP, although its contribution is expected to rise to 7 percent within 3 years. According to Business Monitor International's 2011 report, the value of Mozambique's mining sector is expected to increase from US\$96.5 million in 2010, to US\$667 million in 2015—an annual average growth rate of 29.9 percent.⁹⁰ The anticipated creation of Industrial Free Zones and a Special Economic Zone before 2014 is intended to spur local employment and further develop the export market, particularly extracted natural resources.⁹¹

However, the World Bank has reported that the extractive industry lacks the transparency and effective management necessary to promote sustainable growth.⁹² Also, according to Firmino Mucavele, a Mozambican economist, due to foreign interest in the mining industry, “70 percent to 80 percent of the investment in mineral resources is foreign and only 20 percent of the returns stay in Mozambique.”⁹³ Although the national Gini coefficient has virtually remained unchanged from 2002–2003 (0.42) to 2008–2009 (0.41),⁹⁴ there is growing concern regarding an increased concentration of wealth among a small segment of the populace.

Mozambique’s location in southern Africa provides strategic shipping, trade, and tourism opportunities.⁹⁵ Oppenheimer and Spicer highlight the potential of the emerging tourism sector to stimulate development and employment for rural unemployed youth, among other populations.⁹⁶ Mozambique’s 2007 Tourism Policy and Strategy proposes greater engagement with youth, particularly in training, job creation, and recreation.⁹⁷ Gondwe cites Mozambique’s employment growth potential with the continued expansion of the extractive industry. The industry is currently in need of high-level engineering technicians and technologists to operate front line production activities, safely and effectively manage the mining operations, select systems for mine support and mine ventilation, and economically develop and source skills for operational activities.⁹⁸

Despite its recent growth, Mozambique remains one of the poorest countries in the world, with more than 54 percent of the population living in poverty.⁹⁹ Although the per capita GDP in 2010 was estimated at US\$414 (up from US\$120 in the mid-1980s¹⁰⁰), poverty levels have remained unchanged since 2003.¹⁰¹ Mozambique ranked 184 out of 187 in the 2011 Human Development Index, evidence of the precarious conditions that persist.¹⁰² Natural disasters, disease, low agricultural productivity, population growth, and consistent income inequality have contributed to the persistence of poverty.¹⁰³ Finally, with more than 62 percent of the population residing in rural areas,¹⁰⁴ poverty impacts the rural population more than urban residents due to lower population density and challenges in service provision (e.g., health, education).

The Employment Situation

While Mozambique faces a high overall unemployment rate of 17 percent,¹⁰⁵ youth face an acute employment challenge. Results from a 2004/2005 labor force survey found overall unemployment rates of 1.3 percent in rural regions; and 21 percent in urban regions. Using a broader definition that counts occasional workers and idle self-employed and family workers as unemployed, the unemployment rate rose to 12.9 percent in rural regions and 31 percent in urban regions. Underemployment—the status of those who work fewer than 40 hours per week but who want to work more—affects 18.6 percent of men and 8.3 percent of women.¹⁰⁶

Garcia and Fare’s 2008 study reveals an even more difficult employment context for youth. They note that 60 percent of youth in Mozambique are unemployed (that is, currently available for and seeking work), or inactive (not in the labor force [employed or unemployed] or in school)—a sobering statistic.¹⁰⁷ Youth joblessness affects a greater proportion of young women compared with young men (73 percent of women and 45 percent of men were categorized as jobless).¹⁰⁸ Among *YouthMap* participants, 57 percent were working (44 percent of young women and 66 percent of young men), but this included both paid and unpaid work (see table 12).

TABLE 12 Employment among YouthMap respondents

Are you currently working?			
	All youth (%)	Male (%)	Female (%)
Yes	57	66	44
No	43	34	56

Formal Sector

The 2008 African Economic Outlook cites a 2005 National Statistics Institute (Instituto Nacional de Estatística) study that indicates that Mozambique's formal sector employs only 8 percent of the economically active population of more than 9 million people.¹⁰⁹ Regionally, Maputo city and province lead in formal employment, with 35 percent of workers in the formal sector.¹¹⁰ The African Peer Review Mechanism's 2010 study discovered that the formal private sector generated fewer than 320,000 employment opportunities throughout the country, corresponding to only 3.3 percent of the economically active population.¹¹¹ During 2007, 186 projects were approved with more than US\$7.5 billion in total foreign investment. The largest allocations of investment were in the sectors of mineral resources (extraction), industry, tourism and hotels services, and agriculture and agro-industries. Approximately 20,000 formal jobs were created through these projects,¹¹² leaving a large employment gap in the formal sector market.

Davis and colleagues noted the demand for agricultural education and training (AET) graduates has grown with agricultural sector recovery and expansion since the end of the civil war. Although traditionally the state has been the main employer of AET graduates, the nonprofit sector is hiring an increasing number of graduates, in particular mid-level AET graduates (diploma-holders from the agrarian institutes) who have more practical skills than their university-educated counterparts.¹¹³ Mozambique has close to 400 nonprofit organizations that hire AET graduates with skills in the agricultural sciences, community mobilization, and rural extension. Employment opportunities are also growing with the entry of large agro-processing companies that operate in traditional cash-crop sectors, such as cashew, cotton, tobacco, and fisheries.¹¹⁴

Given the limited opportunities in Mozambique, many qualified university graduates are drawn to migrate to take advantage of employment opportunities in neighboring countries. An Organization for Economic Cooperation and Development (OECD) study indicated that, since 2000, 45 percent of all university-educated Mozambican students were living in an OECD country, representing a significant brain drain.¹¹⁵

Informal Sector

More than 7 million people of the economically active population are employed in the informal sector (75 percent), of which 30 percent are younger than 25 years.¹¹⁶ The majority of the informal sector's labor force (90 percent) works in agriculture, with minimal informal engagement in manufacturing, construction, trade, and tourism.

INEFP estimates that 300,000 youth enter the labor market each year and are absorbed into the informal sector due to insufficient jobs in the formal economy.¹¹⁷ USAID notes that most entrants involuntarily enter the informal economy.¹¹⁸ This temporary solution often becomes a long-term solution for youth demotivated by not securing employment in the formal economy.¹¹⁹ The informal labor market is characterized by small family businesses and the use of young, cheap labor. Young men typically take on informal jobs in construction, carpentry, mechanics, blacksmithing, fare collection in public transport, and the collection and sale for recycling of iron and other scrap metals.¹²⁰ In Maputo, young men (ages 20 to 30 years) have become the second largest group of informal waste pickers (*catadores*) involved in the recycling process at waste dumps.¹²¹ For young women, the most common activities are vending in market stalls or on streets, tailoring, hairdressing, and domestic work.¹²² Pereznieta and colleagues also note the entrance of young women into sex work, often with the consent of their families, due to the lack of alternative income-generating options.¹²³

Government Strategies and Programs

In order to address economic development challenges, the GoM issued the PARPA I (2001–2005) and PARPA II (2006–2009). Both strategies focused on employment and entrepreneurial development initiatives. Poverty reduction results were better than anticipated under PARPA I, with a 15.3 percent decrease in the incidence of poverty. The number of households in poverty declined from 69.4 percent in the 1996–1997 survey to 54.1 percent in the 2002–2003 survey.¹²⁴

The PARP (2011–2014) represents the continuation of the PARPA II, which was implemented with a timeframe of 2006–2009—extended to 2010—and had as its principal goal to reduce the incidence of poverty from the current level of

54.7 percent to 42 percent by 2014.¹²⁵ The GoM defined three general objectives: (1) to increase output and productivity in the agriculture and fisheries sectors; (2) to promote employment; and (3) to foster human and social development.¹²⁶ PARP identifies the development of vocational training programs for self-employment, with a focus on agriculture, agro-processing, and industrial maintenance; as well as on training programs to prepare youth for employment and self-employment in specialized or promising areas.¹²⁷ The strategy also targets the entry of youth into the workforce through the implementation of the Strategic Plan for Urban Poverty Reduction (Plano Estratégico de Redução da Pobreza Urbana) and the development of local infrastructure, such as roads, schools, health centers and public sanitation services, and using labor-intensive techniques.¹²⁸

With regard to youth employment policy and programming, the GoM has several noteworthy initiatives. The Employment and Vocational Training Strategy 2006–2015 promotes short- and medium-term employment growth to facilitate the growth and development of a pro-employment economy. The main components include promoting labor demand, strengthening the employability of labor, and improving the regulatory framework for the development of the private sector. Guidelines for the Strategy include providing support to improve the effectiveness and efficiency of public and private labor centers, intensifying vocational training programs for youth, supporting self-employment through the creation of micro and small businesses, devising vocational training schemes for the private sector, and strengthening social dialogue to take into account people whose social integration is difficult. One of the strategic objectives of the strategy is the promotion of youth employment.¹²⁹

The 2006 Youth Integral Development Strategy sets out to address youth employment issues with the following objectives: creating employment opportunities for youth; promoting youth vocational training and capacity-building programs for management skills and knowledge development; promoting job information centers and ensuring that youth have access to information regarding educational and capacity building centers and services; and promoting post-education and post-military professional integration policies.¹³⁰ The strategy identifies tourism as a growing economic sector, and calls for greater youth involvement.¹³¹

In conjunction with the Junior Farmer Field and Life Schools, the UN Joint Program on the Promotion of Youth Employment promoted self-employment for young people. The Joint Program trained more than 2,000 youth and teachers from 58 schools in agricultural production, nutrition, environment, entrepreneurship, and business management across Manica, Nampula, and Sofala.¹³²

INEFP is the largest provider of vocational training in Mozambique, managing nine vocational centers nationwide and offering courses in skilled trades, such as mechanics, electrics, construction, and bookkeeping. INEFP training centers are designed to offer practical courses to unemployed or out-of-school youth in employable fields and connect them to a nationwide network of employment centers. INEFP partnered with the ILO's Work Out of Poverty program to provide basic business start-up courses, as well as a combination of training and microcredit for basic skills in Nampula and Inhambane (with Portuguese Cooperation). INEFP also collaborated with the Provincial Department of Youth and Sports in providing training for young people dislocated during the recent floods.¹³³

Started in 2007, the Fund for Promotion of Youth Initiatives is an interest-free credit fund offering loans (US\$1,000–\$5,000) to youth associations involved in economic activities (e.g., typically carpentry, agriculture, poultry, fishing, trading).¹³⁴

The Integrated Professional Education Reform Program (Programa Integrado da Reforma da Educação Profissional; PIREP) is a five-year World Bank-funded pilot program started in 2007 and aimed at restructuring all vocational courses for technical schools. PIREP's objectives were to facilitate the transition to a demand-led TVET system and provide beneficiaries with more market-relevant skills through a cross-sectoral TVET governance framework, establish a new TVET qualifications framework with occupational standards for sectors experiencing employment growth and skill shortages, and diversify TVET funding sources to ensure its sustainability.¹³⁵

“Of course, the preference of any company is to recruit experienced workers. However, Shoprite has also given the opportunity to inexperienced workers in the area. The positions that require expertise are management [and these are achieved after years of working in the sector]. In the meantime, we try to give jobs to young people. ...We do not look at the academic level of the people but for the profile and commitment at work.”

—private sector stakeholder

Formal Sector Employment

In general, there is a weak capacity of the formal sector to absorb the economically active population. Reflecting this dearth of opportunities, only 16 percent (21 percent of males; 10 percent of females) of *YouthMap* participants reported working in the formal sector. The majority of *YouthMap* participants confirmed that there are very limited formal sector job opportunities—particularly in the public sector and in rural areas—and that there are virtually no formal sector jobs for youth who are uneducated, inexperienced, and minimally skilled.

Most formal jobs require at least five years of experience, including those that do not require formal education or specialized skills. Two notable exceptions cited by both interviewees and *YouthMap* participants are retail jobs at Shoprite; and driving jobs for foreign companies, NGOs, and public transportation (e.g., *chapas*). Interviewees and youth communicated the urgent need to prioritize job creation for Mozambican youth and to expand youth employment opportunities at both the local district levels and in the provincial capital cities.

YouthMap participants were asked how they usually make money; the results are summarized in table 13.

TABLE 13 Commonly cited formal sector occupations of *YouthMap* participants

Areas	Private sector		Public sector	Civil society
	Low-skilled	Higher-skilled		
Urban or peri-urban	<ul style="list-style-type: none"> • Bartenders • Construction workers • Hairdressers/ beauticians • Hotel housekeeping • Retailers • Seasonal workers • Stock managers • Taxi drivers 	<ul style="list-style-type: none"> • Accountants • Bankers • Cashiers • Contractors • Entrepreneurs (e.g., salons, shop owners) • Grocery store managers • IT-related jobs (e.g., computer repair technicians) • Technicians 	<ul style="list-style-type: none"> • Drivers • Government employees • Nurses • Police officers • Secretaries • Teachers • Technicians 	<ul style="list-style-type: none"> • Activists • Drivers • Educators • Field officers • Secretaries
Rural	<ul style="list-style-type: none"> • Agriculture farmers • Bartenders • Construction workers • Hairdressers/ beauticians • Small business retailers 	<ul style="list-style-type: none"> • Accountants • Administrative employees • Nurses • Teachers 	<ul style="list-style-type: none"> • Accountants • Drivers • Government employees • Nurses • Secretaries • Teachers 	<ul style="list-style-type: none"> • Farm laborers

YouthMap participants and interviewees agreed that there are generally more opportunities in the urban centers and provincial capitals (Maputo, Beira, Nampula) where more companies are concentrated, compared with rural, interior, and capital districts (Chókwè, Gurúe, Meconta). A civil society stakeholder said, “Employment opportunities for youth vary according to areas—urban or rural. Where there are more companies, more opportunities will exist.”

YouthMap participants who were formally employed identified commercial agriculture and mining as high-growth industries capable of providing permanent employment for qualified applicants. For example, in Meconta, where commercial agriculture and mining are relatively popular by size and investment, employment opportunities appear promising for youth. In Zambézia, a public sector stakeholder indicated that the province shows great potential for growth and employment in the service industry, as well as in the agriculture, fisheries, aquaculture, and tourism sectors, while cautioning that, to prosper, the province must produce what the international market demands.

A key stakeholder in Meconta expressed that having quality education is an advantage, particularly for those seeking skilled positions in the mining/extractive industry and in commercial agriculture. Constrained by the lack of necessary professional skills, he said, youth in Meconta are limited to seasonal and unskilled job opportunities in local industries and construction projects (e.g., building roads). Interviews indicate that this Meconta example is applicable to all research locations.

According to the World Bank, mining and energy are among the fastest growing industries in Mozambique, in addition to the agro-commerce sectors, such as livestock and forestry.¹³⁶ Although significant investments have been made in the mining industry in Meconta/Nampula, it has yet to generate direct formal jobs for youth in the area. One mining company executive said there are only 34 people employed at the Meconta site; of these positions, only six are filled by young people. Regardless, the mining sector appears promising for local economic growth and job creation. A private sector stakeholder in Quelimane said, “Speaking of Zambézia province in particular, there is also a great potential in mining.” Looking ahead, Mozambique will need to invest in training institutions that can equip youth with necessary skills and improve their employability prospects.

Information Sources For Job Opportunities

The majority of young people spent more than three months looking for work (table 14). A study conducted by the Embassy of France found that, to find work, 87 percent of unemployed young people in Mozambique made direct use of their social networks (family and friends) and used direct or indirect personal contacts with employers.¹³⁷ *YouthMap* participants reported receiving information about employment opportunities primarily through radio, newspapers, and family and friends (46, 41, and 39 percent, respectively). Radio and newspapers, which are relatively low-cost, appear to be more widespread than television and the Internet. Few youth reported using the Internet to find jobs. At the same time, anecdotal evidence suggests that the price of most newspapers (MT15) may prevent some youth from using this avenue. Although “Job Vacancies” is the most-read newspaper section by youth in Maputo, they remain skeptical about the vacancies listed because they think candidates have already been selected.

“In general, access to radio is much wider...
The newspaper in turn is very expensive; hence
almost no one buys it.”

—civil society stakeholder, Beira

TABLE 14 Length of time seeking employment

Timeframe	Youth (%)
Fewer than 3 months	30
3–6 months	29
6 months to one year	21
Longer than one year	16

Survey results indicate that friends and family play an important role in disseminating information about job opportunities and securing a job. Many *YouthMap* participants feel that recruitments are determined by having inside connections—family or friends—and almost never on merit and qualifications. Young people reveal that this perception has discouraged them from applying for available jobs. One young man in Chókwe said, “For those who have people with influence, for example, children of high profile figures, it becomes easier for them to get a job.” Interestingly, few youth reported receiving information from recruitment agencies (2 percent) and INEFP (1 percent). (See appendix 6.) Youth gave no reasons as to why INEFP and recruitment agencies were marginally used as sources of employment information; however, radio and newspapers have wider outreach capabilities.

Barriers to Formal Employment

YouthMap asked young people about perceived barriers to getting a job, and they identified the following: widespread feelings of discouragement and hopelessness; lack of necessary skills and educational opportunities; gender stereotypes and sexual discrimination; corruption; and nepotism.

Participants felt an overwhelming sense of hopelessness and discouragement due to their perceived lack of fairness, which in turn undermined their hope of finding work in the formal sector. They also identified their lack of skills and experience, highlighting the limited educational opportunities available to them. Youth lack the skills to benefit directly from currently available jobs in Mozambique's growing industries, such as mining and the extractive industry. A public sector stakeholder in Nampula underscores this sentiment: "There is much talk about hydrocarbons, cement, [and] oil. Therefore, a course related to chemistry can help meet these emerging needs. Currently, we don't have training in fishing. As a consequence, young people are unaware of fishing and conservation techniques. In short, courses that [make use of] the abundant resources in the area should be emphasized." The need to align education curricula with labor market demands is pivotal. Poor quality of education becomes a major barrier to youth employability; as a result, companies are unlikely and unwilling to hire youth and invest in their development.

Young people identified gender stereotypes and sexual discrimination as major barriers to education and employment. *YouthMap* participants and interviewees reported that the problem goes beyond individuals asking for bribes; it is institutionalized and reflects the new economic and political realities of the country. A young man in Quelimane said, "It is easier for women than for men [to find employment] because [employers or people in charge of the hiring process] take advantage of women. First they stipulate a high price knowing [women] won't be able to afford it; then they negotiate for sex in exchange." Such quotes illustrate the pervasiveness of sexual discrimination and exploitation of women in Mozambique. They also reveal how gender discrimination is socialized into society and formal institutions. Although women and men across different spectrums are affected by sexual discrimination, there was a shared perception among *YouthMap* participants that young women face more serious consequences than young men. *YouthMap* participants said young women find that they must do what it takes to make a living.

Opinions from youth and interviewees suggest that patriarchy influences household norms in rural areas more than in urban areas. One civil society stakeholder in Beira explained, "The difference between boys and girls is that girls have fewer opportunities. For example, when we have training, it is difficult to get girls to participate regularly and consistently. Girls are responsible for cleaning the house, fixing meals, buying groceries and taking care of their siblings. It is not easy to make a curriculum to adapt to the schedule of girls." This quote reinforces the gender stereotyping that prevails within Mozambican society: Men are expected to provide for the family, and women are expected to care for the household and routine domestic tasks.

Youth aspirations appear to correlate with prevailing gender stereotypes. Young men interviewed said they are more inclined to seek technical work (e.g., carpentry), while young women often seek traditionally female occupations (e.g., secretarial positions). Stereotypes are reflected in the types of training desired by young women. According to private sector and civil society stakeholders in Beira, women comprise the majority of students enrolled in secretarial or administrative, typing, tailoring, hairdressing, hospitality, and tourism courses.

YouthMap participants indicated that corruption and nepotism were more widespread in urban areas than in rural areas. This notion may be fueled by young people's perception that there are more employment opportunities in the cities than in the rural areas, particularly since youth tend to associate bribery with employment opportunity. Because jobs are limited—especially those in the public sector—and competition for them is fierce, young people feel that job seekers are expected not only to satisfy the job requirements, but also to offer bribes.

As the following quotes illustrate, *YouthMap* participants said that they need significant resources and connections in order to secure employment.

- **Financial considerations:** “In 2011, I applied for a job with the Mozambique Revenue Authority [Autoridade Tributária]. I even took the admission test, but someone asked me to pay 20 thousand meticaïs to secure the position. Since I was unable to pay, I did not get accepted.” —young woman, Nampula
- **Political considerations:** “You need to have the Frelimo party membership red card to have a job.” —young people, Beira
- **Power, influence, family connections:** “I got a job in the education sector because of my dad’s influence. I was employed because I am the daughter of the boss.” —young woman, Quelimane

“I wish my last name were Mondlane; this would make it easier for me to get a job.” —young man, Maputo

Practices such as these were widely described across focus groups and interviews as common, with greater incidence within public institutions. Nevertheless, youth emphasized that job-related corruption was neither exclusive to nor inherent to the public sector.

Private Sector Perceptions of Youth

When asked to share their perceptions of youth, employers interviewed were positive overall. Youth were characterized as having enormous potential and many positive qualities. Employers described youth as energetic; flexible; adaptable; and quick learners, compared to older workers. One private sector stakeholder in Nampula said, “First, it is important to note that youth have potential. They must explore the manufacturing sector; they should produce and bring to market new products or services. If they cannot produce, they should support others who have capacity to produce.”

Despite this widespread positive opinion regarding youth, employers also felt that many young people struggled to make wise decisions, such as avoiding crime, drugs, and risky behaviors. Employers fear that a lack of maturity can impact young people’s work habits, and hence their employability prospects. As one employer in Maputo said, “There are many problems with youth; they do not assume with zeal what society asks of them. Youth are more concerned with material things rather than with professionalism, career, responsibility—what they want is an easy gain.” Such perceived immaturity is often linked to a lack of positive role models or to peers that perpetuate harmful behavior.

Young people’s behavior cannot be examined in isolation from Mozambique’s broader social, cultural, and economic context. As one private sector stakeholder in Gurúe said, “Behind these actions—drugs, alcohol, robbery, aggressions—there is discontentment with the living conditions and the desire to earn a living in an easy way in order to lead lifestyles similar to what others have. It is a problem of ambition, unemployment, and lack of [decent] conditions.”

Informal Sector Employment

The Association of Operators and Workers in the Informal Sector (Associação dos Operadores e Trabalhadores do Sector Informal; ASSOTSI) attributes the growth of the informal sector to the lack of formal sector employment opportunities. ASSOTSI recognizes that, instead of being in temporary occupations that people have while looking for a job, today’s informal sector has become the job of choice. Given the national socioeconomic context—with widespread poverty,

“On the positive side, young people have a wider view of the market, they seek greater understanding of the company where they work [and] they are more attentive to innovation, competition and globalization.”

—private sector stakeholder, Quelimane

“Today’s youth lack essential values; humility, perseverance and honesty, all of which they can’t acquire through university training but at home, with their parents.”

—private sector stakeholder, Maputo

precarious standards of living, and limited access to economic and productive resources—working in the informal sector is a necessity for many youth. According to ASSOTSI, “There were times when informality was viewed as a temporary fix; an alternative in which people were working in the sector while they waited for a better job opportunity in the formal sector. But today, that no longer holds; the informal sector is a job. It comprises educated youth—engineers, teachers, and people with degrees who have been in the informal sector for years because they could not find employment in the formal sector and decided to operate as informal to support their families.”

Among the reasons for embracing informal employment most commonly cited by *YouthMap* participants and interviewees were

- a shortage of employment opportunities in the formal sector;
- social and economic hardships and the necessity of providing for themselves and their families; and
- their desire to lead economically productive lives and to overcome poverty.

In rural districts in particular, young people often resort to working in the informal sector, predominantly in positions requiring minimal skills. Examples of informal work in rural areas include

- seasonal workers (e.g., in construction, agriculture, aquaculture);
- bakers, street vendors, hairstylists, housekeepers;
- taxi drivers, fare collectors on public transport (*cobrador do chapa*), car washers;
- laborers in commercial agriculture (i.e., banana farms in Meconta); and
- mining/extractive industries in Meconta.

“There are limited opportunities for employment and there are no jobs for youth in the formal sector. The only thing left for youth to do is to temporarily join the informal [sector].”

—young man, Xai-Xai

“I don’t study; I have no formal skills. I don’t have a formal job but I sell cell phone charges in the informal sector to sustain my family.”

—young person, Xai-Xai

Challenges to Informal Employment

According to *YouthMap* participants, the informal sector—though free from some of the institutional corruption and bureaucracy they associate with the formal sector—poses a number of challenges, including illegality, job insecurity, and low productivity. Illegality and job insecurity are interrelated. Because the majority of informal sector workers use public spaces for which they have not secured formal registration or approval to use, many face a constant threat of having their business activities closed, leading to high levels of job insecurity. According to ASSOTSI, this is evidenced by an incident earlier this year in which the municipality of Maputo gave informal operators (an estimated 80,000 people) 48 hours to abandon their stalls (*barracas*). To address these issues and to safeguard the interests of the informal sector, ASSOTSI is forging strategic partnerships with municipalities and unions in many cities.

Stakeholders shared the view that the productivity of informal sector workers is generally very low. They noted that one of the major challenges is to improve their productivity because, while they may know how to operate their businesses to “get by,” most do not know how to grow their businesses.

Gender Differences in the Informal Sector

Study results show that 30 percent of all *YouthMap* participants (37 percent of males; 18 percent of females) are currently employed in the informal sector. Men reported seeking employment that allows them to be “mobile,” selling goods such as cell phones, phone chargers, counterfeit DVDs, CDs, watches, sunglasses, and clothing. *YouthMap* participants shared a

view that young men are more likely than women to sell electronics, house appliances, and car parts, and that they tend to work informally as mechanics, electricians, repair people (e.g., for cell phones, radios, television), bicycle taxi drivers, car washers, and phone card vendors in both urban and rural areas. In Chókwè, in particular, currency exchange is a prominent informal sector activity that is practiced almost exclusively by men. Many youth interviewed spoke of informal sector job opportunities offered in South Africa and said that young men often move to South Africa for unskilled or low-skilled informal job opportunities.

Young women operating in the informal market reported working primarily in service provision. Across all research locations, the vast majority of informally employed young women reported working in baking, cooking, cleaning, braiding hair, knitting, retail, and agriculture. In rural areas, young women reported working in agriculture and farming, while men said they travel to commercial centers or to towns to sell produce. In urban areas, young women engaged in low-skilled work (e.g., selling food, working as housekeepers, babysitting). In Maputo, Chókwè, and Xai-Xai, young women reported retailing alcoholic and non-alcoholic beverages in stalls or stands, and preparing and selling food in the market. Those interviewed noted that vulnerable women, such as widowed and single mothers, often work in the informal sector to provide for their families.

“Women engage in sex work not only out of necessity, but also ... to acquire money and material goods.”

—young woman, Beira

“There is a 10-year-old girl in Namialo who [had a child]. [Girls] engage [in early sexual activities] because of famine.”

—young woman, Nampula

YouthMap participants also reported knowing women with successful informal businesses. A young woman in Xai-Xai said, “My mom sold candies, then she began selling juice and biscuits, and now she owns a stall. It works well. She doesn’t struggle to meet her necessities. The business sustains her.” A young man from Maputo said, “I know of a woman who sold tomatoes in a stall and now she owns four *chapas*.”

Finally, with regard to illegal employment, participants described sex work and transactional sex as frequent activities. In rural areas (e.g., Chókwè), young women acknowledged widespread sex work among young girls, some as young as 12 years old. In focus group discussions, *YouthMap* participants portrayed sex work as a practical alternative for unemployed women to earn a living to sustain themselves and their families.

Employment in the Agriculture Sector

YouthMap sought to gauge young people’s interest in employment opportunities in the agriculture sector. Based on focus group discussions, youth view agriculture work as old-fashioned, requiring hard physical labor for little pay and conferring a low social status. This sentiment was expressed by youth across all research locations. This common view was expressed by one young woman who said, “I would [be willing to work in agriculture], but most people work in agriculture when they have no other opportunities.” Nonetheless, *YouthMap* participants agreed that agriculture is a mainstay for both skilled and unskilled labor, especially for young people. Another young woman explained, “Agriculture is always our first job.”

In fact, 37 percent of working youth surveyed said they were employed in agriculture. Among these youth, 81 percent said they had been working in agriculture for more than 6 months. Among *YouthMap* participants, more women than men reported working in agriculture (47 percent versus 33 percent). Traditional gender roles and gender stereotyping seem to play a role in women’s adherence to agriculture in Mozambique. A youth in Chókwè said, “I have never seen women selling phone cards; neither have I seen men selling tomatoes.” One young woman in Maputo said, “Men who can’t [grab a hoe] ... are ashamed, so they send women [to do it].”

Under the USAID-funded project Strengthening Communities through Integrated Programming, the Cooperative League of the United States of America has been working to improve young people's knowledge of agriculture techniques. Youth work in groups called Young Farmers Clubs (Clubes dos Jovens Agricultores; CJA). A CJA has at least 15 members and a maximum of 30. No membership fees are charged. Currently, 38 CJAs are in Meconta.

When asked whether they were interested in agriculture, young people's responses differed. Some claimed that youth were interested, while others disagreed. However, youth and interviewees' responses were consistent with regard to two particular aspects of young people's commitment to agriculture: First, *YouthMap* participants thought that youth who live in the most fertile, productive areas seek employment elsewhere, namely, in the cities. Second, young people expressed the view that youth with skills and training in agriculture rarely show interest in or enthusiasm for working in rural areas. One young person in Chókwè said, "Youth don't want to work in the fields. They say they can't work in the fields; they would rather occupy an office and sit behind a desk in an air-conditioned room."

"Agriculture has the potential to generate great employment opportunities. Unfortunately, youth don't want to work in agriculture because they consider it to be humiliating—they want to live like youth from other countries [perceived lifestyle of developed countries]."

—civil society stakeholder, Meconta

A combination of factors contributes to the youth's limited interest in agriculture. Lack of incentives, social stigma (the work is associated with being a peasant [*camponês*]),¹³⁸ and the fact that farmers in Mozambique often produce at the subsistence level appear to discourage many youth from entering the sector. A concerted effort to educate youth about agriculture and to promote the sector may be beneficial. As one civil society stakeholder in Meconta said, "Agriculture should be introduced in the educational curriculum to sensitize youth to understand that agriculture is the foundation of Mozambique's development. Even parents and guardians should encourage their children from early ages to value agriculture and understand the advantages and benefits it has."

Self-employed youth in the agriculture sector said that they rarely produce beyond subsistence levels, describing a host of challenges they face, including

- lack of access to economic and productive resources;
- limited access to land and markets; and
- limited access to modern equipment and technology, and non-existence of irrigation systems.

Interestingly, interviewees suggested that the agricultural sector is more inclined than other sectors to hire youth. One public sector stakeholder in Chókwè said, "The agricultural sector prefers youth and offers promising employment opportunities for youth in agricultural supply chains. There are many opportunities in agriculture; what is important is the value chain. The market of Chókwè has only suppliers and producers but not distributors. There are agricultural enterprises and public transport companies that prefer younger staff. The public sector ends up preferring the young because of the entry interval of 18–35 years."

Self-Employment and Youth Entrepreneurship

Overall, youth and interviewees alike were optimistic about the prospects of entrepreneurship in Mozambique. Survey results reveal that 52 percent of working youth were self-employed at the time of study—engaging in both skilled and unskilled entrepreneurial activities. Regarding business types among these youth, 44 percent were engaged in trading, 46 percent were in services, 5 percent were in agriculture, 3 percent were in manufacturing, and 2 percent were in construction. Rural youth with access to land were often self-employed in the agriculture sector.

The level of education and experience of entrepreneurs varied, from upper secondary to university-level. Most often, self-employed youth said they use skills obtained informally to enter the market. Many said they simply seized a business opportunity irrespective of their education level or skills. Yet there was a widely held perception among youth that young people with practical skills have an economic edge over their unskilled counterparts, including peers enrolled in general, non-technical schools. Youth positively correlated TVET with success in entrepreneurship. One young woman in Xai-Xai said, “I think technical education is more advantageous. For instance, take those who are doing electricity; they are already doing electrical wiring in their neighborhoods.”

Across all levels of skill and qualifications, significant proportions of youth surveyed indicated an interest in entrepreneurship and self-employment. In general, youth interested in entrepreneurship or self-employment said they aspired to become economically self-reliant and to improve their lives and those of their relatives. One young woman in Xai-Xai said, “I would like to study, work, and provide for my family what my mother wasn’t able to give to me. [To achieve that], I would like to become an entrepreneur.”

Opportunities for Youth Entrepreneurship

Despite concerns commonly expressed by youth about their difficulties accessing seed capital, young people—as well as interviewees—generally agreed that there are promising self-employment opportunities for youth. One private sector stakeholder in Maputo, for example, said, “Everything [in Mozambique] is an opportunity. A country that is improving represents opportunity.”

Barriers to Youth Entrepreneurship

YouthMap participants interested in self-employment reported confronting many of the same problems as their peers faced in the formal and informal sectors. Economic and structural barriers such as weak productivity, high poverty rates, limited access to economic and productive resources, and inadequate infrastructure inhibit youth business development, as do political and business environment barriers such as institutionalized corruption, nepotism, and an oppressive political environment.

Rural and urban youth unequivocally agreed that economic and financial considerations drive entrepreneurship; they identified access to financing or seed capital as the single most important factor that contributes to entrepreneurial success or failure. This is illustrated by the following comments from youth:

- “The great difficulty lies in gaining access to finances; [as a result] many organizations begin their activities but end up burning out half way through their business.” —civil society stakeholder, Nampula
- “Not everyone has the conditions to start self-employment; hence, the biggest challenge is the difficulty to access funds.” —young woman, Xai-Xai
- “The biggest problem is finances. Adults have [a greater ability] to get funded than youth. This is because banks demand material guarantees such as a house to borrow against. As a young person, I don’t have any collateral; [therefore, my ability to get a loan from the bank is undermined].” —young woman, Nampula

Both youth and interviewees stressed that high interest rates charged by financial institutions and micro-credit lenders are a major barrier to setting up new businesses. *YouthMap* participants felt that banks have “rigid and unrealistic” loan policies—disconnected from the reality of the majority of youth in Mozambique. One young woman in Quelimane shared, “Banks aren’t that flexible in lending money to youth. They need so many guarantees and charge high interest rates.” A donor in Maputo said, “Interest rates for inter-bank loans sit at 13.5 percent. For an entrepreneur who wishes to ask for a loan to start his or her business, it is first of all difficult with such high interest rates; these rates will make you give up. The alternative is then to resort to micro-credit institutions, in which we are now looking at interest rates as high as 60 percent.”

Youth face other constraints to pursuing entrepreneurship, including, but not limited to, the lack of

- appropriate management training;
- legal and administrative information on financial resources and available training; and
- mentorship, guidance, and information that instruct youth on how to set up a business.

In addition, businesses must try to operate in an overly rigid and restrictive legislative framework.¹³⁹

These barriers, according to youth, greatly discourage young entrepreneurs and are widely perceived to benefit the rich minority at the expense of the poor majority. These sentiments highlight the urgent need for more targeted policy support for young entrepreneurs. One young woman in Beira said, “I don’t have a house, a car and furniture and therefore, the banker won’t lend [me] any money. What is at stake is money.” Many youth interviewed felt that the scale of their businesses were determined by financing, which influenced their ability to hire staff and impacted product and service delivery. They felt that the lack of adequate financing forced young entrepreneurs to become more reactive to the market and less innovative.

Women First helps vulnerable rural women to provide for themselves and their families through income-generation activities. The program complements existing efforts, such as World Vision’s nutritional and sanitation programs aimed at rural and vulnerable women. It is also an effort to reduce the prevalence of HIV/AIDS and other sexually transmitted diseases. The program enables women to start income-generation activities and thereby gain financial independence.

Some youth believed young women are in the most vulnerable positions, which makes it even harder for them to get funds for their businesses. Youth said that young women face many of the same problems males encounter; however, they are further disadvantaged by gender stereotyping and sexual exploitation.

Entrepreneurship Promotion

While access to credit remains limited for youth in the informal sector, several initiatives have been established with an objective to meet the needs of rural and urban entrepreneurs in Mozambique. Noteworthy initiatives include the following:

- Association of Rural Finance Workers from Meconta (Associação de Animadores de Finanças Rurais de Meconta; AFIRUM), Ophavela, and Women First have helped women succeed in starting and managing their own businesses.
- Center for Business Promotion (Centro de Promoção de Negócios) in Nampula, a small youth-led private business, helps young entrepreneurs to develop their business plans and acquire business skills through targeted training.
- Banco Oportunidade, a private financial institution, provides services to vulnerable populations.
- AFIRUM and Ophavela help members start businesses through saving schemes to facilitate micro-credit and income generating activities.

At the government level, as with other countries in SSA, Mozambique is promoting entrepreneurship through a number of initiatives. For example, the government has supported the Fund for the Promotion of Self-Employment, an initiative within the Ministry of Youth and Sports, which has financed 54 projects to date in Beira. Similarly, the Ministry of Science and Technology is supporting Mozambican Innovator (Inovador Moçambicano), a program aiming to help young inventors bring their products to the market. Despite these efforts, the demand far exceeds the supply; young entrepreneurs interviewed said that they are still challenged by their very limited access to finance, including grants and loans from the government. Some youth felt that there is little transparency in accessing GoM funds.

The recent introduction of entrepreneurship as a subject in the new education curriculum has sparked some excitement. Youth interviewed, however, have come to believe that the program does not teach concrete knowledge and skills to help students become successful entrepreneurs. Such views are presented below.

- “There is no specific information about how to create opportunities for youth; [entrepreneurship] it is something discussed sporadically.” —young woman, Quelimane
- “Yes, entrepreneurship has been added to the new curriculum, but it bears little significance; it is only theory.” —young woman, Nampula

Participants also underscored that the entrepreneurship education system should be demand-driven, focusing on those areas that are pertinent to our economic potential such as agriculture, mining and tourism.

Role of Family and Community

YouthMap participants indicated that young entrepreneurs who are not able to access finance elsewhere have received financial support from family, community, or charitable institutions in their communities. For example, a participant in Chókwe lost his business in 2009. One of his customers offered him financial assistance that enabled him to restart the business. Youth also gave examples of receiving family support to start their businesses:

- “I am an upholsterer; I did not have many difficulties in starting my business because my dad was the one who started the business; I had his support.” —young man, Maputo
- “To open my business, I had the support from my family; I did not receive support from any organization.” —young woman, Beira

YouthMap participants said that those without government, family, or community support have failed to sustain their businesses. One young woman said, “I tried [entrepreneurship]. I sold soap, candies, and biscuits, but I think I did not know the business well, and for that I failed. I also didn’t receive support from anyone.” In Quelimane, a local entrepreneur lends money to people known to him, including his employees. Such anecdotal evidence demonstrates that the role of family and community in supporting youth entrepreneurship cannot be underestimated, as many young entrepreneurs have come to rely on community support in absence of other financial support.

Key Findings for Youth Livelihoods

- In every research location, interviewees and youth spoke consistently of the urgent need to create more employment and entrepreneurial opportunities for youth in Mozambique. They acknowledge that while there are some job opportunities available for youth in all sectors, most of these positions require specific skill sets, experiences, and social connections that most youth do not have.
- Many young people cited the following reasons for engaging in the informal sector: lack of access to relevant training for formal sector jobs; little value placed on formal education in relation to labor market demands; and perceived barriers to employment such as corruption.
- Youth feel they cannot gain employment on merit. There is a widespread concern that gaining employment is closely tied to one’s socioeconomic status, political affiliation or party membership, power, and influence. Nepotism remains an urgent issue for youth.
- Youth outside Maputo feel a sense of neglect and marginalization, noting that employment opportunities are concentrated in Maputo compared to other areas. Although there are programs aimed at addressing unemployment by improving employability skills, youth frequently noted that government-funded programs are highly politicized and lack transparency.
- Barriers to youth entrepreneurship (e.g., lack of access to seed capital, high interest rates, corruption) undermine entrepreneurs’ ability to grow their businesses and increase productivity. It also discourages innovation and decreases their chances to become successful entrepreneurs that can contribute to local economic growth. Youth report feeling a sense of despair with very limited alternatives other than to remain stagnant.

5. YOUTH PATHWAYS TO POSITIVE CHOICES

“Samora Machel said, ‘Youth can change the future...’ I think through education, youth can change a lot that isn’t working well here in our country. We youth should combat poverty. Our country isn’t poor... we have mineral resources and many good things... but youth should develop their competencies.”

—young person, Xai-Xai

The information and analysis in this section is largely based on the opinions and perspectives shared by positive role models and, to a lesser extent, by interviewees. Role models were identified through a variety of means: by youth who took part in other focus groups; by interviewees who participated in the assessment; and by reputable local organizations, including schools, universities, mosques and churches, civil society organizations, local development agencies, and others.

It is important to note that positive choices do not exist in isolation and are often defined as avoiding negative behavior (e.g., not drinking or using drugs, not dropping out of school). It is therefore necessary to analyze positive behaviors while discussing and making comparisons with negative behaviors (see second half of this section).

Who Are Role Models for Youth?

What makes someone a role model for youth? The positive examples most frequently identified by youth included the categories below.

Family members. Not surprisingly, parents and families were mentioned across research locations as among the most fundamental influences on the lives of both male and female youth. The majority of comments were positive, although some youth expressed their disappointment in parents who abused alcohol, were not employed, or did not interact or spend time with them, for example. A wide variety of family members were mentioned in focus groups, including siblings, aunts and uncles, grandmothers, in-laws, and cousins.

- “My mother is my heroine in life.” —young woman, Xai-Xai
- “My parents are the first and the last. They are our true teachers, it is they who give us strength and motivate us to leave home and follow a path.” —young man, Maputo
- “Parents should always be an example for their children.” —young woman, Maputo
- “My family has a lot of confidence in me; they believe I am capable of making good decisions.” —young man, Maputo
- “My female cousin is an example because almost everyone has the opportunity to study but they waste it. She was the only one who committed to study, in spite of the difficulties.” —young man, Chókwè

Peers, friends, neighbors, community members. *YouthMap* participants particularly admired those who had overcome financial and social adversities to remain in school, returned to school after a hiatus (such as having a baby), successfully completed school, or resisted the temptation to drop out. They also respected those who took leadership roles (such as activists) and worked to help people (teachers, nurses, lawyers, volunteers). On the other hand, friends who engaged in risky behavior were mentioned as exerting a negative influence.

- “There’s a guy in my neighborhood whose mother was a housekeeper and did everything to pay for his studies. He studied Chemical Engineering and got a scholarship for his master’s degree outside the country.” —young man, Xai-Xai
- “For me, my role model is a guy from my town. I admire his behavior. He’s very serious ... he’s always reading. He doesn’t use drugs or drink alcohol. He is always ready to help; he gives useful advice to youth. He is very admired in the area.” —young woman, Beira

People who have successfully created a business. No matter how small the enterprise, *YouthMap* participants admired a person's ability to supplement their personal and family income and to pursue certain dreams that would otherwise be out of reach.

- “I know a youth who was shot and became paralyzed, but he didn’t give up on life. He’s now 34, he’s self-employed and a businessman.” —young man, Maputo
- “I have a neighbor, 30 years old, who is a good entrepreneur. Through his own force he became a carpenter. I’ve made an effort to integrate myself into his group because I would like to be like him. I asked him how he started, [so I can] try and follow his steps.” —young man, Meconta

Religious organizations, church members. Many *YouthMap* participants highlighted the importance that religion plays in positively shaping their lives, particularly with regard to avoiding negative behaviors.

- “Church is where men are formed. I don’t know anyone who learned to smoke or drink in church. In church you learn very valuable characteristics.” —young man, Beira
- “The church plays an important role in the positive choices of young people.” —young woman, Gurúe

Schools, teachers. Schools were less frequently mentioned as having a role in supporting youth to make the right decisions, although some young people said they were a positive force. The feedback from youth regarding the influence of teachers was mixed. Some young people said their teachers set a good example, played an important role in their lives, gave good advice, and were generally positive. On the other hand, many youth mentioned the prevalence of alcohol abuse by teachers. A young woman in Gurúe said, “There are teachers who drink a lot and say to students, ‘Do as I say, not as I do.’” Corruption (e.g., payment or sex for good grades) was also mentioned in several focus groups, as discussed above.

Public figures. Youth in focus groups identified role models among several nationally known personalities, including a former prime minister and two first ladies (e.g., Maria da Luz Guebuza, Luisa Diogo, Graça Machel), singers (Mingas), journalists (Selma Marivate), politicians (Veronica Macamo, Alberto Nkuntumula), and others. Regional and local public figures were also mentioned.

What Characterizes Youth Who Make Positive Choices?

Certain themes, trends and patterns emerged in the data collected from focus groups across research locations. Table 15 summarizes: (1) the attitudes and values mentioned by young people as important to doing well and making positive choices in life; and (2) the behaviors and actions that they admire in others and that serve as an inspiration to them in their lives:

TABLE 15 Attitudes, values, behaviors and actions

Attitudes and Values	Behaviors and Actions
<ul style="list-style-type: none"> • Altruism • Ambition, working toward goals • Belief in oneself • Determination and motivation • Good character • Hard work and ambition • Learning from mistakes • Patience • Persistence, not giving up in face of adversity • Religious values • Sense of responsibility • Strong willpower and dedication • Willing to make sacrifices 	<ul style="list-style-type: none"> • Actively involved in society • Actively participating in cultural activities and sports • Avoiding risky behaviors (e.g., substance abuse, early sexual initiation, sex work, crime) • Learning lessons from bad examples • Resisting corruption or bribery • Resolving conflicts in a constructive way • Supporting the disadvantaged, working as an activist • Taking advantage of opportunities • Taking initiative to solve problems in the community • Talking openly, debating issues, having a dialogue • Treating people well and with respect • Willing to provide advice to those who need help • Willing to take advice from those who know better

Influential Factors

Why do some youth make positive choices, while others don't? When asked this question, most young people tended to explain choices as a matter of personality traits, saying it all depends on the individual. It was much harder for them to think of factors that may have consciously contributed to such decisions. When pressed, many mentioned the importance of good examples and the influence of relatives and people close to them. A young woman in Beira noted that "it's difficult for someone to be 100 percent good." Others, such as those below, emphasized that good choices often result from being exposed to a blend of different influences over time:

- "To tell you the truth, I don't have a single role model. I try to take the positive from everyone." —young man, Nampula
- "In my case it's a mixture of people and various moments that end up influencing me in different ways. But the common denominator of all the moments will always be the family." —young man, Maputo

A noteworthy finding of the *YouthMap* study was that positive choices and behaviors by youth often stem from, and are a reaction to, negative experiences in their lives. Having been exposed to negative examples—at home, school, work, or in the community—was repeatedly mentioned by young people as a reason *not* to engage in negative practices or to turn away from them once initiated. For example, many youth recounted stories of a father or an uncle who abused substances, was unemployed, or who lacked ambition, which subsequently inspired young people to work hard at school and to get ahead in life. Others mentioned friends who got addicted to drugs or alcohol and ended up without friends and in a poor state of health. Sometimes it was the sudden loss of parents or guardians and the ensuing responsibility for themselves and others that forced youth to choose to act constructively at an early age.

Many youth reported wanting to break away from a life associated with poverty, violence, alcoholism, and despair. The decision to pursue a better life for themselves and for their family was what made many young people choose positive behaviors. Researchers heard examples of youth who were determined to pursue their dreams and not let pressure from their family or friends deter them from their goal. They heard of girls who were almost forced to marry but resisted because they wanted to continue studying (today, one is in medical school, and the other is a teacher). For some youth, education, in and of itself, can be a driving force for positive choices.

"I always had my mom around to give me all her support. [She] played a crucial role. Since I was young she always said, 'You have to have a dream, you have to follow it. I wasn't able to go to university, but you can and you have the capacity.'"

—young woman, Maputo

Several participants told stories about how their parents or guardians had suffered for them to be what they are today. One young man in Maputo said, "One of the principal aspects that affects all of us is the fact that our parents have been through many difficulties in life, and they did everything possible to make sure we don't go through the same thing." Several of the role models interviewed had lost one of their parents early in life, and the surviving parent had to struggle mightily to provide an education and a better future for their children.

YouthMap participants highlighted the importance of dialogue within their families. Many expressed their appreciation for having open lines of communication with their parents, such as the ability to ask questions, debate issues, and resolve problems. They also expressed

appreciation for having rules and structure in the house, compared with other youth who could come and go as they please without the family noticing their absence. Some youth lamented the limited dialogue in their households and the lack of respectful debate and conflict resolution. Finally, although some youth said they had very open conversations with their parents—and often other relatives—about behavioral choices, most of the youth indicated that it is difficult to talk with their parents about sensitive topics, such as drugs, alcohol, sex, birth control, and HIV/AIDS prevention.

Influential Organizations

In focus groups in the center and north of the country, participants mentioned almost without exception that there are very few institutions that support youth who want to make positive choices. They expressed their disappointment about social and governmental institutions, which they feel did not give them any support or encouragement.

Youth mentioned churches and mosques as being the most supportive institution. Religious organizations play an important role in the lives of many youths, providing them with a sense of belonging as well as advice on what is good, bad, right, and wrong. Schools are much less frequently mentioned as having played a supportive role. Some participants mentioned the subject of “entrepreneurship” they had in school as an opportunity that helped them start their own business, and thus changed their lives.

Several youth mentioned the importance of having participated in certain social or civic activities, such as PGB. Activism helped them to mature, to develop a spirit of solidarity, and to be able to help others. Many young people felt that active participation in NGOs and in voluntary work was what changed an individual and makes a difference for the rest of their lives. In various study communities, youth named the organizations *Jovens com uma missão*¹⁴⁰ and *Parlamento Infantil* (Children’s Parliament). Other participants mentioned organizations that are active only at a local level. One organization that was frequently mentioned was the International Association of Students in Economics and Business (Association Internationale des Étudiants en Sciences Économiques et Commerciales; AIESEC), which provided educational and travel opportunities to some young people. AIESEC is the world’s largest youth-run organization, present in more than 100 countries and with more than 60,000 members. It focuses on providing a platform for youth leadership development through international internship programs through which young people can experience leadership, different cultural values, and participate in a global learning environment.

Young Mozambicans, just as youth elsewhere, have many dreams and ambitions. They want to study, find a job, set up a business, or create a family. Many youth have a strong will to improve their life and the lives of others. For example, some youth, frustrated with the health system, said they want to become doctors to make sure others will be treated better than they were.

Risky Behavior and Negative Choices

Youth may also face pressures to engage in risky behaviors. The areas of substance abuse, sexual activity, and crime/violence are briefly discussed below.

Alcohol and Drugs

Young people across all research locations reported that substance abuse is a major problem affecting Mozambican youth. They reported widespread use of alcohol and cannabis sativa (*suruma*¹⁴¹) by peers, but believe that alcohol abuse is more prevalent. Youth and interviewees cited poverty, peer pressure, and negative role models as primary influences on substance use. Young people also believed that women are just as likely as men to abuse substances.

The legal drinking age in Mozambique is 18 years old, although many youth reported consuming alcohol as minors. According to a young person from Nampula, “If someone comes with his 50 or 100 meticaís to buy a drink, the dealer is not going to ask his age and where he got the money from; he is more concerned with his business!” Alcohol prices and quality range from very low to high, making it affordable for most youth. Youth often consume alcohol at local *barracas*, but they also reported that students smuggle drinks into school, often disguising alcohol in bottles of drinking water.

“Youth of today choose their partners based on social status and wealth. Women always choose a man who has a car and a house. If I see a cute girl in the street, she will think: ‘What does this man have to give me?’ But, if a man has a nice car, the girl will stop to speak to him.”

—young person, Beira

Overall, the youth interviewed reported a cultural tolerance toward alcohol dependence and identified alcoholism as a growing problem among Mozambican youth. Both interviewees and youth reported that employment frustration, peer pressure, and negative images in popular culture promote drug and alcohol use.

- “If someone stops drinking, people in the community think that she or he contracted AIDS. That’s why we continue to drink.” —young woman, Quelimane
- “Many people think that alcohol helps to relieve problems and stress.” —young man, Meconta
- “In the case of drinking, the cause is the lack of something to do and afterwards it becomes addiction. There are others that say we consume alcohol to be distracted.” —young man, Gurúe

Interviewees and youth said the illegal drug *suruma* is the most popular drug among youth. It is easily available in rural areas and has been used in Northern Mozambique by traditional healers. Recreational use of *suruma* appears to be increasing.¹⁴² According to those interviewed, *suruma* use causes youth to become disinterested in school. One youth from Beira believed that *suruma* use was a gateway to additional illegal activity: “Drugs are ruining many youth in this city. You can lose control! *Suruma* is ‘burning the cards’ [destroying the brains] of many young people; they smoke and then they steal cell phones or wallets, all because of the *suruma*.”

Youth in Maputo mentioned that stronger drugs (cocaine, heroin, synthetics) are a luxury for the rich. In Nampula, one youth named a place frequented by heroin users. A recent article in the weekly newspaper *@Verdade* suggests that the use of hard drugs is on the rise, and Nampula is the center of such activity.¹⁴³

Sexual Activity

Across all research locations, *YouthMap* participants and interviewees reported that most young people are sexually active. Youth reported that girls become sexually active at younger ages than boys. According to those interviewed, young women often engage in sexual relationships with much older men with whom they informally trade sex for goods.

Most youth identified premature sexual activity as an acute problem impacting youth in Mozambique. According to respondents, the average young person begins engaging in sexual activity as early as 11 years old or 12 years old.¹⁴⁴ However, in rare cases, youth reported sexual activity in children even younger.

Across all areas, stakeholders and youth agreed that poverty is a leading factor in premature sex. Urban and rural youth reported that sex is used for informal bartering. Although young women and men both barter for sex with older partners, respondents uniformly agreed that the practice is more common among women. According to a young woman from Xai-Xai, “It happens a lot. We as young girls sometimes get involved with older men because we need money—because of poverty.” Youth also cited greed as a primary factor influencing premature sex. A young person from Beira remarked, “Girls are gold diggers. If I have a cell phone or clothes, then other girls look for a man to have sex with so they can get the same things.”

Stakeholders and youth said the majority of transactional sex happens informally; however, respondents reported an increase in formal commercial sex work. According to stakeholders, megaprojects (e.g., road construction) have increased the demand for sexual services in Gurúe and Meconta. Youth reported that sex work is a livelihood option often encouraged by parents in very impoverished areas. In a focus group in Nampula, all of the youth reported that this behavior was typical. One young person remarked, “There are mothers that send their 17-year-old daughters into sex work to earn an income [for the family].”

To a lesser extent, stakeholders and youth reported that the influence of popular culture has increased sexual activity among youth. *YouthMap* participants and interviewees praised television dramas (*telenovelas*) for addressing issues such as sex and sexually transmitted diseases, but also believed that youth imitate the sexual behaviors they see. One NGO stakeholder from Maputo said, “Children watch *telenovelas* that imitate sexual acts [as they are sitting] right next to their grandmothers, aunts, and mothers.”

In rare cases, respondents reported that premature sex is linked to initiation rites or cultural beliefs. One youth in Gurúe said, “Not every family participates in the rites, it depends on the family.” However, when youth do participate, they reported that boys and girls are likely to experiment. Also in Gurúe, two youth reported, “Boys go through the rites at 11 and want to practice what they learned,” and “Girls like to experiment with what they learn during their rites.”

Crime and Violence

Crime was mentioned frequently as a problem in focus groups in Maputo, but much less frequently in the other places. Youth cited poverty, lack of employment, and negative role models as root causes of non-violent crime. In most cases, violent crime was identified by youth as a by-product of substance abuse. One youth in Xai-Xai said, “Boys get drunk and start making trouble.” Those interviewed felt that young men, in general, are more likely to engage in illicit, criminal activities such as selling drugs, carjacking, mugging, stealing, and armed robbery.

Overall, domestic and sexual violence was not prevalently reported by youth as a criminal activity and was perceived by most youth as a natural part of male-female relationships. This was illustrated by female focus group participants in Beira: “There is much violence among couples;” “Discussion among couples is natural;” and “There are cases of domestic violence because of betrayal.” Across research locations, several youth reported knowing victims of domestic violence, sexual violence, and incest. A girl from Xai-Xai explained, “Many times the abusers live in the same house as you. Even though you are their sister, their niece, or their daughter, these men still feel like they have the right to attack you.”

Many young women in urban and rural locations requested more information about sexual and domestic violence during implementation of the *YouthMap* assessment.

Key Findings for Positive Choices

- Young people identified the following as examples of role models: family members; peers, friends, neighbors and community members, religious and community leaders, successful entrepreneurs, teachers, and public figures. Not surprisingly, parents were often mentioned as the fundamental influence.
- Generally, young people admire those who have overcome financial and social adversities to remain in or return to school and successfully complete school. They respect those who have taken leadership roles to help others.
- When asked to describe attitudes and values critical to making positive choices, young people named willpower, the ability to learn from mistakes, the willingness to make sacrifices, patience, good character, religious values, ambition, and hard work.
- Young people admired others who avoided becoming involved in dangerous behavior; actively participated in cultural activities and sports; contributed to community development activities, and resisted corruption and resorting to bribery to obtain services.
- Youth noted that there are very few social and governmental institutions working to support youth who want to make positive choices.
- Young people said that religious organizations play an important role in their lives, providing them with a sense of belonging and giving them advice about what is good, bad, right, and wrong. Schools were much less frequently mentioned as playing a supportive role.
- Mozambican youth, especially young women, said that substance abuse, crime, and premature sexual activities were pressing problems. They cited poverty, lack of employment opportunities, peer pressure, negative role models, and popular culture as primary influences on youth who engage in these negative behaviors.

ENDNOTES

1. Youth:Work is a five-year youth employability program implemented by IYF and funded by USAID/Washington through its Office of Urban Programs (EGAT/UP). *YouthMap* is an Associate Award under this “Leader with Associates” cooperative agreement.
2. DFID, “Summary of DFID’s work in Mozambique 2011–2015,” (2011).
3. <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTHEALTHNUTRITIONANDPOPULATION/EXTDATASTATISTICSHNP/EXTHNPSTATS/0,,contentMDK:21737699~menuPK:3385623~pagePK:64168445~piPK:64168309~theSitePK:3237118~isCURL:Y,00.html>.
4. www.unaids.org/en/regionscountries/countries/mozambique/.
5. Republic of Mozambique, “Country Paper,” *5th African Development Forum: Youth Leadership in the 21st Century* (Addis Ababa: 2006), 8–9.
6. The YIDS was adopted by Resolution 32/2006 of the Council of Ministers, and defined youth in Mozambique as comprising those between 15 and 35 years of age. The document also estimated that 30 percent of youth between 15 and 24 years of age were illiterate, of which 51 percent were female. See also, *ibid.*, 8–9.
7. The NYP was created by the Resolution 4/96 of the Council of Ministers; it was a very basic document, with very general wording, but no reference to political participation, no specific programs of action, and no target indicators.
8. The Charter is available at www.africa-union.org/root/ua/conferences/mai/hrst/charter%20english.pdf. See also “Relatório do Estado da União Africana: Moçambique 2010,” available at www.stateoftheunionafrica.org/documents/State_of_the_Union_Mozambique_Report_2010.pdf.
9. Interview with Government Official, Maputo, March 7, 2012. The goal of adopting the policy by mid-2012 seems unlikely, particularly if it is to be done by Parliament in 2012.
10. Projovem started in Maputo City and has expanded to Nampula City. Projovem is supported by some of the major public companies and aimed at creating an endowment of half a million dollars to support youth initiatives. Yet, only a few companies were able to commit, contributing roughly half of the targeted amount. Interview with CNJ President, Maputo, March 21, 2012.
11. EQUIP3, “Youth Councils: An Effective Way to Promote Youth Participation—Some Initial Findings from Africa,” (Washington D.C.: USAID and EQUIP3, 2009), 7–9.
12. Parlamento Juvenil de Moçambique, “Manifesto Eleitoral da Juventude: Eleições 2009,” (Maputo: 2009), 6.
13. Canal de Moçambique, “Jovens Exigem que a Frelimo Revele o que Pretende Alterar na Constituição,” *CanalMoz* (2011); Parlamento Juvenil de Moçambique, “Revisão da Constituição da República de Moçambique,” (Maputo: 2011).
14. Centro de Integridade Pública (CIP), “Aspectos Críticos da Governação Local em Moçambique: um Olhar sobre 6 Distritos e 3 Autarquias,” (Mozambique: 2009), 61. The report claims that at the local level, particularly within the *Instituições de Participação e Consulta Comunitária*, which were established under the Law of the Local Organs of the State and respective *Regulamento*, youth are barely represented in a process virtually monopolized by state representatives.
15. Marcelo Mosse and Jonas Pohlmann, “O MARP em Moçambique,” (Johannesburg: Fundações da Open Society, 2011), 7. The report also shows an annex with MARP members since its establishment. MARP stands for Mecanismo Africano de Revisão de Pares (African Peer Review Mechanism).

16. EQUIP3, “Youth Councils: An Effective Way to Promote Youth Participation - Some Initial Findings from Africa.”
17. Open Society Institute, “Mozambique Democracy and Political Participation,” (London: Open Society Institute, 2009).
18. See “MDM Organiza Órgãos na Cidade de Maputo,” available online at <http://www.canalmoz.co.mz/hoje/23068-mdm-organiza-orgaos-na-cidade-de-maputo.html>.
19. See also, Salvador Forquilha, “Governança Distrital no Contexto das Reformas de Descentralização Administrativa em Moçambique: Lógicas, Dinâmicas e Desafios,” in *Desafios para Moçambique 2010* (IESE, 2010), 32.
20. While it appears that CNJ faces difficulties expanding their activities to the districts, PJ is actively organizing conferences and debates in the provinces. The President indicated that PJ has permanent forums of 100 members in each province and they plan to organize regional conferences in the three regions of Mozambique as well as conferences in all 128 districts by the end of 2012. See also, Nelson Belarmino, “Jovens Tendem a Interromper Ciclo de Apatia e Silêncio, (2012), <http://www.opais.co.mz/index.php/politica/63-politica/20169-jovens-tendem-a-interromper-ciclo-de-apatia-e-silencio.html>.
21. TAJ emerged in December 2010 at request of youth who felt that the main “Terraço Aberto” (Open Terrace) failed to address specific concerns of youth. The TAJ is organized by a group of 9 youth volunteers (3 female and 6 male) who also choose the topics for the discussions. See HELVETAS, “Informação para o Relatório Anual 2011,” (Mozambique: HELVETAS, 2011), 5.
22. See also FDC, “Index of Civil Society in Mozambique 2007. Mozambican Civil Society Within: Evaluation, Challenges, Opportunities and Action,” (FDC, 2008), 45.
23. For the funding issue see, Canal de Moçambique, “Governo de Mentirosos—Dinheiro Põe Líder do CNJ em Choque com o Executivo,” *CanalMoz* (2012), <http://www.canalmoz.co.mz/hoje/21113-governo-de-mentirosos.html>.
24. UNDP, “The Mirror of Narcissus—Knowledge and Self-conscience for a Better Development of the Mozambican Civil Society,” (UNDP, 2011), 87–89.
25. *Ibid.*, 3.
26. Per the 2012 Africa Human Development Report, 54.5 percent of household expenditures goes to food consumption (Table 5, page 162). Therefore when food prices increase, social tensions increase—which can spur violence, as demonstrated by previous protests and riots. UNDP, “Africa Human Development Report 2012: Toward a Food Secure Future,” (UNDP, 2012), 43.
27. UNDP, “The Mirror of Narcissus — Knowledge and Self-conscience for a Better Development of the Mozambican Civil Society,” 3–4.
28. Open Society Institute, “Mozambique Democracy and Political Participation,” 68–69.
29. This is Law 7/2011 (enacted January 4, 2011), which, among other legal protections, requires that entities sponsoring volunteer activities must provide to their volunteers insurance against all risks. According to the official interviewed, the Agency is the arm of the government expected to ensure the implementation of the Law and some of the activities under the law, while the Volunteer Council is supposed to be a civil society expected to advocate for the rights of the volunteer.
30. UNICEF, “Situation Analysis of Youth and Adolescents in Mozambique - Focus on District and Rural Level,” (2005), 42.
31. *Ibid.*, 8.
32. *Ibid.*, 5.

33. Radio stations involving youth include Catholic stations that are managed by youth representatives from the local communities who are active members of the National Forum of Community Radios. Other stations include *Radio Cidade*, a Portuguese language FM channel dedicated to a young audience and covering the urban areas of Maputo and Matola. Profiles and target audiences of RM's 14 channels can be found in AfriMap, "Public Broadcasting in Africa: Mozambique," (Johannesburg, South Africa: Open Society Initiative for Southern Africa, 2010), 85–86.
34. For more information on youth and children's educational and cultural programs broadcast on TVM, see *ibid.*, 85–86.
35. *Ibid.*, 60.
36. According to data from a 2006 UNESCO study, see *ibid.*, 60.
37. Programming includes news bulletins on local events, current affairs programs in the form of live debates and public participation through telephone call-ins, voter education, information and education on HIV/AIDS prevention and antiretroviral therapy, early warnings on natural disasters (floods and cyclones), sports and recreation. Community radios actively engage communities and give them a voice in their programs through letters, live debates, taped interviews and phone-in slots. See *ibid.*, 59, 139.
38. *Ibid.*, 55.
39. *Ibid.*, 32.
40. Polly Gaster et al., "Inclusão Digital em Moçambique: Um Desafio para Todos," (CIUEM, 2009), 24.
41. Maria Justiniano et al., "Multifaceted Challenges: A Study on the Barriers To Girls' Education Zambézia Province, Mozambique" (Copenhagen: DANIDA, 2005), 38.
42. Christian Groes-Green, "'The Bling Scandal': Transforming Young Femininities in Mozambique," *Nordic Journal of Youth Research* 19, no. 3 (2011), 294.
43. *Ibid.*, 298.
44. *Ibid.*, 300.
45. UNICEF, "Situation Analysis of Youth and Adolescents in Mozambique—Focus on District and Rural Level," 52.
46. *Ibid.*, 9.
47. Secondary school and higher education students are involved in adult literacy and education in their communities. To create incentives, the National Directorate of Secondary Education offers tuition breaks, teaching/learning materials, and a certificate of participation to those youth involved in the literacy campaign under the *Programa Família Sem Analfabetismo* (Families without Illiteracy Program—PROFASA), of the 2009 *Secondary Education Strategy* (interview with Public Official in Maputo).
48. Center for Communication Programs, "PACTO launches HIV Prevention Lyrics Contest in Mozambique," Johns Hopkins, <http://jhuccp.org/news/pacto-launches-hiv-prevention-lyrics-contest-mozambique>.
49. UNICEF, "Situation Analysis of Youth and Adolescents in Mozambique—Focus on District and Rural Level," 5.
50. Much of this section is informed by the April 2012 AfriMap study on the education system in Mozambique, entitled 'Mozambique Effective Delivery of Public Services in the Education Sector'—A Review by AfriMAP and the Open Society Initiative for Southern Africa.
51. UNICEF, "Situation Analysis of Youth and Adolescents in Mozambique—Focus on District and Rural Level," (2005).
52. http://196.22.54.18/home_page/censo07/ literacy data, table 18; education attainment data, table 21.

53. Secondary education has five grades divided into two learning cycles. The first cycle (ESG1) runs from grades 8 to 10; the second cycle (ESG2) covers grades 11 and 12. At the end of each of the cycles, school exams are held to assess the skills acquired over the period. AfriMap, “Mozambique Effective Delivery of Public Services in the Education Sector,” (AfriMAP, Open Society Initiative for Southern Africa, 2012), 41.
54. Ibid., 39.
55. Hainsworth et al., “From inception to large scale: the Geração Biz Programme in Mozambique,” 8.
56. Ibid., 9.
57. Ibid., 9.
58. AfriMap, “Mozambique Effective Delivery of Public Services in the Education Sector,” 40.
59. Estatística da Educação, Levantamento Escolar 2011. Direcção de Planificação e Cooperação, Ministério da Educação, August 2011. Note: This figure is for public schools only and excludes TVET.
60. Andrea Folgado Serra, “Survey of Technical Manpower Needs in Mozambique,” (Maputo: World Bank, 2007), 29, 33.
61. Embassy of France et al., “The Socio-economic Integration of Mozambican Youth into the Urban Labour Market: The Case of Maputo” (Maputo: ILO, 2006), 28.
62. Management Systems International, “Corruption Assessment: Mozambique,” (Washington, D.C.: USAID, 2005), 24–25.
63. The Poverty Reduction Action Plan (PARP) 2011–2014 is the medium-term strategy of the GoM for putting into operation the Five-Year Government Program (2010–2014), focused on the objective of combating poverty and promoting a culture of work, with a view to achieving inclusive economic growth and reducing poverty and vulnerability in the country. IMF, “Republic of Mozambique: Poverty Reduction Strategy Paper,” (Washington, D.C.: International Monetary Fund, 2011), 4.
64. AfriMap, “Mozambique Effective Delivery of Public Services in the Education Sector,” 138.
65. Data provided by INEFP; these figures include the courses run by INEFP itself.
66. According to 2007 Census data, the percentage of youth between 15 and 24 years who know how to read and write is 62 percent (75 percent for men and 52 percent for women). See: www.mozdata.gov.mz/censo2007/index.php.
67. M. Arthur, “Assédio sexual e violação nas escolas,” *Outras Vozes* (Maputo: WLSA, 2003).
68. Associação Moçambicana Mulher e Educação, “Relatório de Pesquisa Formativa - Conhecimentos, Práticas e Acções relacionadas com o HIV e SIDA em Alunos, Professores e Conselhos de Escola dos Distritos de Mocuba e Quelimane, Província da Zambézia,” (Quelimane: 2011).
69. Associação da Juventude de Luta Contra o SIDA, “Relatório de Pesquisa Formativa - Conhecimentos, Práticas e Acções relacionadas com o HIV e SIDA em Alunos, Professores e Conselhos de Escola dos Distritos de Dondo e Nhamatanda, Província de Sofala,” (Beira: 2011).
70. Comitê Ecuménico para o Desenvolvimento Social, “Relatório de Pesquisa Formativa - Conhecimentos, Práticas e Acções relacionadas com o HIV e SIDA em Jovens e Pessoas Casadas dos Distritos de Maringué e Cheringoma, Província de Sofala,” (Beira: 2011).
71. Ophavela, “Relatório de Pesquisa Formativa—Conhecimentos, Práticas e Acções Relacionadas com o Hiv e Sida em Jovens e Adultos dos Distritos de Moma, Meconta e Lalaua, Província de Nampula,” (Nampula: 2012).

72. Arthur, M. "Assédio Sexual e Violação Nas Escolas." *Outras Vozes* (Maputo: WLSA, 2003).
73. Associação Moçambicana Mulher e Educação, 2011.
74. Associação da Juventude de Luta Contra o SIDA, 2011.
75. Comitê Ecuménico para o Desenvolvimento Social, 2011.
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77. IMF, "Republic of Mozambique: Poverty Reduction Strategy Paper," 12.
78. Mtinkheni Gondwe, "Alignment of Higher Professional Education with the Needs of the Local Labour Market: The Case of Mozambique," (Hague: Nuffic, 2011), 43.
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87. AfDB, "African Economic Outlook: Mozambique," 5.
88. IPAM, "Mozambique: An Independent Analysis of Ownership and Accountability in the Development Aid System,"; CIDA, "Mozambique," Canadian International Development Agency, <http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/JUD-216133552-PTG>; Maarten van Klaveren et al., "An Overview of Women's Work and employment in Mozambique. Decisions for Life" in Working Paper 09-77 (Amsterdam: Amsterdam Institute for Advanced labour Studies, 2009).
89. DFID, "Summary of DFID's Work in Mozambique 2011–2015."
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91. AfDB, "African Economic Outlook: Mozambique," 3.
92. World Bank, "Prospects for Growth Poles in Mozambique," (The World Bank Finance & Private Sector Development Africa Region, 2010).
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138. *Camponês* (peasant) is someone who lives or works in the fields. Historically, *camponês* has been an uneducated, poor, and consequently lower-class person (i.e., a “nobody” [*joão-ninguém*]). The term has been pejoratively used to describe people coming from the rural areas, as opposed to a farmer (*agricultor*), who is considered to possess some technical knowledge and resources to work the land.

139. Embassy of France et al., “The Socio-economic Integration of Mozambican Youth into the Urban Labour Market: The Case of Maputo,” 63, 73.
140. “Youth with a Mission,” an organization that many informants described as related to World Vision International.
141. Sometimes spelled “soruma.”
142. According to a State Department report, 3,252 kilos of cannabis were seized by law enforcement in 2010, a 24 percent increase from 2009. United States Department of State, *International Narcotics Control Strategy Report. Volume 1: Drug and Chemical Control*, (Washington, D.C.: United States Department of State, Bureau for International Narcotics and Law Enforcement Affairs, 2012), 330.
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144. The 2008 Mozambique Multiple Indicator Cluster Survey indicates that 29 percent of women aged 15 to 19 began sexual activity before their 15th birthday. Almost four out of every five women (77 percent) aged 20 to 24 had their first sexual relation before the age of 18. The onset of sexual activity before age 15 is more frequent in rural areas (32 percent) than in urban areas (24 percent). Araújo, Stelio Napica de, Abdulai Dade, Maria de Fátima Zacarias, and Cassiano Soda Chipembe, “Final Report on the Multiple Indicator Cluster Surveys, 2008,” (Maputo: National Statistics Institute, 2009), 125.



The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil-society organizations committed to empowering youth to be healthy, productive, and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities. To learn more, visit www.iyfnet.org.